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 A formal cover letter

A WRITING SKILL

Suggested time: 10 minutes | Your time:

- Elicit the meaning of *cover letter.* (a letter that you send with your résumé to apply for a job position)
- Read the introduction beginning with *The purpose of . . ..* Then have Ss read silently about the two forms of cover letters.
- Bring the class back together and ask, *Which forms have you used? Which do you think is more common?* (Email is probably more common.)
- Bring Ss' attention to the **Writing Model.** Point out that there are variations in layout of formal letters. Some people center their address at the top. Others set it to the right, as in the model. Some people indent paragraphs. Others set a line space above each new paragraph.
- Have Ss note the parts of the cover letter. Elicit the meaning of *salutation* (a greeting you use at the beginning of a letter to address the person you are writing to) and *complimentary close* (a nice and formal way to end a letter). Ask Ss to number the five paragraphs.
- Read the first three bulleted points under **Suggestions for an effective cover letter.** Ask Ss which paragraphs in the **Writing Model** illustrate each point. (first bullet: paragraph 1, second bullet: paragraph 2, third bullet: paragraph 4)
- Read the last suggestion. Ask, *Why should you not include too much information about your life in a cover letter?* (Sharing too much about your personal life may seem unprofessional. Also, the employer likely receives several cover letters, so it's advisable to be brief.)

OPTION (+5 minutes) Have Ss research cover letter templates and choose a template they would like to use as a model for their own letter in Exercise C.

LANGUAGE AND CULTURE Remind Ss that salutations like *Hello* and *Hi* are used in less formal letters. Tell them that *Dear* is the standard salutation for formal letters. Other complimentary closes like *Sincerely* and *Regards* also work well for formal letters, but point out that *Yours truly* or *Warmest regards* might be too personal for a formal business setting.

EXTENSION (+10 minutes) Invite Ss to share their experiences looking for work. Ask, *Have you ever written a cover letter in English? Was it easy or difficult to describe your experience and qualifications? Do you think this letter effectively explains why someone should hire you for a job? Why or why not?*

B PRACTICE

Suggested time: 10 minutes | Your time:

- Have Ss skim the paragraph. Then ask, What do you think an employer would do if he or she got this email? (most likely delete it)
- Elicit the errors from the class. Have Ss explain why particular errors are inappropriate for a formal letter. (For example: Internet or texting slang like "u 2" for "you too", "4 u" for "for you", and emojis are too informal for a cover letter.)
- Have Ss rewrite the paragraph individually. Tell Ss they can invent the missing information such as last names, address, and date. Monitor and assist as needed.
- Have Ss share and compare the rewritten cover letters in pairs. Then ask volunteers to read their rewritten letters to the class.

Possible answers for Exercise B
Dear Mr. [Ramsay],
I am writing to let you know that I am interested in the copywriter job I saw advertised in the [Entrepreneur Weekly]*.*
I think I would be a very good candidate for the position. I graduated magna cum laude from Meecham College with a major in English. I have been working at Poco Cola in the advertising department for five years. I have really enjoyed my time there, but I am now ready to try something new.
My résumé is attached for your review. Please contact me at my email address.
I look forward to hearing from you.
Sincerely,
Jon [Roberts]

C UNIT 1 WRITING TASK

Suggested time: 30 minutes | Your time:

- Read the directions and the **Self-Check** list. Encourage Ss to check the format and content of their letter against the checklist as they write.
- Give Ss time to write their cover letter individually. Have them think of an employer and job title, either real or fictitious, and then summarize the qualifications they have for this job. Refer Ss to Exercise A in the Communication Activator on page 9 to review details about their job history, education, and skills. Remind them to include where they found out about this job and how the employer can contact them.
- Have Ss exchange their cover letters in pairs and offer peer feedback using the topics in the checklist.
- Refer Ss to the Writing Process Worksheet in the Portal for additional guidance with pre-writing and peer feedback.

TEACHING TIP Emphasize for Ss the importance of proofreading letters. Explain that the first impression they make is based on the correctness or incorrectness of their writing. Remind Ss not to rely on spell-check applications because many words have variant spellings. (For example: *their, they're, there*)

UNIT 2 Restrictive and non-restrictive adjective clauses

A WRITING SKILL

Suggested time: 10 minutes | Your time:

- Read the rule about **Restrictive adjective clauses.** Write the first example sentence on the board. Then erase the adjective clause. Ask, *Does the sentence make sense without the adjective clause?* (no) *Why is this clause essential?* (It identifies which person is being talked about.)
- Have volunteers read the remaining example sentences. After each, elicit the noun the adjective clause is modifying. (2. town, 3. man, 4. damage)
- Read the explanation about **Non-restrictive adjective clauses.** Write the first example sentence on the board. Then erase the adjective clause. Ask, *Now, does this sentence make sense without the adjective clause?* (yes) *Why isn't this clause essential?* (The information isn't necessary to identify the noun.)
- Have volunteers read the remaining example sentences. After each, elicit the noun the adjective clause is modifying. (2. Bensonville, 3. Pete, 4. damage to Brenda's car) Point out how the nouns are more specific in these example sentences.
- Ask Ss to analyze the punctuation in all the examples. Point out the use of only one comma in the last example in the second explanation, where the adjective clause ends the sentence.
- Direct Ss' attention to the **Be careful!** note. Read the explanation.
- Read the first example sentence. Explain that a possible implication here is that the person has more than one laptop. The clause identifies which laptop she is talking about.
- Read the second example sentence. Ask, *How is this clause different?* (It just provides additional information. There is no question which laptop is being talked about.)
- Ask a volunteer to read the two example sentences in the **Be careful!** box. Make sure Ss notice the pauses before and after the non-restrictive clause.

B ERROR CORRECTION

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually. Suggest they first identify the adjective clauses and then establish if they are restrictive or non-restrictive. Based on this information, ask them to determine which commas need to be added or deleted.
- Have Ss compare their answers in pairs. Then go over answers as a class. Ask volunteers to explain why the information in each clause they corrected is essential or non-essential and what punctuation, if any, was required.

(Answers:
. . . *which was at an electronics store:* non-essential because *first job* sufficiently identifies which job is being talked about; a comma is needed before the non-restrictive clause.
. . . *who didn't know me:* non-essential because *the manager* sufficiently identifies the person; commas are needed before and after the non-restrictive clause.
. . . *that really surprised me:* essential to identify the phone call; there should be no comma before the restrictive clause.
. . . *who had accused me of taking the money:* essential to identify the co-worker; there should be no comma before the restrictive clause.
. . . *who'd told the lie:* non-essential as it is clear which *former co-worker* is being referred to; commas are needed before and after the clause.)

C PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually and then compare their answers in pairs.
- To go over the answers, read the statements and elicit the adjective clause. Call on Ss to state if the clause is restrictive or non-restrictive, and if the punctuation is correct.
- Ask volunteers to explain why the information in the items is essential or non-essential. (1. *who taught me the most about right and wrong* is essential information to identify *the ones;* 2. *Our sister-in-law* sufficiently identifies who is being talked about; 3. *that I have regretted for more than twenty years* is essential information to identify *lie;* 4. *Her favorite vase* sufficiently identifies which vase; 5. *which was the right thing to do* is a non-essential comment clause)
- Have Ss share where they added commas to set off the non-restrictive clauses.

D UNIT 2 WRITING TASK

Suggested time: 30 minutes | Your time:

- Read the directions. Suggest Ss look back at the moral and ethical lessons they identified in Exercise A in the Communication Activator on page 19 for examples of life lessons. Refer them to Exercise A in the Communication Activator on page 21 to review vocabulary about values.
- Review the **Self-Check** list. Encourage Ss to check the content and punctuation of their essay against the checklist as they write.
- Give Ss time to write their essay individually. Tell them to use the essay in Exercise B as a model. Remind them to include at least three adjective clauses.
- Have Ss exchange essays in pairs and offer peer feedback using the topics in the checklist.
- Refer Ss to the Writing Process Worksheet in the Portal for additional guidance with pre-writing and peer feedback.

UNIT 3 Reducing adverbial clauses

A WRITING SKILL

Suggested time: 7 minutes | Your time:

- Read the explanation about reducing adverbial clauses to adverbial phrases. Give Ss a minute to analyze the example sentences on their own. Ask, *What changes when reducing adverbial clauses to phrases?* (When an adverbial clause is reduced to an adverbial phrase, there is no subject and the form of the verb changes to the present participle.)
- Read the first example beginning with *When I saw . . .*. Elicit the subject in each clause. (I) Read the second example with the reduced adverbial phrase. Note that the adverbial clause can be reduced because the subject of the two clauses in the original sentence is the same.
- Then tell Ss to look at the **Be careful!** note. Read the rule and the example statement. Elicit the subject in each clause. (she, it) This time, note how the adverbial clause cannot be reduced because the subjects of the two clauses are different.
- Write an additional example on the board: *My sister called me while I was sleeping.*
- Ask, *Can we reduce this sentence?* (no) *Why not?* (The subjects are different in the two clauses: my sister, I).
- Have volunteers read the remaining pairs of example sentences. After each, elicit what changed in the second sentence. Point out the two ways to reduce the adverbial clause in the second pair of examples.
- Bring Ss' attention to the **Punctuation** note. Read the rule and the example statements. Tell Ss to look back at the examples of adverbial clauses and phrases. Ask, *In which pair of examples is there no comma? Why?* (Example 3; When the clause or phrase is at the end of a sentence, a comma is not used.)

TEACHING TIP If necessary, review the meaning of dependent and independent clauses. Remind Ss that adverbial clauses are dependent clauses that contain a subject and a verb. They are always connected to an independent clause. If an adverbial clause is used alone, it is a sentence fragment and considered an error in writing. Adverbial clauses clarify time relationships and often answer the questions *When?* or *How?* You may also wish to review some of the words that commonly introduce adverbial time clauses, such as *when, whenever, while, before, after,* and *until*.

B PRACTICE

Suggested time: 5 minutes | Your time:

- Read the directions. If appropriate, hint to Ss that there is one reduced adverbial clause in each paragraph.
- Have Ss complete the exercise individually. Tell them to underline the phrases in their book and rewrite the sentences. Reiterate that the subjects have to be the same in both clauses when rewriting the sentences.
- Then have Ss form pairs and compare their answers. Suggest they take turns reading their new sentences aloud and discussing any answers that are different.
- To go over the answers, elicit the adverbial phrases. Write them on the board. Then invite volunteers to come up to the board and write the new sentences with adverbial clauses. Correct as necessary.

C PRACTICE

Suggested time: 10 minutes | Your time:

- Give Ss time to preview the items. Ask them to underline the subjects in the clauses in each item. (1. she, Alicia Sorohan; 2. Joy Booth, she; 3. she, Jessica; 4. the helicopter, the weather; 5. she, Glennie)
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To go over the answers, call on Ss to read the sentences with adverbial phrases or explain why the clause couldn't be reduced. For item 1, accept both *When waking up* and *Waking up*. For item 2 accept both *While preparing* and *Preparing*.

LANGUAGE NOTE If something *takes a turn for the worse*, it changes and becomes worse.

D UNIT 3 WRITING TASK

Suggested time: 30 minutes | Your time:

- Read the directions and the **Self-Check** list. Encourage Ss to check the format and content of their news report against the checklist as they write.
- Tell Ss they can write about a real or fictitious event. Suggest they first list the key pieces of information they want to include in their news report.
- Have Ss write their report individually. Tell them to model their writing after the report in Exercise B. Remind them to use reduced adverbial clauses.
- Have Ss exchange reports in pairs and offer peer feedback using the topics in the checklist.
- Refer Ss to the Writing Process Worksheet in the Portal for additional guidance with pre-writing and peer feedback.

UNIT 4 Transitional topic sentences

A WRITING SKILL

Suggested time: 10 minutes | Your time:

- Elicit the meaning of a *topic sentence*. (the sentence that expresses the main idea of a paragraph) Then elicit or explain that a *transitional topic sentence* is a topic sentence that connects the ideas between two paragraphs.
- Read the **Remember** note and the additional explanation about transition words and subordinating conjunctions.
- Ask Ss to silently read the example sentences under **To add information**. Then read the transition words aloud and have Ss repeat. Point out that the words have similar meanings but that *more importantly* gives a little more value to the information that follows.
- Have Ss read silently the example sentences under **To contrast information**. Read the transition words and phrases in this category and have Ss repeat. Point out that the first three transitions have similar meanings ("despite") as do the last three ("but").

OPTION (+5 minutes) Review the **Writing Model** as a class. Ask for three volunteers to read one paragraph each. Then elicit which transitional words are used and if they are used to add or contrast information. (*Furthermore* is used to add information. *Nevertheless* is used to contrast information.) Ask, *What kind of information does* furthermore *add?* (another benefit of using a phone calendar) *What pieces of information is* nevertheless *contrasting?* (the ease of using a phone calendar and the fact that it might take time to get used to it if you still use traditional ones)

B PRACTICE

Suggested time: 5 minutes | Your time:

- Ask Ss to read the **Writing Model** silently. Then have them complete the exercise individually.
- To go over the answers, call on Ss to read the completed sentences aloud.

OPTION If time is limited, have Ss complete the exercise orally.

EXTENSION (+5 minutes) For more practice, write on the board: *Exercise requires physical effort, but it can be beneficial for controlling anger*. Elicit different ways to say this sentence using the transition words and phrases from Exercise A . (For example: Although exercise requires physical effort, it can help control anger. / Exercise can be beneficial for controlling anger. However, it requires physical effort. / Exercise does require physical effort. On the other hand, it can help control anger.) Then invite Ss to add their own information to the idea. (For example: Furthermore, it releases endorphins and can make you feel better altogether. / Moreover, it helps you get in shape, which can put you in a better mood.)

C UNIT 4 WRITING TASK

Suggested time: 30 minutes | Your time:

- Read the directions and the **Self-Check** list. Encourage Ss to check the format and content of their essay against the checklist as they write.
- Have Ss look at the **Some common shortcomings** note. Read the information. Refer Ss to the phrases in Exercise G on page 35 to recall additional shortcomings. Elicit what shortcoming is addressed in the **Writing Model**. (procrastination)
- Suggest Ss make an outline for their three-paragraph essay before they write. Provide an example using the **Writing Model**. Write on the board:
  1. *Shortcoming: procrastination*
     Solution: use daily calendar on phone
     – *breaks up tasks → moves things forward*
     – *checks off tasks → motivates with feeling of accomplishment*
  2. *Add information (Furthermore)*
     – *phone calendar not difficult*
     – *instructions online*
  3. *Contrast information (Nevertheless)*
     – *may take time to learn*
     – *+ advantages: makes work easier, helps remember, keep track of progress, have a record, increase confidence*
     – *conclusion: phone calendar = one of best ways to change procrastination → organization*
- Have Ss write their essays individually.
- Have Ss exchange reports in pairs and offer peer feedback using the topics in the checklist.
- Refer Ss to the Writing Process Worksheet in the Portal for additional guidance with pre-writing and peer feedback.

UNIT 5 Writing dialogue

A WRITING SKILL

Suggested time: 15 minutes | Your time:

- Elicit the meaning of *dialogue*. (conversation that takes place in a book, play, or movie) Ask if dialogue is direct or indirect speech. (direct speech) Point out that when writing a story, you can use a combination of direct and indirect speech.
- Have Ss read the **Writing Model** silently. Then ask, *How many speakers are in the text?* (three: the grandmother, the man, and someone from across the street) *Who says the first thing?* (the man) *What does he say?* (Oh, I'm so sorry. Are you OK?) *Is it direct or indirect speech?* (direct) *What does the grandmother say?* (that she is fine) *Is it direct or indirect speech?* (indirect)
- Read the explanation under **Paragraphing a story with dialogue**.
- Draw Ss' attention to the **Writing Model** again. Ask, *Who's the speaker in the second paragraph?* (the man) *And in the third?* (the grandmother) *And in the fourth?* (someone from across the street)
- Then ask, *Are the paragraphs indented or is there a space between them?* (indented)
- Have volunteers read the four rules and example sentences under **Punctuation of direct speech**. After each, elicit other examples of the rules found in the **Writing Model**. (Rule 1: She quickly sat up and looked around with great concern and said, "Where?"; Rule 2: "Oh, I'm so sorry!" said the man.; "Look!" she heard someone say; Rules 3 and 4: "Oh, I'm so sorry!" said the man. "Are you OK?"; "Look!" she heard someone say from across the street. "An old woman just fell down!")
- Point out that the reporting verb following the quote (as *said* in *said the man*) is not capitalized, even if the quotation ended with final punctuation such as a question mark or an exclamation mark.
- To check understanding, write these sentences on the board:
  1. *Tom said laughter therapy helped me a lot*
  2. *That practical joke crossed the line Jen cried angrily*
  3. *Ethnic and sexist jokes the supervisor stated are not acceptable here*
  4. *Henri loves to play jokes Lily explained he is also a good sport when a joke is played on him*
- Invite volunteers to come up to the board and add the punctuation and capitalization where necessary. (Answers:
  1. Tom said, "Laughter therapy helped me a lot."
  2. "That practical joke crossed the line," Jen cried angrily.
  3. "Ethnic and sexist jokes," the supervisor stated, "are not acceptable here."
  4. "Henri loves to play jokes," Lily explained. "He is also a good sport when a joke is played on him.")

OPTION (+5 minutes) Ask four volunteers to read the story aloud for the class, one for each part: the narrator, the man, the grandmother, the person across from the street.

CHALLENGE (+5 minutes) Have Ss look at examples of dialogue in a novel or a short story and find the various examples of punctuation described in the rules.

B PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually. Point out that some items have more than one error.
- Copy the items on the board as Ss work. To go over the answers, ask volunteers to correct the errors in the sentences on the board.

C PRACTICE

Suggested time: 5 minutes | Your time:

- Give Ss a minute to preview the items. Then ask, *Which one of these items is a question?* (item 5) What type of question is embedded? (*yes / no* question)
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To go over the answers, invite volunteers to write the direct statements and question on the board.

D UNIT 5 WRITING TASK

Suggested time: 15 minutes | Your time:

- Read the directions and the **Self-Check** list. Encourage Ss to check the format and content of their story against the checklist as they write.
- Remind Ss their story can be real or fictitious. Encourage them to write a funny one, using the jokes and stories in Unit 5 as models.
- Have Ss write their story individually. Make sure they specify what happened and what different people said. Remind them to use a combination of direct and indirect speech to represent the dialogue.
- Tell Ss they can use either paragraphing style in their text. Suggest they refer to the punctuation of direct speech rules after writing, to double check their punctuation.
- Have Ss exchange stories in pairs and offer peer feedback using the topics in the checklist.
- Refer Ss to the Writing Process Worksheet in the Portal for additional guidance with pre-writing and peer feedback.

UNIT 6 A comparison and contrast essay

A WRITING SKILL

Suggested time: 15 minutes | Your time:

- Tell the class they are going to learn how to write a comparison and contrast essay. Write on the board: *similarities* *differences*
- Ask, *What does it mean to compare and contrast?* (compare = describe similarities; contrast = describe differences)
- Read the introduction under **Writing Skill**. Reiterate that there are two ways to organize a comparison and contrast essay.
- Draw Ss' attention to the left column. Read the information about the **Introductory paragraph**. Then ask Ss to silently read the introductory paragraph in the example on the right. Ask, *What is the writer going to compare in his essay?* (public and private transportation) *What will the essay describe about these two means of transportation?* (similarities and differences OR upsides and downsides)
- Read the information about **Supporting paragraphs**. Ask a volunteer to read about **Format A**. Then ask Ss to silently read the example for Format A on the right. Ask, *What does the first paragraph discuss?* (similarities of private and public transportation) *What does the second paragraph discuss?* (differences between private and public transportation)
- Ask a volunteer to read about **Format B**. Then ask Ss to silently read the example for Format B on the right. Ask, *What does the first paragraph discuss?* (scheduling regarding each type of transportation) *What does the second paragraph discuss?* (comfort regarding each type of transportation)
- Read about the concluding paragraph. Then ask Ss to silently read the example of a conclusion on the right.

LANGUAGE NOTE *Compare* generally means to describe both similarities and differences. In formal essay writing, the genre of writing called compare and contrast uses *compare* to mean "show similarities."

B UNIT 6 WRITING TASK

Suggested time: 30 minutes | Your time:

- Read the directions and the **Self-Check** list. Encourage Ss to check the format and content of their essay against the checklist as they write.
- Point to the expressions for introducing comparison and contrast. Ask, *What are some expressions we use to compare things?* (similarly, likewise, as well, doesn't either) *How about contrast?* (while, whereas, unlike, in contrast, on the other hand)
- Ask Ss to find and underline some of these expressions in the **Writing Model** (Format A: Nevertheless, However; Format B: On the other hand)
- Have Ss think of two means of transportation they want to compare and then take notes regarding their similarities and differences. Ss might want to explore hassles of the two modes of transportation as part of comparing them.
- Have Ss exchange essays in pairs and offer peer feedback using the topics in the checklist.
- Refer Ss to the Writing Process Worksheet in the Portal for additional guidance with pre-writing and peer feedback.

UNIT 7 Subject-verb agreement: expansion

A WRITING SKILL

Suggested time: 15 minutes | Your time:

- Write on the board:
  Horseshoes are a symbol of good luck.
- Ask, *What is the subject?* (Horseshoes) *What is the verb?* (are) *Do the subject and verb agree?* (yes)
- Then write this incorrect sentence on the board:
  Superstitions about the horseshoe has been passed down for many generations.
- Ask, *What is the subject?* (Superstitions) *What is the verb?* (has been passed down) *Do the subject and verb agree?* (no) Elicit the correct verb form. (have been passed down)
- Read the **Remember** note. Ask a volunteer to read the example sentences.
- Read the rules and ask volunteers to read the example sentences. After each example sentence, ask these questions:
  Rule 1: What are the subject and verb in the first sentence? (S = Beliefs, V = are) *What words separate them?* (in bad omens and curses) *What are the subject and verb in the second sentence?* (S = The smart thing to do, V = is) *What words separate them?* (when someone tells you something is unlucky)
  Rule 2: What is the subject in this sentence? (There are two subjects: A black cat, a broken mirror.)
  Rule 3: What is the subject in this sentence? (My sister) *What are the verbs?* (avoids, wears)
  Rule 4: What is the subject in this sentence? (Nobody)
  Rule 5: In the first example sentence, what noun does some *refer to?* (salt) *In the second example sentence, what noun does the second* some *refer to?* (superstitions)

B PRACTICE

Suggested time: 5 minutes | Your time:

- Ask Ss to work individually to correct the errors. Tell them to refer to the rules in Exercise A for help, if necessary.
- In pairs, have Ss compare the errors they found and explain the corrections they made.
- Bring the class together. To go over the answers, ask volunteers to read a sentence each, using the correct verb where necessary.

C UNIT 7 WRITING TASK

Suggested time: 30 minutes | Your time:

- Tell Ss they will write a four-paragraph essay about superstitions. Ask a volunteer to read the directions aloud. As the volunteer reads, draft an outline on the board:
  Introduction
  Body: Superstition 1
  Superstition 2
  Conclusion
- Read the **Self-Check** list. Encourage Ss to check the format and content of their essay against the checklist as they write.
- Have Ss exchange essays in pairs and offer peer feedback using the topics in the checklist.
- Refer Ss to the Writing Process Worksheet in the Portal for additional guidance with pre-writing and peer feedback.

UNIT 8 Explaining cause and result

A WRITING SKILL

Suggested time: 10 minutes | Your time:

- Write on the board:
  1. *As a result of hard work, I do well in school.*
  2. *I work hard. As a result, I do well in school.*
- Ask, Which sentence focuses on the cause? (1) Which sentence focuses on the result? (2) Leave the sentences on the board.
- Read the introduction. Then focus on the first example sentence under **Causes**. Read it four times, using the different connecting phrases. Then ask four volunteers to read the second example sentence using the different phrases.
- Focus on the **Results** section. Read the example sentence four times, using the different connecting words and phrases.
- Draw Ss' attention to the examples on the board. Underline *hard work* in the first sentence and ask, *Is this a noun phrase or an independent clause?* (a noun phrase) Underline *I do well* in the second sentence and repeat the question. (an independent clause) Bring Ss' attention to the examples in the book. Elicit if *my lack of organization, constant interruptions by colleagues,* and *it may be difficult to stay focused* are noun phrases or clauses. (noun phrase, noun phrase, independent clause) Point out that the cause connectors are followed by nouns or noun phrases and the result connectors are followed by a comma and a clause.

B PRACTICE

Suggested time: 10 minutes | Your time:

- Have Ss read the **Writing Model** in pairs. Have them underline the sentences with connecting words or phrases that clarify causes or results.
- Have Ss work individually to rewrite each sentence twice using a different connecting word or phrase.
- Bring the class together. To go over answers, ask a volunteer to read one of the sentences in the text and another to provide two different ways to rewrite the sentence.

C UNIT 8 WRITING TASK

Suggested time: 30 minutes | Your time:

- Read the directions. To clarify the outline, check the instructions against the **Writing Model**. Then read the direction for **Paragraph 1** and ask Ss to identify this information in the first paragraph of the model. (staying up late the night before, frequent interruptions by colleagues) Repeat the procedure with the directions for **Paragraph 2** (not being able to produce a report by the time it's due, your manager may wonder whether he or she can count on you, you may be unable to finish your part of a collaborative work, your reputation at work can suffer) and **Paragraph 3** (close your office door, ask your colleagues not to disturb you, take a break, grab a cup of coffee).
- Read the **Self-Check** list. Encourage Ss to check the format and content of their essay against the checklist as they write.
- Have Ss write their essay individually. Tell them to use the essay in Exercise A as a model. For more ideas, suggest Ss refer to the tips to stick to a task in Exercise F on page 79 and the study tips in Exercise A on page 82 in the book.
- Have Ss exchange essays in pairs and offer peer feedback using the topics in the checklist.
- Refer Ss to the Writing Process Worksheet in the Portal for additional guidance with pre-writing and peer feedback.

UNIT 9 The thesis statement in a formal essay

A WRITING SKILL

Suggested time: 15 minutes | Your time:

- Give Ss time to read the introduction, outline, and **Writing Model** silently.
- Then read the first and second sentences of the introduction aloud and ask, *What is the thesis statement in the model?* (Gas-powered . . . decades.)
- Read the third sentence and ask, *How does the second paragraph support the thesis?* (It says that most experts are confident that most cars will be powered by electricity.) *What's the topic sentence of the third paragraph?* (Recent advances . . . obsolete.)
- Read the fourth sentence and ask, *How does the last paragraph restate the thesis?* (it's only a matter of time before gas-powered vehicles . . .)
- Bring Ss' attention to the **To write a thesis statement** note and the highlighted thesis statement in the Writing Model. Ask, *What two ideas is the topic narrowed to?* (Gas-powered engines will be replaced. Human drivers will be replaced.)

> **OPTION** (+5 minutes) Have Ss work in pairs to fill in more supporting examples in the two supporting paragraphs, by continuing writing after *For example* in paragraph 2 and *In addition* in paragraph 3. Tell Ss that they can use their imagination as they make predictions about cars of the future.

B PRACTICE

Suggested time: 5 minutes | Your time:

- Go over the bulleted tips in the **To write a thesis statement** note in Exercise A again. Then ask a volunteer to read the first question and the sample thesis statement in Exercise B. Ask, *How was the topic of ending poverty narrowed?* (The writer states that world leaders need to make finding a solution a top priority.) Elicit additional thesis statements. (Possible answer: We can end poverty by providing quality education.) Write Ss' statements on the board, correcting and narrowing examples as needed.
- Have Ss write the thesis statements individually. Monitor and assist as needed.
- In pairs, have Ss compare their statements. Then bring the class together and have Ss share their ideas.

Possible answers for Exercise B

2. *To learn about other cultures, it's best to live for a time in another culture and to make friends while there.*
3. *There are a few strategies that cities can employ to improve crime rates.*
4. *Experts have pointed out three key ways in which governments can prepare for the next pandemic.*
5. *Education is the key to avoiding massive unemployment when jobs become automated.*
6. *Although the shift of so much of the world's population from rural to urban areas has presented challenges, many cities have turned those challenges into opportunities.*

C UNIT 9 WRITING TASK

Suggested time: 30 minutes | Your time:

- Read the directions. Ask volunteers to read the **Suggested topics** questions. Then elicit additional topic ideas from the class.
- Focus on one topic and elicit a thesis statement. For example, for the fourth topic (What are the most important issues educators . . .), the thesis statement could be: *To ensure quality education for all in the future, educators need to consider effective ways to teach and learn online.*
- Read the **Self-Check** list. Encourage Ss to check the format and content of their essay against the checklist as they write.
- Have Ss exchange essays in pairs and offer peer feedback using the topics in the checklist.
- Refer Ss to the Writing Process Worksheet in the Portal for additional guidance with pre-writing and peer feedback.

UNIT 10 Rebutting an opposing point of view

A WRITING SKILL

Suggested time: 15 minutes | Your time:

- Elicit or explain that *to rebut* an argument means to prove that an argument someone else has made is false.
- Read the introduction in Exercise A. Elicit that an *opposing argument or point of view* refers to someone else's "take," or opinion, on a topic that is different from what you believe.
- Ask a volunteer to read aloud the introductory paragraph in the **Writing Model**. Ask, *What is the thesis statement?* (Nevertheless, it is my opinion that, overall, globalization has contributed to a better world.) *What is the opposing view?* (Globalization is causing more problems than it is solving.)
- Bring Ss' attention to the **Expressions for introducing others' arguments**. Invite Ss to experiment restating the first sentence of the Writing Model using a different expression. (For example: It has been argued that globalization is causing more problems than it is solving.)
- Then point out the **Transitions and subordinating conjunctions . . ..** Ask, *Which one is used in the thesis statement?* (Nevertheless) *What other transition could be used here?* (However)
- Have Ss work in pairs to read about supporting and concluding paragraphs and analyze them in the Writing Model. Then elicit the transitions used in these paragraphs. (All the same; In spite of this) Ask Ss to suggest other transitions from the box to replace them. (For example: *Even so* to replace *All the same; Nevertheless,* to replace *In spite of this*)

B PRACTICE

Suggested time: 10 minutes | Your time:

- Read the directions. Then ask a volunteer to read the sample paraphrase.
- Have Ss scan the Reading on page 108 for five arguments supporting or opposing globalization.
- Ask Ss to paraphrase the five arguments. Tell them to write the full statements. Refer them to the expressions for introducing others' arguments to create their statements.
- Suggest Ss fold or divide the sheet of paper vertically and write each argument on one side of it (so that they can write the rebuttals in the next exercise side by side).
- Have Ss compare their paraphrases in pairs. Then ask volunteers to share their statements with the class.

Possible answers for Exercise B

1. *According to the article, globalization has brought the world's cultures and economies together.*
2. *According to Kuhn, many people have a higher standard of living as a result of globalization.*
3. *It has been argued that globalization benefits global corporations rather than the people in developing countries.*
4. *Kuhn points out that exporting jobs to poorer countries results in a wider income gap within richer countries, as lower-wage jobs are lost.*
5. *Critics say that globalization has led to a greater risk of pandemics.*

C PRACTICE

Suggested time: 5 minutes | Your time:

- Read the directions. Have a volunteer read the sample rebuttal. Make sure Ss understand it rebuts the sample argument in Exercise B.
- If Ss wrote the initial arguments in Exercise B on a folded or divided sheet of paper, encourage them to use the space on the other side to write the counterarguments.

Possible answers for Exercise C

1. *All the same, not all cultures and economies have enjoyed the same growth and benefits.*
2. *However, along with a higher standard of living comes threats to the global environment.*
3. *In spite of this, these workers are still better off than they would have been without the jobs the corporations provide.*
4. *Nevertheless, the benefits to workers in poorer countries are substantial.*
5. *Even so, globalization is here to stay; there is no alternative.*

D UNIT 10 WRITING TASK

Suggested time: 25 minutes | Your time:

- Ask Ss to use their notes in Exercises B and C to write an essay. Point out that the essay should have an introduction, a conclusion, and two supporting paragraphs. Suggest Ss follow the model to present their point of view and rebut the opposing point of view. Remind them to use the expressions for introducing others' arguments and the transitions and subordinating conjunctions for rebuttal.
- Read the **Self-Check** list. Encourage Ss to check the format and content of their essays against the checklist as they write.
- Have Ss exchange essays in pairs and offer peer feedback using the topics in the checklist.
- Refer Ss to the Writing Process Worksheet in the Portal for additional guidance with pre-writing and peer feedback.