

3 Longman Academic Writing Series

FOURTH EDITION PARAGRAPHS TO ESSAYS

Teacher's Manual

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**Longman Academic Writing Series 3: Paragraphs to Essays, Fourth Edition
Teacher's Manual**

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INTRODUCTION

Welcome to the new edition of Level 3 in the *Longman Academic Writing Series*, a five-level series that prepares English language learners for academic coursework. This book, formerly called *Introduction to Academic Writing*, is intended for intermediate students in university, college, or in secondary school programs. It offers a carefully structured approach that focuses on writing as a process. It teaches rhetoric and sentence structure in a straightforward manner, using a step-by-step approach, high-interest models, and varied practice types.

Like the previous editions, this book integrates instruction in paragraph and essay organization and sentence structure with the writing process. It carefully guides students through the steps of the writing process to produce the well-organized, clearly developed paragraphs that are essential to academic writing in English. You will find a wealth of realistic models to guide writers and clear explanations supported by examples that will help your students through typical rough spots. These explanations are followed by the extensive practice that learners need to assimilate writing skills and write with accuracy and confidence. 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. The tasks progress from recognition exercises to controlled production and culminate in communicative Try It Out activities.

The first part of this book presents comprehensive chapters on how to format and structure basic and specific types of academic paragraphs. Students will learn how to organize different paragraph types, including narrative, process, definition, cause / effect, and comparison / contrast paragraphs. In the second part, learners are introduced to the basic concepts of essay writing. 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 previous edition will find these new features:

- **Chapter objectives** provide clear goals for instruction;
- **Two new vocabulary sections**, Noticing Vocabulary and Applying Vocabulary explain specific types of vocabulary from the writing models and support its use in the Writing Assignment;
- **Selected writing models** have been updated or replaced, while old favorites have been retained and improved;
- **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** ask students to evaluate their own progress;
- **Timed Writing** practice develops students' writing fluency.

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;
- **The Student Book Answer Key** provides answers for all Student Book practice activities.

GENERAL TEACHING NOTES

GENERAL TEACHING NOTES

These notes describe the chapter organization in the Student Book and provide general suggestions on how to approach each section. They also include information about the Writing Assignment Scoring Rubrics and Chapter Quizzes in this manual, as well as suggestions on how to integrate technology and a brief description of MyEnglishLab Writing 3 (www.myenglishlab.com for additional writing skill practice, composition practice, and assessments). Step-by-step teaching suggestions for the Student Book are in the Chapter Teaching Notes that follow.

Student Book

The Student Book contains 10 chapters divided into two parts. Part I (Chapters 1–8) presents comprehensive chapters on how to format and structure basic and specific types of academic paragraphs. Students will learn how to organize different paragraph types, including narrative, how-to, definition, cause / effect, and compare / contrast paragraphs. In Part II (Chapters 9 and 10), learners are introduced to the basic concepts of essay writing. Finally, the extensive appendices and a thorough index make the text a valuable and easy-to-use reference tool. The chapters are generally organized as described below.

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

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

Writing Model

Each chapter presents a model paragraph (Chapters 1–8) or a model essay (Chapters 9–10). These provide appropriate models for the chapter Writing Assignment. The models are followed by questions that help students notice the important structure, content, and language displayed in the models. You may want to add your own questions and have students further analyze the writing models.



Noticing Vocabulary

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

Skill-Building: Organization

The organization sections focus on the structure and content of paragraphs and essays. In Part I, the focus is on the paragraph. Chapter 1 presents an introduction to the basic features and the format of academic paragraphs. Chapter 3 deals with paragraph structure. Chapter 2 and Chapters 4–8 explore rhetorical patterns that include narration, logical division of ideas, process, definition, cause / effect, and comparison / contrast. In Part II, the focus is on essays. Chapter 9 guides students from paragraph to essay writing, and Chapter 10 presents opinion essays.

Skill-Building: Sentence Structure

The sentence structure sections help students to understand the building blocks of simple, compound, and complex sentences, including how to correct fragments, run-ons, and comma splices. Brief explanations and clear charts help students understand the basic elements of English sentence structure.

Practice Activities for Organization and Sentence Structure

Practice activities in both the organization and the sentence structure sections reinforce information that is presented. Activities progress from controlled to productive. Try It Out! activities challenge students to apply what they have learned. An Answer Key for the activities is on pages 89–108 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 and Try It Out! Activities: Options

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

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

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

Applying Vocabulary

This section provides an opportunity for students to apply the vocabulary from the Noticing Vocabulary section and prepares 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 five steps, which are explained and illustrated on pages 21–27 of the Student Book. Each writing assignment clearly and systematically leads students through the following steps, helping them internalize the process.

- **Step 1: Prewrite to get ideas.** Students generate ideas through a variety of strategies such as listing, freewriting, and clustering. This step may be done in class, with students working alone or with partners.
- **Step 2: Organize your ideas.** Students select main points from Step 1 and organize them in a logical order. Students often prefer to do this step at home, but it may also be done in class.
- **Step 3: Write the first draft.** Students use their prewriting notes and any outline they have prepared to write the first draft of their paper. 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 4: Revise and edit the draft.** Students review the content and organization of their draft and make notes for revisions. In class, they work with a partner to peer review each other's work. (Peer review is explained on pages 25–26 of the Student Book.) A Peer Review Worksheet provided at the back of the Student Book for each chapter's writing assignment guides the reviewers through the process. After peer review, students mark up their own papers with changes to be made and write a second draft. Students then use the Writer's Self-Check provided at the back of the Student Book for each chapter to review their second drafts. They mark up their papers with additional changes. If needed, have students review the correction symbols in Appendix E (pages 250–252).
- **Step 5: Write a new draft.** In this step, students write a new (final) draft to turn in to you. If possible, allow an additional one or two days between the second and final draft to give students time to see their writing with fresh eyes.

Collecting and Evaluating Writing Assignments: Options

1. Have students hand in or email their work to you. Another option is to have students upload their assignments to a blog or a class website.
2. You may also want to collect students' prewriting, marked-up first drafts, and writer's self-checks to understand their thinking and assess their progress.
3. For suggestions on how to evaluate student work and give feedback, see the Writing Assignment Scoring Rubrics on pages 53–63 of this manual. See page 7 of this manual for more information about the rubrics. For correction symbols, see Appendix E on page 250 of the Student Book.
4. You may want to give students feedback before they submit their final drafts. For example, some instructors do not grade but give students guidance and direction on their second drafts. You can do this by using criteria on the Writing Assignment Scoring Rubrics and pointing out three or four points for individual improvement.

Organizing and Storing Assignments: Options

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

Portfolio Assessment

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

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

Depending on the approach of an instructor or department / program, portfolio assessment may count as 30 to 50 percent of the final grade.

Suggested Procedure

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

Self-Assessment

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

Options

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

Expansion (Parts I and II)

This section includes two activities to help students further develop their writing ability. The first is a timed writing, and the second varies from chapter to chapter.

Timed Writing

Timed-writing tasks prepare students for situations in which they need to organize their ideas and write quickly, such as tests. If desired, you can display a large clock on a screen in your classroom. Remind students to follow the suggested times for the timed writing. The Timed Writing prompt relates to the chapter theme and writing genre. Feel free to replace the suggested prompts with topics that suit your particular class. If you decide to do so, select a topic that is related to themes that students have explored in the chapter to help reduce the pressure that students feel when writing in class under time restrictions and to allow students to better demonstrate what they have learned in the chapter.

Additional Writing

In this section, students have an opportunity to expand on the chapter theme and practice an expanded list of academic writing skills, including journaling, summarizing, paraphrasing, writing emails to professors, and writing an opinion for publication.

Journaling

Keeping a journal encourages students to write about what interests them and provides them 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.

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. It can include photos, audio, and video.
3. Have students begin each class by writing in their journals for 5–10 minutes.
4. With the student's permission, read especially thoughtful, funny, or intriguing journal entries to the class.

Appendices

The appendices provide a list of grammar terms used in the text, charts illustrating types of sentences, a chart of sentence types and connecting words, transition signals, rules for 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 53–63 of this manual help you grade completed assignments fairly and easily. They also help students understand the basis for their grades. Each rubric reflects the chapter skills focus, the Writing Assignment directions, and the Writer's Self-Check worksheet criteria. You can adjust the point system for each criterion to suit the needs and goals of your class. Below the rubric in the Comments section, you can write specific comments and suggestions to the student, such as: "Great details! Be careful about spelling."

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 64–82 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 the organization and sentence structure sections of each chapter. Part C is an editing exercise. The quizzes can be used in class or as take-home assignments.

Chapter Quiz Answer Key

Use the answer key on pages 83–88 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 papers or exchange papers and correct a partner's paper.

Student Book Answer Key

Answers to the practice exercises in the Student Book are on pages 89–108 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 smart phones 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 3** 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

PART I

CHAPTER 1

Academic Paragraphs (pages 2–30)

CHAPTER OPENER (page 2)

- Write the chapter title on the board and read it aloud. Elicit examples from students of academic writing. Put examples on the board.
- Have students look at the photos and say what they know about the movie *Star Wars* and George Lucas. Have students answer the question under the photos. Use student answers to write a list on the board of the ways that George Lucas changed moviemaking.
- Point out the list of objectives. Explain that these are the skills that students will learn in the chapter. 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 (pages 3–5)

- Go over the introductory text. Emphasize that academic writing is the kind of writing students do in school and that there are rules to follow in academic writing.
- Point out that students will have many opportunities to practice academic writing in your class, starting with Chapter 1 of the Student Book.

EXTENSION:

Lead a discussion about the kinds of writing that students do in a typical day. Make a list of student answers on the board. Find out whether students have done academic writing and, if so, ask for details of their academic writing experience.

Analyzing the Model (page 3)

- Read the model paragraph aloud, and have students read along silently.
- Have students work with a partner or in a small group to answer the questions about the model. Go over the answers.

Noticing Vocabulary (page 4)

- Have students read the explanation about word families.

Variation: Write examples of noun and verb pairs (e.g., *writer-write*, *division-divide*, *multiplication-multiply*) on the board. Include a pair that has more than one possible answer (e.g., *identity-identify*, *identification-identify*). Explain the concept of word family. Then have students read the explanation and the chart of examples.

- Point out that the words in the chart come from the model paragraph. Also point out the spelling patterns in noun and verb word endings.
- Read the directions for Practices 1 and 2 aloud. Point out that students must use nouns and verbs from the writing model to complete Practice 1. Point out the noun endings that students can use in Practice 2. Have students complete the tasks. Then go over the answers with the class.

EXTENSION:

In small groups, have students make a list of four to five additional noun-verb pairs that they have noticed when reading in English. Encourage students to add the words to their notebooks, or compile a list and post it on your class website or blog.

ORGANIZATION (pages 5–10)

- Have students read the introductory text. Point out the important terms: *paragraph*, *topic*, *controlling idea*, *format*.

Formatting the Page (page 6)

- Explain when students will do handwritten academic writing in your class and when they will do work on a computer. Point out that there are formatting rules for both handwritten work and work done on a computer.
- Focus first on the format of handwritten assignments. Point out the terms and rules on page 6. If possible, display the example on page 7 on a screen in your classroom. Then do the same for the computer formatting information.
- Read the directions for the Try It Out! activity on page 10 aloud. Because it is students' first academic writing assignment in this book, have them do the exercise in class. Walk around the classroom as students are working. Check the format of their paragraphs and provide help as needed. Collect students' papers.

Variation: If you have students who choose to use a computer for their self-introductions, have them bring laptops to class.

- Go over the Writing Tip on page 10. Have students add a title to the paragraph that they wrote for the Try It Out! activity.

MECHANICS (pages 10–13)

- Explain that academic writing requires correct capitalization. Then go over the introductory text.
- Read the directions for Practice 3 aloud. Have students use the chart on pages 10–11 to complete the exercise. Go over the answers.
- Read the directions for Practices 4 and 5 aloud. Have students complete the tasks alone. Go over the answers. (**Note:** Students can mark pages 10 and 11 in their books [e.g., with a paper clip or a small piece of paper] so that they can easily go back to the chart on those pages to find capitalization rules when they need them.)
- Explain that students may often be asked for their opinions. Point out that students should always be respectful when giving their opinions and that they must have reasons to explain their opinions.

- Return the paragraphs that students wrote for the Try It Out! activity on page 10. (Read the paragraphs before returning them to learn more about your students' writing styles and proficiency levels, but do not mark the papers.) Read the directions for the Try It Out! activity on page 13 aloud. Have students complete the activity.

EXTENSION:

Have students rewrite their self-introduction paragraphs and hand them in. Mark the paragraphs using the correction symbols in Appendix E on pages 250–252. Limit your corrections to (1) “nfs” (needs further support); (2) what students have learned in Chapter 1 (capitalization, subject-verb agreement, and fragments); and (3) one or two recurring sentence structure or grammar problems that you see. Do not return the papers until students have completed the Sentence Structure section of Chapter 1.

SENTENCE STRUCTURE (pages 14–20)

- Put these three examples on the board:
 1. *Luke Skywalker.*
 2. *Luke Skywalker and his friends battled.*
 3. *Luke Skywalker and his friends battled the evil Empire.*
- Have students read the definition of a sentence at the top of page 14 and identify which of the three examples best fits the definition of a sentence.

Simple Sentences (page 14)

- Put the following terms on the board: *subject, verb, simple sentence, compound subject, compound verb*. Explain the meanings.
- Go over the introductory text. Point out the simple sentence patterns and the examples. Also point out how nouns and verbs fit into the simple sentence patterns. For more information, students can look at the list of grammar terms in Appendix A on pages 240–242.

Phrases (page 15)

- Have students read the example sentences at the top of the page. Point out that the groups of words in parentheses are *phrases*. Emphasize that a phrase is not a sentence—it is a group of words, but it does not have a subject + verb combination.
- Point out that the phrases in the example sentences all contain a preposition followed by a noun or pronoun.
- Read the directions for Practice 6 aloud. Have students work with a partner to complete the task. Check the answers of the first two students who finish the exercise. Then have those two students check the answers of the next two pairs that finish. Have students continue checking the work of their classmates until everyone's work has been checked. Do the same for Practice 7.

Subject-Verb Agreement (page 16)

- Have students read the examples at the top of the page. Then have students look at the five rules for agreement, paying special attention to the highlighted subjects and verbs.
- Read the directions for Practices 8 and 9 aloud. Point out that all five errors in Practice 9 are subject-verb agreement errors. Have students complete the tasks. Then go over the answers.

Variation: Have students write the complete paragraph for Practice 9 as a homework assignment. Have them use two different colors of ink—one to write the paragraph and another to make corrections. When checking the papers, also look at how students formatted the paragraph and make suggestions for improvement.

Fragments (page 18)

- Review the patterns for simple sentences on page 14. Then go over the introductory text on page 18. (Remind students that they can refer to the list of grammar terms in Appendix A on pages 240–242 if necessary.)

- Read the directions for Practices 10 and 11 aloud. Point out that all four errors in Practice 11 are fragment errors. Have students complete the exercises. Then go over the answers.

Variation: Have students work with a partner to compare their answers for Practices 10 and 11 before you go over answers with the class.

EXTENSION:

Return students' self-introduction paragraphs from the Try It Out! activity on page 13 with your corrections. Explain what the correction symbols mean. Have students look at the correction symbols in Appendix E on pages 250–252. In class, have students rewrite their paragraphs (either handwritten or typed). Answer questions and provide help as needed. Post the revised and edited paragraphs on a class website or blog.

Applying Vocabulary (page 19)

- Have students go to page 4 and review the information about noun and verb forms. Say a verb and have students call out the noun that is in the same word family.
- Read the directions for Practice 12, Part A aloud. Have students fill in the chart. Go over the answers. Display the chart so that students can see the correct word forms.
- Read the directions for Practice 12, Part B aloud. Emphasize that students must use nouns or verbs from the chart in Part A. Have students complete the task.

THE WRITING PROCESS (pages 21–27)

- Go over the introductory text.

Listing (page 21)

- **Step 1:** Explain the purpose of *prewriting* and that *listing* is just one prewriting technique that good writers use. Have students read the first two examples and discuss the differences. Next, have students explain what the writer did in the third example.

- Read the directions for the Try It Out! activity at the top of page 23 aloud. Have students complete the task alone.
- **Step 2:** Have students read the introductory text.
- Read the directions for the Try It Out! activity at the bottom of page 23 aloud. Have students complete the task alone.
- **Step 3:** Have students read the introductory text and first draft. Point out that there are errors and that the author will make revisions later in the writing process.
- **Step 4:** Explain *revising* and *editing*. Point out the Chapter 1 Peer Review worksheet in Appendix F (page 254). Explain that students did peer review when they completed the Try It Out! activity on page 13.
- Have students read the first draft with peer edits and comments on page 25 and look for changes in the second draft on page 26. Point out the Chapter 1 Writer's Self-Check (page 255), and explain its purpose.
- **Step 5:** Go over the directions. Have students read and note the differences in the final draft on page 27. If you wish, point out the Chapter 1 Writing Assignment Scoring Rubric on page 54 of this Teacher's Manual, and explain its purpose.
- **Step 3:** Go over the instructions. Have students write draft one either in class or at home. Depending on your course requirements, have students review the page formatting rules for handwritten or typed assignments on pages 6–9.
- **Step 4:** Go over the instructions. Have students read the procedures for peer review (page 253). Then summarize the procedures and read the questions on the Chapter 1 Peer Review (page 254) aloud. Have students work with a partner and use the worksheet to review each other's drafts. If needed, have students review the correction symbols in Appendix E (pages 250–252). Have writers revise their drafts and write draft two based on their partner's feedback and their own ideas either in class or at home.
- Have students read the Writer's Self-Check section (page 253). Go over the Chapter 1 Writer's Self-Check (page 255). Then have students revise their writing 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 5:** Go over the directions. Have students write their final drafts and turn them in. If you wish, use the Chapter 1 Writing Assignment Scoring Rubric on page 53 of this Teacher's Manual to evaluate students' final drafts.

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 27–28)

- **Step 1:** Have students bring the lists that they made for the Try It Out! activity at the top of page 23 to class. Go over the instructions for Step 1 (on page 27). Have students answer the question in Step 1 and make any changes to their lists.
- **Step 2:** Go over the instructions. Have students modify their outlines or create new ones based on changes that they made to their lists in Step 1.

SELF-ASSESSMENT (page 29)

- Go over the Self-Assessment. See Options for using the Self-Assessment on page 6 of this manual. Point out that students will practice all of the skills listed again.

EXPANSION (pages 29–30)

Timed Writing (page 29)

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

- Read the prompt. Indicate when students should begin writing. Signal them when the suggested time for each step is up (i.e., after 2 minutes, 9 minutes, 15 minutes, etc.)
- Collect the papers after 30 minutes.
- Conduct a brief discussion about the timed writing experience. Ask students how it felt. Did they follow all the steps? Were they able to finish in time? What, if anything, will they do differently next time?
- Decide how you will mark students' papers. It may be enough to check the topic sentence, supporting sentences, and conclusion. It is not necessary to mark errors or give a grade.

Journal Writing (page 30)

- Ask a few introductory questions: "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? Have your teachers ever asked you to keep a journal?"
- Provide information about how students will produce journals for your class. Explain who will read their journal entries.
- Point out the Writing Tip on page 30.
- Go over the introductory text and the prompt.
- 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.

Variation: Instead of the journal topic given on page 30, have students write about a topic of your choice or one of the following topics: your favorite possession, your worst habit, the people you live with, a movie star or singer you like.

EXTENSION:

Regularly begin class by having students write in their journals for 10–15 minutes on topics related to those they have been or will be working on in class. See more on journaling in the General Teaching Notes on page 6 of this manual.

CHAPTER 2

Narrative Paragraphs (pages 31–50)

CHAPTER OPENER (page 31)

- Write the chapter title on the board and read it aloud. Point out that a narrative tells a story.
- Have students look at the photo and answer the question, giving specific details as appropriate.
- Read the objectives aloud, or have students do so. Point out that students will write about their own memorable experience at the end of Chapter 2.

Variation: Have students imagine what happened before the photo was taken. In small groups, have students tell a story about what happened. Have a reporter from one or two groups tell their group's story to the class.

INTRODUCTION (pages 32–33)

- Go over the introductory text. Emphasize again that a narrative paragraph tells a story in time order.

Analyzing the Model (page 32)

- Read the model paragraph aloud, and have students read along silently.
- Have students work with a partner or in a small group to answer the questions. Go over the answers with the class.



Noticing Vocabulary (page 33)

- Have students read the explanation. Then read the directions for Practice 1 aloud. Have students complete the tasks. Then go over the answers. Do the same for Practice 2.

Variation: Have students note that for pronunciation, the first word in a compound word is stressed. As an example, point out the difference in word stress between *green house* (a house that is green; not a compound noun) and *greenhouse* (a glass building used for growing plants; a compound noun).

EXTENSION:

In small groups, have students make a list of four to five additional compound nouns that include one of the words in the Practice 2 box (e.g., *daytime, daylight, daycare, nighttime, nightlife, night owl, grandmother, stepmother*). Encourage them to add the words to their notebooks, or compile a list and post it on your class website or blog.

ORGANIZATION (pages 34–38)

- Have students read the introductory text. Point out the importance of time order in narrative paragraphs.

Time Order Signals (page 34)

- Have students look at the chart. Emphasize that these words and phrases are important because they help the reader follow the order of actions and events in a narration. Also point out the use of commas.
- Read the directions for Practice 3. Have students complete the task.
- Read the directions for Practice 4, Parts A and B aloud. Have students complete each paragraph and then read each one from start to end.
- Read the directions for Practice 5 aloud. Have students complete the task and then compare their answers with a partner.

Variation: Have students explain how they knew the logical time order for each group of sentences.

- Read the directions for the Try It Out! activity aloud. Have students complete the exercise. Collect their papers.

EXTENSION:

Divide the class into small groups. Have each student tell the group a story about an important family event or a funny experience in their life. Encourage students to ask their classmates questions when the events are not clear. Have students emphasize time-order signals in their storytelling.

PURPOSE (pages 38–39)

- Go over the introductory text, pointing out that most stories have a purpose. Clearly explain the terms *inform, persuade, and entertain*.
- Read the directions for Practice 6 aloud. Have students complete the task with a partner or in a small group. Go over the answers.
- Lead a class discussion based on the questions at the bottom of page 38.
- Read the directions for Practice 7, Parts A and B aloud. Make sure that students know the meaning of *blizzard*. Have students complete the tasks. Then go over the answers.

EXTENSION:

Have students return to the same groups that they were in when they told a story about an important family event or a funny experience in their life. Have students choose one story and discuss the purpose of that story. Have students identify details in the story that are important for the purpose.

SENTENCE STRUCTURE (pages 39–44)

- Have students read the introductory text on page 39.

Analyzing the Model (page 39)

- Explain that “Omusubi Kororin” is a folktale. Ask students to explain what a folktale is and give examples. Then go over the introductory text.
- Read the model aloud, and have students read along silently.
- Have students work with a partner or in a small group to answer the questions about the model. Go over the answers.

Compound Sentences (page 40)

- Write this sentence on the board: *An old couple lived in the countryside.* Point out the single subject-verb combination. Then contrast the sentence with the example at the bottom of page 40. Do not give a lot of detail—focus on the fact that there are two clauses (two subject-verb combinations) and that the word *so* connects them.
- Point out the meaning of *simple sentence* and *compound sentence*.

Coordinating Conjunctions

(pages 41–44)

- Have students read the examples in the chart. Discuss the meaning of the coordinating conjunctions. Also point out that there is a comma after the first subject-verb combination (clause) of a compound sentence.
- Have students review the four patterns for simple sentences on page 14. Point out that there is no comma between two words or two phrases in a simple sentence.
- Read the directions for Practice 8, Parts A and B aloud. Have students complete the tasks. Go over the answers.

Variation: In Part B, have students underline the subject(s) in each sentence once and double underline the verb(s) as they are doing the exercise so that they can see simple sentences and compound sentences more easily.

- Read the directions for Practice 9 aloud. Have students complete the exercise and then write the sentences on the board. Do the same for Practice 10.
- Read the directions for Practice 10 aloud. Have students complete the exercise. Go over the answers with the class.
- Read the directions for the Try It Out! activity on page 44 aloud. Have students do the exercise and hand it in. Mark corrections that focus on coordinating conjunctions.

PUNCTUATION (pages 44–46)

- Have students read the introductory text.

Three Comma Rules (page 44)

- Have students read the examples in the chart, paying special attention to the highlighted commas. Point out the rules for commas.
- Read the instructions for Practice 11, Parts A and B aloud. Have students complete the tasks and then compare answers with a partner. Discuss the answers with the class, focusing on meaning and the use of commas.

Applying Vocabulary (page 46)

- Have students turn to page 33 to review the information about compound nouns.
- Read the directions for Practice 12 aloud. Have students complete the exercise, writing true sentences about themselves. Go over the answers.

PREPARATION FOR WRITING

(pages 46–47)

- Have students read the introductory text.

Freewriting (page 47)

- Explain the meaning of *freewriting* and have students read the example. Point out that the writer put down ideas in no particular order and that she focused on ideas only (not sentence structure, grammar, spelling, etc.) to write about her earthquake experience.
- Read the directions for the Try It Out! activity. Have students complete the task.

Variation: Bring an alarm clock to class or set the alarm on your phone to 10 minutes. When the alarm sounds, students must stop writing. Avoid using a traditional “alarm sound”—students usually react more positively to time limits when they hear a ringtone or music.

WRITING ASSIGNMENT (pages 48–49)

- Tell students that they will write a narrative paragraph about a memorable experience in their lives. Then have students look at the Chapter 2 scoring rubric on page 55 of this manual (give students a paper copy of the rubric, display it on a screen, and/or put it on your course website). Go over the rubric so that students understand what they are required to do for their writing assignment and how they will be graded.
- **Step 1:** Go over the instructions. Have students complete the task.
- **Step 2:** Go over the instructions. Have students complete the task. Remind them to include information that is related to the purpose of their narrative.
- **Step 3:** Go over the instructions. Have students complete the task.
- **Step 4:** Go over the instructions. Have students review the procedures for peer review in Appendix F (page 253). Read the questions on the Chapter 2 Peer Review (page 256) aloud. Have students complete the task. If needed, have students review the correction symbols in Appendix E (pages 250–252).
- Have students review the Writer’s Self-Check section of Appendix F (page 253). Go over the Chapter 2 Writer’s Self-Check in Appendix F (page 257). Then have students revise their writing 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 5:** 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 55 of this Teacher’s Manual to evaluate students’ final drafts.

Variation: Have students submit their second draft to you via email or a learning management system. If needed, explain how to use word processing features to format their papers.

SELF-ASSESSMENT (page 49)

- Go over the Self-Assessment. See Options for using the Self-Assessment on page 6 of this manual. Point out that students will practice all of the skills listed again.

EXPANSION (pages 49–50)

Timed Writing (page 49)

- Go over the directions. Remind students not to skip any steps.
- Point out the Writing Tip.
- 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.

Journal Writing (page 50)

- Go over the introductory text and the possible journal topics.
- 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.
- Point out the Writing Tip.

EXTENSION:

Use journaling as a way to set up a dialogue between you and your students. Respond to student journal entries by making comments and asking questions that will encourage students to think more deeply, supply more detailed information, communicate personal ideas and feelings, etc.

CHAPTER 3

Basic Paragraph Structure

(pages 51–78)

CHAPTER OPENER (page 51)

- Write the chapter title on the board and read it aloud. Point out that most academic paragraphs have a similar style of organization.
- Have students look at the photo and describe what the people in the picture are doing and explain what the purpose of the activity is. Make certain that students explain the word *leisure*. Have students answer the question under the photo. (Depending on the previous discussion, students will expand on or summarize the discussion when they answer the question.)
- Read the objectives aloud, or have students do so. Point out the writing assignment that students will do at the end of Chapter 3.

INTRODUCTION (pages 52–53)

- Go over the introductory text. Point out again that academic paragraphs have a common style of organization. Also point out that students will write a paragraph using this style of organization at the end of Chapter 3.

Analyzing the Model (page 52)

- Read the model paragraph aloud, and have students read along silently.
- Have students work with a partner or in a small group to answer the questions about the model. Go over the answers.

Noticing Vocabulary (page 53)

- Have students read the explanation about adjectives and look at the example. Point out the adjective suffixes.
- Read the directions for Practice 1, Parts A and B aloud. Have students complete the exercises. Go over the answers.

Variation: Have students circle the adjective suffixes in Practice 1, Part B.

EXTENSION:

Have students review the information about noun-verb pairs from Chapter 1 (page 4). Then have them create a word family chart with three columns: nouns, verbs, and adjectives. Have students write the adjectives from Practice 1, Part B in the chart and then use their knowledge and their dictionaries to add noun and verb forms. Point out that some noun and verb forms may be identical and that there may not be a noun or verb for every word family.

ORGANIZATION (pages 54–68)

- Have students read the introductory text. Then lead a class discussion about the sandwich illustration.

The Topic Sentence (page 54)

- Have students read the introductory text. In each of the examples, point out the two parts of a good topic sentence: the *topic* and the *controlling idea*.
- Read the directions for Practice 2 aloud. Have students complete the task with a partner or in a small group. To go over the answers, write each topic sentence on the board. Then write student answers under each topic sentence.

Variation: Write the three topic sentences in Practice 2 on the board. As pairs or groups finish the exercise, have students go to the board and write one or two examples of supporting information under each topic sentence.

Position of the Topic Sentence (page 55)

- Have students read the text. Emphasize where the topic sentence usually appears in an academic paragraph.

Not Too General, Not Too Specific

(page 55)

- Read the text aloud. Point out that it is important for topic sentences to be not too general and not too specific. Use the examples on page 55.
- Read the directions for Practice 3, Parts A and B aloud. Have students complete the tasks. Go over the answers.

Variation: Have students who complete each part of the exercise more quickly than other students prepare an explanation for their choice of the best topic sentence.

- Read the directions for Practice 4 aloud. Have students do the task with a partner. Have students write topic sentences on the board. Go over the topic sentences.

Developing Topic Sentences

(page 59)

- Have students read the introductory text and examples.
- Have students explain the difference between the examples at the bottom of page 59 and the top of page 60.
- Point out the sample topic sentences on page 60. Have students underline the topic and double underline the controlling idea in each topic sentence. Go over the answers.
- Read the directions for the Try It Out! activity aloud. Point out the examples. Also point out that students will use their topic sentence from the Try It Out! activity as the topic sentence in their Chapter 3 Writing Assignment. Have students do the exercise.

Supporting Sentences: Main Points

(page 61)

- Have students read the introductory text.
- Write the topic sentence from the writing model (page 52) on the board. Have students read the topic sentence and the main points that are listed on page 61. Discuss the connection between the topic sentence and the main points.
- Read the instructions for Practice 5 aloud. Have students complete the exercise, but emphasize that it is not necessary for them

to have three additional main points for each topic sentence. While students are working, write the topic sentences and the first main point for each topic sentence on the board. Have students add main points under each. Go over the main points.

Supporting Details: Examples

(page 62)

- Have students read the introductory text. Point out that a complete sentence usually follows *for example / for instance*, and a noun or phrase follows *such as*. Also point out punctuation.
- Read the directions for Practice 6 aloud. Have students complete the exercise. Go over the answers in writing so that students can see capitalization and punctuation. Do the same for Practice 7.

The Concluding Sentence

(page 64)

- Have students read the introductory text. Point out that there is a connection between the topic sentence and the concluding sentence of an academic paragraph. Present the three tips about concluding sentences. Point out the examples that accompany each tip. Also point out punctuation with transition signals.
- Read the directions for Practice 8 aloud. Have students complete the exercise. Go over the answer.
- Read the directions for Practice 9 aloud. Have students complete the exercise. Then have students compare their answers in small groups and use the tips on page 64 as the criteria for choosing their favorite concluding sentence.

Variation: Have the whole class discuss how the tips for concluding sentences given on page 64 are used in each of the sentences on the board.

- Read the directions for Practice 10, Parts A and B aloud. Have students complete the tasks. Go over the answers.
- Have students bring their paper with the topic sentence that they wrote for the Try It Out! activity on page 60 to class. Read the directions for the Try It Out! activity on page 68 aloud. Have students do the task.

SENTENCE STRUCTURE (pages 69–72)

- Have students read the introductory text.

Analyzing the Model (page 69)

- Have students look at page 53 to review what they have learned about adjectives. Point out that adverbs often end in *-ly*. Have students pay attention to adjectives and adverbs as they read the model on page 69.
- Have students look at the photo. Explain that the person in the photo is skydiving and that skydiving is a kind of adventure activity. Tell students that they will read about other adventure activities in the model.
- Read the model paragraph aloud, and have students read along silently.
- Have students work with a partner or in a small group to answer the questions about the model. Go over the answers.

Adjectives and Adverbs in Basic Sentences (page 70)

- Have students read the examples in the chart, using the yellow (subject), green (verb), and pink (object) highlighting to identify the subject-verb pattern in each sentence. The parentheses will help them identify the prepositional phrases.
- Point out the meaning of *transitive* and *intransitive*. Point out the objects that are highlighted in pink in the chart. Point out that nouns following prepositions in phrases are also objects.
- Have students read the information below the chart. Then point out the placement of adjectives and adverbs in the four examples. (**Note:** Remind students that they can refer to the list of grammar terms in Appendix A on pages 240–242 if necessary.)
- Read the directions for Practice 11, Parts A and B aloud. Have students work with a partner to complete the tasks. Then go over the answers. Do the same for Practices 12 and 13.

Applying Vocabulary (page 72)

- Have students quickly reread the information about adjectives on page 53.

- Read the directions for Practice 14, Parts A and B aloud. Remind students to write *true* sentences in Part B. Encourage them to give details as in the model, and encourage them to not use *be* (*am, is, are, was, were, etc.*) in sentences (e.g., *My personality is analytical.*).

EXTENSION:

Divide the class into small groups and have students answer these questions: What kind of information do adjectives give? How do adjectives add color and detail to sentences? What kind of information do adverbs give? How do adverbs add color and detail to sentences? Have groups share their answers with the whole class.

PREPARATION FOR WRITING

(pages 73–75)

- Have students read the introductory text.

Outlining (page 73)

- Have students read the reasons for outlining and look at the examples. Have them explain the difference between the simple paragraph outline and the detailed paragraph outline.

The Detailed Outline (page 74)

- Have students look at the photo. Ask: “What kind of music is this person probably dancing to? How do you know?” Show photos of punk fashion, reggae fashion, hard rock fashion, grunge fashion, and so on, and have students identify the corresponding kind of music.
- Have students read the detailed outline. Point out the use of capital letters and numbers. Point out how the outline indents.
- Read the directions for Practice 15, Parts A and B aloud. Have students complete the outlines. In groups, have students compare their outlines and discuss differences. Go over the answers.

EXTENSION:

In groups, have students discuss their experience with outlining. If students have done academic writing in the past, have them explain when they used outlining and what kind of outlining they did (have them describe the outlines). Have students explain why they liked or did not like outlining.

WRITING ASSIGNMENT (pages 76–77)

- Tell students that they will write a paragraph about a hobby or sport that they enjoy.
- Have students look at the Chapter 3 scoring rubric on page 56 of this manual. Give students a paper copy of the rubric, display it on a screen in your classroom, and/or put it on your course website. Go over the rubric with students so that they understand what they are required to do for their Chapter 3 writing assignment and how they will be graded.
- **Step 1:** Go over the instructions. Have students complete the task.
- **Step 2:** Go over the instructions. Have students begin with the diagram that they made for the Try It Out! activity on page 68 and modify it based on changes that they made in Step 1. Have students follow the Step 2 instructions to create a detailed outline.
- **Step 3:** Go over the instructions. Have students complete the task.
- **Step 4:** Go over the instructions. Have students review the procedures for peer review in Appendix F (page 253). Read the questions on the Chapter 3 Peer Review (page 258) aloud. Have students complete the task. If needed, have students review the correction symbols in Appendix E (pages 250–252).
- Have students review the Writer’s Self-Check section in Appendix F (page 253). Go over the Chapter 3 Writer’s Self-Check in Appendix F (page 259). Then have students revise their writing 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 5:** Go over the directions. Have students write their new drafts and turn them in. Use the Chapter 3 Writing Assignment Scoring Rubric on page 56 of this Teacher’s Manual to evaluate students’ writing.

Variation: Have students submit their second draft to you via email or a learning management system. If needed, explain how to use word processing features to format their papers.

SELF-ASSESSMENT (page 77)

- Go over the Self-Assessment. See Options for using the Self-Assessment on page 6 of this manual.

EXPANSION (pages 77–78)**Timed Writing** (page 77)

- Go over the directions. Remind students not to skip any steps.
- Point out the Writing Tip.
- 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.

Summary Writing (page 78)

- Have students read the introductory text and the sample summary.

Variation: Display the sample summary on page 78 on a screen in your classroom. While it is displayed, have students turn to page 52 and reread the writing model. Have students compare the writing model and the summary.

- Point out the three keys to writing a summary and the Writing Tip.
- Have students complete the task. Then have them compare their summaries with a partner.

CHAPTER 4

Logical Division of Ideas

(pages 79–101)

CHAPTER OPENER (page 79)

- Write the chapter title on the board and read it aloud. Explain that logical division of ideas is a way of organizing information in an academic paragraph.
- Have students look at the photo and describe what they can see about the woman's shopping experience (e.g., she is buying clothing, enjoying the shopping experience, and paying with a credit card; she is shopping at what could be an upscale designer store; she is not shopping online, not shopping at a secondhand store, not shopping at a discount store such as Walmart). Have students answer the question under the photo.
- Read the objectives aloud, or have students do so. Point out the writing assignment that students will do at the end of Chapter 4.

INTRODUCTION (pages 80–82)

- Go over the introductory text. Review the three main parts of an academic paragraph: the topic sentence, the body, and the conclusion. Point out the body may be organized in many different ways but that it must always have *unity* (focus) and *coherence* (logic).

Analyzing the Model (page 80)

- Have students read the writing model. Have them focus on the *reasons* that the writer does not want to have a credit card.
- Have students work with a partner or in a small group to answer the questions about the model. Go over the answers.

Noticing Vocabulary (page 81)

- Explain the meaning of *synonyms*. Have students look at the examples.
- Explain that dictionaries may list words as synonyms even though the words do not have exactly the same meaning. To

illustrate this point, have students read the paragraph under the chart.

- Point out the Writing Tip on page 82.
- Read the instructions for Practice 1, Parts A and B aloud. Have students do the exercises with a partner. Go over the answers.

EXTENSION:

Use a dictionary such as the *Longman Dictionary of American English*. Point out where synonyms are listed and how the dictionary explains the similar yet often different meanings of synonyms. (Use an example such as the word *cheap*. Point out the Thesaurus label and the information contained in that section for the dictionary entry *cheap*.)

ORGANIZATION (pages 82–95)

- Have students read the introductory text.

Logical Division of Ideas (page 82)

- Point out that *logical division of ideas* is a way of organizing information. It divides a topic into parts. It presents one part and explains it, presents a second part and explains it, and continues in the same way until the writer has finished developing the topic.
- Have students read the many different ways of dividing a topic into parts (e.g., reasons, types, or advantages / disadvantages) and presenting the parts logically, one after the other.
- Point out that, like other academic paragraphs, logical division of idea paragraphs have a topic sentence, a body, and a conclusion. Point out that each part of the paragraph clearly shows the logical division of ideas.
- Have students read the examples of topic sentences on page 83. Point out that the controlling idea states how the paragraph is logically divided (*reasons* for a vegetarian lifestyle, *qualities* of a good boss, and *kinds* of software). Next, have students read the main points. Emphasize that these sentences also show the logical organization of a paragraph. Then have students read the

supporting details. Have students finish by reading the concluding sentences, which summarize the main points of the logical division of ideas.

- Read the directions for Practice 2 aloud. Have students complete the exercise. Go over the answers. Do the same for Practice 3.
- Read the directions for the Try It Out! activity. Point out that students must use many of the skills they have learned so far to complete the exercise. Also point out that they are going to write a topic sentence and outline that they will use in their Chapter 4 Writing Assignment. Then have students work through the Try It Out! activity step-by-step.

Unity in the Supporting Sentences of a Paragraph (page 85)

- Have students read the introductory text. Point out that English academic writing should be focused. Emphasize that all of the main points and supporting details must be directly related to the topic and controlling idea.
- Read the directions for Practice 4 aloud. Have students complete the task. Go over the answers.

Variation: Define the word *irrelevant*. Have students explain why the sentences that were removed from each paragraph were irrelevant.

EXTENSION:

Have students go back to the outline that they prepared for the Try It Out! activity on page 84. Have them review the outline for unity and make any necessary changes.

Coherence in the Supporting Sentences of a Paragraph (page 86)

- Have students read the introductory text. Emphasize that English academic writing should be well organized; that is, it should be logical and easy for the reader to follow. Explain that *coherence* means the main points and supporting details of a paragraph

are presented logically (e.g., by reasons, types, advantages, and disadvantages). Coherence also means there are clear signals that allow readers to focus on the main points and supporting details as well as make connections from one point to the next. Point out that students will learn about three ways to have coherence in their paragraphs.

Putting Each Supporting Sentence in the Right Place (page 86)

- Have students read the introductory text.
- Read the directions for Practice 5 aloud. Have students do the exercise. Go over the answers.

Using Nouns and Pronouns Consistently (page 88)

- Have students look at the example of noun and pronoun consistency. Point out that the paragraph uses *students* and plural pronouns throughout.
- Have students review the idea of consistency by reading the information above the example. Point out that native speakers of English may switch from singular to plural or switch pronouns in informal speaking and writing but that consistency is important for the coherence of academic writing.
- Read the directions for Practice 6 aloud. Have students complete the task. Go over the answers. Do the same for Practice 7.

Placing and Punctuating Transition Signals Correctly (page 89)

- Point out that students have already learned about time order signals, signals for examples, and signals for concluding sentences.
- Have students read the introductory text and look at the chart. Point out that the organization of the chart corresponds to the ways that information can be presented / organized in academic paragraphs. Also point out that the chart contains three different categories of signal words: sentence connectors, coordinating conjunctions, and others.

- Discuss each category of signal words separately. Point out the placement and punctuation of the signal words in each category. Use the highlighting and bold print on page 91 to focus students' attention on the signal words. Have students review this information for homework.
- Read the directions for Practice 8, Parts A and B aloud. Have students complete the tasks.
- Read the directions for Practice 9 aloud. Have students complete the exercise. Write the answers on the board so that students can see capitalization and punctuation. Do the same for Practices 10 and 11. Also point out the Writing Tip.

EXTENSION:

Have students reread the writing model on page 80 and then analyze it for pronoun consistency and/or the use of transition signals.

SENTENCE STRUCTURE (pages 96–99)

- Have students read the introductory text.

Run-ons and Comma Splices (page 96)

- Have students turn to page 18 to see examples of sentence fragments.
- Point out the definitions of *run-on* and *comma splice* and the examples on page 96. (**Note:** If necessary, students can refer to the list of grammar terms in Appendix A on pages 240–242.)

Correcting Run-ons and Comma Splices (page 96)

- Point out the three ways to correct comma splices. Emphasize the highlighted punctuation in the examples and the use of sentence connectors and coordinating conjunctions. (**Note:** If necessary, refer students back to the chart on page 89–90 for examples of sentence connectors and coordinating conjunctions.)

Finding Run-ons and Comma Splices (page 96)

- Point out that this section gives three tips on finding run-ons and comma splices: (1) check all sentences that have commas, (2) read long sentences aloud, and (3) look for “danger words” in the middle of a sentence. Have students number the three tips on pages 96–97. Go over the examples for each tip. Have students read pages 96–97 for homework.
- Read the directions for Practice 12 aloud. Have students complete the exercise. Go over the answers. Do the same for Practice 13.

EXTENSION:

Divide the class into small groups and have students in each group discuss the problems that run-ons and fragments cause for readers of academic writing (e.g., difficulty seeing where one idea ends and the next begins, difficulty remembering ideas from the beginning of a long sentence to the end, difficulty making connections between ideas when there are fragments).

 **Applying Vocabulary** (page 99)

- Have students review the information about synonyms on page 81.
- Read the directions for Practice 14, Parts A and B aloud. Have students complete the tasks. Go over the answers.

WRITING ASSIGNMENT (pages 99–100)

- Tell students that they will write a paragraph about buying habits that uses logical division of ideas.
- Have students look at the Chapter 4 scoring rubric on page 57 of this manual. Give students a paper copy of the rubric, display it on a screen in your classroom, and/or put it on your course website. Go over the rubric so that students understand what they are required to do for their Chapter 4 writing assignment and how they will be graded.

- **Step 1:** Have students bring the brainstorming that they did for the Try it Out! activity on page 84 to class. Go over the instructions for Step 1. Have students complete the task.
- **Step 2:** Have students bring the outline that they wrote for the Try It Out! activity on page 84 to class. Go over the instructions for Step 2. Have students complete the task, modifying their outlines based on changes that they made in Step 1. (If students have chosen to write about a different topic, have them make a new detailed outline.)
- **Step 3:** Go over the instructions. Have students follow the instructions to write the first draft of their paragraph.
- **Step 4:** Go over the instructions. Have students review the procedures for peer review in Appendix F (page 253). Read the questions of the Chapter 4 Peer Review (page 260) aloud. Have students work with a partner and use the worksheet to review each other’s drafts. If needed, have students review the correction symbols in Appendix E (pages 250–252). Have writers revise their drafts and write draft two based on their partner’s feedback and their own ideas either in class or at home.
- Have students review the Writer’s Self-Check section of Appendix F (page 253). Go over the Chapter 4 Writer’s Self-Check in Appendix F (page 261). Then have students revise their writing 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 5:** Go over the directions. Have students write their final drafts and turn them in. If you wish, use the Chapter 4 Writing Assignment Scoring Rubric on page 57 of this Teacher’s Manual to evaluate students’ final drafts.

Variation: Have students submit their second draft to you via email or a learning management system. If needed, explain how to use word processing features to format their papers.

SELF-ASSESSMENT (page 100)

- Go over the Self-Assessment. See Options for using the Self-Assessment on page 6 of this manual.

EXPANSION (page 101)

Timed Writing (page 101)

- 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.

Summary Writing (page 101)

- Have students review what they learned about summary writing in Chapter 3. Go over the three keys to summary writing on page 101.
- Point out the Writing Tip.
- Have students reread “Why Advertisers Care about Young Shoppers” on page 98 and summarize it.
- Have students work with a partner to compare their summaries. Have students use the Writing Tip and the three keys to writing a summary that are listed on page 101 as a writer’s self-check and make changes to their summaries. Collect the final version of the summaries

Variation: Divide the class into small groups, and have students in each group compare their summaries. Have each group hand in one summary. This summary can be a summary done by an individual student that the group has selected, or it may be a new summary that the group members have prepared together.

CHAPTER 5

Process Paragraphs

(pages 102–120)

CHAPTER OPENER (page 102)

- Write the chapter title on the board and read it aloud. Have students give examples of process (how-to) writing.
- Have students look at the photo and then describe what the instructor in the photo is doing and what the students are doing. Discuss the meaning of *active learner*. Have students answer the question under the photo. On the board, make a list of the steps that students can take to be successful in school.
- Read the objectives aloud, or have students do so. Point out the writing assignment that students will do at the end of Chapter 5.

INTRODUCTION (pages 103–104)

- Go over the introductory text. Point out that like logical division, the steps in a process are one more way of presenting information in an academic paragraph. Emphasize that the way a paragraph is organized is connected to the topic, the controlling idea, and the purpose of the paragraph.

Analyzing the Model (page 103)

- Have students read the model paragraph, focusing on the *steps for students to follow* if they want *to get good grades*.
- Have students work with a partner or in a small group to answer the questions about the model. Go over the answers with the class. On the board, write the main points / the steps that students should follow.

Noticing Vocabulary (page 104)

- Explain that phrasal verbs are sometimes called two-word verbs / three-word verbs.
- Write these two sentences on the board:
1. There was a flash of light in the sky, so I looked up. 2. I looked up several words in my dictionary. Demonstrate the meaning of *looked up* in sentence 1. Point out that the meaning clearly has two parts—the verb

look and the adverb that shows direction. Point out that in sentence 2, the two words together have the meaning of “try to find information.”

- Have students read the introductory text.
- Read the instructions for Practice 1, Parts A and B aloud. Have students do the tasks. Go over the answers.

EXTENSION:

In groups, have students make a list of five to seven additional phrasal verbs that they have heard or seen. Write the phrasal verbs on the board. Encourage students to add the idioms to their notebooks, or compile a list and put it on your class website.

ORGANIZATION (pages 105–108)

- Have students read the introductory text.
- Point out that, like other academic paragraphs, process paragraphs have a topic sentence, a body, and a conclusion. Point out that each part of a process paragraph is related to the topic of the paragraph and the steps in the process that the paragraph describes.

Topic Sentences in Process Paragraphs (page 105)

- Have students read the examples of topic sentences. Point out that the topic sentence in a process paragraph states the topic (the process that will be described) and that the controlling idea includes words such as *steps*, *procedure*, *process*, *directions*, *suggestions*, and *instructions*.

Supporting Sentences in Process Paragraphs (page 105)

- Have students read the examples of supporting sentences. Emphasize that these are the steps and the details of the process that is presented in the topic sentence.

Concluding Sentences in Process Paragraphs (page 105)

- Have students read the examples of concluding sentences. Point out that the concluding sentence of a process paragraph can give the last step in the process, or it can sum up the results / give the purpose of the process.
- Read the instructions for Practice 2 aloud. Have students complete the task with a partner. Go over the answers.

Variation: Make sure that students' sentences have a variety of words such as steps, process, directions, suggestions.

Using Time Order in Process Paragraphs (page 106)

- Read the introductory text.
- Have students review the time order signals in the chart. Remind students that *then* and *now* do not take commas.
- Read the directions for Practice 3, Parts A and B aloud. Have students complete the task. Then go over the answers.
- Read the directions for Practice 4 aloud. Have students complete the exercise. Show the number at the bottom of the book in the photo and go over the meaning of *call number*. Go over the answers to Practice 4.

EXTENSION:

Display the sentences on a screen in your classroom in the correct time order. Have students call out important words that helped them determine the correct time order. Circle the important words, and point out that the repetition of nouns and the use of synonyms is important for coherence.

PURPOSE (page 109)

- Have students read the introductory text. Then have them look at the conclusion of the writing model and note the purpose stated in the conclusion.
- Have students bring their papers for Practice 2 to class. Before students do Practice 5, have them go back to the writing

model and note the connection between the topic sentence and the conclusion.

- Read the directions for Practice 5 aloud. Have students work with the same partner(s) that they worked with in Practice 2. Have students look at their topic sentences from Practice 2 and write conclusions on a new piece of paper.

EXTENSION:

Have students outline the writing model so that they can clearly see the connection between the topic sentence, the steps in the process, and the conclusion.

AUDIENCE (pages 109–110)

- Explain the meaning of *audience* as it relates to academic writing. Then have students read the introductory text.
- Read the directions for Practice 6, Parts A and B aloud. Have students complete the tasks. Go over the answers. For Part B, on the board, write the clue words that students call out.

EXTENSION:

Divide the class into small groups and have students in each group work together to list the kind of information that would be included in a paragraph telling professors what to do if they hear an emergency alarm during class.

- Read the directions for the Try It Out! activity aloud. Have students complete the task in class or for homework.

Variation: Have students write Paragraph 1 and Paragraph 2 on separate pieces of paper. Then have students work in groups and compare their paragraphs. Have each group select and hand in one version of Paragraph 1 and one version of Paragraph 2.

- Point out the Writing Tip.

SENTENCE STRUCTURE (pages 110–117)

- Have students read the introductory text.

Analyzing the Model (page 110)

- Read the introductory text aloud.
- Have students read the model. Then have students work with a partner or in a small group to answer the questions about the model. Go over the answers.

Clauses and Complex Sentences (page 112)

- Have students read the introductory text.
- Write the terms *clause*, *independent clause*, *simple sentence*, *compound sentence*, *dependent clause*, and *complex sentence* on the board. Explain the terms as outlined below. (**Note:** Refer students to the list of grammar terms in Appendix A on pages 240–242 for more definitions and examples.)

Clauses (page 112)

- Use the examples to explain the terms *clause*, *independent clause*, *simple sentence*, and *compound sentence*.
- Point out the difference between an independent clause and a dependent clause. Point out that dependent clauses do not have capital letters or periods, and they are not sentences.

Complex Sentences (page 112)

- Emphasize that a dependent clause must be combined with an independent clause to form a *complex sentence*.
- Use the examples to show the order of the independent clause and dependent clause in a complex sentence. Point out the use of commas in complex sentences.

Subordinators (page 113)

- Have students read the introductory text.
- Point out the meanings (time, reason, purpose, condition) of the subordinators in the chart. Focus students' attention on the highlighted words and the meaning of the example sentences.

- Point out the commas in the example sentences in the subordinator chart.
- Read the directions for Practice 7, Parts A and B aloud. Have students complete the tasks. Then go over the answers.
- Read the directions for Practice 8, Parts A and B aloud. Have students complete the exercises. Then go over the answers.

Variation: Have students add a title to the paragraph in Exercise 8, Part A.

- Read the directions for the Try It Out! activity aloud. Have students complete the task with a partner. After each pair of students shares their answers with another pair, collect a single version of the paragraph for the group of four.

EXTENSION:

In groups, have students compare the original “Note Taking 101” and their revised drafts of the paragraph. Have students make a list of three to four ways that their revisions improved the paragraph.

Applying Vocabulary (page 117)

- Have students review phrasal verbs on page 104.
- Read the directions for Practice 9 aloud. Have students complete the exercise. As space allows, have student write answers on the board so that there will be two to three sentences for each item.

EXTENSION:

Have students write a paragraph about one of the topics in their journal. When responding to the journal, focus on the steps in the process—ask questions if the steps are unclear or incomplete. Keep audience, purpose, and the order of the steps in mind.

WRITING ASSIGNMENT (pages 118–119)

- Tell students that they will write a paragraph about self-improvement. Their paragraph will describe a self-improvement process.

- Have students look at the Chapter 5 scoring rubric on page 58 of this manual. Give students a paper copy of the rubric, display it on a screen in your classroom, and/or put it on your course website. Go over the rubric with students so that they understand what they are required to do for their Chapter 5 writing assignment and how they will be graded.
- **Step 1:** Go over the instructions. Have students complete the task. If students need to review brainstorming techniques, they can refer to Chapter 1 for listing (pages 21–23) and Chapter 2 for freewriting (page 47).
- **Step 2:** Go over the instructions. If students need review of detailed outlines, refer them to Chapter 3 (pages 73–75).
- **Step 3:** Go over the instructions. Have students follow the instructions to write the first draft of their paragraph.
- **Step 4:** Go over the instructions. Have students review the procedures for peer review in Appendix F (page 253). Read the questions of the Chapter 5 Peer Review (page 262) aloud. Have students work with a partner and use the worksheet to review each other’s drafts. If needed, have students review the correction symbols in Appendix E (pages 250–252). Have writers revise their drafts and write draft two based on their partner’s feedback and their own ideas either in class or at home.
- Have students review the Writer’s Self-Check section of Appendix F (page 253). Go over the Chapter 5 Writer’s Self-Check in Appendix F (page 263). Then have students revise their writing 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 5:** Go over the directions. Have students write their final drafts and turn them in. If you wish, use the Chapter 5 Writing Assignment Scoring Rubric on page 58 of this Teacher’s Manual to evaluate students’ final drafts.

Variation: Have students submit their second draft to you via email or a learning management system. If needed, explain how to use word processing features to format their papers.

SELF-ASSESSMENT (page 119)

- Go over the Self-Assessment. See Options for using the Self-Assessment on page 6 of this manual.

EXPANSION (page 120)

Timed Writing (page 120)

- 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.

Email to a Professor (page 120)

- Have students reread the model on page 111 and point out the Writing Tip on page 120.
- Have students follow the steps in the model to write and send an email to you. Respond to the emails.

CHAPTER 6

Definition Paragraphs (pages 121–147)

CHAPTER OPENER (page 121)

- Write the chapter title on the board and read it aloud. Have students predict how a definition paragraph will be different from a dictionary definition.
- Have students look at the photo and describe what the man’s job is. Have students explain whether they think the man is courageous. Then have students answer the question under the photo.
- Read the objectives aloud, or have students do so. Point out the writing assignment that students will do at the end of Chapter 6.

INTRODUCTION (pages 122–124)

- Have students read the introductory information. Point out the usefulness of definition paragraphs.

Analyzing the Model (page 122)

- Have students read the model paragraph, focusing on the kinds of information that the writer includes in her definition.
- Have students work with a partner or in a small group to answer the questions about the model. Go over the answers.

Noticing Vocabulary (page 123)

- Have students read the introductory information and examples.
- Show students or have students explain where they can find word origins in a dictionary such as the *Longman Dictionary of American English*. Use these words as examples: *automatic* and *mobile*. Point out related words (e.g., *autostart*, *autobiography*, *automobile*, *mobile phone*) and how their meanings are connected to the word origins.
- Read the directions for Practice 1 aloud. Have students do the exercise. Go over the answers.
- Read the directions for Practice 2 aloud. Remind students of the idiom *have a big heart*. Have students do the task. Go over the answers.

EXTENSION:

In groups, have students make a list of four to five additional idioms that they have heard or seen. Write the idioms on the board. Encourage students to add the idioms to their notebooks, or compile a list and put it on your class website or blog.

ORGANIZATION (pages 124–128)

- Point out that definition paragraphs have a topic sentence, a body, and a concluding sentence like other academic paragraphs.
- Go over the three key pieces of information in the topic sentence of a definition

paragraph. They are listed on page 124. Have students study the chart on page 124.

- Point out that the body of a definition paragraph generally presents *what*, *where*, *when*, *how*, or *why* information that further explains the definition in the topic sentence. Have students read the examples at the bottom of page 124.
- Explain that the concluding sentence of a definition paragraph often explains why the definition is important, interesting, or unique. Have students read the examples at the top of page 125.
- Point out the Writing Tip on page 125. Explain that a dictionary is a good place to start but that a good definition requires more than a dictionary definition.

EXTENSION:

Display the definition of *courage* from a dictionary such as the *Longman Dictionary of American English*. Have students read the dictionary definition and reread the writing model on pages 122–123. Have students discuss the similarities and differences between the dictionary definition and the definition in the model.

- Read the directions for Practice 3 aloud. Have students do the exercise. Go over the answer. Do the same for Practices 4, 5, and 6.

Variation: Have students identify the term / person / concept, the category or group, and the distinguishing characteristics in the topic sentence in Practices 3 and 5.

- Read the directions for the Try It Out! activity aloud. Have students complete the task. Go over the answers.

SENTENCE STRUCTURE (pages 128–142)

- Have students read the introductory text.

Analyzing the Model (page 128)

- Point out the photo of the No Rooz table on page 129. Tell students they will read more about the No Rooz table and other holidays in the model on pages 128–129.

- Read the introductory text aloud. Then have students read the model.
- Have students work with a partner or in a small group to answer the questions about the model. Go over the answers.

EXTENSION:

In groups, have students discuss the most important holiday celebration in their home country or culture. Have students explain when the holiday is celebrated, what the history of the holiday is, what the reason for the celebration is, what people do to celebrate the holiday, and so on.

Appositives (page 129)

- Read the definition of appositives aloud. Have students read the examples. Point out that the bold words (the appositives) in each example are nouns or noun phrases that give information about the noun that immediately precedes them. (**Note:** You can refer students to the list of grammar terms in Appendix A on pages 240–242 for more information and examples.)

Comma Rules for Appositives (page 130)

- Write the sample sentences from page 129 on the board *without the appositives*. Point out that *Persian* names a specific language and *fudge* names a specific kind of candy—the meanings of *Persian* and *fudge* are clear without the appositive. Therefore, the appositives give unnecessary / extra information and use commas. However, the identity of the friend is unclear in the sentence *My friend makes incredible chocolate fudge*. Therefore, the appositive *Tina* is necessary to clearly name which friend makes the fudge. It does not use commas.
- Point out the Writing Tip.
- Point out that if an appositive follows a proper noun (a noun that is capitalized), the appositive uses commas. Point out that if an appositive follows a noun with an adjective such as *first*, *last*, *best*, *worst*, *favorite*, the appositive uses commas. Have students

read the information about appositives on pages 129–130 for homework.

- Read the directions for Practice 7 aloud. Have students do the exercise. Go over the answers.

Variation: Have students remove the underlined appositive from each sentence to see if the meaning of the sentence is clear without the appositive.

Adjective Clauses (page 131)

- Have students read the examples. Point out that the bold groups of words are adjective clauses. Explain that the purpose of adjective clauses is to describe nouns and pronouns and that they usually appear after the noun or pronoun that they describe. Point out that adjective clauses are sometimes called *relative clauses*.
- Write . . . *that originally meant “holy day”* on the board. Point out that adjective clauses are dependent clauses. In other words, they must be connected to an independent clause. Add “*Holiday*” is a word from Old English, and underline it. Point out that this is an independent clause. Double underline *that originally meant “holy day”* and point out that this is a dependent adjective clause.
- Point out that adjective clauses begin with words such as *who*, *whom*, *which*, and *that*. Explain that these words are called *relative pronouns* and that a relative pronoun connects the dependent adjective clause to the independent clause and to the noun or pronoun that it describes.

Comma Rules for Adjective Clauses (page 132)

- Write the two examples at the top of page 132 on the board *without the adjective clauses*. Point out that *Every culture in the world has special days* does not specify which days / what kind of days. Add the adjective clause to give the necessary information. Point out that *Many Halloween customs started with the Celts* is a sentence about a specific group of people. Add the adjective clause and explain that it

gives unnecessary / extra information about the Celts. Add the comma. Have students state what they notice about how commas are used with adjective clauses. Point out that adjective clauses use the same comma rule as appositives. Have students read the information about adjective clauses on pages 131–132 for homework.

- Read the directions for Practice 8 aloud. Have students complete the exercise. Then go over the answers.

Complex Sentences with Adjective Clauses (page 133)

- Use the Valentine’s Day example at the top of page 133 to illustrate all of the points about adjective clauses that are presented on the page.
- On the board write two simple sentences: *Valentine’s Day is popular in many countries.* + *Valentine’s Day is a holiday of love and friendship.*
- Explain that the simple sentences can be combined into one complex sentence with an independent clause and a dependent clause. On the board, write *Valentine’s Day, which is a holiday of love and friendship, is popular in many different countries.* Underline *Valentine’s Day is popular in many countries* and point out that it is the independent clause. Double underline the adjective clause *which is a holiday of love and friendship.* Point out that it is a dependent clause that cannot be a sentence by itself.
- Point out that the purpose of the dependent adjective clause is to provide information about Valentine’s Day. Point out that “Valentine’s Day” is the *antecedent*, the noun that is described / modified by the dependent adjective clause. Point out the definition of *antecedent* at the top of page 133.
- Point out that the dependent adjective clause must be placed as close as possible to its antecedent. Point out the “confusing” and “clear” examples included with number 1.

- Return to the example on the board. Circle the verb in the dependent adjective clause. Point out that *which* is a relative pronoun and that like other pronouns, *which* gets its meaning from its antecedent noun. Point out that there must be subject-verb agreement between *which / Valentine’s Day* and *is*. Point out the two examples with number 2.
- Return to the example on the board. Add the pronoun *it* after *which*. Point out that just one pronoun, the relative pronoun, should be used because the relative pronoun connects the dependent adjective clause to the independent clause and the noun that it describes. Point out the example with number 3.
- Remind students that in addition to its connecting function, *which* also functions as the subject in the dependent adjective clause. Have students review the information about complex sentences with adjective clauses on page 133 for homework.

Subject Pronouns: Who, Which, and That (page 133)

- Remind students that in addition to its connecting function, the relative pronoun in a dependent adjective clause can function as the subject of the clause. Have students look at the chart. Point out that *who* and *that* (informal) are used as relative pronouns in adjective clauses that describe people. Point out that *which* and *that* are used as relative pronouns in adjective clauses that describe things.
- Have students read the examples for extra information adjective clauses at the top of page 134. Emphasize the following: When adjective clauses have commas, use *who* for people and *which* for things. Do not use *that*.
- Have students read the examples for necessary information adjective clauses. Point out the options for relative pronouns. Have students review the information about subject relative pronouns on pages 133–134 for homework.

- Read the directions for Practice 9 aloud. Point out that the second sentence in each pair will become the dependent adjective clause. Remind students to add commas as needed. Have students complete the exercise. Then go over the answers, referring to the explanations on pages 133–134 as necessary.

Object Pronouns: *Whom, Which, That, and Ø (no pronoun)* (page 135)

- Point out that in addition to its connecting function, the relative pronoun in a dependent adjective clause can function as an object in the clause.
- Have students look at the chart. Point out the formal and informal options. Also point out the placement of the relative object pronoun at the beginning of the adjective clause, before the subject. Emphasize the following: *That* does not appear in Extra Information boxes of the chart. *Ø* does not appear in the Extra Information boxes of the chart.
- Have students read the examples for extra information adjective clauses at the top of page 136. Point out that the relative pronouns function as objects in the dependent adjective clauses. Emphasize the following: When adjective clauses have commas, use *whom* (or *who* informally) for people and *which* for things. Do not use *that*.
- Have students read the examples for necessary information adjective clauses in the middle of page 134. Point out that the relative pronouns function as objects in the dependent adjective clauses. Also point out the options for relative pronouns. Have students review the information about object relative pronouns on pages 135–136 for homework.
- Read the directions for Practice 10, Parts A and B aloud. Point out which sentence will become the adjective clause. Remind students to add commas as needed. Have students complete the exercises. Go over the answers, referring to the explanations on page 133 and on pages 135–136 as necessary.

Relative Adverbs: *When* and *Where* (page 137)

- Have students read the introductory information at the bottom of page 137. Point out that there is no difference in the use of relative adverbs in extra information and necessary information clauses.
- Have students read the examples for extra information clauses at the top of page 138. Emphasize the following: *When* and *Where* replace prepositional phrases in the examples. The prepositions do not appear in the adjective clauses. Have students read the examples for necessary information clauses. Emphasize the following: *Where* replaces a prepositional phrase in the second example. The preposition does not appear in the adjective clause. Have students review the information about relative adverbs on pages 137–138 for homework.
- Read the directions for Practice 11 aloud. Have students complete the exercise. Remind students that the second sentence in each pair will become the adjective clause. Then go over the answers, referring to the explanations on page 133 and on pages 137–138 as necessary.
- For homework, have students read the examples in the chart on page 139 and review the information about relative pronouns and adverbs. (**Note:** Students can mark page 139 in their books [e.g., with a paper clip or a small piece of paper] so that they can easily go back to the chart for information on adjective clauses / relative clauses and relative pronouns.)
- Read the directions for Practice 12 aloud. Have students complete the exercise. Go over the answers. Do the same for Practice 13.
- Read the directions for the Try It Out! activity aloud. Review the terms *simple sentence*, *compound sentence*, and *complex sentence*. Have students complete the exercise. Then go over the answers. Discuss alternative answers that students offer.

Variation: Have students write the sentences in the Try It Out! activity as a paragraph.

Applying Vocabulary (page 142)

- Have students review the information about word origins and idioms on page 123.
- Read the directions for Practice 14, Parts A and B aloud. Have students complete the tasks. Then go over the answers.

EXTENSION:

All of the items in Practice 14, Part B have complex sentences. Have students read the sentences they have written and call out the dependent clause(s) in each sentence. Have a student come to the board and double underline the adjective clause(s) with the help of the other students in the class.

PREPARATION FOR WRITING

(pages 143–144)

- Have students read the introductory information at the top of page 143.
- Have students look at the cluster diagram and explain the different colors in the diagram; provide help as needed.
- Have students reread the writing model on pages 122–123. Divide the class into small groups and have students in each group point out ideas that are in both the writing model and the cluster diagram and those that are not.
- Have students read the paragraph at the bottom of page 143.
- Read the directions for the Try It Out! activity aloud. Read the instructions for each number aloud, wait for students to do the activity, and then move on to the next number. Have students continue developing their cluster diagrams on their own.

WRITING ASSIGNMENT (pages 144–145)

- Tell students that they will write a definition paragraph about a word, concept, or custom.
- Have students look at the Chapter 6 scoring rubric on page 59 of this manual. Give students a paper copy of the rubric, display it on a screen in your classroom, and/or put it on your course website. Go over the rubric with students so that they understand

what they are required to do for their Chapter 6 writing assignment and how they will be graded.

- **Step 1:** Go over the instructions. Have students complete the task by using the cluster diagram they developed in the Try It Out! activity on page 144.
- **Step 2:** Go over the instructions. Have students complete the task. If students need review of detailed outlines, refer them to Chapter 3 (pages 73–75).
- **Step 3:** Go over the instructions. Have students complete the task.
- **Step 4:** Go over the instructions for Step 4. Have students review the procedures for peer review in Appendix F (page 253). Read the questions of the Chapter 6 Peer Review (page 264) aloud. Have students work with a partner and use the worksheet to review each other's drafts. If needed, have students review the correction symbols in Appendix E (pages 250–252). Have writers revise their drafts and write draft two based on their partner's feedback and their own ideas either in class or at home.
- Have students review the Writer's Self-Check section of Appendix F (page 253). Go over the Chapter 6 Writer's Self-Check in Appendix F (page 265). Then have students revise their writing 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 5:** Go over the directions. Have students write their final drafts and turn them in. If you wish, use the Chapter 6 Writing Assignment Scoring Rubric on page 59 of this Teacher's Manual to evaluate students' final drafts.

Variation: Have students submit their second draft to you via email or a learning management system. If needed, explain how to use word processing features to format their papers.

SELF-ASSESSMENT (page 145)

- Go over the Self-Assessment. See Options for using the Self-Assessment on page 6 of this manual.

EXPANSION (pages 146–147)

Timed Writing (page 146)

- 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.

Paraphrasing (page 146)

- Have students read the introductory text and examples. Point out when paraphrasing is used for academic purposes. Emphasize the importance of using paraphrasing to avoid plagiarism.
- Read aloud the two sentences on page 147 that students are going to paraphrase. Have students find the two sentences in the writing model on pages 122–123 so that they can better understand the sentences in context. Then have students paraphrase the two sentences and discuss them in small groups.

CHAPTER 7

Cause / Effect Paragraphs (pages 148–170)

CHAPTER OPENER (page 148)

- Write the chapter title on the board and read it aloud. Explain that cause / effect is another way of focusing and organizing information in academic paragraphs.
- Have students look at the photo and explain why all the bikes in the photo are the same. Have students explain what they know about bike sharing programs (e.g., where bike sharing programs are located, who owns the bikes, how the payment system works, where riders can pick up and drop off bikes, if riders can take the bikes home,

what the purpose of bike sharing programs is). Provide background information on bike sharing programs as necessary.

- Have students answer the question under the photo.
- Read the objectives aloud, or have students do so. Point out the writing assignment that students will do at the end of Chapter 7.

INTRODUCTION (pages 149–150)

- Have students read the introductory text.
- Point out that cause / effect analysis is a common task in academic writing.

Analyzing the Model (page 149)

- Have students read the writing model. Have them focus on what made the Vélib' bike rental program successful.
- Have students work with a partner or in a small group to answer the questions about the model. Go over the answers.

Noticing Vocabulary (page 150)

- Have students read the introductory information. Point out that the prefixes in the examples change the meanings of the words.
- Read the instructions for Practice 1 aloud. Go over the New Word column of the chart and point out how the words were formed. Have students do the exercise. Then go over the answers.

EXTENSION:

On the board, re-create the chart with just the prefix column filled in. Make the rows wide enough for multiple new words to be added for each prefix. Have students work with a partner to write two to three new words that have one of the prefixes from the chart. Have students add their new words, along with the base words, to the chart.

ORGANIZATION (pages 151–167)

- Explain that cause / effect paragraphs follow the same overall organization as other academic paragraphs—they have a topic sentence with a controlling idea, a body that develops the controlling idea, and a conclusion related to the topic and controlling idea.
- Point out that the topic of the writing model is the success of Vélib', and the controlling idea is causes of the success.
- Discuss that the success of Vélib' could be analyzed in a different way. The controlling idea could become the effects of the successful bike sharing system. Have students read “The Effects of Bike Sharing in Paris.” Have them circle the controlling idea in the topic sentence and underline the main points. Emphasize that the main points are all beneficial effects of Vélib' on cyclists. Have students double underline the concluding sentence and note its connection to the topic sentence.

Topic Sentences in Cause / Effect Paragraphs (page 151)

- Have students read the introductory text. Point out that the *topic* of a cause / effect topic sentence often presents an event or a situation (e.g., Vélib' bike sharing is a success). The controlling idea then states whether the paragraph will analyze the causes or the effects.

Supporting Sentences in Cause / Effect Paragraphs (page 152)

- Point out that like other academic paragraphs, cause / effect paragraphs must be coherent. Point out that one way to create coherence is to arrange the causes or the effects in a logical way. Point out that the writing model is arranged in time order and that “The Effects of Bike Sharing in Paris” presents effects from most obvious to less obvious. Also point out that reasons or results could be presented from least important to most important.
- Go over the outline. Focus on the order of the main points and the logical listing of supporting details under each main

point. Have students read and review the information about support sentences in cause / effect paragraphs for homework.

Concluding Sentences in Cause / Effect Paragraphs (page 152)

- Go over what may be included in concluding sentences of cause / effect paragraphs. Have students read the examples as you present each point.
- Read the instructions for Practice 2 aloud. Have students do the exercise. Go over the answers. Do the same for Practices 3–6.

EXTENSION:

Have students work in groups to write concluding sentences that look to the future and/or have a prediction. Then have students in each group work together to write concluding sentences with an opinion or recommendation. (These are the most difficult types of conclusions for students to write.)

- Point out the Writing Tip at the bottom of page 158. Then have students look at the cluster diagram on page 159 and explain the colors. Discuss the paragraph above the cluster diagram. Point out that it is not unusual for a cluster diagram to have information that will not be included in a paragraph. Emphasize that clustering is a preliminary writing activity, that is, a brainstorming activity that can help writers generate ideas and see connections between ideas.
- Read the directions for the Try It Out! activity. Point out that students will use ideas from the clustering in their Chapter 7 Writing Assignment. Have students complete the exercise. Then go over the answers.

SENTENCE STRUCTURE (pages 160–167)

- Have students read the introductory text.

Analyzing the Model (page 160)

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

Cause / Effect Transition Signals

(page 161)

- Read the introductory text aloud. Then have students look at the chart. Point out that in addition to what students learned about transition signals in Chapter 4, the chart has subordinating conjunctions, which students studied in Chapter 5.

Sentence Connectors (page 161)

- Emphasize that students are reviewing a sentence structure that they learned in previous chapters. Then read points 1, 2, and 3 aloud. Stop after you read each point so that students can silently read the examples. Point out the highlighted punctuation. Do the same for Coordinating Conjunctions (page 162) and Subordinating Conjunctions (page 162).

Others (page 163)

- Emphasize that *because of*, *due to*, and *as a result of* have the same meaning. They are prepositions and come before nouns (or pronouns) to make prepositional phrases. They do not come directly before dependent clauses.
- Read points 1, 2, and 3 aloud. Stop after you read each point so that students can silently read the examples. Point out the highlighted punctuation.
- Read the directions for Practice 7 aloud. Have students complete the exercise. Go over the answers.
- Read the instructions for Practice 8 aloud. Tell students to not change the order of the sentences in each item so that they will not reverse the causes and the effects. Point out that students must add capitalization and punctuation. Have students complete the exercise and write their sentences on the board. Discuss alternative answers.

Variation: Have students find each of the transition signals in Practice 8 in the chart on page 161. Have students review the explanations on pages 161–163 as needed.

- Read the directions for Practice 9 aloud. (**Note:** If necessary, review the terms *fragment*, *comma splice*, and *run-on* by

using Appendix A: Grammar Terms on pages 240–242.) Have students complete the task. Go over the answers. Discuss different ways of correcting the errors.

EXTENSION:

Refer students to Appendix C on pages 246–247. Point out that this is an excellent source of not only cause / effect but also other transition signals that they have studied. Point out the connection between the descriptions and explanations on pages 161–163 and the categories of transition signals in Appendix C.

Applying Vocabulary (page 167)

- Have students turn to page 150 to review prefixes.
- Read the directions for Practice 10 aloud. Have students do the exercise and hand in their papers.

WRITING ASSIGNMENT (pages 168–169)

- Tell students that they will write a cause / effect paragraph about a social issue.
- Have students look at the Chapter 7 scoring rubric on page 60 of this manual. Give students a paper copy of the rubric, display it on a screen in your classroom, and/or put it on your course website. Go over the rubric with students so that they understand what they are required to do for their Chapter 7 writing assignment and how they will be graded.
- **Step 1:** Go over the instructions. Have students complete the task by using either of the cluster diagrams they developed in the Try It Out! activity on pages 159–160. Have them bring the most recent version of their cluster diagram to class.
- **Step 2:** Go over the instructions. Have students complete the task. If they need review of detailed outlines, refer them to Chapter 3 (pages 73–75).
- **Step 3:** Go over the instructions. Have students complete the task.

- **Step 4:** Go over the instructions for Step 4. Have students review the procedures for peer review in Appendix F (page 253). Read the questions of the Chapter 7 Peer Review (page 266) aloud. Have students work with a partner and use the worksheet to review each other's drafts. If needed, have students review the correction symbols in Appendix E (pages 250–252). Have writers revise their drafts and write draft two based on their partner's feedback and their own ideas either in class or at home.
- Have students review the Writer's Self-Check section of Appendix F (page 253). Go over the Chapter 7 Writer's Self-Check in Appendix F (page 267). Then have students revise their writing 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 5:** Go over the directions. Have students write their final drafts and turn them in. If you wish, use the Chapter 7 Writing Assignment Scoring Rubric on page 60 of this Teacher's Manual to evaluate students' final drafts.

Variation: Have students submit their second draft to you via email or a learning management system. If needed, explain how to use word processing features to format their papers.

SELF-ASSESSMENT (page 169)

- Go over the Self-Assessment. See Options for using the Self-Assessment on page 6 of this manual.

EXPANSION (pages 169–170)

Timed Writing (page 169)

- 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.

Double-Entry Journal Writing

(page 170)

- Before they do the double-entry journal assignment, have students reread the writing model on page 149.
- Write the following questions on the board and lead a class discussion about them: *Why did the Vélib' planners want to have bike stations near bus stops and subway stations? How did advertising and publicity help make Vélib' bike sharing a success? As a tourist in Paris, would you use the Vélib' bikes? Why or why not?*
- Have students bring their journals to class. On the next clean page of the journal, have students draw a vertical line down the middle of the page for a double-entry journal. Tell students that they are going to write on the left and right sides of the page for their next journal assignment.
- Point out that in a double-entry journal, students will explain another writer's idea and then give their opinion about the idea.
- Have students read the paragraph at the top of page 170.
- Point out that the first step in double-entry journal writing is paraphrasing. Have students review the four keys of effective paraphrasing on page 170.
- Make sure that each student's journal page looks like the illustration in the middle of page 170.
- Read the introductory text below the illustration aloud. Use the illustration to show students how to start their paraphrase. Have students write their paraphrase on the left side of their journal page. Then have them complete the "I think . . ." statement on the right side.
- Collect your students' journals. Read and respond to them.
- Point out the Writing Tip.

CHAPTER 8

Comparison / Contrast Paragraphs

(pages 171–196)

CHAPTER OPENER (page 171)

- Write the chapter title on the board and read it aloud. Explain that in academic writing *comparison* means looking at similarities and *contrast* means looking at differences. Point out that comparison / contrast is another common way of presenting or analyzing a topic.
- Have students look at the photo and describe what they see (where the people are, what they are wearing, what they are doing, etc.). Have students answer these questions: *In what country was the photo taken? When was this photo taken? How do you know?*
- Have students answer the question under the photo. Write a list of similarities and a list of differences on the board. Do not aim for detailed lists. Tell students that they will read more about this topic in the writing model.
- Read the objectives aloud, or have students do so. Point out the writing assignment that students will do at the end of Chapter 8.

INTRODUCTION (pages 172–174)

- Have students read the introductory text. Point out that comparison / contrast analysis is a common task in daily life and in academic writing. Have students give specific examples of comparing and contrasting from their personal experience.

Analyzing the Model (page 172)

- Have students look at their list of similarities and differences between education in the past and education today that is on the board. Point out that they will get additional information on the topic as they read the writing model.
- Before they read, have students look at the title and predict the controlling idea of the

paragraph. Then have students read and find out if their prediction is accurate.

- Have students work with a partner or in a small group to answer the questions about the model. Then go over the answers.

EXTENSION:

Have students discuss whether the title of the writing model allows readers to accurately predict the controlling idea of the paragraph. Discuss whether an element of surprise is a good strategy for academic writing.

Noticing Vocabulary (page 173)

- Have students read the introductory information and examples. Point out the Writing Tip.
- Read the directions for Practice 1, Parts A and B aloud. Have students complete the tasks. Go over the answers.

Variation: Limit the choice of answers for Part B. Have students find the vocabulary from Part B in the writing model so that they can understand the meaning in the context of the model. Then have students select only those antonyms that fit the meaning of the writing model.

ORGANIZATION (pages 174–181)

- Have students read the introductory information at the bottom of page 174. Point out that with comparison / contrast paragraphs, students will continue to write a topic sentence, a body, and a conclusion.
- Point out that the writer of the model on pages 172–173 believes that the best way to understand 21st century education is not to describe it, define it, or write about its effects. The writer thinks that the way to understand 21st century education is to look at similarities and differences between the schools of 50 years ago and the schools of today. Thus, comparison / contrast is the most effect method of organization.

Topic Sentences in Comparison / Contrast Paragraphs (page 175)

- Have students read the introductory information. Point out the two subjects and the controlling idea in each of the examples.

Supporting Sentences in Comparison / Contrast Paragraphs (page 175)

- Have students reread the writing model, finding the main points they underlined in the paragraph and noting the placement of the main points in the outline on page 175. Emphasize that the support (the main points plus the supporting details) is grouped and ordered by subtopics: what students learn, how students learn, and why students learn. Give students the term *point-by-point organization* for support that is grouped and presented one main point (subtopic) at a time.
- Have students read the outline on page 176. Emphasize that all of the similarities between 20th and 21st century education are grouped together, and all of the differences between 20th and 21st century education are grouped together. Give students the term *block organization* for support that is grouped and presented in this way.
- Emphasize that the point-by-point outline on 175 and the block outline on page 176 have identical introductions and conclusions. Emphasize that the difference is in the organization / presentation of main points and supporting details.
- Emphasize the Writing Tip on page 176. Have students look again at the point-by-point outline of the writing model (page 175) and the block outline of the writing model (page 176). Focus students' attention on the balanced order in which the main points and the supporting details are presented.

Concluding Sentences in Comparison / Contrast Paragraphs (page 176)

- Have students read the introductory text. Emphasize that the concluding sentences students write for comparison / contrast paragraphs once again can restate the topic sentence, summarize or restate the main points, and give an opinion or recommendation.
- Read the directions for Practice 2 aloud. Have students do the exercise. Go over the answers.
- Read the directions for Practice 3 aloud. Have students complete the exercise. Go over the answers. Do the same for Practices 4 and 5.

EXTENSION:

Divide the class into small groups. Have students in half the groups write a detailed outline of Paragraph 1 in Practice 2. Have the other groups write a detailed outline of Paragraph 2. Then have groups who did the point-by-point outline of Paragraph 1 and groups who did the block outline of Paragraph 2 show their outlines to each other.

- Read the directions for the Try It Out! activity aloud. Have students do the exercise. Have students hand in their completed outlines.

SENTENCE STRUCTURE (pages 182–190)

- Have students read the introductory text.

Analyzing the Model (page 182)

- Have students look at the picture on page 182 and explain what the young woman is thinking and why she is confused. Provide information about the word *boot* in British English and American English if needed.
- Read the introductory information aloud. Then have students read the model.
- Have students work with a partner or in a small group to answer the questions about the model. Go over the answers.

Transition Signals for Comparison

(page 183)

- Have students read the introductory text and the chart.
- Before going over the transition signals in Chapter 8, present a quick review of the rules and explanations for transition signals that students learned in Chapters 4 and 7. Remind students of the information on pages 161–163, and give a brief summary of that information with one set of examples. Use examples related to the writing model such as the following:

Sentence connectors: *Today's economy is global. Therefore, schools must prepare students to be adaptable.* (Point out options for placement and punctuation of sentence connectors.)

Coordinating conjunctions: *Today's economy is global, so schools must prepare students to be adaptable.* (Point out the placement of coordinating conjunctions between two independent clauses and punctuation.)

Subordinating conjunctions: *Because today's economy is global, schools must prepare students to be adaptable.* (Point out that subordinating conjunctions connect dependent clauses to independent clauses in complex sentences. Also point out the possible order of the clauses and punctuation.)

Others: *Because of today's global economy, schools must prepare students to be adaptable.* (Point out that nouns, noun phrases, and pronouns follow prepositions to form prepositional phrases. Point out the possible order of independent clauses and prepositional phrases and punctuation.)

Sentence Connectors (page 183)

- Have students look at the chart on page 183 and note the sentence connectors that show similarities.
- Have students read the examples with *also*. Point out the placement and punctuation of *also*. Do the same with the *too* examples.

Paired Conjunctions (page 184)

- Point out that this is the first time students have learned about paired conjunctions in this book. Have students read the introductory text.
- Point out the term *parallelism*. Explain that parallelism requires *balance* in sentence structure. In other words, the same grammar structure / form must follow each of the two parts of paired conjunctions.
- Write the correct and incorrect examples on the board. Point out the use of parallelism. Have students read the remaining examples. Point out the part of speech labels in the examples.

Subordinating Conjunctions

(page 184)

- Have students look at the chart on page 183 and note subordinating conjunctions for similarities.
- Have students read the information at the bottom of page 184. Point out the use of commas.

Others (page 185)

- Have students look at the chart on page 183 and note the signals in the Others category that show similarities. Point out that in this instance, there are three types of words and phrases: adjectives, prepositions, and adverbs.
- Have students read the examples for adjectives, prepositions, and adverbs. Point out that adjectives describe nouns. Point out that prepositions are followed by nouns, noun phrases, and pronouns. Point out that adverbs usually describe verbs and adjectives.
- Read the directions for Practice 6 aloud. Have students complete the exercise. Go over the answers.

Variation: Have students circle the word that comes after each part of the paired conjunction so that they can see parallelism.

- Read the directions for Practice 7 aloud. Have students complete the task. Then go over the answers and discuss alternative answers. Do the same for Practice 8.

Transition Signals for Contrast

(page 187)

- Have students read the Transition Signals for Contrast introductory information.
- Have students look at the chart on page 187. Point out the labels on the chart. Remind students that they are again using what they learned in Chapters 4 and 7.

Sentence Connectors (page 187)

- Have students read the information about sentence connectors, including the example. Do the same for Coordinating Conjunctions (page 187), pointing out the meaning of *but* and *yet*, and for Subordinating Conjunctions (page 188), pointing out the meaning of *while* and *whereas* and the use of commas. Also point out the meaning of *although*, *even though* and *though*. Have students read the examples. Point out that clauses with these subordinating conjunctions follow the general rule for commas with dependent clauses that students saw in Chapter 7.

Others (page 188)

- Have students look at the chart on page 187 and note the signals in the Others category that show differences. Point out that again there are three types of words and phrases in the Others category: prepositions, adverbs, and verbs.
- Have students read the examples of prepositions, adverbs, and verbs. Point out that prepositions are followed by nouns, noun phrases, and pronouns. Point out that adverbs usually describe verbs and adjectives.
- Point out the picture at the bottom of page 188. Emphasize that the same word in British English and American English can have different meanings. (The photo will also help students understand numbers 4 and 5 in Practice 9.) Point out that students will continue focusing on differences in the exercises that immediately follow.
- Read the directions for Practice 9 aloud. Have students complete the task, using words in the first three columns of the chart

on page 187. Then go over the answers.

(**Note:** Have students look at the chart and review the explanations on pages 187–188 as needed.)

EXTENSION:

Refer students to Appendix B on pages 243–245. Have them identify the sentences that they have written as simple, compound, or complex. (When students have used sentence connectors, have them identify the sentences as simple sentences even when they have used semicolons.)

- Read the directions for Practice 10 aloud. Have students complete the exercise and hand in their sentences.

Variation: Have students (speakers of the same language or speakers of different languages) share information from their sentences in groups. Have each group select the most interesting difference between their language and English. Have a member of the group write the sentence that describes the most interesting difference on the board. Go over the sentences on the board. Discuss the sentences for idea content and the use of transition signals.



Applying Vocabulary (page 190)

- Have students turn to page 173 to review what they learned about antonyms.
- Read the directions for Practice 11 aloud. Have students complete the task. Then go over the answers, discussing alternative answers.

PREPARATION FOR WRITING

(pages 191–193)

- Have students read the introductory text. Point out that they have used general knowledge, personal knowledge, and personal experience in the academic paragraphs that they have written so far. Explain that students will do research for their next writing assignment.

Conducting an Interview (page 191)

- Have students close their books. Then have them list ways to do research / research sources (e.g., books, newspapers, magazines, library databases, interviews, surveys) that they are familiar with. Write the list on the board. Point out that for their next writing assignment students will research their topic by doing an interview.
- Have students give examples of interviews (e.g., on television, on the radio, online). Write their examples on the board. If students have ever been interviewed or done an interview, have them describe the experience.
- Have students open their books to page 191. Go over the tips for good interview questions.
- Read the directions for the Try It Out! activity on page 191 aloud. Have students complete the task.
- Have students read along as you go over the information in the Conducting the Actual Interview section on page 192.
- Read the directions for the Try It Out! activity on page 193 aloud. Have students complete the task. Encourage students to plan and conduct their interviews in a timely fashion.

WRITING ASSIGNMENT (pages 194–195)

- Tell students that they will write a comparison / contrast paragraph about education in two different countries.
- Have students look at the Chapter 8 scoring rubric on page 61 of this manual. Give students a paper copy of the rubric, display it on a screen in your classroom, and/or put it on your course website. Go over the rubric with students so that they understand what they are required to do for their Chapter 8 writing assignment and how they will be graded.
- **Step 1:** Go over the instructions. Have students show you the chart of information about education in their home country and education in the country of their interviewee. Ask students to clarify information as needed.

- **Step 2:** Go over the instructions. If students need review of point-by-point and block methods of organization or outlining, refer them to pages 174–175.
- **Step 3:** Go over the instructions. Have students complete the task.
- **Step 4:** Go over the instructions for Step 4. Have students review the procedures for peer review in Appendix F (page 253). Read the questions of the Chapter 8 Peer Review (page 268) aloud. Have students work with a partner and use the worksheet to review each other's drafts. If needed, have students review the correction symbols in Appendix E (pages 250–252). Have writers revise their drafts and write draft two based on their partner's feedback and their own ideas either in class or at home.
- Have students review the Writer's Self-Check section of Appendix F (page 253). Go over the Chapter 8 Writer's Self-Check in Appendix F (page 269). Then have students revise their writing 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 5:** Go over the directions. Have students write their final drafts and turn them in. If you wish, use the Chapter 8 Writing Assignment Scoring Rubric on page 61 of this Teacher's Manual to evaluate students' final drafts.

Variation: Have students submit their second draft to you via email or a learning management system. If needed, explain how to use word processing features to format their papers.

EXTENSION:

Students will learn about citing sources when they take more advanced writing courses. If you want your students to do citations for interview information in their comparison / contrast paragraphs, use a simple process. First, explain that it is common in academic writing to do research and include ideas that are not the writer's. Also explain that it is important to give the source for any information that does not come directly from the writer. Then have students use a simple in-text citation. Immediately after details that come from their interviewees, have students add information in the following way: First Initial. Last Name, interview, Month DD, YYYY. (The first initial and last name are the first initial and last name of the interviewee.)

SELF-ASSESSMENT (page 195)

- Go over the Self-Assessment. See Options for using the Self-Assessment on page 6 of this manual.

EXPANSION (pages 195–196)**Timed Writing** (page 195)

- 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.

Double-Entry Journal Writing

(page 196)

- Have students bring their journals to class. On the next clean page of the journal, have students draw a vertical line down the middle of the page for a double entry journal. Tell students that they are going to follow a procedure similar to the one that

they followed for their double entry journal in Chapter 7.

- Tell students that they will write a personal response. Then read the paragraph on page 196 that begins, "A personal response exercise . . ."
- Read the directions for the personal response exercise aloud. Point out that students must complete the first part of the personal response on the left side of their journal page and the second part on the right. Point out the illustration on page 196. Also point out that students will not paraphrase; they will explain what they learned in Chapter 8 about block organization and point-by-point organization. They will then give and explain their opinion about cause / effect organization based on their personal experience.
- Have students complete the personal response activity.
- Collect your students' journals. Read and respond to them.

PART II**CHAPTER 9****Essay Organization**

(pages 198–221)

CHAPTER OPENER (page 198)

- Write the chapter title on the board and read it aloud. At this point, say only that in Chapter 9, students will do academic writing that is *longer*.
- Have students look at the photo and describe what they see. Have students state what country the people are in and how they know that. Have students describe greetings in their home country or culture.
- Demonstrate two or three facial expressions or gestures. Ask students to demonstrate several examples of body language. Have students define the term *body language*. Have students answer the question under the photo.
- Read the objectives aloud, or have students do so. Point out the writing assignment that students will do at the end of Chapter 9.

INTRODUCTION (pages 199–201)

- Have students read the introductory text.
- Point out that in their writing assignments students will continue to write about one topic, that they will have a controlling idea about the topic, that they will develop the topic with main points of support and supporting details, and that they will write a conclusion. Emphasize *length* as a main difference between a one-paragraph composition and an essay.
- Point out that essays have more than one paragraph—they have an *introductory paragraph*, several *body paragraphs*, and a *concluding paragraph*.
- Have students note how many paragraphs there are in the writing model.

Analyzing the Model (page 199)

- Before students read the essay have them look at the title. As they read, have them pay attention to the kind of information that is in each paragraph about body language.
- Have students work with a partner or in a small group to answer the questions about the model. Go over the answers.

Noticing Vocabulary (page 201)

- Read the introductory information. Have students read the examples.
- Write these words on the board: *gestures*, *transmit*, and *emotions*. Have students give more informal synonyms for the three words. Point out that they should give synonyms by using their knowledge of English vocabulary and information they learned when they read the writing model.
- Read the directions for Practice 1 aloud. Have students complete the exercise. Go over the answers.

EXTENSION:

In groups, have students make a list of situations in which they use informal language, both spoken and written (e.g., conversations with friends, text messaging, and emails to friends). Then have students give specific examples of the actual informal language they use. Emphasize that informal language is generally not used in academic writing.

ORGANIZATION (pages 202–215)

- Have students look at the illustration. Point out how the sentences in the introduction, body, and conclusion of an academic paragraph expand in an essay. Point out how the parts of an academic paragraph correspond to the parts of an essay.
- Have students read the paragraph that is below the illustration. Again point out what kind of information is in the *introduction* of an essay, what kind of information is in the *body* of an essay, and what kind of information is in the *conclusion*. Point out the placement and purpose of a *thesis statement*.
- Review the terms *unity* and *coherence*. Point out that essays must have unity and coherence. Have students explain what they should do to write cohesive essays (group and present information logically by time, causes, categories, etc.; use nouns and pronouns consistently; and use transition signals).

Introductory Paragraphs (page 203)

- Point out the two functions of the introductory paragraph of an essay that are given at the top of page 203.
- Point out that there are different kinds of introductory paragraphs but that students will write a *funnel* introduction in Chapter 9. Have students look at the illustration of a funnel on page 204. Have students explain the purpose of an actual, physical funnel.

- Point out that a funnel introduction starts with a general statement to get the reader's attention and ends with a thesis statement that presents the topic of the essay and the controlling idea / what the writer wants to say about the topic. Point out that the sentences between the first general statement and the thesis statement give important background information and help the reader focus on the topic of the essay. Emphasize that the introductory paragraph should gradually lead the reader to the thesis statement.
- Emphasize the importance of a good thesis statement. Point out that the thesis statement (1) presents the topic and what the writer wants to say about the topic; (2) may list subtopics (e.g., in the writing model, the division of body language into facial expressions, body gestures, and physical contact); and (3) may mention a method of organization (e.g., causes, effects, similarities, differences).
- Again using the illustration on page 204, show how the introductory paragraph in the writing model gradually moves from the first general statement to the thesis statement. (See the bulleted list on page 203.)
- Point out the Writing Tip on page 203. Emphasize that the first sentence in the introductory paragraph should not be too general or too far removed from the thesis statement. Have students read the information about introductory paragraphs that is on pages 203–204 for homework.
- Read the directions for Practice 2 aloud. Have students complete the exercise. Go over the answers. Have a student read each of the completed introductory paragraphs aloud. Point out how the focus of the paragraphs moves from wide to narrow.
- Have students explain what kind of information is in the topic sentence of each body paragraph. Then have them explain what kind of information is in the remaining sentences of each body paragraph. Have students review the information at the top of page 205 for homework.
- Read the directions for Practice 3 aloud. Have students complete the exercise. Go over the answers

Concluding Paragraphs (page 206)

- Have students reread the last paragraph of the writing model. Point out that the writer does three things: (1) starts with a transition signal, (2) restates what she wants to say about the topic, and (3) gives a final comment. Point out the three purposes of concluding paragraphs that are listed at the top of page 206. Point out that for number two, the writer can repeat the thesis statement in different words and/or summarize the main points of an essay. Also point out that concluding paragraphs must not have new information that has not already been presented in an essay. Have students review the information about concluding paragraphs that is on page 206 for homework.
- Read the directions for Practice 4 aloud. Have students complete the exercise. Go over the answers.

Variation: Have students explain what is wrong with the concluding paragraph(s) that they did not select for each essay.

Transitions between Paragraphs (page 209)

- Have students read the introductory text.
- For a quick review of transition signals, have students look at the chart on page 209. Have students read the examples for meaning and note punctuation. Also point out the information about *besides*, *in addition*, and *in addition to* that is at the bottom of page 209.

Body Paragraphs (page 205)

- Have students turn to the writing model on pages 199–200. Have students underline the thesis statement. Then have students reread the three body paragraphs and note the topic sentences that they underlined when they did the Questions about the Model exercise.

- Have students look at the chart at the top of page 210, reading the examples for meaning and noting punctuation. Also point out the Writing Tip. (**Note:** Refer students to Appendix B [pages 243–245] for sentence types and connecting words and Appendix C [pages 246–247] for transition signals.)
- Read the directions for Practice 5 aloud. Have students do the exercise. Go over the answers, discussing alternative answers. Do the same for Practice 6.

Variation: In Practice 5, have students circle the transition signal that connects the conclusion to the rest of the essay.

Essay Outlining (page 213)

- Have students read the introductory text and look at the outline. Point out the use of Roman numerals, capital letters, Arabic numbers, and lowercase letters. Also point out how the outline is indented each time it moves from a Roman numeral to a capital letter to an Arabic numeral to a lowercase letter.
- Read the directions for Practice 7 aloud. Have students complete the exercise in steps. First, have students reread the writing model. Next, have students look at the illustration on page 213 again, and point out that they will follow this style when they outline the writing model. Have students read the five points about outlines that are at the bottom of page 213. Finally, have students reread the directions for Practice 7 and complete their outlines.

Variation: Have students add the conclusion of the writing model to their outlines. Point out that it is missing from pages 214–215 due to limited space.

EXTENSION:

Point out the parallel structure at each level of the outline of the model paragraph (e.g., all topic sentences are complete sentences; all main points are complete sentences; all details are phrases). Point out that this type of balance is common in formal academic outlines.

THE WRITING PROCESS (pages 215–218)

- Have students read the introductory information about the steps in the writing process that is on page 215.
- **Step 1:** Remind students that they can brainstorm / gather ideas for their writing assignments in many ways, such as listing, freewriting, clustering, etc. Have students read Step 1 and look at the “Kinds of Lies” listing activity.
- **Step 2:** Have students review the next step in the writing process by reading Step 2. Point out how the chart organizes the information from the “Kinds of Lies” listing activity. Point out that in the chart, the writer deleted some of the information in the original list and added other information.
- Remind students of the outlining activity they did in Practice 7, and have them look at the outline for “Kinds of Lies” on pages 216–217.
- Read the directions for Practice 8 aloud. Have students complete the exercise. Go over the answers.

EXTENSION:

In groups, have students review Step 1 and Step 2 of the writing process and prepare an outline for “Types of Communication.”

- Read the directions for the Try It Out! activity aloud. Point out that students will write about the kinds of problems they have had with nonverbal communication for their Chapter 9 Writing Assignment. Then have students complete the task.

Variation: Have students work on the Try It Out! activity on more than one day. Writers often get ideas for their essays over time, not all at once. For example, some students may get ideas while traveling to or from school, while eating dinner, or while talking to friends outside of class. Have students work together in class to do the activity in number 1. Then have students add to their lists for homework and continue on to the organizing and outlining activities during the next class meeting.

Applying Vocabulary (page 218)

- Have students review what they learned about formal and informal vocabulary on page 201.
- Read the directions for Practice 9 aloud. Point out that students will replace two words or phrases in each item. Have students complete the activity. Go over the answers.

WRITING ASSIGNMENT (pages 219–220)

- Tell students that they will write an essay about the kinds of problems that they have had with nonverbal communication in English.
- Have students look at the Chapter 9 scoring rubric on page 62 of this manual. Give students a paper copy of the rubric, display it on a screen in your classroom, and/or put it on your course website. Go over the rubric with students so that they understand what they are required to do for their Chapter 9 writing assignment and how they will be graded.
- **Step 1:** Go over the instructions. Have students complete the task.
- **Step 2:** Go over the instructions. Have students complete the task.
- **Step 3:** Go over the instructions. Have students complete the task.
- **Step 4:** Go over the instructions. Have students review the procedures for peer review in Appendix F (page 253). Read the questions of the Chapter 9 Peer Review (page 270) aloud. Have students work with a partner and use the worksheet to

review each other's drafts. If needed, have students review the correction symbols in Appendix E (pages 250–252). Have writers revise their drafts and write draft two based on their partner's feedback and their own ideas either in class or at home.

- Have students review the Writer's Self-Check section of Appendix F (page 253). Go over the Chapter 9 Writer's Self-Check in Appendix F (page 271). Then have students revise their writing 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 5:** Go over the directions. Have students write their final drafts and turn them in. If you wish, use the Chapter 9 Writing Assignment Scoring Rubric on page 62 of this Teacher's Manual to evaluate students' final drafts.

Variation: Have students submit their second draft to you via email or a learning management system. If needed, explain how to use word processing features to format their papers.

SELF-ASSESSMENT (page 220)

- Go over the Self-Assessment. See Options for using the Self-Assessment on page 6 of this manual.

EXPANSION (page 221)

Timed Writing (page 221)

- Go over the directions. Remind students not to skip any steps.
- Point out the 50-minute time limit and the new suggested times for completion of each step in the timed writing process.
- Read the prompt and have students begin writing. Collect their papers after 50 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.

Summary Writing (page 221)

- Read the three key points for summary writing aloud.
- Have students reread the writing model on pages 199–200 and write a summary of it.

EXTENSION:

In groups, have students review strategies for restating information by making a list of tips (e.g., use synonyms or vary sentence structure). Have students share their lists. Make suggestions as needed.

CHAPTER 10 Opinion Essays

(pages 222–239)

CHAPTER OPENER (page 222)

- Write the chapter title on the board and read it aloud. Explain that opinion essays are usually about controversial topics, that is, topics that people disagree about.
- Have students look at the photo and describe what they see. Have students explain where the people are, what they are doing, and what their relationship is.
- If students have not already discussed it, point out that the woman on the right is the mother of the two children and that she is educating her children at home. Give students the term *homeschooling*. (Give just the term, not a lot of details.) Have students answer the question under the photo.
- Read the objectives aloud, or have students do so. Point out the writing assignment that students will do at the end of Chapter 10.

INTRODUCTION (pages 223–225)

- Have students read the introductory text. Again point out that opinion essays are usually about controversial topics.
- Remind students that the essays they wrote in Chapter 9 had multiple paragraphs: an introductory paragraph, several body paragraphs, and a concluding paragraph. Have students look at the labels in the

margin to the left of the writing model and note the structure / the organization of the essay.

Analyzing the Model (page 223)

- Before students read the model, have them look at the title and predict the writer's opinion about homeschooling. As they read, have students pay attention to the writer's opinion and the reasons and details she gives in support of her opinion.
- Have students work with a partner or in a small group to answer the questions about the model. Go over the answers.

Variation: Have a short discussion about question 3 to remind students that body paragraphs sometimes, but not always, have a concluding sentence.

Noticing Vocabulary (page 225)

- Read the introductory information aloud. Have students read the examples. (**Note:** Encourage students to notice words that commonly appear together in the materials that they read. Noticing is a good way for students to learn collocations.)
- Read the directions for Practice 1, Part A aloud. Point out that the information in parentheses indicates where students will find the collocations in the writing model. Have students complete the exercise. Write the answers on the board.
- Read the directions for Practice 1, Part B aloud. Have student complete the exercise. Then go over the answers.

EXTENSION:

Point out that students can find collocations in dictionaries such as the *Longman Dictionary of American English*. Also point out that most English-English dictionaries have usage notes that can give information on how English words are used together. Use an example of a word like *sleep* in the *Longman Dictionary of American English*, which has both usage notes and collocations that provide useful information on word patterns.

ORGANIZATION (pages 226–230)

- Have students read the introductory text.

Introductory Paragraphs in Opinion Essays (page 226)

- Remind students that the introductory paragraph of an essay has general statements / background information that lead to a thesis statement.
- Remind students that opinion essays are about controversial issues, that is, topics that people disagree about. Point out that the background information in opinion essays explains the issue.
- Have students read the example. Point out that the general statements present the problems that teenage gangs create and several solutions to control teenage gangs. The general statements then narrow to one solution—curfew laws—and an explanation of curfew laws. Point out that the introductory paragraph ends with a thesis statement.
- Point out that the thesis statement for this introductory paragraph presents the opinion of police departments about gangs and the writer’s opinion. Emphasize that the writer disagrees with the police. Have students circle the word *but*, which signals the opposing opinion. Have students review the information about introductory paragraphs in opinion essays at home.
- Read the directions for Practice 2, Parts A and B aloud. Have students complete the tasks. Then go over the answers. Do the same for Practice 3 and the Try It Out! activity.

Variation: If students would like to work on another controversial topic related to education, allow them to do so. If students would like to change their topic, allow them to do so before they write the introductory paragraph.

Body Paragraphs in Opinion Essays (page 228)

- Have students read the introductory information. Then go over the example thesis statement and topic sentences. Point

out that each topic sentence states a reason that explains the writer’s opinion.

- Read the directions for Practice 4 aloud. Before they give reasons, have each pair discuss both sides of the issues in Practice 3. Have students complete the exercise. Then go over the answers.

Concluding Paragraphs in Opinion Essays (page 230)

- Have students read the introductory information and example. Point out that the concluding paragraph summarizes the reasons / main points about controlling gangs that are in the example for body paragraphs at the bottom of page 228.

EXTENSION:

Have students read the concluding paragraph of the model paragraph on pages 223–224 and explain the kind of information that is included in the concluding paragraph.

- Read the directions for the Try It Out! activity aloud. With a partner, have students complete the exercise. Have students hand in their papers.

DEVELOPING SUPPORTING DETAILS (pages 230–235)

- Remind students that they have been using examples regularly as supporting details in their writing. Explain that they will now learn about using quotations and statistics as supporting details.
- Explain the information about doing research and citing sources that is on page 230. (If you want students to cite sources for their quotations and statistics for their Chapter 10 opinion essays, see the Extension activity on page 52 of this manual.)

Quotations (page 230)

- Have students read the introductory information and the example. Point out that the quotations are supporting details in a body paragraph that explains why curfews are unfair.

- Read the rules in the chart on page 231 aloud. Have students read the examples for each of the rules, paying attention to the bold and highlighted information. Have students review the information about quotations for homework.
- Read the directions for Practice 5 aloud. Have students complete the exercise. Have students refer to the chart on page 231 as needed. Go over the answers.

Statistics (page 232)

- Explain that statistics are numbers, that is, costs, amounts, percentages, and so on. Point out that statistics, like quotations, are an excellent kind of supporting detail and are introduced by reporting phrases.
- Have students read the introductory text and example. Point out the reporting phrases and the numbers. Also point out that the example explains what the statistics prove.
- Read the directions for Practice 6 aloud. Have students complete the exercise. Go over the answers. Do the same for the Try It Out! activity. Point out the Writing Tip.

Applying Vocabulary (page 235)

- Have students review what they learned about collocations on page 225.
- Read the directions for Practice 7 aloud. Have students do the exercise. Go over the answers.

PREPARATION FOR WRITING

(page 236)

- Have students read the introductory information.

Conducting a Survey (page 236)

- Explain what a *survey* is. Have students give examples of surveys (e.g., customer satisfaction surveys, telemarketing phone surveys, employee surveys, student course evaluations). If necessary, explain the difference between a poll (short, quick, possibly one question) and a survey (usually longer and more time consuming).

- If students have ever completed a survey or conducted a survey, have them describe the experience.

Variation: Do an online search to find an image of a survey. Display the image on a screen in your classroom.

EXTENSION:

Find a student survey on your campus. Have students fill out the survey and turn it in to the group that is conducting the survey.

- Explain that students will prepare and conduct a survey to get information for their Chapter 10 writing assignment.
- Read the paragraph that begins, “Think of questions. . . .” Include the examples of questions for a survey about the effect of video games on children’s education. Point out that only the first question (the general opinion question) is a yes-no question; the remaining questions are *wh-* information questions. Have students review the information about surveys on page 236 for homework.
- Read the directions for the Try It Out! activity aloud. Make sure that students understand the purpose of their surveys—to gather quotations and statistics that they can use in their Chapter 10 writing assignment. Have students complete the task.

WRITING ASSIGNMENT (pages 237–238)

- Tell students that they will write an opinion essay on a topic related to getting a good education.
- Have students look at the Chapter 10 scoring rubric on page 63 of this manual. Give students a paper copy of the rubric, display it on a screen in your classroom, and / or put it on your course website. Go over the rubric with students so that they understand what they are required to do for their Chapter 10 writing assignment and how they will be graded.
- **Step 1:** Go over the instructions. Have students complete the task. Point out that students should highlight and underline reasons and supporting details that explain their opinion.

- **Step 2:** Go over the instructions. Have students complete the task. If necessary, have students review the Essay Outlining section in Chapter 9 (page 213).
- **Step 3:** Go over the instructions. Have students complete the task.
- **Step 4:** Go over the instructions. Have students review the procedures for peer review in Appendix F (page 253). Read the questions of the Chapter 10 Peer Review (page 272) aloud. Have students work with a partner and use the worksheet to review each other's drafts. If needed, have students review the correction symbols in Appendix E (pages 250–252). Have writers revise their drafts and write draft two based on their partner's feedback and their own ideas either in class or at home.
- Have students review the Writer's Self-Check section of Appendix F (page 253). Go over the Chapter 10 Writer's Self-Check in Appendix F (page 273). Then have students revise their writing 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 5:** Go over the directions. Have students write their final drafts and turn them in. If you wish, use the Chapter 10 Writing Assignment Scoring Rubric on page 63 of this Teacher's Manual to evaluate students' final drafts.

Variation: Have students submit their second draft to you via email or a learning management system. If needed, explain how to use word processing features to format their papers.

EXTENSION:

If you want your students to cite sources in their opinion essays, have them use a simple in-text citation. Immediately after quotations or statistics that come from their surveys, have students add information in the following way: First Initial. Last Name, survey, Month DD, YYYY. (The first initial and last name are the first initial and last name of the student who wrote and conducted the survey.)

SELF-ASSESSMENT (page 238)

- Go over the Self-Assessment. See Options for using the Self-Assessment on page 6 of this manual.

EXPANSION (pages 238–239)

Timed Writing (page 238)

- Go over the directions. Remind students not to skip any steps.
- Read the prompt and have students begin writing. Collect their papers after 50 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.

Writing an Opinion for Publication (page 239)

- Have students read the introductory information and the model.
- Read the directions under the model aloud. Have students complete the assignment. If possible, have students submit their opinion pieces to your school's newspaper.

Variation: If your course has a website or a blog, post your students' opinion pieces there.

EXTENSION:

If you publish your students' opinion pieces on a discussion board (on your class website) or a blog, have students comment on each other's posts. Remind students that they should be respectful in their comments, just as they are when they do peer review.

**WRITING
ASSIGNMENT
SCORING RUBRICS**

CHAPTER 1: ACADEMIC PARAGRAPHS

Writing Assignment Scoring Rubric

	THE PARAGRAPH . . .	YOUR SCORE	MAXIMUM SCORE
1.	. . . fits the assignment. It is about a person who has made a difference.		15
2.	. . . begins with a sentence that names a person who has made a difference.		10
3.	. . . has two or more ways that the person has made a difference.		20
4.	. . . has sentences in logical order.		10
5.	. . . uses correct formatting.		15
6.	. . . has at least one subject and one verb in every sentence.		10
7.	. . . uses nouns and verbs correctly.		5
8.	. . . has subject-verb agreement.		5
9.	. . . has a period after every sentence.		5
10.	. . . follows capitalization rules.		5
TOTAL			100
Comments:			

CHAPTER 2: NARRATIVE PARAGRAPHS

Writing Assignment Scoring Rubric

	THE PARAGRAPH . . .	YOUR SCORE	MAXIMUM SCORE
1.	. . . fits the assignment. It tells a story about a memorable experience.		15
2.	. . . begins with a sentence that tells the experience.		10
3.	. . . has details that match the purpose of the paragraph.		20
4.	. . . has events in logical time order.		20
5.	. . . uses correct formatting.		5
6.	. . . uses both simple and compound sentences correctly.		10
7.	. . . uses <i>and</i> , <i>but</i> , <i>or</i> , and <i>so</i> correctly.		5
8.	. . . uses commas correctly.		5
9.	. . . has a period, question mark, or exclamation mark after every sentence.		5
10.	. . . uses correct capitalization and spelling.		5
TOTAL			100
Comments:			

CHAPTER 3: BASIC PARAGRAPH STRUCTURE

Writing Assignment Scoring Rubric

	THE PARAGRAPH . . .	YOUR SCORE	MAXIMUM SCORE
1.	. . . fits the assignment. It is about a hobby or sport.		15
2.	. . . begins with a topic sentence that states the topic and controlling idea. The topic sentence is not too general and not too specific.		10
3.	. . . has main points that support the topic sentence.		20
4.	. . . has clear examples.		10
5.	. . . has a conclusion that restates the controlling idea or summarizes the main points. It may also give a final suggestion or prediction.		10
6.	. . . uses signal words correctly to introduce the main points, the examples, and the conclusion.		10
7.	. . . uses correct formatting.		5
8.	. . . uses both simple and compound sentences correctly.		10
9.	. . . uses adjectives and adverbs correctly.		5
10.	. . . uses correct punctuation, capitalization, and spelling.		5
TOTAL			100
Comments:			

CHAPTER 4: LOGICAL DIVISION OF IDEAS

Writing Assignment Scoring Rubric

	THE PARAGRAPH . . .	YOUR SCORE	MAXIMUM SCORE
1.	. . . fits the assignment. It is about shopping habits.		15
2.	. . . begins with a topic sentence that clearly shows the logical division of ideas (the main points).		10
3.	. . . presents each main point, plus supporting details such as explanations, examples, and statistics.		20
4.	. . . has unity. All of the sentences in the body support the topic sentence.		10
5.	. . . has coherence. The sentences are in logical order. There are enough but not too many transition signals. Nouns and pronouns are consistent.		10
6.	. . . ends with a concluding sentence that summarizes the main points.		10
7.	. . . uses correct formatting.		5
8.	. . . does not have run-on sentences or comma splices.		10
9.	. . . uses periods, question marks, exclamation marks, and commas correctly.		5
10.	. . . uses correct capitalization and spelling.		5
TOTAL			100
Comments:			

CHAPTER 5: PROCESS PARAGRAPHS

Writing Assignment Scoring Rubric

	THE PARAGRAPH . . .	YOUR SCORE	MAXIMUM SCORE
1.	. . . fits the assignment. It is a process paragraph about self-improvement.		15
2.	. . . begins with a topic sentence that names the topic and uses words such as <i>steps</i> , <i>procedure</i> , <i>process</i> .		10
3.	. . . has all of the necessary steps in time order, with time order signals.		20
4.	. . . has enough details for the audience to understand the steps in the process.		10
5.	. . . has unity. All of the sentences in the body support the topic sentence.		10
6.	. . . has a concluding sentence that gives the last step in the process or states the purpose of the process.		10
7.	. . . uses correct formatting.		5
8.	. . . uses simple, compound, and complex sentences correctly.		10
9.	. . . uses punctuation, especially commas in complex sentences, correctly.		5
10.	. . . uses correct capitalization and spelling.		5
TOTAL			100
Comments:			

CHAPTER 6: DEFINITION PARAGRAPHS

Writing Assignment Scoring Rubric

	THE PARAGRAPH . . .	YOUR SCORE	MAXIMUM SCORE
1.	. . . fits the assignment. It defines a word, concept, or custom.		15
2.	. . . begins with a good definition topic sentence. It includes the word or thing to be defined, a category or group, and special characteristics.		10
3.	. . . has enough <i>who, what, where, when, how, why</i> details.		20
4.	. . . has unity and coherence.		10
5.	. . . has a good concluding statement that tells why the topic is interesting or important.		10
6.	. . . uses correct formatting.		5
7.	. . . has good description with appositives and adjective clauses.		10
8.	. . . uses a variety of simple, compound, and complex sentences correctly.		10
9.	. . . uses punctuation correctly, especially commas with appositives and adjective clauses.		5
10.	. . . uses correct capitalization and spelling.		5
TOTAL			100
Comments:			

CHAPTER 7: CAUSE / EFFECT PARAGRAPHS

Writing Assignment Scoring Rubric

	THE PARAGRAPH . . .	YOUR SCORE	MAXIMUM SCORE
1.	. . . fits the assignment. It is a cause / effect paragraph about a social issue.		15
2.	. . . begins with a topic sentence that states the topic and whether the paragraph will focus on causes or effect.		10
3.	. . . presents causes or effects in logical order.		20
4.	. . . has details that give examples and explain the causes or effects clearly.		10
5.	. . . has a concluding sentence that restates the controlling idea about the topic or summarizes the main causes or effects.		10
6.	. . . uses correct formatting.		5
7.	. . . uses transition signals correctly.		10
8.	. . . uses a variety of simple, compound, and complex sentences correctly.		10
9.	. . . uses punctuation correctly.		5
10.	. . . uses correct capitalization and spelling.		5
TOTAL			100
Comments:			

CHAPTER 8: COMPARISON / CONTRAST PARAGRAPHS

Writing Assignment Scoring Rubric

	THE PARAGRAPH . . .	YOUR SCORE	MAXIMUM SCORE
1.	. . . fits the assignment. It compares or contrasts education in two different countries and includes interview information.		15
2.	. . . begins with a topic sentence that states the topic and whether the paragraph will focus on similarities, differences, or both.		10
3.	. . . has either block or point-by-point organization.		10
4.	. . . has balanced comparison / contrast, with the same points, in the same order, for education in each of the two countries.		20
5.	. . . has a concluding sentence that restates the topic sentence or summarizes the similarities and / or differences. There may also be a final opinion or recommendation.		10
6.	. . . uses correct formatting.		5
7.	. . . uses transition signals correctly.		10
8.	. . . uses a variety of simple, compound, and complex sentences correctly.		10
9.	. . . uses punctuation correctly.		5
10.	. . . uses correct capitalization and spelling.		5
TOTAL			100
Comments:			

CHAPTER 9: ESSAY ORGANIZATION

Writing Assignment Scoring Rubric

	THE ESSAY . . .	YOUR SCORE	MAXIMUM SCORE
1.	. . . fits the assignment. It is about kinds of problems with nonverbal communication in English.		15
2.	. . . has a funnel introduction that moves from general to more specific information about the topic.		10
3.	. . . has a thesis statement in the last sentence of the introduction that states the topic and what the writer wants to say about the topic.		10
4.	. . . has body paragraphs that support the thesis statement. Each body paragraph describes one kind of problem with nonverbal communication.		20
5.	. . . has unity. Each body paragraph has a topic sentence and only those examples, statistics, facts, etc. that are related to the topic sentence.		10
6.	. . . has a conclusion that restates the thesis and / or summarizes the main points, and gives the writer's final opinion, recommendation, prediction, etc. about the topic.		10
7.	. . . uses transition signals correctly.		5
8.	. . . uses correct formatting.		5
9.	. . . uses a variety of simple, compound, and complex sentences correctly.		10
10.	. . . uses punctuation, capitalization, and spelling correctly.		5
TOTAL			100
Comments:			

CHAPTER 10: OPINION ESSAYS

Writing Assignment Scoring Rubric

	THE ESSAY . . .	YOUR SCORE	MAXIMUM SCORE
1.	. . . fits the assignment. It is an opinion essay about getting a good education.		15
2.	. . . has an introduction that clearly explains the problem or issue.		10
3.	. . . has a thesis statement in the last sentence of the introduction that presents the opposing view and then the writer’s opinion.		10
4.	. . . has body paragraphs with reasons that support the writer’s opinion, plus details that include examples, statistics, and/or quotations.		20
5.	. . . has unity. Each body paragraph has a topic sentence and only those examples, statistics, quotations, etc. that are related to the topic sentence.		10
6.	. . . has a powerful conclusion that restates the thesis and/or summarizes the main points and may have a call for action.		10
7.	. . . uses transition signals correctly.		5
8.	. . . uses correct formatting.		5
9.	. . . uses a variety of simple, compound, and complex sentences correctly.		10
10.	. . . uses punctuation, capitalization, and spelling correctly, especially punctuation for quotations.		5
TOTAL			100
Comments:			

CHAPTER QUIZZES

CHAPTER 1 QUIZ**A. Find the errors in capitalization. Make corrections.**

1. there was a terrible earthquake in haiti on tuesday, january 12, 2010.
2. earthquake victims received help from famous people such as bill clinton.
3. there was also a lot of support from hollywood actors such as sean penn.
4. the united nations is an international organization with headquarters in new york city.
5. the un can be seen in one of my favorite movies, *north by northwest*.
6. next semester, i will take english, math, and biology 101.
7. the university that i attend is located in eastern canada.
8. many of the students from africa speak french with the local residents.

B. Use what you know about subject-verb patterns and prepositional phrases in sentences. Circle the correct noun or verb form.

1. Volunteers (*realization / realize*) the importance of helping others.
2. I read about the (*development / develop*) of a volunteer music program.
3. Members of the Chicago Symphony Orchestra regularly (*participation / participate*) in the program.
4. The musicians (*entertainment / entertain*) people in schools and even prisons.
5. The (*beauty / beautify*) of music can be part of everyone's life.
6. An (*organizer / organize*) of the volunteer program is cellist Yo-Yo Ma.

C. Find errors in noun and verb forms, subject-verb agreement, fragments, and capitalization. Make corrections.

1. I was born on september 21, 1994 in the city of San Juan, Puerto Rico.
2. My father a performer with the San Juan Symphony. is a violinist.
3. He often travel with the orchestra to Europe and asia.
4. I currently a student at the Peabody Conservatory of the Johns Hopkins University in baltimore.
5. The educate at this school is excellent. All of the professors is wonderful.
6. My father and mother will come to my graduate next year.

CHAPTER 2 QUIZ

A. Read the sentences. Number them to create a time-order narrative. Then check (✓) the box that gives the writer’s purpose.

- _____ By lunchtime, I had a long shopping list.
- _____ It was about 25% less money than I expected.
- _____ At the end of the workday, I opened the envelope and took out my paycheck.
- _____ In short, I learned a lesson that everyone should know—the government gets its tax money first, and workers get what remains.
- _____ My first payday at my first job was very surprising.
- _____ I couldn’t believe it when I looked at the amount of the check.
- _____ Early that morning, I started thinking about all the things I could buy.

What is the writer’s purpose? to inform to persuade to entertain

B. Complete the narrative paragraph. Use the words from the box. Capitalize and punctuate them correctly. Use each word once.

after our last class at first so
and finally then

My classmates and I had an incredible experience as we were leaving school yesterday.

_____ we got on the elevator. _____

1. 2.

we were on the elevator alone. _____ the doors opened on the

3.

8th floor _____ a serious looking man in a business suit got

4.

on. It was the president of the university! There were several seconds of total silence.

_____ the president started talking. He knew we were nervous

5.

_____ he asked us a few questions about our classes. When the

6.

elevator doors opened on the first floor, we felt like we had a new “friend.”

(continued on next page)

CHAPTER 2 QUIZ (*continued from previous page*)

C. Read the sentences. Add commas as needed.

1. I love any celebration that has crowds music and fireworks.
2. I go to the New Year's Eve celebration in my hometown every year.
3. Last year it was raining but the celebration was still fantastic.
4. First there was music and dancing in the street.
5. There was jazz and rock music so the atmosphere was lively.
6. At midnight the fireworks started and everyone in the crowd cheered.
7. After the fireworks my friends and I were hungry so we went to a restaurant.

CHAPTER 3 QUIZ

A. Check (✓) the good topic sentences. What is wrong with the others? Write *TS* (too specific) or *TG* (too general).

- 1. Studying vocabulary is part of learning a new language.
- 2. *Alphabet* and *telephone* are English words with Greek origins.
- 3. Electronic dictionaries have several advantages over paper dictionaries.
- 4. In addition to word definitions, English dictionaries have information about grammar and pronunciation.
- 5. There are fast food restaurants in countries around the world.
- 6. A typical meal at a fast food restaurant has more than 700 calories.
- 7. Dairy Queen and Pizza Hut are popular fast food restaurants.
- 8. Americans continue to eat at fast food restaurants for three reasons.

B. Add the main points from the box under the correct topic sentence.

The cost of airplane tickets gets higher every year.	Seats are generally small and close together.
Travelers are on international flights for long periods of time.	Many airlines no longer serve free meals, so passengers must pay for food.
More and more airlines require passengers to pay an extra fee to check their luggage.	Time zone changes cause problems.

Topic Sentence: Air travel is becoming increasingly expensive.

Main Points: _____

Topic Sentence: International air travel is often uncomfortable.

Main Points: _____

(continued on next page)

CHAPTER 3 QUIZ *(continued from previous page)***C. Find errors in signal words, and in adjective and adverb forms. Do not change punctuation. Make corrections.**

It takes a lot to be a marathon runner. To begin with, marathoners need great physical and mental strength to complete their 26.2-mile races successful. Next, running a marathon requires great commitment and discipline. Amateur runners active begin their long hours of training months before a race. They run three to four days a week. They also work out in the gym and pay close attention to parts of their daily routine for example their diet and sleep schedule. In addition, marathoners need emotional support. Such as, they find a running partner or join a group of runners to help them through the long hours of training. On the day of the race, marathoners feel energized when they hear the loudly cheers of their family and friends. It is clearly that there are many requirements for marathon success.

CHAPTER 4 QUIZ

A. Complete the paragraph with transition signals from the box. Capitalize and punctuate them correctly. Use each signal once.

a second kind of shopper	finally	however
all in all	first of all	such as

There are three types of shoppers that you will commonly see in shopping malls.

_____ 1. there is the *recreational shopper*. These individuals spend a lot of time at the mall. _____ 2. they make few purchases. They spend most of their time looking at the merchandise, looking at other shoppers, and looking for ways to have fun. _____ 3. is the *power shopper*. Power shoppers enter the mall empty handed but leave with bags full of items _____ 4. shoes, jewelry, and cosmetics.

_____ 5. shoppers in the *in-and-out* category do just what their name suggests. They go in the mall, buy what they need, and leave as quickly as possible.

_____ 6. the different kinds of shoppers add to the atmosphere of malls.

(continued on next page)

CHAPTER 4 QUIZ *(continued from previous page)*

B. Read each sentence. Write X if there is a run-on or comma splice error. Then correct each sentence that you marked. There may be more than one possible correction.

- _____ 1. Emails are fast and easy, so they have replaced letters for many people.
- _____ 2. Text messages are popular social networking sites are another common way of communicating.
- _____ 3. Americans used to visit the post office regularly. However, a trip to the post office is rare these days.
- _____ 4. Some people pay their credit card bills by mail, others pay online.
- _____ 5. The post office has mailing supplies you can buy envelopes and boxes, for example.
- _____ 6. The postal worker weighs your package, then you pay the shipping cost.
- _____ 7. I want to return a pair of pants that I bought online, therefore, I need to go to the post office.
- _____ 8. The post office has beautiful stamps. I plan to get some to add to my stamp collection.

C. Find errors in unity, coherence, pronoun consistency, and noun consistency. Make corrections.

An animal living in a modern zoo enjoys several advantages over an animal in the wild. The first advantage is that a zoo animal is separated from their natural enemies. Many zoos have free admission. Another advantage is that zoo employees feed the animal regularly. As a result, they will never have to hunt for food or suffer in times when food is hard to find. The animal is protected, so it lives without risk of being attacked. A third advantage of living in zoos is that veterinarians give the animals regular checkups and any special medical care it needs. Opponents of zoos feel that animals should live in their natural environment. In short, zoos have a number of benefits.

CHAPTER 5 QUIZ

A. Read the sentences. Number them in time order. Then check (✓) the box that gives the writer's audience.

- _____ First, get an application form from the Office of Financial Aid in Room 232 of the Administration Building.
- _____ Next, get a letter of recommendation from one of your instructors.
- _____ If you complete the application process and do well in your classes this year, you have an excellent chance of receiving a scholarship.
- _____ After you complete the application form, write a personal statement that explains why you should receive scholarship funds.
- _____ Finally, turn in the application form and the letters before the March 1 deadline.
- _____ Second, fill the application out completely and accurately.
- _____ To apply for a scholarship for next year, complete these steps.

Who is the audience for the paragraph? students parents of students

B. Combine the clauses and the subordinators in parentheses to make complex sentences. Do not change the order of the clauses. Use correct capitalization and punctuation.

1. (when) Students get home from school. They want a quick and easy meal.

2. (if) You look in your refrigerator. You should find everything you need.

3. (after) You break two fresh eggs into a bowl. Mix in salt, pepper, and three tablespoons of milk.

4. (so that) Add fresh vegetables to the mixture. You can increase the nutritional value of your eggs.

5. (as) The eggs cook. You should push them around gently with a fork.

6. (because) You will want to make scrambled eggs often. They are delicious and nutritious.

(continued on next page)

CHAPTER 5 QUIZ (*continued from previous page*)**C. Find errors in time-order signals, dependent clauses, capitalization, and punctuation. Make corrections.**

Follow this simple process. So that you can improve your English vocabulary. First, keep a small notebook in your pocket, purse, or backpack. You can also use a digital tablet or smart phone if you have one. You simply need a place to write useful words and phrases. Second pay attention to vocabulary. However, don't write a word or phrase in your notebook, until you hear it at least three times. After you encounter the vocabulary item several times. You will know it is important. Next add information to your notebook when you go home each night. Write details that you remember. If you are uncertain about the spelling or meaning of the vocabulary use your dictionary. Finally, review the contents of your vocabulary notebook at the end of each week because it will help you remember the new vocabulary.

CHAPTER 6 QUIZ

A. Check (✓) the good topic sentences for definition paragraphs. What is wrong with the others? Write *NCat* (no category) or *NChar* (No characteristics).

- 1. IMAX is a movie projection system.
- 2. A meteorologist is a scientist who studies the weather.
- 3. Presbyopia is a vision problem that keeps older people from focusing on what is close to them.
- 4. A condiment adds to the flavor of sandwiches and other food.
- 5. The equator is an imaginary line that circles the center of the earth.
- 6. A phoneme is the part of language that is the smallest unit of sound.

B. Circle the best relative pronoun for each adjective clause.

1. Impressionism, (*which / that / who*) became popular in the 19th century, was first developed in France.
2. Impressionism was developed by artists (*who / whom / which*) focused on light and color in their work.
3. Claude Monet, (*who / that / which*) was a leader of the Impressionist movement, painted scenes from the French countryside.
4. Many artists paint scenes from the areas (*that / which / where*) they live.
5. Most paintings (*that / who / when*) you see in museums are worth millions of dollars.
6. I visited the Louvre in 2010, (*which / where / when*) I traveled to Paris.
7. I enjoyed the art history course (*which / that / where*) I took last year.

(continued on next page)

CHAPTER 6 QUIZ (*continued from previous page*)**C. Find errors in appositives and adjective clauses. Add punctuation or change one word to correct each error.**

Walter Gropius, a German-born architect, designed simple “glass box” buildings that they changed the look of cities worldwide. He was particularly influential from 1919 to 1932, which he was the director at the Bauhaus a German school of design. At the Bauhaus, Gropius was a leader of the International Style, that helped reshape architecture. In contrast to the ornately decorated stone structures that was popular in earlier times, Gropius created steel and glass buildings that had straight lines and no decoration. He made another major contribution to the building industry by making designs that builders could mass-produce them. Gropius was also known for his belief in the value of teamwork. In sum, Gropius and his followers transformed cities from Toronto to Tokyo, which their influence can still be seen today.

CHAPTER 7 QUIZ

A. Students often do not get enough sleep. Identify the causes and effects for their lack of sleep. Write C next to the four causes. Write E next to the four effects.

- _____ 1. Students have part-time jobs after school.
- _____ 2. Students have trouble paying attention in class.
- _____ 3. Students have problems with short-term and long-term memory.
- _____ 4. Students go out with their friends and come home late.
- _____ 5. Students get sick easily.
- _____ 6. Students have a lot of assignments to do.
- _____ 7. Students eat more and gain weight.
- _____ 8. Students spend hours watching television and playing video games.

B. Combine the clauses and the transition signals in parentheses to make complex sentences. Do not change the order of the clauses. Use correct capitalization and punctuation.

1. (therefore) Most soft drinks contain caffeine. We should limit the number of soft drinks we have each day.

2. (because) Soft drinks are also a problem. They contain sugar or other sweeteners.

3. (so) I am trying to lose weight. I am eating smaller amounts of food at each meal.

4. (since) A small green salad has fewer calories than a sandwich and potato chips. I eat a salad for lunch every day.

5. (because of) There are health concerns. Shoppers want to buy organic foods, which are produced without the use of human-made chemicals.

6. (consequently) Organic farming is time consuming and expensive. Shoppers pay a high price for organic fruits and vegetables.

(continued on next page)

CHAPTER 7 QUIZ *(continued from previous page)*

- C. Find errors in transition signals, fragments, run-ons, and comma splices. Add, delete, or move one word to make corrections. Do not change capitalization or punctuation. Make corrections.**
1. Public transportation is important because of it allows residents and visitors to move easily around the city.
 2. Parking fees are high in the downtown area, because more commuters have started taking public transportation instead of driving to work.
 3. As a result overcrowded trains, it is difficult to get a seat during rush hour.
 4. Commuters are angry and upset, Mayor Lee is requesting increases in ticket prices on buses and subway trains.
 5. Consequently, Mayor Lee says that our buses and trains require costly repairs. City Transit System fare increases are necessary in his opinion.
 6. Since Mayor Lee has powerful supporters in city government, will almost certainly get the fare increases that he wants.

CHAPTER 8 QUIZ**A. Write *T* if an item is true. Write *F* if it is false.**

- _____ 1. A comparison / contrast paragraph must focus on either similarities or differences.
- _____ 2. When you compare two things, you analyze their similarities.
- _____ 3. The point-by-point method of organization is better than the block method of organization.
- _____ 4. It is important to have the same points of support, in the same order, in a comparison / contrast paragraph.
- _____ 5. *Likewise* is a transition signal that shows differences.
- _____ 6. A writer can give an opinion or a recommendation in the conclusion of a comparison / contrast paragraph.
- _____ 7. The topic sentence of a comparison / contrast paragraph should name the topic and indicate the controlling idea.
- _____ 8. The word *equally* is a transition signal that shows similarities.

B. Combine the clauses and the transition signals in parentheses to make complex sentences. Do not change the order of the clauses. Use correct capitalization and punctuation.

1. (although) I have strong computer skills. I do not like taking online classes.

2. (both. . . and) Online instruction is offered at this university. Face-to-face classes are offered at this university.

3. (not only. . . but also) Students in online courses complete reading assignments. Students in online courses participate in group discussions.

4. (but) In a classroom, I can get answers to my questions immediately. I have to wait up to a day to get email answers from my online professor.

5. (similarly) Students take exams in traditional face-to-face classes. There are tests in online courses.

6. (unlike) My online courses have not given me a chance to make new friends. My face-to-face classes have given me a chance to make friends.

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CHAPTER 8 QUIZ (*continued from previous page*)

- C. Find errors in transition signals, parallelism, fragments, run-ons, and comma splices. Add, delete, or move one word to make corrections. Do not change capitalization or punctuation.**
1. There are both similarities and are differences in writing an academic paragraph and giving a formal speech in class.
 2. Students should give clear examples not only in academic writing but also in formal class presentations. Similar, both compositions and speeches should have a conclusion.
 3. The ideas in academic paragraphs must be developed both complete and logically just like the ideas in a formal presentation.
 4. You must pay attention to spelling when you are writing, although you have the more difficult problem of correct pronunciation when you are giving a speech.
 5. Signals such as *in conclusion* and *in summary* equally important for academic paragraphs and formal speeches.
 6. I always feel nervous when I have to do a timed writing in class, I am anxious and fearful when I stand up to give a speech, too.

CHAPTER 9 QUIZ**A. Write *T* if an item is true. Write *F* if it is false.**

- _____ 1. A funnel introduction moves from general to specific.
- _____ 2. In an essay, the thesis statement of an essay is the first sentence of the introduction.
- _____ 3. A thesis statement includes the topic of an essay and a controlling idea.
- _____ 4. Each body paragraph of an essay has a topic sentence.
- _____ 5. Transition signals are used only within paragraphs.
- _____ 6. *Unity* means that the ideas in an essay have logical organization.

B. Read the sentences in each group. Then number them to create a good funnel introduction.**Paragraph 1**

- _____ However, each culture develops its own musical forms and styles.
- _____ Because there are people from different cultures who live in the United States, there is great variety in American music.
- _____ Music is truly a universal language.
- _____ In the United States, the connection between music and culture can be seen in three styles of music: bluegrass, Cajun, and Latin jazz.

Paragraph 2

- _____ When daylight saving time is in effect, there is an additional hour of sunlight available for evening activities.
- _____ Daylight saving time, which is also called *summer time*, is the practice of moving clocks forward one hour during warm weather months.
- _____ In fact, daylight saving time has a number of negative effects.
- _____ Although daylight saving time is widely used, there are complaints when it begins each year.

C. Find errors in punctuation. Make corrections.

In short Mr. Smith had several qualities of a great teacher. He was well informed about his subject. In addition to knowledge. Mr Smith had a great love of history, and his enthusiasm for it rubbed off on his students. Furthermore his lectures were well organized, and he returned papers and tests promptly, even though he taught five different classes. His classes were interesting and he told funny stories to keep even the sleepest student awake and engaged in learning. Mr. Smith taught more than just history, Mr. Smith also taught us to love learning.

CHAPTER 10 QUIZ**A. Circle the best contrast signal to complete each thesis statement for an opinion essay.**

1. (*Although / However / Despite*) sidewalk cafés are good business for downtown restaurants in the summer months, I oppose these outdoor eating areas for three reasons.
2. (*On the other hand / Though / Despite*) the protection that bike helmets give, I feel that riders should not be required to wear helmets for two very important reasons.
3. According to city officials, local parks close at 11:00 P.M. due to safety concerns. (*Even though / Moreover / However*), I believe that the parks should be open to the public at all times.
4. Loud music and cell phone conversations can certainly be annoying, (*and / but / however*) I strongly disagree with the decision to have “quiet cars” on suburban commuter trains.
5. (*While / However / In spite of*) it may be true the new shopping mall will provide jobs and increase tax revenues, I think that we will get similar benefits by having small family-owned stores on Main Street.
6. The majority of students are against a tuition increase because of their personal concerns about money. (*Despite / In contrast / In addition*), I am in favor of the proposed increase because the university needs additional funds to pay for higher instructional costs.

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

In short, I am in favor of a maximum speed limit of 55 M.P.H. on highways because it simply makes sense. Driving at speeds faster than 55 M.P.H. saves little time, especially on crowded highways. In addition, high speed driving can lead to accidents, and when those accidents occur they are likely to cause serious injuries or even death. Driving at a maximum speed of 55 M.P.H. helps automobiles use less gas, which saves money and is good for the environment. I urge state lawmakers to lower high speed limits, and I encourage all motorists to “drive at 55” regardless of the speed limit.

- _____ 1. This paragraph is the introduction for an opinion essay.
- _____ 2. In the writer’s opinion, all cars should travel at 55 M.P.H.
- _____ 3. In the paragraph, the writer summarizes the reasons for her opinion.
- _____ 4. The paragraph is probably part of an essay that has two body paragraphs.
- _____ 5. Statistics about car accidents are probably included in the essay.
- _____ 6. The paragraph has a call to action.

(continued on next page)

CHAPTER 10 QUIZ *(continued from previous page)***C. Find errors in quotation marks, commas, and capitalization. Make corrections.**

1. The owner of a restaurant on State Street said, “my profits increase by 27% during the summer months”.
2. “Customers,” he said, “Enjoy eating outdoors in the fresh air and sunshine.”
3. One of the commuters who I interviewed stated, “I want to be able to relax and talk to my friends when I am on the train.
4. “We are already overworked” explained a conductor on the train. He added, “there is no way to ensure that the train cars remain quiet.”
5. In his responses to my survey questions, one of my professors wrote, “we desperately need to increase the bandwidth on the school’s wifi.
6. “How can I teach effectively without technology?” He asked.
7. “We expect costs for electricity and cleaning staff to go up approximately 10%” said the president.

**CHAPTER QUIZ
ANSWER KEY**

CHAPTER QUIZ ANSWER KEY

CHAPTER 1 QUIZ

- A. 1. ^There was a terrible earthquake in ^Haiti on ^Tuesday, ^January 12, 2010.
2. ^Earthquake victims received help from famous ^{B C}people such as ^Bill ^Celinton.
3. ^There was also a lot of support from ^Hollywood actors such as ^{S P}sean ^Penn.
4. ^{T U N}the ^United ^Nnations is an international organization with headquarters in ^{N Y}new ^York ^City.
5. ^{T UN}the ^Un can be seen in one of my favorite ^{N N}movies, ^North by ^Northwest.
6. ^{N I E}next semester, ^I will take ^English, math, and ^Biology 101.
7. ^{T I}the university that ^I attend is located in ^Ceastern ^Canada.
8. ^{M A F}many of the students from ^Africa speak ^French with the local residents.
- B. 1. realize
2. development
3. participate
4. entertain
5. beauty
6. organizer
- C. 1. ^SI was born on ^September 21, 1994 in the city of San Juan, Puerto Rico.
2. ^{is}My father ^{is} a performer with the San Juan ^{He}Symphony. ^{is} a violinist.
3. ^SHe often travel ^S with the orchestra to Europe ^Aand ^Aasia.

4. ^{am}I currently a student at the Peabody ^{is}Conservatory of the Johns Hopkins University ^Bin ^Baltimore.
5. ^{education}The ^{education}educate at this school is excellent. All of ^{are}the professors ^{is}wonderful.
6. ^{graduation}My father and mother will come to my ^{graduate}graduation next year.

CHAPTER 2 QUIZ

- A. 3, 6, 4, 7, 1, 5, 2
The writer's purpose is to inform.
- B. 1. After our last class,
2. At first,
3. Then
4. , and
5. Finally,
6. , so
- C. 1. I love any celebration that has crowds, music, and fireworks.
2. (no commas needed)
3. Last year, it was raining, but the celebration was still fantastic.
4. First, there was music and dancing in the street.
5. There was jazz and rock music, so the atmosphere was lively.
6. At midnight, the fireworks started, and everyone in the crowd cheered.
7. After the fireworks, my friends and I were hungry, so we went to a restaurant.

CHAPTER 3 QUIZ

- A. Check sentences 3, 8
Too specific: 2, 4, 6, 7
Too general: 1, 5
- B. **Topic Sentence:** Air travel is becoming increasingly expensive.
Main Points: The cost of airplane tickets gets higher every year.
More and more airlines require passengers to pay an extra fee to check their luggage.
Many airlines no longer serve free meals, so passengers must pay for food.
- Topic Sentence:** International air travel is often uncomfortable.
Main Points: Travelers are on international flights for long periods of time.
Seats are generally small and close together.
Time zone changes cause problems.

C.

It takes a lot to be a marathon runner. To begin with, marathoners need great physical and mental strength to complete their 26.2-mile races *successfully*. Next, running a marathon requires *successful* great commitment and discipline. Amateur runners *actively* ~~active~~ begin their long hours of training months before a race. They run three to four days a week. They also work out in the gym and pay close attention to parts of their daily routine *for such as* ~~for~~ their diet and their sleep schedule. In *example* addition, marathoners need emotional support. *For example* ~~Such as~~ they find a running partner or join a group of runners to help them through the long hours of training. On the day of the race, marathoners feel energized when they hear the *loud* ~~loudly~~ cheers of their family and friends. It is *clear* ~~clearly~~ that there are many requirements for marathon success.

CHAPTER 4 QUIZ

- A. 1. First of all,
2. However,
3. A second kind of shopper
4. such as
5. Finally,
6. All in all,
- B. ~~X~~ 2. Text messages are popular. ^S social networking sites are another common way of communicating.
- ~~X~~ 4. Some people pay their credit card bills by mail. ^O others pay online.
- ~~X~~ 5. The post office has mailing supplies. ^Y you can buy envelopes and boxes, for example.
- ~~X~~ 6. The postal worker weighs your ^T package. ~~X~~ then you pay the shipping cost.
- ~~X~~ 7. I want to return a pair of pants that I bought online. ^T therefore, I need to go to the post office.

C.

An animal living in a modern zoo enjoys several advantages over an animal in the wild. The first advantage is that a zoo animal is separated from ^{its} ~~their~~ natural enemies. *Many zoos have free admission.* Another advantage is that zoo employees feed the animal regularly. As a result, ^{it} ~~they~~ will never have to hunt for food or suffer in times when food is hard to find. The animal is protected, so it lives without risk of being attacked. A third advantage of living in zoos is that veterinarians give the animals regular checkups and any special medical care it needs. ~~Opponents of zoos feel that animals should live in their natural environment.~~ In short, zoos have a number of benefits.

CHAPTER 5 QUIZ

- A. 2, 5, 7, 4, 6, 3, 1
The audience for the paragraph is students.
- B. 1. When students get home from school, they want a quick and easy meal.
2. If you look in your refrigerator, you should find everything you need.
3. After you break two fresh eggs into a bowl, mix in salt, pepper, and three tablespoons of milk.
4. Add fresh vegetables to the mixture so that you can increase the nutritional value of your eggs.
5. As the eggs cook, you should push them around gently with a fork.
6. You will want to make scrambled eggs often because they are delicious and nutritious.

C.

Follow this simple process^s. So that you can improve your English vocabulary. First, keep a small notebook in your pocket, purse, or backpack. You can also use a digital tablet or smart phone if you have one. You simply need a place to write useful words and phrases. Second^s, pay attention to vocabulary. However, don't write a word or phrase in your notebook^s until you hear it at least three times. After you encounter the vocabulary item several times^s, you will know it is important. Next^s, add information to your notebook when you go home each night. Write details that you remember. If you are uncertain about the spelling or meaning of the vocabulary^s, use your dictionary. Finally, review the contents of your vocabulary notebook at the end of each week because it will help you remember the new vocabulary.

CHAPTER 6 QUIZ

- A. Check sentences 2, 3, 5, 6,
No category: 4
No characteristics: 1
- B. 1. which 5. that
2. who 6. when
3. who 7. that
4. where

C.

Walter Gropius, a German-born architect, designed simple “glass box” buildings that ~~they~~ changed the look of cities worldwide. He was particularly influential from 1919 to 1932, ^{when} ~~which~~ he was the director at the Bauhaus^s, a German school of design. At the Bauhaus, Gropius was a leader of the International Style, ^{which} ~~that~~ helped reshape architecture. In contrast to the ornately decorated stone structures that ^{were} ~~was~~ popular in earlier times, Gropius created steel and glass buildings that had straight lines and no decoration. He made another major contribution to the building industry by making designs that builders could mass-produce ~~them~~. Gropius was also known for his belief in the value of teamwork. In sum, Gropius and his followers transformed cities from Toronto to Tokyo, ^{where} ~~which~~ their influence can still be seen today.

CHAPTER 7 QUIZ

- A. 1. C 5. E
2. E 6. C
3. E 7. E
4. C 8. C
- B. 1. Most soft drinks contain caffeine. Therefore, we should limit the number of soft drinks we have each day.
2. Soft drinks are also a problem because they contain sugar or other sweeteners.
3. I am trying to lose weight, so I am eating smaller amounts of food at each meal.
4. Since a small green salad has fewer calories than a sandwich and potato chips, I eat a salad for lunch every day.
5. Because of health concerns, shoppers want to buy organic foods, which are produced without the use of human-made chemicals.
6. Organic farming is time consuming and expensive. Consequently, shoppers pay a high price for organic fruits and vegetables.

- C. 1. Public transportation is important because ~~of~~ it allows residents and visitors to move easily around the city.
2. Parking fees are high in the downtown area, ^{so} ~~because~~ more commuters have started taking public transportation instead of driving to work.
3. As a result ^{of} overcrowded trains, it is difficult to get a seat during rush hour.
4. Commuters are angry and upset ^{for} Mayor Lee is requesting increases in ticket prices on buses and subway trains.
5. ~~Consequently~~, Mayor Lee says that our buses and trains require costly repairs. ^{Consequently}, City Transit System fare increases are necessary in his opinion.
6. Since Mayor Lee has powerful supporters in city government, ^{he} will almost certainly get the fare increases that he wants.

CHAPTER 8 QUIZ

- A. 1. F 5. F
 2. T 6. T
 3. F 7. T
 4. T 8. T
- B. 1. Although I have strong computer skills, I do not like taking online classes.
 2. Both online instruction and face-to-face classes are offered at this university.
 3. Students in online courses not only complete reading assignments but also participate in group discussions.
 4. In a classroom, I can get answers to my questions immediately, but I have to wait up to a day to get answers from my online professor.
 5. Students take exams in traditional face-to-face classes. Similarly, there are tests in online courses.
 6. Unlike my online courses, my face-to-face classes have given me a chance to make friends.
- C. 1. There are both similarities ~~and~~ ^{similarly} differences in writing an academic paragraph and giving a formal speech in class.
 2. Students should give clear examples not only in academic writing but also in formal class presentations. ^{Similar}, both compositions and speeches should have a conclusion.

3. The ideas in academic paragraphs must be ^{completely} developed both ~~complete~~ and logically just like the ideas in a formal presentation.
4. You must pay attention to spelling when you are writing, ^{but} ~~although~~ you have the more difficult problem of correct pronunciation when you are giving a speech.
5. Signals such as *in conclusion* and *in summary* ^{are} equally important for academic paragraphs and formal speeches.
6. I always feel nervous when I have to do a timed writing in class, ^{and} I am anxious and fearful when I stand up to give a speech, too.

CHAPTER 9 QUIZ

- A. 1. T 4. T
 2. F 5. F
 3. T 6. F
- B. *Paragraph 1*: 2, 3, 1, 4
Paragraph 2: 2, 1, 4, 3
- C. In short [↑] Mr. Smith had several qualities of a great teacher. He was well informed about his subject. In addition to knowledge, [↑] Mr. Smith had a great love of history, and his enthusiasm for it rubbed off on his students. Furthermore, [↑] his lectures were well organized, and he returned papers and tests promptly, [↑] even though he taught five different classes. His classes were interesting, [↑] and he told funny stories to keep even the sleepiest student awake and engaged in learning. Mr. Smith taught more than just history, [↑] Mr. Smith also taught us to love learning.

CHAPTER 10 QUIZ

- A. 1. Although 4. but
 2. Despite 5. While
 3. However 6. In contrast

- B. 1. F 4. F
 2. F 5. T
 3. T 6. T

- C. 1. The owner of a restaurant on State Street said,
 “^Mmy profits increase by 27% during the
 summer months^X.”
2. “Customers,” he said, “^eEnjoy eating outdoors
 in the fresh air and sunshine.”
3. One of the commuters who I interviewed
 stated, “I want to be able to relax and talk to
 my friends when I am on the train.”[^]
4. “We are already overworked”[^] explained a
 conductor on the train. He added, “^Tthere is
 no way to ensure that the train cars remain
 quiet.”
5. In his responses to my survey questions, one
 of my professors wrote, “^Wwe desperately need
 to increase the bandwidth on the school’s
 wifi.”
6. “How can I teach effectively without
 technology?”^h He asked.
7. “We expect costs for electricity and cleaning
 staff to go up approximately 10%”[^] said the
 president.

**STUDENT BOOK
ANSWER KEY**

STUDENT BOOK ANSWER KEY

CHAPTER 1 (pages 2–30)

Questions about the Model (page 4)

1. The paragraph is about George Lucas.
2. George Lucas has changed the film industry in many ways.
3. Examples of capitalization are George Lucas (a person's name), *Star Wars*, *Harry Potter*, *Pirates of the Caribbean*, and *Star Trek* (movie titles), and THX and CGI (abbreviations).
4. In Sentence 1, "has changed" is the verb.

PRACTICE 1: Identifying Nouns and Verbs in Word Families (page 4)

Noun	Verb
writer	write
1. contributor 2. contribution	contribute
1. educator 2. education	educate
improvement	improve
1. revolution 2. revolutionary	revolutionize

PRACTICE 2: Forming Nouns (page 5)

assistance
 beautification
 brightness
 criticism
 excitement
 leader
 simplification

Try It Out! (page 10)

Answers will vary.

PRACTICE 3: Applying Capitalization Rules (page 12)

Answers will vary. Possible answers include:

2. El Salvador—place on a map
3. San Salvador—place on a map
4. United States—place on a map
5. New York—place on a map
6. Aunt Rosa—title and name of a person
7. Brooklyn—place on a map
8. City College—name of a school
9. English—name of a language
10. Spanish—name of a language

PRACTICE 4: Correcting Capitalization Errors in Sentences (page 12)

2. ^Her major is business.
3. ^Thanksgiving is a holiday in both ^Canada and the ^{U S}united states, but it is celebrated on different days in the two countries.
4. ^It is celebrated on the fourth ^Thursday in ^November in the ^{U S}united states and on the second ^{M O C}monday in ^October in ^Canada.
5. ^Istanbul is a seaport city in ^Turkey.
6. ^{G C}reenhills college is located in ^Boston, ^Massachusetts.
7. ^II am taking four classes this semester: ^American history, ^Ssociology 32, ^Eeconomics 40, and a digital product design course.
8. ^II just read a good book by ^{E H}ernest hemingway called ^{T O M S}the old man and the sea.
9. ^{M S}my roommate is from the south, so she speaks ^English with a southern accent.
10. ^{T J B}the two main religions in japan are buddhism and ^Shintoism.

PRACTICE 5: Correcting Capitalization Errors in a Paragraph (page 13)

I enjoyed reading your paragraph. you are the first person from central America I have met. I was living in Chicago before I moved here last December. Until now, everyone in my English classes came from Asian countries, such as China, Thailand, and Vietnam, or from countries in the Middle East. I would like to know more about your goals. For example, I want to know how a nurse is different from a nurse practitioner. I would also like to know how many science classes you need to take after Biology 101 to become a nurse practitioner. In your paragraph, you say that your only special talent is speaking Spanish, but I think you have other talents if you are going to work in the field of medicine. Your science classes will enable you to get a job, but being able to take care of others is a very special talent.

Christine Li

Try It Out! (page 13)

Answers will vary.

PRACTICE 6: Identifying Subjects, Verbs, and Prepositional Phrases (page 15)

3. Audiences loved the film and the characters (in it).
4. George Lucas wrote the story and planned the special effects.
5. He worked (with talented artists and engineers).
6. Lucas and his team designed and built an imaginary world (of good and evil).
7. (In the original *Star Wars*), Luke Skywalker becomes a freedom fighter.
8. The heroes (in Luke Skywalker's life) are Jedi knights.

9. Darth Vader represents the evil Empire and always wears black.
10. (At the end of the film), moviegoers applauded the defeat (of the evil Empire).

PRACTICE 7: Using Nouns and Verbs Correctly (page 15)

2. Obi-Wan's wisdom and life lessons *transform* Luke Skywalker (into a Jedi knight)
3. George Lucas's THX sound system and computer-generated images really *improve* the battle scenes (in *Star Wars*).
4. An *innovator* (like Lucas) experiments (with new ideas).
5. Action films are full (of *excitement*) (for movie fans).

PRACTICE 8: Making Subjects and Verbs Agree (page 17)

2. Basketball games on television *make* big profits for the NBA.
3. The sale of T-shirts, hats, and other NBA products *is* also good for business.
4. Some of the NBA games *are* on television in countries outside the United States.
5. Some of the success of the NBA *is* because of individual players.
6. There *were* more NBA games on TV in China after 2002, the year that Yao Ming started playing for the Houston Rockets.
7. There *was* a very good reason for the NBA's increase in popularity.
8. Most of the new Chinese fans *were* originally fans of Ming.
9. Now each of the NBA games on Chinese television *attracts* millions of viewers.
10. Ming's popularity with Chinese fans *has made* him one of the most important athletes ever to play in the NBA.

PRACTICE 9: Editing a Paragraph for Errors in Subject-Verb Agreement

(page 17)

Golf is no longer just a favorite sport of wealthy middle-aged businessmen or senior citizens. Young people around the world ^{are} ~~is~~ playing the game, and some of them ^{have} ~~has~~ caused a lot of excitement. One of the young stars ^{is} ~~are~~ Sergio Garcia, a fascinating golfer from Spain. Garcia was born in 1980 and started golfing at the age of three. He became a professional golfer in 1999 at the age of 19. Garcia caught the world's attention by hitting a golf shot at a target from behind a tree with his eyes closed. Two other young golf stars ^{are} ~~is~~ Michelle Wie and Ryo Ishikawa. Both of them ^{is} ~~are~~ quite different from the traditional golfer. Wie, born in Hawaii in 1989, is Korean-American. She shocked everyone by competing against men—and beating many of them—at the age of fourteen. Today she is one of the world's best female golfers. Ishikawa is a professional Japanese golfer who was born in 1991. In 2007, he became the youngest player ever to win a professional golf tournament in Japan. Each of his victories since then ^{has} ~~have~~ shown his incredible athletic skill, and he has become a favorite with fans. In 2011, after a terrible earthquake in Japan, Ishikawa impressed his fans once again by promising to donate all of the money he earned that year to help the earthquake victims. Of course there ^{are} ~~is~~ still older golfers who continue the traditions of the sport, but these three young athletes show how golf is changing.

PRACTICE 10: Correcting Sentence Fragments (page 19)

- X 3. City Year volunteers ^{work} in the United States, England, and South Africa.
- X 4. For example, ^{they} help elementary and middle school children with their homework.
- X 5. They ^{are} role models for young children.
- X 7. ^{City Year is} ~~Is~~ an excellent way for university students to learn from life experiences.
- X 8. At the end of their City Year, ^{they} receive money to pay for their university tuition.

PRACTICE 11: Editing a Paragraph to Correct Sentence Fragments (page 19)

My best friend is Suzanne. We have known each other since childhood. ^{She helped} ~~Helped~~ me in a very special way. At the age of ten, I moved to a new town. ^{It was} ~~Was~~ very scary for me to go to a new school. ^{was} ~~I~~ very shy. In fact, I was afraid to speak to anyone. Suzanne asked me to eat lunch with her on my first day. During the next several months, she helped me to adjust to life in school and out of school, too. Now Suzanne ^{is} ~~in~~ Venezuela with her husband and three children. We have not seen each other for eight years. However, we stay in touch by email and on Facebook. ^{We telephone} ~~Telephone~~ each other at least once a month. Suzanne changed my life. We will be friends forever.

PRACTICE 12: Using Nouns and Verbs in Sentences (page 20)

A

Noun	Verb
bravery	brave
creation creativity creator	create
encouragement	encourage
enjoyment	enjoy
equality	1. equal 2. equalize
length	lengthen
1. modernism 2. modernization	modernize
transformation	transform

B Answers will vary. Possible answers include:

1. Steve Jobs transformed the music industry with the Apple iPod.
2. J. K. Rowling created Harry Potter and changed the way young people feel about reading.
3. Thomas Alva Edison lengthened our days. He invented the electric light bulb.
4. Martin Luther King Jr. fought for equality of all people.
5. Pablo Picasso helped to make modernism a popular style of art in the early 20th century.

Try It Out! (page 23)

Answers will vary.

Try It Out! (page 23)

Answers will vary.

CHAPTER 2 (pages 31–50)

Questions about the Model (page 32)

1. The purpose of the narrative is to entertain readers with an exciting story.
2. 1, 7, 11, 18
3. *suddenly* in Sentence 4; *at first* in Sentence 5; *then* in Sentence 6; *meanwhile* in Sentence 10; *at last* in Sentence 12; *then* in sentence 14; and *next* in Sentence 16.

PRACTICE 1: Identifying Compound Nouns (page 33)

- something—Sentence 7
- dining table—Sentence 8
- bedroom—Sentence 9
- meanwhile—Sentence 10
- herself—Sentence 10
- nobody—Sentence 13
- cell phone—Sentence 14
- nothing—Sentence 17
- tea cups—Sentence 17
- dinner plates—Sentence 17

PRACTICE 2: Forming Compound Nouns (page 33)

Answers will vary. Possible answers include:

- Mother Earth, earthworm, earth science
- weekday, week night

PRACTICE 3: Identifying Time-Order Signals (page 34)

suddenly, then, at first

PRACTICE 4: Using Time-Order Signals (page 35)

- A
2. Then
 3. At the beginning of November,
 4. Meanwhile,
 5. Soon
 6. A week before Thanksgiving,
 7. Early in the morning,
 8. After that,
 9. About 2:00 in the afternoon,
 10. Finally,
- B
2. At 9:00 A.M.,
 3. After our trip to the salon,
 4. Several hours before the party,
 5. At the beginning of the party,
 6. Next,
 7. Then
 8. Later,
 9. After that,
 10. Finally,

PRACTICE 5: Arranging Sentences in Time Order (page 37)

- Group 1: 4, 2, 7, 5, 8, 1, 6, 3
- Group 2: 8, 6, 5, 1, 3, 4, 2, 7
- Group 3: 6, 3, 4, 9, 7, 5, 1, 8, 2

Try It Out! (page 38)

Answers will vary.

PRACTICE 6: Identifying the Main Purpose of a Narrative (page 38)

1. I 2. E 3. P

PRACTICE 7: Writing According to Your Purpose (page 39)

- A 1, 2, 5
B To inform

Questions about the Model (page 40)

1. two
2. He was truly generous when he gave the rice balls to the mice, and he did not ask for a lot in return.

Practice 8: Identifying Compound Sentences (page 42)

- A
2. , **but** (compound sentence)
 3. and (simple sentence)
 4. , **and** (compound sentence)
 5. , **so** (a compound sentence)
 7. and (simple sentence)
 9. , **or** (compound sentence)
 10. , **but** (compound sentence)
 12. and (simple sentence)
 13. , **and** (compound sentence)
 14. , **so** (compound sentence)
 15. , **and** (compound sentence)
 16. , **so** (compound sentence)
- B
2. SS
 3. SS
 4. SS
 5. CS ... sad, and ...
 6. SS
 7. SS
 8. CS ... rope, or ...
 9. CS ... rope, but ...
 10. SS
 11. CS ... decision, but ...
 12. CS ... mountains, so ...
 13. SS
 14. SS
 15. SS
 16. SS

Practice 9: Forming Compound Sentences (page 42)

Answers will vary. Possible answers include:

2. She heard a noise and decided to go back to her enclosure.
3. She walked for a long time, but she couldn't find the road.
4. Finally, she became very tired and tried to rest, but her fear prevented her from sleeping.
5. Suddenly, a wolf appeared and looked at her hungrily.
6. She shouted for help, but no one heard her.
7. The wolf ate Blanchette, and the poor old man never saw his little goat again.
8. Blanchette wanted to be free, but she did not realize that freedom can be accompanied by danger.

Practice 10: Writing Compound Sentences (page 43)

Answers will vary.

Try It Out! (page 44)

Answers will vary.

Practice 11: Using Commas Correctly (page 44)

- A
2. Tomiko and Keiko are from Japan and Nina and Daisy are from Mexico.
 4. Last week the girls decided to have a joint birthday party so they invited several friends for dinner.
 5. Nina wanted to cook Mexican food but Keiko wanted to have Japanese food.
 6. Finally they agreed on the menu.
 7. They served Japanese *tempura* Mexican *arroz con pollo* Chinese stir-fried vegetables and American ice cream.
 8. First Nina made the rice.
 10. After that Tomiko prepared the vegetables.
 11. After dinner Daisy served the dessert.

B Answers will vary.

PRACTICE 12: Using Compound Nouns in Sentences (page 46)

Answers will vary.

Try It Out! (page 47)

Answers will vary.

CHAPTER 3 (pages 51–78)

Questions about the Model (page 52)

1. taking a break / taking time off from work / relaxing
2. Relaxing has specific benefits.
3. summarizes the main points

PRACTICE 1: Identifying and Forming Adjectives (page 53)

- A
9. posi(ive)
 10. wonder(ful)
 11. regul(ar)
 12. health(y) addition(al)
- B
2. beneficial
 3. creative
 4. energetic
 5. functional
 6. helpful
 7. productive
 8. readable
 9. studious
 10. stressful

Practice 2: Predicting Content from the Controlling Idea (page 55)

Answers will vary. Possible answers include:

1. Types of jobs that are dangerous. Examples of the dangers of specific jobs. Reasons that some jobs are dangerous.
2. Examples of repetitive and boring jobs. Problems (e.g., carpal tunnel syndrome and accidents) for workers who have repetitive and boring jobs. A narrative about a typical day at a repetitive and boring job.
3. Kinds of jobs that are perfect for college students. Examples of perfect jobs for college students. Reasons that a specific job is perfect for college students. A contrast between a job that is good for students and a job that is not good for students.

Practice 3: Identifying Good Topic Sentences (page 55)

- A Check sentences 3, 6, 8, 9, 10, 12
Too specific: 5, 7
Too general: 4, 11
- B 2. a 3. c

Practice 4: Writing Good Topic Sentences (page 58)

Answers will vary. Possible answers include:

2. There are a number of reasons that people do not eat breakfast.
3. Travelers who want to visit Grand Canyon National Park should plan their trip carefully.

Try It Out! (page 60)

Answers will vary.

Practice 5: Writing Main Points (page 61)

Answers will vary.

Practice 6: Using Example Signals (page 63)

2. such as
3. For instance,

Practice 7: Identifying Main Points and Examples (page 63)

Example: Others play sports.

Main Point: The next benefit is creativity.

Example: Individuals with hobbies such as photography, travel, and music develop new talents and get ideas that they can use at school or in the office.

Main Point: Finally, interests outside of work can lead to a positive attitude.

Example: For instance, when volunteers help children learn to read, they feel wonderful about what they have achieved. Then they feel like working harder when they return to their regular responsibilities.

Practice 8: Identifying Effective Concluding Sentences (page 65)

b

Practice 9: Writing Effective Concluding Sentences (page 66)

Answers will vary.

Practice 10: Putting Sentences in the Correct Order (page 67)

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

B Main Point: The first type of game will allow you to relax quietly but will also keep your brain active.

Example: For example, sudoku mentally challenges players to look for patterns with numbers.

Example: Other brain games such as crossword puzzles, word search puzzles, and word jumbles require language skills.

Main Point: Next, if you prefer spending time with others, there are games with a social element.

Example: For instance, when you play checkers or chess or when you play cards with a group of friends, you are also developing personal relationships.

Example: The same is true of board games such as Monopoly and Settlers of Catan, which have been bringing people together for friendly competition for decades.

Main Point: Finally, there are games for people who like the idea of being on a team and enjoy physical activity.

Example: The most obvious examples are sports such as basketball, baseball, and soccer, but party games such as charades can get quite physical as well.

Concluding Sentence: Indeed, the wide variety of games offers something to just about everyone.

Try It Out! (page 68)

Answers will vary.

Questions about the Model (page 69)

1. peaceful, sunny, and adventurous
2. typically
3. According to the paragraph, people like adventure travel for the chance to experience the unknown. They like experiences that are new and exciting.

Practice 11: Identifying Adjectives and Adverbs (page 70)

- A
2. Backpackers and trekkers typically visit mountainous areas (on a trip).
 3. Smart travelers carefully research and plan the details (of their departure and arrival).
 4. Websites quickly provide helpful information (for vacationers).
 5. Active travelers may sit and relax quietly (for part of their trip).

- B
2. adjective: mountainous adverb: typically
 3. adjective: smart adverb: carefully
 4. adjective: helpful adverb: quickly
 5. adjective: active adverb: quietly

PRACTICE 12: Choosing between Adjective and Adverbs (page 71)

economical	possible
specifically	beautiful
cheaply	wise
closely	significantly
final	basic
intelligent	

PRACTICE 13: Editing a Paragraph for Word Form Errors (page 71)

Foodies love incredible meals, so they eat and drink adventurous^{ly} on their vacations. In their global^{ly} travels, they enthusiastically try the local cuisine. In addition to popular restaurants with professional chefs, they visit family restaurants and bravely eat unusual^{ly} foods in open-air markets. Another typical^{ly} activity for food lovers is taking cooking classes. With their instructor, they shop for special^{ly} ingredients and watch demonstrations. Then they skillfully use what they have learned. True foodies usually do one final thing before the end of a trip. They careful^{ly} put all of their new recipes in a safe place so that they can quick^{ly} use them when they get home. Clearly, these travelers want good food both at home and on the road.

PRACTICE 14: Using Adjectives (page 72)

A

enjoyable	negative
reliable	useful
analytical	direct
specific	cautious

B Answers will vary.

PRACTICE 15: Outlining an Academic Paragraph (page 75)

- A
- Supporting Detail:** for individuals who want physical challenges; e.g., scuba diving on The Great Barrier Reef, cross-country skiing in Yellowstone, and exploring the jungles of the Amazon by boat
 - Supporting Detail:** for anyone who likes high levels of excitement and danger
- B. **Main Point:** Soft adventure still gives travelers an opportunity to have new and exciting experiences in beautiful locations, but it is usually less risky and more comfortable.
- Supporting Detail:** less danger in studying a language during a homestay but still thrilling
 - Supporting Detail:** activities such as hot-air ballooning and bird watching for a fresh way to see the world
- B **Topic Sentence:** There are three kinds of bad drivers you see on the streets and highways of almost any country.
- A. **Main Point:** The first kind of bad driver is the aggressive driver who has big dreams of being a Grand Prix racer.
- Supporting Detail:** quick to leave when traffic light turns green
 - Supporting Detail:** too fast; above the speed limit and always in the passing lane
- B. **Main Point:** The second kind of bad driver is the busy modern multitasker; e.g., working mothers and overworked businesspeople.
- Supporting Detail:** other activities while driving; e.g., eating, drinking coffee, talking on the phone, and disciplining children
- C. **Main Point:** The last kind is the cautious driver who drives extremely slowly and carefully.
- Supporting Detail:** No faster than 40 mph on highways; down to 30 mph on every curve
 - Supporting Detail:** Almost completely stopped to make a turn
- Concluding Sentence:** In conclusion, bad drivers can be speedsters, “slowsters,” or just inattentive motorists, but you have to watch out for all of them!

CHAPTER 4 (pages 79–101)

Questions about the Model (page 81)

- three reasons, Sentence 2 (the topic sentence)
- the first reason is (Sentence 3), that leads me to the second reason (Sentence 8), finally (Sentence 15)
- examples and explanations

PRACTICE 1: Identifying and Finding Synonyms (page 81)

- A
- | | |
|------|------|
| 2. d | 5. b |
| 3. a | 6. c |
| 4. f | 7. e |
- B *Answers will vary. Possible answers include:*
- business, firm
 - complex, difficult
 - helpful, useful
 - catastrophe, failure, ruin, tragedy
 - big, crucial, essential, key, major, significant, vital
 - charge, cost, fee

PRACTICE 2: Recognizing Logical Division (page 83)

“Why I Don’t Have a Credit Card” (the writing model); “Secrets of Good Ads” (Practice 4, Paragraph 1); “Cookies, but Not the Ones to Eat” (Practice 4, Paragraph 2); “Kinds of Salespeople” (Practice 5, Paragraph 2); “Part-Time Jobs” (Practice 6); “Black Friday” (Practice 10); “Getting a Parking Space at the Mall” (Practice 11); “Why Advertisers Care about Young Shoppers” (Practice 13).

PRACTICE 3: Outlining for Logical Division (page 84)

- A. **Main Point:** The first reason is that using a piece of plastic instead of cash makes shopping too easy.
- Supporting Detail:** buy unnecessary items
 - Supporting Detail:** buy \$75 pink sandals without enough money to pay for them
- B. **Main Point:** That leads me to the second reason I refuse to have a credit card. I would end up owing money.
- Supporting Detail:** buy a lot like shopaholic Sara
 - Supporting Detail:** have a big debt like Sara; now \$4,000 in debt
 - Supporting Detail:** be in debt for years if monthly interest charges are higher than minimum monthly payments
- C. **Main Point:** I avoid using credit because I have difficulty understanding credit card agreements.
- Supporting Detail:** difficult legal vocabulary
 - Supporting Detail:** fine print—small type with important details
 - Supporting Detail:** late fees or higher interest rates

Concluding Sentence: To sum up, credit cards may be convenient for some people, but for me, they are a plastic ticket to financial disaster.

Try It Out! (page 84)
Answers will vary.

PRACTICE 4: Editing Paragraphs for Unity (page 85)

Paragraph 1: Teenagers have a surprising amount of money to spend, so advertisers research teenage fads and fashions.

Paragraph 2: Some people believe that cookies will damage their computers, but this is not true.

PRACTICE 5: Editing Paragraphs for Coherence (page 86)

Paragraph 1

Move: In 2007, the iPhone achieved great success, especially because of the variety of apps that were available for it.

To follow: One year later, in 2003, BlackBerry further developed smart phone technology.

Paragraph 2

Move: Like a friend, he asks how you are and listens attentively as you tell him about your life.

To follow: The first type of salesperson is the one who pretends to be your best friend.

PRACTICE 6: Identifying Consistent Use of Nouns and Pronouns (page 88)

Part-time jobs are beneficial for students in a number of ways. First, of course, they provide much needed income. They make it possible for students not only to pay their bills but also to have extra spending money for clothing and entertainment. Next, part-time jobs offer valuable experience. Students who have them quickly learn the importance of being responsible, following directions, and working as members of a team. Some part-time jobs can also teach useful skills such as basic accounting or database management. Finally, having part-time jobs while going to school teaches students how to become efficient. Working students must learn to balance their schedules so that they are able to complete their academic assignments and keep up with the duties of their jobs. All in all, part-time employment has significant advantages for students.

PRACTICE 7: Editing a Paragraph for Consistency (page 89)

Young people who are interested in fashion may want to consider working as a ^{buyers} ~~buyer~~ for retail stores. Retail buyers work for department stores and large chain stores. They look for and choose the merchandise to sell in the ^{stores} ~~store~~. Retail buyers often specialize in one type of merchandise, such as men's casual clothing or women's shoes. ^{They} ~~You~~ choose the merchandise that ^{they} ~~you~~ think will sell well in ^{their} ~~your~~ stores and appeal to ^{their} ~~your~~ customers. Buyers also travel to trade shows and fashion shows to look at merchandise. ^{They} ~~He or she~~ will purchase products about six months before the merchandise appears in the stores. ^{They} ~~You~~ need to be able to predict fashion trends, understand retail sales, and work cooperatively with managers in sales, advertising, and marketing.

PRACTICE 8: Comparing Two Paragraphs for Coherence (page 92)

- A Paragraph 2 is more coherent. It has transition signals to connect ideas. It also repeats key nouns and uses synonyms such as *female-women* and *shoppers-customers*.
- B Clothing store owners who understand the differences between male and female shoppers can use this knowledge to design their stores effectively. Female customers use their five senses when they shop. For example, women want to touch and feel fabrics and see themselves in clothes. Because of women's shopping style, owners of women's clothing stores place the latest fashions and clothes with luxury fabrics near the entrance. Furthermore, they put items near one another to allow women to visualize how several items will look together as an outfit. They also group clothes not by item type but by style—classic or casual, for instance. Most

men, on the other hand, go shopping out of necessity. They buy clothes only when they have to. Men get a pair of jeans because their old ones have worn out. They probably want to buy exactly the same type of jeans. Moreover, men prefer to buy at a store that has everything in its place. They like all shirts together over here and all pants together over there. This way, they can purchase what they need quickly and leave the store. You can see that men's clothing stores are arranged very differently from women's for good reason.

PRACTICE 9: Using Transition Signals for Similar Ideas (page 93)

2. , and
3. Similarly,
4. also

PRACTICE 10: Using Transition Signals for Logical Division of Ideas and Examples (page 94)

2. A second strategy
3. For example,
4. Then
5. Finally,
6. such as

PRACTICE 11: Using Various Transition Signals for Coherence (page 95)

2. For example
3. however
4. Next
5. so
6. such as
7. also
8. Finally
9. To sum up

PRACTICE 12: Correcting Run-ons and Comma Splices (page 97)

Answers will vary. Possible answers include:

- X 3. At many schools, students must pay high tuition fees. Textbooks cost a lot, too.
- X 4. Saving money is not easy. It takes careful planning.
- X 5. First, you make a budget, and then you follow it carefully.
- X 7. Last month, my credit card bills were high. I owed more than \$700.

PRACTICE 13: Editing a Paragraph to Correct Run-ons and Comma Splices (page 98)

Answers will vary. Possible answers include:

There are three main reasons why advertisers target young people. First of all, advertisers know that individuals in the 18-to-34 age group do a lot of consumer spending. When young people go to college and start to live on their own, for example, they have to buy many basics. For school, they need books, computer equipment, and other items. For the home, they need furniture, kitchen appliances, and dishes. ^oof course they may also want a luxury item such as a television. A second reason to target young shoppers is that they tend to be more impressionable than older adults. ^Ttherefore, they are easier to influence. Advertisers use young people's concern about "the cool factor" to sell them products. ^Tthey know that young adults often make purchases to keep up with the latest styles. Finally, advertisers focus on young consumers because 18-to-34-year-olds have a lifetime of buying ahead of them. ^{and}advertisers want them to become loyal to a brand. If consumers buy a product and grow attached to it when they are young, they are likely to continue to buy it throughout their lifetimes. Building brand loyalty is an important advertising tool. ^Tit works for all kinds of products from small items like running shoes to large purchases such as cars. In short, young adults may not have a great deal of money, but advertisers work very hard to get them to buy their products now and in the future.

Practice 14: Using Near Synonyms to Avoid Repetition (page 99)

- A young shoppers (A second reason to target young shoppers . . .)
 young adults (. . . young adults often make purchases . . .)
 young consumers (Finally, advertisers focus on young consumers . . .)

B Answers will vary.

CHAPTER 5 (pages 102–120)

Questions about the Model (page 104)

1. As an experienced student, I know that it is easier to make a good impression on your course instructors if you follow these fundamental steps. The words *if you follow these fundamental steps* lets readers know that the paragraph will explain a process.
2. First, before you go to class, do all of the assigned reading and homework. Second, arrive for class a few minutes early. Next, participate actively throughout the lesson. Finally, when the class meeting ends, remain seated.
3. It gives the positive result of following the steps in the process. The information helps show the purpose of the paragraph.

PRACTICE 1: Identifying and Forming Phrasal Verbs (page 104)

- A clear up—Sentence 18
going on—Sentence 7
jump at—Sentence 12
keep up—Sentence 4
speak up—Sentence 13
turn off—Sentence 8
- B
2. break down
 3. fall through
 4. mix up
 5. wipe out
 6. drop in

PRACTICE 2: Writing Topic Sentences for Process Paragraphs (page 106)

Answers will vary.

PRACTICE 3: Identifying and Using Time-Order Signals (page 107)

- A *first*—Sentence 3; *second*—Sentence 5;
next—Sentence 9; *finally*—Sentence 15
- B
2. Second,
 3. The third step
 4. Finally
 5. To sum up,

PRACTICE 4: Arranging Supporting Sentences in Time Order (page 108)

Group 1: 2, 7, 4, 1, 6, 5, 8, 3
Group 2: 1, 6, 8, 3, 2, 5, 4, 7

PRACTICE 5: Stating the Purpose in Concluding Sentences (page 109)

Answers will vary.

PRACTICE 6: Identifying the Audience (page 109)

- A *Answers will vary. Possible answers include:*
The intended audience for the model paragraph is students who need tips for success in school. They could be students who have not been getting good grades or new students.
- The topic sentence specifically states that the writer is an *experienced student* who has been in school and knows how to get good grades. Along with each step in the paragraph, the writer gives details that provide the kind of information that students with problems or new students might need.
- B The intended audience is new international students.
- Circled text: you and your classmates . . . put everything into your bag or backpack . . . Even if it is your first emergency situation

Try It Out! (page 110)

Answers will vary.

Questions about the Model (page 111)

1. simple
2. sentences 6, 8, 9, 10, 12, 14, 15, 16
3. two SV combinations connected by *before*

PRACTICE 7: Identifying and Analyzing Complex Sentences (page 114)

- A Sentences 1, 3, 15
- B
2. It is usually impossible to get a response right away because professors are very busy people.
 3. If you have not received an answer within two business days, you should send a second email.
 4. After you have received a helpful response, send a follow-up email to thank the professor.
 5. Check your school email regularly since your instructors may send out important notices.
 6. Whenever you see the word test in the subject line of an email, you had better pay attention.

7. Do not be absent on the day of a test unless you have received permission from your instructor.
8. The students were silent as the professor handed out their test.
9. The students worked on the test problems until the teacher told them to stop.
10. As soon as the instructor told them to stop writing, they put down their pencils.
11. After the teacher collected the tests, she dismissed the class.
12. Before she left, she promised to post their test scores in the grade book of their course website.

PRACTICE 8: Writing Complex Sentences (page 115)

- A
2. f
 3. a
 4. e
 5. d
 6. b

You will not be late for early morning classes if you follow several time-efficient steps. Begin the process by deciding what to wear the next day before you go to bed at night. Then get out of bed in the morning as soon as your alarm clock rings instead of sleeping an extra five or ten minutes. You should keep your alarm as far from your bed as possible because it will force you to get up and stay up. Then when you are in the shower, stick to a two-minute limit to save not only water but also time. The final step requires you to bring your breakfast to class unless your professor has rules against food in the classroom.

B *Answers will vary.*

Try It Out! (page 115)

Answers will vary.

PRACTICE 9: Using Phrasal Verbs in Sentences (page 117)

Answers will vary.

CHAPTER 6 (pages 121–147)

Questions about the Model (page 123)

1. courage
2. the quality of being brave in a dangerous or difficult situation
3. the writer gives the origin of *courage* and explains how the origin is connected to the meaning of the word; the writer also gives examples of courageous people

PRACTICE 1: Exploring a Word's History (page 123)

Answers will vary. Possible answers include:

1. *Astro* means “star.”
2. An *astronaut* travels in space (to the stars). *Astronomy* is the scientific study of the stars. An *aster* is a star-shaped flower.
3. *Naut* means “ship.”
4. The words are all related to ships, sailors, and water. An *astronaut* is a traveler / sailor in a spaceship. A *nautilus* is a type of sea animal. *Nautical* an adjective that means “relating to ships and sailors.”

PRACTICE 2: Learning the Meaning of Idioms (page 124)

go the distance—Sentence 4
 put everything on the line—Sentence 9
 from head to toe—Sentence 18
 go to pieces—Sentence 18
 in my book—Sentence 20

PRACTICE 3: Choosing a Topic Sentence for a Definition Paragraph (page 125)

b

PRACTICE 4: Completing Topic Sentences for Definition Paragraphs (page 126)

Answers will vary.

PRACTICE 5: Identifying the Kind of Support in a Definition Paragraph (page 126)

Supporting sentences: It is also called a USB drive, thumb drive, jump drive, or pen drive. No matter what it is called, the device is the same. A flash drive is similar to a small computer hard drive. However, it has no moving parts, and it can be easily removed and carried in a pocket, in a bag, or on a keychain. A flash drive usually connects to a computer through a USB port and comes in a variety of shapes, sizes, and colors.

c

PRACTICE 6: Choosing Concluding Sentences for a Definition Paragraph

(page 127)

d

Try It Out! (page 128)

Answers will vary.

Questions about the Model (page 129)

Sentence 3: No Rooz, Iranian New Year, which begins on the first day of spring, is one of these.

The underlined *which* clause gives extra information about Iranian New Year.

Sentence 5: On a special table, they display seven foods with names that start with the letter s in Persian, the language of Iran.

The underlined *that* clause gives necessary information about the seven foods on the Iranian New Year table.

2. Persian is the language of Iran. The comma indicates that a definition or explanation of Persian follows.
3. Iranian New Year and Halloween both have a connection to nature. Iranian New Year is on the first day of spring. Halloween began hundreds of years ago as a celebration of the end of the farming season in Ireland and England.

PRACTICE 7: Identifying and Punctuating Appositives (page 131)

- NI 3. In the movie, Bill Murray is meteorologist Phil Connors.
- EI 4. Phil Connors has to go to Punxsutawney, a small town in the mountains of western Pennsylvania.
- EI 5. On February 2, Punxsutawney has a celebration for Groundhog Day, an old mid-winter holiday.
- NI 6. Phil Connors and his coworker Rita plan to stay in Punxsutawney for just 24 hours.
- EI 7. The worst kind of winter weather, a blizzard, forces Phil and Rita to remain in Punxsutawney.
- EI 8. Romantic comedies, funny movies about love, always have a happy ending, and Phil and Rita's February 2 story does, too.

PRACTICE 8: Identifying and Punctuating Adjective Clauses

(page 132)

- NI 2. Before Christianity existed, people in northern and central Europe worshiped a goddess whom they called Eostre.
- EI 3. Eostre, which means east, was the goddess of spring.
- NI 4. Every spring, people who worshiped her held a festival to give thanks for the return of the sun's warmth.
- NI 5. They offered the goddess cakes that they baked for the festival.
- NI 6. These cakes were very similar to the hot cross buns that bakeries now sell at Easter.
- EI 7. Also, the custom of coloring eggs, which families do at Easter, came from ancient cultures.
- EI 8. Even the popular Easter Bunny, who brings chocolate eggs and other candy to children on Easter Sunday, has pagan roots.

PRACTICE 9: Writing Complex Sentences with Subject Pronouns

(page 134)

Answers will vary. Possible answers include:

2. Many Christians do not eat certain foods during Lent, which is the six-week period before Easter Sunday.
3. People who practice the Hindu religion cannot eat beef.
4. Muslims and Jews cannot eat pork, which is considered unclean.
5. Muslims cannot eat or drink at all in the daytime during Ramadan, which is a holy month of fasting.
6. The festival, which follows the end of Ramadan, lasts for three days.

PRACTICE 10: Writing Complex Sentences with Object Pronouns

(page 136)

Answers will vary. Possible answers include:

- A
2. The special food that Koreans eat on Chuseok includes songpyun rice cakes.
 3. Kimchi, which Koreans prepare with cabbage, other vegetables, and spices, is also part of a typical Chuseok meal.
 4. The traditional activities that Koreans have for Chuseok show the importance of family in Korean culture.

- B** *Answers will vary. Possible answers include:*
- The name of the festival is Loy Krathong, which English speakers translate as “Festival of the Floating Leaf Cups” or “Festival of Lights.”
 - Thais float little boats, which they have made out of banana leaves, lotus, or paper, down a river in the evening.
 - The Loy Krathong boats, which Thais have decorated with lighted candles, incense, coins, and flowers, float on the water in the moonlight.
 - Thais want the wish that they have made with their boat to come true.

PRACTICE 11: Writing Complex Sentences with *When* or *Where*

(page 138)

Answers will vary. Possible answers include:

- The Cinco de Mayo holiday commemorates the Battle of Puebla on May 5, 1862, when the Mexican army defeated the invading French army.
- The spring equinox in the Northern Hemisphere occurs in March, when daytime and nighttime are approximately equal in length.
- On the Fourth of July, Americans go to places where they can get great views of traditional fireworks shows.
- Rio de Janeiro, where millions of people celebrate Carnival each year, is famous for its beaches, its mountains, and its music.

PRACTICE 12: Editing a Paragraph to Correct Adjective Clauses (page 140)

A leap year occurs in those years when we add a leap day to February. In a leap year, February has 29 days instead of 28. We add a leap day because a solar year, ^{which} ~~that~~ is the actual time it takes for the Earth to travel around the sun, is different from a calendar year. According to scientists who ^{study} ~~studies~~ the Earth’s movement, it takes 365.242199 days for our planet to make one full revolution around the sun. The Gregorian calendar, which people throughout most of the world use, has a 365-day year. By adding an extra day nearly every four years, the Gregorian calendar leaps forward and stays in line with the

solar year. Emperor Julius Caesar, ^{who} ~~whom~~ ruled Rome more than 2,000 years ago, came up with the idea for leap year. The Julian calendar, which was named after him, was very accurate but not quite exact enough. It had too many leap days. The problem was finally solved in 1582, when Pope Gregory XIII introduced a new calendar. The Gregorian calendar uses a formula that ^{adds} ~~add~~ leap days, but only in certain years. The years must have numbers that ~~they~~ can be evenly divided by four. However, years ending in “00” are leap years only if they can be evenly divided by 400. Thus, the year 1900 was not a leap year, but 2000, 2004, 2008, and 2012 were. Italy, Portugal, Poland, and Spain, ^{where} ~~which~~ the Catholic Church had great influence, were the first to adopt the Gregorian calendar. Today, it is a widely used calendar that still has an effective leap year formula.

PRACTICE 13: Writing Complex Sentences with Adjective Clauses

(page 140)

Answers will vary.

Try It Out! (page 141)

Answers will vary.

Practice 14: Using Word Origins and Idioms (page 142)

A *Answers will vary. Possible answers include:*

- Economist* comes from a Greek word that means “manager of the house.”
- In Homer’s *Odyssey*, a man named Mentor was an advisor, and today a mentor is an experienced person who advises a less experienced person.
- Robot* comes from the Czech word *robota*, which means “work.”

B *Answers will vary.*

Try It Out! (page 144)

Answers will vary.

CHAPTER 7 (pages 148–170)

Questions about the Model (page 149)

1. There are three important causes for the success of Vélib'.
The focus is on causes.
2. Sentence 3: First, Paris leaders planned carefully to avoid missteps.
Sentence 8: Second, the Paris government made Vélib' bikes affordable for riders with the cooperation of a large advertising company.
Sentence 11: Finally, Vélib' has been successful because of effective publicity.
3. a cause

PRACTICE 1: Identifying the Meaning of Prefixes + Base Words (page 150)

2. inescapable / not able to escape, not able to avoid or get away from
3. misunderstand / wrong understanding
4. outgrow / grow and exceed the size of something (e.g., clothing)
5. preexisting / exist before
6. readjust / adjust again, make additional changes
7. subconscious / below consciousness, not aware, not realizing
8. uninvolved / not involved, not participating

PRACTICE 2: Writing Topic Sentences (page 153)

Paragraph 1: a
Paragraph 2: d

PRACTICE 3: Outlining a Cause / Effect Paragraph (page 155)

- A. Main Point (Effect):** The most obvious benefit has been the increase in activity among people of all ages.
1. **Supporting Detail:** excellent exercise from bikes
 2. **Supporting Detail:** better health and well-being
- B. Main Point (Effect):** Users of Vélib' also report another positive effect of the bike sharing program. They say they experience more day-to-day enjoyment.
1. **Supporting Detail:** more time outdoors
 2. **Supporting Detail:** enjoyment of Parisian architecture, art, parks, and street life
- C. Main Point (Effect):** Bike riders in Paris praise Vélib' for its socializing effects.
1. **Supporting Detail:** bond between cyclists; help from experienced to inexperienced riders
 2. **Supporting Detail:** greeting and chatting

3. **Supporting Detail:** less crowding on trains and buses with other angry commuters

Concluding Sentence: In conclusion, Parisians hope that Vélib' will result in fewer cars and less pollution in the future, but for now they are enjoying the positive effects that the bike sharing program has already produced.

PRACTICE 4: Editing a Cause / Effect Paragraph for Unity and Coherence (page 156)

Move: The most obvious effect is that rooftop gardens make any city more beautiful and livable, whether they are seen up close, from skyscrapers above, or from the city streets below.

To follow: Rooftop gardens are badly needed green spaces that have many positive effects on urban neighborhoods.

Cross out: However, rooftop gardens require careful planning. / A number of local governments have developed plans to fight air pollution.

PRACTICE 5: Adding Details to Cause / Effect Support (page 157)

Answers will vary.

PRACTICE 6: Writing Concluding Sentences (page 158)

Answers will vary.

Try It Out! (page 159)

Answers will vary.

Questions about the Model (page 161)

1. *consequently* in Sentence 5, *as a result* in Sentence 8, *thus* in Sentence 10
other instances: *as a result* in Sentence 13, *thus* in Sentence 14; the words are used to introduce the beneficial effects of precycling
2. *Pre-* means “before.” People who *precycle* think about protecting the environment before they use certain products. *Re-* means “again” or “back.” People who *recycle* use products again or take steps to make new products from old products.
3. The writer’s apartment is more livable. Because she doesn’t have glass, plastic, paper, and metal to recycle, there is more space for her. She can feel comfortable in her small apartment.

PRACTICE 7: Using Cause / Effect Transition Signals for Coherence

(page 163)

Paragraph 1

2. so
3. since
4. Therefore
5. because of

Paragraph 2

1. so
2. due to
3. Because
4. Consequently
5. for

PRACTICE 8: Combining Sentences with Cause / Effect Signals (page 164)

Answers will vary. Possible answers include:

3. Sunlight produces vitamin D, so we need sunlight for a healthy body.
4. Vitamin D is important because of its role in bone development.
5. Sunlight affects the human body clock. As a result, regular exposure to the sun helps people sleep better.
6. Some psychologists recommend spending time in the sun, for sunshine makes their patients feel happier.
7. Due to a decrease in sunlight in winter, Seasonal Affective Disorder, SAD, affects people in many parts of the world.
8. Since people spend time outdoors on sunny days, they are more likely to be physically active and get the exercise the need.
9. The warmth of the sun relieves minor aches and pains. Consequently, there is an added benefit to sunshine.

PRACTICE 9: Editing a Paragraph to Correct Sentence Structure (page 166)

Answers will vary. Possible answers include:

It is easy to understand why people are changing from their traditional banking to online banking. First, customers decide to manage their money online^b because banks offer them special rewards in return. For example, some banks reduce their fees or give cash back when people change from paper to online services^T therefore, customers eagerly make the switch. Second, online banking is becoming more popular because it saves time. Online customers can use a mobile phone or computer to

take care of many of their banking needs^{so} they go to the bank less often. As a result of using online services, they do not spend time traveling to the bank or standing in line when they get there. Finally, online banking is safe. Since many customers fear becoming victims of identity theft[†] they want to be able to check their account balances regularly from home. They use online banking to make sure their money is still in their account and not in the hands of cyber criminals. Because of factors like these^o online banking is on the rise.

PRACTICE 10: Using Words with Prefixes (page 167)

Answers will vary.

CHAPTER 8 (pages 171–196)

Questions about the Model (page 173)

1. *Topic sentence:* To understand 21st century education, let's examine the similarities and differences between the schools of 50 years ago and the schools of today.
Topic: changes in education
Controlling idea: there are similarities and differences between schools of 50 years ago and the schools of today
2. areas of study then and now, methods of teaching and learning then and now, and the purpose of education then and now; the author explains each of the points by comparing and contrasting education—that is, presenting similarities and differences between—today and 50 years ago
3. There are two sentences in the conclusion: ¹⁹In summary, education in the 21st century is firmly rooted in the basics of traditional education from the 1950s and 1960s. ²⁰However, modern education has expanded what students learn, how they learn it, and why.
4. The writer uses many transitions signals for coherence such as *first* (Sentence 2), *next* (Sentence 6), and *finally* (Sentence 11), which signal the main points of the paragraph. Signals such as *the same* (Sentence 13), *however* (Sentence 14), and *in contrast* (Sentence 16) are also important for coherence because they show the similarities and differences in schools of 50 years ago and the schools of today.

PRACTICE 1: Identifying and Finding Antonyms (page 174)

- A 2. f 5. c
3. e 6. a
4. b 7. d

B *Answers will vary. Possible answers include:*

2. cease, end, stop
3. contract, lessen, shrink
4. lesser, minor, small
5. fake, false, imaginary
6. abbreviated, brief, short

PRACTICE 2: Writing Topic Sentences (page 177)

Paragraph 1: c

Paragraph 2: a

PRACTICE 3: Identifying Point-by-Point and Block Paragraphs (page 179)

Paragraph 1: Point-by-Point

Paragraph 2: Block

PRACTICE 4: Arranging a Comparison / Contrast Paragraph in Logical Order (page 179)

7, 4, 10, 6, 11, 2, 8, 5, 9, 1, 3

PRACTICE 5: Writing Concluding Sentences (page 180)

Answers will vary.

Try It Out! (page 181)

Answers will vary for block or point-by-point organization and the outline.

Questions about the Model (page 182)

1. 1, 2, 13
2. The topic sentence is Sentence 2. It indicates that the paragraph will discuss mostly differences.
3. *although* in Sentence 2, *but* in Sentence 4, *but* in Sentence 5, and *whereas* in Sentence 6.

PRACTICE 6: Using Parallelism with Comparison Signals (page 185)

2. negatives
3. end with special punctuation
4. difficult
5. for academic English
6. effectively

PRACTICE 7: Combining Ideas with Comparison Signals (page 186)

Answers will vary. Possible answers are:

2. English language movies appear in theaters worldwide. English is commonly used on the Internet, too.
3. British English has become an international language. Similarly, American English is now heard in locations around the globe.
4. Just as English is the language spoken in Britain and the United States, English is the language spoken in Canada, Australia, and New Zealand.
5. More than 350 million people speak English as their first language. Likewise, millions of people speak English as an additional language.

PRACTICE 8: Writing Sentences with Comparison Signals (page 186)

Answers will vary. Possible answers are:

2. Knowing a second language is useful not only for travel but also for employment.
3. Like Latin, the Greek language is the origin of many English words.
4. Loan words such as *mosquito*, *patio*, and *plaza* have the same spelling in English and Spanish.
5. Both word knowledge and cultural experience play a role in language learning.

PRACTICE 9: Using Contrast Signals (page 189)

Answers will vary.

PRACTICE 10: Writing Sentences with Contrast Signals (page 190)

Answers will vary.

PRACTICE 11: Using Antonyms (page 190)

Answers will vary.

Try It Out! (page 191)

Answers will vary.

Try It Out! (page 193)

Answers will vary.

CHAPTER 9 (pages 198–221)

Questions about the Model (page 200)

1. Just like words, body language is an important and effective form of communication.
Therefore, anyone who intends to live, work, or study in another country should learn the body language of that culture.
2. The topic sentence of each body paragraph is the first sentence of the paragraph. Body Paragraph 1 focuses on communication through the human face. Body Paragraph 2 focuses on communication through gestures of the head, shoulders, arms, and hands. Body Paragraph 3 focuses on communication through physical contact, or the lack of it.
3. Each body paragraph is introduced by a transition word: *first* (Body Paragraph 1), *another important means of communicating* (Body Paragraph 2), and *in addition to* (Body Paragraph 3).
4. The essay uses logical division of ideas.

PRACTICE 1: Comparing Formal and Everyday Vocabulary (page 201)

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

PRACTICE 2: Writing Funnel Introductions (page 204)

Paragraph 1: 4, 3, 2, 1

Paragraph 2: 4, 1, 3, 2

Paragraph 3: 3, 1, 2

PRACTICE 3: Writing Topic Sentences for Body Paragraphs (page 205)

Answers will vary.

PRACTICE 4: Identifying Concluding Paragraphs (page 206)

Essay 2: 2

Essay 3: 2

Essay 4: 1

PRACTICE 5: Using Transition Signals between Body Paragraphs (page 210)

Answers will vary. Possible answers include:

3. Furthermore
4. In addition to
5. Moreover
6. On the other hand

PRACTICE 6: Adding Transition Signals to Topic Sentences (page 212)

Answers will vary.

PRACTICE 7: Outlining an Essay (page 214)

...

- II. A. 1. b. In Asian countries, faces reveal less emotion, less quickly

...

- II. A. 2. b. Direct eye contact if interested; unblinking eyes if bored, distracted, angry, or defensive

- II. A. 2. c. In Latin America, looking down used for respect

- II. B. The gestures that people make with their heads, shoulders, arms, and hands are another important means of communicating.

...

- II. B. 1. b. In Bulgaria, shaking means “Yes”; nodding means “No”

- II. B. 2. A shrug has various means in Western culture.

...

- II. B. 2. b. Shows lack of interest

...

- II. B. 3. b. Many cultures, “O” means “everything is OK”; in France and Belgium means “zero” / “worthless”, in Japan symbolizes money; in Russia, Brazil, and Turkey is an insult

...

- II. C. 1. a. Like personal space around them

...

- II. C. 2. b. Rarely hold hands

Practice 8: Grouping Ideas Logically (page 217)

Answers will vary.

Try It Out! (page 218)

Answers will vary.

PRACTICE 9: Using Formal Vocabulary (page 218)

- | | |
|----------------|------------|
| 1. | various |
| 2. provides | regarding |
| 3. typically | determine |
| 4. significant | serves |
| 5. estimate | sufficient |
| 6. somewhat | extended |

CHAPTER 10 (pages 222–239)

Questions about the Model (page 224)

1. The writer's opinion about homeschooling appears in the last sentence of the introduction: Although it may not be the best option for all students and all families, I am in favor of homeschooling for three reasons. Based on this thesis statement, the reader can expect three body paragraphs.
2. The writing model contains three body paragraphs. The topic sentence of each body paragraph is the first sentence of the paragraph. Each body paragraph is introduced by a transition word: *first of all* (Body Paragraph 1), *the second reason that* (Body Paragraph 2), and *finally* (Body Paragraph 3).
3. Body Paragraph 3 has a concluding sentence: As a result of the education that his parents gave him, my friend is now a well-balanced individual who knows how to be an adult and still have fun.
4. The concluding paragraph acknowledges the opposing view and then summarizes the benefits of homeschooling. It ends with a call to action.

PRACTICE 1: Identifying and Using Collocations (page 225)

- A
2. experienced
 3. effective
 4. styles
 5. computer
 6. local
 7. counselors
 8. individual
- B
2. percentage
 3. community
 4. skills

PRACTICE 2: Analyzing Thesis Statements for Opinion Essays (page 226)

- A The writer is in favor of homeschooling. The contrast signal that connects the writer's opinion to the opposing point of view is *although*.
- B *but*

PRACTICE 3: Writing Thesis Statements for Opinion Essays (page 227)

Answers will vary.

Try It Out! (page 228)

Answers will vary.

PRACTICE 4: Writing Reasons to Support an Opinion (page 229)

Answers will vary.

Try It Out! (page 230)

Answers will vary.

PRACTICE 5: Punctuating Quotations (page 231)

2. "As a result," he added, "most young children do not spend enough time reading and developing other academic skills."
3. "My research indicates that nearly 50% of children ages five to eight have a television in their bedroom," Prof. Thompson reported.
4. "What is happening to family relationships when children are spending a great deal of time alone, in front of a television?" Prof. Thompson asked.
5. "In addition to watching television, children as young as age three and a half are now using computers on a regular basis," he continued.
6. The professor asked, "How can children get the educational benefits of television and computers without suffering the negative effects of too much technology?"

PRACTICE 6: Identifying Supporting Details (page 232)

1. statistics
2. examples and quotations
3. examples

Try It Out! (page 233)

Answers will vary.

PRACTICE 7: Using Collocations (page 235)

Answers will vary.

Try It Out! (page 236)

Answers will vary.