

4 Longman Academic Writing Series

FIFTH EDITION

ESSAYS

Teacher's Manual

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**Longman Academic Writing Series 4: Essays, Fifth Edition
Teacher's Manual**

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INTRODUCTION

Welcome to the new edition of Level 4 in the *Longman Academic Writing Series*, a five-level series that prepares English language learners for academic coursework. This book, formerly called *Writing Academic English*, is intended for high-intermediate students in university, college, or 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 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 essays 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.

In the first part of this book, you will find a quick review of paragraph writing and summarizing. The second part of the book offers comprehensive chapters on process, cause/effect, comparison/contrast, and argumentative essays. Sentence structure, with a special emphasis on subordinated structures, appears in the third part of the book. 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 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

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

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

GENERAL TEACHING NOTES

GENERAL TEACHING NOTES

These notes describe the chapter organization in the Student Book and provide general suggestions on how to approach each section. They also include information about the Writing Assignment Scoring Rubrics and Chapter Quizzes in this manual, as well as suggestions on how to integrate technology, a brief description of MyEnglishLab Writing 4 (www.myenglishlab.com for additional writing skill practice, composition practice, and assessments), and procedures for teachers interested in having students keep portfolios of their work. Step-by-step teaching suggestions for the Student Book are in the Chapter Teaching Notes that follow.

Student Book

The student book contains 14 chapters divided into three parts. Part I (Chapters 1–3) includes a review of paragraph writing, a transition to essay writing, and basic information about using outside sources. Part II (Chapters 4–8), the heart of the book, teaches essay writing, and Part III (Chapters 9–14) provides review and practice of sentence structure.

The chapters are organized as follows. Differences among Parts I, II, and III are noted.

Chapter Opener

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

Introduction

The introduction includes a brief presentation of the writing genre (or, in Chapters 9–14, the aspect of sentence structure) that is the focus of the chapter. This section has the following additional components.

Analyzing the Models

Each chapter presents one or two model paragraphs or essays. These provide appropriate models for the chapter's 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 (Parts I and II)

Occurring only in Parts I and II, this section highlights, explains, and provides practice with useful words and phrases from the models. Types of vocabulary include word families, synonyms, word parts, collocations, and antonyms. Students have the opportunity to review the vocabulary later in the chapter and apply it in the chapter's writing assignment.

Skill-Building Sections: Organization (Parts I and II)

Occurring only in Parts I and II, the organization section focuses on the structure and content of paragraphs and essays. In Chapters 1 and 2, students review the parts of a paragraph, unity, coherence, transition use, and kinds of logical order. Chapter 3 discusses plagiarism, citing sources, use of quotations, summarizing, and paraphrasing.

In Part II (Chapters 4–8), the organization section deals with the specific content and organization of the genre presented in each chapter. For example, Chapter 4, which guides students from paragraph to essay writing, presents the parts of an essay, essay organization, and essay outlines. Chapter 5 covers thesis statements, body paragraphs, and transition signals specific to that genre.

All skill-building sections include carefully sequenced practice activities. Many sections also include a Try It Out! activity in which students apply the skills taught in the section to an independent writing task. A complete Answer Key for all practice activities is on pages 81–106 of this manual.

Skill-Building Sections: Sentence Structure (Part III)

In Chapters 9–14, the section following the introduction presents explanations and practice related to the topic of the chapter. For example, Chapter 10 targets parallelism and sentence problems such as fragments, run-on sentences, and comma splices. The practice section concludes with an essay-length editing activity. A complete Answer Key for all practice activities is on pages 81–106 of this manual.

Practice Activities: Options

1. Level 4 of the *Longman Academic Writing Series* contains a great deal of explanatory text. Try to plan your lessons so that students are spending as much class time as possible working rather than reading. Have students read the explanations at home, prior to the lesson in which information will be practiced. Begin the next class session with a short review of the reading.
2. As much as possible, have students complete practice activities and revision tasks with partners or in small groups to increase interaction and promote communication and collaboration skills.
3. Have students complete some activities alone to develop independent thinking.

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

1. Go over the answers orally when a task has students choose from among options shown in the book.
2. Have a student or students write answers on the board. Then call on different students to read the answers and provide corrections, if necessary. This procedure keeps the focus on the answers and not on the students who wrote them on the board. It also enables more students to be involved in the correction process.
3. Have students compare answers with a partner and discuss any questions or disagreements.
4. Have pairs of students who worked together compare answers with another pair.
5. Have students exchange books with a partner and check each other's answers.
6. Display a practice exercise from the book using, for example, a document camera and projector or an interactive whiteboard. Have the class tell you or a student how to complete or correct the practice items.
7. Post the answers on a shared website. Have students log on and check their work at home.
8. Collect students' written work or view their online postings. Correct their work outside of class.

Applying Vocabulary (Parts I and II)

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

Writing Process and Writing Assignments

Each chapter in the book concludes with a writing assignment related to the chapter genre. The writing process as presented in this book has six steps, which are explained and illustrated in Chapter 1 on pages 17–18 of the Student Book. Each writing assignment (in Chapters 1–8) clearly and systematically leads students through the following steps, helping them internalize the process. Read through the steps and decide which parts of the assignment you will have students do in class and at home.

- **Step 1: Prewrite to get ideas.** Students use a variety of strategies to generate ideas. This step may be done in class, with students working alone or with a partner.
- **Step 2: Organize your ideas.** Students select main points from Step 1 and organize them in a logical order.
- **Step 3: Write the first draft.** Using their notes, students write the first draft of their paper. At the beginning of the term, you may want to have students write in class so that you can assist and observe what they can do in a given length of time. Eventually students can do this step at home.
- **Step 4: Revise the draft.** Students review the content and organization of their draft and make notes for revision. In class, they work with a partner to peer review each other's work. A Peer Review Worksheet for each assignment guides the reviewers through the process. Students who write first drafts on a computer will need to bring printouts to class for peer review.
- **Step 5: Edit and proofread the draft.** Students use the Writer's Self-Check for each chapter to review their own papers and make additional changes. Students can do this step and Step 6 at home.
- **Step 6: Write a new draft.** Students include the changes from Steps 4 and 5 and write a new (final) draft to turn in to you.

Chapters 9–14 also conclude with writing practice. Prompts are provided, and students write a paragraph that includes the sentence structure presented in each chapter. After writing, they self-edit using a list of questions provided.

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 for the Chapters 1–8 writing assignments, see the Writing Assignment Scoring Rubrics on pages 39–47 of this manual. See page 6 of this manual for more information about the rubrics. For correction symbols, see Appendix D on pages 309–311 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.

Portfolio Assessment

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

- It encourages students to 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 teacher's approach, portfolio assessment may count as 30 to 50 percent of the final grade.

Suggested Procedure

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

Self-Assessment

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

Timed Writing

Timed-Writing tasks prepare students for situations in which they need to organize their ideas and write quickly, such as tests. 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.

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 responding to a reading, using quotations and paraphrases to support ideas, writing from a diagram, writing a summary and response, and rebutting an argument.

Appendices

The appendices include supplementary readings, a chart of transition signals, rules for capitalization and punctuation, correction symbols, information about research and documenting sources, 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 39–47 of this manual will 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 Peer Review Worksheet criteria. You can adjust the point system for each criterion to suit the needs and goals of your class. In the Comments section, you can write specific comments and suggestions to the student. (**Note:** There are no rubrics for Chapters 9–14. You may wish to collect the papers and make corrections directly on them. Another possible technique is for students to peer-edit each other's papers using the questions provided in the Writing Practice section at the end of each chapter.)

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 48–73 of this Teacher's Manual will help you assess your students' proficiency with the material covered in the chapter. Each quiz has three or four parts and easily gradable items worth 20 points. The quizzes can be used in class or as take-home assignments.

Chapter Quiz Answer Key

Use the answer key on pages 74–80 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 81–106 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 4** 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 1

CHAPTER 1

Paragraph Structure

(pages 2–21)

CHAPTER OPENER (page 2)

- Read the chapter title. Briefly inform students of the chapter’s writing assignment: They will write a paragraph about communication. Have students look at the photo and read the caption. Ask questions to stimulate interest in the topic. For example, ask: “What are some examples of communication styles? Why is a person’s communication style important? Is the girl in the pink sweater a good communicator? How can you tell?”
- Read the objectives aloud, or ask students to do so.
- **Note:** It would be helpful to cover Chapter 9, Types of Sentences, in conjunction with this chapter. See pages 36–38 of this manual for suggested ways of teaching Chapters 9–14.

INTRODUCTION (page 3)

- Have students read the introduction silently.

Analyzing the Model (page 3)

- Read the writing model aloud, or have a student read it. Put students with a partner or in small groups, and have them answer the questions about the model.
- Go over the answers with the class.



Noticing Vocabulary (page 4)

- Have students read the introduction silently. Alternatively, present the concept of word families aloud as follows: Write the word *success* on the board and circle it. Elicit related words (e.g., *successful*, *succeed*) and write them on lines extending outward from the circled word.

Variation: Repeat the process above with another root word (e.g., *educate*).

- Read the directions for Practice 1, Parts A and B. Go over the examples. Instruct students to leave cells blank if a word form does not exist (e.g., *aggressive* does not have a verb form).
- Have students work alone or with a partner to complete the exercise. Go over the answers with the class.

EXTENSION:

Elicit additional words with the verb and adjective endings from Part A. Write them on the board.

PARTS OF A PARAGRAPH (pages 5–17)

- Read the introduction aloud.

The Topic Sentence (page 5)

- Have students take turns reading the explanation aloud.

Variation: If desired, add the following information to clarify the explanation:

(1) Very often, the topic is the grammatical subject of a topic sentence, and the controlling idea is the grammatical predicate (verb phrase). (2) If a topic sentence is too general, the reader cannot predict what information the supporting sentences will provide. (3) If a topic sentence is too specific, there is nothing further to say about the topic.

The Position of Topic Sentences

(page 6)

- Have students read the explanation silently.
- Read the directions for Practice 2 aloud. Go over the example. Have students do the exercise alone or with a partner. Have different students present their answers to the class.
- Read the directions for Practice 3 aloud. Do the first item with the class as an example. Have students do the exercise alone or with a partner. Have different students present their answers to the class.

The Two Parts of a Topic Sentence

(page 8)

- Have students take turns reading the introduction aloud.
- Read the directions for Practice 4. Go over the example. Remind students that the controlling idea can come before the topic (e.g., number 5). Have students do the exercise. Go over the answers with the class.

Variation: As the class goes over the answers, ask students to predict kinds of supporting information that could be included (e.g., item 9 might include the cost of tuition at the students' university and examples of expensive books).

- Read the directions for Practice 5, Part A aloud. Point out that students must read the supporting sentences before they can write their topic sentences. After they complete the exercise, have selected students write their topic sentences on the board. Have other students read the sentences aloud and identify the topics and controlling ideas. Finally, ask the class if the topic sentences fit the supporting sentences in the paragraphs.
- Read the directions for Part B aloud. Go over the example. Have students write their sentences on a separate sheet of paper. Collect the papers. Check to be sure each sentence has an appropriate topic and controlling idea. (Students will use these sentences in the Timed Writing activity on page 21.)

Variation: Have students exchange papers with a partner and evaluate each other's topic sentences. Have them circle the topics and underline the controlling ideas in their classmates' papers. (If they are unable to do this, it is possible that a sentence does not have a clear controlling idea.) Have students select examples of good topic sentences from their classmates' papers and write them on the board.

- Read the directions aloud for the Try It Out! activity. Choose one topic and have the class work together to write a topic sentence. Have students complete the exercise at home. Collect the papers and check that each sentence has a clear topic and controlling idea.

Variation: Post examples of well-written topic sentences on the board, your class blog, or class website. Have students identify the topic and controlling idea in the sentences.

Supporting Sentences (page 11)

- Read the introduction. Elicit definitions of the types of supporting details mentioned (fact = something that is true; statistics = numerical facts; quotation = the exact words a person says).
- Read the directions for Practice 6. Have students read the paragraphs and answer the questions on page 12. Go over the answers with the class. For question 3, have selected students read the answer they wrote.

Variation: Have students read their answers to question 3 to a partner.

Opinions vs. Facts (page 12)

- Have students read the introduction silently.

Variation: Select an object and show it to the class. (It can be an object in your classroom, something in your briefcase, a photo of an interesting item, etc.) Instruct students to write one factual statement and one opinion statement about the item. Collect the papers and shuffle them. Select sentences randomly to read aloud. Students should respond to each sentence by saying "fact" or "opinion."

Using Examples as Support (page 13)

- Have students read the introduction silently. Elicit examples showing the different uses of *for example*, *for instance*, and *such as*. (*For example* and *for instance* come before, in the middle of, or at the end of independent clauses. They are set off with commas. *Such as* comes before a noun or nouns. There is no comma after *such as*.)
- Read the directions for Practice 7, Parts A and B. Students can work alone, with a partner, or in small groups. Go over the answers with the class.

EXTENSION:

Put students with a partner. Have them go back to Practice 5 (page 9) and write one more supporting sentence for each paragraph. Have each pair share its sentences with another pair.

EXTENSION:

Choose one or more paragraphs from Practice 3 (page 7) and have students put the sentences in the correct order. Go over the answers with the class. Discuss the signals students used to figure out the correct order. Point out that they will learn more about transition signals in Chapter 2.

The Concluding Sentence (page 14)

- **Note:** To review *that* clauses for use in concluding sentences, see Chapter 11, page 207.
- Have students take turns reading the introduction aloud. Explain that a *summary* refers back to the supporting points in a paragraph, whereas a *paraphrase* is a restatement of the topic sentence in different words.
- Look at the chart of end-of-paragraph signals with the class. Ask students what grammatical structure comes after the signals in the list (the signals in both columns are followed by independent clauses).
- Read the directions for Practice 8. Have students read and answer the questions alone. Then have them compare answers with a partner.

EXTENSION:

Have students reread the model paragraph on page 3. Ask if the concluding sentence summarizes or paraphrases the topic sentence (it summarizes the two main points in the paragraph).

- Read the directions for Practice 9. After students complete the exercise, have volunteers write their conclusions on

the board. Analyze each one by asking: “Is it a paraphrase or a summary? If it is a paraphrase, does it restate the topic sentence in different words? If it is a summary, does it refer back to the supporting ideas in the paragraph? Did the writer use an end-of-paragraph signal? Did the writer use correct punctuation?”

Variation: Students may not know how to paraphrase. If instruction is needed, use paragraph 1 to demonstrate how to do it. Write the topic sentence on the board. Elicit synonyms for some of the words and phrases (e.g., replace *good* with *efficient*, *attentive*, or *competent*). Change the order of concepts in the sentence (e.g., make *listener* the subject of the sentence). Then have students write a conclusion (e.g., *These examples show that an attentive listener is also a good communicator.*).

 **Applying Vocabulary** (page 17)

- Have students read the introduction silently.
- Read the directions for Practice 10 aloud. Review the word families chart on page 4. Have students complete the exercise alone or with a partner. Go over the answers with the class.

EXTENSION:

For homework, have students write their own sentences with the words from the chart on page 4. Encourage them to try to use all the words in a family in the same context (e.g., *I don't like to ride with people who drive aggressively. For example, my uncle is an aggressive driver, and I avoid riding in a car with him.*).

THE WRITING PROCESS (pages 17–18)

- Conduct a brief discussion about students' experience as writers. For example, ask: “Are you in the habit of planning before you write? What types of planning techniques have you used? How many drafts do you normally write? Do you edit your writing?”
- Have students read the text in class or for homework.

- Review the steps in the writing process before moving on to the writing assignment. Ask display questions to determine if students recall and understand the steps (e.g., *What happens in the prewriting step? What is a draft? What is a peer reviewer?*).

WRITING ASSIGNMENT (pages 18–20)

- Read the introduction aloud. Have students reread the model paragraph on page 3 silently.
- **Step 1:** Read the instructions aloud. Have students read the sample list on page 19. Then have them spend five to seven minutes brainstorming their own lists. Remind them not to censor their ideas. They should write anything that comes to mind about the topic.

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

- **Step 2:** Read the instructions aloud. Then have students work through the bulleted points. Have them write their main idea and list of related points on a separate sheet of paper. Collect the papers and check to make sure students have understood this step of the writing process. (Provide suggestions, but do not grade the papers at this time.)
- **Step 3:** Read the instructions aloud. Have students write their first drafts in class or at home. If desired, collect the papers and check to make sure students have understood this step of the writing process. (Again, provide suggestions, but do not grade this step.)
- **Step 4:** Do this task in class. Read the instructions aloud. Have a brief discussion about the benefits of peer review (the writer receives nonthreatening feedback from a classmate; the classmate gets practice editing and assessing someone else’s writing; both the writer and the peer reviewer develop the ability to make independent judgments about their work). Go over the Peer Review worksheet for Chapter 1 on page 321 of the Student Book.
- Have students complete the first three bulleted items by themselves. Next, have

students work with a partner to complete the tasks in the last two bulleted items.

- **Step 5:** Read the instructions aloud. Go over the correction symbols in Appendix D on pages 309–311 of the Student Book.
- If possible, have students edit and proofread their first drafts in class. Suggest that they do these steps separately. (That is, they should make content changes first and proofread afterward.) Remind students to use the Writer’s Self-Check on page 322 of the Student Book. You may wish to collect students’ first drafts and self-checks to check their editing, proofreading, and self-assessment skills.
- **Step 6:** Read the instructions aloud. Have students do this step in class or at home. Collect the papers and use the Writing Assignment Scoring Rubric on page 40 of this Teacher’s Manual to evaluate them. Decide if you will give a letter grade.

SELF-ASSESSMENT (page 20)

- Go over the Self-Assessment with the class. See Options for using the Self-Assessment on page 5 of this manual.

EXPANSION (page 21)

Timed Writing (page 21)

- 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 and have students retrieve their sentences from Practice 5, Part B on page 10. Indicate when they should begin writing. Signal them when the suggested time for each step is up (i.e., after 2 minutes, 7 minutes, 10 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.

Writing on an Assigned Topic

(page 21)

- Read the introduction and the prompt aloud.
- Assign a format for writing. Students could write a formal paragraph, or they could respond in a journal, blog, or class website.
- Decide who will read students' paragraphs and how readers should respond. For example, if students write in their journals, the reader will probably be you. Decide if you will respond to the content of the journal entries, the writing, or both. If students post their paragraphs to a blog, you may want to put them with a partner and instruct them to respond to each other's paragraphs online. Finally, if you have students post their paragraphs to a class website, decide if you will also require students to respond to each other's writing in some way.

CHAPTER 2

Unity and Coherence

(pages 22–45)

CHAPTER OPENER (page 22)

- Read the chapter title. Briefly inform students of the chapter's writing assignment, a paragraph about health and medicine. Have students look at the photo and read the caption. Ask questions to stimulate interest in the topic, for example: "What are some medical advances that have saved lives throughout history? Do you know of any recent medical advances? Do you know anyone who has benefitted from a recent medical advance?"
- Read the objectives aloud, or ask students to do so.

INTRODUCTION (page 23)

- Have students read the introduction silently.
- Reiterate the definitions of *unity* and *coherence*. Make sure students notice the adjective forms of these words in the same paragraph.

Analyzing the Model (page 23)

- Read the introduction. Elicit the definition of *public health* (the science of preventing disease and promoting health in communities). Ask students about public health initiatives in their home communities (e.g., in the United States, the nationwide campaign to eradicate smoking; in some African countries, campaigns to control and prevent malaria and HIV).
- Read the model paragraph aloud, or have a student read it. 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.

Noticing Vocabulary (page 24)

- Have students read the introduction silently. Recap the important information by asking questions (e.g., *What are synonyms? What is a thesaurus? How is a thesaurus different from a dictionary? When would you use a thesaurus as opposed to a dictionary?*). (**Note:** Students may be unaware that they should avoid repetition when they write in English. Ask them if this is true in their native languages as well.)
- Read the directions for Practice 1, Parts A and B. Have students work alone or with a partner to complete the exercises. Go over the answers with the class.

EXTENSION:

If possible, demonstrate the use of an online thesaurus such as the one at thesaurus.com. Use one of the words from Practice 1 as an example. Type in the search word, and then look at the search results with the class. Reinforce that a thesaurus will not explain the differences in meaning between synonyms. For that, students need to consult a dictionary that includes usage information.

UNITY (pages 24–26)

- Read the introduction aloud, or have students read it. Elicit the two features of unity discussed in the paragraph.
- Read the directions for Practice 2. Have students do the activity alone. Then have them compare answers with a partner. Discuss differences of opinion with the class.
- Read the directions for Practice 3. Have students do the activity alone. Go over the answers with the class.

EXTENSION:

Have a discussion about the topic of the paragraph in Practice 3. Students can work in small groups and talk about times when they did the wrong thing accidentally in a new culture. Alternatively, or in addition, students can write about this topic in their journals or post a message about it to a class blog, website, or discussion list.

COHERENCE (pages 26–42)

- Read the introduction aloud, or have a student read it.

Variation: Write the words *coherence* (noun) and *coherent* (adjective) on the board. Elicit related forms (e.g., *incoherent*, *coherently*) and write them on the board.

Repetition of Key Nouns (page 27)

- Read the introduction. Have students read the paragraphs and the explanatory text below them. Emphasize the text just after

the paragraph without coherence, which explains when it is appropriate for students to repeat key nouns.

- Read the directions for Practice 4, Part A. Have students work with a partner to complete the task. Suggest that they begin by circling all instances of *it*. Then they should insert *English* as needed. Reinforce that there is no absolute rule for when to use a noun or a pronoun. The key is clarity.
- Read the directions for Practice 4, Part B. This paragraph is more complex than the previous one. The meaning of *they* and *it* is clear in most cases, but the repetition is tedious. Suggest that students use a noun whenever a new aspect of the topic is introduced (e.g., after *Furthermore* and in the conclusion). (**Note:** For clarity, it is necessary to specify which dolphins are meant in sentences 7 and 8. See the Answer Key on page 84 of this Teacher’s Manual for the use of key nouns in these sentences.)

Key Noun Substitutes (page 29)

- Read the introduction, or have a student read it. Then read the instructions for Practice 5. Have students read the paragraph and answer the questions alone. Go over the answers with the class, or have students compare answers with a partner.

Variation: Have students read the paragraph aloud, removing all the synonyms and pronouns and repeating “Mardi Gras throws” each time. This will reinforce the value of using synonyms and pronouns.

Consistent Pronouns (page 30)

- Read the introduction. If necessary, define *person* (first, second, third) and *number* (singular, plural). Then have students read the paragraph silently.

Variation: Reread the paragraph aloud with the class. For each sentence, ask students which noun the pronoun refers to (e.g., in the first sentence, *its* refers to *word*). Reiterate that a paragraph must have one “voice.” In this example, all the pronouns are third person.

- Read the directions for Practice 6. Read the topic sentence aloud and have students identify the person (third) and number (plural). Remind them that the entire paragraph needs to have one voice. Instruct them to read the paragraph and circle the errors. Then they can make corrections.

Transition Signals (page 31)

- **Note:** To make the best use of class time, have students read pages 31–35 at home before beginning work on this section. You may also want them to do Practice 8 on page 36 before class.
- Read the introduction, or have students take turns reading it. (If students have read this part at home, ask a few review questions in class: “What is the purpose of transition signals? What are some different kinds? How do they help readers?”)
- Read the directions for Practice 7. Have students work with a partner or in a small group. Have them read the paragraphs and discuss the question in the instructions. Go over the answers with the class.
- Read the explanation following Paragraph 2.

Variation: Go through the transitions students circled in Paragraph 2 and have them say what each transition means.

Transition Phrases and Conjunctive Adverbs (page 32)

- **Note:** For sentence practice with conjunctive adverbs, see Chapter 9, pages 179–180.
- If students have read this section at home, proceed with the variation. Otherwise, read the explanation and examples aloud. Have students look at the chart on page 33 for examples of transition phrases and conjunctive adverbs. Elicit a few example sentences and write them on the board. Circle the transitions and point out the use of commas.
- Have students look briefly at the section on conjunctive adverbs in Appendix B, pages 294–298.

Variation: Create a handout or slide with the examples from this section. Omit all commas. Do not boldface the transitions. Have students go over the examples, underlining the transitions and inserting the commas.

Coordinators (page 34)

- **Note:** For sentence practice with coordinators, see Chapter 9, pages 176–178.
- If students have read this section at home, review the seven coordinating conjunctions. (**Note:** To help students remember, you may want to present the acronym FANBOYS—*for, and, nor, but, or, yet, so.*) Otherwise, read the explanation and examples aloud, or have students read them.
- On the board, write a compound sentence with a coordinating conjunction, a compound sentence with correlative conjunctions, and a simple sentence with two connected words or phrases. Have students tell you where to insert commas.
- Have students briefly look over the sections on coordinators and correlative conjunctions in Appendix B, page 291.

Subordinators (page 35)

- For sentence practice with subordinators, see Chapter 9 on complex sentences, pages 182–183; see also Chapter 12 on adverb clauses.
- If students have read this section at home, write a complex sentence on the board and have students identify the *dependent clause*, *independent clause*, and *subordinator*. Elicit the rule for using a comma in such sentences. Otherwise, read the section aloud, or have students do so.
- Have students briefly look over the sections on subordinators in Appendix B, pages 292–294.

Other Signals (page 35)

- If students have not read this section at home, read it aloud, or have them do so.
- Have students look back at the chart on page 33. Help them notice that the items in the Other Signals column are followed by nouns. Elicit a few examples and write them on the board. Point out that these signals are not followed by commas.
- Read the directions for Practice 8. Have students read the paragraph silently and mark it. Then have them compare answers with a partner or in a small group. (**Note:** If you assigned this activity prior to class, begin by going over the answers.)
- Read the directions for Practice 9, Parts A and B. Have students complete the exercises alone or with a partner. Go over the answers with the class.
- Read the directions for the Try It Out! activity and the Writing Tip aloud. Have students choose a topic and write their paragraphs at home. Collect the papers and check them for proper selection and use of transition signals.

Variation: Post examples of well-written paragraphs on a class blog or website.

Variation: Create a handout or slide with errors in transition use from students' papers. In class, have students work in small groups to correct the errors.

- Read the directions for Practice 10. Have students work with a partner to delete the unnecessary transition signals and make further edits. Then have them rewrite the paragraph at home.
- At the next class period, have students exchange papers for Practice 10. Have them read each other's paragraphs and check for correct use of transitions and punctuation. Students should discuss errors or misuse of transitions with the writer.

Variation: If time is short, have students delete unnecessary transitions and fix capitalization and punctuation in the book. Do not have them rewrite the paragraph.

Logical Order (page 40)

- Have students read the introduction, including the sample paragraphs mentioned. Read the directions for Practice 11. Have students complete the task alone. Then have them compare answers with a partner.

Variation: Have students read and do the exercise at home. Have students compare answers with a partner at the next class meeting. Follow up by asking students to list other types of logical division (e.g., *cause / effect, problem / solution*).

Applying Vocabulary (page 42)

- Read the introduction and the directions to Practice 12. Have students do Part A in class and Part B either in class or at home.
- Have students write their sentence pairs on the board. Go over the sentences with the class. If there are errors, elicit corrections from the class.

Variation: Have students use a thesaurus to help them complete Part A.

WRITING ASSIGNMENT (pages 42–44)

- Read the introduction. Have students reread the model paragraph on page 23 silently. Make sure students understand the topic choices.
- **Step 1:** Read the instructions and the information about clustering aloud. Have students do their clustering diagrams in class. Encourage them to include all their ideas in the cluster diagram. They will choose ideas to include in their paragraph in Step 2.

Variation: If additional scaffolding is needed, do a clustering exercise with the class. Have students suggest a topic. Write it on the board and circle it. Elicit ideas from the class and add them to the diagram. Remind students to brainstorm freely and not dismiss any ideas at this stage.

Variation: Have students work with a partner to select a writing topic that both of them will write about. Then have them brainstorm and cluster their ideas together.

- **Step 2:** Read the instructions aloud. Then have students work through the bulleted points. You may want to check students' topic sentences before they write their first drafts. Remind them that their controlling idea should reflect the method of organization that the paragraph will have.
- **Step 3:** Read the instructions aloud. Have students write their first drafts in class or at home. If desired, collect the papers and check to make sure students have understood this step.
- **Step 4:** Conduct this step in class. Read the instructions aloud. Go over the Peer Review worksheet on page 323.

Variation: Have students complete Step 3 and the first three bulleted items in Step 4 at home. Begin the next class session with the Peer Review.

- **Step 5:** Read the instructions aloud. Go over the Writer's Self-Check on page 324. Quickly review the proofreading symbols in Appendix D on pages 309–311 of the Student Book. Have students complete this step in class or at home.
- **Step 6:** Read the instructions aloud. Have students do this step in class or at home. Collect the papers and use the Writing Assignment Scoring Rubric on page 41 of this Teacher's Manual to evaluate them. Decide if you will give a letter grade.

SELF-ASSESSMENT (page 44)

- Go over the Self-Assessment with the class. See Options for using the Self-Assessment on page 5 of this manual.

EXPANSION (page 45)

Timed Writing (page 45)

- Read the instructions aloud. Remind students not to skip the prewriting step because it will help them write a better paragraph.
- Read the prompts and have students begin writing. Signal them after 2 minutes, 7 minutes, 10 minutes, and so on.
- Collect the papers after 30 minutes.

- Decide how you will mark students' papers. Check them for unity and coherence, as well as other criteria you select.

EXTENSION:

Select all or parts of some paragraphs and use them for a group evaluation and correction activity. Include both excellent and weak writing samples. Students can use the Peer Review worksheet on page 323 to guide their evaluations.

Responding to a Reading (page 45)

- Read the instructions. With the class, write two sample topic sentences, one stating the opinion that genetic engineering is a positive development and the other stating that it is a negative development. Point out that students will need to support their opinion with reasons, facts, or examples, and elicit ways of phrasing the controlling idea to include this information (e.g., *There are two reasons I believe genetic engineering is a positive development. / Genetic engineering offers exciting solutions to several serious medical problems.*).

CHAPTER 3

Using Outside Sources (pages 46–72)

CHAPTER OPENER (page 46)

- Read the chapter title. Have students look at the photo and read the caption. Ask questions to elicit students' knowledge about dying languages, for example: "Do you know of any languages that are dying? Do you know anyone who speaks these languages? What are some ways of preserving dying languages?"
- Read the objectives aloud, or have students do so.

INTRODUCTION (pages 47–48)

- Have students read the introduction silently. Follow up by eliciting the meanings of the following terms: *outside sources*, *quote*, *paraphrase*, *summarize*.
- Make sure students understand the chapter’s writing assignment. Ask them why the ability to write an academic summary is important to them.

Analyzing the Model (page 47)

- Read the introduction and directions. Read the model paragraph aloud, or have a student read it. 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.

Noticing Vocabulary (page 48)

- Read the introduction and the directions for Practice 1, Parts A and B. Have students work alone or with a partner to complete the exercise. Go over the answers with the class.

USING AND CITING SOURCES

(pages 48–51)

- **Note:** See Chapter 11, Noun Clauses, for practice with *that* clauses, *if/whether* clauses, and question clauses with reporting verbs.

Plagiarism (page 48)

- Read the information in this section aloud. Follow up by eliciting the meanings of *plagiarism*, *quotation marks*, *cite a source*.

Variation: Conduct a discussion with the class about plagiarism. Explain the U.S. cultural perspective on this issue, for example, the notion that a writer “owns” his or her ideas and that others may not “steal” those ideas. Inform students of the severe penalties for plagiarism at U.S. colleges and universities. Ask students to share their cultural perspectives on these issues.

Correct Citations (page 49)

- Read the first paragraph aloud. Have students read the rest of this section silently. They should also look over the information in Appendix E, Research and Documentation of Sources, pages 312–319. You may wish to assign this reading for homework.
- In class, read the directions for Practice 2. Have students do the activity with a partner or in a small group. Inform students that they will never need to memorize the form of source citations because they can always look it up.

EXTENSION:

Inform students of the existence of style manuals such as *The Chicago Manual of Style*, the APA style guide, and the MLA style guide. Explain that different styles are required by different academic disciplines. Inform students that as they progress in their academic careers, they will become more familiar with the style requirements of their respective fields of study.

QUOTATIONS (pages 52–57)

- Read the introduction. Review other types of supporting details (facts, examples, reasons). Give an example of a direct versus indirect quotation.
- Read the directions for Practice 3. Have students do the task with a partner. Go over the answers with the class.

Reporting Verbs and Phrases

(page 52)

- Read the introduction in class. Have students read the chart either in class or at home.

Variation: Have students do research on the reporting verbs in the list. Give one verb to a student or pair of students. Instruct them to consult a good dictionary and find (a) the definition and (b) example sentences using their verb. They can also find examples online by typing “verb+-ed that” (e.g., “asserted that”) into the search bar of their web browser. Have students share the results of their research with the class.

Punctuating Direct Quotations

(page 53)

- Have students read the chart either in class or at home. Have them read Appendix C, page 299, at home.

Variation: Have students work with a partner and take turns reading the rules and examples aloud.

- Read the directions for Practice 4. Have students do the exercise. Have six students write the punctuated sentences on the board. Go over the sentences with the class.

Variation: Have students exchange books and check each other's sentences.

Using Direct Quotations as Support (page 55)

- Read the introductory text and the instructions for the Try It Out! activity. Have students write their paragraphs in class. Collect students' papers and check them. Alternatively, distribute, project, or post one or two versions of the paragraph with quotations and source citations. Be sure to include different reporting verbs in different positions and use correct citation form.

Changing Direct Quotations to Indirect Quotations (page 56)

- Read the introduction aloud. Have students read the Sequence of Tenses Rules either in class or at home.
- Read the directions for Practice 5. Have students complete the exercise. Have four students write the items on the board. Go over the answers with the class.

Variation: Since indirect speech is rarely used in academic writing, skip this section if time is short.

EXTENSION:

Have students find a news story in a newspaper or online site to see how direct quotations are used as supporting details. A good source is the Voice of America site at voanews.com. Have students select an article and highlight the direct and indirect quotations. Then have them share their findings with their classmates.

PARAPHRASING (pages 58–65)

- The following sections can help students develop paraphrasing skills: Reduced Adjective Clauses, page 267; Reduced Adverb Clauses, pages 274–276.
- Read the introduction aloud. Emphasize that a paraphrase is more or less the same length as the original. This is important because it is what distinguishes a paraphrase from a summary.

Analyzing the Model (page 58)

- Have students work with a partner or in a small group to read the original passage and the paraphrase. Then have them answer the questions about the model. Go over the answers with the class.

Plagiarism and Paraphrasing

(page 60)

- Have students read this section alone, in class or at home. Have students identify the type of plagiarism in each unacceptable paraphrase. Discuss the answers with the class.

Variation: Use an inductive presentation. Have students read the two unacceptable paraphrases before they read the introduction to this section. Ask them why they think the paragraphs are unacceptable. Then have them read the explanation.

Writing a Successful Paraphrase

(page 61)

- Have students read the introductory text in class or at home.
- In class, have them do Practice 6 with a partner or in a small group. Go over the answers with the class.
- Read the directions for Practice 7. Have students write in class or at home. Collect the papers and check that the paraphrases (a) include proper citation and (b) are sufficiently different from the original passage.

Variation: If additional scaffolding is needed for Practice 7, have students take notes and outline the passage (as described on page 61) in class. Then have them write their paraphrases at home.

EXTENSION:

Have students write their own paraphrases using the notes and outline on page 61.

Using Paraphrases as Support

(page 64)

- Read the introduction aloud, or have students read it. Have students read the original passage and student paraphrase alone.
- Read the instructions for the Try It Out! activity. Provide scaffolding for the activity as needed. For example, have students write their topic sentences (step 1) in class. Select two or three strong examples and have the writers put them on the board. For step 2, have students take notes and outline the passage in class and then have them compare the contents of their outlines. For step 3, hold a brief discussion in which students share their own views and experiences. Finally, have students write their paraphrases at home. Collect the papers and check them for proper citation form and accuracy of the paraphrase.

SUMMARIZING (pages 66–69)

- Read the introduction aloud, or have students read it. Conduct a brief discussion with the class on the use of summaries in their fields of study. (Nearly every academic discipline makes use of summaries. Plot summaries in literature classes and reports of science discoveries are just two examples.)

Analyzing the Model (page 66)

- Read the introduction and have students read the rest of this section alone. Make sure you give them enough time to study the original, the paraphrase, and the summary so that they can note the differences among them.
- Have students work with a partner to answer the questions about the model. Go over the answers with the class.

Writing a Successful Summary

(page 67)

- Have students read the explanation. Read the directions for Practice 8. Have students do the activity alone, either in class or at home. Then have them discuss the answers in small groups.



Applying Vocabulary (page 69)

- Read the introduction and the directions to Practice 9 aloud. Have students do Part A in class and compare answers with a partner. Have them do Part B at home. Collect the papers and check for correct use of synonyms.

EXTENSION:

Give students additional practice with reading summaries. Good online sources are summaries of movies and plays, digests of science and business news (e.g., sciencedaily.com, business-digest.eu), and abstracts of research papers.

WRITING ASSIGNMENT (pages 70–71)

- Read the introduction. Make sure students understand the assignment. Students may ask how long their summaries should be. Explain that summaries have no set length; the summary on page 67 has only two sentences, while Summary A on page 68 has eight sentences.
- **Step 1:** Read the steps and have students work through them in class or at home. If additional scaffolding is needed, have students compare their notes after they read the article. Have several students write their summaries of the main idea on the board. Evaluate the sentences with the class.
- **Step 2 and Step 3:** Read the instructions aloud. Have students do these steps at home.
- **Step 4:** Do this step in class. Read the instructions aloud. Go over the Chapter 3 Peer Review worksheet on page 325. Have students work with a partner to evaluate and discuss each other's summaries.
- **Step 5:** Read the instructions aloud. Go over the Writer's Self-Check on page 326. Have students complete this step in class or at home.
- **Step 6:** Read the instructions aloud. Have students do this step in class or at home. Collect the papers and use the Writing Assignment Scoring Rubric on page 42 of this Teacher's Manual to evaluate them. Decide if you will give a letter grade.

SELF-ASSESSMENT (page 71)

- Go over the Self-Assessment with the class. See Options for using the Self-Assessment on page 5 of this manual.

EXPANSION (page 72)

Timed Writing (page 72)

- Read the instructions aloud. Tell students they may refer to Appendix E, Research and Documentation of Sources, on pages 312–319 for proper citation form.
- Have students read the passage on page 280 and then begin writing. Signal them after 15, 20, and 40 minutes.

- Collect the papers after 45 minutes.
- Decide how you will mark students' papers. You may wish to refer to the Writing Assignment Scoring Rubric on page 42 of this Teacher's Manual.

EXTENSION:

Select all or parts of some summaries and use them for a group evaluation and correction activity. Include both excellent and weak writing samples. Students can use the Peer Review worksheet on page 325 to guide their evaluations.

Responding to a Reading (page 72)

- Read the instructions. Have students read the article on page 280 and write their responses either in class or at home.

Variation: If additional scaffolding is needed, do one or more of the following steps in class:

- Have students work together to identify and write the main idea of the reading.
- Have students write two sample topic sentences, one stating that the ideal society should be monolingual and the other claiming that multilingualism is preferable. Select students to write their sentences on the board and have the class evaluate them.
- Have students select passages from the reading that support each point of view and paraphrase them. Have them exchange papers and check each other's paraphrases.
- Go over the proper citation form with the class.

PART 2

CHAPTER 4

From Paragraph to Essay (pages 74–100)

CHAPTER OPENER (page 74)

- Read the chapter title. Have students look at the photo and read the caption. Ask questions to stimulate interest in the topic, for example: “How old are these students? What are they doing? What is unusual about this classroom?” (There are only girls.)
- Read the objectives aloud, or ask students to do so.

INTRODUCTION (pages 75–77)

- Read the introduction aloud.

Analyzing the Model (page 75)

- Have students read the model essay silently. 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.

Noticing Vocabulary (page 77)

- Have students read the introduction silently. Write a few verbs on the board and elicit the noun forms from the class. Underline the suffixes.
- Read the directions for Practice 1, Parts A and B. Go over the example. Have students work alone or with a partner to complete the exercise. Go over the answers with the class.

EXTENSION:

Have students write sentences using the nouns. To make it more challenging, have them write sentences that contain more than one form of the same word (e.g., *My sister likes to argue about politics, but these arguments make me uncomfortable.*).

PARTS OF AN ESSAY (pages 78–89)

- To make the best use of class time, have students read pages 78–80 at home. Begin the next class session with a review of the information on these pages. Ask questions such as: “What is a thesis statement? What is its purpose? Where is it found in the paragraph? What are two types of introductory paragraphs?”

The Introductory Paragraph

(page 79)

- Read the directions for Practice 2. Have students work with a partner to read the paragraphs and complete the activity. Go over the answers with the class.
- Read the directions for Practice 3. Have students complete the exercise in class or at home. Have them compare answers with a partner or in a small group. Follow up by discussing the clues in each set of sentences that students used to put the sentences in the correct order. Likewise, have students tell you how they were able to identify the thesis statement.

Variation: Divide the class into groups of three. Have each member of the group complete one item. Then instruct group members to present their paragraph to the other members of the group.

The Thesis Statement (page 83)

- Read the introduction aloud, or have students read it. For each example thesis statement, elicit the essay topic, the subtopics (if possible), the method of organization, and the number of body paragraphs the essay will have (e.g., the second thesis statement is for a comparison / contrast essay about the freedom of young people in the United States and the writer’s country; it will have at least two body paragraphs).
- Read the directions for Practice 4. Have students do the exercise alone, with a partner, or in small groups. Go over the answers with the class.

Variation: For each item, have students predict the number of paragraphs in the body of the essay.

- Read the directions for Practice 5. Select an item to complete with the class as an example. Have students complete the remaining items alone or with a partner. This exercise may be done for homework.
- Go over students' sentences from Practice 5. Write the numbers 1–8 on the board. Have students come up and write their sentences. Have different students read the items and indicate how many paragraphs the body of the essay will have. (This should be clear from the thesis statement.)
- Read the section on thesis statement pitfalls aloud, or have students read it.

EXTENSION:

Have students revisit the paragraphs in Practice 2, page 80. Have them read each thesis statement and say (a) how the essay will be organized (time order, logical division, etc.) and (b) how many body paragraphs the essay will (or might) have.

Body Paragraphs (page 86)

- Read the introduction and the directions for the Try It Out! activity. Make sure students understand that they will write one paragraph for each essay. Have students write their paragraphs in class or at home.

Variation: Have students write two group essays. Assign the topic sentences in the Try It Out! activity to different writers. When students have finished their paragraphs, add them to the introductions. (You can do this electronically or on a class bulletin board, if you have one.) At this point, the essays will not have a conclusion or transitions between paragraphs. You can have students add these components as you work through the sections on the concluding paragraph (page 87) and transition signals (page 93).

The Concluding Paragraph (page 87)

- Read the introduction aloud. Have students read Techniques for Memorable Conclusions silently. This can also be done at home.
- Read the directions for Practice 6. Have students work with a partner to read the essay and the two concluding paragraphs. Then have them answer the questions about the essay.
- Go over the answers with the class.
- Read the instructions for the Try It Out! activity. To provide extra support, discuss the concluding paragraphs before students write them. First, have students decide which technique from page 87 they will use for each conclusion. Second, have them decide if their conclusion will summarize or paraphrase the thesis statement. Then have them write their conclusions in class or at home. Collect students' papers and provide feedback.

Variation: Have students write one conclusion in groups and the second alone.

EXTENSION:

Have students write conclusions for the group essays in the variation presented for the Body Paragraphs section (see left column). Post the conclusions to the class website or bulletin board.

PATTERNS OF ORGANIZATION

(pages 89–95)

- Have students read the introductory text silently.

Organization and Thesis Statements (page 89)

- Read the introduction aloud. Have students identify the organization indicated by each thesis statement (sentence 1, logical division; sentence 2, comparison / contrast; sentence 3, chronological order).

- Read the directions for Practice 7. Have students complete both parts alone or with a partner. Have them compare answers with a partner, or go over the answers with the class.

Organization and Body Paragraphs (page 90)

- For sentence practice with parallelism, see Chapter 10, pages 191–194. For coordinators and conjunctive adverbs, see Chapter 9, pages 176 and 179.
- You may want to have students read pages 90–91 at home. Begin the next class session with a review of the information on these pages. To follow up, ask questions such as: “What types of content lend themselves to logical division?” (causes, types, kinds, advantages, etc.) “What are four ways of writing a thesis statement for a logical-division essay?”
- Read the directions for Practice 8. Have students complete the exercise with a partner. Go over the answers with the class.

Variation: Some thesis statements in Practice 8 indicate methods of organization other than logical division (i.e., items 2, 4, 6, 8, 10). Have students state the method of organization that these sentences suggest (chronological order or comparison / contrast).

- Read the directions for the Try It Out! activity. Select one topic and have the class work together to write a thesis statement. Have students complete the activity alone or with a partner. Go over the sentences by having different students write their thesis statements on the board. Have the class evaluate the sentences for clarity (i.e., whether the sentence clearly indicates how the body paragraphs will be divided).
- Have students read pages 93–94 alone. You may wish to assign this as homework. Then in class, elicit the differences in sentence structure and punctuation among the three categories in the chart on page 93.
- Go over the essay “skeleton” at the top of page 94 with the class. Elicit alternative transitions and list them on the board. Emphasize differences in punctuation and

sentence structure with the use of each transition (e.g., *One way an angry driver may react is . . .* compared to *First, an angry driver may react by cutting off . . .*).

- Read the directions for Practice 9. Have students do this exercise alone. Collect the papers and check for correct punctuation and sentence structure.

Variation: Have students exchange papers and correct each other’s sentences. Instruct students to use the chart on page 93 to check their partner’s punctuation and sentence structure.

EXTENSION:

With the class, focus on the introduction and conclusion to the essay on pages 94–95. Have students determine if the introduction uses funnel or attention-getting organization (attention getting / surprising facts). For the conclusion, ask: “Does the paragraph summarize the subpoints or paraphrase the thesis statement?” (paraphrase the thesis statement). Then ask: “Which of the techniques on page 87 does it use?” (Suggest results or consequences)

OUTLINES OF ESSAYS (pages 96–97)

- Read the introduction. Remind students that outline levels are progressively indented.
- Read the instructions for Practice 10. Allow sufficient time for students to reread the model on pages 75–76, and complete the outline. You may wish to assign this for homework.
- Have students write the missing parts of the outline on the board, and check their answers.

EXTENSION:

Have students outline the essay “Medicine and Ethics” on pages 94–95. Put students in groups of four and have each group member outline a different body paragraph. Have groups share and correct each other’s work.

Applying Vocabulary (page 97)

- Have students read the introductory text silently and go back to Chapter 1 and the beginning of the chapter to review the word forms.
- Read the directions for Practice 11. Have students do the activity alone. Go over the answers with the class.

WRITING ASSIGNMENT (pages 98–99)

As this may be students' first attempt at writing an essay in English, carefully monitor their work on the six steps of the assignment.

- Read the introduction aloud. Make sure students understand the assignment. In addition to the topic choices listed, students may write about Essay 1 on page 86. Doing so will enable them to use the body paragraphs and conclusions they have already written.
- **Step 1:** Read the instructions aloud and have students complete this step in class or at home. You may wish to have students brainstorm about their topics in groups.
- **Step 2:** Read the instructions. Have students do this step in class or at home. Decide if you will check students' work before they go on to the next step.
- **Step 3:** Read the instructions aloud. You may have students begin their drafts in class and complete them at home. Allow plenty of time for students to complete their drafts.
- **Step 4:** Have students do this step at least one day later than Step 3. Having distance will enable students to view their writing with fresh eyes. Read the instructions aloud and have students work through the first three bulleted instructions alone. In class, go over the Peer Review worksheet on page 327. Have students work with a partner and evaluate each other's writing. Be sure to leave enough time for students to discuss their evaluations with their partner.
- **Step 5:** Read the instructions aloud. Go over the Writer's Self-Check on page 328. Have students complete this step in class or at home.
- **Step 6:** Read the instructions aloud. Have students do this step in class or at home.

Collect the papers and use the Writing Assignment Scoring Rubric on page 43 of this Teacher's Manual to evaluate them. Decide if you will give a letter grade.

SELF-ASSESSMENT (page 99)

- Go over the Self-Assessment with the class. See Options for using the Self-Assessment on page 5 of this manual.

EXPANSION (page 100)

Timed Writing (page 100)

- Read the instructions aloud. Then read the prompts and have students begin writing. Signal them after 5, 15, and 40 minutes.
- Collect the papers after 50 minutes.
- Decide how you will mark students' papers. You may wish to refer to the Writing Assignment Scoring Rubric on page 43 of this Teacher's Manual to evaluate them.
- If possible, hold individual conferences with students and go over the rubric with them. If desired, have students rewrite weak parts of their essays.

EXTENSION:

Select all or parts of some essays and use them for a group evaluation and correction activity. Make copies of both excellent and weak writing samples. Have students work in small groups to evaluate the samples using the Peer Review worksheet on page 327.

Using Quotes and Paraphrases to Support Ideas (page 100)

This is an involved writing project that will require sufficient time for students to conduct interviews and/or do Internet research. The following suggestions may help you decide how to make use of this Expansion.

- Consider assigning this essay to only the most advanced, experienced, or motivated writers in your class.
- Have students conduct the interviews with a partner.

- Have students divide up their Internet research by reading and taking notes on different sites and then sharing their findings.
- Have students follow Steps 2–6 of the Writing Assignment on pages 98–99. Check their work along the way.

CHAPTER 5 Process Essays

(pages 101–115)

CHAPTER OPENER (page 101)

- Read the chapter title. Ask students what they know about process writing (it is organized by steps). Have students look at the photo and read the caption. Ask them how they think a nuclear reactor is related to a process essay.
- Read the objectives aloud, or ask students to do so. Make sure students understand the word *chronological*.

INTRODUCTION (pages 102–105)

- Read the introduction aloud. Have students look at the diagram.

Analyzing the Model (page 102)

- Have students read the model silently. 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.

EXTENSION:

For many more examples of processes, have students read articles on “how to” websites such as ehow.com, howstuffworks.com, wikihow.com, or any cooking website. You may wish to have students write summaries of articles they read or post links to interesting articles on the class website.

Noticing Vocabulary (page 105)

- Read the introduction, or have students read it silently.

Variation: For an inductive presentation, write a model word (e.g., *reaction*) on the board. Elicit the prefix, root, and suffix from the class. Repeat with several additional models.

- Read the directions for Practice 1. Have students do Part A with a partner. You can assign Part B as homework.
- Follow up Part B by having students share their definitions in class.

ORGANIZATION (pages 106–111)

- For more on time clauses, see Chapter 12, page 224.
- Read the introduction aloud, or have students read it silently.

Thesis Statement for a Process Essay (page 106)

- Read the introduction aloud, or have students read it silently.
- Read the directions for Practice 2. Have students complete the exercise. Go over the answers with the class.

Variation: As you go over the answers for Practice 2, list on the board the key process terms that students circled. Elicit other words that indicate chronological order and write them on the board as well.

- Read the directions for the Try It Out! activity. Encourage students to use different process words in each thesis statement.

Variation: Allow students to choose topics related to their field of study or personal lives. For example, students who are majoring in business may want to write about the process of starting a small business.

- Have students share their best thesis statements by writing them on the board or posting them to a class website.

Body Paragraphs in a Process Essay (page 108)

- Read the introduction aloud, or have students read it.

- Read the directions for Practice 3 and go over the Writing Tip. Select one topic and follow the steps in Parts A, B, and C with the class.
- Have students select another topic to develop alone. Collect students' papers and check them, or have students present their papers to a partner.

Transition Signals for Chronological Order (page 109)

- Have students review the signal words in the chart. In addition, you may wish to do all or part of Chapter 12 at this time.
- Read the directions for Practice 4. Have students do the task alone. Then have them compare answers with a partner. Instruct them to pay attention to sentence structure and punctuation as they go over the transition signals.

Variation: For additional practice, have students go back to the model on pages 103–104 and analyze the transition signals used there.

- Read the directions for Practice 5. Have students work alone or with a partner. Go over the answers with the class.

Variation: Elicit alternate transition signals for each of the items.

Applying Vocabulary (page 111)

- Have students read the introductory text silently.
- Read the directions for Practice 6 aloud. Have students complete Part A alone or with a partner. Go over the answers with the class, listing all the words on the board.
- Have students complete Part B for homework. Remind them to apply the information about thesis sentences from pages 106–107. Have students share their sentences with a partner or in a small group. They should check each other's sentences to make sure they contain process terms (*step*, *process*, etc.).

WRITING ASSIGNMENT (pages 112–114)

- Read the introduction containing the assignment. You may wish to give students the option of writing about a topic closely related to their own fields of study. In that case, have them submit their topics to you before they start writing their essays. Make sure the topics lend themselves to process writing.
- **Step 1:** Read the instructions aloud and have students read Omar's freewriting. Point out the features of the sample (unedited, first person, missing punctuation, etc.) and emphasize that this is acceptable in freewriting. Have students freewrite in class for 10 or 15 minutes.
- **Step 2:** Read the instructions. Have students do this step in class or at home. Decide if you will check students' outlines before they go on to the next step.
- **Step 3:** Read the instructions aloud. You may have students begin their drafts in class and complete them at home. Allow sufficient time for students to complete their drafts.
- **Step 4:** Read the instructions aloud and have students work through the first three bulleted instructions alone. In class, go over the Peer Review Worksheet on page 329. Have students work with a partner to evaluate each other's writing. Be sure to leave enough time for them to discuss their evaluations with their partners.
- **Step 5:** Read the instructions aloud. Go over the Writer's Self-Check on page 330. If necessary, review the correction symbols in Appendix D on pages 309–311 of the Student Book. Have students complete this step in class or at home.
- **Step 6:** Read the instructions aloud. Have students do this step in class or at home. Collect the papers and use the Writing Assignment Scoring Rubric on page 44 of this Teacher's Manual to evaluate them. Decide if you will give a letter grade.

SELF-ASSESSMENT (page 114)

- Go over the Self-Assessment with the class. See Options for using the Self-Assessment on page 5 of this manual.

EXPANSION (pages 114–115)

Timed Writing (page 114)

- Read the instructions aloud. Then read the prompts and have students begin writing. Signal them after 5, 15, and 40 minutes.
- Collect the papers after 50 minutes.
- Decide how you will mark students' papers. You may wish to refer to the Writing Assignment Scoring Rubric on page 44 of this Teacher's Manual to evaluate them.
- If possible, hold individual conferences with students and go over the rubric with them. If desired, have students rewrite weak parts of their essays.

EXTENSION:

Select all or parts of some essays and use them for a group evaluation and correction activity. Make copies of both excellent and weak writing samples. Put students in groups and have them evaluate the samples using the Peer Review worksheet on page 329.

Writing from a Diagram (page 115)

- Read the directions. Have students look at the diagram and say the steps. Elicit a possible topic sentence for the paragraph.
- Have students write their paragraphs in class or at home. (This can be a timed writing activity. Allow 30 minutes for writing.)

CHAPTER 6

Cause / Effect Essays

(pages 116–132)

CHAPTER OPENER (page 116)

- Read the chapter title. Have students look at the illustration and read the caption. Ask questions to find out what students know about the structure and organization of the brain. Ask if they have ever taken a psychology course and whether they found it interesting.

- Read the objectives aloud, or ask students to do so.

INTRODUCTION (pages 117–121)

- Have students read the introduction silently. Elicit additional topics from students' fields of study that lend themselves to cause / effect organization.

Analyzing the Model (page 117)

- Have students read each writing model and answer the questions on pages 119–120. Have students work with a partner or in a small group to compare answers.

Variation: Have students read both writing models at home and then discuss the questions in small groups in class.

Noticing Vocabulary (page 120)

- Read the introduction aloud.

Variation: Write a common word like *night* on the board and draw a blank line in front of it. Have students call out words that fit in the blank (e.g. *good, dark, stormy*). Explain that these phrases are examples of collocations. Next, erase the blank before *night* and insert a blank after it. Elicit additional collocations (e.g., *night light*).

- Read the directions for Practice 1, Parts A and B. Have students complete the exercise with a partner. Go over the answers with the class.

ORGANIZATION (pages 121–129)

- Read the introductory text aloud. (**Note:** It is best to go over this section directly after students analyze the two writing models.)

Block Organization (page 121)

- Read the explanation, or have students do so silently. Have students look over the charts on page 122. Read the directions for Practice 2. Have students work alone or with a partner. Go over the answers with the class. To conclude, ask students which pattern on page 122 matches Writing Model 1 (pattern B).

Chain Organization (page 123)

- Have students read the text and the Writing Tip. Read the directions for Practice 3. Have students complete the exercise alone or with a partner. Check answers with the class.
- Read the directions for the Try It Out! activity. Pick one topic for the class to outline together. Have students select a second topic to outline alone. (**Note:** Students will choose one of these topics for the Writing Assignment on page 130.)
- Have students share their outlines in small groups.

Transition Signals for Cause / Effect Relationships (page 124)

- For sentence practice with clauses of reason and result, see Chapter 12, pages 228–232.
- Read the introduction. Have students read the chart silently. Go over “tricky” signals such as the coordinator *for*, *because* versus *because of*, and *to result from / be the result of / as a result of*. Have students notice the sentence structure and punctuation use with each signal.
- Read the directions to Practice 4, Parts A and B. Have students do Part A alone.
- Have students study the chart of effect signal words on page 126. Do the first item or two of Part B with the class. Then have students finish the exercise with a partner or in a small group. Go over the answers for Parts A and B with the class.
- Read the directions for Practice 5, Parts A and B. Have students do the tasks with a partner. Then go over the answers with the class.
- Read the directions for Practice 6. Have students complete the activity alone and then write the completed items on the board.

EXTENSION:

For each item in Practice 6, elicit other transition signals students could use.

Applying Vocabulary (page 129)

- Read the directions for Practice 7, Part A. Have students work with a partner or in a small group to discuss the questions.
- Read the directions for Practice 7, Part B. Have students write their sentences for homework.

EXTENSION:

Have students reread Writing Model 2 on page 119. Have them find and list at least five collocations. Have students share their lists with the class (e.g., *medical researchers*, *psychological disorder*, *particularly common*, *winter nights*, *several reasons*).

WRITING ASSIGNMENT (pages 130–131)

- Read the introduction. Have students locate their notes from the Try It Out! activity on page 124.
- **Step 1:** Read the instructions aloud. If students are using their notes from Try It Out!, it may be possible to skip this step.
- **Step 2:** Read the instructions. Have students do this step in class or at home. Decide if you will check students’ outlines before they go on to the next step.
- **Step 3:** Read the instructions aloud. You may have students begin their drafts in class and complete them at home. Allow sufficient time for students to complete their drafts.
- **Step 4:** Read the instructions aloud and have students work through the first three bulleted instructions alone. In class, go over the Chapter 6 Peer Review Worksheet on page 331. Have students work with a partner to evaluate each other’s writing. Be sure to leave enough time for students to discuss their evaluations with their partners.
- **Step 5:** Read the instructions aloud. Go over the Writer’s Self-Check on page 332. If necessary, review the correction symbols in Appendix D on pages 309–311 of the Student Book. Have students complete this step in class or at home.

- **Step 6:** Read the instructions aloud. Have students do this step in class or at home. Collect the papers and use the Writing Assignment Scoring Rubric on page 45 of this Teacher’s Manual to evaluate them.

SELF-ASSESSMENT (page 131)

- Go over the Self-Assessment with the class. See Options for using the Self-Assessment on page 5 of this manual.

EXPANSION (page 132)

Timed Writing (page 132)

- Read the instructions aloud. Then read the prompts and have students begin writing. Signal them after 5, 15, and 40 minutes.
- Collect the papers after 50 minutes.
- Decide how you will mark students’ papers. You may wish to refer to the Writing Assignment Scoring Rubric on page 45 of this Teacher’s Manual.
- If possible, hold individual conferences with students and go over the rubric with them. If desired, have students rewrite weak parts of their essays.

EXTENSION:

Select all or parts of some essays and use them for a group evaluation and correction activity. Make copies of both excellent and weak writing samples. Have students work in small groups to evaluate the samples using the Peer Review worksheet on page 331.

Writing a Summary and Response (page 132)

- Read the instructions. Have students read the article on page 281 and write their responses to the questions either in class or at home. Have them compare answers in class. Conduct a discussion of why people help each other. Is their motivation similar to or different from that of the monkeys in the article?

- Discuss ways of organizing the response essay. For example, students could summarize the reading in the first paragraph. (You may want to review the procedures for paraphrasing on page 60 and summarizing on page 66.) The thesis could state whether students think humans are similar to or different from monkeys in their decision to help others.
- Go over the proper citation form with the class. Then have students write their response in class or for homework.
- Collect students’ papers and decide how you will mark them.

CHAPTER 7

Comparison / Contrast Essays

(pages 133–151)

CHAPTER OPENER (page 133)

- Read the chapter title. Elicit definitions of *comparison* (focus on similarities) and *contrast* (focus on differences). Have students look at the photo and read the caption. Ask questions about students’ experience with diversity, for example: “Can you see a diversity of faces in the place where you are living now? How diverse is your native city or country? What are the advantages and disadvantages of diversity to a culture?”
- Read the objectives aloud, or ask students to do so.

INTRODUCTION (pages 134–136)

- Read the introduction aloud, or have students read it. Focus on the last sentence, which states the chapter’s writing assignment.

Analyzing the Model (page 134)

- Have students read the writing model in class or at home and answer the questions about it. Then have them compare answers with a partner or in a small group.

Noticing Vocabulary (page 136)

- Read the introduction and the directions for Practice 1, Part A. Have students locate the words in context, complete the exercise, and compare answers with a partner.

Variation: Have students predict the answers to Part A. Then have them go back and check their predictions.

- Read the directions for Practice 1, Part B. Have students locate the words in context and their antonyms. Have them consult a dictionary or thesaurus (e.g., thesaurus.com) if they need help.

EXTENSION:

Have students write their own sentences with the antonyms in Part B.

ORGANIZATION (pages 137–147)

- If possible, have students read pages 137–139 at home before they do the practice activities in the Organization section. Begin the next class session by reviewing the content of these pages. Have students summarize the essential information in each section.

Points of Comparison (page 137)

- If students have not read the page, read it aloud or have them read it. Then ask questions to clarify the chart, for example: “What is this essay about? Who or what is being compared? What are the points of comparison?” Ask students to think of other points of comparison for this topic.

Variation: If students have read this page at home, choose another topic (e.g., giving gifts, greeting customs, or touching in Culture X and Culture Y) and have the class create a points-of-comparison chart for it.

Point-by-Point Organization

(page 138)

- Have students read the page and study the outline, if they have not already done so at home. Point out the relationship between the five points of comparison in the chart on

page 137 and the five lettered topics in the body of the outline.

Variation: Have students say or write topic sentences for one or more of the topics in the body of the outline. This will emphasize that the main idea of each paragraph is the content (as opposed to similarities / differences [see the next section]).

Block Organization (page 138)

- Have students read pages 138–139 if they have not already done so at home. To clarify the difference between point-by-point and block organization, ask: “What is the main idea of the first paragraph of the body? How could you write the topic sentence? What about the second paragraph? Where do you find the points of comparison from the chart on page 137?”
- Read the Writing Tip and the text at the bottom of page 139.
- Read the directions for Practice 2. Have students complete the outline alone or with a partner. Have students compare answers with a partner or in a small group.

Variation: After students finish Practice 2, ask questions to review the important information in this section, for example: “Does this essay follow point-by-point or block organization?” (block) “Why is this the best method of organization for this essay?” (because there are only similarities in some areas and only differences in others) “What is the transition sentence between the blocks?” (Despite the differences in population growth and energy use, there are still similarities between the two countries.)

Comparison and Contrast Signal Words (page 140)

- For additional practice with clauses of contrast and concession, see Chapter 12, pages 235–238.
- If possible, have students study the charts on pages 141, 143, and 144 before class.

- Read the introduction on page 140. Have students look at the chart of comparison signal words on page 141. Have them look at the examples and identify the grammar and punctuation associated with each category of signals.

- Read the directions for Practice 3. Have students do the activity and compare answers with a partner or in a small group.

Variation: Do Practice 3 first. Have students look at paragraphs 5 and 6 of the model on pages 134–135. Discuss differences in grammar and punctuation among the comparison signals they find.

- Read the directions for Practice 4. Have students complete the activity with a partner or in a small group. Have students write the seven new sentences on the board. Go over the sentences with the class. Elicit necessary corrections. For each sentence, elicit other ways the clauses could be connected.
- Read the directions for the Try It Out! activity. Have students write their sentences at home. Collect the papers and correct them, or have students exchange papers and correct each other's work. You may also instruct students to post their sentences to a class website and have students correct each other's sentences there.
- Repeat the procedures above for Contrast Signal Words (page 143), Direct Opposition (page 144), and Practices 5–7 and Try It Out! on pages 144–146.

EXTENSION:

Have students create an outline for a comparison / contrast essay related to their professional field. Have them use their outlines to deliver a talk to the class on their topic. (**Note:** You may wish to inform students of websites such as *difflen.com*, which compare and contrast related items using easy-to-read charts.)

 **Applying Vocabulary** (page 147)

- Read the directions for Practice 8, Part A and elicit antonym pairs from the class. Then have students complete the task alone. Go over the answers with the class.

Variation: Have students use a thesaurus to find at least one more antonym for each word.

- Read the directions for Practice 8, Part B. Have students write their sentences at home. In class, have them share their sentences with a partner or in a small group.
- Collect the papers and mark them for proper use of the antonym pairs.

WRITING ASSIGNMENT (pages 147–149)

- Read the introduction containing the assignment. Have students locate their notes from the Try It Out! activities on pages 143 and 146. Elicit examples of aspects of culture that students could write about (e.g. *clothing, food, holidays, body language, child-rearing customs, celebrations, role of women, business practices*).
- **Step 1:** Read the instructions aloud and go over the Venn diagram with the class. For extra practice, have students work in small groups to construct a Venn diagram on a familiar topic (e.g., *a comparison of two classrooms or of two cars*). Then have each student create a Venn diagram for his or her essay topic. Decide if you will check students' diagrams before they continue to the next step.
- **Step 2:** Read the instructions. Have students do this step in class or at home. Decide if you will check students' charts (and outlines if they made one) before they go on to the next step.
- **Step 3:** Read the instructions aloud. You may have students begin their drafts in class and complete them at home. Allow sufficient time for students to complete their drafts.

- **Step 4:** Read the instructions aloud and have students work through the first three bulleted instructions alone. In class, go over the Chapter 7 Peer Review worksheet on page 333. Have students work with a partner to evaluate each other's writing. Be sure to leave enough time for students to discuss their evaluations with their partners.
- **Step 5:** Read the instructions aloud. Go over the Writer's Self-Check on page 334. Have students complete this step in class or at home.
- **Step 6:** Read the instructions aloud. Have students do this step in class or at home. Collect the papers and use the Writing Assignment Scoring Rubric on page 46 of this Teacher's Manual to evaluate them.

SELF-ASSESSMENT (page 150)

- Go over the Self-Assessment with the class. See Options for using the Self-Assessment on page 5 of this manual.

EXPANSION (pages 150–151)

Timed Writing (page 150)

- Read the instructions aloud. Then read the prompts and have students begin writing. Signal them after 5, 15, and 40 minutes.
- Collect the papers after 50 minutes.
- Decide how you will mark students' papers. You may wish to refer to the Writing Assignment Scoring Rubric on page 46 of this Teacher's Manual to evaluate them.
- If possible, hold individual conferences with students and go over the rubric with them. If desired, have students rewrite weak parts of their essays.

EXTENSION:

Select all or parts of some essays and use them for a group evaluation and correction activity. Make copies of both excellent and weak writing samples. Put students in groups and have them evaluate the samples using the Peer Review worksheet on page 333.

Writing a Summary and Response

(page 151)

- Read the instructions. Have students read the article on page 283 and write their responses to the questions either in class or at home. Have them compare answers in class.
- Have students work in small groups to summarize the three kinds of marital exchanges in the article and compare them to the customs in their home cultures.
- Have students follow the steps in the writing process to construct their response.
- Go over the proper citation form if needed.
- Collect students' papers, or have students post them to the class website. Decide whether and how you will mark the papers.

CHAPTER 8

Argumentative Essays (pages 152–168)

CHAPTER OPENER (page 152)

- Read the chapter title. Have students look at the photos and describe what they see. Read the caption and elicit examples of areas of life that have been changed by technology.
- Read the objectives aloud, or ask students to do so.

INTRODUCTION (pages 153–155)

- (**Note:** You can save class time by having students read the writing model at home before class.) Read the introductory text aloud, or have students read it. If desired, ask about students' experience with argumentative writing. Elicit professional areas where this type of writing is used (e.g., *law*).

Analyzing the Model (page 153)

- Have students read the writing model if they have not yet done so. Have them work with a partner or in a small group to answer the questions about the model. Go over the answers with the class.

Noticing Vocabulary (page 155)

- If desired, review the section on collocations in Chapter 6, page 120.
- Read the introduction, or have students read it. Read the directions for Practice 1, Parts A and B. Have students complete the exercises and compare answers with a partner.

Variation: Elicit additional collocations with the words in Practice 1. List them on the board. If desired, have students search for the collocations on the Internet and record contexts in which the collocations appear. Have them list the contexts and sources on the class website.

ORGANIZATION (pages 156–160)

- Read the introduction, or have students read it. Emphasize the words *rebut* and *rebuttal*.

The Elements of an Argumentative Essay (page 156)

- Have students read the information and study the outlines in the chart. (You may want to have them to do this at home before class.)
- Read the directions for Practice 2. Have students complete the outline alone or with a partner.
- Discuss the outline. Ask: “Does this essay use block or point-by-point organization?” (point-by-point) “Does the writer include rebuttals to the opposing arguments, new arguments, or both?” (rebuttals to the opposing arguments) “Are the rebuttals effective, in your opinion?”

The Introductory Paragraph (page 158)

- **Note:** To review clauses of opposition and concession, see Chapter 12, pages 235–238.
- If possible, have students read the text on pages 158–159 before class. Otherwise, have them read the text in class in small groups.

- Have students look at the thesis statement for the writing model on pages 153–154. Ask: “Does it use expressions for stating the opposing point of view?” (yes) “Does it use transition signals of contrast?” (yes)
- Read the directions for Practice 3, Part A. Have students work alone or with a partner. Have students write their completed thesis statements on the board. Then go over them with the class. Elicit alternative ways of writing each statement. (**Note:** If desired, have students complete Chapter 9, Compound Sentences with Conjunctive Adverbs [pages 179–180] and Chapter 12, Contrast Clauses [pages 235–238] at this time.)
- Read the directions for Practice 3, Part B. If necessary, brainstorm possible topics with the class, and list them on the board. Have students write their sentences. Go over the sentences by correcting them yourself, or by having students exchange papers and evaluate each other’s sentences.
- Read the directions for the Try It Out! activity, and go over the example with the class. If necessary, do another example with the class. Have students work with a partner to write their arguments. Have pairs share their work with another pair of students.

Variation: Divide items 2–5 among students, and have each pair complete only one item. For each item, have the pair write their arguments on the board. Discuss the arguments with the class.

STATISTICS AS SUPPORT

(pages 160–165)

- Read or have students read the introductory text.

Analyzing the Model (page 160)

- Have students look at the graph on page 161. Ask questions to prepare them for reading, for example: “What information does this graph show? What are the numbers on the left side? What are the numbers along the bottom? What do the colored lines represent? What trends are shown in the graph?” Encourage students to answer in complete sentences.

- Have students read the writing model and answer the questions with a partner or in a small group. Check answers with the class.
- Read the directions for Practice 4. Have students use the questions (on previous page) to discuss the graphs with a partner or in a small group. Then have them complete the activity and check answers with another pair or group of students.
- Read the directions for the Try It Out! activity. If students require extra support, have them use the questions listed above to discuss the graphs. They can write their paragraphs at home. (**Note:** Before students write, you may want to have them review reporting verbs and phrases, pages 52–53, and *that* clauses, pages 207–209.)
- Collect the papers and check the thesis statements, use of statistics, and source citations.

Applying Vocabulary (page 165)

- Read the directions for Practice 5, Part A. Have students discuss the questions with a partner or in a small group.
- Read the directions for Practice 5, Part B. Students can write their sentences at home. Collect and correct the sentences.

WRITING ASSIGNMENT (pages 166–167)

- Read the introduction containing the assignment. Have students read the articles in Appendix A and write their responses to the questions either in class or at home. Go over the answers with the class.
- **Step 1:** Read the instructions aloud and have students freewrite in class for 10 or 15 minutes. Then take a class vote. Ask how many students will write in favor of a manned mission to Mars and how many will write against.
- **Step 2:** Read the instructions. Have students do this step in class or at home. Decide if you will check students' outlines before they go on to the next step.
- **Step 3:** Read the instructions aloud. If desired, have students brainstorm with a partner about the type of introduction they

will write. Have them write their drafts at home.

- **Step 4:** Read the instructions aloud and have students work through the first three bulleted instructions alone. In class, go over the Chapter 8 Peer Review Worksheet on page 335. Have students work with a partner to evaluate each other's writing. Be sure to leave enough time for students to discuss their evaluations with their partners.
- **Step 5:** Read the instructions aloud. Go over the Writer's Self-Check on page 336. Have students complete this step in class or at home.
- **Step 6:** Read the instructions aloud. Have students do this step in class or at home. Collect the papers and use the Writing Assignment Scoring Rubric on page 47 of this Teacher's Manual to evaluate them.

SELF-ASSESSMENT (page 167)

- Go over the Self-Assessment with the class. See Options for using the Self-Assessment on page 5 of this manual.

EXPANSION (page 168)

Timed Writing (page 168)

- Read the instructions aloud. Then read the prompts and have students begin writing. Signal them after 5, 15, and 40 minutes.
- Collect the papers after 50 minutes.
- Decide how you will mark students' papers. You may wish to refer to the Writing Assignment Scoring Rubric on page 47 of this Teacher's Manual to evaluate them.
- If possible, hold individual conferences with students and go over the rubric with them. If desired, have students rewrite weak parts of their essays.

EXTENSION:

Select all or parts of some essays and use them for a group evaluation and correction activity. Make copies of both excellent and weak writing samples. Put students in groups and have them evaluate the samples using the Peer Review worksheet on page 335.

Rebutting an Argument (page 168)

- Read the instructions. Have students reread the writing model on pages 153–154. Also have them review expressions of contrast on pages 158–159.
- Have students write at home. Then collect the papers and correct them.

EXTENSION:

Choose a popular topic and have students debate it on the class blog or website. Encourage them to use the language and strategies they have learned in this chapter. The topic could be related to their lives as students or residents of the city or country in which they live.

PART 3**CHAPTERS 9–14** (pages 169–278)**TEACHING OPTIONS**

There are many ways to cover Part III, Chapters 9–14, with your students. How you assign these chapters will depend on your students' needs and the amount of class time you have to devote to sentence-level work. If you would like to cover all the chapters in Part III in order, simply divide the number of weeks in your teaching term by six. However, if you prefer to pick and choose among the chapters or parts of chapters, consider the following options for presenting the material.

- Teach or review content that correlates with the writing genres you are teaching. For example, it makes sense to review or teach Chapter 11, Noun Clauses, in conjunction with Chapter 3, Using Outside Sources.

- Teach all or parts of Chapters 9–14 based on the errors students make in their writing. If many students are having difficulty with a certain grammatical structure, you may want to teach or review the structure with the class. In contrast, you may want to assign sections of Part III to individual students, depending on the errors they make.
- Consider spending part of each class session on sentence structure. It can be as little as 15 minutes. Use that time to present the grammar, and then assign the exercises for homework. Conversely, you could have students read the explanations at home, and then use class time to have students complete the exercises together.
- If students do the practice exercises at home, use class time to go over the answers and explain items that students are having trouble with.
- Assign Chapters 9–14 as optional homework.
- Give the quizzes for Chapters 9–14 (pages 65–73 of this manual) as pre-tests. Based on the results, decide if you will cover certain chapters in class, assign them as homework, or skip them altogether.

Generic Lesson Plan

Chapters 9–14 are similar to Chapters 1–8 in content and organization. If you decide to cover Chapters 9–14 in class, you can use many of the same teaching techniques suggested earlier in this Teacher's Manual. As an example, here are suggestions for teaching Chapter 9.

CHAPTER OPENER (page 170)

- Read the chapter title. Have students look at the photo and describe what they see. Read the caption and ask questions to elicit students' knowledge and prior experience with the topic.
- Read the objectives aloud, or ask students to do so.

INTRODUCTION (pages 171–172)

- Read the introductory text.
- Have students read the writing model either in class or at home. 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.

INDEPENDENT AND DEPENDENT CLAUSES (pages 173–174)

- Have students read the explanatory text at home, if possible. If you cover this material in class, consider an inductive presentation. Instead of having students read silently, write the key terms (*independent clause*, *dependent clause*, *subordinator*) on the board and elicit definitions and examples from the class.
- Read the directions for Practice 1. Have students do the exercise alone or with a partner. Go over the answers with the class. Elicit ways of expanding the dependent clauses so that they are complete sentences.

KINDS OF SENTENCES (pages 174–184)

Simple Sentences (page 174)

- Read the introductory text. Then read the explanation and the instructions for the Try It Out! activity. Have students write their sentences on a separate sheet of paper. Have students exchange papers and correct each other's sentences.

Variation: Collect students' sentences and create an error-correction activity based on the errors in their sentences. Have students work in small groups to correct the errors. Then have them write the corrected sentences on the board.

Compound Sentences (page 175)

- Have students read the text on pages 175–176 alone.

Variation: Begin with an example. Write two independent clauses on the board, and elicit the three ways of connecting them (with a coordinator, a conjunctive adverb,

and a semicolon). Follow up by having students read the explanatory text.

- Read the directions to Practice 2. Have students complete the task alone. Then have them compare answers with a partner or in a small group. (**Note:** If students are having trouble understanding the difference between *but* and *yet*, paraphrase the sentences. Replace *but* with *in contrast*. In sentences with *yet*, delete *yet* and attach *although* at the beginning of the other clause.)
- Read the directions for Practice 3, Part A. Have students complete the sentences alone or with a partner. Select students to write the sentences on the board. Call on other students to read and correct the sentences on the board.

Variation: To save time, divide the class into pairs or small groups and have each group complete just one of the exercise items. Have students write the items on the board and go over them as described above.

- Read the directions for Practice 3, Part B and the Try It Out! activity. Have students write their sentences at home. Collect their papers and use their errors as the basis for an error-correction activity.

Variation: Have students exchange papers and correct each other's sentences.

- Follow similar procedures for pages 179–181.

Complex Sentences (page 182)

- Follow the same procedures as described for Simple Sentences and Compound Sentences above.

Compound-Complex Sentences (page 184)

- Follow the same procedures as described for Simple Sentences and Compound Sentences above.

SENTENCE TYPES AND WRITING STYLE (*pages 185–186*)

- Read the introduction on page 185. Then have students read the two versions of the Rosa Parks paragraph on pages 185–186.
- Read the directions for Practice 9. Have students complete the activity at home. Collect the papers and check for correct use of the subordinators.

EDITING PRACTICE (*page 187*)

- Read the directions. Have students complete the activity at home. Collect the papers and check for correct sentence structure.

Variation: Have an in-class writing workshop in which students edit the paragraphs in groups. Have each group post its paragraphs on a bulletin board in the classroom or on a class website. Have students compare the ways in which different groups edited the paragraphs.

WRITING PRACTICE (*page 187*)

- Read the introduction containing the assignment.
- Have students write their paragraphs and edit them using the questions provided.
- Collect the papers and correct them, or have students exchange papers and edit each other's papers using the questions provided.

SELF-ASSESSMENT (*page 187*)

- Go over the Self-Assessment with the class. (See Options for using the Self-Assessment on page 5 of this manual.)

**WRITING
ASSIGNMENT
SCORING RUBRICS**

CHAPTER 1: PARAGRAPH STRUCTURE

Writing Assignment Scoring Rubric

	THE PARAGRAPH . . .	YOUR SCORE	MAXIMUM SCORE
1.	. . . fits the assignment. It is a paragraph about communication.		15
2.	. . . begins with a well-written topic sentence that includes a topic and a controlling idea.		15
3.	. . . is well supported with specific facts and/or examples.		20
4.	. . . contains no unsupported opinions.		10
5.	. . . ends with an appropriate concluding sentence.		10
6.	. . . is formatted correctly.		10
7.	. . . has correct punctuation, capitalization, and spelling.		10
8.	. . . has correct grammar and sentence structure.		10
TOTAL			100
Comments:			

CHAPTER 2: UNITY and COHERENCE

Writing Assignment Scoring Rubric

	THE PARAGRAPH . . .	YOUR SCORE	MAXIMUM SCORE
1.	. . . fits the assignment. It is a paragraph related to health and medicine.		15
2.	. . . begins with a topic sentence that states the main idea of the original text.		10
3.	. . . has unity. All the supporting sentences explain or prove the main idea.		20
4.	. . . achieves coherence by repeating key nouns or noun substitutes.		10
5.	. . . achieves coherence by using consistent pronouns.		10
6.	. . . uses transition signals appropriately.		10
7.	. . . is arranged in logical order.		10
8.	. . . is formatted correctly.		5
9.	. . . uses correct punctuation, capitalization, and spelling.		5
10.	. . . has correct grammar and sentence structure.		5
TOTAL			100
Comments:			

CHAPTER 3: USING OUTSIDE SOURCES**Writing Assignment Scoring Rubric**

	THE PARAGRAPH . . .	YOUR SCORE	MAXIMUM SCORE
1.	. . . fits the assignment. It is a one-paragraph summary of the article “How Technology Aids Language.”		15
2.	. . . begins with a topic sentence that states the main idea of the original text.		10
3.	. . . contains all the main supporting points from the original text.		20
4.	. . . contains no unnecessary details from the original text.		10
5.	. . . ends with an appropriate concluding sentence.		10
6.	. . . paraphrases the ideas from the original text by using synonyms and changing sentence structure.		15
7.	. . . contains transition signals and other coherence strategies so that it flows smoothly from beginning to end.		5
8.	. . . includes an in-text citation in proper format.		5
9.	. . . uses correct punctuation, capitalization, and spelling.		5
10.	. . . has correct grammar and sentence structure (e.g., sequence of tenses).		5
TOTAL			100
Comments:			

CHAPTER 4: FROM PARAGRAPH TO ESSAY

Writing Assignment Scoring Rubric

		YOUR SCORE	MAXIMUM SCORE
1.	The essay fits the assignment. It is related to education.		15
2.	The essay has an introduction, body, and conclusion.		15
3.	The essay has a funnel or attention-getting introduction with the thesis statement at the end.		10
4.	The thesis statement is well written. (It is not too general; it is not just a simple announcement; it avoids stating an obvious fact.)		10
5.	Each body paragraph discusses only one main idea, and there are no sentences that are off topic.		15
6.	Each paragraph achieves coherence by repeating key nouns, using transition signals to show relationships among ideas, and using transitions to link paragraphs.		10
7.	The conclusion summarizes the main points or paraphrases the thesis statement.		10
8.	The essay is formatted correctly.		5
9.	The essay uses correct punctuation, capitalization, and spelling.		5
10.	The essay has correct grammar and sentence structure.		5
TOTAL			100
Comments:			

CHAPTER 5: PROCESS ESSAYS

Writing Assignment Scoring Rubric

		YOUR SCORE	MAXIMUM SCORE
1.	The essay fits the assignment. It describes a process related to earth science.		15
2.	The essay has an introduction, body, and conclusion.		15
3.	The introductory paragraph is correctly organized, with the thesis statement at the end.		10
4.	The thesis statement indicates that the essay will use chronological order to describe a process.		10
5.	Each body paragraph explains one major step or a group of steps in the process.		15
6.	Each paragraph achieves coherence by repeating key nouns, using transition signals of chronological order, and using transitions to link paragraphs.		10
7.	The conclusion summarizes the main points or paraphrases the thesis statement.		10
8.	The essay is formatted correctly.		5
9.	The essay uses correct punctuation, capitalization, and spelling.		5
10.	The essay has correct grammar and sentence structure.		5
TOTAL			100
Comments:			

NAME: _____

DATE: _____

CHAPTER 6: CAUSE / EFFECT ESSAYS**Writing Assignment Scoring Rubric**

		YOUR SCORE	MAXIMUM SCORE
1.	The essay fits the assignment. It is a cause / effect essay related to psychology.		15
2.	The essay has an introduction, body, and conclusion.		15
3.	The introductory paragraph is correctly organized, with the thesis statement at the end.		10
4.	The thesis statement indicates that the essay will discuss causes and/or effects.		10
5.	The body paragraphs use chain or block organization to discuss causes and/or effects.		15
6.	Each paragraph achieves coherence by repeating key nouns, using transition signals of cause / effect, and using transitions to link paragraphs.		10
7.	The conclusion summarizes the main points or paraphrases the thesis statement.		10
8.	The essay is formatted correctly.		5
9.	The essay uses correct punctuation, capitalization, and spelling.		5
10.	The essay has correct grammar and sentence structure.		5
TOTAL			100
Comments:			

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CHAPTER 7: COMPARISON / CONTRAST ESSAYS**Writing Assignment Scoring Rubric**

		YOUR SCORE	MAXIMUM SCORE
1.	The essay fits the assignment. It is a comparison / contrast essay on a topic related to culture.		15
2.	The essay has an introduction, body, and conclusion.		15
3.	The introductory paragraph is correctly organized, with the thesis statement at the end. The thesis statement makes it clear what the essay is going to compare.		10
4.	The body paragraphs use block or point-by-point organization to discuss similarities and differences. If the essay uses block organization, there is a transition sentence or transition paragraph between the two blocks.		20
5.	The essay has unity. Each paragraph discusses only one main idea, and there are no sentences that are off topic.		5
6.	Each paragraph achieves coherence by repeating key nouns, using transition signals of comparison / contrast, and using transitions to link paragraphs.		15
7.	The conclusion summarizes the main points or paraphrases the thesis statement.		5
8.	The essay is formatted correctly.		5
9.	The essay uses correct punctuation, capitalization, and spelling.		5
10.	The essay has correct grammar and sentence structure.		5
TOTAL			100
Comments:			

NAME: _____

DATE: _____

CHAPTER 8: ARGUMENTATIVE ESSAYS**Writing Assignment Scoring Rubric**

		YOUR SCORE	MAXIMUM SCORE
1.	The essay fits the assignment. It is an argumentative essay on the topic of human space flight to Mars.		15
2.	The essay has an introduction, body, and conclusion.		15
3.	The essay has a funnel or attention-getting introduction with the thesis statement at the end.		10
4.	The thesis statement clearly states the writer's opinion.		10
5.	The body paragraphs support the writer's point of view and rebut the opposing point of view.		20
6.	Each argument is supported with facts, examples, statistics, or quotations.		10
7.	The conclusion summarizes the main points and/or restates the writer's opinion.		5
8.	The essay has correct formatting and form of in-text citations.		5
9.	The essay uses correct punctuation, capitalization, and spelling.		5
10.	The essay has correct grammar and sentence structure.		5
TOTAL			100
Comments:			

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CHAPTER QUIZZES

CHAPTER 1 QUIZ**A. Read each sentence. Circle the topic and underline the controlling idea.**

1. The misuse of antibiotics has given rise to bacteria strains that are resistant to treatment.
2. The native foods of America's immigrant population are reflected in American cooking.
3. Two changes will help to solve the problem of overcrowded classes at our school.
4. Bicycle riders should take precautions when riding on crowded city streets.
5. Biotechnology is the use of plant or animal cells for commercial or scientific uses.

B. Decide which sentence is the best topic sentence and label it *best*. Then look at the other sentences and label them *TG* (too general), *TS* (too specific), or *I* (incomplete).

- ___ 1. Calling someone a "chicken" indicates your belief that the person lacks courage.
- ___ 2. In many cultures, birds symbolize a wide range of positive and negative meanings.
- ___ 3. Birds are graceful and beautiful.
- ___ 4. The Japanese belief that 1,000 folded paper cranes will bring a long life
- ___ 5. A British superstition holds that if the black ravens at the Tower of London ever fly away, the British monarchy will come to an end.

C. Read each sentence and label it *O* (opinion), *F-NP* (fact that needs proof), or *SSD* (specific supporting detail).

- ___ 1. Thousands of young people begin smoking every day.
- ___ 2. Approximately 52% of smokers attempted to quit in 2010.
- ___ 3. Smoking is relaxing and enjoyable.
- ___ 4. Each day, over 3,800 persons under the age of 18 smoke their first cigarette.
- ___ 5. Many adult smokers want to quit smoking.

D. Edit the underlined word forms as needed. If a form is correct, do not write anything.

1. Birgitte speaks three languages fluently, but Swedish is her dominate language.
2. Computers were designed to help people work more efficiently, but many workers use computers unproductive.
3. Though he weighs almost 80 pounds, my dog is quite submissive and easy to train.
4. In 2012, *Time* magazine voted basketball player Jeremy Lin as one of the most influencing people in the world.
5. A simple man, Mr. Rogers does not appreciate his wife's creative cooking and decorating ideas.

CHAPTER 2 QUIZ

- A. The following items form one paragraph. In each item, cross out any sentences that are off topic. If an item is correct, do not write anything.**

The History of Corn in the West

1. Corn is a plant that is native to the Western Hemisphere. It was cultivated by the Native Americans of North and South America for thousands of years before the arrival of Columbus in 1492.
2. Indeed, fossils of ancient corn can be found in museums today. When Columbus and his ships landed in the West Indies, he traded with the people there and took corn back with him to Spain. From there, corn was introduced to other western European countries and eventually to the rest of the world.
3. When large numbers of Europeans began coming to the New World, the Native Americans gave them corn to eat. No doubt this saved the Europeans from near-certain starvation during their first harsh winter in America. A small percentage of people have a potentially life-threatening allergy to corn.
4. Later, the Native Americans taught the settlers how to plant corn and use it in the preparation of various foods. Corn was so valuable in those days that it was used as a form of money and traded for meat and furs.
5. Today, the United States grows about 40% of the world's corn. Brazil and Argentina are also top producers. A recent controversy involves the development of genetically modified corn.

- B. Edit the following items so that pronouns are clear and consistent.**

1. If a person wants to be a good guitar player, you have to practice every day, and whenever he or she practices, you should do several things.
2. "Extreme" sports such as ski jumping and cave diving have been popular for years. One of the riskiest sports is skysurfing, in which a person jumps out of an airplane with boards attached to their feet.
3. If a taxpayer does not receive a refund check within six weeks of filing a tax return, they may not have followed the rules of the IRS (Internal Revenue Service).
4. For example, failing to include their Social Security number will delay it.
5. If one makes errors on the tax form, they will certainly have to wait, and they might be audited.

(continued on next page)

CHAPTER 2 QUIZ (continued from previous page)**C. Circle the transition signal that best shows the relationship between the sentences.**

1. Are you a shy person? If so, you are not alone. According to research by Dr. Philip Zimbardo of Stanford University, more than 40% of Americans say they are shy in most situations. (*In addition / Consequently / In fact*), another 15% say they are shy in certain situations.
2. Dr. Zimbardo distinguishes between two kinds of shyness. (*For example / Moreover / The first*) kind is called “situational” shyness.
3. As the name suggests, this is the temporary kind of shyness that most people feel if, (*such as / that is / for example*), they have to speak in public.
4. (*Indeed / On the other hand / As a result*), some people are born shy and feel shy all the time, in nearly every situation.
5. Shyness can be a crippling problem for many people. (*In conclusion / Therefore / Finally*), Dr. Zimbardo and his colleagues at Stanford started the Shyness Institute, devoted to research into the causes and treatment of this important condition.

D. Find the errors in the use of transition signals. Make corrections.

1. Two main factors have contributed to the rise in sea levels. The first is thermal expansion; that it is, ocean water expands as it gets warmer.
2. In addition reason is the contribution of water from melting glaciers and ice sheets.
3. The words *stingy* and *frugal* both mean that a person is careful with money. But, to call a person *stingy* is an insult, while the word *frugal* has a much more positive meaning.
4. Despite we live in different countries, my cousins and I have remained in close contact.
5. For example of an Athabascan language is Dine, or Navajo, which is the most-spoken Native American language in the United States.

CHAPTER 3 QUIZ**A. Write *T* if a statement is true. Write *F* if it is false.**

- _____ 1. Students who plagiarize may be expelled from their university.
- _____ 2. To avoid plagiarism, put quotation marks around words that you copy exactly.
- _____ 3. It is not necessary to cite a source if you paraphrase.
- _____ 4. Writers often use indirect speech in academic writing.
- _____ 5. A good summary is much shorter than the original text.

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

“People with insomnia have trouble falling or staying asleep. Anxiety about falling asleep often makes the condition worse. Most of us have occasional insomnia. But chronic insomnia—lasting at least three nights per week for more than a month—can trigger serious daytime problems such as exhaustion, irritability, and difficulty concentrating.”

Source: <http://newsinhealth.nih.gov/issue/Apr2013/feature1>

_____ **A.** According to the National Institutes of Health, insomnia is the inability to fall or stay asleep. Most people have insomnia from time to time, but some people have chronic insomnia, defined as lasting three or more nights a week for more than a month. Grouchiness, fatigue, and trouble focusing during the daytime are some effects of chronic insomnia. Worrying about falling asleep can make insomnia worse.

_____ **B.** According to the National Institutes of Health, people with insomnia have difficulty falling or staying asleep. Anxiety about falling asleep frequently makes insomnia worse. Most people have insomnia sometimes, but chronic insomnia, which lasts at least three nights a week for more than a month, can lead to serious daytime problems such as irritability, exhaustion, or trouble concentrating.

_____ **C.** The National Institutes of Health defines insomnia as the inability to fall or stay asleep. Worrying about sleep can make it worse. While most people have occasional trouble sleeping, chronic insomnia, which lasts three or more nights a week for more than a month, can cause serious problems in the daytime, including fatigue, irritability, and inability to focus.

_____ **D.** According to the National Institutes of Health, insomnia is the inability to fall or stay asleep, and most people who have insomnia are anxious about it. Everybody suffers from occasional insomnia, but some people may experience it almost every night. Lack of sleep causes serious problems including fatigue and irritability.

(continued on next page)

CHAPTER 3 QUIZ *(continued from previous page)*

- C. Read the original passage. Then read the summary and the statements that follow. Write *yes* or *no* next to each statement.**

Original Passage

“Comparing signed to spoken languages is . . . instructive. In general, the grammar of sign languages—for example their allowable word orders—do[es] not match those of neighboring spoken languages because of their independent development. However, contrary to what was (and is still sometimes) believed, sign languages share the richness and capacity of spoken languages. The late William Stokoe of Gallaudet College (later Gallaudet University) showed that American Sign Language meets the criteria to be classified a fully developed language, and changed conventional theory.

“Because of the differences (as well as similarities), the study of sign languages is essential to understanding both the shared and the varied aspects of human language. It is also significant for developing second language programs that train sign language interpreters, and for instructors in deaf education programs.”

Source: National Science Foundation

Summary

It is informative to compare signed and spoken languages. There are both differences and similarities. Generally, signed languages differ from spoken languages in grammar. In contrast, signed languages share the richness and capacity of spoken languages. William Stokoe of Gallaudet College (later called Gallaudet University) changed people’s thinking when he demonstrated that American Sign Language had all the characteristics of a fully developed language. In conclusion, studying sign language is important for our understanding of human languages, for training sign language interpreters, and for teachers in deaf education programs.

- ____ 1. The topic sentence states the main idea of the original text.
- ____ 2. The summary contains all the main supporting points from the original text.
- ____ 3. The summary contains only the main supporting points from the original text—no unnecessary details.
- ____ 4. The entire summary uses the author’s own words and sentence structure.
- ____ 5. The summary ends with an appropriate concluding sentence.

(continued on next page)

CHAPTER 3 QUIZ (continued from previous page)**D. Find the errors in direct quotations and indirect speech. Make corrections.**

1. According to Dr. Michael Karsten, a physician who said he has prescribed anabolic steroids to hundreds of world-class athletes, It seems apparent that if athletes want to win, they must consider using drugs”.
2. “If you are especially gifted” Dr. Karsten continued, “You may win once, but from my experience you can’t continue to win without drugs.”
3. A 1997 article in *Sports Illustrated* reported, “The use of steroids has spread to almost every sport (Bamberger and Yaeger 62)”.
4. George mentioned that today he would finish his history paper and tomorrow he will go to a play if he could buy a ticket.

CHAPTER 4 QUIZ**A. Complete the sentences with the correct form of the word in parentheses.**

1. The software product is not interesting because it isn't very _____ (interact).
2. Your _____ (argue) is unconvincing because you haven't presented any proof.
3. Company executives are debating ways of amending a policy that _____ (discriminate) against younger employees.
4. The audience listened _____ (attend) as the speaker revealed the results of his research.
5. The first grade teacher considered the _____ (develop) level of her students before planning the lessons.

B. The sentences in the following paragraph are in the wrong order. Write numbers in the blanks to indicate the correct order. Place the thesis statement last.

- _____ a. As a result, most Swiss people can speak several languages.
- _____ b. The use of English has led to concern among some Swiss people about the negative effects that the use of English might have on their country's delicate linguistic balance.
- _____ c. Switzerland is a small country, but it has four official languages: German, French, Italian, and Romansche, a descendent of Latin spoken by a small number of people in the eastern part of the country.
- _____ d. In recent years, however, English has become increasingly popular in Switzerland because many of the thousands of tourists who visit the country each year do not speak any of the official languages.
- _____ e. According to Swiss law, every child must learn at least one second language.
- _____ f. Almost all of the visitors can speak English, however.

C. Read each thesis statement. Choose the organization pattern used. Label each statement *T* (time sequence / chronological order), *CC* (comparison / contrast), or *LO* (logical order).

- _____ 1. International students coming to the United States for the first time have at least three major handicaps to overcome.
- _____ 2. Traffic congestion can be eased by building rapid transit systems from the suburbs to downtown, by adding bus lines, and by encouraging carpools.
- _____ 3. Starting an herb garden is easy if you follow several simple steps.
- _____ 4. Small colleges are preferable to large universities for students who want personal attention and contact with professors.
- _____ 5. The process of creating a book is complex and can take several years.

(continued on next page)

CHAPTER 4 QUIZ *(continued from previous page)*

- D.** The following essay skeleton consists of the essay introduction, topic sentences for the body paragraphs, and the conclusion. Fill in the blanks with transition signals. There is more than one possible answer per item. Answers must have correct punctuation and sentence structure.

In countries where rainfall is sparse, scientists are constantly seeking ways to increase supplies of fresh water. One method already in use is desalinization plants, which remove salt from seawater. Another method being considered is the towing of icebergs. According to this method, large icebergs from Antarctica would be towed to countries needing fresh water. While this plan may have some potential, there are certain practical problems that must be solved.

- (1) _____ is the expense.
- (2) _____ is the possibility that the iceberg would melt en route.
- (3) _____ there is the danger that a huge block of ice floating off an arid coast could have unexpected environmental effects.
- (4) _____ before icebergs can become a source of fresh water, problems involving cost, overall practicality, and environmental impact must be solved. If towing icebergs turns out not to be possible, then scientists will have to devise new ways of meeting the world's growing need for fresh water.

CHAPTER 5 QUIZ**A. Fill in the blanks using words from the box.**

automatic	resource	exposed	reacted	construction
-----------	----------	---------	---------	--------------

1. A new water treatment plant is now under _____ in the capital city.
2. Breathing and digestion are _____ processes.
3. Investors _____ fearfully to news of the latest decline in the stock market.
4. In many parts of the world, fresh water is a scarce _____.
5. Flowers will develop only if plants are _____ to direct sunlight.

B. Check (✓) five thesis statements that suggest the essay will use chronological order.

1. There are two reasons I believe women in the army should not be allowed in a war zone with men.
2. Getting rid of bugs in your kitchen requires a series of steps.
3. Acupuncture is a safe, effective, and natural therapy used to treat many medical conditions.
4. How was the iPhone mobile assistant Siri developed, and how useful is “she” really?
5. By following these easy instructions, almost anyone can independently change a tire.
6. Core American values include individuality, a combination of idealism and practicality, and materialism.
7. North American directness often conflicts with Asian modesty.
8. Alfred Nobel’s will included specific instructions for selecting and informing Nobel Prize winners.
9. One third of the 654 native bird species in North America are endangered.
10. There are several ways to view a solar eclipse safely.

(continued on next page)

CHAPTER 5 QUIZ (continued from previous page)

C. Read the essay. Fill in the blanks using chronological order signals from the box. For some, more than one answer is possible, but you can use each signal only once. Change the capitalization as needed.

as soon as	then	while	a few minutes later	in the end
first	second	third	after	to begin

This is the way Gayle, a college freshman, does her homework. _____, **1.**
 she sits at her desk and makes a list of the things she needs to do. _____, **2.**
 she decides that she needs a cup of coffee, so she gets up and goes to the kitchen.
 _____ **3.** she puts the water on the stove to boil and returns to her desk, she
 opens her textbook and begins to read. Her _____ **4.** interruption comes when
 she starts to think about the party on the weekend. Her _____ **5.** interruption
 comes when her cell phone rings. _____ **6.** she is talking on the phone, the
 water boils. She ends the conversation in a hurry, and _____ **7.** she prepares
 her coffee. _____ **8.** she returns to her room, her _____ **9.**
 interruption comes when she realizes it's time to watch her favorite TV show.
 _____ **10.**, Gayle decides that studying will have to wait until later. Gayle is a
 great procrastinator!

CHAPTER 6 QUIZ

A. Indicate the method of organization in the following paragraphs. Write C (chain) or B (block).

_____ 1. In the Sahel region of Africa, desertification is a growing problem. The process originated in the 1950s, when people and their herds settled in areas where there was water. With settlement came overgrazing, which caused the eventual destruction of shrubs and other vegetation. This left behind only bare soil that was easily blown away in the desert winds or washed away in floods. The remaining soil baked hard in the hot sun, creating an environment in which plants could not take root.

_____ 2. Desertification can have serious consequences for people living in the affected regions. First, it can cause flooding, since the hard-packed soil no longer absorbs water, and there is no surface vegetation to impede the flow of the running water. Moreover, desertification results in poor water quality, dust storms, and pollution.

Source: <http://desertificationb.tripod.com/id3.html>

B. Fill in the blanks using collocations from the box. You will not use all the items.

positive aspects	growing dependence	environmental causes
negative consequences	genetic causes	

- Marta's _____ on sleeping pills means that she is no longer able to fall asleep naturally.
- One of the _____ of living in New York City is that I don't need a car.
- Shortness of breath is one of the _____ of smoking.
- Being overweight can cause diabetes, but there are also _____.

(continued on next page)

CHAPTER 6 QUIZ (continued from previous page)

C. Combine the sentences to show a cause / effect relationship using the signal words or phrases in parentheses. Change the capitalization and add punctuation as necessary.

1. (because) The patient died / The physician misdiagnosed her symptoms.

2. (for) Not much is known about life on the ocean floor / Scientists have only recently developed the technology to explore it.

3. (result in) Stress / a variety of physical disorders, including headaches, stomach ulcers, and even alcoholism.

4. (due to) Few people were injured in the recent earthquake / strict laws requiring all buildings to be earthquake-resistant.

5. (consequently) The restaurant recently increased the number of servers / Service has improved.

6. (as) The temperature in the room rose / The students became sleepier.

D. Find the errors in the use of cause / effect transitions or punctuation. Make corrections.

1. Marianne overslept, thereby miss the 7:30 A.M. bus.
2. The state raised the maximum speed limit to 75 miles per hour. As result, there was a sharp increase in the number of traffic deaths.
3. According to experts, watching too much television the cause of children to withdraw from real-life experiences.
4. In New York City, parking is both scarce and expensive, so, most people take public transportation to work.
5. A disease called rickets results in a deficiency of vitamin D. (**Note:** Rickets is the effect.)
6. Obesity is the effect from poor eating habits, lack of exercise, and genetic factors.

CHAPTER 7 QUIZ

A. Read the thesis statement and topic sentences for two essays. Write *B* for the essay that uses block organization. Write *PP* for the essay that uses point-by-point organization.

____ Essay 1	____ Essay 2
<p>Thesis: One way to decide between two universities is to evaluate what the similarities and differences are before making a decision.</p> <p>I. The tuition and book costs of University X and University Y are almost the same.</p> <p>II. Although the tuition is equal, the schools differ in location and opportunities for part-time work.</p>	<p>Thesis: One way to decide between two universities is to make a comparison of their features.</p> <p>I. The tuition of University X and University Y is almost the same.</p> <p>II. Books cost about the same amount at University X and University Y.</p> <p>III. In contrast to University Y’s big-city location, University X is located in a small town.</p> <p>IV. Unlike the limited opportunities for part-time work at University X, the opportunities at University Y are plentiful.</p>

B. Fill in the blanks using comparison signals from the box. Change the capitalization as necessary. You will not use all the signals.

just as	similarly	like	alike	similar to	both
---------	-----------	------	-------	------------	------

- _____ Japanese and American cultures emphasize the importance of hard work.
- New York has several famous bridges that connect Manhattan to the other boroughs. _____, San Francisco has two bridges that connect it to neighboring counties.
- _____ New York has a financial district called Wall Street, San Francisco has a financial district called Montgomery Street.
- Los Angeles, California, and Phoenix, Arizona, are _____ in that they are surrounded by mountains.

(continued on next page)

CHAPTER 7 QUIZ (continued from previous page)

C. Fill in the blanks using contrast signals from the box. You will not use all the signals.

whereas	in contrast	but
even though	despite	nevertheless
unlike	differ from	dissimilar

1. Japan is a homogeneous society consisting mostly of one nationality. _____, due to its immigration policies, America is a heterogeneous society of many ethnicities.
2. There is a key difference between introverts and extroverts. _____ introverts enjoy spending time alone, extroverts prefer social situations and the company of other people.
3. John Smith possessed everything money could buy; _____, he was a deeply unhappy man.
4. Chinese regional cuisines, such as Cantonese and Szechuan, _____ one another in several ways.
5. _____ four-year universities, community colleges offer programs that can be completed in two years.
6. _____ Dr. Baines has had only five hours of sleep in the last two days, he is scheduled to perform a six-hour surgery this afternoon.

D. Find errors in comparison / contrast signals and punctuation. Make corrections. For some, more than one answer is possible.

1. All forms of animal life depend upon communication to survive, but, only humans have verbal language.
2. Bees, alike human beings, live in orderly communities.
3. In spite of I was wearing a heavy coat and gloves, I was very cold.
4. While, Americans pride themselves on individualism and informality, traditional Japanese value groups and formality.
5. The punk, grunge, and techno musical styles of the 1990s have the same musical roots to the rock music played by Elvis Presley in the 1950s.
6. Fructose (C₆H₁₂O₆) and sucrose (C₁₂H₂₂O₁₁) have differ molecular weights but the same number of calories.

CHAPTER 8 QUIZ

A. Write *T* if a statement is true or *F* if it is false.

- _____ 1. Two ways of organizing an argumentative essay are block and chain.
- _____ 2. In an argumentative essay, the thesis statement briefly presents both sides of an issue.
- _____ 3. *Rebut* means to point out a problem with the other side’s arguments.
- _____ 4. Quotations, examples, and statistics are acceptable ways of supporting an argument.

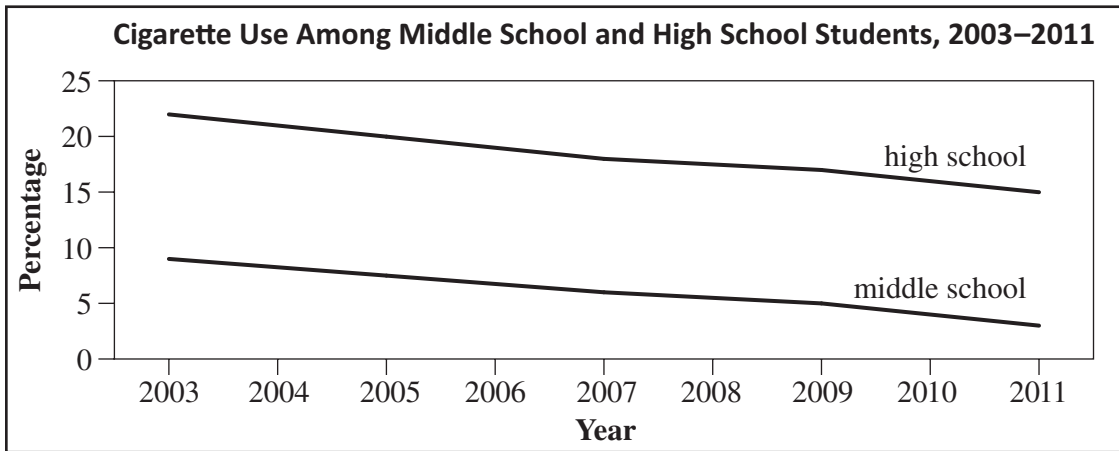
B. Rewrite the thesis statements to include an opposing point of view. Use a different expression or transition signal of contrast in each sentence.

- 1. Talking on a cell phone should be prohibited on buses and trains.

- 2. All high school graduates should be required to spend one year doing community service.

- 3. School uniforms should be abolished.

C. Fill in the blanks using information from the graph.



Source: Centers for Disease Control and Prevention, National Youth Tobacco Survey (<http://www.cdc.gov/mmwr/preview/mmwrhtml/mm6131a1.htm#fig2>)

According to the _____ 1. _____, about _____ 2. _____ percent of middle school students and _____ 3. _____ percent of high school students smoked cigarettes in 2011. Nevertheless, between 2003 and 2011, the rate of cigarette smoking _____ 4. _____ for both groups. If this trend continues, it is likely that the rate of smoking for both groups of students will continue to _____ 5. _____ in the future.

(continued on next page)

CHAPTER 8 QUIZ *(continued from previous page)***D. Find the errors in collocation use. Make corrections.**

1. Students learned how crimes are persecuted in the United States.
2. With minimal invasive surgery, there is less bleeding and patients recover more quickly.
3. Most of my friends are concerned about money. This is particular true of Maddie, who has to pay back more than \$30,000 in student loans.
4. My dog is clear capable of understanding when I am angry at him.
5. Cleaning the bathroom is a household task that nobody in my family likes to act.

CHAPTER 9 QUIZ

A. Read and label each sentence S (simple), Cd (compound), Cx (complex), or Cd-Cx (compound-complex).

- _____ 1. Miss Marko is interested in neither politics nor economics.
- _____ 2. He missed the test because he overslept, missed the bus, and got to class too late.
- _____ 3. The Internet is providing employment opportunities in developing countries, and as greater numbers of people learn the technology, these opportunities will expand.
- _____ 4. The woman was forced to steal, for she had no money to feed her hungry children.

B. Use the words in parentheses to combine the two clauses in four different ways. Use correct punctuation and capitalization. Change the order of the clauses as needed.

Interest rates are low. More people are investing in real estate.

- 1. (so) _____
- 2. (because) _____
- 3. (therefore) _____
- 4. (for) _____

C. Combine the clauses using the word in parentheses. Use correct punctuation and capitalization. Change the order of the clauses as needed.

- 1. (otherwise) Students must receive a score above 750. They cannot attend this college.

- 2. (yet) English has many different verb tenses. English verbs do not have gender.

- 3. (although) Galina speaks English fluently. She is required to take a college writing class.

- 4. (moreover) Women receive fewer speeding tickets than males. They have fewer accidents.

(continued on next page)

CHAPTER 9 QUIZ (*continued from previous page*)

D. Find the errors in sentence structure and comma use. Make corrections.

1. English is the official language of international business, in addition, it is also the language of high tech.
2. Manuel didn't start college until he was 21 years old, because he served in the military for three years after high school.
3. Many families cannot afford to buy health care even though, both parents work full-time.
4. You'd better replace the tires on that old car, so you could have a serious accident.
5. My grandmother is hard of hearing, yet, she refuses to wear her hearing aids.
6. Some people relax by reading a book, others prefer physical activity.
7. We are going to lose our Internet service, unless we pay our cable bill.
8. Gregory wanted to travel after he graduated from college, but he had to go to work immediately, because he had to support his family.

CHAPTER 10 QUIZ**A. Read and label each sentence *Frag.* (sentence fragment), *RO* (run-on), *CS* (comma splice), *CH* (choppy), *ST* (stringy), or *CT* (correct).**

- _____ 1. Stop bothering me, can't you see I'm busy?
- _____ 2. The teacher will be very pleased if everyone gets a good score on the exam.
- _____ 3. Looking out the window, I saw Mayumi. Walking by herself.
- _____ 4. The analysts worked many hours on the computer program, but they couldn't find the cause of the problem, so they finally gave up, and they went home.
- _____ 5. I answered the phone there was no one on the line.
- _____ 6. Many students attend classes in the morning. They work in the afternoon. They study at night. They are exhausted by the weekend.

B. Find the errors in parallelism. Make corrections.

- 1. I have met both his father and I have met his mother.
- 2. I don't know whether I will get the job or I will like it if I get it.
- 3. Feeling sick but he didn't want anyone to know, Fred kept quiet.
- 4. The young married couple have neither a dishwasher and they don't have a washing machine.
- 5. The floor scratches easily, it is hard to clean, and ugly.
- 6. It was frustrating to spend so much time on the project and accomplishing so little.

C. Find the errors in fragments, run-on sentences, and comma splices. Make corrections. There is more than one way to correct each sentence. (Hint: One sentence has no errors.)

- 1. More and more young people who are waiting until the age of 30 to marry.
- 2. An encyclopedia editor doesn't write articles, he collects articles written by experts.
- 3. They finally decided to put their house on the market. Because they could no longer afford the monthly payments.
- 4. Sabine is a well-known cartoonist her husband is a lecturer at the university.
- 5. Gluten which is difficult or impossible for many people to digest.
- 6. Women are better drivers than men, their insurance rates are 20% lower than for men.
- 7. Education in a free society teaches children how to think, education in a dictatorship teaches them what to think.
- 8. He asked when the apartment would be available and how much it would cost.

CHAPTER 11 QUIZ

A. Change the statements in the box to *that* clauses. Then use them to fill in the blanks.

latecomers will not be seated you remembered my birthday
 he did not steal the money the earth will begin to cool down soon

1. It is highly unlikely _____.
2. The sign in the auditorium states _____.
3. I am pleased _____.
4. No one believes the politician's statement _____.

B. Change the questions to *if* / *whether* clauses or question clauses. Then use them to fill in the blanks. Use correct punctuation.

1. (Can humans survive on Mars?) I would like to know _____.
2. (Does the office close early on Fridays?) Nobody told me _____.
3. (Will you return our final exams?) My classmates and I are wondering _____
 _____.
4. (Are our health care costs increasing?) Can you please tell us _____.

C. Complete the sentences with the correct form of the word in parentheses.

1. So far, scientific studies have not shown that using a cell phone _____ (cause) brain cancer.
2. The peacekeepers hope that the two sides of the conflict _____ (reach) an agreement soon.
3. The jurors in the case agreed that the defendant _____ (be) innocent.
4. A group of doctors reported that 20 people _____ (die) of an unknown virus.

D. Find the errors in the use of noun clauses. Make corrections.

1. The hamburgers at Chuck's are the best is beyond doubt.
2. Are you sure, the answer is correct?
3. He asked me where I wanted to go?
4. It is essential that the government funds after-school programs for poor children.
5. I don't know whether does he work here.
6. The police wanted to know how did the thieves open the locked office.
7. When we arrived at the museum, we saw that the exhibit ended.
8. The school nurse suggested that the student has a hearing test.

CHAPTER 12 QUIZ

A. Combine each pair of clauses into one sentence using the subordinator in parentheses. Add a comma as needed.

1. (as soon as) The baby started to cry. Her parents rushed into the room.

2. (since) We moved to our new house. Our electric bills have doubled.

3. (while) The music is pleasant. It is not very original.

4. (even though) American citizens have the right to vote. Many of them do not bother to do so.

B. Fill in the blanks with *so*, *so much* / *many*, *such*, or *such a*.

1. Gasoline is _____ expensive that we are going to sell our car.
2. This paper is taking _____ time that I will need to stay home all weekend.
3. Why are you using _____ plastic bags? It's wasteful.
4. The movie was _____ bore that my friend and I both fell asleep.

C. Complete the sentences with the correct form of the verbs in parentheses.

1. If the population _____ (continue) to grow, there _____ (not be) enough jobs for the next generation.
2. There _____ (be) a serious energy shortage unless nations _____ (begin) to conserve.
3. If the weather _____ (be) better last weekend, we _____ (go) camping.
4. My apartment does not allow pets. But if it _____ (allow) them, I _____ (get) a cat.

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CHAPTER 12 QUIZ *(continued from previous page)***D. Find the errors in the use of adverb clauses or commas. Make corrections.**

1. We need to leave right now in order we will arrive before dark.
2. I feel though I haven't slept in two days.
3. At concerts, I always stand as close I can to the stage.
4. Before the singers left the stage they played six encores.
5. In many cultures young people live with their parents until they got married.
6. Where you go, there are friendly people willing to help you.
7. A painting by Van Gogh is such valuable that no one can put a price on it.
8. Whereas, American culture places a value on individualism, many cultures place a higher value on society as a whole.

CHAPTER 13 QUIZ

A. Use *who*, *whom*, *that*, *which*, or *whose* to combine the two sentences into one sentence with an adjective clause in the subject or object position. Add commas as needed.

1. People should not eat wheat products. They are sensitive to gluten.
2. There is a family of birds. It returns to our garden every spring.
3. Mrs. Goodsen decided to get a watchdog. Her car was stolen from her driveway.
4. The president of the university won a Nobel Prize. I once met him briefly.
5. Margaret Thatcher was the first elected woman ruler in Europe. She was prime minister of Great Britain from 1979 to 1990.
6. Gray whales grow to a length of nearly 50 feet. They measure about 16 feet at birth.
7. I thanked the woman. I borrowed her cell phone when mine died.
8. *The Four Seasons* is one of the most popular pieces of classical music. Vivaldi composed it in 1723.

B. Combine the two sentences, changing the sentence into an adjective clause with a phrase of quantity or quality. Add commas as needed.

1. Watsonville has a population of 8,000 people. Most of them work in the coal mines nearby.
2. New employees must fill out a number of forms. The most important of them is IRS form W-9.
3. Children of U.S. diplomats may not feel at home in their own country. Many of them grow up overseas.
4. In recent years scientists have identified 18 new animal species. The most interesting of them is the tiny titi monkey.

C. Find the errors in the use of relative pronouns, adjective clauses, or commas. Make corrections.

1. The people who they work in the cafeteria receive only minimum wage.
2. Los Angeles, California, is the city that I was born in it.
3. The student who her wallet was stolen called the campus police.
4. The most beautiful time in southern California is spring, is when the poppies are in bloom.
5. You can always find your keys in the last place where you look there.
6. I threw away the potatoes, all of whom were rotten.
7. What kind of people do you like to spend time with them?
8. Please ask Mrs. Platt. She is the only person whom knows the answer.

CHAPTER 14 QUIZ

A. Rewrite the sentences, reducing the adjective clauses to participial phrases.

1. Many people who live below the poverty line cannot afford health insurance.

2. The students who are taking the exam today will get their results next week.

3. The tourists who were relaxing on the beach were not aware of the approaching tsunami.

4. All the teachers who will attend the conference must arrange for substitute teachers.

B. Combine the sentences by changing the second sentence to a participial phrase. Add commas as needed. There is more than one way to combine some of the sentences.

1. Alaska became the 49th state of the United States in 1959. It was purchased from Russia in 1867.

2. The purchase of Alaska was at first criticized. It was negotiated by Secretary of State Seward.

3. The people of the United States called it “Seward’s folly.” They did not understand the value of the purchase.

4. The state is now separated from it by only a few miles of water. It had been connected to Asia by a land bridge.

C. Rewrite the sentences, changing the adverb clauses to participial phrases. Add commas as needed.

1. When you are operating machinery, you should wear safety goggles.

2. Because he had broken his ankle, Hiroshi could not play basketball.

3. Alicia has been homesick since she came to the United States.

4. Alberto celebrated with his family after he won his court case.

(continued on next page)

CHAPTER 14 QUIZ *(continued from previous page)*

D. Find the errors in the use of participles, participial phrases, and commas. Make corrections. There may be more than one way to correct some errors.

1. Questions about the planet Mars, fascinated scientists for decades, are now being answered.
2. My brother, having falling asleep at the wheel, drove his car into a ditch.
3. The language speaking most widely in Kenya is Swahili.
4. The proposed law opposed by the majority of the senators, did not pass.
5. Passed the entrance exams, Paul was accepted to law school.
6. Because not having a GPS system in her car, Sandra got lost on the way to the airport.
7. Not wanting to make any noise Sima took off her shoes when she entered the house.
8. Anyone who parking in this space will be towed.

CHAPTER QUIZ ANSWER KEY

CHAPTER QUIZ ANSWER KEY

CHAPTER 1 QUIZ

- A. 1. The misuse of antibiotics has given rise to bacteria strains that are resistant to treatment.
2. The native foods of America's immigrant population are reflected in American cooking.
3. Two changes will help to solve the problem of overcrowded classes at our school.
4. Bicycle riders should take precautions when riding on crowded city streets.
5. Biotechnology is the use of plant or animal cells for commercial or scientific uses.
- B. 1. TS 2. Best 3. TG 4. I 5. TS
- C. 1. F-NP 2. SSD 3. O 4. SSD 5. F-NP
- D. 1. dominant 2. unproductively 3. (correct) 4. influential 5. (correct)

CHAPTER 2 QUIZ

- A. 1. (correct)
2. Indeed, fossils of ancient corn can be found in museums today.
3. A small percentage of people have a potentially life-threatening allergy to corn.
4. (correct)
5. A recent controversy involves the development of genetically modified corn.
- B. 1. If ~~a person wants~~ ^{you want} to be a good guitar player, you have to practice every day, and whenever ~~he or she practices~~ ^{you practice}, you should do several things.
2. "Extreme" sports such as ski jumping and cave diving have been popular for years. One of the riskiest sports is skysurfing, in which a person jumps out of an airplane with boards ~~their~~ ^{his or her} attached to ~~their~~ feet. (Or: . . . people jump . . . attached to ~~their~~ feet)
3. If ~~a taxpayer does~~ ^{taxpayers do} not receive a refund check within six weeks of filing a tax return, they may not have followed the rules of the IRS (Internal Revenue Service).

4. For example, failing to include their Social Security number will delay ~~it.~~ ^{the return}
5. If ~~one makes~~ ^{people make} errors on the tax form, they will certainly have to wait, and they might be audited.
- C. 1. In addition 2. The first 3. for example 4. On the other hand 5. Therefore
- D. 1. Two main factors have contributed to the rise in sea levels. The first is thermal expansion; that ~~is~~, ocean water expands as it gets warmer.
2. ~~In addition~~ ^{An additional / Another} reason is the contribution of water from melting glaciers and ice sheets.
3. The words *stingy* and *frugal* both mean that a person is careful with money. ~~But~~, ^{However} to call a person *stingy* is an insult, while the word *frugal* has a much more positive meaning.
4. ~~Despite~~ ^{Although / Even though / Though} we live in different countries, my cousins and I have remained in close contact.
5. ~~For~~ ^{An / One} example of an Athabaskan language is Dine, or Navajo, which is the most-spoken Native American language in the United States.

CHAPTER 3 QUIZ

- A. 1. T 2. T 3. F 4. F 5. T
- B. 1. No cit. 2. Too sim. 3. Best 4. Inacc.
- C. 1. yes 2. yes 3. no 4. no 5. yes

- D. 1. According to Dr. Michael Karsten, a physician who said he has prescribed anabolic steroids to hundreds of world-class athletes, “It seems apparent that if athletes want to win, they must consider using drugs.”
2. “If you are especially gifted,” Dr. Karsten continued, “~~Y~~^you may win once, but from my experience you can’t continue to win without drugs.”
3. A 1997 article in *Sports Illustrated* reported, “The use of steroids has spread to almost every sport” (Bamberger and Yaeger 62).
4. George mentioned that today he would finish his history paper and tomorrow he ~~will~~^{would} go to a play if he could buy a ticket.

CHAPTER 4 QUIZ

- A. 1. interactive 2. argument 3. discriminates
4. attentively 5. developmental
- B. a. 3 b. 6 c. 1 d. 4 e. 2 f. 5
- C. 1. LO 2. LO 3. T 4. CC 5. T
- D. 1. The first problem / One problem
2. Another problem / A second problem / Next
3. In addition, / Moreover, / Furthermore, / Also,
4. In conclusion, / To sum up, / To conclude,

CHAPTER 5 QUIZ

- A. 1. construction 2. automatic 3. reacted
4. resource 5. exposed
- B. 2, 4, 5, 8, 10
- C. 1. To begin 6. While
2. A few minutes later 7. then
3. After / As soon as 8. As soon as / After
4. first 9. third
5. second 10. In the end

CHAPTER 6 QUIZ

- A. 1. C 2. B
- B. 1. growing dependence
2. positive aspects
3. negative consequences
4. genetic causes
- C. 1. The patient died because the physician misdiagnosed her symptoms. / Because the physician misdiagnosed her symptoms, the patient died.
2. Not much is known about life on the ocean floor, for scientists have only recently developed the technology to explore it.
3. Stress results in a variety of physical disorders, including headaches, stomach ulcers, and even alcoholism.
4. Few people were injured in the recent earthquake due to strict laws requiring all buildings to be earthquake-resistant. / Due to strict laws requiring all buildings to be earthquake-resistant, few people were injured in the recent earthquake.
5. The restaurant recently increased the number of servers; consequently, service has improved.
6. As the temperature in the room rose, the students became sleepier. / The students became sleepier as the temperature in the room rose.
- D. 1. Marianne overslept, thereby ~~miss~~^{missing} the 7:30 A.M. bus.
2. The state raised the maximum speed limit to 75 miles per hour. As ~~a~~^a result, there was a sharp increase in the number of traffic deaths.
3. According to experts, watching too much television ~~the cause of~~^{causes} children to withdraw from real-life experiences.
4. In New York City, parking is both scarce and expensive, so ~~most~~^{many} people take public transportation to work.
5. A disease called rickets results ~~in~~^{from} a deficiency of vitamin D. (**Note:** Rickets is the effect.)
6. Obesity is the effect ~~from~~^{of} poor eating habits, lack of exercise, and genetic factors.

CHAPTER 7 QUIZ

- A. Essay 1: B
Essay 2: PP
- B. 1. Both 2. Similarly 3. Just as 4. alike
- C. 1. In contrast 4. differ from
2. Whereas 5. Unlike
3. nevertheless 6. Even though
- D. 1. All forms of animal life depend upon communication to survive, but ~~only~~ humans have verbal language.
like
2. Bees, ~~alike~~ human beings, live in orderly communities.
Although / Even though / Though
3. ~~In spite of~~ I was wearing a heavy coat and gloves, I was very cold. OR In spite of ~~I was~~ wearing a heavy coat and gloves, I was very cold.
4. While ~~While~~ Americans pride themselves on individualism and informality, traditional Japanese value groups and formality.
5. The punk, grunge, and techno musical styles
as
of the 1990s have the same musical roots to the rock music played by Elvis Presley in the 1950s.
6. Fructose ($C_6H_{12}O_6$) and sucrose ($C_{12}H_{22}O_{11}$)
different
have ~~different~~ molecular weights but the same number of calories.

CHAPTER 8 QUIZ

- A. 1. F 2. F 3. T 4. T
- B. Answers may vary. Possible answers include:
1. Some people feel that talking on a cell phone should be prohibited on buses and trains, but I strongly disagree.
 2. While some people have suggested that all high-school graduates should be required to spend one year doing community service, I think this requirement is both impractical and unfair.
 3. Although many parents and teachers believe school uniforms should be abolished, I believe this is a bad idea.
- C. 1. Centers for Disease Control and Prevention
2. 3
3. 15
4. decreased / declined / fell / dropped / went down
5. decrease / decline / fall / go down / drop

- D. 1. crimes are prosecuted
2. minimally invasive surgery
3. particularly true
4. clearly capable
5. a household task that nobody . . . likes to perform

CHAPTER 9 QUIZ

- A. 1. S
2. Cx
3. Cd-Cx
4. Cd
- B. 1. Interest rates are low, so more people are investing in real estate.
2. Because interest rates are low, more people are investing in real estate. / More people are investing in real estate because interest rates are low.
3. Interest rates are low; therefore, more people are investing in real estate.
4. More people are investing in real estate, for interest rates are low.
- C. 1. Students must receive a score above 750; otherwise, they cannot attend this college.
2. English has many different verb tenses, yet English verbs do not have gender.
3. Although Galina speaks English fluently, she is required to take a college writing class.
4. Women receive fewer speeding tickets than males; moreover, they have fewer accidents.
- D. 1. English is the official language of international business~~;~~; in addition, it is also the language of high tech.
2. Manuel didn't start college until he was 21 years old~~;~~ because he served in the military for three years after high school.
3. Many families cannot afford to buy health care even though~~;~~ both parents work full-time.
4. You'd better replace the tires on that old car,
or
so you could have a serious accident.
5. My grandmother is hard of hearing, yet~~;~~ she refuses to wear her hearing aids.
6. Some people relax by reading a book~~;~~; others prefer physical activity.
7. We are going to lose our Internet service~~;~~ unless we pay our cable bill.
8. Gregory wanted to travel after he graduated from college, but he had to go to work immediately~~;~~ because he had to support his family.

CHAPTER 10 QUIZ

- A. 1. CS 2. CT 3. Frag. 4. ST 5. RO
6. CH
- B. 1. I have met both his father and I ~~have met~~ his mother.
2. I don't know whether I will get the job or I will like it if I get it. *whether*
3. Feeling sick but ~~he didn't want~~ anyone to know, Fred kept quiet. *not wanting*
4. The young married couple have neither a dishwasher ~~and they don't have~~ a washing machine. *nor*
5. The floor scratches easily, ~~it~~ is hard to clean, *is* and ~~ugly~~. *ugly*
6. It was frustrating to spend so much time on the project and ~~accomplishing~~ so little. *to*
- C. *Answers may vary. Possible answers include:*
1. More and more young people ~~who~~ are waiting until the age of 30 to marry.
 2. An encyclopedia editor doesn't write articles ~~;~~; he collects articles written by experts. *;*
 3. They finally decided to put their house on the market ~~Because~~ they could no longer afford the monthly payments. *because*
 4. Sabine is a well-known cartoonist her ~~and~~ husband is a lecturer at the university. *and*
 5. Gluten ~~which~~ is difficult or impossible for many people to digest.
 6. Women are better drivers than men ~~;~~; their insurance rates are 20% lower than for men. *;*
 7. Education in a free society teaches children how to think ~~;~~; education in a dictatorship teaches them what to think. *;*
 8. (no change)

CHAPTER 11 QUIZ

- A. *Answers may vary. Possible answers include:*
1. It is highly unlikely that the earth will begin to cool down soon.
 2. The sign in the auditorium states that latecomers will not be seated.
 3. I am pleased that you remembered my birthday.
 4. No one believes the politician's statement that he did not steal the money.

- B. 1. I would like to know if / whether humans can survive on Mars.
2. Nobody told me if / whether the office closes early on Fridays.
3. My classmates and I are wondering if / whether you will return our final exams.
4. Can you please tell us if / whether our health care costs are increasing?
- C. 1. causes 2. will reach 3. was 4. died
That the
- D. 1. ~~The~~ hamburgers at Chuck's are the best is beyond doubt.
2. Are you sure ~~the~~ answer is correct?
3. He asked me where I wanted to go ~~;~~. *;*
4. It is essential that the government ~~funds~~ after-school programs for poor children. *fund*
5. I don't know whether ~~does~~ he ~~work~~ here. *works*
6. The police wanted to know how ~~did~~ the thieves ~~open~~ the locked office. *opened*
7. When we arrived at the museum, we saw that the exhibit ~~ended~~. *had*
8. The school nurse suggested that the student ~~has~~ a hearing test. *have*

CHAPTER 12 QUIZ

- A. 1. As soon as the baby started to cry, her parents rushed into the room. / Her parents rushed into the room as soon as the baby started to cry.
2. Since we moved to our new house, our electric bills have doubled. / Our electric bills have doubled since we moved to our new house.
3. While the music is pleasant, it is not very original. / While it is not very original, the music is pleasant.
4. Even though American citizens have the right to vote, many of them do not bother to do so.
- B. 1. so 2. so much 3. so many 4. such a
- C. 1. continues, won't be/will not be
2. will be, begin
3. had been, would have gone
4. allowed, would get

- D. 1. We need to leave right now in order ^{to} ~~we will~~ arrive before dark.
2. I feel ^{as} ~~though~~ I haven't slept in two days.
3. At concerts, I always stand ^{as} ~~as~~ close I can to the stage.
4. Before the singers left the stage, ^{as} ~~they~~ played six encores.
5. In many cultures, young people live with their parents until they ^{get} ~~got~~ married.
6. ^{Wherever} ~~Where~~ you go, there are friendly people willing to help you.
7. A painting by Van Gogh is ^{so} ~~such~~ valuable that no one can put a price on it.
8. Whereas American culture places a value on individualism, many cultures place a higher value on society as a whole.

CHAPTER 13 QUIZ

- A. *Answers will vary. Possible answers include:*
1. People who are sensitive to gluten should not eat wheat products.
 2. There is a family of birds that returns to our garden every spring.
 3. Mrs. Goodsen, whose car was stolen from her driveway, decided to get a watchdog.
 4. The president of the university, whom I once met briefly, won a Nobel Prize.
 5. Margaret Thatcher, who was prime minister of Great Britain from 1979 to 1990, was the first elected woman ruler in Europe.
 6. Gray whales, which measure about 16 feet at birth, grow to a length of nearly 50 feet.
 7. I thanked the woman whose cell phone I borrowed when mine died.
 8. *The Four Seasons*, which Vivaldi composed in 1723, is one of the most popular pieces of classical music.
- B. 1. Watsonville has a population of 8,000 people, most of whom work in the coal mines nearby.
2. New employees must fill out a number of forms, the most important of which is IRS form W-9.
3. Children of U.S. diplomats, many of whom grow up overseas, may not feel at home in their own country.
4. In recent years, scientists have identified 18 new animals species, the most interesting of which is the tiny titi monkey.

- C. 1. The people who ~~they~~ work in the cafeteria receive only minimum wage.
2. Los Angeles, California, is the city that I was born in ~~it~~.
3. The student ^{whose} ~~who her~~ wallet was stolen called the campus police.
4. The most beautiful time in southern California is spring, ~~is~~ when the poppies are in bloom.
5. You can always find your keys in the last place where you look ~~there~~.
6. I threw away the potatoes, all of ^{which} ~~whom~~ were rotten.
7. What kind of people do you like to spend time with ~~them~~?
8. Please ask Mrs. Platt. She is the only person ^{who} ~~whom~~ knows the answer.

CHAPTER 14 QUIZ

- A. 1. Many people living below the poverty line cannot afford health insurance.
2. The students taking the exam today will get their results next week.
3. The tourists relaxing on the beach were not aware of the approaching tsunami.
4. All the teachers attending the conference must arrange for substitute teachers.
- B. 1. Purchased from Russia in 1867, Alaska became the 49th state of the United States in 1959. / Alaska, purchased from Russia in 1867, became the 49th state of the United States in 1959.
2. The purchase of Alaska, negotiated by Secretary of State Seward, was at first criticized. / Negotiated by Secretary of State Seward, the purchase of Alaska was at first criticized.
3. The people of the United States, not understanding the value of the purchase, called it "Seward's folly." / Not understanding the value of the purchase, the people of the United States called it "Seward's folly."
4. Having been connected to Asia by a land bridge, the state is now separated from it by only a few miles of water. / The state, having been connected to Asia by a land bridge, is now separated from it by only a few miles of water.

- C. 1. When operating machinery, you should wear safety goggles.
2. Having broken his ankle, Hiroshi could not play basketball.
3. Alicia has been homesick since coming to the United States.
4. Alberto celebrated with his family after winning his court case.

D. *Answers may vary. Possible answers include:*

1. Questions about the planet ^{having} Mars, fascinated scientists for decades, are now being answered.
2. My brother, having ^{fallen} ~~falling~~ asleep at the wheel, drove his car into a ditch.
3. The language ^{spoken} ~~speaking~~ most widely in Kenya is Swahili.
4. The proposed law, ^{opposed} by the majority of the senators, did not pass.
5. ^{Having passed} ~~Passed~~ the entrance exams, Paul was accepted to law school.
6. ~~Because~~ Not having a GPS system in her car, Sandra got lost on the way to the airport.
7. Not wanting to make any noise, ^{she} Sima took off her shoes when she entered the house.
8. Anyone ~~who~~ parking in this space will be towed.

**STUDENT BOOK
ANSWER KEY**

STUDENT BOOK ANSWER KEY

CHAPTER 1 (pages 1–21)

Questions about the Model (page 3)

1. Certain communication styles are ineffective.
2. Sentence 1
3. It explains that aggressive and passive communication styles are ineffective.
4. It can involve speaking in a disrespectful manner or expressing anger.
5. Sentence 5
6. It can lead a person to hide his or her beliefs and submit to demands.
7. Sentence 11

PRACTICE 1: Identifying Words in Word Families (page 4)

- A —, aggressive, aggressively
agree, agreeable, agreeably
create, creative, creatively
—, disrespectful, disrespectfully
dominate, dominant, —
influence, influential, —
—, passive, passively
submit, submissive, submissively
—, unproductive, productively / unproductively
use, useful, usefully
- B Verbs: -ate, -it, -ence, -ee
Adjectives: -ive, -able, -ive, -ful, -ant, -ial
Adverbs: -ly

PRACTICE 2: Choosing Topic Sentences (page 6)

Group 2

- a. TG
- b. TS
- c. I
- d. best

Group 3

- a. best
- b. TS
- c. TS
- d. I
- e. TG

Group 4

- a. I
- b. TG
- c. TS
- d. best

PRACTICE 3: Recognizing Topic Sentences (page 7)

- Paragraph 1, f
Paragraph 2, c
Paragraph 3, d
Paragraph 4, b

PRACTICE 4: Identifying the Topic and Controlling Idea (page 9)

2. Driving on freeways requires strong nerves.
3. Driving on freeways sometimes requires an aggressive attitude.
4. The Caribbean island of Trinidad attracts tourists because of its calypso music.
5. Spectacular beaches make Puerto Rico a tourist paradise.
6. Moving away from home can be a stressful experience for young people.
7. Owning an automobile is a necessity for me.
8. It is an expensive luxury to own an automobile in a large city.
9. A major problem for many students is the high cost of tuition and books.
10. Participating in class discussions can be a problem for some students.

PRACTICE 5: Writing Topic Sentences (page 9)

A Answers will vary. Possible answers include:

Paragraph 1: English has borrowed many words from other languages.

Paragraph 2: There are several differences between the European system of higher education and the American one.

Paragraph 3: Housing design in different cultures is generally related to the types of materials available for construction.

B Answers will vary. However, each topic sentence should state both the topic and a controlling idea.

Try It Out! (page 11)

Answers will vary. However, the sentences should include a topic and controlling idea. They should be neither too specific nor too general.

PRACTICE 6: Identifying Supporting Details (page 11)

1. Many governments are responding aggressively to the threat that (cell phones) pose to safety on the road.
2. An example: 8
A statistic: 2, 3
A quotation: 5, 6
3. *Answers will vary.*

PRACTICE 7: Using Specific Supporting Details (page 13)

- A
- | | |
|---------|----------|
| 4. O | 10. F-NP |
| 5. F-NP | 11. SSD |
| 6. SSD | 12. F-NP |
| 7. F-NP | 13. SSD |
| 8. SSD | 14. O |
| 9. F-NP | |

- B *Answers will vary. However, students should discuss only the type of information they might use. They do not need to present actual facts or statistics.*

PRACTICE 8: Analyzing Conclusions (page 15)

1. 1
2. 2
3. These examples clearly show . . . This story is a good example of . . .

PRACTICE 9: Writing Concluding Sentences (page 16)

Topic Sentences

Paragraph 1: A person can be a good communicator by being a good listener.

Paragraph 2: Modern communication technology is raising the stress level for corporate workers.

Concluding Sentences

Answers will vary. Students should use conclusion signals as appropriate and avoid adding any new information.

Possible answers include:

Paragraph 1: In short, a good communicator knows how to listen, as well as how to speak effectively.

Paragraph 2: We can now see that technology intended to make workers' lives easier can, in fact, make them more stressful.

PRACTICE 10: Reviewing Words in Word Families (page 17)

1. aggressive
2. submissive
3. dominate
4. passively
5. influence

CHAPTER 2 (pages 22–45)

Questions about the Model (page 23)

1. Although it is difficult to solve public health problems, great success has been achieved with certain illnesses.
2. the successful campaigns against smallpox and polio
3. 2, 8
4. yes
5. The concluding sentence paraphrases the topic sentence and stresses the main idea.

PRACTICE 1: Noticing Synonyms (page 24)

- A
1. elimination
 2. important
 3. individuals
 4. illness

B *Answers will vary. Possible answers include:*

1. hard
2. difficulties
3. started, began
4. repeat, reproduce

PRACTICE 2: Staying on Topic (page 25)

Paragraph 1

Topic sentence: The cloning of genes has made many medical advances possible.

Off topic sentences: There have been several interesting television shows recently about individuals with dwarfism. Many of these shows are very popular.

Paragraph 2

Topic sentence: Advances in medicine can come from surprising places, including water.

Off topic sentences: Some ancient civilizations used berries and grasses for medical purposes. These plant-based medicines were often quite effective.

PRACTICE 3: Staying on Topic (page 26)

Topic sentences: Even when you try to be polite, it is easy to do the wrong thing accidentally in a new culture. / Although Americans are usually very direct in social matters, there are a few occasions when they are not.

Off topic sentences: Meals in the United States are usually more informal than meals in other countries, and the times of meals may be different. / Idioms are often difficult for newcomers to understand.

Start a new paragraph with *Although Americans are usually . . .*

PRACTICE 4: Using Key Nouns and Pronouns (page 28)

A *Answers will vary. Possible answers include:*

English has almost become an international language. Except for Chinese, more people speak it than any other language. Spanish is the official language of more countries in the world, but more countries have **English** as their official or unofficial second language. More than 70 percent of the world's mail is written in **English**. It is the primary language on the Internet. In international business, it is used more than any other language, and it is the language of airline pilots and air traffic controllers all over the world. Moreover, although French used to be the language of diplomacy, **English** has replaced it throughout the world. Therefore, **English** is a useful language to know.

B *Answers will vary. Possible answers include:*

Dolphins display almost human behavior at times. For example, they display the human emotions of joy and sadness. During training, when they do something correctly, they squeal excitedly and race toward their trainer. When they make a mistake, however, they droop and mope around their pool. Furthermore, **dolphins** help each other when they are in trouble. If one is sick, it sends out a message, and others in the area swim to help it. They push **the sick dolphin** to the surface of the water so that it can breathe. **The other dolphins** stay with it for days or weeks until it recovers or dies. **Dolphins** have also helped trapped or lost whales navigate their way safely out to the open sea. They are so intelligent, in fact, that the U.S. Navy is training them to become underwater bomb disposal experts.

PRACTICE 5: Identifying Key Noun Substitutes (page 29)

1. three times
2. souvenir, trinkets, mementos
3. Mardi Gras throws
4. mementos

PRACTICE 6: Using Consistent Pronouns (page 30)

Olympic athletes must be strong both physically and mentally. First of all, if **they** hope to compete in an Olympic sport, **they** must be physically strong. Furthermore, those who want to compete in the Olympics must train for many years. For the most demanding sports, they train several hours a day, five or six days a week, for ten or more years. In addition to being physically strong, athletes must also be mentally tough. This means that **they** have to be totally dedicated to **their** sport, often giving up a normal school, family, and social life. Being mentally strong also means that **they** must be able to withstand the intense pressure of international competition with its accompanying media coverage. Finally, not everyone can win a medal, so Olympians must possess the inner strength to live with defeat.

PRACTICE 7: Using Transition Signals (page 31)

Paragraph 2 is more coherent because the transition signals guide the reader from one idea to the next.

Paragraph 2: One difference, For example, two reasons, First of all, therefore, Second, consequently, on the other hand, Furthermore

PRACTICE 8: Recognizing Transition Signals (page 36)

On the one hand, Indeed, For example, In addition, On the other hand, In fact, In another accident, As a result, Furthermore, ; however,

PRACTICE 9: Choosing Transition Phrases and Conjunctive Adverbs (page 37)

- A
- | | |
|-----------------|-------------------|
| 2. ; however, | 5. Therefore, |
| 3. ; therefore, | 6. . As a result, |
| 4. for example | |
- B
1. Indeed, / In fact,
 2. Also,
 3. For example,
 4. Similarly,
 5. Second,
 6. third
 7. In fact, / Indeed,
 8. final and most convincing

Try It Out! (page 38)

Answers will vary. However, all paragraphs should have unity and use transitions and other techniques to create coherence.

PRACTICE 10: Correcting Too Many Transition Signals (page 39)

Answers will vary. Possible answers include:

After you have enjoyed that delicious avocado, do not throw out the seed! You can grow a beautiful houseplant by following these simple steps. **First**, wash the seed. ~~Second~~, ^{and} dry it. ~~Third~~, ^{Then} insert three toothpicks into its thickest part. ~~Then fill~~ ^{Fill} a glass or empty jar with water. ~~After that~~, ^{and} suspend the seed in the water with the pointed end up and the broad end down. The water should cover about an inch of the seed. **Next**, put the glass in a warm place, but not in direct sunlight. Add water when necessary to keep the bottom of the seed under water at all times. In two to six weeks, you should see roots begin to grow. ~~Furthermore~~, ^{After that} the seed will crack open, and ~~then~~ a stem will emerge from the top. ~~However~~, ^{Wait} wait until the stem is 6 to 7 inches long. **Then** cut it back to about 3 inches. **Now** wait until the roots are thick and the stem has leafed out again. ~~Then fill~~ ^{Fill} an 8- to 10-inch diameter clay pot with enriched potting soil. Plant the seed, leaving the top half exposed. ~~Then water~~ ^{Water} it well. **After that**, water frequently but lightly; **also** give the plant an occasional deep soaking. ~~Then place~~ ^{Place} the potted plant in a sunny window and watch it grow. ~~Then, when~~ ^{When} the stem is 12 inches high, cut it back to 6 inches

to encourage the growth of side branches. In just a few more weeks, you will have a beautiful indoor plant. ~~In conclusion~~, ^{Enjoy} enjoy your new plant, but do not expect it to bear fruit. Avocados grown from seed occasionally flower and bear fruit; **however**, **first** you will have to plant it outside and **then** wait anywhere from five to thirteen years.

PRACTICE 11: Recognizing Kinds of Logical Order (page 40)

Paragraph 1

Transition signals: for example, Next, After that, Finally,
Kind of logical order: chronological

Paragraph 2

Transition signals: The main difference, Unlike, on the other hand, Thus, Compared to
Kind of logical order: comparison / contrast

Paragraph 3

Transition signals: The first kind, A second kind, a third kind
Kind of logical order: logical division of ideas

PRACTICE 12: Using Synonyms (page 42)

- A
1. physician
 2. ill
 3. hurt
 4. get well
- B *Answers will vary.*

CHAPTER 3 (pages 46–72)

Questions about the Model (page 48)

1. Inupiaq, an Alaskan language, has been threatened with extinction, but new educational initiatives may bring it back to life.
2. Sentence 2 emphasizes that the threat to Inupiaq is very serious. Sentence 11 stresses that new educational efforts may increase Inupiaq use in the younger generation.
3. The point is that a language dies every two weeks. “*Disappearing Languages: Enduring Voices: Documenting the World’s Endangered Languages.*” *National Geographic*. Nationalgeographic.com. 2012. Web. 14 Jun. 2012.
4. Even if the author did have relevant experience, the information from outside sources gives the paragraph authority.

PRACTICE 1: Identifying Synonyms

(page 48)

- A 1. danger 3. grave
2. projects 4. tongues
- B 4

PRACTICE 2: Using Citations (page 51)

- In-text citation: (Garland 33)
Works cited: Garland, Eric. "Can Minority Languages Be Saved?" *The Futurist* Jul.-Aug. 2006: 31–36. Print.
- In-text citation: (Jill)
Works cited: Jill, Jodi. "Olympic Table Tennis Grunts Are Athlete's Universal Language." *Examiner.com*. 2012. Web. 15 Aug. 2012. <www.examiner.com/article/olympic-table-tennisgrunts-are-athlete-s-universal-language>
- In-text citation: (Tannen 152)
Works cited: Tannen, Deborah. *The Argument Culture: Stopping America's War of Words*. New York: Ballantine Books, 1999. Print.
- In-text citation: (Myers)
Works cited: Myers, Aaron. "Becoming an Independent Language Learner." *The Everyday Language Learner*. 25 Jul. 2012. Web. 15 Oct. 2012.

PRACTICE 3: Analyzing Direct Quotations (page 52)

- Henry Goodman
- comments
- Martha Woodruff; from the source information provided, we don't know if it is print or online; It gives a specific example of the frustrations of language loss (*answers will vary*).

PRACTICE 4: Punctuating Direct Quotations (page 55)

- Dr. Yixuan Ma, a well-known astrophysicist who has been studying black holes, said, "They are the most interesting phenomena we astrophysicists have ever studied."
- As she explained, "In black holes the laws of nature do not seem to apply."
- "A black hole is a tiny point with the mass 25 times the mass of our sun," explained Ma's associate, Chun-Yi Su. "Black holes are created by the death of a very large star," she stated.
- "It is an invisible vacuum cleaner in space," she added, "with tremendous gravitational pull."
- According to Dr. Su, "If a person falls into a black hole, he will eventually be crushed due to the tremendous gravitational forces."

- "Time will slow down for him as he approaches the point of no return," she said, "and when he reaches the point of no return, time will stand still for him."

Try It Out! (page 55)

Answers will vary.

PRACTICE 5: Changing Direct Quotations to Indirect Quotations (page 57)

Answers will vary. Possible answers include:

- OnlineEd, Inc., General Manager Jim Burns said that not everyone could attend college in the traditional way; therefore, taking courses via the Internet would offer many more students the chance to earn a college degree.
- Premed student Alma Rodriguez said that she missed being on campus, but that she had to work and take care of her family.
- Other students noted that last year, they spent several hours a day commuting to and from school, but that now, they don't have to do that.
- Computer engineering student Amir Mehdizadeh stated that he could choose when to study and how to study without pressure. He also said that he would take two more online classes in the fall.

Questions about the Model (page 59)

- 5 in the original, 6 in the paraphrase.
- a. *Language*, at the end
b. *But, Because*
c. *wished for, reasons*
d. sentence 5

PRACTICE 6: Choosing the Best Paraphrase (page 62)

Original Passage 2

- Too sim.
- Best
- No cit.
- Inc. / Innac.

Original Passage 3

- Inc. / Innac.
- No cit.
- Too sim.
- Best

PRACTICE 7: Writing a Paraphrase (page 63)

Answers will vary.

Try It Out! (page 65)

Answers will vary.

Questions about the Model (page 67)

1. 5, 6, 2
2. There are more ideas in the paraphrase. The points that are left out in the summary are that many different languages have developed and that people have dreamed of an international universal language.

PRACTICE 8: Choosing the Best Summary (page 68)

1. Summary A because it has all the important ideas and nothing extra
2. Summary B

PRACTICE 9: Using Synonyms (page 69)

A *Answers will vary. Possible answers include:*

1. electronic tools
2. programs
3. tongues
4. speak
5. reawaken

B *Answers will vary.*

Questions for Chapter 3 Expansion Reading in Appendix A (page 280)

1. When multiple languages are spoken within one political boundary, there are inevitably political and social consequences.
2. The children of immigrants lost the ability to speak their parents' language fluently.
3. Hindi is spoken by more people than any other language, but no language in India is spoken by a majority of the population. Non-Hindi speakers don't want the Hindi language to become the national language.

CHAPTER 4 (pages 74–100)

Questions about the Model (page 76)

1. Five
2. Paragraph 2: First of all, it is difficult to say whether single-sex education leads to higher test scores, but it may make a difference in more important areas.
Paragraph 3: In addition to these benefits, is also necessary to examine how single-sex education will affect students' careers in the future.
Paragraph 4: However, research supports the opposite conclusion: that discrimination is widespread in mixed classes.

3. Single-sex classes; single-sex education, same-sex classes, all-girl (all-boy) schools
4. *Answers will vary. Possible answers include:*
Boys and girls seem to pay more attention in single-sex classes.

PRACTICE 1: Identifying Nouns and Noun Suffixes (page 77)

A attendance, development, discrimination, improvement, interaction, performance, separation

B 1. -ment 2. -ance 3. -tion

PRACTICE 2: Recognizing Introductory Techniques (page 80)

Paragraph 1: The birth of Surtsey, as the island is named, offered scientists an extraordinary opportunity to learn how life takes hold on a sterile landmass. / Attention-getting (dramatic story)

Paragraph 2: Although not everyone experiences culture shock in exactly the same way, many experts agree that it has roughly five stages. / Funnel

Paragraph 3: Their ability to adjust to life in their adopted land has depended on several factors. / Attention-getting (historical)

Paragraph 4: There are so many conflicting news stories about which foods are good for you that it is often difficult to make the right choices at the supermarket. / Attention-getting (surprising fact)

PRACTICE 3: Constructing Introductory Paragraphs (page 82)

(**Note:** Sentences, which are listed in order here, should be written in paragraph form.)

Group 1: 5, 2, 3, 6, 1, 4 / Funnel

Group 2: 2, 9, 10, 3, 1, 4, 8, 5, 6, 7 / Attention-getting (Dramatic story)

Group 3: 5, 3, 2, 4, 1 / Attention-getting (Historical) (**Note:** The order of sentences 2, 3, and 4 can vary. Also, the type of introduction could also be dramatic or surprising facts.)

PRACTICE 4: Analyzing Thesis Statements (page 83)

2. Women generally live longer than men for two main reasons: They tend to take better care of their health and they have better resistance to stress.
3. Teenagers declare their separateness from their parents by the way they dress and talk.
4. In choosing a major, a student has to consider various factors, such as personal interest, job opportunities, and the availability of training institutions.
5. An architect should be both an artist and an engineer.
6. A healthy lifestyle involves eating a nutritious diet, exercising regularly, and getting enough sleep at night.

PRACTICE 5: Adding Subtopics (page 84)

Answers will vary.

Try It Out! (page 86)

Answers will vary.

PRACTICE 6: Analyzing Concluding Paragraphs (page 88)

1. A 2. A 3. B 4. A

Try It Out! (page 88)

Answers will vary.

PRACTICE 7: Signaling Organization with Thesis Statements (page 90)

- A
1. time sequence
 2. comparison / contrast
- B
1. Topic: education in Xanadu; Subtopics: an improved economy and efforts by the government to provide education in rural areas; Probable number of body paragraphs: 2
 2. Topic: education in Xanadu; Subtopics: liberal arts, medicine, law, and business; Probable number of body paragraphs: 4

PRACTICE 8: Recognizing Thesis Statements for Logical Division (page 92)

1, 3, 5, 7

Try It Out! (page 92)

Answers will vary.

PRACTICE 9: Using Transitions between Paragraphs (page 94)

Answers will vary.

PRACTICE 10: Outlining an Essay (page 96)

- B. Students have the opportunity to interact with people of the opposite sex outside of the classroom.
- C. Mixed-sex classes are discriminatory.
3. Boys are called on more often than girls

PRACTICE 11: Using Correct Word Forms (page 97)

- A
2. ~~separation~~ / separate
 3. ~~discriminate~~ / discrimination
 4. ~~attention~~ / attentive
 5. ~~interaction~~ / interactive
- B
1. develop
 2. attention
 3. improvement
 4. performance
 5. argument

CHAPTER 5 (pages 101–115)

Questions about the Model (page 104)

1. Thesis statement: To understand how the accident at Fukushima happened, it is necessary to understand how a nuclear power plant is constructed and how one operates. It shows that a process will be described.
2. How a reactor works, what happened at Fukushima
3. Process 1: 2, 3, and 4; Process 2: 5, 6, and 7
4. funnel
5. It summarizes the main points by pointing out that nuclear power has great potential and great risks. In a final comment, it expresses doubt about the future of nuclear energy in Japan.

PRACTICE 1: Recognizing Word Parts
(page 105)

- A Answers may vary.
- B Answers may vary.

PRACTICE 2: Creating Thesis Statements for Process Essays
(page 107)

- 4. procedure
- 5. developing for several years
- 9. preparation
- 10. life cycle

Try It Out! (page 107)
Answers will vary.

PRACTICE 3: Identifying and Organizing Steps (page 108)
Answers will vary.

PRACTICE 4: Identifying Chronological Order Signals (page 109)

- Paragraph 1: after
- Paragraph 2: First . . . As fission occurs
- Paragraph 3: When the control rods are pushed into the reactor core . . . When the control rods are pulled out
- Paragraph 4: then . . . Next . . . Finally,
- Paragraph 5: When the earthquake hit the Fukushima Daiichi nuclear power plant in Japan . . . First,
- Paragraph 6: Once the plant itself stopped producing power . . . It, too, soon stopped . . . At this point . . . when another disaster occurred . . . before they ran out of power.
- Paragraph 7: After the batteries died . . . Then
- Paragraph 8: Prior to the earthquake and tsunami

PRACTICE 5: Using Chronological Order Signals (page 110)
Answers will vary.

PRACTICE 6: Using Word Parts and Word Families (page 111)
Answers will vary.

CHAPTER 6 (pages 116–132)

Writing Model 1, Questions about the Model (page 119)

- 1. It discusses mainly the causes of shyness.
- 2. Paragraphs 2, 4, 5, and 6
- 3. Paragraph 7
- 4. (1) biological factors and (2) environmental factors
- 5. Paragraph 2
- 6. Paragraphs 4, 5, and 6

Writing Model 2, Questions about the Model (page 120)

- 1. Both are caused by decreased sunlight.
- 2. They cause SAD, a condition that makes people depressed during winter.
- 3. Doctors advise people to sit in front of a special light box and to walk outside in the sunlight.

PRACTICE 1: Identifying and Using Collocations (page 120)

- A environmental causes
growing dependence
negative consequences
positive aspects
genetic causes
- B 1. genetic causes
2. positive aspects
3. growing dependence
4. environmental causes
5. negative consequences

PRACTICE 2: Analyzing Block Organization (page 122)

2nd cause: home/family life
3rd cause: culture
4th cause: technology
Effects of shyness: shy people are better listeners and high achievers
Shyness has both biological and environmental causes.

PRACTICE 3: Analyzing Chain Organization (page 124)

Body produces more melatonin and less serotonin + disturbance in body's natural clock

Try It Out! (page 124)

Answers will vary. However, students should demonstrate understanding of the two different patterns.

PRACTICE 4: Recognizing Cause Signal Words (page 125)

- A
2. Many department stores rely on computers (due to) their ability to keep records of sales and inventory.
 3. A medical computer system is an aid to physicians (because of) its ability to interpret data from a patient's history and provide a diagnosis.
Same sentence using "because": *A medical computer system is an aid to physicians because it has the ability to/ because it can interpret data from a patient's history and provide a diagnosis.*
 4. War, famine, and ethnic violence (have caused) a flood of refugees in the past 50 years.
 5. Hollywood movies are known for their special effects (because) U.S. audiences seem to demand them.
 6. (Since) European audiences seem to prefer movies that explore psychological or philosophical issues, European movies are generally quieter and more thought-provoking.
 7. Smog (results from) chemical air pollutants being trapped under a layer of warm air.
 8. John's promotion is (the result of) his brilliant management skills and company loyalty.
 9. Little is known about life on the ocean floor, (for) scientists have only recently developed the technology to explore it.
 10. Holes are created in the protective ozone layer of the stratosphere (as a result of) the burning of fossil fuels.

B Answers will vary.

PRACTICE 5: Recognizing Effect Signal Words (page 126)

- A
1. The purchase price of electric cars is far greater than the price of cars with conventional internal combustion engines; (consequently), the price must be lowered if they are to become popular.
 2. However, electric cars are nonpolluting; (therefore), the government offers cash incentives to people who purchase them.
 3. In addition, electric cars use relatively inexpensive electricity for power; (thus), they cost less to operate than cars that use gasoline.
 4. Unfortunately, the operating cost of electric cars only begins to make up for the higher purchase price if a car owner keeps the car for more than eight years; (as a result), most people still prefer gasoline-powered vehicles.
 5. His patient diplomacy (resulted in) the successful negotiation of a peace treaty.
 6. It has been documented that lack of sleep (affects) a person's ability to think clearly.
 7. Cold water is denser than warm water and will (therefore) sink.
 8. Freshwater is less dense than salt water, (so) it tends to float on the surface of a body of saltwater.
 9. Air pollution creates holes in the protective ozone layer of the stratosphere, (thereby) allowing harmful ultraviolet radiation to reach Earth's surface.
 10. (The cause of) the patient's rapid recovery was the excellent care he received from his doctor.

B Answers will vary.

PRACTICE 6: Using Cause / Effect Signal Words (page 127)

Answers will vary. Possible answers include:

2. C, E Since some breeds of dogs have a stronger desire to perform a service than other breeds, they are more suitable as search-and-rescue animals.
3. E, C Seals and other aquatic mammals can see when they are hunting for food in the dark ocean depths at night due to their very large eyes.
4. C, E Metals have many free-moving electrons; consequently, they are good conductors of heat.
5. C, E, E My company began offering employees flexible working hours; as a result, productivity has increased and absenteeism has declined.
6. E, C The Fukushima nuclear reactor was flooded with cool seawater; hence, the temperature of the reactor cooled down.
7. C, E The pumps lost electricity and stopped working because of the damage from the earthquake to the connection to the power grid.
8. E, C During an El Niño, the jet stream blows in a different pattern; therefore, weather around the world changes.
9. C, E In some areas of the world, heavy rains cause devastating floods and mudslides to happen.
10. E, C In other parts of the world, thousands of people suffer starvation as a result of drought.
11. E, C The reason for the dramatic rise in food prices in 2012 was that the Midwest of the United States suffered the worst drought in more than 60 years.

PRACTICE 7: Using Collocations (page 129)

A Answers will vary.

B Answers will vary.

Questions for Chapter 6 Expansion Reading in Appendix A (page 282)

1. a
2. b
3. a
4. b
5. b
6. b
7. a. so
b. as a result of
c. thereby
8. monkey, reward, fairness, share

CHAPTER 7 (pages 133–151)

Questions about the Model (page 136)

1. The United States and Russia provide a good example of two countries that are geographically distant and have fundamental differences but that still find commonalities.
2. History and form of government
3. Population growth and energy production and consumption in paragraphs 3 and 4
4. Paragraphs 5 and 6
5. Transition from differences to similarities

PRACTICE 1: Noticing Antonyms (page 136)

- A
1. similarities
 2. high
 3. more
 4. majority
 5. increased

B Answers will vary. Possible answers include:

1. close, near
2. fall, drop
3. subtracts
4. followed
5. separate, apart

PRACTICE 2: Outlining the Model (page 140)

- A. 2. The United States has higher immigration.
- B. A second difference is energy consumption and production.
1. Americans consume more energy than Russians.
 - a. Americans consume twice as much electricity.
 - b. Americans consume three times as much oil.
- C. 1. a. Both are ethnically diverse.
b. Both are linguistically diverse.
c. Both are religiously diverse.
2. The United States and Russia have also both faced similar economic challenges in the recent past.

PRACTICE 3: Recognizing Signal Words (page 142)

Paragraph 1: similar to; Paragraph 2: also; Paragraph 3, compared to, also; Paragraph 4: also, compared to; Paragraph 5: like, similar (in), also (3), both (5); Paragraph 6: similarly (2), also, both (3) not only . . . but also; Paragraph 7: as . . . as

PRACTICE 4: Using Comparison Signal Words (page 142)

Answers will vary. Possible answers include:

- Both the United States and Great Britain operate under a two-party system.
- Just as the British Parliament has two separate houses, the House of Commons and the House of Lords, the United States Congress has the Senate and the House of Representatives.
- The members of the U.S. House of Representatives and the British House of Commons are alike; they are both elected by district.
- The method of choosing cabinet members in the United States is the same as choosing cabinet members in Great Britain.
- In Great Britain, the prime minister appoints the cabinet; likewise, in the United States, the president appoints the cabinet.
- The British monarch has the right to veto any law passed by Parliament; similarly, the U.S. president has the right to veto any law passed by Congress.

Try It Out! (page 143)

Answers will vary. However, students should demonstrate their understanding of the ways to compare similarities in two cultures.

PRACTICE 5: Recognizing Concession Words (page 144)

Paragraph 1: still; Paragraph 2: however;
Paragraph 3: although; Paragraph 4: but;
Paragraph 5: despite; Paragraph 7: however

PRACTICE 6: Recognizing Direct Opposition Signal Words (page 145)

Paragraph 1: differ, different from; Paragraph 2: different; Paragraph 3: on the other hand (2);
Paragraph 4: while, compared to, however

PRACTICE 7: Using Contrast Signal Words (page 145)

Answers will vary. Possible answers include:

- In the United States, the president fulfills the functions of both political leader and head of state. In contrast, these two functions are separate in Great Britain.
- In other words, Great Britain has both a monarch and a prime minister, but the United States has only a president.
- The president of the United States may be of a different political party than the majority of Congress, whereas the British prime minister is the head of the political party that has the most seats in Parliament.

- While the United States has a written constitution, Great Britain has no written constitution.
- Unlike in the United States, where elections are held on a regular schedule, no matter how popular or unpopular the government is in Great Britain, elections are held whenever the prime minister loses a vote of confidence.
- The members of the U.S. Senate are elected. On the other hand, the members of the British House of Lords are appointed or inherit their positions.
- As you can see, the two systems of government differ in several ways even though they are both democracies.

Try It Out! (page 146)

Answers will vary.

PRACTICE 8: Using Antonyms (page 147)

A Answers will vary. Possible answers include:

- small
- urban
- disrespect, rudeness
- distance
- take

B Answers will vary.

Questions for Chapter 7 Expansion Reading in Appendix A (page 285)

- b
- a. bridewealth, b. brideservice, c. dowry. The basis of the order is frequency of occurrence in cultures around the world—from the most common to the rarest.
- Paragraphs 5 and 6
 - In paragraph 5, the contrast is between a newlywed couple's living separately and a couple's living with one set of parents.
 - In paragraph 6, the contrast is between a marriage in which no alliance is created between the two families and a marriage in which an alliance is created.
- The contrast in paragraph 7 is between marriages in which gifts are given to the couple together and those in which gifts are given to the wife or husband separately. Yes, there is a contrast signal word: *but*, the first word of the second sentence.
- c

CHAPTER 8 (pages 152–168)

Questions about the Model (page 154)

1. Paragraph 1
2. Just the writer's
3. Three, one in each body paragraph
4. In separate paragraphs
5. It gives a conclusion and repeats the author's opinion.

PRACTICE 1: Identifying Collocations (page 155)

- A
1. perform tasks
 2. clearly capable
 3. particularly true
 4. prosecute crime
 5. minimally invasive
- B
1. clearly capable
 2. perform tasks
 3. particularly true
 4. prosecute crime
 5. minimally invasive

PRACTICE 2: Organizing Key Elements (page 157)

Answers will vary. Possible answers include:

Thesis statement: As technology improves, employers in all fields should look to maximize their robotic workforce and minimize human error.

- II. A. 2. b. Ability to win TV quiz show, Jeopardy
- II. B. 1. Opposing argument 2: Humans will always be able to do job better.
- II. B. 2. Rebuttal to argument 2: Certain tasks can always be done better by machines.
- II. C. 1. Opposing argument 3: Unethical to take jobs away from humans
- II. C. 2. Rebuttal to argument 3: Human failings in workplace
- II. C. 2. a. In surgery, robot may be more reliable than human doctor.

PRACTICE 3: Adding an Opposing Point of View (page 159)

A Answers will vary.

B Answers will vary.

Try It Out! (page 160)

Answers will vary.

Questions about the Model (page 161)

1. According to statistics from the International Telecommunication Union, Internet use is increasing worldwide.
2. The International Telecommunications Union
3. According to
4. The number of Internet users per 100 inhabitants in countries around the world from 1997 to 2007

PRACTICE 4: Using Statistics (page 162)

Answers will vary. Possible answers include:

1. the TomiAhonen Almanac 2010
2. increased / grown / taken off / exploded
3. 3 trillion
4. 4 trillion
5. The Philippines
6. 195
7. 600
8. 13
9. 420

Try It Out! (page 164)

Answers will vary. However, students should demonstrate an ability to read accurately and present correctly any statistics that are found on graphs.

PRACTICE 5: Using Collocations (page 165)

Answers will vary.

Questions for Chapter 8 Writing Assignment Readings in Appendix A

Reading 1 (page 287)

Answers will vary. Possible answers include:

1. a. The romance of space travel and the exploration of new worlds
 - b. Exploring and colonizing the moon and Mars will give us a better understanding of our own home planet, Earth.
 - c. Feelings of national pride, the prestige of the United States is at stake.
 - d. The research required by such a complex mission will help the United States retain its position as a leader in science and technology.
2. Paragraph 2
 3. Paragraphs 3, 4, and 5 (Summaries will vary.)
 4. Paragraph 6 (Summaries will vary.)
 5. Paragraphs 8 and 9 (Summaries will vary.)

Reading 2 (page 290)

Answers will vary. Possible answers include:

1. Answers will vary.
2. The idea that a staffed mission to Mars would be an incredible feat is contrasted with the fact that the costs associated would be enormous.

3. Thesis statement: Nevertheless, there are several reasons why it is impractical to attempt sending people to Mars by the mid-2030s.
4. The main reasons a manned mission to Mars would not work are: (1) financial concerns, (2) health risks for astronauts, (3) psychological concerns for astronauts, (4) the need for more sophisticated technology.

CHAPTER 9 (pages 170–188)

Questions about the Model (page 172)

1. The author combined sentences 1–7 in the first draft into sentences 1–4 in the second draft.
2. but, for, although
3. Combining sentences made it easier to read and made the relationships among the ideas clearer.
4. First draft: 15, second draft: 10
5. The writer combined sentences 8 and 9 with *because*, added *On the other hand*, to sentence 11 (now 7), combined sentences 13 and 14 (now 9) with *because*, and started that last sentence with *Thus*.
6. Draft 2 is easier to read because the ideas are clearly connected to each other.

PRACTICE 1: Identifying Independent and Dependent Clauses (page 174)

Add a period (.) to the following independent clauses: 3, 5, 6, 7, 10

The following are dependent clauses: 4, 8, 9

Try It Out! (page 175)

Answers will vary.

PRACTICE 2: Choosing *But* vs. *Yet* (page 177)

Answer will vary. Possible answers include:

1. a. yet
b. but
2. a. yet
b. but
3. a. but
b. yet

PRACTICE 3: Forming Compound Sentences with Coordinators (page 177)

A Answers will vary.

B Answers will vary. Possible answers include:

2. The accidents at nuclear power plants in the United States and the Soviet Union created fears about the safety of this energy source, and the disaster at Fukushima in Japan in 2011 confirmed them.

3. Solar heating systems are economical to operate, but the cost of installation is very high.
4. Energy needs are not going to decrease, nor are energy sources going to increase.
5. Burning fossil fuels causes serious damage to our planet, so we need to develop other sources of energy.
6. Ecologists know that burning fossil fuels causes holes in the ozone layer, yet people continue to do it.
7. Developed nations especially will continue this harmful practice, for they require more energy to fuel cars, air conditioning, and other modern luxuries.
8. All nations of the world must take action, or our children and grandchildren will suffer the consequences.

Try it Out! (page 178)

Answers will vary.

PRACTICE 4: Forming Compound Sentences with Conjunctive Adverbs (page 180)

Answers will vary.

Try It Out! (page 180)

Answers will vary.

PRACTICE 5: Forming Compound Sentences with Semicolons (page 181)

1. The practice of yoga strengthens the body and promotes flexibility; it also strengthens the mind and refreshes the soul.
2. Motherhood causes some women to quit their jobs; others continue working despite having young children to care for.
3. Three hundred guests attended his wedding; two attended his funeral.

Try It Out! (page 181)

Answers will vary.

PRACTICE 6: Editing to Form Compound Sentences (page 181)

Answers will vary.

PRACTICE 7: Analyzing Complex Sentences (page 183)

- A
- ^{SUB} 2. When students from other countries come to the United States, they often suffer from culture shock.
 - ^{SUB} 3. Because financial aid is difficult to obtain, many students have to work part-time.
 - ^{SUB} 4. Please tell me where the student union is.
 - ^{SUB} 5. Engineers, who have an aptitude for drafting and mechanics, must also be artistic and imaginative.
 - ^{SUB} 6. While the contractor follows the blueprint, the engineer checks the construction in progress.
 - ^{SUB} 7. Since the blueprint presents the details of the engineer's plans, it must be interpreted accurately by the contractor.
 8. Students should declare a major by their junior year unless they have not made up their minds.
 - ^{SUB} 9. Even though students declare a major now, they can change it later.
 - ^{SUB} 10. The government says that inflation is holding steady.

B *Answers will vary.*

PRACTICE 8: Punctuating Sentences (page 184)

- Information and communication technology is reaching out to help people in the poorest countries improve their lives; for example, fishermen on the Bay of Bengal can now receive online weather reports that tell them when it is safe to go out.
- Furthermore, when the fishermen bring in a boatload of fish, they can find out the current market prices for their fish, which will help them bargain with the middlemen to whom they sell their catch.

- The cost of the cheapest computer is at least \$200, and since this is more than an individual fisherman can afford, several fishing villages together can pool their money and buy one to share.
- When you call your U.S. bank, you may find yourself speaking to a customer service representative who is sitting in the Philippines or Puerto Rico, and when you need technical support for your home computer, you may get help from a programmer in India.

PRACTICE 9: Combining Sentences in Different Ways (page 186)

Answers will vary.

EDITING PRACTICE (page 187)

Answers will vary.

CHAPTER 10 (pages 189–204)

Questions about the Model (page 190)

1. 1 2. 3 3. 2 4. 4

PRACTICE 1: Identifying and Creating Parallelism (page 192)

- A
2. You know you are truly fluent in another language when you can calculate in it **(and)** when you begin to dream in it.
 3. People often spend as much time worrying about the future **(as)** planning for it.
 4. You can learn a second language in the classroom, at home, **(or)** in a country where the language is spoken.
 5. My new personal computer is **(both)** fast **(and)** reliable.
 6. My mother's old typewriter is **(neither)** fast **(nor)** reliable.
 7. Ann is growing older **(but)** unfortunately not wiser.
 8. Young people buy computers **(not only)** to do schoolwork **(but also)** to play games.

9. If industrial nations continue to burn fossil fuels (and) if developing nations continue to burn their rain forests, the level of CO₂ in the atmosphere will continue to increase.

10. Before the judge announced the punishment, he asked the murderer if he wanted to speak (either) to the victim's family (or) to the jury.

B *Answers may vary. Possible answers include:*

2. they can be used

Credit cards are accepted by department stores, airlines, and some gas stations.

3. you pay high interest rates

The disadvantages of using a credit card are overspending and paying high interest rates.

4. you can

With credit cards, you can either pay your bill with one check or stretch out your payments.

5. when you stay

You can charge both at restaurants and at hotels. OR You can charge at both restaurants and hotels.

6. they carry

Many people carry not only credit cards but also cash.

7. do they like paying

Many people neither want to pay off their balance monthly nor do they like to pay interest.

8. to send

Not making any payment or sending in only minimum payments every month is poor money management.

Try It Out! (page 194)

Answers will vary.

PRACTICE 2: Rewriting Sentence Fragments (page 195)

A Complete sentences: 4, 5, 7, 10,

Fragments: 1, 2, 3, 6, 8, 9

Answers will vary. Possible answers include:

1. The desire of all humankind is to live in peace and freedom, for example.

2. Second, it is a fact that men are physically stronger than women.

3. The best movie that I saw last year was *Beasts of the Southern Wild*.

6. Although people want to believe that all men are created equal, it is not true.

8. Many of my friends who did not have the opportunity to go to college are unhappy.

9. A tsunami that occurred in the Indian Ocean in December 2004 killed more than 200,000 people.

B *Fragments:*

Paragraph 1: Believing that they are far better drivers than they are.

Paragraph 3: On the one hand, the frontal cortex, or decision-making area, of a teenager's brain which is still developing. So they take risks because they literally do not understand the danger. Using cars to show their maturity. Or using them as status symbols to gain popularity.

Paragraph 4: Because of their attitude. As they get older and their brains, and decision-making capacities, mature.

Corrected fragments:

Paragraph 1: Believing that they are far better drivers than they are, teenagers can be incompetent, inattentive, and even dangerous behind the wheel.

Paragraph 3: On the one hand, the frontal cortex, or decision-making area, of a teenager's brain, is still developing, so they take risks because they literally do not understand the danger. On the other hand, teenagers want to be treated like adults, using cars to show their maturity or using them as status symbols to gain popularity.

Paragraph 4: All in all, teenagers are not safe drivers because of their attitude. Teenagers will learn to become safe drivers as they get older and their brains, and decision-making capacities, mature.

PRACTICE 3: Rewriting Choppy Sentences (page 197)

Answers will vary.

PRACTICE 4: Correcting Run-On / Comma Splice Sentences (page 199)

A *Answers will vary. Possible answers include:*

1. a. New York City is very cosmopolitan. People from many cultures and ethnic groups live there.

b. New York City is very cosmopolitan; people from many cultures and ethnic groups live there.

c. New York City is very cosmopolitan because people from many cultures and ethnic groups live there.

d. New York City is very cosmopolitan, for people from many cultures and ethnic groups live there.

2. a. A newly arrived international student faces several challenges. For example, he or she has to cope with a new culture.
- b. A newly arrived international student faces several challenges; for example, he or she has to cope with a new culture.
3. Learning a new language is like learning to swim, for it takes a lot of practice.
4. Ask for assistance at the reference desk in the library; a librarian is always on duty.

- B**
- | | |
|-------|-------|
| 2. RO | 6. C |
| 3. C | 7. RO |
| 4. RO | 8. CS |
| 5. C | 9. CS |

Corrections will vary. Possible answers include:

2. An encyclopedia is a valuable source of information because it contains summaries of every area of knowledge.
4. A printed encyclopedia may quickly go out of date; also, it is quite expensive to purchase.
7. An editor of an encyclopedia does not write articles; he or she only collects and edits articles.
8. To find a book on a certain subject, you used to look in a card catalog; moreover, to find a magazine article on a subject, you used to look in a periodical index.
9. If you cannot find any information on a subject, you can always ask a librarian to help you. They are paid to assist students.

C *Corrected sentences (area of change is underlined):*

Paragraph 1

RO: This report showed that more than one-third of the undergraduate grades awarded in the spring semester 2005 were As; only 1.1 percent were Fs.

CS: The percentage of As awarded to graduate students was even higher. Almost two-thirds were As.

Paragraph 2

CS: Investigation of the admissions criteria of some graduate and professional schools indicates that the admissions offices of these schools are discounting high grades on the transcripts of SMSC students, which means that an A from SMSC is not equal to an A from other universities.

RO: Grade inflation may, therefore, hurt a student from SMSC who intends to apply to a graduate or professional school because he or she may not be accepted despite a high grade point average.

PRACTICE 5: Correcting Stringy Sentences (page 202)

Answers will vary.

EDITING PRACTICE (page 203)

Sentences 2 and 7 are comma splices.

Sentences 5, 6, 14, and 15 are choppy.

Sentences 10 and 11 are fragments.

Sentences 8 and 13 have problems with parallelism.

Corrected paragraphs will vary.

CHAPTER 11 (pages 205–220)

Questions about the Model (page 207)

1. that sports stars and entertainers are role models in our society
2. if someone is a role model whether he or she fits certain criteria
3. what the morally right choice is in any situation who might need their help where they can find personal gain how to keep working to achieve their goals
4. It appears where a noun usually appears in a sentence (e.g., as a subject, direct object, or object of a preposition)

PRACTICE 1: Using That Clauses (page 209)

(page 209)

A *Answers will vary.*

- B**
2. It is undeniable that ocean levels are rising.
 3. It has been well documented that burning fossil fuels is a cause of global warming.
 4. It has been proven that winters in the Northeast are getting warmer.

PRACTICE 2: Writing Sentences with That Clauses (page 211)

Answers will vary. Possible answers include:

3. Research indicated a long time ago that women learn languages more easily than men do.
4. Scientists reassure men that women's superior language skills do not mean that women are more intelligent than men.
5. It has often been observed that men are better at reading maps.
6. It is thought by many scientists that men's and women's brains developed different spatial skills because of the different tasks they performed in prehistoric times.

PRACTICE 3: Writing Subjunctive

Noun Clauses (page 212)

- The water department will demand that every individual decrease water use.
- It is necessary that every family reduce its water use by 40 percent.
- For city dwellers, the water department proposes that everyone limit showers to five minutes.
- It is required that farmers cut their water use by 25 percent.
- It is suggested that every farmer install a drip irrigation system.
- The water department urges that people living in suburban areas not use water to wash cars, sidewalks, or streets.

Try It Out! (page 213)

Answers will vary.

PRACTICE 4: Using If / Whether Clauses (page 214)

- B** Answers will vary. Possible answers include:
- if the needles are made of stainless steel or of some other metal
 - whether the needles hurt when they are inserted
 - if the effectiveness of acupuncture in relieving back pain has ever been documented
 - whether acupuncture can strengthen the immune system
 - whether acupuncture uses the body's energy to promote healing
 - whether you studied acupuncture in China or in the United States
 - if you have ever used acupuncture during an operation
 - (Answers will vary.)

PRACTICE 5: Using Question Clauses (page 216)

- B** Answers will vary. Possible answers include:
- when the band had last performed in Fog City
 - how many years they had been together as a group
 - who wrote their songs
 - where they practiced on the road
 - how many songs the band had recorded
 - 7 and 8.** (Answers will vary.)

EDITING PRACTICE (page 218)

(Corrections are in brackets. Explanation of error is in the second column.)

Betcha's Blog I wanted to blog about it so that everyone would know how amazing <u>was it</u> [it was]. In fact, I insist that you <u>went</u> [go]! If you're wondering <u>that</u> [what] you might find there, be patient! I'm going to tell you. I loved <u>seeing, what</u> [seeing what] they look like. I never would have guessed [what] her age was from her work. I asked one writer when <u>will she write</u> [she would write] another <u>book?</u> [book.] She said that she <u>was</u> [had been] very busy for several years and hadn't had time to write, but that for the last six months she <u>was working</u> [had been working] on her next book. Anyway, if you want to know when <u>should you</u> [you should] go to the exhibit, I suggest that you <u>are</u> [be] there early in the morning.	Incorrect word order Subjunctive not used Wrong subordinator Incorrect punctuation (comma before noun clause) Missing subordinator Incorrect word order / tense Incorrect punctuation Sequence of tenses Sequence of tenses Incorrect word order Subjunctive not used.
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CHAPTER 12 (pages 221–242)

Questions about the Model (page 223)

- Whenever* they have to speak in front of others
- Since* people often need to make speeches for career advancement *so that* they can overcome their phobia about facing an audience
- everywhere* they look
- being successful vs. not enjoying speaking, *even though*

PRACTICE 1: Using Adverb Time Clauses (page 224)

Answers will vary. Possible answers include:

If you are inside, move away from windows, and get under a desk or table or stand in a doorway when / as soon as you feel the floor begin to shake. Try to stay calm while the earthquake is happening. Do not move until the floor stops shaking. As soon as / when you are sure the earthquake is over, you may begin to move around. After you have checked carefully for fallen power lines, you may go outside.

Try It Out! (page 225)

Answers will vary.

PRACTICE 2: Using Place Clauses

(page 225)

Answers will vary. Possible answers include:

2. Consumers tend to buy more wherever credit cards are accepted for payment of merchandise.
3. Consumers cannot use credit cards everywhere they shop.
4. There are a few places of business where a credit card is not accepted.
5. Travelers can use credit cards in foreign countries anywhere they are accepted.

Try It Out! (page 226)

Answers will vary.

PRACTICE 3: Using Distance, Frequency, and Manner Clauses

(page 227)

A Answers will vary.

B Answers will vary.

PRACTICE 4: Using Adverb Reason Clauses (page 228)

A Answers will vary. Possible answers include:

2. Because Europeans experienced hardship and deprivation during and after World War II, they are used to conserving.
3. Since coal pollutes the air and gives off a lot of carbon dioxide, many European nations switched to natural gas or nuclear power to produce electricity.
4. In the United States, 42 percent of the nation's electricity is generated by burning coal, as coal is cheap and plentiful.
5. Because European heads of government have more power than a U.S. president, they may be able to force industry to make environmentally responsible changes.

B Answers will vary.

PRACTICE 5: Using Result Clauses

(page 231)

A Answers will vary. Possible answers include:

2. The Ancient Peru exhibit was so popular that it was held over for two weeks.
3. The artifacts were of such historic value that anthropologists from several universities came to study them.
4. The exhibits were so precious that a museum guard was posted in every room.
5. Computer graphics allowed the exhibit's curators to present the lives of ancient Peruvians so realistically that you felt you were actually there.

6. There were so few exhibits that we were able to see all of them in an hour.

B Answers will vary.

PRACTICE 6: Using Purpose Clauses

(page 234)

A 2. f, 3. d, 4. b, 5. c, 6. a

Answers will vary. Possible answers include:

2. For example, an artificial food called "bacon bits" was invented in order that consumers could enjoy the taste of bacon without the fat.
3. Chemicals are added to many food products so that the foods will stay fresh longer.
4. Most farmers use chemical fertilizers and pesticides in order that they can increase crop yields.
5. Some farmers use only natural pest control methods so that they can produce organic crops.
6. People like to buy organic farm produce in order that they can avoid food with chemicals.

- B
1. Most farms use chemical fertilizers and pesticides (in order) to increase crop yields.
 2. Some farmers use only natural pest control methods (in order) to produce organic crops.
 3. People like to buy organic farm produce (in order) to avoid food with chemicals.

PRACTICE 7: Using Contrast Clauses

(page 236)

A Answers will vary. Possible answers include:

2. Although both the common cold and the flu are caused by viruses, only the flu can be prevented through immunization.
3. A cold develops gradually, and any fever that develops will be low-grade (101°F or less), whereas the flu often comes on abruptly, with a sudden high fever.
4. Ludwig Van Beethoven wrote some of the Western world's greatest music even though he became totally deaf in midlife.
5. Even though South Korea is a small country with few natural resources, it is becoming an economic superpower.
6. While in some areas of the Northwest United States, rainfall averages over 50 inches annually, some areas of the Southwest average less than 10 inches per year.
7. Though scientists know why earthquakes happen, they are still not able to predict them.
8. Smokers claim the right to smoke in public places, while nonsmokers claim the right to breathe clean air.

B Answers will vary.

PRACTICE 8: Using Conditional Clauses (page 240)

Answers will vary.

Try It Out! (page 240)

Individual responses should demonstrate student's understanding of conditional adverb clauses.

EDITING PRACTICE (page 240)

(Sentences with edits. Corrections are in square brackets or explained in column 2.)

3 However, some people spend <u>such</u> [so] many hours online that they are Internet addicts.	Wrong subordinator
4 <u>Although an</u> [Although An] average person spends about 12 hours per week, <u>but</u> an addict may spend 8 to 12 hours per day online.	Too many subordinators [delete <i>although</i> or <i>but</i>]
5 <u>Because</u> addicts spend so much time interacting with the computer, <u>so</u> their lives are negatively affected.	Too many sub. [Cross out <i>because</i> or <i>so</i>]
6 They become socially isolated, because they stop going out and talking to people face-to-face.	Unnecessary comma
9 For example, John Davis's marriage to his wife, Marta, broke up <u>until</u> [because] he insisted on spending so many hours on the Net.	Wrong subordinator
10 As soon as he arrived home from work[,] he was at his computer.	Missing comma
11 <u>While</u> [When / As soon as] he finished dinner, he would disappear into his computer room again.	Wrong subordinator
13 Since college students are especially technologically skilled[,] they can easily become nonstop Net-surfers.	Missing comma
15 Moreover, most colleges provide computers at several locations around campus, <u>so that</u> [so that] students can use them at any time day or night.	Wrong subordinator
17 Last semester, nine freshmen at East Berkshire State University flunked out <u>although</u> [because] they became Internet addicts.	Wrong subordinator
18 In short, <u>even though</u> the Internet is an excellent source of information and entertainment, <u>but</u> we must not let it take over our lives.	Too many subordinators. [Cross out <i>even though</i> or <i>but</i> .]

CHAPTER 13 (pages 243–263)

Questions about the Model (page 244)

1. which took place in 1621; it modifies *the first thanksgiving feast in the United States*.
2. who came to the feast; it modifies the pronoun *everyone*.
3. that they ate; it modifies *the food*.
4. that they eat; sentence 4 is in the past, sentence 7 in the present.

PRACTICE 1: Recognizing Restrictive and Nonrestrictive Clauses (page 247)

- NR 3. The sun, which in 40 minutes can produce enough solar energy to meet humankind's needs for a year, is one of Earth's potential sources of power.
- R 4. We are at the beginning of a medical computer revolution, according to an article that appeared online.
- R 5. A medical computer is a machine that analyzes the results of laboratory tests and electrocardiograms.
- R 6. A physician who feeds a patient's symptoms into a computer receives a list of diseases that fit the symptoms of that patient.
- NR 7. Laser beams, which are useful in both medicine and industry, were first predicted in science fiction stories 75 years ago.
- R, NR 8. According to the International Monetary Fund, the country that has the highest per capita income is not the United States, which is in fourth place.
- R 9. It was a thrilling experience to meet the author of the book that we had been reading all semester.
- NR 10. My brother-in-law, who is from Italy, moves his hands a lot when he is talking.

PRACTICE 2: Using Relative Pronouns as Subjects (page 248)

- A Answers will vary. Possible answers include:
2. While he lectured, he showed us a slide that diagrammed the double helix structure of DNA.
 3. Words in English that begin with the consonants *th* are often difficult for foreigners to pronounce.
 4. Foreigners also have difficulty with English spelling, which is not always consistent with its pronunciation.
 5. Anyone who wants to be a computer programmer must have a logical mind.
 6. Fans quickly lose interest in a sports team that loses game after game.

B *Answers will vary.*

PRACTICE 3: Using Relative Pronouns as Objects (page 251)

Answers will vary. Possible answers include:

2. As a young boy, Einstein had trouble in elementary and high school, which he attended in Germany.
3. He did poorly in certain subjects such as history and languages, which he disliked. / He did poorly in certain subjects (that) he disliked such as history and languages.
4. The only subjects (that) he enjoyed were mathematics and physics.
5. He developed theories (that) we use to help us to understand the nature of the universe.
6. Einstein is best known for his general theory of relativity, which he began to develop while living in Switzerland.

Try It Out! (page 251)

Answers will vary.

PRACTICE 4: Possessive Adjective Clauses (page 253)

- A
2. Securities Corporation's president, whose expertise on financial matters is well known, has a degree in business.
 3. First National Bank, whose president comes from my neighborhood, tries to attract customers of all ages and income levels.
 4. Companies conduct market research to discover trends among consumers, whose tastes change rapidly.
 5. Maya Angelou, whose childhood was difficult, tells about her early life in her book *I know Why the Caged Bird Sings*.
- B
2. John is dating Eileen's sister, whose name I keep forgetting.
 3. Any company whose logo or symbol consumers easily recognize has a better chance of success.
 4. McDonald's, whose golden arches most people recognize, has restaurants all over the globe.

C *Answers will vary.*

PRACTICE 5: Using Relative Pronouns as Objects of Prepositions (page 256)

A *Answers will vary. Possible answers include:*

2. a. Affordable apartments in which young people would like to live are scarce.
b. Affordable apartments that young people would like to live in are scarce.
3. a. Of course, many young people share apartments, but they have to take care in choosing the people with whom they will share living space and expenses.
b. Of course, many young people share apartments, but they have to take care in choosing the people that/whom they will share living space and expenses with.
4. a. Living with people to whom you are not related can be stressful, but it can also be fun.
b. Living with people that/whom you are not related to can be stressful, but it can also be fun.
5. a. In many countries, young people continue to live with their parents in the same house in which they grew up.
b. In many countries, young people continue to live with their parents in the same house that they grew up in.
6. a. In the United States, many young people do not choose to live with their parents, from whom they may declare their independence at age 18.
b. In the United States, many young people do not want to live with their parents, whom they typically declare their independence from at age 18.

B *Answers will vary.*

PRACTICE 6: Using Adjective Clauses with Phrases of Quantity and Quality (page 258)

- A
2. Puerto Rico attracts thousands of visitors, most of whom come for the sunny weather, the beautiful beaches, and the Spanish atmosphere.
 3. Puerto Rico has many historic sites, the most famous of which are in the Old San Juan area of the capital city.
 4. Puerto Rico's economy, the most important sector of which is services such as tourism and finance, is strong compared to other economies in the region.
 5. Puerto Ricans, all of whom are U.S. citizens, have strong ties to the United States.

B *Answers will vary.*

PRACTICE 7: Using Adjective Clauses of Time and Place (page 260)

- A
2. Nineteen eighty-nine was the year when (that) the Berlin Wall was torn down.
 3. In 1990, when East and West Germany were reunited, Germany became one country again.
 4. East Germany, where people had lived under communist rule, became part of the Federal Republic of Germany.
 5. There was rejoicing in areas where Germans looked forward to reunification with their fellow citizens.
 6. There was anxiety in places where people feared losing their jobs.
 7. Berlin, the new capital of Germany, is a city where many important historical events have taken place.
 8. 1994 was the year when Russian and Allied troops finally left Berlin.

B *Answers will vary.*

EDITING PRACTICE (page 262)

(Errors are underlined. Corrections are in square brackets.)

El Niño

<p>1 Scientists have been studying an ocean event <u>who</u> [that] is the cause of drastic changes in weather around the world.</p>	Wrong subordinator
<p>2 This event is an increase in the temperature of the Pacific Ocean that <u>occur</u> [occurs] around Christmas off the coast of Peru.</p>	S/V agreement
<p>3 Hence, the Peruvian fishermen <u>whom</u> [who] first noticed it named it El Niño, a name that means “the Christ child” in Spanish.</p>	Wrong subordinator
<p>6 The warm water of El Niño keeps the nutrient-rich cold <u>water</u> [,] which provides anchovies with</p>	Missing comma
<p><u>food</u> [,] down at the bottom of the ocean.</p>	Missing comma
<p>7 Anchovies are the primary source of fish <u>meal</u> [,] which is the main ingredient in animal feed.</p>	Missing comma
<p>8 In addition, guano from birds <u>who</u> [that] feed off the anchovies is a major source of fertilizer.</p>	Wrong subordinator
<p>9 As a result of decreasing supplies of anchovies and guano, the prices of animal feed, [delete comma] and fertilizer rise.</p>	Incorrect comma usage
<p>10 This causes farmers, <u>who they</u> [they] must pay more for feed and fertilizer, to charge more for the food they <u>produces</u> [produce].</p>	Incorrect repetition of pronoun
<p>14 In the 1982–1983 El Niño, West Africa suffered a terrible <u>drought</u> [,] which caused crop failures and food shortages.</p>	S/V agreement
<p>15 Lack of rain also created problems for <u>Indonesia</u> [,] whose forests burned for months during the 1997–1998 El Niño.</p>	Missing comma
<p>16 Indeed, El Niño is an unpredictable and uncontrollable phenomenon of nature, [delete comma] that we need to study it [it] in order to prepare for and perhaps lessen its devastating effects in the future.</p>	Wrong comma Incorrect repetition

CHAPTER 14 (pages 264–278)

Questions about the Model (page 265)

1. listening
2. a past participle; it has an *-ed* ending
3. It modifies fire.
4. a present participle; it has an *-ing* ending
5. arriving; minutes
6. they

PRACTICE 1: Using Present Participial Phrases (page 268)

- A
2. The number of students studying robotics is growing.
 3. Soon, robots working in assembly plants will be able to follow voice commands.
 4.
 - a. Having the ability to withstand extreme temperatures and radiation levels, robots can perform jobs that are too dangerous for humans.
 - b. Robots, having the ability to withstand extreme temperatures and radiation levels, can perform jobs that are too dangerous for humans.
 5.
 - a. Not needing to eat, sleep, or take breaks, robots can work nonstop.
 - b. Robots, not needing to eat, sleep, or take breaks, can work nonstop.
- B
2. In the field of medicine, it will soon be normal to find robots performing surgery.
 3. With one kind of robotic device, a human surgeon sitting in front of a video screen directs the robot.
 4. The surgeon controls three robotic arms holding surgical tools above the patient with joysticks similar to those used in video games.
 5. Allowing surgeons to make tiny incisions and to use small tools, robots are very valuable for surgery on infants.

PRACTICE 2: Using Past Participial Phrases (page 270)

- A
2. One company plans to try out a new approach aimed at young adults.
 3. The new approach suggests that smokers, often scorned for continuing to smoke despite health risks, are daring rebels.
 4. The company hopes that the image projected by the new marketing campaign will succeed half as well as another image succeeded in the 1950s.
 5. This image, pictured in hundreds of ads over the years, portrayed a ruggedly handsome cowboy smoking a cigarette.

- B
2. Switzerland, situated between four sometimes warring countries, has tried to remain neutral throughout its history.
 3. Children raised in bilingual families have an advantage over monolingual children.
 4. A new treatment for malaria developed by ABC Pharmaceutical Company will soon be available.
 5. Asked to donate food and clothing to the hurricane victims, the public responded generously.

PRACTICE 3: Using Perfect Form Participial Phrases (page 271)

- A
2. Ireland, never having chosen a woman leader in its entire history, elected two consecutive female presidents in the 1990s. / Never having chosen a woman leader in its entire history, Ireland elected two consecutive female presidents in the 1990s.
 3. India and the Philippines, having elected women prime ministers in the past, have been more progressive in this area than the United States. / Having elected women prime ministers in the past, India and the Philippines have been more progressive in this area than the United States.
- B
2. In my opinion, the New York Yankees baseball team, having won the World Series more times than any other team, is the best baseball team in the United States.
 3. Janice, having forgotten her house key for the third time in a week, decided to hide one in a potted plant outside her front door.
 4. Having smoked for 40 years, my father found it difficult to quit.

PRACTICE 4: Sentence Combining (page 273)

- (e)
2. Having lived in Alaska for thousands of years, Eskimos have adapted well to their harsh environment. / Eskimos, having lived in Alaska for thousands of years, have adapted well to their harsh environment.
- (a)
3. A problem being discussed by the Alaskan government concerns the rights of native Alaskans.
- (c)
4. Some Eskimos, wanting to preserve their traditional way of life, reject the ways of the modern world.
- (b)
5. On the other hand, Eskimos, wanting to improve their standard of living, hope that they can combine both worlds—old and new.

Try It Out! (page 273)

Answers will vary.

PRACTICE 5: Reducing Adverb Clauses (page 276)

- A
2. I enjoyed living in a big city while studying at the University of Chicago. / While studying at the University of Chicago, I enjoyed living in a big city.
 3. Before leaving home, I promised my parents that I would return.
 4. Being the eldest son, I am responsible for taking care of my parents.
 5. Having spent most of their savings to send me and my sisters to college, my parents may not have enough money for their retirement. / My parents, having spent most of their savings to send me and my sisters to college, may not have enough money for their retirement.
- B
1. Hoping to save labor costs, automobile manufacturers want to replace assembly line workers with robots.
 2. Labor unions, fearing the loss of jobs for their members, are resisting the introduction of robots into factories. (Also possible without commas.)
 3. Union members, protesting the loss of jobs, went on strike.

EDITING PRACTICE (page 277)

One of the biggest problems facing humankind in the next few decades is the problem of global warming. In the past 150 years, global temperatures have risen approximately 1°C (1.8°F). The warmest year ever recorded occurred in this century. If temperatures continue to rise, the consequences could be catastrophic. As Earth's temperature rises, polar ice will melt, causing the water level of the oceans to rise. Rising ocean levels, in turn, will cause flooding along the coasts. Global warming will also cause major changes in climate that will affect agriculture. For example, crops previously grown in Guatemala may not do so well because it will become too hot.

Believing that the increase in carbon dioxide in Earth's atmosphere is the primary cause of global warming, scientists have urged action to decrease CO₂ levels. They are asking the world's governments to sign an agreement controlling the amount of CO₂ released into the atmosphere. Thus far, not all governments have committed to doing so. After signing such an agreement, each government will have to enforce it. Individuals, corporations, and government officials will all have a responsibility to help keep our planet safe from harm.

APPENDIX C Punctuation Rules (pages 299–308)

PRACTICE 1: Using Commas (page 301)

- x
2. A company that wants to be successful must spend a great deal of money to advertise its products.
- Co
3. Advertising is essential to the free enterprise system, yet it can sometimes be very annoying.
- Int, Co
4. Every minute of the day and night, people are exposed to ads on television, on billboards, in the newspapers, and in magazines.
- x
5. You cannot even avoid advertising in the privacy of your own car or your own home because advertisers have begun selling their products in those places too.
- Int
6. In the last few years, advertising agencies have started to hire young people to hand out circulars on street corners and in parking lots.
- Co
7. You can often find these circulars stuck on your windshield, thrust through the open windows of your car, stuffed in your mailbox, or simply scattered on your front doorstep.
- x
8. Many people object to ads that encourage the use of cigarettes and alcohol.
- x
9. Many ads that sell these products imply that you will have a better social life and be more attractive if you buy the product.
- Co
10. The women in such ads are often dressed in beautiful clothes, and they are surrounded by handsome men.
- Ins
11. Smoking and drinking, as everyone knows, do not make you more attractive or improve your social life.
- T
12. You know that drinking makes you fat, and smoking makes you sick, don't you?

PRACTICE 2: Using Semicolons and Commas (page 302)

A

- 1 2. Grace works for a prestigious law firm; she is their top criminal lawyer.
- 3 3. My favorite leisure-time activities are going to movies, especially musicals; reading novels, especially stories of love and adventure; listening to music, both rock and classical; and participating in sports, particularly tennis and volleyball.
- 2 4. The future of our wild animals is uncertain; for example, illegal shooting and chemical poisoning threaten many birds.
- 2 5. Homework is boring; therefore, I never do it.
- 2 6. The freeways are always crowded during the busy rush hours; nevertheless, people refuse to take public transportation.
- 1 7. The Smiths' marriage should succeed; they share the same interests.
- 1 8. Hoping that he would pass the course, he stayed up all night studying for the final exam; unfortunately, he overslept and missed the test.
- 1 or 2 9. In general, I enjoy my English class; the amount of homework our teacher assigns is definitely not enjoyable, however.
- 3 10. If you are a college student, an average day is filled with challenges: you have to avoid running into Professor Jones, whose class you missed because you overslept; you have to race across the campus at high speed to reach your next class, which is always at the other side of the campus; and you have to secretly prepare your homework assignment during class, hoping all the time that the teacher will not catch you.

- B
1. My bus was late; therefore, I missed my first class.
 2. The politician was discovered accepting bribes; as a result, his political career was ruined.
 3. My father never cries; in fact, he never shows any emotion at all.
 4. The restaurant was closed; consequently, we went home to eat.
 5. Some people feel that grades are unnecessary; on the other hand, some people feel that grades motivate students.
 6. Technology is changing our lives in harmful ways; for example, the computer is replacing human contact.

7. The computer dehumanizes business; nevertheless, it has some real advantages.
8. Writing essays is easy; it just takes a little practice.
9. North Americans love pets; every family seems to have at least one dog or cat.
10. The life expectancy of North Americans is increasing; for example, the life expectancy of a person born in 2012 was 79 years, which is an increase of about 30 years since 1900.

C *Answers will vary.*

PRACTICE 3: Using Punctuation Marks (page 305)

- A
1. The library offers many special services; the Student Learning Center, where students can receive individual tutoring; special classes, where they can improve their math, reading, writing, and computer skills; and group study rooms, where they can meet with classmates to discuss assignments.
 2. Dear Dr. Patterson:
Dear Jacob,
Dear Mr. Carter;
 3. To check a book out of the library, you should follow this procedure: Write down the call number of the book, find the book, take it to the circulation desk, fill out the card, and show your student I.D.
 4. The principal sources of air pollution in our cities are factories, airplanes, and automobiles.
 5. I have a dental appointment at 3:30 today. Please pick me up at 3:00.

B *Answers will vary.*

C Paris: A Visitor's Guide to Restaurants

PRACTICE 4: Using Quotation Marks (page 307)

Answers will vary.

PRACTICE 5: Editing Practice (page 307)

Aging

1 People are more likely to live long enough to get old in wealthy countries than in poor countries. **2** In rich countries, people have nutritious food, modern medical care, good sanitation, and clean drinking water, but poor countries lack these things. **3** As a result, the mortality rate, especially infant mortality, is very high. **4** Citizens of Congo, Liberia, Zimbabwe, and Burundi, which are the world's poorest countries, each have an average life expectancy of less than 60 years. **5** Citizens of Monaco, Macau, Japan, Singapore, Hong Kong, and Australia, in contrast, have an average life span of more than 81 years. **6** Monaco, a very wealthy country, has the highest life expectancy at more than 89 years; Chad, a relatively poor country, has the lowest at 48 years. **7** One exception is South Africa, which falls in the middle of the list for wealth. **8** Having an average life expectancy of 49 years, South Africans live only slightly longer than citizens of Chad. **9** Surprisingly, the United States is not among the highest rated nations, having an average life expectancy of only 78 years.

10 Compared to other mammals, humans have a relatively long life span. **11** The average life span of elephants is 70 years, of dogs 18 years, of cats 14 years, and of horses 20 years. **12** The life spans of other species are as follows: eagles, parrots, and owls 60 years; parakeets 12 years; guppies 5 years; and box tortoises 100 years. **13** Some plants, such as trees, live much longer than animals. **14** Redwood trees, for example, live more than 3,000 years, and bristlecone pine trees can live over 4,000 years.

15 The life expectancy of people who live in industrialized societies is increasing rapidly; in fact, it has doubled in the past hundred years. **16** When comparing males and females, one finds that women generally live longer than men. **17** The person who had the longest lifespan was a French woman, Jeanne Calment. **18** At her death, Madame Calment was 122 years old and both blind and deaf, but she never lost her sharp wit, for which she had become quite famous. **19** Near the end of her life, she was asked what kind of future she expected. She replied, "A very short one." **20** Bragging about her smooth skin, she said, "I've only had one wrinkle in my life, and I'm sitting on it."

Appendix E (pages 312–319)

PRACTICE 1: Evaluating Sources

(page 314)

Print Sources: 1, 3, 5, 6

Internet Sources: 1, 2, 4, 6

PRACTICE 2: Preparing a Works-Cited List (page 319)

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