WRITING HANDBOOK (Optional)

Note about the Writing Handbook
These teaching notes and suggested teaching times are provided if you choose to use the Writing Handbook in class.

UNIT 1 Paragraph structure: review

A WRITING SKILL

Suggested time: 10 minutes | Your time:

- Write on the board: *topic sentence + supporting sentences + concluding sentence = ?* Ask, *What is the answer?* (a paragraph) Replace *?* with *a paragraph.* Have Ss read the rules.
- Look at the Writing Model as a class. Call on a volunteer to read it aloud. Then ask, *What is the topic sentence? The concluding sentence? What are the supporting sentences?*
- To check comprehension, ask, *What does the topic sentence introduce?* (the topic and focus of the paragraph) *What are the supporting sentences?* (details, examples, and facts) *Does the author of the paragraph give a personal example?* (yes, about his or her father) *How does the information about the father support the topic sentence?* (It shows how workaholics lead unbalanced lives.) Finally, ask, *Does the concluding statement restate the topic sentence or summarize the paragraph?* (It summarizes the paragraph.)

B PRACTICE

Suggested time: 10 minutes | Your time:

- Have Ss work in pairs. Give them time to read the statements. Say, *Try to identify the concluding sentence.* Hint: In one of the items there is a phrase that suggests the statement is a summary (*To sum up* in item 5). Then have Ss find the topic sentence and supporting sentences. Let Ss check answers with a partner.
- Spot-check that Ss identified the supporting sentences correctly. Then tell pairs to try to put the supporting sentences in the proper order so that they flow logically in the paragraph.
- Have Ss write the paragraph in order on a separate sheet of paper.
- Bring the class together to confirm the correct order.
- Point out that the topic and concluding sentences mirror each other. The former states, *Very intelligent people . . . are sometimes lazy people.* The latter states, *. . . sometimes intelligent people use their intelligence to get out of doing work.*

C PRACTICE

Suggested time: 10 minutes | Your time:

- Before reading the paragraphs, write *etiquette* on the board and elicit what this is. (good manners or the rules for polite behavior) Elicit an example of etiquette, such as shaking hands when meeting someone.
- Invite a volunteer to read the first paragraph. Then have Ss identify the topic sentence and the concluding sentence.
- Ask, *What is the author stating in the topic sentence?* (that etiquette varies geographically, but its basis is being kind and making people feel comfortable) *What point is the author making in the concluding sentence of the first paragraph?* (Etiquette is also about what we don't say to other people, in order to be kind.)
- Invite a volunteer to read the second paragraph. Then have Ss identify the topic sentence and the concluding sentence. Follow the same approach as with the first paragraph, asking Ss to paraphrase the meaning of the sentences.

D UNIT 1 WRITING TASK

Suggested time: 15 minutes | Your time:

- Have Ss reread the paragraph about nonverbal communication in Exercise C. Tell them it will serve as a model to help them write two paragraphs about nonverbal communication in their country.
- Refer Ss back to the ideas they gathered for Exercises A and B on page 11.
- Instruct Ss to write down their country and choose whether their article is aimed at tourists, businesspeople, or students.
- Once Ss have taken notes, tell them to decide what statement they want to make about nonverbal communication and then to write the topic sentence of their first paragraph. Remind Ss that a topic sentence introduces, states, or summarizes the topic of a paragraph. Write an example on the board: *If you are a foreign student in the United States, you'll want to understand the rules of nonverbal communication in order to communicate better with other students.*
- Assist as Ss write their topic sentences.
- Then have them write supporting sentences, using ideas from their notes.
- When Ss have completed the task, encourage them to use the **Self-Check** to go over the paragraphs they wrote. Then have pairs exchange paragraphs and give each other feedback. Volunteers can read their paragraphs to the class.

Answer for Exercise B
Very intelligent people, or "brains," are sometimes lazy people. Since they're very intelligent, some figure out how to do less work. I had a friend who was a member of Mensa, an organization for people who are really smart. She took a night-shift job so she didn't have to do much work. She could read novels most of the night and still get a paycheck. To sum up, sometimes intelligent people use their intelligence to get out of doing work.

UNIT 2 Parallel structure: writing words in a series

A WRITING SKILL

Suggested time: 10 minutes | Your time:

- Write on the board: *I like dancing, painting, and to sing.* Ask, *Is this sentence correct?* (no) Ask, *Do you know why?* If Ss cannot answer, read the first rule and ask a volunteer to read the correct example sentence. Change *to sing* in the sentence on the board to *singing*.
- Write *parallel structure* on the board. Ask, *What does* parallel *mean?* (similar; going in the same direction) Reread the second sentence of the first rule: *All the words, phrases, or clauses should be in the same form.* Call on volunteers to read the other example sentences.
- Read the second rule. Ask a volunteer to read the example sentence. To check understanding, ask an individual S, *What are three things you like to do in your free time?* Write their response on the board. Elicit corrections. If the S repeats *to* before each infinitive, elicit another way to list infinitives. (just using the first *to*)
- Give Ss a few minutes to read the remaining two rules and example sentences.
  Ask Ss to work in pairs to practice forming parallel lists of three, following the models in the chart. Write on the board:
  gerunds
  infinitives
  past participles
  adjectives
  noun clauses
  Assist as needed.

B ERROR CORRECTION

Suggested time: 5 minutes | Your time:

- Give Ss a few minutes to correct the errors. Then have them compare answers with a partner.
- Monitor and assist as needed. Focus Ss' attention on the rules in the chart in Exercise A.

C PRACTICE

Suggested time: 5 minutes | Your time:

- Write the first item on the board. Elicit the three different ways to write the sentence.
- Give Ss time to do the exercise. Remind Ss that there may be more than one possible answer. Refer Ss to the rules in Exercise A.
- Have Ss compare answers with a partner. Monitor and assist as needed.
- Tell Ss to choose two or more statements to fill in with information about themselves. Return to the first item and write the sentence on the board with new information. For example: *I like hiking, swimming, and dancing.* Then have them compare answers with a partner.

OPTION (+5 minutes) Time permitting, Ss can complete any of the items they didn't replace in Exercise C with information about themselves.

EXTENSION (+5 minutes) To practice parallel structure, Ss can think of a person they know and complete sentences with three pieces of information about that person. For example, write on the board:
My sister
1. She likes to ____.
2. She's been a ____.
Have Ss complete the statements and then share with a partner.

D UNIT 2 WRITING TASK

Suggested time: 10 minutes | Your time:

- To warm up, refer Ss back to Exercise B on page 19, where they described the personalities of creative people. Tell them they will write a paragraph about the personal qualities of any creative person of their choice, including themselves.
- Draw their attention to the last sentence in the directions. If necessary, review cleft sentences with *What*. Have Ss look at the paragraph in Exercise B. Say, *Find an example of a cleft sentence with* What. (What I think is . . .)
- The following words and phrases are often used with the present perfect continuous. Write them on the board for Ss to refer to:
  since
  lately
  recently
  these days
- Encourage Ss to use the **Self-Check** to go over their paragraphs. Also, ask, *Did you include an example of the present perfect continuous? And a cleft sentence with* What?
- Then have pairs exchange paragraphs and give each other feedback. Volunteers can read their paragraphs to the class.

UNIT 3 Organizing information by degrees of importance

A WRITING SKILL

Suggested time: 15 minutes | Your time:

- Ask a volunteer to read the focus of the writing task. Ask, *What does* organizing by degrees of importance *mean?* (putting information in order from most important to least important)
- Read the rule in the chart. Call on Ss to read the groups of ordering words.
- Give Ss a minute to read the Writing Model. Then invite volunteers to read individual sentences, replacing the highlighted ordering words with others from the chart.

EXTENSION (+5 minutes) To practice using ordering words, write on the board: *What are three ways to save money?* Have Ss write down three ideas. Then tell them to discuss their ideas with a partner. They should organize their information from the most important to the least important, and signal the order with sequencing words.

CHALLENGE (+5 minutes) With higher-level classes, you can point out that information can also be ordered from least to most important, leaving the best piece of advice or most interesting information for last. This leaves the reader engaged and eager to find out the key information the writer wants to share. Have Ss work in pairs to rewrite the Writing Model to end with the most important information. Remind them to replace the ordering words as needed. For example, instead of writing *Last but not least*, they should write *Most importantly*.

B PRACTICE

Suggested time: 10 minutes | Your time:

- Have Ss read the paragraph and fill in the blanks with words and phrases from the chart in Exercise A.
- To check comprehension, ask:
  What does the writer of the paragraph rate in order of importance? (how he or she chooses a charity)
  What is most important to the person in choosing a charity? (whether most of the money the charity receives goes to the people in need, rather than to the administration of the charity)
  What is secondarily important? (whether the charity provides immediate help that can prevent death)
  What else is important to the person, though last on the list? (whether the charity provides equal help to all people, regardless of religion, race, or nationality)

C UNIT 3 WRITING TASK

Suggested time: 10 minutes | Your time:

- Write on the board: *Personal statement.* Ask, *What is a personal statement?* (a short piece of writing about yourself and your interests or work experience) *When might you write a personal statement?* (when applying to a school or for a job)
- Give Ss time to write their paragraph about how they manage their financial responsibilities.
- Encourage Ss to use the **Self-Check** to go over the paragraphs they wrote.
- Then have pairs exchange paragraphs and give each other feedback. Volunteers can read their paragraphs to the class.

EXTENSION (+15 minutes) For more practice with order of importance, Ss can write another paragraph. Write on the board: *How do you choose a charity?* Have Ss provide three reasons, using the ordering words from the chart in Exercise A. Tell Ss to use the paragraph in Exercise B as a model.

UNIT 4 Compare and contrast: review

A WRITING SKILL

Suggested time: 15 minutes | Your time:

- Call on Ss to read the examples under *Compare* and *Contrast*.
- To make Ss aware of the correct punctuation for each connective, ask, *Which connecting words can come after a comma?* (like, unlike) *Which connecting words are followed by a comma?* (similarly, likewise, in contrast, however) *What punctuation mark is necessary before* similarly, likewise, in contrast, *and* however? (a period or a semicolon)
- Write this chart on the board:

A	*B*
1. Jay likes to dress up. *2. Jay likes to attract attention to himself.* *3. Jay always wears fashionable clothes.*	*a. Max loves striking clothes.* *b. Dave is rather old-fashioned.* *c. Dave prefers to dress casually.* *d. Dave doesn't like to stand out in a crowd.* *e. Max always wears what is in style.* *f. Max thinks it is important to dress well.*

For each statement in column A, have Ss find a similar and a contrasting statement in column B. (1. f, c; 2. a, d; 3. e, b) In pairs, have Ss join the statements using connecting words. (For example: for item 1: *Compare:* Like Jay, Max likes to dress up. *Contrast:* Unlike Jay, Dave prefers to dress casually.) Review as a class by having several Ss share their sentences.

OPTION In higher-level classes, you may wish to explain the use of the semicolon (;) in the examples with *similarly*, *likewise*, *in contrast*, and *however*. Remind Ss that a comma, not a semicolon, should be used before a coordinating conjunction such as *and* or *but*. For more examples of joined sentences, see Unit 8 of the Writing Handbook.

B PRACTICE

Suggested time: 10 minutes | Your time:

- Have Ss preview the paragraph to familiarize themselves with the comparisons and contrasts. Ask, *What is the woman comparing?* (her and her husband's fashion preferences)
- Tell Ss to fill in the blanks, referring to the chart in Exercise A. Remind them to pay attention to when the connecting words are used at the beginning of the sentences and when they are accompanied by a semicolon.
- Have Ss compare answers with a partner. Point out that multiple answers may be possible. Go over any questions as a class.

C UNIT 4 WRITING TASK

Suggested time: 15–20 minutes | Your time:

- Tell Ss they will write two paragraphs comparing and contrasting ideas. Ask a volunteer to read the topic choices. Point out that the paragraph in Exercise B serves as a model for the first topic choice, except that Exercise B compares and contrasts within a single paragraph. Reiterate that Ss will write two paragraphs: contrasting in the first one and comparing in the second one.
- To review, ask, *Which contrasting words will you use in the first paragraph?* (unlike, in contrast, however, while / whereas) *Which connecting words will you use in the second paragraph?* (like, similarly, likewise, as well / not either)
- Write on the board: *Both . . . and . . .* to review the structure to show similarity between two people or things. Elicit an example. (For example: Both my brother and I love to wear loud, flashy clothes.)
- Monitor as Ss draft their paragraphs and make sure they use the connecting words for similarities and differences correctly. Remind Ss to write a topic sentence for each paragraph.
- Encourage Ss to use the **Self-Check** to go over the paragraphs they wrote.
- Finally, in pairs, have them exchange paragraphs and give each other feedback. Volunteers can read their paragraphs to the class.

CHALLENGE (+5 minutes) For higher-level Ss, provide the option to write a brief introduction to the compare and contrast paragraphs. Provide an example on the board. For example: *My sister and I both love fashion. We have similar tastes, and both of us enjoy a classic and elegant style. However, she is much more focused on logos and spends a lot more money on expensive fashion designers. I don't think there is much of a difference; the clothes we wear are very similar.*

UNIT 5 Formal letters: review

A WRITING SKILL

Suggested time: 10 minutes | Your time:

- Have Ss read the rule.
- Draw a two-column chart with the headings *Informal letters* and *Formal letters*. Have Ss work in pairs to scan the rule for information about each type of letter. Then call on volunteers for information about each type of letter as you complete the chart on the board. (For example: *Informal letters:* to friends or family, use an informal tone, use casual language, use abbreviations, can be handwritten; *Formal letters:* to someone you don't know, to a boss or the head of an organization, typewritten, use standard formal language, use regular spelling, respect punctuation rules, use appropriate salutations and closings)
- Ask a volunteer to read the formal salutations and closings in the chart in the Student's Book.
- To clarify the use of salutations, write the following exercise on the board to complete as a class. Have Ss select the appropriate salutation from the options.

  1. When writing a woman you don't know.

  2. When writing a man you don't know.

  3. When writing to a man named Steven Bale.

  4. When you don't know if the person you are writing is male or female.

  a. Dear Mr. Steven,

  b. Dear Sir:

  c. To whom it may concern:

  d. Dear Mr. Bale,

  e. Dear Madam:

  (1. e, 2. b, 3. d, 4. c; choice *a* would not typically be used)
- Read the rule under *Letters of Complaint*.
- Have Ss read the Writing Model. To check comprehension, ask, *In which paragraph does Olivia explain why she is writing?* (the first) *Does she tell the person she is writing what she would like him or her to do?* (yes, in the second paragraph)
- Then ask, *Does Olivia sound polite?* (yes) *What polite language does she use?* (Could you please make sure . . .; . . . would be greatly appreciated)

B PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss write the salutations for the various people.
- Have Ss compare answers with a partner.

C UNIT 5 WRITING TASK

Suggested time: 10 minutes | Your time:

- Tell Ss they will write a letter of complaint similar to the Writing Model in Exercise A.
- Elicit possible problems Ss could write about. (For example: noise in an apartment building, someone parking a car in the wrong spot)
- Once they have made notes about the problem, have Ss write their letter. Monitor and assist as Ss work. Refer them to the Writing Model to ensure all parts of the letter are included.
- Encourage Ss to use the **Self-Check** to go over their letter.
- Then have Ss exchange letters with a partner and give each other feedback. Volunteers can read their letter to the class.

OPTIONAL WRITING

Suggested time: 5 minutes | Your time:

- As an added class activity or for homework, each S can respond to a partner's letter.
- Remind Ss to be polite in the response.
- Time permitting, Ss can use the **Self-Check** to go over the response letter.

UNIT 6 Supporting a point of view

A WRITING SKILL

Suggested time: 15 minutes | Your time:

- Review that *point of view* is a particular way of looking at a topic.
- Read the first sentence of the rule. Write *persuade* on the board. Elicit that it means to convince—to make someone believe something. Then read the bulleted points.
- Have Ss read through the expressions. Explain that *refute* means to say that an opinion is wrong.
- In pairs, have Ss take turns reading the Writing Model to each other. They can switch with each new sentence. Tell them to notice how the highlighted information reflects the bulleted points in the rule. (First bullet: . . . today's zoos can play an important role in animal conservation; Second bullet: For one thing, studies suggest that animal conservation research and observation may be conducted more easily in zoos; Furthermore. . . biologist Ann Fisher states that zoos can protect the young of endangered species until they are old enough to be released into the wild; Third bullet: It can be argued that all animals should be free and that it is unethical to keep any animals in zoos. However, the survival of these species in the wild may actually depend on the results of the scientific studies many zoos provide; Fourth bullet: In conclusion, I believe . . .)

OPTION (+5 minutes) Have Ss restate the highlighted text in the Writing Model with different expressions from the chart. (For example: *For one thing* can be replaced with *For instance*.)

B PRACTICE

Suggested time: 10 minutes | Your time:

- Ask a volunteer to read the expressions and phrases in the paragraph. Ask, *Which expressions introduce examples?* (For one thing; For example; Furthermore) *Which offers an expert's opinion?* (According to) *Which expressions are used to introduce an opposing argument and disprove it?* (However; Many people think; It may be true that) *Which concludes the argument?* (To sum up)
- In pairs, have Ss read the paragraph and circle the correct answers.
- Monitor as Ss work, providing hints as needed. Ask, *Which sentence in the paragraph is an opposing argument?* (animals are simply kept in small cages in zoos) *Which sentence disproves this argument?* (today's modern zoos try to imitate . . .)
- Bring the class together and call on volunteers to read the sentences. Discuss any outstanding queries.

OPTION (+10 minutes) In pairs, have Ss compare the position of the opposing argument in the Exercise B paragraph with its position in the Writing Model in Exercise A. (In the Writing Model the opposing argument is mentioned in the introduction but is dealt with in more detail in the second half of the body paragraph, after the writer has stated their own point of view. In the Exercise B paragraph the opposing argument is dealt with first.) Have Ss rewrite the Exercise B paragraph to move the opposing argument section to before the conclusion. Ask, *Which version of the paragraph do you prefer, and why?*

C UNIT 6 WRITING TASK

Suggested time: 20 minutes | Your time:

- Direct Ss' attention to the Writing Model in Exercise A and have them reread it. Tell them it will serve as a model to help them write an opinion essay on the treatment of animals.
- Read the directions. Then rewrite the rules from the chart as simplified step-by-step instructions on the board:
  1. State your point of view in the introduction.
  2. Support it with examples, facts, or experts' opinions.
  3. Refute opposing arguments.
  4. Conclude by restating your main point.
- Refer Ss to the expressions in Exercise A as they write their essays.
- Monitor and guide Ss: *Do you offer an expert's opinion? How do you introduce it? Do you have an opposing argument? Do you refute it to make your argument stronger? Do you restate your point of view in the conclusion?*
- When Ss have completed the task, encourage them to use the **Self-Check** to go over their essay. Then, in pairs, have Ss exchange essays and give each other feedback. Volunteers can read their essays to the class.

OPTIONAL WRITING

Suggested time: 10 minutes | Your time:

- As an added class activity or for homework, each S can respond to a partner's essay. Then Ss can use the **Self-Check** to go over the response.

UNIT 7 Summarize and paraphrase information from an article or a report

A WRITING SKILL

Suggested time: 10 minutes | Your time:

- Have Ss read the rules and examples.
- To check comprehension, ask:
  When summarizing an article, what should you focus on? (the main points)
  Should you state your opinion in a summary? (no)
  What are some verbs you can use to paraphrase the author's ideas? (argue, believe, state, point out, report, conclude)
- Have Ss read the Writing Model.

LANGUAGE NOTE Write these reporting verbs on the board: *argue, believe, explain, state, point out, report, conclude.* Elicit when these verbs can be used. (For example: *Argue* can be used when the author makes a strong statement about something. When an author makes a statement, the verbs *state, point out,* or *report* can be used. *Explain* can be used to talk about a rule. *Believe* can be used to state a belief. *Conclude* can be used to introduce the final statement on a topic.)

B PRACTICE

Suggested time: 10 minutes | Your time:

- Have Ss paraphrase the sentences. Monitor and check that Ss are not copying the author's exact words. Then have them compare answers with a partner.
- Bring the class together and go over the answers. Ask, *What is a good way to start the paraphrased sentences?* (For example: *According to the article* or *The author states that*) *Why?* (because we don't know the author's name)

CHALLENGE (+5 minutes) Write *plagiarism* on the board. Elicit the meaning. (when you use another person's idea or work without saying where it comes from and claim that it is your own) Ask, *What are the consequences of plagiarism?* (You can fail a class or get thrown out of school, lose your job, destroy your reputation, be sued, or have to pay big fines.) Stress the importance of paraphrasing and citing sources.

C PRACTICE

Suggested time: 10 minutes | Your time:

- Write on the board: *Warning signs of a shopping addiction.* Point out that the four middle paragraphs of the article on page 74 describe warning signs of a shopping addiction. Tell Ss that in this exercise they will summarize the main idea of each paragraph.
- Have Ss work individually or in pairs to write the main idea of each paragraph.

D UNIT 7 WRITING TASK

Suggested time: 10 minutes | Your time:

- Refer Ss to the notes they made in Exercise C. Point out that they can use these sentences for the body of the summary.
- Model how to start the summary. Write on the board: *According to the article.* Point out that for the beginning of the first sentence, they should include the name of the article: *According to the article "Compulsive Shopping: An addiction or just something to get under control?" . . .*
- Then ask, *What four things are being summarized in Exercise C?* (warning signs of a shopping addiction) Tell Ss they could complete the opening sentence on the board with . . . *there are four warning signs of a shopping addiction.*
- Then the summary could continue to name the four signs as summarized in Exercise C.
- Finally, write on the board: *The author concludes the article by . . .* Ask, *What does the author provide at the end of the article?* (advice on how to deal with shopping addictions) Have Ss complete their summary by completing the statement on the board.
- Encourage Ss to use the **Self-Check** to go over the summaries they wrote.

OPTIONAL WRITING

Suggested time: 10 minutes | Your time:

- Write on the board: *What are some ideas on how to avoid compulsive shopping?*
- Have Ss work individually. Refer them to the advice given in the article on page 74. Tell them to use their own words and write one paragraph with four main points.
- When Ss have completed the task, encourage them to use the **Self-Check** to go over the paragraph they wrote.
- Then have Ss exchange paragraphs and give each other feedback. Volunteers can read their work to the class.

UNIT 8 Avoiding run-on sentences and comma splices

A WRITING SKILL

Suggested time: 10 minutes | Your time:

- Call on volunteers to read the incorrect examples.
- Give Ss a few minutes to study the three ways to correct run-on sentences and comma splices. For the second bullet, point out the list of **Coordinating conjunctions**. Point out that coordinating conjunctions are used to add items (*and*), to show contrast (*but, yet*), to show reasons (*for*), to show alternatives (*nor, or*), and to show result (*so*).
- Write on the board: *His grandparents live in the country, he doesn't see them very often.*
  Have Ss identify the type of mistake in the sentence. (a comma splice) Call on volunteers to correct the sentence, using the three techniques discussed. (1. His grandparents live in the country. He doesn't see them very often. 2. His grandparents live in the country, so he doesn't see them very often. 3. His grandparents live in the country; he doesn't see them very often.)
- Test understanding of coordinating conjunctions by asking, *Could we write, . . . live in the country, or he doesn't . . .?* (No. The conjunction *or* presents an alternative choice. It doesn't make sense here.)

LANGUAGE NOTES

- *Run-on* is an adjective and noun that implies that something keeps running on and doesn't stop.
- The word *splice* refers to the act of connecting the ends of two things together, or the place where this connection has been made. So, *a comma splice* is the end of one sentence that has been connected to the beginning of another sentence incorrectly with a comma.

CHALLENGE (+5–10 minutes) Have Ss work in pairs to write run-on sentences and comma splices. Then have pairs exchange papers and make corrections to the sentences. Monitor and make sure Ss are making necessary corrections.

B PRACTICE

Suggested time: 5 minutes | Your time:

- Give Ss a few minutes to read the statements and identify which have run-on sentences or comma splices. Then have Ss compare answers with a partner.
- Write on the board:
  Does the second half of each item:
  - add information?
  - show reason?
  - show contrast?
  - show a result?
  - show an alternative?
- Have Ss rewrite each sentence, making necessary corrections and introducing coordinating conjunctions where needed. Remind them to use different techniques to correct the sentences.
- Go over the answers as a class.

C PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss work individually to rewrite the paragraph, making corrections. Remind Ss that there is usually more than one way to correct run-on sentences and comma splices. Tell them to only make one correction for each error.
- Then have Ss compare answers with a partner.
- Go over the answers as a class. Call on different Ss to provide different ways to correct each error. Ask Ss to explain their corrections, or, if possible, write their corrected sentences on the board.

D UNIT 8 WRITING TASK

Suggested time: 5 minutes | Your time:

- Write the word *blog* on the board. Elicit what this is. (a website run by a person or group that is updated regularly; usually written in an informal style)
  Stress to Ss that the style of their writing should be conversational, as if they were talking to the parents and teens.
- Tell Ss to plan their three paragraphs by noting down three pieces of advice and developing their three topic sentences first.
- When Ss have completed the task, encourage them to use the **Self-Check** to go over their paragraphs. Then, in pairs, have Ss exchange paragraphs and give each other feedback. Volunteers can read their paragraphs to the class.

LANGUAGE NOTE The word *blog* can be both a noun as defined above, or a verb. The verb *blog* means to write or add new material to a blog.

UNIT 9 Avoiding sentence fragments

A WRITING SKILL

Suggested time: 10 minutes | Your time:

- Read the definition of a sentence fragment. Explain that while a sentence expresses a complete thought, a sentence fragment expresses an incomplete thought.
- Read the explanation under *Dependent clauses*. Ask a volunteer to read the examples of fragments. Write on the board:

  Because the military hadn't told the truth.

  After his mother admitted to lying.

  As a class, label the parts of the dependent clauses in the examples: the subordinating conjunction, the subject, and the verb. Label the examples on the board as Ss identify the parts.

Because	*the military*	*hadn't told the truth.*
(sub. conj.)	*(sub)*	*(verb)*
After	*his mother*	*admitted to lying.*
(sub. conj.)	*(sub)*	*(verb)*

- Under *Phrases*, have Ss read the explanation and the examples. Emphasize that a phrase does not have a subject or a conjugated verb.
- Give Ss a few minutes to study the information in the **Remember** note and the list of **Subordinating conjunctions that begin a dependent clause**.
- To check comprehension, write on the board:

  1. *The man took a picture of the monster as soon as he saw it.*
  2. *When the man saw the monster.*
  3. *The man took the picture from the car.*

  Ask, *Which sentence is a fragment?* (2) *Which is a complete sentence?* (1 and 3) *Which sentence contains a dependent clause?* (1: *as soon as he saw it*) *What are two examples of subordinating conjunctions* (*as soon as* in 1; *when* in 2)
- Have Ss study the rules of how to correct a sentence fragment. Point out that the first two fragments mentioned at the top of the chart are dependent clauses. They can be attached to independent clauses to make complete sentences. Have Ss study how the fragments attach to the independent clauses in the example sentences. Clarify that the blue highlighted text in the corrected sentences is the new information that completes each sentence.
- Then have Ss study how the five fragments under *Phrases* are made into complete sentences at the bottom of the chart.

LANGUAGE NOTE Point out that dependent clauses need independent clauses to make sense. The former depend on the latter. Independent clauses, on the other hand, can stand on their own; dependent clauses simply add more information.

B PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss work independently to underline and correct the sentence fragments. Point out that the fragments can be corrected by attaching them to existing information in the article.
- Ask Ss to compare answers in pairs.
- Go over the answers as a class.

Possible answer for Exercise B (rewritten paragraph)

When John Tyler did not appear at his wedding, his bride and the wedding guests were worried. They called the police for help. The police used helicopters to search for John's car. An hour later, John called his bride by phone. She was so surprised because John told her that he had been carjacked. According to his story, the carjackers had locked him in the trunk of his car. Meanwhile, the police had found John's car in the parking lot of a hotel. Furthermore, John was found in a hotel room speaking with his wife on the phone. Apparently, he had been having doubts about getting married and had made up the whole story about the carjacking. John had to repay the town the $3,000 spent trying to rescue him during his carjacking hoax. Two weeks later, he and his bride were finally married.

C UNIT 9 WRITING TASK

Suggested time: 15 minutes | Your time:

- Ask a volunteer to read the topic choices. Explain that Ss will be writing a news article, so they need to report information. The news report can be one or two paragraphs.
- When Ss have completed the task, encourage them to use the **Self-Check** to go over their paragraphs. Then, in pairs, have Ss exchange paragraphs and give each other feedback. Volunteers can read their paragraphs to the class.

OPTION (+5 minutes) Invite Ss to think up sensational headlines for their articles, like those used in Exercise F on page 95.

UNIT 10 Presenting and supporting opinions clearly

A WRITING SKILL

Suggested time: 10 minutes | Your time:

- Read the first rule. Focus on the phrase *to critique or comment on another person's ideas* and elicit that it means to say how good or bad the ideas are. Point out that it's also possible to critique a book, painting, or movie. *Critique* can be used as a noun or a verb.
- Reiterate that organizing ideas logically and giving good reasons or examples strengthens your argument.
- Give Ss a few minutes to read the example sentences under *Present your ideas logically*. Ask, *If you take away the connecting words, can the sentences stand alone?* (yes) Confirm that these are independent clauses. Then have Ss look at the example sentences under *Support your ideas with reasons*. Ask, *If you take away the connecting words, which of the sentences cannot stand alone?* (the examples with *Since*, *Because of*, and *Due to*) Confirm that these sentences contain subordinate conjunctions introducing dependent clauses.
- To test Ss' understanding, say, *Smart phones are a useless invention*. Invite Ss to critique your point of view. (For example: First of all, smart phones are not useless. They are a brilliant invention that connect you to the world at all times. Furthermore, they allow you to have any information you need at your fingertips. Because a smart phone has GPS features, you will never get lost . . .)
- Finally, focus on **Citing the writer's words** on the right to review when to use direct quotations and when to paraphrase when discussing a writer's ideas.

B PRACTICE

Suggested time: 10 minutes | Your time:

- Before Ss write the statements, refer them to the chart in Exercise A to help them form sentences correctly and put any commas in the right places.
- Bring the class together and have Ss share their answers.
- Ask, *In sentence 3, how are the psychologist's views introduced?* (The psychologist points out that . . .) Return to the **Citing the writer's words** box in Exercise A. Elicit other ways to introduce a writer's ideas. (For example: The writer makes it clear that / says / comments / discusses; According to the writer)

C PRACTICE

Suggested time: 10 minutes | Your time:

- Have Ss look back at the example sentences in Exercise A. Point out that the three sentences that begin with subordinating conjunctions (*Since, Because of,* and *Due to*) are dependent clauses. Then ask volunteers to read the sentences in the Exercise C paragraph. After each numbered sentence, ask, *Is this an independent or dependent clause?* (Items 1, 2, 4, and 6 are independent; items 3 and 5 are dependent.) Tell Ss this will help them determine which connecting words or phrases to use.
- After they have completed the exercise, have Ss compare answers with a partner. Point out that answers may vary for some of the items.

D UNIT 10 WRITING TASK

Suggested time: 30 minutes | Your time:

- Have Ss write a critique of the article in Exercise A on page 106 or the interview in Exercise D on page 108. For the interview, give Ss a printed copy of the audio script, or display it from the Portal. First, have them reread the article or interview, noting any sentences they want to comment on.
- Tell Ss to write two or more paragraphs giving their own opinion about the writer's or speaker's views. Remind them to use connecting words and to cite the writer's or speaker's words.
- When Ss have completed the task, encourage them to use the **Self-Check** to go over the paragraphs they wrote. Then have Ss work in pairs to give each other feedback on the critique. Volunteers can read their critique to the class.