

# 1

# Longman Academic Writing Series

SECOND EDITION

SENTENCES TO PARAGRAPHS

## *Teacher's Manual*

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**Longman Academic Writing Series 1: Sentences to Paragraphs, Second Edition  
Teacher's Manual**

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# INTRODUCTION

Welcome to the new edition of Level 1 in the *Longman Academic Writing Series*, a five-level series that prepares learners of English for academic coursework. This book, formerly called *Fundamentals of Academic Writing*, is intended for students in university, college, adult, or secondary school programs. It offers a carefully structured approach that helps students develop basic writing skills, understand writing as a process, and build a solid foundation for becoming independent writers.

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

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

## What's New in This Edition

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

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

## The Teacher's Manual

The Teacher's Manual includes everything you need to teach this course. It includes these features:

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

# **GENERAL TEACHING NOTES**

# GENERAL TEACHING NOTES

These notes describe the chapter organization in the Student Book and provide general suggestions on how to approach each section. They also include information about the Writing Assignment Scoring Rubrics and Chapter Quizzes in this manual, as well as suggestions on how to integrate technology and a brief description of MyEnglishLab Writing 1 ([www.myenglishlab.com](http://www.myenglishlab.com) for additional writing skill practice, composition practice, and assessments). Specific step-by-step teaching suggestions for the Student Book are in the Chapter Teaching Notes that follow.

## The Student Book

The book contains nine chapters, each one organized as follows.

### Chapter Opener

The chapter title and a photo introduce students to the chapter theme, and the list of objectives previews the chapter writing skills. The title and photo provide an opportunity for students to express ideas about the chapter theme, exercise their imaginations, and share their experiences. The objectives provide a roadmap for teachers and students. You may want to spend 10 to 15 minutes on this page.

### Looking at Models

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



### Looking at Vocabulary

This section highlights, explains, and provides practice with useful words and phrases from the model paragraphs. Types of vocabulary include word partners (i.e., collocations), phrasal verbs, and *go + -ing* verbs.

### Organization

The next major part of the chapter, the first of the skill-building sections, focuses on organization. In the early chapters, students learn sentence and paragraph basics as well as correct page formatting. In later chapters, they learn about academic paragraph structure, patterns of paragraph organization, and strategies for organizing ideas.

### Skill-Building Sections

The next major chapter sections focus on sentence structure, grammar, mechanics, or a combination of these skills. Brief explanations and clear charts help students understand the basic elements of effective and accurate writing, especially at the sentence level. Practice activities reinforce this information in a controlled way, and Try It Out! activities provide opportunities to apply it in a more creative way. A complete Answer Key is on pages 69–89 of this manual.

## Going Over Explanations in the Skill-Building Sections: Options

1. Read the material aloud as students look at their books. Pause to restate or stress key points, add examples, and/or ask questions to check comprehension.
2. Have students read the material first, either for homework or in class. Then call on students to read the material aloud.
3. Have students close their books. Use a projector to display the page to the class so that all eyes are on the same part of the text. Read the material aloud or have students do so.

## Practice and Try It Out! Activities: Options

1. Have students complete activities alone to develop independent thinking.
2. Have students complete tasks with partners or in small groups to increase interaction and promote communication and collaboration skills.
3. Have students complete tasks at home if tasks are time consuming and/or class time is limited.

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

1. Go over the answers orally (e.g., ask the class to call out the answers or call on individual students) when a task has students choose from among options shown in the book.
2. Have a student or students write answers on the board and then go over them as a class. Give students the chance to correct their own errors before eliciting corrections from the class.
3. Have students compare their answers with a partner and discuss any questions or disagreements.
4. Have students exchange books with a partner and check each other's answers.
5. Display a practice exercise from the book using, for example, a document camera and projector or an interactive whiteboard. Have the class tell you how to complete or correct the sentences.
6. Display the answers on a shared website. Have students check their work at home.
7. Collect students' written work or view their online postings. Correct their work outside of class.

## Applying Vocabulary

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

## The Writing Process and Writing Assignments

The writing process as presented in this book has four steps, which are explained and illustrated in Chapter 1 on pages 16–17 of the Student Book. Each writing assignment clearly and systematically leads students through the following steps, helping them internalize the process.

- **Step 1: Prewrite to get ideas.** Students work with a partner in various ways. They brainstorm, interview each other, and use other strategies to generate, clarify, and organize ideas. These interactions with a partner raise students' awareness of an audience's needs.
- **Step 2: Write the first draft.** Students write a draft using their prewriting notes and referring to the models in the chapter Introduction. This step can be done in class or for homework. If done in class, you can assist and observe what students can do in a given length of time. If done for homework, class time is saved and students who need it can take more time for the assignment at home.

- **Step 3: Revise and edit the draft.** Starting in Chapter 2, students work with a partner to do peer review, which is explained on pages 38–40. Reviewing a partner’s paper will improve students’ editing skills and help students learn to give constructive feedback in a collaborative way. Getting feedback from a partner will help students improve their writing. A Peer Review Worksheet for each assignment guides the reviewer through the process. Students who write first drafts on a computer will need to bring printouts to class for peer review. After peer review, the student marks up his or her own paper with changes to be made.
- **Step 4: Write a new draft.** If possible, allow at least a day between Step 3 and Step 4 to give students time to see their writing differently so that they can revise and edit more effectively. Students write a new draft to turn in to you. For suggestions on how to evaluate student work and give feedback, see the Writing Assignment Scoring Rubrics on pages 45–54 of this manual. For correction symbols and sample marked-up paragraphs, see Appendix F on pages 216–218 of the Student Book. If needed, have students further revise and edit their paragraph and turn in another draft.

### Collecting Writing Assignments: Options

1. Have students hand in their papers. You may want to collect each student’s prewriting and marked-up first draft as well, for insight into the writer’s thinking and the development of the paragraph.
2. Have students email you their assignments.
3. Have students submit earlier drafts along with new drafts so that you can make comparisons and review earlier feedback.
4. Have students upload their assignments to a blog or a class website.

### Organizing and Storing Writing Assignments: Options

1. Have students keep their handwritten writing assignments, or printouts of paragraphs, in a folder (portfolio) that they use for that purpose only.
2. Have students working on computers set up a system of folders to store their drafts for each writing assignment. Give them guidelines for naming their files and for renaming them when they write a new draft.

### Self-Assessment

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

### Options

1. On note cards, have students write what they can do well and what they need to practice more. Then collect the note cards.
2. Have students email you about what they understand well and what they need to practice more.

### Expansion

The activities in this section help students develop writing fluency. Expansion activities include Your Journal, On Your Own, and Timed Writing.

## Your Journal

Journal writing is introduced at the end of Chapter 1 of the Student Book. Depending on class needs, you can introduce it sooner or later in the course. Journals encourage students to write about what interests them and provide students with a safe place to express themselves in English. Journal entries can also serve as starting points for more formal paragraph assignments. To foster fluency, it is best to respond only to the content, ignore errors (unless content is unclear), and avoid grading based on accuracy. Journal grades can be based on the number, length, and diversity of entries. Suggested topics are provided for each assignment. There are additional topics in Appendix A on page 193 of the Student Book.

## Options

1. Have students write their journal entries in a notebook.
2. Have students post journal entries in a blog. The blog can be set up to be viewed by the teacher only or by the whole class. It can include photos, audio, and video.
3. With the student's permission, read especially thoughtful, funny, or intriguing journal entries to the class.

## On Your Own

These writing assignments in Chapters 2 through 5 provide extra independent writing practice for individual students or the entire class. They include step-by-step instructions for writing a paragraph related to the chapter theme. For even more practice, see the Extension writing activities at the end of the Writing Assignment sections of the Chapter Teaching Notes.

## Timed Writing

Timed paragraph-writing tasks in Chapters 6 through 9 prepare students for situations in which they need to organize their ideas and write quickly. Each Timed Writing activity contains step-by-step instructions and a prompt related to the chapter theme and grammar.

## Appendices

The appendices provide additional topics for journal writing, a glossary of terms used in the text, grammar charts, a list of common irregular verbs, basic information on types of sentences, rules for capitalization and punctuation, and correction symbols (with practice activities).

## 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 45–54 of this manual make it easy to grade completed assignments and help students understand the grading criteria. Each rubric reflects the chapter's skills focus, the Writing Assignment directions, and the Peer Review Worksheet criteria. The rubric can also be used for the On Your Own task and the Extension writing activity suggested in the Chapter Teaching Notes after the Writing Assignment.

The rubric criteria address content, language, and format. You can adjust the point system for each criterion to suit the needs and goals of your class. Below the rubric in the Comments section, you can write specific comments and suggestions to the student, such as: "Great details! Be careful about spelling."

## **Suggested Procedure**

1. Hand out copies of the rubric or post it to a class website so that students can refer to it when completing the assignment.
2. After you collect the assignments, use the rubrics to score students' work.
3. Return the rubrics with the marked-up assignments.
4. Follow up with teacher-student consultations as needed.

## **Chapter Quizzes**

The photocopiable chapter quizzes on pages 55–64 of this Teacher's Manual will help you assess your students' proficiency with the material covered in the chapter. Each quiz has three parts and easily gradable items worth 15 points. Parts A and B cover such skills as organization, sentence structure, grammar, and mechanics; the skills in these two parts follow the same sequence as the skill presentation in the chapter. Part C of the Chapter 1 quiz focuses on matching key terms with their meanings. Part C of the remaining chapter quizzes covers sentence-level editing of errors in grammar, sentence structure, or mechanics. The quizzes can be used in class or as take-home assignments.

## **Chapter Quiz Answer Key**

Use the answer key on pages 65–68 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 69–89 of this Teacher's Manual.

## **Integrating Technology**

Using technology engages students, increases their motivation, and helps them develop skills that are vital for full participation in higher education. Technology can also facilitate interaction among students outside of class. Such interaction can promote a sense of community and foster the supportive culture essential to a classroom of developing writers. Here are some things to consider when integrating technology in an academic writing course.

## **Student Skill Levels**

Many students have access to computers, tablets, and smartphones and already have technology skills. They use applications to communicate in writing (via email, text messaging, and social networking sites) and to self-publish (on blogs and other websites). Students with little or no such experience can acquire the skills they need with help from you and their classmates.

## **Learning Management Systems**

Some schools provide a learning management system (LMS). You can also use free web-based learning management systems. An LMS provides a password-protected community for you and your students, and it gives you a place to keep course materials, such as information for students, work written by students, and teacher records. An LMS also offers students a way to submit assignments, post to a blog, communicate with you, and participate in online class discussions. Students who are familiar with social networking sites will already have some skills needed to use an LMS.

## Free Online Tools

A variety of free online tools can help you set up systems for organizing or showcasing students' work. For example:

- A **class website** gives you a place to post your syllabus, provide other course information, and publish student work.
- A **wiki** allows all class members to contribute writing, discuss ideas, and provide feedback.
- **Online presentations** allow students to showcase their individual or collaborative work and are easily embedded within an LMS, website, or wiki.
- **Blogs** allow individual students to publish their writing easily. For further information about blogs, see the Chapter Teaching Notes for Chapter 1, Your Journal, on page 12 of this manual.

## MyEnglishLab Writing

Outside of class, students can go to MyEnglishLab Writing 1 at [www.myenglishlab.com](http://www.myenglishlab.com) for additional writing skill practice, composition practice, and assessments. This online program includes:

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

# **CHAPTER TEACHING NOTES**

# CHAPTER TEACHING NOTES

## CHAPTER 1

### Introducing Yourself

(pages 1–21)

#### CHAPTER OPENER (page 1)

- Have students look at the photo and ask them what they see. Elicit as many words, phrases, and sentences as possible. Write students' ideas on the board, helping them turn words and phrases into complete sentences. Include sentences with the verb *be*.
- Point out the chapter title “Introducing Yourself.” Demonstrate the meaning with a student. For example, say to the student, “Hello. I’m (name). I teach English.” To the class, say, “I’m introducing myself.” Ask two or three students to introduce themselves.
- Read the objectives aloud, or ask students to do so. Point to the sentences on the board to show examples of terms in the objectives (e.g., *sentence*, *subject*, *verb*, *capital letter*, *punctuation*, and the verb *be*). Tell students they will learn about the objectives and terms as they study the chapter. (**Note:** Do not spend much time at this point defining or explaining terms used in the objectives.)

#### INTRODUCTION (pages 2–4)

- Go over the introductory text with the class. Point out the three model paragraphs. Tell students that they will write similar paragraphs at the end of the chapter.

#### Looking at the Models (page 2)

- Go over the introductory text and directions. Have students read the writing models silently and answer the questions with a partner. Go over the answers. Ask students to give reasons for their answers with information from each paragraph. For example, when they give “home country” as an answer for Writing Model 1, ask: “Where is Salim from?” (Pakistan)

**Variation:** Go over the models with the whole class. First have students read the writing models silently. Then have a different student read each writing model aloud. After each one, elicit from students the answers to the questions and reasons for the answers.

#### Looking at Vocabulary (page 3)

- Go over the introductory text and the directions and examples for Practice 1. Have students complete Practice 1 alone. Go over the answers to Part A. Have students all introduce themselves to the class by giving their answers to Part B.

**Variation:** In a large class, have students introduce themselves in pairs or small groups only.

#### ORGANIZATION (pages 4–5)

##### From Words to Sentences to Paragraphs (page 4)

- Go over the introductory text. Ask questions about the sample paragraph to check comprehension (e.g., *What is the topic of this paragraph? What is her first name? Is she a student? Does she have a family?*).
- To make sure students understand paragraph format, contrast a paragraph with a list of sentences. Point to the paragraph about Yelena (or another paragraph), and ask: “Is this a paragraph?” Point to the boxed list of four sentences on page 4 and ask: “Is this a paragraph?”

##### Paragraph Format (page 5)

- Go over the introductory text and the directions for Practice 2. Have students complete Practice 2 on a sheet of paper in class. Go around the room and check students' work.

**Variation:** Have students complete Practice 2 for homework and hand it in.

## SENTENCE STRUCTURE AND MECHANICS (pages 5–9)

### Sentence Structure (page 5)

- Go over the introductory text. Write another simple sentence on the board (e.g., *We are in Room 108A*). Ask students to identify the subject and the verb. Elicit more example sentences from the class (or use the sample sentences on the board from the Chapter Opener discussion) and ask students to identify their subjects and verbs.
- Go over the directions and example for Practice 3. Have students complete Practice 3 alone or with a partner. Go over the answers. (**Note:** When the subject is a noun phrase of two or more words, accept either the entire phrase—e.g., *Our teacher, all the students*—or just the noun as a correct answer.) Use item 10 to point out that the subject is not always at the beginning of a sentence.

### Statements and Questions (page 6)

- Go over the introductory text. Point out that yellow highlighting in the chart identifies subjects and green highlighting identifies verbs.
- Elicit the ways that statements and questions are the same. (They start with a capital letter; they have a subject and a verb). Then elicit ways that they are different. (The order of the subject and the verb is different; the end punctuation is different).
- Have students complete Practices 4 and 5 alone or with a partner. Go over the answers to 4 and 5A orally or in writing. Elicit a few examples of students' answers for Part B.

#### **EXTENSION:**

Elicit one student's ideas for Practice 5B. Write the question and answer on the board using this format:

Student 1: (question)

Student 2: (answer)

Ask students to use this format to write a longer conversation (four lines or more) between the two students in the illustration.

## Sentence Mechanics (page 8)

- Go over the introductory text. Make sure students know to read the chart from left to right, from the rules to the examples. Ask different students to read the rules and examples aloud. (**Note:** Students may know the British term *full stop* rather than the American/Canadian term *period*. They may also know it as *dot* from its use in web addresses.)
- Have students complete Practice 6 alone. Go over the answers orally.
- Have students complete Practices 7 and 8 alone. Have different students write the answers on the board. Go over the answers.
- Go over the directions and examples for the Try It Out! activity. Have students complete the first part of the Try It Out! activity with a partner. Then have students write the paragraph alone and hand it in.

**Variation:** Go over items 1–6 of the Try It Out! activity as a class. Have students write the paragraph for homework.

## GRAMMAR (pages 10–16)

### Verbs (page 10)

- Go over the explanation of verbs. (**Note:** Verbs of action are generally easier for students to identify in sentences because they denote movement or change. In some languages, the verb *be* does not need to be expressed in a sentence; it is understood.)
- Elicit more sentences based on the illustrations (e.g., *Miki is waving*, *Miki has a microphone*) and write them on the board. Have students identify the verbs.
- Have students complete Practice 9 alone and compare answers with a partner. Go over the answers.
- Go over the directions for Practice 10. Have students complete the practice alone or with a partner. Elicit possible statements from the class.

## The Simple Present of the Verb *Be* (page 12)

- Go over the introductory text. Ask different students to read the statements in the chart aloud. To point out that the parentheses around *not* mean the word is optional, write two sentences from the chart on the board (e.g., *I am ready. I am not ready.*).
- Have students complete Practices 11 and 12 alone. Go over the answers.

**Variation:** Have students complete Practices 11 and 12 with a partner.

## Basic Sentence Patterns with the Verb *Be* (page 13)

- Go over the information in the chart. Point out that green highlighting shows the verb *be* and yellow highlighting shows the words that follow *be* (e.g., nouns, expressions of place, adjectives/ages).
- Go over the directions and example for Practice 13. Have students complete the practice alone or with a partner. Go over the answers.
- Go over the directions for Practice 14, Part A. Have students complete Part A alone. Go over the answers, pointing out that there are several possible answers. Go over the directions for Part B. Elicit true statements from different students as examples. Have students complete Part B on a sheet of paper and hand it in.

**Variation:** If you have sufficient space, have all students write statements on the board.

## Applying Vocabulary (page 15)

- Remind students that they learned about words for names earlier in the chapter. Elicit the words they remember. Then review the vocabulary on page 3.
- Go over the directions for Practice 15, Part A. Have students complete Part A alone. Go over the answers. Go over the directions for Part B. Ask students to read examples of their sentences aloud or put them on the board.

## THE WRITING PROCESS (pages 16–17)

- Go over the introductory text. Talk about the steps in the process of doing laundry or another familiar process (e.g., making a cell phone call, getting money from an ATM). Elicit the steps and list them on the board.

## The Steps in the Writing Process (page 16)

- Go over each step in the Writing Process. For Step 3, point out that the important thing is to re-read your work and make changes and corrections to it.
- Discuss Practice 16 as a class. (**Note:** The writing process begins with the illustration on the left, where the man is thinking and starting to write. That same image can illustrate revising and writing a new draft as well.)
- Point out that the arrows show some movement in both directions to illustrate that the writing process is not strictly linear, despite the steps labeled 1, 2, 3, and 4. You can explain this point by showing the page to the class while tracing with your finger along several possible paths a writer might take through the process.

## WRITING ASSIGNMENT (pages 18–19)

- **Step 1:** Go over the directions. Have students complete Steps 1a and 1b in their books.
- **Step 2:** Go over the directions. Have students write their first draft on a sheet of paper.
- **Step 3:** Go over the Writing Tip. Then go over the directions and have students complete the tasks with a partner. Point out that the first draft does not have to look neat, and encourage them not to erase but to simply cross out the things they want to change. They can also insert new information.
- Go around the class and help as needed.
- **Step 4:** Have students rewrite their paragraph on another sheet of paper and hand it in.

**Variations:** Have students post their paragraphs on individual blogs. Alternatively, have students create presentation slides with their paragraphs and add photos of themselves. Add the slides to a class website.

- If desired, use the Writing Assignment Scoring Rubric on page 46 of this manual.

**EXTENSION:**

Have students look at the man and woman on the right in the photo on page 1. Tell them to choose one of these students, imagine they are that person, and write a paragraph introducing themselves.

**SELF-ASSESSMENT** (page 19)

- Go over the Self-Assessment with the class. See Options for using the Self-Assessment on page 4 of this manual. Point out to students that they will practice all of the skills listed again and again in this book.

**EXPANSION** (pages 20–21)

**Your Journal** (page 20)

- Go over the introductory text and frequently asked questions. Add specific information about how students will produce journals for your class (e.g., handwritten in notebooks or done as blogs, with the option of adding images, audio, and video).
- Explain who will read their journal entries. If journals are done as blogs viewable by the entire class, students can comment on one another's posts. See Your Journal: Options on page 5 of this manual for more ideas.
- Discuss the sample journal entry on page 21. Go over the instructions in Parts 1 and 2.
- Have students begin their first journal entry in class and write for at least five minutes using the topic in Part 2. Have them complete the entry either in class or for homework.
- Have students read the list of other ideas for journal entries in Appendix A on page 193 for homework.

**CHAPTER 2**

**EVERYDAY ROUTINES**

(pages 22–43)

**CHAPTER OPENER** (page 22)

- Have students look at the photos. Ask them what they see. Ask who in the class uses an alarm clock, who runs, and if they do these things every day. Point out the chapter title, “Everyday Routines.” Explain that the woman uses an alarm clock every day, and the man runs every day, so these activities are part of their everyday routines (the things they always do).

**Variation:** Ask the class to suggest a name for the woman or the man. Begin a story about that person (e.g., *Every morning, Jane’s alarm clock rings.*) Begin to list her activities on the board:

*She turns off her alarm.*

*She gets up.*

Elicit ideas for what else she does. Add them to the list. Circle the list and tell the class, “This is her morning routine. These are the things she does every day.”

- Read the objectives aloud, or ask different students to do so. Explain that this is the work they will do in the chapter. Do not spend much time at this point defining or explaining terms. Tell students they will learn about the objectives and terms as they study the chapter.

**INTRODUCTION** (pages 23–25)

- Go over the introductory text with the class. Elicit examples of things students do as part of their morning routine.

**Looking at the Models** (page 23)

- Go over the introductory text and directions. Have students work with a partner, reading the writing models silently and working together to answer the questions. Go over the answers. Ask students to give reasons for their answers to questions about the content of the paragraph (e.g., for Model 1, ask: *What makes you think the writer lives at the university?*).

**Variation:** For question 5 about Model 2, draw two large overlapping circles on the board to form a Venn diagram. Elicit from students what is the same about the morning routines of both writers. Write those answers in the part of the diagram where the circles overlap. Ask what is different about their morning routines. Write that information on one side for Writer 1 and the other side for Writer 2.

### **Looking at Vocabulary** (page 25)

- Go over the introductory text. Have students complete Practice 1, Part A alone and check their own answers.

**Variation:** Do Part A orally, as a class.

- Have students do Part B alone, in class, or for homework. Go over the answers.

## **ORGANIZATION** (pages 26–29)

### **Formatting the Page** (page 26)

- Go over the introductory text with the class.

### **Page Format for Handwritten Work** (page 26)

- Go over this section if your students will be doing their paragraph assignments with paper and pen or pencil.
- Go over the introductory text. Show a sample paper (or use the illustration on page 27, Paolo Romano’s paper) to illustrate the points in the list of rules on page 26. Tell students, both orally and in writing, what your own requirements are (e.g., Do you want them to skip lines or not? Do you prefer pen to pencil?).
- Have students do Practice 2, Part A in their books, alone or with a partner. Go over the answers.
- Have students do Part B alone, in class, or for homework. Collect their papers.

### **Page Format for Work Done on a Computer** (page 28)

- Go over this section if your students will be doing their paragraph assignments on a computer.

- Go over the introductory text. Show a sample computer printout of an assignment (or the illustration on page 40, Henry Liu’s second draft) to illustrate the points in the list of rules on page 28.
- Tell students, both orally and in writing, what your own requirements are (e.g., Do you want them to print out their papers, or can they send them to you electronically?). If students are emailing files to you, tell them how to name their files (e.g., with their name, the page number of the assignment, and the date, as in *HLiu\_p42\_Sept15*).
- Go over the directions for Practice 3. Have students work alone or with a partner. Tell them they can compare Deko’s paper with Henry Liu’s second draft on page 40 to help them see what a more finished product looks like. Go over the answers by displaying the page (e.g., using a projector) and marking the problems as students identify them.

**Variation:** Display the corrected paper shown in the Answer Key for Chapter 2, page 72 of this manual. Go over the problems with the page format.

## **GRAMMAR AND SENTENCE STRUCTURE** (pages 30–38)

### **Nouns** (page 30)

- Go over the introductory text, including the chart. Elicit more examples of each kind of noun, including proper nouns: words for people (e.g., *student, Sam*), places (e.g., *classroom, New York*), things (e.g., *desk, Empire State Building*), and ideas (e.g., *music, love*).
- Have students complete Practice 4 alone or with a partner. Go over the answers. Tell students that a thing is something you can touch, but accept both “thing” and “idea” as answers for the words *homework* and *help*.

### **Singular and Plural Nouns** (page 31)

- Go over the introductory text and the examples in the chart.

- Regular nouns: Point out the endings *-s*, *-es*, and *-ies*. Try to elicit the spelling rules. If students cannot give them, show them Appendix C2 on page 198. Do not go over all the rules in detail, but explain that the spelling of the plural noun depends on the ending of the singular noun. Tell students to use this chart (or their dictionary) when they have spelling questions.
- Irregular nouns: Have students practice the pronunciation of *man/men* and *woman/women*. See Appendix C2 on page 197 for more examples of irregular nouns.
- Have students complete Practice 5 alone or with a partner. Go over the answers in writing.
- Go over the directions for the Try It Out! activity. Have students complete the activity. Go over the answers, writing the plural nouns on the board as students spell them for you. Tell students to look at Appendix C2 on page 197 for some of the regular nouns (e.g., *babies*, *boxes*, *glasses*) and tell you which rule applies.
- Have students complete Practice 8 alone. Go over the answers.
- Have students complete Practice 9 alone. Call on students to write the verbs on the board. Have the class practice the pronunciation of *fixes*, *washes*, and *watches* so that they understand that adding *-es* adds a syllable.

**Variation:** Do Practice 9 as a class. Write the verbs on the board as students dictate the spelling to you. Have the class practice the pronunciation of *fixes*, *washes*, and *watches*.

- Have students complete Practice 10 alone and then compare answers with a partner. Go over the answers in writing.

### **Applying Vocabulary** (page 37)

- Remind students that they learned about word partners earlier in the chapter. Elicit the word partners that they remember. Then review the vocabulary on page 25 if needed.
- Go over the explanation and the additional word partners in the chart. Have students do Practice 11 alone or with a partner. Go over the answers.

#### **EXTENSION:**

Have students work with a partner to write more *There is/There are* statements about things and people in the classroom. Put an example on the board with *There are no + plural noun* (e.g., *dinosaurs*) *in the classroom* as a model for some imaginative or humorous statements.

#### **EXTENSION:**

List the numbers 1–6 on the board. Ask the class questions with *Who* based on items 1–6 in Practice 11 (e.g., 1. *Who checks their phone for messages in the morning?* 2. *Who takes a shower in the morning?*). On the board, after each number 1–6, write the names of students who answer. (Write *everyone* if that is the case.) Then have students take a sheet of paper and write six true statements about other people in the class, using the information on the board (e.g., 3. *[Classmate's name] has breakfast every morning.*) Tell students that the subject *Everyone* is like *he* or *she*; the verb ends in *-s*.

### **Subject Pronouns** (page 33)

- Go over the introductory text and the charts.
- Have students complete Practice 6 alone or with a partner. Go over the answers.
- Have students complete Practice 7 alone or with a partner. Go over the answers in writing.

### **The Simple Present** (page 35)

- Go over the introductory text and the information in the charts. (**Note:** The presentation covers only affirmative statements; negative verbs in the simple present will be covered in Chapter 3.)
- Have students complete the Try It Out! activity. Ask several students to write statements on the board. Go over these examples and ask the class to identify the word partners.

**Variation:** Have students do the Try It Out! activity by writing their statements in an email to you.

## THE WRITING PROCESS (pages 38–40)

- Elicit the four steps in the writing process. If review is necessary, tell students to look at pages 18–19. List the steps on the board: *Prewrite to get ideas. Write the first draft. Revise and edit the first draft. Write a new draft.*
- Go over the introductory text. Circle Step 3 in the list on the board. Point out that peer review is a part of this step.

## Peer Review (page 38)

- Go over the explanation. Make sure that students understand key vocabulary: *feedback, honest, and kind*. Explain that when they do peer review, they will be looking at each other's first draft.
- Have students sit with a partner. Go over the directions for Practice 12. Elicit a name for Henry's partner to make it easier to refer to him or her during discussion.
- Give students a few minutes to talk about the feedback with their partners. Then go over the draft as a class. Ask how many changes Henry's partner is suggesting (10). Ask if students agree or disagree with the feedback. Ask what problems Henry's partner missed (Henry did not indent; *wake* is missing the final *-s*; and the verb *am* is missing). Point out that Henry's partner asked for more information (what Henry has for breakfast). Ask students if they have any other questions for Henry.
- Point out that part of the reviewer's role is to ask questions. Point out the *sp?* that Henry's partner wrote above *cafeteria* and tell students that the spelling is actually correct, but a reviewer must question things that he or she is not sure about. Point out the example of the reviewer making a correction (*take* instead of *have*), and tell students that the reviewer's real role is to ask questions and notice problems, not to make corrections.

- Tell students that they are responsible for checking and improving their own work. They need good editing skills to do this. Doing peer review will help them develop those skills.

**Variation:** Do Practice 12 as a class.

Display Henry's paper and go over each of the markings on the paper. Discuss the reviewer's role as above.

- Have students remain with their Practice 12 partner to do Practice 13. Go over the directions. By putting their books side by side, partners can compare the drafts on pages 39 and 40. Then go over the differences between the first and second drafts with the class.
- Point out that Henry has fixed both problems that his partner identified and problems his partner missed (adding the *s* on *wakes* and the *am* in *I am very hungry*). Point out that Henry did other revising and editing, too. Elicit the changes Henry made that were *not* in response to his partner's feedback (adding *A.M.*, adding the mention of his friends, adding *First* and *Finally*). Point out that this is part of the writer's job, to revise and edit on his or her own; the peer reviewer does not do all the work.
- Ask students how peer review helped Henry write a better paper (e.g., *Henry added good details and corrected errors*). Ask students how peer review of Henry's paper helped Henry's partner (e.g., *Henry's partner got editing practice*). Point out that peer review is good editing practice, and it is important for writers to have good editing skills.

## WRITING ASSIGNMENT (pages 40–42)

- **Step 1:** Go over the directions for Step 1a. Have students take notes. Go over the directions for Step 1b. Have students work with a partner and describe their morning routines to each other.

**Variation:** Go over the directions for both Steps 1a and b. Have students make their own lists and then, when they are ready, discuss them with a partner.

- **Step 2:** Have students take a sheet of paper. Go over the directions for Step 2a and have students choose a title. Go over the directions for Step 2b. Go to pages 23–24 and read aloud the first sentence of each Writing Model. Elicit other ideas for a general statement and write them on the board. Then have students use one of these ideas or one of their own, along with their notes from Step 1, to write their first drafts.
- **Step 3a:** Go over the directions for Step 3a. Have all students read their paragraphs aloud to themselves simultaneously.
- **Step 3b:** Go over the directions for Step 3b and the directions on the Peer Review Worksheet. Point out that the reviewer needs to think about two things: first, the content of the paper—the information in the paragraph—and second, the format of the paper and the language. On the Chapter 2 Peer Review Worksheet, there is no mention of checking grammar or spelling, but tell students that they should mark any problems they see. Then have students sit with a partner so that they can talk during peer review, not just trade papers. While students do peer review, circulate to answer questions.

**Variation:** Before students begin peer review, go over the directions for Steps 3c and d, and Step 4. As students finish peer review, they can continue on to do their new drafts.

- **Step 4:** Have students take another sheet of paper and rewrite their paragraph to hand in. You may wish to have students hand in their notes and marked-up first draft as well, to gain insight into the development of their paragraph and see the peer reviewer’s work.
- Before students hand in their new draft, go over the Writing Tip. Tell students to move their ruler or sheet of paper slowly when they check for mistakes. Point out that sometimes it is helpful to start at the end of their paper and check the last sentence, then work their way back up to the first one.

**Variation:** Have students post their paragraphs on their blogs or a class website.

### **EXTENSION:**

Ask students if they have a different morning routine on weekends or holidays. If they do, they can write a paragraph describing what they do on those days. If not, they can write about another everyday routine (e.g., having lunch, having dinner, exercising, or something they do to relax). Have students start with a list of their activities and then write the first draft of a paragraph. Have them exchange papers with a partner and do peer review, using the Chapter 2 Peer Review Worksheet. Then have them write a new draft to turn in.

### **SELF-ASSESSMENT** (page 42)

- Go over the Self-Assessment with the class. See Options for using the Self-Assessment on page 4 of this manual. Point out to students that they will practice all of the skills listed again and again in this book.

### **EXPANSION** (page 43)

#### **On Your Own** (page 43)

- Decide whether to assign this paragraph-writing task to the entire class or only to the students who work more quickly and have finished the Writing Assignment ahead of their classmates.
- If you are assigning this activity to the entire class: Go over the instructions in the first paragraph and the two suggestions for a first sentence. Go over the questions in item 1. Have students write their first drafts in class. Have students work in pairs to do peer review, using the Peer Review Worksheet on page 41. After they finish, have them take a new sheet of paper and write a new draft to hand in.

- If you are assigning the activity only to certain students (e.g., while others finish the Writing Assignment): Have the students read the instructions on their own. Tell them to come to you with any questions before they write their first draft. Give them the option of doing peer review or using the Peer Review Worksheet on page 42 to help them revise and edit their own work. Have them use a new sheet of paper to write a new draft to hand in.

### Your Journal (page 43)

- Go over the introductory text and the three ideas for journal entries. You may want to have students begin a journal entry in class and write for five minutes, or have students do the task for homework.

**Variation:** The third suggested journal topic is about strategies students use for learning new words in English. Ask students who choose this topic to post their response to a class website or discussion forum.

- Remind students about the list of other ideas for journal entries in Appendix A on page 193.

## CHAPTER 3 EVERY PICTURE TELLS A STORY

(pages 44–68)

### CHAPTER OPENER (page 44)

- Read the chapter title aloud. Have students look at the photos and, with a partner or in small groups, discuss the questions under the photos for a few minutes. Then with the entire class, elicit students' ideas about one of the people in the photos. (**Note:** For ease of reference, number the rows of photos 1 to 4 and the columns a, b, and c so that you can refer, e.g., to “the woman in photo 1c.”) Choose one or more other photos and elicit more ideas about the people in them.

**Variation:** Work with the entire class. Choose a photo to talk about. Have students call out words that describe the person (e.g., *pretty, friendly*), or make statements about him or her (e.g., *He's worried about something. She is from Switzerland.*). Invite students to choose a second photo to talk about. As students call out their ideas about the people, write any adjectives they use on the board. When you have a list of several adjectives, ask if anyone knows what kind of words they are. Point out that learning to use adjectives is on the list of objectives for this chapter.

- Read the objectives aloud, or ask students to do so. Remind students that they will learn about the objectives and terms as they study the chapter.

### INTRODUCTION (pages 45–47)

- Go over the introductory text with the class. Point out they used their imaginations when they talked about the photos on page 44.
- Have students look at the photo of the man with the basketball. Ask them to imagine a life for this man. Elicit ideas from the class.

### Looking at the Models (page 45)

- Go over the introductory text and directions. Have students read the Writing Models silently and answer the questions with a partner or in small groups. Go over the answers.

**Variation:** Work with the entire class. Have students read the models silently. Then have a student read the first model aloud. Go over the questions. Have another student read the second model aloud. Go over the questions.

### Looking at Vocabulary (page 47)

- Go over the introductory text. Have students complete Practice 1 alone. Go over the answers.

### ORGANIZATION (pages 48–54)

- Go over the introductory text about topic sentences with the class.

## TOPIC SENTENCES (page 48)

- Go over the introductory text.

### The Parts of a Topic Sentence (page 48)

- Go over the explanation of the parts of a topic sentence. Put two more examples of topic sentences on the board: *It is easy for me to get ready for the day* and *I do many things to get ready for the day* (from the Chapter 2 Writing Models, pages 23–24). In each sentence, circle *to get ready for the day* as the topic. Underline the rest of each sentence as the controlling idea.

**(Note:** If you feel that your students are not yet ready for work on topic sentences, skip the Organization section on pages 48–54 for now. Students can do the rest of the work of Chapter 3. However, be aware that in Chapter 4, there are questions about the topic sentences in the Writing Models. You can provide the answers for those questions, but students are expected to write topic sentences for the Writing Assignment in Chapter 4, so come back to Chapter 3 and cover topic sentences material before then.)

- Go over the directions for Practice 2. Have students complete the practice with a partner. Go over the answers.
- Have students complete Practice 3 alone or with a partner. Then go over the answers.

**Variation:** Work as a class. For each paragraph in Practice 3, have students cover the three topic sentence choices, read the paragraph, and identify the topic of the paragraph and the main idea. Then have them choose the correct topic sentence.

### Topic Sentences and Titles (page 52)

- Go over the introductory text. Read the Writing Tip aloud. Tell students they will try out this idea when they do the Writing Assignment for this chapter.
- Have students complete Practice 4 alone or with a partner. Go over the answers.

**Variation:** For each paragraph in Practice 4, have students cover the three titles, read the paragraph, and identify the topic and the controlling idea. Then have them choose the best title.

- Let students choose whether to do the Try It Out! activity alone or with a partner. Go over the activity with the class. For each topic sentence, elicit two or more examples of a title and two sentences, writing them on the board (or having students do so).

#### **EXTENSION:**

After students complete the Try It Out! activity, divide the class into six groups. Assign one topic sentence from the activity to each group. Have group members use the sentences they wrote, making revisions and additions as needed, to create a paragraph and then choose a title for it. One member of the group types up the title and paragraph on a presentation slide. Using a projector, each group presents its paragraph to the class.

## SENTENCE STRUCTURE (pages 55–57)

### Subjects of Sentences (page 55)

- Read the introductory text. Have different students read the rules and examples aloud. Remind students that the subject is not always the first word in a sentence, as shown in the example for Rule 2.
- Have students do Practice 5 alone or with a partner. Go over the answers. **(Note:** When the subject is a noun phrase, accept either the noun or the entire phrase as the subject.)

### Writing Complete Sentences

(page 56)

- Go over the explanation. Ask if students can correct the examples of incorrect sentences before going on to read the corrections shown.
- Have students do Practice 6 alone or with a partner. Tell them that they are doing editing work. Make sure they understand that they need to edit the sentences in their own paragraphs to make sure they always have a subject and a verb. Go over the answers.

- Have students work alone to do Practice 7. Then have them work with a partner to compare their corrections.

**Variation:** Have students work with a partner to do Practice 7. Have six students write the six corrected sentences from Practice 7 on the board.

## GRAMMAR (pages 58–63)

### Negative Verbs (page 58)

- Go over the explanations. The first two charts are review; the third chart shows how to form negative statements in the simple present. Compare negative statements with the present tense of *be* and negative statements with other verbs. Ask students to tell you what is the same (both use *not*) and what is different (the *be* verbs simply add *not*, but other verbs require *do/does not* plus the main verb). Point out that the main verb is in the base form: there is no final *-s*.
- Go over the directions and example for Practice 8. Have students do the practice alone or with a partner. Go over the answers.

#### EXTENSION:

If students are interested in sports, contrast another team sport with soccer. Use the facts in Practice 8. For example, repeat that goalkeepers wear gloves. Ask about basketball (Basketball players do not wear gloves.), baseball (A baseball player wears a glove.), or another sport familiar to students.

- Have students do Practice 9, Part A alone. Go over the answers in writing. Have students do Part B alone on a sheet of paper. Collect their papers.
- Have students do Practice 10 alone. Have them compare answers with a partner. Then go over the answers.

- Go over the directions and the examples for the Try It Out! activity. Let students choose whether to do the activity alone or with a partner. On the board, write the names *Lizzie*, *Emily*, *Ronnie*, and *Allison* in four different areas. As students finish the activity, have them go to the board and write two of their sentences. Go over these sentences. Collect the papers.

(**Note:** Students' work can also be shared by taping their papers up on the wall or spreading them out on a table, a counter, or a group of desks for everyone to read.)

#### EXTENSION:

On a class website, insert an image of a group of three to five people. Tell students to respond to the image by writing three to four sentences about one or more of the people. Each writer should use both affirmative and negative simple present verbs. Before they write, students must first read what their classmates have written. They should not repeat or contradict what has already been written.

### Adjectives (page 61)

- Go over the explanation of adjectives. In the sentences about the illustrations, the adjectives are highlighted in yellow. Make sure that students know the meanings of *full*, *tall*, and *new*. Elicit adjectives with the opposite meanings (*full/empty*, *tall/short*, *new/old*). Go over the information in the chart.
- Go over the directions for Practice 11, Part A. Have students complete the task alone or with a partner. Go over both sets of answers.
- Go over the directions for Practice 11, Part B. Have students complete the task alone. Go over the answers.
- Have students do the Try It Out! activity in class or for homework. Collect the papers.

**EXTENSION:**

Play a vocabulary game. On the board, draw a chart like the one below. Have students draw a chart like it on a piece of paper.

	<b>A</b>	<b>B</b>	<b>C</b>
<b>Noun</b>			
<b>Verb</b>			
<b>Adjective</b>			

- Have students work alone or with a partner. They must think of at least one noun, one verb, and one adjective beginning with the letter at the top of the column. Put some examples into the chart on the board (e.g., *apple, ask, and angry; boy, bring, and blue; and cake, call, and cloudy*). Have students raise their hands as soon as they finish. Go over all the words students have thought of. Then choose three new letters and play the game again.

 **Applying Vocabulary** (page 63)

- Go over the introductory text. Then have students do Practice 12, Part A in small groups. Have them do Part B in class or for homework. Have students share their sentences with their small group.

**Variation:** Have students do Practice 12, Part A in small groups in class. Have them post their sentences for Part B to a class website. Tell students to read all their classmates' sentences. In class, ask what new information students have learned about their classmates' activities.

**WRITING ASSIGNMENT** (pages 64–67)

- **Step 1:** Go over the directions for Step 1a and the Writing Tip. Then have students take notes on a sheet of paper. Go over the directions for both Steps 1b and 1c. If possible, have students talk with a partner who has chosen a different photo. Then have students revise their notes alone.

- **Step 2:** Go over the directions for Step 2a. Elicit what kind of word is needed to complete the sample topic sentences (an adjective). Elicit examples from the class of some adjectives they might use and write them on the board. Go over the directions for Steps 2b and 2c. Point out that students should wait to add their title until after they write their first draft. Have students write their first draft in class.
- **Step 3:** Go over the directions for Steps 3a and 3b. Ask students to read the Peer Review Worksheet silently. Then ask questions to make sure they understand their role (e.g., *What will you do first? What is your second task? What do you circle on the paper? How many items are in the list for point 5?*) Go over the directions for Steps 3c and 3d so that students will know what to do after they finish doing the peer review. Have students work in pairs to complete the peer review.
- **Step 4:** Have students write their new drafts in class or as homework.

**EXTENSION:**

Have students choose one of the people in the group of photos on page 44 and imagine that person's life. Have them take notes, describe the person to a partner, and then write a draft of a paragraph about the person. Have students work with a partner and use the Chapter 3 Peer Review Worksheet to review their partner's draft. Have them take a sheet of paper and write a new draft to hand in. Make students' paragraphs available for their classmates to read by having students share their papers in the classroom or online.

**Variation:** Create presentation slides with a different image of a person on each slide. Images can be found online. Assign one slide to each group of students. Have each group write a paragraph describing the person's life. Tell them to edit their paragraph carefully and then add it to the slide.

## SELF-ASSESSMENT (page 67)

- Go over the Self-Assessment with the class. See Options for using the Self-Assessment on page 4 of this manual.

## EXPANSION (pages 67–68)

### On Your Own (page 67)

- Decide whether to assign this paragraph-writing task to the entire class or only to the students who have finished the Writing Assignment ahead of their classmates.
- If you are assigning this activity to the entire class: Go over the directions in the first paragraph. Have a student or students read the model paragraph aloud. Have students complete their drafts alone, in class, or for homework.
- If you are assigning the activity only to certain advanced students (e.g., while others continue their work on the Writing Assignment): Have the students read the directions and the model paragraph on their own. Tell them to come to you with any questions before they write their first draft.
- Go over the instructions in the second paragraph. Have students complete the task in pairs.
- Have students prepare new drafts. Then collect them.

### Your Journal (page 68)

- Go over the introductory text and the three ideas for journal entries. You may want to have students begin a journal entry in class and write for five minutes, or have students do the task for homework.

## CHAPTER 4

# A GOOD DAY

(pages 69–87)

## CHAPTER OPENER (page 69)

- Point out the chapter title, “A Good Day.” Ask questions to get students talking about the photo (e.g., *Who are these people? Are they having a good day? What makes it a good day for them? What day of the week do you think it is?*).
- Read the objectives aloud, or ask students to do so. Remind students that they will learn about the objectives and terms as they study the chapter.

## INTRODUCTION (pages 70–72)

- Go over the introductory text with the class. Expand on the explanation of *interview* by eliciting examples of the kinds of interviews students might see on television.

## Looking at the Models (page 70)

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

**Variation:** Work with the entire class. Have students read the models silently. Then have a student read the first model aloud. Go over the questions. Have another student read the second model aloud. Go over the questions.

## Looking at Vocabulary (page 72)

- Go over the introductory text. Give students more examples of phrasal verbs that are very different in meaning from the verb alone (e.g., *make*, which often means “create or build something,” versus the phrasal verbs *make up*, meaning both “put on cosmetics” or “invent,” and *make out*, an informal expression meaning “kiss”).
- Have students complete Practice 1A and 1B. Have them check the answers for Part A with a partner. Go over the answers for Part B.

## ORGANIZATION (pages 72–74)

### Time Order (page 72)

- Go over the introductory text. Point out that the time-order words in the box do not have to be used in this order (with the exception of *First* and *Finally*).
- Have students complete Practice 2A alone or with a partner. Go over the answers. Have students write Part B in their books or on a sheet of paper. Have students trade books or papers with a partner to check their work.
- Have students complete Practice 3 alone or with a partner. Go over the answers.

## SENTENCE STRUCTURE AND GRAMMAR (pages 74–80)

### Simple Sentence Patterns, Part 1 (page 74)

- Go over the explanation with the class. Remind students that the subject is not always the first word in a sentence. Put an example on the board (e.g., *In the summer, I eat more fresh fruit.*). (**Note:** More information on simple sentence patterns, Part 2, will be found in Chapter 6.)
- Have students complete Practice 4 alone. Go over the answers.

### Adverbs of Frequency (page 75)

#### Meanings (page 75)

- Go over the explanation of adverbs of frequency and the examples in the chart. Elicit statements with adverbs of frequency from students. Ask: “How often do *you* eat breakfast?”
- Go over the Writing Tip with the class. If all students are using the same dictionary, ask them to find the abbreviations for the parts of speech that their dictionary uses. Ask if students can name any other parts of speech. List the words *pronouns*, *prepositions*, and *articles* on the board with two or three examples of each.

## Placement in Affirmative Statements (page 76)

- Go over the explanation and the rules and examples in the chart.
- Have students do Practice 5 alone and then compare their statements with a partner’s.

**Variation:** Do Practice 5 with the class. Write the sentences on the board as students dictate them to you. For each statement, ask whether students agree or can give examples.

- Have students do Practice 6 alone and then compare their statements with a partner’s.

## Placement in Negative Statements (page 77)

- Go over the explanation and the rules and examples in the chart.
- Have students do Practice 7 alone and then compare their statements with a partner’s.

**Variation:** Do Practice 7 with the class. Write the statements on the board as students dictate them to you.

#### **EXTENSION:**

Have students look at the photo of a Chinese New Year celebration on page 78. Have students write at least two statements with adverbs of frequency about what they do or do not do to celebrate a new year. Have students share their statements with a partner, or have them post their statements online on their blogs or in a discussion forum.

- Go over the directions for the Try It Out! activity. Have students write their statements for homework. Then collect them.

**Variation:** Have students write their statements in class. Then ask the class, “Tell me something you (almost) always do,” “Tell me something you usually do,” and so on. Have a few students respond to each question. Collect the papers.

## Using Prepositions to Show Time

(page 79)

- Go over the introductory text and the rules and examples in the chart.
- Have students do Practice 8 with a partner. Go over their answers. Have them identify the preposition in each prepositional phrase.
- Have students do Practice 9 alone and compare answers with a partner.

### **EXTENSION:**

Play the vocabulary game introduced in Chapter 3. On the board, draw a chart like the one below. Have students draw a chart like it on a sheet of paper.

	<b>A</b>	<b>O</b>	<b>F</b>
<b>Noun</b>			
<b>Verb</b>			
<b>Adjective</b>			
<b>Adverb or preposition</b>			

- Have students work alone or with a partner. They must think of at least one word in each category that begins with the letter at the top of the column.
- Have students raise their hands as soon as they finish. Go over all the words students have thought of.

## MECHANICS (pages 81–84)

### Using Capital Letters (page 81)

- Go over the explanation and the rules and examples in the chart.  
**Variation:** Have students cover the Rules column. Have them look at the example(s) of capitalized words in each row and tell you why the words are capitalized: What is the rule? After discussion, have them uncover each rule to check their answer.
- Have students do Practice 10 alone. Go over the answers.

- Go over the directions for the Try It Out! activity. Have students choose whether to work alone or with a partner. Circulate to check students' sample sentences as they work. On the board, list: *Rule 1: Rule 2:* etc.
- Have different students write sample sentences on the board for each rule. Go over the examples with the class.

**Variation:** Have students work with a partner and write their sentences on one sheet of paper. Have each pair of students give their sentences to another pair to check. Then collect the papers.

### Capital Letters for Titles (page 82)

- Go over the rules and examples in the chart. Rules 1 and 2 explain which words in titles need to be capitalized; Rules 3 and 4 address common errors students make in writing titles.

**Variation:** Have students cover the Rules column. Have them look at the Examples column. For the first two rows, ask why the highlighted letters need to be capitals: What is the rule? Have students uncover each rule to check their answer.

- Have students do Practice 11 alone and go over their answers with a partner.

### **EXTENSION:**

Have students call out the titles of movies or songs. Then write them—without using any capital letters—on the board. Have students tell you which words to capitalize and why.

### Applying Vocabulary (page 83)

- Go over the introductory text. Then do Practice 12, Part A as a class.
- Have students do Practice 12, Part B for homework. Collect their papers.

## WRITING ASSIGNMENT (pages 84–86)

- Go over the introductory text.
- **Step 1:** Go over the directions for Step 1. Then have students interview a partner, taking notes in their books or on a sheet of paper. For 1b, have students circle one of the adjectives listed or choose another one. Then have them write a topic sentence.
- **Step 2:** Have students take out a sheet of paper. Go over the directions for Step 2. Elicit examples of time-order words, time expressions with prepositions, and adverbs of frequency. Write the examples on the board. Tell students to check back with their partners if they need more specific information about the time of events. Remind students that it is best to write a title for their paragraph after they write the first draft. Have them write their first drafts, including a title.
- **Step 3:** Go over the directions for Steps 3a and 3b. Have students read the Peer Review Worksheet silently. Remind students that the reviewer needs to think about two things: first, the content of the paper—the information in the paragraph—and second, the language. Ask questions to make sure they understand their role (e.g., *What will you do first? What is your second task? What do you circle on the paper?*). Students can also make suggestions for adding time-order words or adverbs of frequency to their partner's draft. Go over the directions for Steps 3c and 3d so students will know what to do after they finish the peer review. Then have students complete the peer review with a partner.
- **Step 4:** Go over Step 4. Have students write their new drafts in class or for homework. Go over the Writing Tip before collecting the papers.

### EXTENSION:

Have students interview someone outside of class about his or her favorite day of the week and take notes. Have them write a draft of a paragraph in time order. Remind them to include time-order words, time expressions with prepositions, and adverbs of frequency. Have students use the Chapter 4 Peer Review Worksheet to review a partner's draft. Have them take a sheet of paper and write a new draft to hand in.

**Variation:** Have students find a photo of a person online. Tell them to use their imaginations to list what this person does on a typical day of the week. Have students use their notes to write a paragraph in time order. Have them use the Chapter 4 Peer Review Worksheet as a guide to revising and editing their first draft. Have students create presentation slides with their photos and paragraphs and share them on a class website.

### SELF-ASSESSMENT (page 86)

- Go over the Self-Assessment with the class. See Options for using the Self-Assessment on page 4 of this manual.

### EXPANSION (pages 86–87)

#### On Your Own (page 86)

- Decide whether to assign this paragraph-writing task to the entire class or only to the students who work more quickly and have finished the Writing Assignment ahead of their classmates.
- If you are assigning this activity to the entire class: Go over the instructions. Have students complete their drafts in class or for homework. Have students work with a partner to do peer review, using the Chapter 4 Peer Review Worksheet. Then have them prepare a new draft.

- If you are assigning the activity only to certain students: Have the students read the instructions on their own. Tell them to come to you with any questions before they write their first draft. Give them the option of doing peer review or using the Chapter 4 Peer Review Worksheet to help them revise and edit their own work. Have them use a new sheet of paper to write a new draft to hand in.

### Your Journal (page 87)

- Remind students that they are free to choose their own topics for journal entries, but they also can choose a topic from this list or Appendix A on page 193.

## CHAPTER 5 YOUR HOMETOWN

(pages 88–106)

### CHAPTER OPENER (page 88)

- Have students look at the title, photo, and photo caption and tell you what the chapter will be about. Ask students the names of their hometowns. Tell them your hometown. If students are not familiar with it, describe where it is located and show it on a map if possible.
- Read the objectives aloud, or ask students to do so. Remind students that they will learn about the objectives and terms as they study the chapter.

### INTRODUCTION (pages 89–91)

- Go over the introductory text with the class.

### Looking at the Models (page 89)

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

**Variation:** Work with the entire class. Have students read the models silently. Then have a student read the first model aloud. Go over the questions. Have another student read the second model aloud. Go over the questions.

### Looking at Vocabulary (page 91)

- Go over the introductory text. Have students complete Practice 1, Parts A and B. Go over the answers to Part A. On the board, draw a simple compass. Have students tell you the words to label the directions.

#### **EXTENSION:**

Use a large map and have students practice the words for directions by pointing to the north, south, etc., and asking students, “What direction is this?”

**Variation:** Ask about the location of places known to students in relation to where you are, e.g., *Where is (city/state/province/country X)?* Answer the first question yourself as a model, e.g., *X is to the north,* and write that example on the board.

### ORGANIZATION (pages 92–94)

- Go over the introductory text.

### Supporting Sentences, Part 1 (page 92)

- Go over the explanation. Have students look at the illustration. Ask how many sentences there are and which sentence is the topic sentence. Tell students that the four sentences on the legs of the table support the topic sentence—each one helps to show why it is true.
- Go over the example paragraph about New Orleans. Elicit the reasons the writer gives to support the topic sentence, showing why New Orleans is a great place to visit (the food, the music, Mardi Gras, and the nice weather in late winter and early spring).
- Go over the questions about Paragraph 1 in Practice 2 as a class to make sure that students understand the directions. Have students work alone to answer the questions about Paragraphs 2 and 3. Go over the answers.

**EXTENSION:**

With the class, brainstorm more supporting sentences for the topic sentence of Paragraph 3, “It is easy to annoy a roommate.” List students’ ideas on the board. Vote for the most effective idea. Discuss how to revise Paragraph 3 to include this idea.

**GRAMMAR** (pages 94–100)**A, An, and The** (page 94)

- Go over the introductory text.

**Using A and An** (page 94)

- Go over the introductory information and the rules and examples in the chart.

**Variation:** For the first rule in the chart, have students cover the Rules column. Have them look at the examples of nouns with *a* and *an*. Ask: “What is the rule—when do you use *a*, when do you use *an*?”

- Have students complete Practice 3, Part A with a partner. Go over the answers. For Part B, go over the directions and then have students choose whether to work alone or with a partner. Have students go over their answers with another student or pair of students.

**Using The** (page 96)

- Go over the rules and examples in the chart.
- Have students complete Practice 4 with a partner. Go over the answers. Elicit the reasons for using *a*, *an*, or *the* in each case.

**There Is and There Are** (page 97)

- Go over the information about the uses of *there is/there are* in the chart, showing how to form statements with *there is* and *there are*, and the rules and examples in the second chart.
- Have students complete Practice 5 alone and compare their answers with a partner’s.
- Have students complete Practice 6 with a partner. Go over the corrections in writing.

- Go over the directions and example for the Try It Out! activity. Make sure students understand that they need to write complete sentences. Have them complete the activity in class or for homework.

**Using Prepositions to Describe Location** (page 99)

- Go over the introductory information. Use the map to elicit more statements describing the locations of places on the map. Go over the rules and examples in the chart.
- Have students do Practice 7, Part A alone and check their answers with a partner. Have students complete the sentences for Part B with a partner. Go over the answers. As a review of the rules about using *in*, *on*, and *at* with places, for each item, ask students what answers are possible.

**EXTENSION:**

Ask: “What are some important places for tourists to visit in the major cities in your country?” Have them list several places on a sheet of paper and then go online to look up the address of each one. For each place, have students use the prepositions *in*, *on*, and *at* to write a statement (or statements) giving its location (e.g., *The Museo Nacional de Antropología is in Mexico City. It is on Avenida Paseo de la Reforma.*).

**SENTENCE STRUCTURE** (pages 100–102)**Prepositional Phrases in Sentences** (page 100)

- Go over the introductory text and the rules and examples in the chart.
  - Have students complete Practice 8 alone and go over their answers with a partner.
- Variation:** Begin Practice 8 as a class. Have students call out the prepositional phrase in statements a–e. Then have students work with a partner to match each example with the rule. Go over the answers.

- Go over the directions and example for the Try It Out! activity. Have students complete the activity alone or with a partner. Have five students go to the board to write their sentences with prepositional phrases for items 2–6. Go over these sentences, eliciting from the class at least one other way to form each sentence.

### **Applying Vocabulary** (page 102)

- Go over the introductory text. Review the words for directions on page 91. Go over the rules and examples in the chart. For Rules 1 and 2, elicit from the class at least one more example of a statement with a direction word.
- Have students complete Practice 9 alone or with a partner. Go over the answers.
- Go over the directions and the example sentences for the Try It Out! activity. Have students form groups of 3 or 4. Have them ask the students in their group where they are from and where those cities are located. Have them take notes. Then they can use their notes to write their sentences in class or for homework. Have group members check one another's sentences.

**Variation:** Go over the directions and the example sentences for the Try It Out! activity. Have students ask each member of their group for the name of their hometown (and country) but not its location. Then have students go online, working alone or with a partner, to find the location of each hometown and write sentences describing its location, like the example sentences shown.

### **WRITING ASSIGNMENT** (pages 103–106)

- Go over the introductory text.
- **Step 1:** Go over the directions for Step 1a and the sample notes from one student's brainstorming. (**Note:** These notes refer to the hometown described in Writing Model 2 for this chapter.) Have students take notes. Then go over the directions for Step 1b and have students work with a partner to add to their notes. Have students continue on to Step 1c when they finish their conversation. Have them write down their ideas for a topic sentence.

**Variation:** Go over the directions for Step 1b. Before students interview their partner, go over the directions and the sample notes for Step 1c as well. Tell students that after they finish their conversations, they should revise their notes and draft a topic sentence.

- **Step 2:** Go over the directions for Step 2. Have students look back at pages 89 and 90 to review the topic sentences of the writing models and their controlling ideas.
- Before students write their first draft, go over the Writing Tip. Stress that writers sometimes need to write a draft of their paragraph before they can write a good topic sentence. Tell them that after writing a draft, every writer needs to review the topic sentence and the supporting sentences. Ask: "Is there a clear relationship between them?" Use the illustration of the table on page 92 to remind students about that relationship. Then have students review their notes and write their first draft.
- **Step 3:** Go over the directions for Steps 3a and 3b. Ask students to read the Peer Review Worksheet silently. Then ask questions to make sure they understand their role. Remind them that first they will focus on the content of their partner's paper and only afterwards on the language. Have students complete the peer review with a partner. After they finish the peer review, have them read the directions for Steps 3c and 3d and the Writing Tip. Then have them complete the tasks.
- **Step 4:** If possible, have students set their first draft aside and do Step 4 a day or two later, taking the break recommended in the Writing Tip.

**EXTENSION:**

Have students choose a city or other place that they want to visit but never have. Have students list reasons to visit this place. Allow time for online research, if necessary. Then have them write a draft of a paragraph. Tell them the paragraph must begin with a topic sentence and include information about the location of the place. Have students work with a partner, using the Chapter 5 Peer Review Worksheet to review their partner's draft. Have them use a new sheet of paper to write a new draft to hand in. Make students' paragraphs available for their classmates to read by displaying their papers in the classroom, or have students share their paragraphs by uploading them to a blog, discussion forum, or class website. Encourage students to write comments to the other writers about the places described in the paragraphs.

**SELF-ASSESSMENT** (page 106)

- Go over the Self-Assessment with the class. See Options for using the Self-Assessment on page 4 of this manual.

**EXPANSION** (page 106)**On Your Own** (page 106)

- Decide whether to assign this paragraph-writing task to the entire class or only to the students who have finished the Writing Assignment ahead of their classmates.
- If you are assigning this activity to the entire class: Go over the directions. Have students complete their drafts in class or for homework.
- If you are assigning the activity only to certain students (e.g., while others continue their work on the Writing Assignment): Have the students read the directions on their own. Have them come to you with any questions before they write their first draft.
- Have students work with a partner to do peer review, using the Chapter 5 Peer Review Worksheet. Then have them prepare a new draft.

**Your Journal** (page 106)

- Remind students that they are free to choose their own topics for journal entries, but they also can choose a topic from this list or Appendix A on page 193.

**Variation:** Have a student read aloud the third suggested topic: using English outside of class. Elicit answers to the questions. Have students post their answers to a discussion forum or a class website. Encourage students to read everyone's posts and comment on them.

**CHAPTER 6**  
**ON THE JOB**

(pages 107–128)

**CHAPTER OPENER** (page 107)

- Have students look at each photo and describe what they see. Elicit their ideas about the jobs of the people in the photos. Brainstorm words for people who work in offices (e.g., manager, businessperson, secretary) and people who work in construction (e.g., engineer, construction worker, heavy equipment operator).
- Read the objectives aloud, or ask students to do so. Remind students that they will learn about the objectives and terms as they study the chapter.

**INTRODUCTION** (pages 108–111)

- Go over the introductory text with the class. Elicit examples of job responsibilities for a specific job, such as an English teacher's job. Put some example sentences on the board, such as *English teachers teach English classes. They correct homework.* As students make suggestions, put other sentences on the board. (**Note:** The sentences will require simple present verbs, but avoid grammar discussion at this point in favor of a focus on content.)

## Looking at the Models (page 108)

- Go over the introductory text and directions. Emphasize that students will see two things in the writing models: the writers will describe both what is happening in the photo and the general responsibilities of the job.
- Have students read the writing models silently and answer the questions with a partner or in small groups. Go over the answers.
- Have students take another look at Writing Model 1. Ask which sentences describe what is happening in the photo. Tell students to circle that part of the paragraph. Ask which sentences describe what the person usually does for his or her job—the responsibilities of the job. Tell students to circle that part. Have them look at the verbs and elicit what the difference is between the two parts of the paragraph. (The simple present tense verbs are used to tell what the job responsibilities are; the verbs with *-ing* describe the actions you can see happening in the photo.)
- Have students go through the same process for Writing Model 2.

### **EXTENSION:**

Post two questions to a discussion forum or class website: *Would you like to be a baker? Would you like to be a pharmacist?* Have students post their responses and their reasons.

## Looking at Vocabulary (page 110)

- Go over the introductory text. Complete Practice 1, Part A as a class.
- Go over the directions to Practice 1, Part B. Have students complete the chart. Allow students to look up and/or discuss word meanings among themselves.

**Variation:** Have students complete the chart in Practice 1, Part B for homework and look up the meanings of any new words in their dictionaries or online.

## ORGANIZATION (pages 111–114)

### Supporting Sentences, Part 2

(page 111)

#### Support for the Topic Sentence

(page 111)

- Go over the introductory text. Remind students of the illustration of a table (see page 92) as a metaphor for the relationship between a topic sentence and supporting sentences. Give examples of other contexts where the word *evidence* is used (e.g., in court or during a police investigation).
- Go over the directions for Practice 2 and the examples. Have students work alone or with a partner. Go over the answers by eliciting examples of supporting sentences for each topic sentence and writing them on the board. For each sentence, ask the class: “Does this sentence relate to the controlling idea in the topic sentence? Does it provide evidence to prove the writer’s point about the topic?”

#### Paragraph Unity (page 112)

- Go over the explanation and the example paragraph. Elicit which sentence is the topic sentence, what the topic is, and what the controlling idea is. Elicit students’ ideas about why the two sentences are crossed out. Then go over the text on page 113 that explains why.
- Go over the directions for Practice 3. Have students work alone or with a partner. When you go over the answers, start by eliciting the controlling idea in the topic sentence of each paragraph.

## GRAMMAR (pages 114–120)

### The Present Progressive (page 114)

- Go over the introductory information and the verb formation in the chart. Point out the note about finding spelling rules for *-ing* verbs in Appendix C on page 205.

- Go over the directions for Practice 4, Part A. Have students complete the practice with a partner. Go over the answers by having students give them orally and tell you the spelling of the *-ing* verbs while you write them on the board.
- Have students do Practice 4, Part B alone. Go over the answers. Tell students they must listen to the answers their classmates give and not say the same things.

**Variation:** Have students do Practice 4, Part B on a sheet of paper for homework. Tell them to begin by writing on their paper the time and the location where they are doing their homework. Collect their papers.

- Go over the directions for the Try It Out! activity. Have students complete the activity in class or for homework. Collect their papers.

**Variation:** Divide the class into teams of 2–4 students. Assign half the teams to write about Picture A and half the teams to write about Picture B. Challenge each team to write as many statements as possible about what is and is not happening in their picture. Tell students you will collect one paper from each team. The two winning teams will be the ones with the most statements about Picture A and Picture B. Read the statements aloud and ask the class to judge if they accurately describe the picture. Check that the present progressive verbs are correct. To be counted, statements must be correct in terms of meaning and verb use, but other types of errors should not disqualify them.

**EXTENSION:**

Find photos online of people engaged in various activities. Create a set of presentation slides. Have students work with a partner to caption each photo with a statement that has a present progressive verb.

**Present Progressive vs. Simple Present** (page 116)

**Verb Functions** (page 116)

- Go over the explanation, the example sentences, and the chart with rules for time expressions with the present progressive.
- Have students complete Practice 5 with a partner. Go over the answers. Have students identify the time expression used in each sentence that has one. When a sentence has no time expression, elicit at least one example of a time expression that would be appropriate for the sentence.

**Non-Action Verbs** (page 118)

- Go over the explanation. Elicit examples of sentences with some of the non-action verbs in the chart, including sentences using *look* as an action verb (e.g., *We are looking at page 118.*) and *look* as a non-action verb (e.g., *Your hair looks nice today.*).
- Have students complete Practice 6 alone and compare answers with a partner.

**The Verb Have** (page 119)

- Go over the introductory information about *have* and the rules and examples in the chart.

**Variation:** Go over the introductory statements about the verb *have*. Then have students cover the Rules column in the chart. Read aloud the examples in the first row. Elicit reasons why the verb *have* is in the present progressive or the simple present. Then have students uncover and read Rule 1. Have students look at the three example sentences for the second rule. Elicit the meaning of *have* in each sentence (to own or possess, to be related to, and to be sick with). Elicit the reason why the present progressive forms of *have* are crossed out. Then uncover and go over Rule 2.

- Have students complete Practice 7 with a partner. Then go over the answers.
- Have students look at the illustration for Practice 8 and describe what is happening in the picture. Have them complete Practice 8 with a partner. Go over the corrections in writing.

## SENTENCE STRUCTURE (pages 120–124)

### Simple Sentence Patterns, Part 2

(page 120)

- Go over the review information about simple sentence patterns and the information about simple sentences with two verbs. Point out that in each sample sentence, we see yellow on the left and green on the right. Each of these sentences has one subject-verb combination, one yellow/green combination.
- Go over the rules and examples in the chart.
- Have students work alone or with a partner to complete Practice 9. Go over the answers. Then have students look at the pattern of *S* and *V* they have written. Ask: “Did you always write *S* on the left and *V* on the right?” (They should have.)
- Go over the directions and the examples for Practice 10, Parts A and B. Have students complete both parts of Practice 10 alone. Go over the answers. Elicit the difference between the sentences in A and the sentences in B. (The Part A sentences have present progressive verbs and describe actions happening at this moment; the Part B sentences have simple present verbs and give job responsibilities or facts about workers.)
- Go over the Writing Tip about sentence variety. Tell students that you will remind them of this tip when it is time to revise the paragraph they write for the Chapter 6 Writing Assignment.

### Applying Vocabulary (page 123)

- Go over the introductory text. Then review the words for jobs on page 111. Review the meanings of those words by asking questions such as, “What does an actor do?” to elicit statements about each job.
- Go over the directions for Practice 11, Part A. Have students complete the sentences alone and check their answers with a partner.
- Go over the directions for Practice 11, Part B. Have students work with a partner. Have them list all the possible answers for each item. Have each pair join another pair to compare and discuss their answers.

**Variation:** Go over the answers to Practice 11, Part B. Have students brainstorm other types of workers who help in emergencies, fix machines, and so on. For homework, have them write one more example for each statement.

## WRITING ASSIGNMENT (pages 124–127)

- Go over the introductory text. Have students review the writing models for this chapter. Have them identify which part of the paragraph describes the person’s job and which part describes what the person is doing at the moment of the photo.
- Go over the Writing Tip. Tell students to remember this tip when they choose a photo to write about.
- Have students look at the four photos on page 125 and choose one to write about. Point out the people in Photo 4. Elicit the woman’s job (she is a reporter or journalist). Elicit students’ ideas about who the man speaking is (e.g., a lawyer, a businessman, or a government official).
- **Step 1:** Go over the directions for Step 1. Have each student work with a partner who has chosen a different photo (if possible). Have the pairs of students start their discussions and take notes.

**Variation:** Go over the directions for Steps 1b and 1c but reverse the order of the activities: Have students take notes before they discuss with their partner. Tell students that they can revise their notes as more ideas come to them during discussion.

- **Step 2:** Go over the directions for Step 2. Then have students write their first drafts and a title.
- **Step 3:** Go over the directions for Steps 3a and 3b. Have students read the Peer Review Worksheet silently. Remind students that the reviewer needs to think about two things: first, the content of the paper—the information in the paragraph—and second, the language. Tell students that after they finish the peer review, they should read and follow the directions for Steps 3c and 3d. Have them do the peer review.

- **Step 4:** If possible, allow at least a day between completing the peer review and writing a new draft. Remind students about combining short sentences for greater sentence variety. Have students do their new drafts in class or for homework.

**EXTENSION:**

Have students choose another person at work shown in a photo or illustration in Chapter 6: a person from one of the photos on page 107, the baseball player on page 112, the cashier on page 116, the saleswoman on page 120, or the computer technician on page 123. Have them take notes about (a) what they see the person doing and (b) what this person typically does at work. Allow time for online research, if necessary. Then have students write a draft of a paragraph similar to the Writing Assignment for this chapter. Tell students to include the page number of the photo or illustration in the heading for their paper. Remind them that the paragraph must include a topic sentence. When they finish their first drafts, have students work with a partner, using the Chapter 6 Peer Review Worksheet to review their partner's draft. Have them use a new sheet of paper to write a new draft to hand in. Make students' paragraphs available for their classmates to read by displaying their papers in the classroom or having students share their paragraphs online.

**SELF-ASSESSMENT** (page 127)

- Go over the Self-Assessment with the class. See Options for using the Self-Assessment on page 4 of this manual.

**EXPANSION** (page 127)

**Timed Writing** (page 127)

- Go over the directions with the class. Have them read the prompt on page 128 silently. Then read the prompt aloud. Answer any questions students may have.

- Write the time on the board and the time that papers will be collected. Circulate around the class after five minutes. Make sure that students do some prewriting but do not spend more than seven or eight minutes on it. After 15 minutes or so, remind them to allow time to review their paragraphs and correct mistakes. Collect students' papers when they have finished writing.

**Your Journal** (page 128)

- Remind students that they are free to choose their own topics for journal entries, but they also can choose a topic from this list or Appendix A on page 193.

**CHAPTER 7**

**REMEMBERING AN IMPORTANT EVENT**

(pages 129–151)

**CHAPTER OPENER** (page 129)

- Have students look at the chapter title, the photo, and its caption. Elicit the meaning of *big* (important) in the caption “A big day”. Have students describe what they see in the photo. Ask about their graduation day memories.

**Variation:** If all the students in your class are high school graduates: Point out that the photo shows a student at her U.S. high school graduation ceremony. Have students talk with a partner for a few minutes about how their own high school graduation ceremony looked like and/or was different from the one shown in the photo. With the entire class, ask a few students to report on their conversation with their partner.

- Read the objectives aloud, or ask students to do so. Remind students that they will learn about the objectives and terms as they study the chapter.

**INTRODUCTION** (pages 130–132)

- Go over the introductory text with the class. Elicit examples of important events in people's lives.

## Looking at the Models (page 130)

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

**Variation:** Work with the entire class. Have students read the models silently. Then have a student read the first model aloud. Go over the questions. Have another student read the second model aloud. Go over the questions.

## Looking at Vocabulary (page 132)

- Go over the introductory text. Elicit examples from students of things they are happy about and reasons they are happy for someone they know.
- Go over the directions for Practice 1, Parts A and B. Have students complete both tasks alone. Then have students compare their answers with a partner. Tell them to list all the possible adjective + preposition combinations from the box that could be used in each statement. With the entire class, elicit the answers that students chose and have them expand on their answers (e.g., ask: “Why were your parents proud of you?”). Elicit all the possible ways to complete each statement.

## ORGANIZATION (pages 133–135)

### Organizing Your Ideas (page 133)

- Go over the introductory text. To show students more examples of paragraphs in listing order, have them turn to page 49, Paragraph 3 in Practice 2 (where the writer lists reasons why a betta makes a good pet) and/or reread Paragraphs 1, 2, and 3 in Practice 2 on pages 93–94.

### Getting Organized: Time Order (page 133)

- Go over the explanation. (**Note:** It is not necessary to go over the notes, as students will do this when they do Practice 2.)
- Go over the directions for Practice 2. Have students complete the practice alone or with a partner. Go over the answers.

## Getting Organized: Listing Order (page 134)

- Go over the explanation of freewriting. Point out that freewriting can be done with paper and pen/pencil, not only on a computer. Stress that freewriting means writing as quickly as possible, not worrying about mistakes. Tell students that during freewriting, they should not stop to look words up in a dictionary. They can use a word from their first language if they do not know the word in English. (**Note:** It is not necessary to go over the sample freewriting, as students will do this when they do Practice 3.)
- Go over the material about the writer’s decision making and the directions for Practice 3. Students will be doing the same task for Writing Model 2 that they did for Writing Model 1 in Practice 2. Have students do Practice 3 alone or with a partner. Go over the answers.
- Go over the directions for Practice 4. Have students continue working with the same partner from Practice 3 or work alone. Go over the answers for Part A. Point out the structure of the paragraph, each sentence about a key memory followed by supporting details. Go over the answers for Part B. Remind students that they can add new information during the writing process.

## SENTENCE STRUCTURE AND MECHANICS (pages 135–140)

### Simple vs. Compound Sentences (page 135)

#### Review of Simple Sentences (page 135)

- Go over the explanation. Remind students that the yellow highlighting indicates subjects and the green indicates verbs. Point out that in all four patterns for simple sentences, they see yellow on the left, green on the right. The colors show that there is one subject-verb combination, one yellow-green combination.
- Have students do Practice 5 alone. Go over the answers.

**Variation:** Do Practice 5 as a class. Have students tell you the answers and also tell you the subjects and verbs in the sentences. Have them circle the subjects and underline the verbs.

### Compound Sentences (page 136)

- Go over the explanation. Point out that in the example sentence, there are two subject-verb combinations, so students will see the pattern yellow/green, yellow/green. Put another example of a compound sentence on the board (e.g., *The café has a big-screen TV, so games are fun to watch there.*). Point out the two subject-verb combinations.
- Go over the directions for Practice 6. Have students work alone to complete the practice. Go over the answers.

### And, But, and So in Compound Sentences (page 137)

- Go over the introductory text and the chart on the meanings/functions of *and*, *but*, and *so*.
- Go over the directions for Practice 7. Have students complete the practice with a partner. Go over the answers in writing.
- Go over the directions for Practice 8. Have students complete the task with a partner. Go over the answers. For the statements with *so* (items 5 and 8), elicit statements with *because* that have the same meaning (e.g., *They did not play baseball because it rained all day. I did not buy the shoes because they did not fit right.*)

### Using Commas (page 139)

- Have students cover the Rules column of the chart. Have them look at each example or set of examples and figure out the rule. For the last row, when they look at the examples, ask: “Why is there no comma?” (There are only two items connected by the coordinating conjunction.)
- Go over the directions for Practice 9. Have students make the corrections alone. Then go over the answers in writing.

- Go over the directions and example for the Try It Out! activity. Tell students their answers must be written as complete sentences. Have them complete the activity in class or for homework. Then collect their papers.

#### **EXTENSION:**

Have students write two questions to ask their classmates. Have them use questions 2 and 3 as models (“What are three . . . ?”). Have them trade questions with a partner in class and write their answers to their partner’s questions, or have them post the questions in a discussion forum for their classmates to answer. Before posting their questions, they must read what their classmates have written and not post any of the same questions.

### GRAMMAR (pages 140–148)

#### The Simple Past (page 140)

- Go over the introductory information.

#### The Simple Past of the Verb *Be* (page 140)

- Go over the introductory information and the sentences with *was* and *were* in the chart. Go over the rules and examples in the chart. (**Note:** There will be more information about past time expressions in Chapter 8.)
- Have students complete Practice 10, Parts A and B, with a partner. Go over the answers.
- Go over the directions for the Try It Out! activity. Have students complete the activity in class or for homework. Then collect their papers.

#### The Simple Past: Regular Verbs (page 142)

- Go over the introductory text and the chart about affirmative statements. Elicit the base form of each verb shown in the chart (*live, study, stop, arrive*). Write the pairs of verb forms on the board: *live/lived, study/studied*, etc. Try to elicit the spelling rules. Point out the note that refers students to Appendix C6 on page 207 for the spelling rules. Tell students they will need to check their answers to Practice 11 by referring to that appendix.

- Go over the chart about negative statements.
- Go over the directions and example for Practice 11. Have students complete the task alone. Then have them dictate the spelling of each verb while you write the words on the board.

**Variation:** Have students take a sheet of paper and write complete sentences using the simple past forms of the verbs in the list. Collect the papers.

- Go over the directions and example for Practice 12. Have students complete the practice in class or for homework. Go over the answers.
- Go over the directions and examples for the Try It Out! activity. Have students complete the activity in class or for homework. Then collect their papers.

### The Simple Past: Irregular Verbs (page 144)

- Go over the introductory text and the chart about affirmative statements. Elicit the base form of the verb *began* (*begin*). Point out that the two verbs in the chart have the same meaning, but *start* is a regular verb and *begin* is irregular. Have students look at the chart of irregular verbs in Appendix C on page 208. Tell them that these are common verbs they will need to know. (**Note:** You can have students memorize one section of the list at a time for homework and quiz them on the verbs in class.)
- Go over the introductory text and the chart about negative statements.
- Go over the directions for Practice 13, Parts A and B. Have students complete the task with a partner. Go over the answers.
- Go over the directions for Practice 14. Have students correct the errors alone. Go over the corrections in writing.
- Go over the directions for Practice 15. Have students look at the timeline. Ask questions such as “What happened in 1994?” Elicit answers in the form of complete sentences about Amanda. Then have students complete the practice with a partner. Go over the answers.

### **EXTENSION:**

Have each student create a timeline of his or her life, like Amanda’s timeline, with six to eight key events marked on it. Have each student exchange timelines with a partner and write sentences about his or her partner’s life. Tell them to base their sentences on the information in the timeline and use simple past verbs.

- Go over the directions and examples for the Try It Out! activity. Have students write their statements in class or for homework, and collect their papers.

**Variation:** Have students write their statements for the Try It Out! activity online. Create slides for a presentation, each with a different topic area (e.g., Childhood, Family, School, Music, Sports, Travel, Special Events, and Other). Have students write each of their six statements on the appropriate slide.

### **Applying Vocabulary** (page 147)

- Have students turn to page 132 and review the adjective + preposition combinations.
- Go over the information on page 147 about objects of prepositions. Have students identify the prepositions and their objects in the example sentences. Go over the examples in the chart.
- Go over the directions for Practice 16. Have students complete the task with a partner. Have them check page 132 if they are not sure what preposition goes with each adjective. Go over the answers.
- Go over the directions and examples for Practice 17. Have students complete the activity in class or for homework. Then collect their papers.

**Variation:** Have students post their statements to a discussion forum and comment on at least one classmate’s statements.

**EXTENSION:**

Find photos or images online that illustrate the adjective + preposition combinations students have learned about in this chapter. The images should show people who are excited about something, good at something, proud of someone, etc. Have students work in pairs to write captions for the images. Tell them that each caption must be a sentence with the pattern adjective + preposition + object.

**WRITING ASSIGNMENT** (pages 148–150)

- Go over the introductory text. Remind students of the topics of the two writing models (a high school graduation and a wedding). Remind them of the ways each writer organized his or her thoughts (notes in a list and freewriting).
- **Step 1:** Go over Step 1a and the Writing Tip. Have students do their prewriting activity for five to ten minutes. Go over the directions for Steps 1b and 1c. Have students work with a partner for Step 1b and then continue with Step 1c when they finish talking with their partner.

**Variation:** Go over all the directions for Step 1, plus the Writing Tip, before having students do their prewriting activity. As they finish prewriting, have them find a partner and do Step 1b. Have them do Step 1c for homework.

- **Step 2:** Go over the directions for Step 2. Have students write their first drafts in class. Remind them to wait until they complete their first draft before writing a title.
- **Step 3:** Go over the directions for Steps 3a and 3b. Have students read the Peer Review Worksheet silently. Remind them that first they will focus on the content and organization of their partner’s paper and only afterwards on the language. Tell students they can also make suggestions for adding time-order or listing-order words to their partner’s draft. Tell them that after they finish the peer review, they should read and follow the directions for Steps 3c, 3d, and 3e.

- **Step 4:** Go over the Writing Tip. Then have students write their new drafts.

**EXTENSION:**

Have students choose a photo or illustration from the text that shows a person experiencing an important life event. Possibilities include:

- Page 1: Someone’s first day at a new school
- Page 10: The day Miki got her driver’s license
- Page 49: The day Bob quit his job

Have students imagine what happened that day. They can take notes in time order or freewrite. Then have them draft a paragraph similar to the Writing Assignment for this chapter. (**Note:** For this paragraph, they will be writing in the third person.) Have students work with a partner and use the Chapter 7 Peer Review Worksheet to review their partner’s draft. Then have them take a sheet of paper and write a new draft to hand in. Have students add the page number of the photo or illustration they used to the heading for their paper. Make students’ paragraphs available for their classmates to read by displaying their papers in the classroom or having students share their paragraphs online.

**SELF-ASSESSMENT** (page 150)

- Go over the Self-Assessment with the class. See Options for using the Self-Assessment on page 4 of this manual.

**EXPANSION** (page 150)**Timed Writing** (page 150)

- Go over the directions with the class. Have them read the prompt on page 151 silently. Then read the prompt aloud. Answer any questions.
- Write the time on the board and the time that papers will be collected. Circulate around the class after five minutes. Make sure that students do some prewriting but do not spend more than seven or eight minutes on it. After 15 minutes or so,

remind them to allow time to review their paragraphs and correct mistakes. Collect students' papers when the time is up.

### Your Journal (page 151)

- Remind students that they are free to choose their own topics for journal entries, but they also can choose a topic from this list or Appendix A on page 193.

**Variation:** Have students write about the third topic in the list of suggestions (their first experiences learning English) as blog entries or contributions to a discussion forum or class website.

## CHAPTER 8 MEMORIES OF A TRIP

(pages 152–171)

### CHAPTER OPENER (page 152)

- Have students look at the chapter title, photo, and photo caption. Have them describe what they see in the photo. Brainstorm a list of places where the family in the photo might be going on their trip, either for the day or for a longer period.
- Read the objectives aloud, or ask students to do so. Remind students that they will learn about the objectives and terms as they study the chapter.

#### **EXTENSION:**

Give students a few minutes to talk in small groups about trips they remember taking with their families when they were children. A “trip” could mean anything from a short visit to see a nearby relative to a family vacation. Have them tell why they remember these particular trips.

### INTRODUCTION (pages 153–156)

- Go over the introductory text with the class. If you did the Chapter Opener Extension activity, point out that the trips students were just talking about were memorable trips.

### Looking at the Models (page 153)

- Go over the introductory text and directions. Have students read the writing models silently and answer the questions with a partner or in small groups. Go over the answers. Then have students close their books. Elicit the details that they remember from the writers' descriptions of their trips. Point out that these are the kinds of details that make a paragraph interesting and memorable for the reader. Tell them that when they do the Writing Assignment, including details will make their paragraphs more interesting and memorable.



### Looking at Vocabulary (page 155)

- Go over the introductory text and the directions for Practice 1. Have students complete the practice alone and compare their answers with a partner.

#### **EXTENSION:**

Draw a chart on the board that looks like this:

Nouns	Verbs	Adjectives	Other
a helper help	help	helpful	helpfully

- Brainstorm with the class other word families they know.
- Go over the directions for Practice 2. Have students complete the task with a partner. Go over the answers. Recycle the three uses of the word “memory” by asking (a) who has a good memory for names, song titles, or movies; (b) who has memories of a particular toy or pet from childhood; and (c) what other devices besides an mp3 player have memory.

## ORGANIZATION (pages 156–159)

### Concluding Sentences (page 156)

- Go over the introductory text and the first example paragraph. Write these two sentences on the board:

*Train travel can be uncomfortable sometimes.*

*For long trips, I would rather take a train than a plane.*

Ask the class which sentence would work better as a replacement for the concluding sentence of the first paragraph and why. (The second sentence, as it has links to the topic sentence—*long trips, would rather*—and it brings the reader back to the main idea.) Point out that the first sentence of the two introduces a new idea and that a concluding sentence should not do this.

- Go over the second way a writer can conclude a paragraph and the second example paragraph.
- Go over the directions for Practice 3. Have students complete the task with a partner. Go over the answers.
- Go over the directions for Practice 4. Have students complete the practice alone and compare answers with a partner.

**Variation:** Go over the directions for Practice 4. Then have students take a sheet of paper and cover all but the title and first sentence of Paragraph 1. Read those aloud. Have students uncover the three possible concluding sentences and elicit which one they think will be the best choice and why. Then have them read the rest of the paragraph and make a final answer choice. Have students follow the same procedure on their own when they look at Paragraphs 2, 3, and 4. Go over the answers.

## GRAMMAR (pages 159–163)

### Past Time Expressions (page 159)

- Go over the introductory text.

### Past Time Expressions with *Ago* or *Last* (page 159)

- Go over the rules and examples in the chart.
- Go over the directions for Practice 5. Have students complete the task alone and then compare answers with a partner.

### Prepositional Phrases for Describing Past Time (page 160)

- Go over the introductory text and the rules and examples in the chart. Remind students that *in*, *on*, and *for* are also used in time expressions that refer to the present or future (e.g., *There are no classes on Saturdays* [present] and *How old will you be in 2030?* [future]).
- Go over the directions for Practice 6. Have students complete the task with a partner. Go over the answers.
- Go over the directions for the Try It Out! activity. Have students complete the activity in class or for homework. Then collect their papers.

**Variation:** Have students write their statements for items 5–10 on a sheet of paper to hand in, but have them post their statements for items 1–4 to a class website or discussion forum. Encourage them to read one another's posts and add comments or questions.

### Before and After as Prepositions (page 162)

- Go over the introductory text and the rules and examples in the chart.
- Go over the directions and examples for Practice 7. Do item 1 as a class as another example and write it on the board. Have students complete Practice 7 alone. Collect their papers.

**Variation:** Go over the directions and examples for Practice 7. Have students do Practice 7 in their books and then have them compare answers with a partner. Go over the answers.

- Go over the directions and examples for the Try It Out! activity. Encourage students to vary the structure of their sentences. Remind them that time expressions can go at the beginning or the end of sentences, and that a time expression at the beginning of a sentence needs a comma. Have them complete the activity in class or for homework. Collect their papers.

## SENTENCE STRUCTURE (pages 163–167)

### Sentences with Past Time Clauses (page 163)

#### Past Time Clauses and Independent Clauses (page 163)

- Go over the explanation of past time clauses. Elicit the difference between a prepositional phrase with *after* or *before* and a past time clause. Have students look back at Practice 7 and combine the sentences in the first two or three items so that they form sentences with past time clauses.
- Go over the directions for Practice 8. Have students complete the task with a partner. Go over the answers.

#### **EXTENSION:**

Have students work with a partner to use the ten clauses in Practice 8 to create a paragraph. Tell them they can add any words necessary to create complete sentences and make the paragraph read well. Share the paragraphs in the classroom or online, so that students can see the solutions that other writers came up with.

### Past Time Clauses with *Before*, *After*, and *When* (page 164)

- Go over the introductory text. Remind students that *before* and *after* can be prepositions as well as subordinating conjunctions. Go over the rules and examples in the chart.
- Go over the directions for Practice 9 and the example. Have students work alone or with a partner to complete the practice. Go over the answers.

**Variation:** Go over the directions for Practice 9 and the example. Have students complete the exercise alone or with a partner. Go over the answers. Then have students take a sheet of paper and rewrite each sentence, changing the position of the past time clause. Tell them they can make other changes as well, such as switching names and pronouns. Remind students of the importance of sentence variety in the paragraphs they write. Collect their papers.

- Go over the directions for the Try It Out! activity. Tell students that their answers must be written as complete sentences, with a main clause and a past time clause. Have them complete the activity in class or for homework. Collect their papers.

**Variation:** Post several of the questions—such as 2, 6, and 7—on a discussion forum or class website. Have students reply to the questions at the site and read one another’s responses.

### Sentence Fragments (page 166)

- Go over the explanation of fragments. Go over the examples of sentence fragments and the two methods used to correct them.
- Go over the directions for Practice 10. Have students make the corrections with a partner. Go over the answers in writing.

### Applying Vocabulary (page 167)

- Go over the introductory text. Remind students of the word families for *memory* and *forget* that they studied on page 155. Go over the explanation of how to use *memory*, *remember*, and *forget* in sentences.
- Go over the directions for Practice 11. Have students complete the task alone and go over the answers with a partner.

**Variation:** Complete Practice 11 together as a class.

- Go over the directions for Practice 12. Have students do the exercise on a sheet of paper, either in class or for homework. Collect their papers.

**Variation:** Have students post their complete sentences for Practice 12 to a discussion forum, blog, or class website.

### **WRITING ASSIGNMENT** (pages 168–170)

- Go over the introductory text.
- **Step 1:** Go over Step 1a and the Writing Tip. Then have students do their prewriting activity for five to ten minutes. Have students work with a partner, reading and following the directions for Step 1b. Have them continue with Step 1c when they finish.

**Variation:** First, go over all the directions for Step 1, plus the Writing Tip, with the entire class. Then have them do their prewriting activity. Have them work with a partner to talk about their trips. Have them do Step 1c for homework.

- **Step 2:** Go over the directions for Step 2. Refer students to pages 156–159 for examples of concluding sentences. Then have students write their first drafts in class. Remind students to add a title after they write their first draft.
- **Step 3:** Go over the directions for Steps 3a and 3b. Ask students to read the Peer Review Worksheet silently. Remind them that first they will focus on the content and organization of their partner’s paper and only afterwards on the language. Tell students that after they finish the peer review, they should read and follow the directions for Steps 3c and 3d. Then have students work with a partner and complete the peer review.
- **Step 4:** Go over the Writing Tip and Step 4. Have students write their new drafts in class or for homework. Collect their papers.

### **EXTENSION:**

Have students interview someone outside of class about a memorable trip. Students can work alone or in pairs. Have them take notes. Have them write a draft of a paragraph about the person’s trip. If two students are working together, each one will need a copy of the draft. Have students work with a partner in class (a new partner if they were working as a pair) and use the Chapter 8 Peer Review Worksheet to review their (new) partner’s draft. Then have them work with their original partner, or alone, to write a new draft.

### **SELF-ASSESSMENT** (page 170)

- Go over the Self-Assessment with the class. See Options for using the Self-Assessment on page 4 of this manual.

### **EXPANSION** (page 170)

#### **Timed Writing** (page 170)

- Go over the directions with the class. Have them read the prompt silently. Then read the prompt aloud. Answer any questions.  
**Variation:** Write this prompt on the board for students to use instead of the one in their books: *Write about a recent day that went well. Tell what happened and why you felt good about it.* Answer any questions about the prompt.
- Write the time on the board and the time that papers will be collected. Circulate around the class after five minutes. Make sure that students do some prewriting but do not spend more than seven or eight minutes on it. After 15 minutes or so, remind them to allow time to review their paragraphs and correct mistakes. Collect students’ papers when the time is up.

### **Your Journal** (page 171)

- Go over the instructions. Remind students that they are free to choose their own topics for journal entries, but they also can choose a topic from this list or Appendix A on page 193.

## CHAPTER 9

# LOOKING AHEAD

(pages 172–192)

### CHAPTER OPENER (page 172)

- Read the chapter title aloud (“Looking Ahead”). Elicit the meaning of *ahead* in this context (“into the future”). Have students look at the photo and its caption. Then have them describe what they see in the photo. Have them use their imaginations to speculate about who the young man is and where he is going.
- Read the objectives aloud, or ask students to do so. Remind students that they will learn about the objectives and terms as they study the chapter.

#### **EXTENSION:**

Invite students to share any future travel plans they have, either in classroom discussion or on a discussion forum.

### INTRODUCTION (pages 173–175)

- Go over the introductory text with the class.

### Looking at the Models (page 173)

- Go over the introductory text and directions. Have students read the writing models silently and answer the questions with a partner or in small groups. Go over the answers. For Writing Model 2, question 4, make sure that students understand the meaning and use of *career*.

### Looking at Vocabulary (page 175)

- Go over the introductory text. Have students complete Practice 1, Parts A and B with a partner. Go over the answers.

## ORGANIZATION (pages 176–177)

### Listing Order (page 176)

- Go over the introductory text. Remind students that they have seen listing-order paragraphs before and that some students have used listing order in a Writing Assignment. Point out that in a listing-order paragraph, the writer divides the topic into separate points and discusses them one by one.
- Have students look at the listing-order paragraphs on page 158, read the topic sentences, and identify the listing-order words.
- Go over the directions for Practice 2. Have students complete the task alone or with a partner. Go over the answers.
- Go over the directions for Practice 3. Have students complete the paragraph alone and compare answers with a partner.

### GRAMMAR (pages 178–183)

#### Expressing Future Time with *Be Going To* (page 178)

- Go over the chart on statements with *be going to* and the chart with rules and examples for using *be going to* to express future plans and predictions.
- Go over the directions for Practice 4. Have students complete the task alone and then compare answers with a partner.
- Go over the Writing Tip. Have students write one or more sentences starting with *I do not think I am going to. . . .* Explain that while it may seem more logical to say *I think I am not going to. . . .*, that pattern is not often used. Have a few students share their sentences with the class.

**Variation:** For homework, have students use *I think I am going to* and *I do not think I am going to* to write two true statements. Then have them post the statements to a class website or discussion forum.

- Go over the directions for the Try It Out! activity. Have students complete the activity in class or for homework. Collect their papers.

**Variation:** Have students write their answers to questions 1–5 on a sheet of paper to hand in. Have them post their answer to question 6 to their blogs, a discussion forum, or a class website. Encourage students to respond to their classmates’ sentences about their hopes and plans.

### Expressing Future Time with *Will* (page 180)

- Go over the chart on statements with *will* and the chart with rules and examples for using *will* to express predictions. Point out that *will* is not used to announce plans; students should use *be going to*. Point out that *will* is also used in other contexts, for example, to make offers (*I will wait for you if you want.*) and promises (*I will never do it again.*).
- Go over the directions for Practice 5. Point out that these sentences are predictions, so the writer can use either *be going to* or *will*. Have students complete Practice 5 alone and compare answers with a partner.
- Go over the directions for Practice 6. Have students complete the task with a partner. Go over the corrections in writing.

### Future Time Expressions (page 182)

- Go over the explanation and the rules and examples in the chart. Discuss the meaning of *this week* versus *next week*: When does this week end and next week begin?
- Go over the directions for Practice 7. Have students do the practice alone and compare answers with a partner.

**Variation:** Do Practice 7 as a class.

- Go over the directions and examples for the Try It Out! activity. Encourage students to vary the structure of their sentences. Remind them that time expressions can go at the beginning or the end of sentences, and that they need a comma after a time expression at the beginning of a sentence. Have them complete the activity in class or for homework. Collect their papers.

## SENTENCE STRUCTURE (pages 183–189)

### Sentences with Future Time Clauses (page 183)

#### Future Time Clauses and Independent Clauses (page 183)

- Go over the explanation of future time clauses. Bring students’ attention to the tense of the verb in each future time clause. Point out that while the tense is simple present, it refers to a future action. For example, say: “Ahmed is going to graduate next year.” Then on the board, write the example from the text: *He is going to travel after he graduates* and add *next year*.
- Go over the directions for Practice 8. Have students complete the task alone. Go over the answers.

#### Future Time Clauses with *Before*, *After*, and *When* (page 184)

- Go over the introductory text. Remind students that *before* and *after* can be prepositions. Go over the rules and examples in the chart. When you go over Rule 3, introduce the word *afterward*, which can be used alone, as the equivalent of *after that*.

**Variation:** Have students cover Rules 1 and 2 in the Rules column. Have them look at the examples for each rule and try to state the rule. Then have them uncover the rule and read it.

- Go over the directions for Practice 9. Do item 1 together as an example. Have students complete the practice with a partner. Go over the answers.

**Variation:** Have students complete Practice 9 with a partner. Go over the answers. Then have students take a sheet of paper and rewrite sentences 1–7, changing the position of the future time clause. Tell them they can make other changes as well, such as switching names and pronouns. Go over students’ new sentences. Point out that sentence 8 is different from the others because of *I hope*. Tell them that the best revision of the sentence would be “I hope that, when they are married, they will be very happy.”

- Go over the directions for Practice 10 and the examples. Elicit another example sentence. Have students complete the exercise alone. Collect their papers.

**Variation:** Go over the directions for Practice 10 and the examples. Elicit another example sentence, write it on the board, and have students identify which pattern it uses, *after* + noun (prepositional phrase) or *after* + subject and verb (time clause). Have students work with a partner to write as many sentences as possible. Divide the board into two areas, one for sentences with *after* as a preposition and one for sentences with future time clauses. Have a few students write some of their sentences on the board in the appropriate area. Go over the sentences with the class.

- Go over the directions for the Try It Out! activity. Tell students that their answers must be written as complex sentences with both a main clause and a future time clause. Have them complete the activity in class or for homework. Collect their papers.

**Variation:** Post one or two of the items in the Try It Out! activity—such as items 1, 5, and/or 6—to a discussion forum or class website. Have students write their sentences online. Invite them to comment on their classmates' plans and predictions.

### Run-on Sentences (page 186)

- Go over the explanation of run-on sentences. Look at the examples of run-ons and the method used to correct each one. Elicit other ideas of how to correct each run-on.
- Go over the directions for Practice 11. Have students complete the task alone or with a partner. Go over the answers. Elicit ways to correct each run-on sentence.
- Go over the directions for Practice 12. Have students complete the task with a partner. Go over the answers in writing.

**Variation:** Go over the directions for Practice 12 and items 1–8 without making any corrections. Tell students they are going to rewrite this list of sentences as a paragraph. Their paragraph will need an introductory sentence. Elicit ideas for that sentence and write one or two on the board (e.g., *In 2012, my family emigrated from Moldova.*). Have students take a piece of paper and write the paragraph, correcting the errors as they do so. Collect their papers.

- Go over the directions for Practice 13. Have students complete the task alone or with a partner. Go over the answers.

### Applying Vocabulary (page 188)

- Go over the introductory text. Elicit the meanings of *maybe*, *perhaps*, *probably*, and *definitely*. Go over the information in the chart.
- Go over the directions for Practice 14, Part A. Have students complete the practice alone. Go over the answers.

**Variation:** Complete Practice 14, Part A as a class.

- Go over the directions for Practice 14, Part B. Have students do the exercise on a sheet of paper, either in class or for homework. Collect their papers.

**Variation:** Have students post their complete sentences for Practice 14, Part B on their blogs, a discussion forum, or a class website.

### WRITING ASSIGNMENT (pages 189–191)

- **Step 1:** Go over the introductory text. Go over the directions for Steps 1a and 1b. Then have students do their freewriting. Have students talk about their plans with a partner. Have them read and follow the directions for Step 1c when they finish their discussion.

**Variation:** Go over all the directions for Step 1 with the class. Then have students do their prewriting activity. When they finish, have them find a partner and talk about their plans. Have them do Step 1c for homework.

- **Step 2:** Go over the directions for Step 2. Have students look back at the writing models on pages 173–174. Have different students read aloud the topic sentences and the concluding sentences. Then have students write their first drafts in class. Remind students to add a title after they write their first draft.
- **Step 3:** Go over the directions for Steps 3a and 3b. Have students read the Peer Review Worksheet silently. Remind them that first they will focus on the content and organization of their partner’s paper and only afterwards on the language. Tell them that after they finish the peer review, they should read and follow the directions for Steps 3c, 3d, and 3e. Have them complete the peer review with a partner.
- **Step 4:** Go over the Writing Tip. Stress that students should read materials they can read quickly, without stopping to look up new words, so that they can read in quantity. Go over the directions for Step 4. Have students do their new drafts in class or for homework.

**EXTENSION:**

Have students interview someone outside of class about something they are looking forward to in their future. Students can work alone or with a partner. Have them take notes. Have them write a draft of a paragraph about the person’s future plans and hopes. If two students are working together, each one will need a copy of the draft. Have students work with a partner in class (with a new partner, if they were working as a pair) and use the Chapter 9 Peer Review Worksheet to review their (new) partner’s draft. Then have them work with their original partner, or alone, to write a new draft.

**SELF-ASSESSMENT** (page 191)

- Go over the Self-Assessment with the class. See Options for using the Self-Assessment on page 4 of this manual.

**EXPANSION** (page 191)

**Timed Writing** (page 191)

- Go over the directions with the class. Have them read the prompt silently. Then read the prompt on page 192 aloud. Answer any questions they may have.

**Variation:** Write the following prompt on the board. Have students use this prompt instead of the one in their books: *Write a paragraph about a day that you are looking forward to. It could be your next day off or the day of a special event some time in your future.* Answer any questions about the prompt.

- Write the time on the board and the time that papers will be collected. Circulate around the class after five minutes. Make sure that students do some prewriting but do not spend more than seven or eight minutes on it. After 15 minutes or so, remind them to allow time to review their paragraphs and correct mistakes. Collect students’ papers when the time is up.

**Your Journal** (page 192)

- Remind students that they are free to choose their own topics for journal entries, but they also can choose a topic from this list or Appendix A on page 193.

**Variation:** Have students write about the third topic in the list of ideas. Have them post their journal entry to their blog or class website and read one another’s entries.

**WRITING  
ASSIGNMENT  
SCORING RUBRICS**

## CHAPTER 1: INTRODUCING YOURSELF

### Writing Assignment Scoring Rubric

	THE PARAGRAPH . . .	YOUR SCORE	MAXIMUM SCORE
1.	. . . fits the assignment. It introduces you.		20
2.	. . . begins with the sentence "I would like to introduce myself."		10
3.	. . . gives the reader five or more pieces of information about you.		20
4.	. . . is indented.		10
5.	. . . has each new sentence start right after the sentence before it, on the same line.		10
6.	. . . uses the verb <i>be</i> correctly.		10
7.	. . . uses words for names correctly.		10
8.	. . . has a capital letter at the beginning of each sentence.		5
9.	. . . has a period at the end of each sentence.		5
<b>TOTAL</b>			<b>100</b>
<b>Comments:</b>			

## CHAPTER 2: EVERYDAY ROUTINES

### Writing Assignment Scoring Rubric

	THE PARAGRAPH . . .	YOUR SCORE	MAXIMUM SCORE
1.	. . . fits the assignment. It describes your morning routine.		20
2.	. . . begins with a general statement about your morning routine.		5
3.	. . . gives the reader enough information for a full picture of your morning routine.		15
4.	. . . presents the information in order, starting with when you get up.		10
5.	. . . has the correct page format. The title is centered, and you have the correct heading, margins, and line spacing.		15
6.	. . . has the correct paragraph format (indented, with each new sentence starting right after the sentence before it).		10
7.	. . . uses nouns and subject pronouns correctly.		10
8.	. . . uses <i>be</i> and simple present verbs correctly.		10
9.	. . . has a capital letter at the start of every sentence and a period after every sentence.		5
<b>TOTAL</b>			<b>100</b>
<b>Comments:</b>			

### CHAPTER 3: EVERY PICTURE TELLS A STORY

#### Writing Assignment Scoring Rubric

	<b>THE PARAGRAPH . . .</b>	<b>YOUR SCORE</b>	<b>MAXIMUM SCORE</b>
1.	. . . fits the assignment. It gives a good description of a person in a photo.		20
2.	. . . begins with a topic sentence that has a clear controlling idea.		10
3.	. . . has enough information to support your topic sentence and show why it is true.		20
4.	. . . has a title that introduces your paragraph well.		5
5.	. . . has the correct page format. The title is centered, and you have the correct heading, margins, and line spacing.		10
6.	. . . has the correct paragraph format.		5
7.	. . . has a subject and verb in every sentence.		10
8.	. . . uses nouns, verbs, and adjectives correctly.		15
9.	. . . as a capital letter and period for each sentence.		5
<b>TOTAL</b>			<b>100</b>
<b>Comments:</b>			

## CHAPTER 4: A GOOD DAY

### Writing Assignment Scoring Rubric

	<b>THE PARAGRAPH . . .</b>	<b>YOUR SCORE</b>	<b>MAXIMUM SCORE</b>
1.	. . . fits the assignment. It describes a classmate’s typical day.		20
2.	. . . begins with a topic sentence that has a clear controlling idea.		10
3.	. . . has enough information to support your topic sentence and show why it is true.		10
4.	. . . organizes the information in time order.		10
5.	. . . has a title that introduces your paragraph well.		5
6.	. . . has the correct page format. The title is centered, and you have the correct heading, margins, and line spacing.		10
7.	. . . has the correct paragraph format.		5
8.	. . . has a subject and verb in every sentence.		10
9.	. . . uses nouns, verbs, adjectives, adverbs of frequency, and time expressions correctly.		15
10.	. . . uses capital letters correctly in the title and paragraph.		5
<b>TOTAL</b>			<b>100</b>
<b>Comments:</b>			

## CHAPTER 5: YOUR HOMETOWN

### Writing Assignment Scoring Rubric

	THE PARAGRAPH . . .	YOUR SCORE	MAXIMUM SCORE
1.	. . . fits the assignment. It describes your hometown.		20
2.	. . . begins with a topic sentence that has a clear controlling idea.		10
3.	. . . has enough information to support your topic sentence and show why it is true.		20
4.	. . . has a title that introduces your paragraph well.		5
5.	. . . has the correct page format. The title is centered, and you have the correct heading, margins, and line spacing.		5
6.	. . . has the correct paragraph format.		5
7.	. . . has complete sentences.		10
8.	. . . uses nouns, verbs, adjectives, articles, and <i>there is/there are</i> correctly.		15
9.	. . . uses direction words and prepositional phrases to describe location correctly.		5
10.	. . . uses capital letters correctly in the title and paragraph.		5
<b>TOTAL</b>			<b>100</b>
<b>Comments:</b>			

**CHAPTER 6: ON THE JOB**

**Writing Assignment Scoring Rubric**

	<b>THE PARAGRAPH . . .</b>	<b>YOUR SCORE</b>	<b>MAXIMUM SCORE</b>
1.	. . . fits the assignment. It describes the job of a person in a photo and what the person is doing right now.		20
2.	. . . has a topic sentence with a clear controlling idea.		10
3.	. . . has enough information in the supporting sentences to show why the topic sentence is true, with no irrelevant sentences.		15
4.	. . . has the information organized well.		10
5.	. . . has a title that introduces your paragraph well.		5
6.	. . . has the correct paragraph format and page format.		10
7.	. . . has complete sentences with a variety of sentence patterns.		10
8.	. . . uses simple present and present progressive verbs correctly.		10
9.	. . . uses the other grammar we have studied correctly.		10
<b>TOTAL</b>			<b>100</b>
<b>Comments:</b>			

## CHAPTER 7: REMEMBERING AN IMPORTANT EVENT

### Writing Assignment Scoring Rubric

	THE PARAGRAPH . . .	YOUR SCORE	MAXIMUM SCORE
1.	. . . fits the assignment. It describes an important event from your past.		20
2.	. . . has a topic sentence with a clear controlling idea.		10
3.	. . . has enough information in the supporting sentences to show why the topic sentence is true, with no irrelevant sentences.		15
4.	. . . is well organized, using ___ time order. ___ listing order.		10
5.	. . . has a title that introduces your paragraph well.		5
6.	. . . has the correct paragraph format and page format.		10
7.	. . . has complete sentences with a variety of sentence patterns.		10
8.	. . . uses the grammar we have studied correctly.		10
9.	. . . uses correct punctuation, capitalization, and spelling.		10
<b>TOTAL</b>			<b>100</b>
<b>Comments:</b>			

## CHAPTER 8: MEMORIES OF A TRIP

### Writing Assignment Scoring Rubric

	THE PARAGRAPH . . .	YOUR SCORE	MAXIMUM SCORE
1.	. . . fits the assignment. It describes a trip you took.		20
2.	. . . has a topic sentence with a clear controlling idea.		10
3.	. . . has enough information in the supporting sentences to show why the topic sentence is true.		10
4.	. . . is well organized, with clear information about when events happened.		10
5.	. . . has a concluding sentence with links to the topic sentence.		5
6.	. . . has a title that introduces your paragraph well.		5
7.	. . . has the correct paragraph format and page format.		10
8.	. . . has complete sentences with a variety of sentence patterns.		10
9.	. . . uses the grammar we have studied correctly.		15
10.	. . . uses correct punctuation, capitalization, and spelling.		5
<b>TOTAL</b>			<b>100</b>
<b>Comments:</b>			

**CHAPTER 9: LOOKING AHEAD****Writing Assignment Scoring Rubric**

	<b>THE PARAGRAPH . . .</b>	<b>YOUR SCORE</b>	<b>MAXIMUM SCORE</b>
1.	. . . fits the assignment. It describes something you are planning and looking forward to.		20
2.	. . . has a topic sentence with a clear controlling idea.		10
3.	. . . has enough information in the supporting sentences to show why the topic sentence is true.		10
4.	. . . is well organized, with clear information about when events will happen.		10
5.	. . . has a concluding sentence with links to the topic sentence.		5
6.	. . . has a title that introduces your paragraph well.		5
7.	. . . has the correct paragraph format and page format.		10
8.	. . . has complete sentences with a variety of sentence patterns.		10
9.	. . . uses the grammar we have studied correctly.		15
10.	. . . uses correct punctuation, capitalization, and spelling.		5
<b>TOTAL</b>			<b>100</b>
<b>Comments:</b>			

# CHAPTER QUIZZES

## CHAPTER 1 QUIZ

**A. Circle the verb in each sentence. Write *V* above it. Then underline the subject of the verb. Write *S* above it.**

1. The students come from six different countries.
2. Our teacher is friendly.
3. The class starts at 10:30 A.M.
4. We are all beginners.

**B. Write the correct form of the verb *be*: *am*, *is*, or *are*.**

1. My full name \_\_\_\_\_ Yelena Politova.
2. I \_\_\_\_\_ a new student.
3. My classmates \_\_\_\_\_ all here today.
4. It \_\_\_\_\_ not cold today.
5. You and Salim \_\_\_\_\_ not partners.
6. This quiz \_\_\_\_\_ easy.

**C. Match the words in the box with their meanings. Write the words on the lines. There is one extra word.**

capital    indent    paragraph    period    punctuation    sentence

1. \_\_\_\_\_ = a group of words with a subject and a verb
2. \_\_\_\_\_ = a group of sentences about one topic
3. \_\_\_\_\_ = leave a space before the first word in a paragraph
4. \_\_\_\_\_ = the kind of letter used for the first word in a sentence
5. \_\_\_\_\_ = a mark used at the end of a statement (.)

**CHAPTER 2 QUIZ****A. Write a subject pronoun in place of the crossed-out words.**

1. My mother is an early riser. ~~My mother~~ gets up at 6:00 A.M.
2. My brothers are morning people. ~~My brothers~~ wake up smiling.
3. My sister and I do not like mornings. ~~My sister and I~~ are night owls.
4. My father likes coffee in the morning. ~~My father~~ drinks two cups.
5. My routine is the same every morning. ~~My routine~~ never changes.

**B. Write the simple present verb.**

1. (work) Anna \_\_\_\_\_ at a daycare center.
2. (go) She \_\_\_\_\_ to work by bus.
3. (have) She \_\_\_\_\_ good friends at the daycare center.
4. (play) The children \_\_\_\_\_ all morning.
5. (have) Then they \_\_\_\_\_ lunch.

**C. Find the error in each statement. Make corrections.**

1. There are 12 woman in the class.
2. There are six peoples in my family.
3. My alarm clock it wakes me up.
4. I am take a shower in the morning.
5. Me and my roommate go to the dining hall for breakfast.

**CHAPTER 3 QUIZ**

- A. Find the topic sentence of each paragraph. Circle the topic and underline the controlling idea.**

**Paragraph 1**

My friend Roberto is a kind person. He helps everybody in his family. He drives his mother to the doctor or the store. He checks his little brothers' homework. He also plays baseball with them. He listens to his sisters' problems. He gives them good advice. Roberto is a good son and brother.

**Paragraph 2**

Twins often look alike, but sometimes they do not. My friends Dan and Evan, for example, are identical twins. Most people cannot tell them apart. My friends Clare and Grace are twins, too, but they look different. Clare is tall with dark brown eyes and straight brown hair, and Grace is average height with light blue eyes and curly blond hair. It is easy to see that Dan and Evan are twins, but people are surprised to learn that Clare and Grace are.

- B. Look at each sentence. Write C (complete), NS (no subject), or NV (no verb).**

1. My family is in Vancouver. \_\_\_\_\_
2. It an interesting city. \_\_\_\_\_
3. Many tourists Vancouver. \_\_\_\_\_
4. They take a lot of pictures. \_\_\_\_\_
5. Is rainy in the winter. \_\_\_\_\_

- C. Find the error in each statement. Make corrections.**

1. My friend Yasmin 24 years old.
2. The professor is a person serious.
3. We are not have new computers.
4. Anna is not want to play basketball.
5. I not have a pet.
6. Hector does not likes his job.

## CHAPTER 4 QUIZ

**A. Circle the verbs and write *V* above them. Underline the subjects and write *S* above them.**

1. Saturday gets its name from the Roman god Saturn.
2. In North America, Saturday and Sunday are weekend days.
3. Some countries hold elections on Sundays.
4. Mother's Day and Father's Day happen on Sundays in North America.

**B. Rewrite each statement. Add the adverb in parentheses.**

1. (always) I celebrate the new year with friends.

\_\_\_\_\_

2. (sometimes) Stores stay open on holidays.

\_\_\_\_\_

3. (often) Schools are closed on holidays.

\_\_\_\_\_

4. (often) Airports do not close on holidays.

\_\_\_\_\_

**C. Find the error in each statement. Make corrections.**

1. Gary reads an english newspaper every day.
2. My title is *The Best Day of The Week*.
3. I never almost watch the news on TV.
4. We plan to see the movie in the weekend.
5. The movie starts 7:00 P.M.
6. I get up early the morning.
7. The museum is open for 9:00 A.M. to 6:00 P.M.

**CHAPTER 5 QUIZ****A. Complete the sentences. Write *there*, *their*, or *they*.**

1. \_\_\_\_\_ are three floors in my apartment building.
2. I like the parks in my hometown because \_\_\_\_\_ are green and peaceful.
3. Most people in Canada speak English as \_\_\_\_\_ first language.
4. In my country, \_\_\_\_\_ is a good high-speed train system.

**B. Combine each group of sentences into one sentence with prepositional phrases. There is more than one way to form each sentence.**

1. I go out on weekends. I go to restaurants. I go with my friends.

---

2. There are movies. They are from foreign countries. They are at the new theater.

---

3. There are free concerts. They are in Central Park. They are in the summer.

---

**C. Find the error in each sentence. Make corrections.**

1. There is many things to do at an amusement park.
2. There are two good museums and the aquarium in my hometown.
3. Tourists go to the Portland Visitor Center for an information.
4. A skyscraper is the very tall building.
5. Jakarta is a capital of Indonesia.
6. Boston Children's Hospital is in Longwood Avenue.
7. My classroom is at the third floor of Patterson Hall.
8. City Hall is on 220 Main Street.

**CHAPTER 6 QUIZ****A. Circle the correct verb.**

1. The mechanic (*fixes / is fixing*) my car right now.
2. Scientists sometimes (*work / are working*) at universities.
3. Jack is not working, and he (*needs / is needing*) a job.
4. Gloria is a reporter. She (*likes / is liking*) to interview people.
5. I love animals, but I (*do not have / am not having*) a pet at the moment.
6. Ms. King is out of the office at the moment. She (*has / is having*) lunch.

**B. Underline the verbs and write V above them. Circle the subjects and write S above them.**

1. The baker works long hours and never sits down.
2. He makes many kinds of bread and pastries.
3. His bread and other baked goods smell wonderful.
4. In this photo, he is holding two pieces of bread and smiling.

**C. Find the error in each sentence. Make corrections.**

1. Right now Danny looking at a car at Ace Used Cars.
2. A salesperson is talk to Danny about the car.
3. He listen to her and thinking about it.
4. Danny is not want this car.
5. He not having much money at the moment.

## CHAPTER 7 QUIZ

### A. Underline the four compound sentences in the paragraph.

I have happy memories of my wedding day, and I would like to tell you about three of them. First, I remember the joy of seeing all our friends and relatives there that day. About 50 people came to celebrate with us and wish us well. I also felt lucky to have great weather. It often rains in the spring, but that spring day was sunny and clear. Most of all, I remember the look in my husband's eyes. My own eyes were full of tears, but they were tears of happiness. My wedding day was wonderful, so I will always remember it happily.

### B. Complete the statements with the words given. Use the simple past.

1. my family / take / a trip

Last year, \_\_\_\_\_.

2. the train / leave

\_\_\_\_\_ five minutes ago.

3. you / not / be / in class

\_\_\_\_\_ yesterday.

4. he / study / math

When he was at the university, \_\_\_\_\_.

5. she / not / call me

\_\_\_\_\_ last night.

6. I / have / fun

\_\_\_\_\_ at your party last weekend.

### C. Find the error in each statement. Make corrections.

1. Amanda was born in Brazil on February 12 1994.
2. In 2001, she move to Rio de Janeiro with her family.
3. Amanda did not knew anyone in Rio at first.
4. She was start to study English in 2002.
5. Amanda begun college in Boston in 2013.

**CHAPTER 8 QUIZ****A. Fill in the blanks with *in*, *on*, or *for* to complete the statements.**

1. The *Titanic* sank \_\_\_\_\_ April 15, 1912.
2. The baby was born \_\_\_\_\_ April.
3. We stayed at the beach \_\_\_\_\_ ten days.
4. They returned \_\_\_\_\_ Saturday.

**B. Underline the four past time clauses.**

When I was a child, my father took our family to Australia to visit his brother. My uncle moved to Australia when I was a baby, so I did not know him or his family. Before the trip, I felt nervous and shy, but after I met my cousins, I relaxed. They were excited about our visit and full of ideas for things to do. I remember climbing trees in their yard, swimming at the beach, and playing flashlight tag after dark. Sadly, after that visit, ten years passed before we saw each other again, but I never forgot all the fun we had together.

**C. Find the error in each statement. Make corrections.**

1. They left ago one week.
2. I had coffee before do my homework.
3. After they got married Ricardo and Mariela found jobs in Caracas.
4. Raquel spent a week in Hong Kong and went to Japan after.
5. Vincent tried on several pairs of shoes. Before he found the right ones.
6. We waited in line for two hours. After the concert started.
7. I felt good after had my interview.

**CHAPTER 9 QUIZ**

**A. Check (✓) the topic sentences that tell the reader that the paragraph will be in listing order.**

- 1. I have three major goals for my future.
- 2. My grandmother worked as an engineer from 1983 to 2013.
- 3. A good teacher needs several important qualities.
- 4. Becoming a doctor is a long process.

**B. Check (✓) the sentences with future time clauses. Underline the future time clauses.**

- 1. Sonia is going to look for a job after she graduates.
- 2. Next year, she and Tony are going to get married.
- 3. They will probably take a trip after the wedding.
- 4. They are going to wait before they start a family.

**C. Find the error in each sentence. Make corrections.**

1. I think you will to have a good time on your trip.
2. My paper going to be due next Friday.
3. I am going to have a party and going to invite all my friends.
4. We hope they will be happy when they will be married.
5. This week, I am will visit the Career Development Office.
6. Mike wants to be president he is going to major in government.
7. First, Ann will go to Japan, then she will visit China.

# **CHAPTER QUIZ ANSWER KEY**

# CHAPTER QUIZ ANSWER KEY

## CHAPTER 1 QUIZ

- A. 1. The students <sup>S</sup> (come) <sup>V</sup> from six different countries.  
2. Our teacher <sup>S</sup> (is) <sup>V</sup> friendly.  
3. The class <sup>S</sup> (starts) <sup>V</sup> at 10:30 A.M.  
4. We <sup>S</sup> (are) <sup>V</sup> all beginners.
- B. 1. is 2. am 3. are 4. is 5. are 6. is
- C. 1. sentence 2. paragraph 3. indent  
4. capital 5. period

## CHAPTER 2 QUIZ

- A. 1. She 2. They 3. We 4. He 5. It
- B. 1. works 2. goes 3. has 4. play  
5. have
- C. 1. There are 12 <sup>women</sup> ~~woman~~ in the class.  
2. There are six <sup>people</sup> ~~peoples~~ in my family.  
3. My alarm clock ~~it~~ wakes me up.  
4. I ~~am~~ take a shower in the morning.  
<sup>My roommate and I</sup>  
5. ~~Me and my roommate~~ go to the dining hall for breakfast.

## CHAPTER 3 QUIZ

- A. **Paragraph 1:** Circle “My friend Roberto” (or “My friend” or “Roberto”) as the topic. Underline “is a kind person.”
- Paragraph 2:** Circle “Twins.” Underline “often look alike, but sometimes they do not.”
- B. 1. C 2. NV 3. NV 4. C 5. NS
- C. 1. My friend Yasmin <sup>is</sup> 24 years old.  
2. The professor is a <sup>serious person</sup> ~~person serious~~.  
3. We ~~are~~ <sup>do</sup> not have new computers.  
4. Anna ~~is~~ <sup>does</sup> not want to play basketball.  
5. I ~~do~~ <sup>do</sup> not have a pet.  
6. Hector does not <sup>like</sup> ~~likes~~ his job.

## CHAPTER 4 QUIZ

- A. 1. <sup>S</sup> Saturday <sup>V</sup> (gets) its name from the Roman god Saturn.  
2. In North America, <sup>S</sup> Saturday and <sup>S</sup> Sunday <sup>V</sup> (are) weekend days.  
3. <sup>S</sup> Some countries <sup>V</sup> (hold) elections on Sundays.  
4. <sup>S</sup> Mother’s Day and <sup>S</sup> Father’s Day <sup>V</sup> (happen) on Sundays in North America.
- B. 1. I always celebrate the new year with friends.  
2. Stores sometimes stay open on holidays. / Sometimes stores stay open on holidays. / Stores stay open on holidays sometimes.  
3. Schools are often closed on holidays.  
4. Airports do not often close on holidays.
- C. 1. Gary reads an <sup>English</sup> ~~english~~ newspaper every day.  
2. My title is <sup>the</sup> *The Best Day of ~~The~~ Week*.  
3. I ~~never almost~~ <sup>almost never</sup> watch the news on TV.  
4. We plan to see the movie ~~in~~ <sup>on</sup> the weekend.  
5. The movie starts <sup>at</sup> 7:00 P.M.  
6. I get up early <sup>in</sup> <sup>at</sup> the morning.  
7. The museum is open ~~for~~ <sup>from</sup> 9:00 A.M. to 6:00 P.M.

## CHAPTER 5 QUIZ

- A. 1. There 2. they 3. their 4. there
- B. 1. On weekends, I go (out) to restaurants with my friends. / I go (out) to restaurants with my friends on weekends. / I go (out) to restaurants on weekends with my friends.  
2. There are movies from foreign countries at the new theater. / At the new theater, there are movies from foreign countries.  
3. There are free concerts in Central Park in the summer. / In the summer, there are free concerts in Central Park. / In Central Park, there are free concerts in the summer.

- C. 1. There ~~is~~ <sup>are</sup> many things to do at an amusement park.
2. There are two good museums and ~~the~~ <sup>an</sup> aquarium in my hometown.
3. Tourists go to the Portland Visitor Center for ~~an~~ information.
4. A skyscraper is ~~the~~ <sup>a</sup> very tall building.
5. Jakarta is ~~a~~ <sup>the</sup> capital of Indonesia.
6. Boston Children's Hospital is ~~in~~ <sup>on</sup> Longwood Avenue.
7. My classroom is ~~at~~ <sup>on</sup> the third floor of Patterson Hall.
8. City Hall is ~~on~~ <sup>at</sup> 220 Main Street.

## CHAPTER 6 QUIZ

- A. 1. is fixing 2. work 3. needs 4. likes  
5. do not have 6. is having
- B. 1. <sup>S</sup> <sup>V</sup> The baker works long hours and never sits <sup>V</sup> down. (Other acceptable answers: the word *baker* alone and *sits down*.)
2. <sup>S</sup> <sup>V</sup> He makes many kinds of bread and pastries.
3. <sup>S</sup> <sup>S</sup> <sup>V</sup> His bread and other baked goods smell wonderful. (Other acceptable answers: the words *bread* and *goods* alone.)
4. In this photo, <sup>S</sup> <sup>V</sup> he is holding two pieces of bread and smiling.
- C. 1. Right now Danny ~~looking~~ <sup>is looking</sup> at a car at Ace Used Cars.
2. A salesperson is ~~talk~~ <sup>talking</sup> to Danny about the car.
3. He ~~listen~~ <sup>is listening</sup> to her and thinking about it.
4. Danny ~~is~~ <sup>does</sup> not want this car.
5. He ~~not having~~ <sup>does not have</sup> much money at the moment.

## CHAPTER 7 QUIZ

- A. I have happy memories of my wedding day, and I would like to tell you about three of them. First, I remember the joy of seeing all our friends and relatives there that day. About 50 people came to celebrate with us and wish us well. I also felt lucky to have great weather. It often rains in the spring, but that spring day was sunny and clear. Most of all, I remember the look in my husband's eyes. My own eyes were full of tears, but they were tears of happiness. My wedding day was wonderful, so I will always remember it happily.
- B. 1. Last year, my family took a trip.  
2. The train left five minutes ago.  
3. You were not in class yesterday.  
4. When he was at the university, he studied math.  
5. She did not call me last night.  
6. I had fun at your party last weekend.
- C. 1. Amanda was born in Brazil on February 12, 1994.
2. In 2001, she ~~move~~ <sup>moved</sup> to Rio de Janeiro with her family.
3. Amanda did not ~~knew~~ <sup>know</sup> anyone in Rio at first.
4. She ~~was start~~ <sup>started</sup> to study English in 2002.
5. Amanda ~~begin~~ <sup>began</sup> college in Boston in 2013.

## CHAPTER 8 QUIZ

- A. 1. on 2. in 3. for 4. on
- B. When I was a child, my father took our family to Australia to visit his brother. My uncle moved to Australia when I was a baby, so I did not know him or his family. Before the trip, I felt nervous and shy, but after I met my cousins, I relaxed. They were excited about our visit and full of ideas for things to do. I remember climbing trees in their yard, swimming at the beach, and playing flashlight tag after dark. Sadly, after that visit, ten years passed before we saw each other again, but I never forgot all the fun we had together.

- one week ago*
- C. 1. They left ~~ago one week~~.
- doing OR I did*
2. I had coffee before ~~do~~ my homework.
- married,*
3. After they got ~~married~~ Ricardo and Mariela found jobs in Caracas.
4. Raquel spent a week in Hong Kong and went *after that* to Japan ~~after~~. (Other acceptable answers: *and after that, (she) went to Japan OR afterward*)
5. Vincent tried on several pairs of *shoes before* shoes. ~~Before~~ he found the right ones. (Other acceptable answers: *Then he found . . . OR before finding*)
- Then*
6. We waited in line for two hours. ~~After~~ the concert started. (Other acceptable answers: *. . . for two hours before the concert (started). OR After that, the concert started.*)
- having OR I had*
7. I felt good after ~~had~~ my interview.

6. Run-on: Mike wants to be president he is going to major in government. Possible corrections include:  
Mike wants to be president, and/so he is going to major in government.  
Mike wants to be president. He is going to major in government.
7. Run-on: First, Ann will go to Japan, then she will visit China. Possible corrections include:  
First, Ann will go to Japan. Then she will visit China.  
First, Ann will go to Japan, and then she will visit China.

## CHAPTER 9 QUIZ

- A. Sentences 1 and 3 indicate listing-order paragraphs.
- B. Sentences 1 and 4 have future time clauses:  
1. after she graduates and 4. before they start a family  
*will have / are going to have*
- C. 1. I think you ~~will to have~~ a good time on your trip.  
*is going to / will*
2. My paper ~~going to~~ be due next Friday.  
*am going to / will*
3. I am going to have a party and ~~going to~~ invite all my friends.
4. We hope they will be happy when they ~~will be~~ married.  
*are*
5. This week, I ~~am will~~ visit the Career Development Office.  
*(am going to) / will*

**STUDENT BOOK  
ANSWER KEY**

# STUDENT BOOK ANSWER KEY

## CHAPTER 1 (pages 1–21)

### Looking at the Models (page 2)

#### Writing Model 1

Check: name, home country, languages, family, plans for the future

#### Writing Model 2

Check: name, home country, where she lives, age, free-time fun, plans for the future

#### Writing Model 3

Check: name, where he lives, age, family, work, classes at school, plans for the future

### PRACTICE 1: Names in Introductions

(page 3)

- A
2. Salim, 1 or Calvin, 3
  3. Shaukat Matin, 1; Marta Lucía Moreno Martínez, 2; or Zhang Minxiong, 3
  4. Matin, 1; Moreno, 2; or Zhang, 3

B *Answers will vary.*

### PRACTICE 2: Using Paragraph Format

(page 5)

My classmate Jason Kim is an interesting person. He is from Seoul, South Korea. He speaks Korean. He is not married. He lives on campus. He has a roommate. He likes to play soccer and video games.

### PRACTICE 3: Subjects and Verbs

(page 6)

2. <sup>S</sup> We <sup>V</sup> come from seven different countries.
3. <sup>S</sup> The class <sup>V</sup> starts every day at 9:00 A.M.
4. <sup>S</sup> We <sup>V</sup> meet in Building C, Room 301.
5. <sup>S</sup> Our teacher <sup>V</sup> is Mr. Robinson.
6. <sup>S</sup> He <sup>V</sup> is young and friendly.
7. <sup>S</sup> He <sup>V</sup> speaks slowly.
8. <sup>S</sup> I <sup>V</sup> understand him most of the time but not always.
9. <sup>S</sup> I <sup>V</sup> am a beginner.
10. In this class, <sup>S</sup> all the students <sup>V</sup> are beginners.

### PRACTICE 4: Word Order in Statements (page 7)

2. I have 24 classmates.
3. We come from many countries.
4. My classmates are friendly.
5. The teacher's name is Ms. Green.
6. We meet in room 245.
7. I am from China.
8. My first language is Chinese. *Or* Chinese is my first language.

### PRACTICE 5: Word Order in Questions (page 7)

- A
2. How do you spell your name?
  3. Where are you from?
  4. What is your first language?
  5. Where do you live?
  6. How many people are there in your family?

B *Answers will vary.*

### PRACTICE 6: Capital Letters and End Punctuation (page 8)

2. My friend speaks English.
3. Are you from China?
4. He is from Mexico.
5. Do you drink coffee?
6. Our class starts at eight o'clock.
7. Where do you live?
8. How do you spell your name?
9. She works part time.
10. We like to go dancing.

### PRACTICE 7: Editing for Errors with Capital Letters (page 8)

<sup>M</sup>my name is Mayra. I am from the Dominican Republic. <sup>M</sup>my first language is Spanish. <sup>N</sup>ow I live in Hartford. <sup>T</sup>oday is my first day in this school. I want to learn English. <sup>I</sup>it is very important for my future.

### PRACTICE 8: Editing for Errors with Capital Letters and Periods (page 9)

<sup>S</sup>Kazumi is one of my classmates. she is from <sup>S</sup>Japan. she speaks Japanese. <sup>H</sup>er parents live in Tokyo. she has no brothers or sisters. she is single. Kazumi <sup>S</sup>likes music and fashion. <sup>H</sup>er clothes are beautiful.

**TRY IT OUT!** (page 9)

Answers will vary.

**PRACTICE 9: Recognizing Verbs**

(page 11)

2. I make calls to my friends every day.
3. My friends call me, too.
4. We talk a lot.
5. Sometimes my friends leave me a voicemail.
6. I listen to my messages.
7. Sometimes my friends send me text messages.
8. My phone has a camera.
9. I take a lot of pictures with it.
10. My phone is very important to me.

**PRACTICE 10: Building Sentences**

(page 11)

Answers will vary. Possible answers include:

My roommate has a big family.

My friend rides horses.

She listens to music.

He goes to movies.

**PRACTICE 11: The Verb Be in Affirmative Statements** (page 12)

2. I am a new student.
3. You are my partner.
4. We are on page 12.
5. My classmates are all here today.
6. The class is in Room C250.
7. My classes are all in one building.
8. You and I are in the same group.
9. The teacher is in the classroom.
10. Her first language is English.

**PRACTICE 12: The Verb Be in Negative Statements** (page 13)

2. The exercises are not difficult.
3. It is not cold today.
4. My friends are not here.
5. The teacher is not in his office.
6. You and Olga are not in this group.
7. I am not hungry.
8. We are not on page 12.

**PRACTICE 13: Sentence Patterns with the Verb Be** (page 14)

2. My nickname is Niko. *be + noun*
3. I am not married. *be + adjective or age*
4. My family is not here. *be + place*
5. My parents are teachers. *be + noun*
6. I am from a small town. *be + place*
7. My eyes are brown. *be + adjective or age*
8. My favorite sport is soccer. *be + noun*
9. This work is easy. *be + adjective or age*
10. We are on page 14. *be + place*

**PRACTICE 14: Statements with the Verb Be** (page 14)

- A
2. I am from Panama.
  3. My first language is Spanish.
  4. I am a student.
  5. I am / My school is in Los Angeles.
  6. My classmates are from many different places.
  7. My classes are interesting.
  8. I am / My school is 20 years old.

B Answers will vary.

**PRACTICE 15: Writing Names** (page 15)

- A
1. His full name is Giancarlo Roberto Vitale.
  2. Giancarlo is his first name.
  3. Roberto is his middle name.
  4. Vitale is his last name.
  5. His nickname is Johnny.

B Answers will vary.

**PRACTICE 16: Discussing the Writing Process** (page 17)

Answers will vary. Possible answers include:

- What is happening in these pictures? A student is going through the writing process: thinking, writing, talking about his first draft with a classmate, revising and editing, writing a new draft, and talking about his paper with his teacher.
- Where does the writing process begin? With the illustration on the left (the student is thinking).
- What is the next step? The illustration at the top: the student is writing his first draft.
- What happens next? The student shows his draft to a classmate and they talk about it (or the student goes to the teacher with questions, then does more thinking and writing before talking to a classmate).
- What happens after the teacher looks at a student's paragraph? The student can go to the teacher with questions. The teacher may tell the student to write a new draft.

## CHAPTER 2 (pages 22–43)

### Looking at the Models (page 23)

#### Writing Model 1, Questions about the Model

1. the writer's morning routine"
2. easy
3. 30 minutes
4. very close to school, on campus
5. a. at, b. by, c. from, to d. After

#### Writing Model 2, Questions about the Model

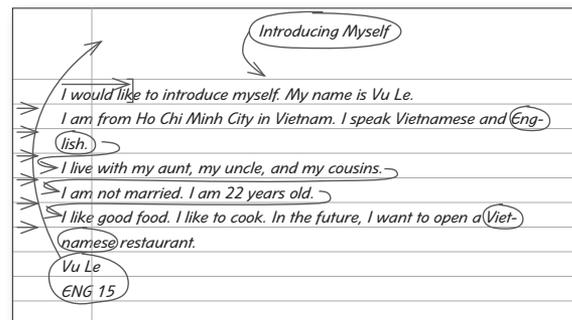
1. the writer's morning routine
2. busy
3. 2 ½ hours
4. a. get up, b. help, c. walk, d. drive, e. go
5. *Answers will vary. Possible answers include:*  
 Things that are the same: Both writers get up, wash, get dressed, and fix their hair. Both have class at 9:00 A.M.  
 Things that are different: Writer 1 gets up later (8:30 vs. 6:30 for writer 2). Writer 1 does not take a shower, but writer 2 does. Writer 2 puts on makeup, but writer 1 does not. Writer 2 lives with her family, but we do not know anything about writer 1's family. Writer 2 makes coffee, wakes up her husband and children, and helps her children get dressed. Writer 1 walks to school, but we do not know how writer 2 gets to school, after getting her children to the bus stop and daycare. Writer 1 eats breakfast with friends at school after class, but writer 2 eats at home with her family before class.

### PRACTICE 1: Identifying Word Partners (page 25)

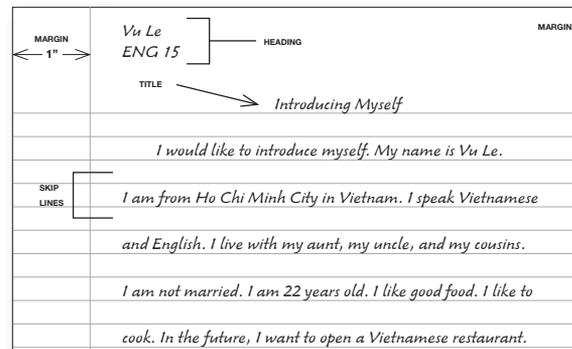
- A**
1. brush (my teeth)
  2. do (many things)
  3. make (coffee)
  4. take (a shower)
  5. fix (my hair)
  6. have (breakfast)
- B**
1. check (my phone)
  2. wash (my face)
  3. comb (my hair)
  4. make (a pot of coffee)
  5. eat/make (breakfast)
  6. leave (my apartment)

### PRACTICE 2: Identifying Errors in Format (page 27)

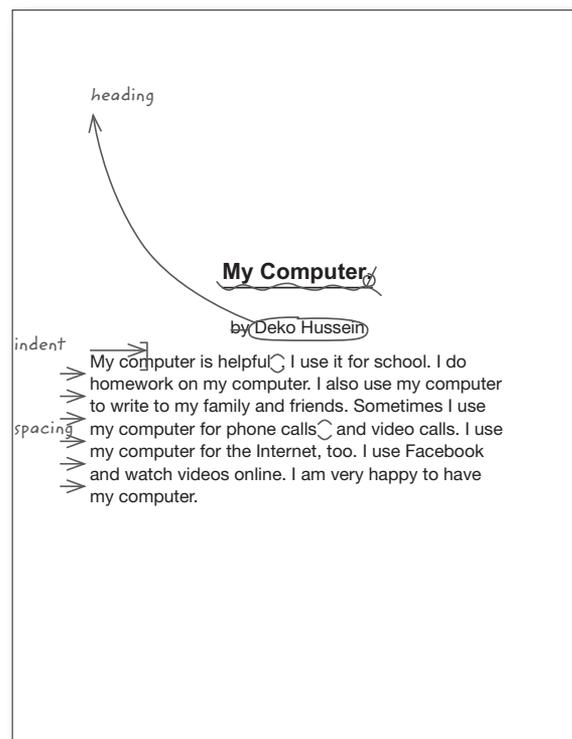
**A**



**B**



### PRACTICE 3: Identifying Errors in Format (page 29)



**PRACTICE 4: Identifying Types of Nouns** (page 30)

This is what I usually do in the <sup>idea</sup> **afternoon**. I leave <sup>place/thing</sup> **school** and take the <sup>thing</sup> **bus** downtown with my <sup>people</sup> **friends**.

I do not go home. My little <sup>people</sup> **brothers** are there, and the <sup>thing</sup> **television** is always on, so our <sup>place/thing</sup> **apartment**

is noisy. Instead, I go to the <sup>place/thing</sup> **library**. There I can do my <sup>thing/idea</sup> **homework**. On some <sup>idea</sup> **days**, I can get <sup>idea</sup> **help**

from a <sup>person</sup> **tutor**. I like to look at <sup>thing</sup> **magazines**, too, like **Sports Illustrated**. I usually spend two <sup>thing</sup> **hours** there.

**PRACTICE 5: Editing for Noun Errors** (page 31)

I come from a big family. There are nine <sup>s</sup> people~~s~~ in my immediate family: my parent<sup>s</sup>, my three brothers, my three sister<sup>s</sup>, and me. My extended family is much bigger. It includes my four grandparent<sup>s</sup>, 14 aunt<sup>s</sup>, and 14 uncle<sup>s</sup>. My aunt and uncle all have children<sup>s</sup>, so I have many cousin<sup>s</sup>. Ten of my cousin<sup>s</sup> are boy<sup>s</sup> (or men), and 12 of them are girl<sup>s</sup> (or ~~woman~~ <sup>women</sup>). When my family has a party, sometimes 50 or 60 relative<sup>s</sup> come to our house.

**TRY IT OUT!** (page 32)

- There are two women.
- There are two babies.
- There are six people.
- There is one family.
- There is one table.
- There are four bananas.
- There are three bowls.
- There are two boxes of cereal.
- There are three glasses of juice.
- There is one teapot.

**PRACTICE 6: Using Subject Pronouns** (page 34)

- |        |         |        |
|--------|---------|--------|
| 2. She | 5. It   | 8. It  |
| 3. He  | 6. They | 9. It  |
| 4. We  | 7. They | 10. It |

**PRACTICE 7: Correcting Subject Pronoun Errors** (page 34)

- The evening ~~is~~ <sup>is</sup> my favorite time of day.
- ~~It is~~ Saturday today.
- ~~It~~ is the weekend.
- ~~My friends and I~~ want to see a movie.
- ~~It is~~ a good idea.
- Where are your friends? ~~She~~ <sup>They</sup> are at the mall.
- ~~It is~~ six o'clock now.
- My friends and I ~~we~~ like scary movies.
- How much are the tickets? ~~Are~~ <sup>They are</sup> \$5 for students.

**PRACTICE 8: Using Simple Present Verbs** (page 35)

- |          |           |           |
|----------|-----------|-----------|
| 2. do    | 5. eat    | 8. play   |
| 3. works | 6. spends | 9. have   |
| 4. has   | 7. goes   | 10. study |

**PRACTICE 9: Spelling Third Person Singular Verbs** (page 36)

- |           |            |          |
|-----------|------------|----------|
| 2. cooks  | 5. studies | 8. rains |
| 3. fixes  | 6. watches | 9. reads |
| 4. washes | 7. has     | 10. goes |

**PRACTICE 10: Correcting Verb Errors** (page 36)

- First, I ~~am~~ take a shower.
- A hot shower feel<sup>s</sup> good in the morning.
- We ~~has~~ <sup>have</sup> a small TV in the kitchen.
- Sometimes we ~~watches~~ <sup>watch</sup> the news on TV.
- Pancakes ~~are~~ my favorite breakfast.
- We ~~drinks~~ <sup>drink</sup> coffee in the morning.
- Coffee get<sup>s</sup> me ready for the day.

**PRACTICE 11: Using Verb + Noun Word Partners** (page 37)

- |                   |         |        |
|-------------------|---------|--------|
| 2. take           | 4. do   | 6. fix |
| 3. have (or make) | 5. make |        |

## TRY IT OUT! (page 38)

Answers will vary.

## PRACTICE 12: Doing Peer Review

(page 39)

Changes Henry's partner suggested: (a) Add the date to the heading; (b) Add a margin on the right; (c) Add a title; (d) add a word after *It* in the first sentence; (e) Change *have* to *take* in the third sentence; (f) Begin the sentence *I drive to school* . . . right after the preceding sentence, on the same line; (g) Check the spelling of *cafeteria* (it is correct); (h) Do not break the word *hungry*; (i) Add information about breakfast; (j) Capitalize the initial "t" in "that."

What they talked about: They may have gone over all the marks she made on the paper. They may have talked about possible titles. They may have looked up the spelling of *cafeteria*. They may have talked about what he has for breakfast.

Agreement with feedback: *Answers will vary.*

Other problems: (a) The verb *wake* should be *wakes*; (b) The verb *am* is missing in *I very hungry*; (c) For clarity, it is best to add *A.M.* to the times.

## PRACTICE 13: Comparing First and Second Drafts (page 40)

Changes Henry made: All the corrections noted in answers to PRACTICE 12. He also added details about his breakfast (what he eats and drinks, talking with his friends).

## Expansion

### On Your Own (page 43)

*Students' paragraphs will vary. Use a rubric like the Writing Assignment Scoring Rubric for Chapter 2 (page 47 of this manual) to provide feedback.*

## CHAPTER 3 (pages 44–68)

### Looking at the Models (page 45)

#### Writing Model 1, Questions about the Model

1. the man in the photo, Ryan Murphy
2. Ryan Murphy is hardworking.
3. He has a job and he goes to school, too. His classes are not easy. He works hard in school.
4. a. lives      c. works      e. are not  
b. is            d. has
5. b and e
6. a, c, and d

#### Writing Model 2, Questions about the Model

1. the man in the photo, Victor Torres
2. He has an exciting life.
3. He works in the movie business. He makes a lot of money. He drives a new Mercedes. He has a house at the beach. He goes to parties with famous people.
4. a. has  
b. do not have  
c. have  
d. does not have
5. b and d

## PRACTICE 1: Go + -ing Verbs (page 47)

A

Model 1: In his free time, Ryan goes running and works out.

Model 2: In his free time, Victor and his wife go dancing. They go shopping in Beverly Hills.

B *Answers will vary.*

## PRACTICE 2: Analyzing Topic Sentences (page 49)

1. The man in the photo has a terrible job.
2. It is easy to make good chocolate chip cookies.
3. A betta makes a good pet for several reasons.
4. My five-year-old nephew is a very funny little boy.

## PRACTICE 3: Choosing a Topic Sentence (page 50)

1. c    2. b    3. a    4. b

## PRACTICE 4: Topic Sentences and Titles (page 52)

1. I enjoy classroom discussions for several reasons.
2. Everyone in my family loves music., b.
3. Bicycling is a smart form of transportation., a.
4. My sister Anna is a very outgoing person., b.

### TRY IT OUT! (page 54)

Students' sentences and titles will vary. Possible answers include:

2. Topic Sentence: Cities have many problems.  
Cities usually have air pollution. They are noisy. They are expensive. There is crime.  
Possible title: The Difficulties of City Living
3. Topic Sentence: Living alone is good in some ways.  
You can be messy or noisy if you want. You can organize things the way you want. You do not need to share things.  
Possible title: A Great Way to Live
4. Topic Sentence: Living alone is hard in some ways.  
You can get lonely. You have to do all the cleaning.  
Possible title: No Way to Live
5. Topic Sentence: It is not easy to learn a new language.  
It is hard to pronounce a new language. It is hard to remember new words.  
Possible title: The Challenges of Learning a New Language
6. Topic Sentence: There are many reasons to learn a new language.  
It can be fun to learn. You can meet and talk to new people. Knowing another language can help you get a good job.  
Possible title: The Benefits of Learning a New Language

### PRACTICE 5: Identifying Subjects and Verbs (page 55)

<sup>S</sup> <sup>V</sup>  
1 My friend Mark Khajavi is a talented photographer and a successful businessperson.

<sup>S</sup> <sup>V</sup> <sup>S</sup> <sup>V</sup>  
2 His photos are beautiful. 3 He takes pictures of people, places, and products. 4 People often ask him to take pictures at their weddings. 5 Companies hire him to take pictures of their products for advertisements. 6 Hotels and restaurants hire him to take pictures for their websites. 7 Most of the time, <sup>S</sup> <sup>V</sup> he works in Chicago. 8 Sometimes <sup>S</sup> <sup>V</sup> he travels to other parts of the country. 9 <sup>S</sup> <sup>V</sup> You can see examples of Mark's work on his website.

### PRACTICE 6: Identifying Incomplete Sentences (page 56)

1. c. Incomplete, No verb
2. a. Complete  
b. Incomplete, No subject  
c. Complete
3. a. Complete  
b. Incomplete, No subject  
c. Incomplete, No subject
4. a. Incomplete, No verb  
b. Complete  
c. Incomplete, No verb
5. a. Incomplete, No verb  
b. Complete  
c. Incomplete, No verb

### PRACTICE 7: Editing for Incomplete Sentences (page 57)

Incomplete sentences:

4. She *is* 24 years old.
5. *She* works in a women's clothing store.
6. *It* is a nice place to buy clothes.
8. Clothes *are* very important to her.
9. *She* loves to shop.
13. It *is* a good idea.

### PRACTICE 8: Simple Present Verbs in Negative Statements (page 59)

2. do not wear
3. does not wear
4. do not stay
5. does not score
6. does not do

### PRACTICE 9: Affirmative and Negative Verbs (page 59)

- A
- |           |          |
|-----------|----------|
| 2. has    | 6. goes  |
| 3. works  | 7. likes |
| 4. makes  | 8. has   |
| 5. enjoys | 9. is    |

B

My brother **Hector** **does not lead** a busy life. He **does not have** a full-time job, and he **does not work** long hours. He **does not make** good money, and he **does not enjoy** spending money. He **does not go** out on weekends with his friends. **Hector does not like** eating in restaurants **and/or** going shopping. He **does not have** a nice car. On weekends, **Hector is not** usually out having fun.

## PRACTICE 10: Correcting Verb Errors

(page 60)

- My friend's name <sup>is</sup> Massimiliano.
- People <sup>call</sup> him Max.
- He ~~work~~ <sup>works</sup> for a bank.
- He ~~is~~ <sup>does</sup> not like his job.
- His job ~~it's~~ <sup>is</sup> not the right job for him.
- He ~~is~~ <sup>does</sup> not want to stay at the bank.
- He ~~want~~ <sup>wants</sup> to play his guitar all the time.
- Max and his friends ~~has~~ <sup>have</sup> a rock band.
- They are good musicians, but they ~~are not~~ <sup>do not</sup> make any money.

**TRY IT OUT!** (page 60)  
Answers will vary.

## PRACTICE 11: Adjectives and the Words They Describe

(page 62)

A Two versions of the email are possible:

- Hey, Jo, how's it going? I'm in my economics class, and it's great<sup>1.</sup>. The class is small<sup>2.</sup>, and we're in a room with comfortable<sup>3.</sup> seats. The professor is interesting<sup>4.</sup> and easy<sup>5.</sup> to understand, and she's always in a good<sup>6.</sup> mood. My friend Chris is in this class, too. We're both interested in<sup>7.</sup> economics. This is really my best<sup>8.</sup> class. Talk to you soon, Jess

- Hey, Jo, how's it going? I'm in my economics class, and it's terrible<sup>1.</sup>. The class is huge<sup>2.</sup>, and we're in a room with uncomfortable<sup>3.</sup> seats. The professor is boring<sup>4.</sup> and hard<sup>5.</sup> to understand, and she's always in a bad<sup>6.</sup> mood. My friend Chris is in this class, too. We're both tired of<sup>7.</sup> economics. This is really my worst<sup>8.</sup> class. Talk to you soon, Jess

B

Hey, Jo, how's it going? I'm in my economics class, and it's \_\_\_\_\_<sup>1.</sup>. The class is \_\_\_\_\_<sup>2.</sup>, and we're in a room with \_\_\_\_\_<sup>3.</sup> seats. Plus the professor is \_\_\_\_\_<sup>4.</sup> and \_\_\_\_\_<sup>5.</sup> to understand, and she's always in a \_\_\_\_\_<sup>6.</sup> mood. My friend Chris is in this class, too. We're both \_\_\_\_\_<sup>7.</sup> economics. This is really my \_\_\_\_\_<sup>8.</sup> class. Talk to you soon, Jess

**TRY IT OUT!** (page 63)  
Answers will vary.

## PRACTICE 12: Using Go + -ing Verbs

(page 63)  
Answers will vary.

### Expansion

#### On Your Own (page 67)

Students' paragraphs will vary. Use a rubric like the Writing Assignment Scoring Rubric for Chapter 3 (page 48 of this manual) to provide feedback.

## CHAPTER 4 (pages 69–87)

### Looking at the Models (page 70)

#### Writing Model 1, Questions about the Model

1. Karl's Fridays are always busy days.
2.  what Karl does in the morning  
 what he does in the afternoon  
 what he does in the evening
3. a. works  
b. gets  
c. puts  
d. has

#### Writing Model 2, Questions about the Model

1. Saturday is Tomiko's favorite day of the week.
2.  what Tomiko does in the morning  
 what she does in the afternoon  
 what she does in the evening  
 how she feels about Saturdays
3. b
4. a. always  
b. Sometimes  
c. usually  
d. often

### PRACTICE 1: Phrasal Verbs (page 72)

#### A

**Model 1:** He and his wife sometimes watch a movie, but they do not stay up late.

**Model 2:** In the morning, she always sleeps in. . . . On Saturday evenings, she likes to dress up and go out. She and her friends often eat out, see a movie, or go to a party.

- B**
1. dress up
  2. stay up
  3. go out
  4. eat out
  5. sleep in

### PRACTICE 2: Time Order (page 73)

#### A

- 6 He turns the pancakes so they cook on both sides.
- 7 Finally, he calls the children.
- 1 Martin likes to make pancakes for his children on Sunday mornings.
- 3 Next, he gets out the eggs, milk, flour, and other ingredients.
- 4 He mixes the ingredients in a large bowl.
- 2 First, he puts the griddle on the stove to heat up.

- 5 Then he pours spoonfuls of pancake batter onto the hot griddle.
- 9 Later, everyone will help clean up.
- 8 They all sit down and enjoy a delicious breakfast.

#### B

Martin likes to make pancakes for his children on Sunday mornings. First, he puts the griddle on the stove to heat up. Next, he gets out the eggs, milk, flour, and other ingredients. He mixes the ingredients in a large bowl. Then he pours spoonfuls of pancake batter onto the hot griddle. He turns the pancakes so they cook on both sides. Finally, he calls the children. They all sit down and enjoy a delicious breakfast. Later, everyone will help clean up.

### PRACTICE 3: Using Time-Order Words

(page 74)

1. First/After that
2. After that/Next
3. After that/Next
4. Then
5. Finally/After that
6. Later/Finally

### PRACTICE 4: Simple Sentence Patterns (page 75)

2. In some other places, <sup>S</sup>Friday and <sup>S</sup>Saturday <sup>V</sup>are the weekend days.
3. <sup>S</sup>Saturday <sup>V</sup>gets its name from the Roman god Saturn.
4. <sup>S</sup>Monday <sup>V</sup>means "moon day."
5. In the United States, <sup>S</sup>elections <sup>V</sup>are always on Tuesdays.
6. In Thailand, a <sup>S</sup>color <sup>V</sup>goes with each day of the week.
7. <sup>S</sup>Green and <sup>S</sup>orange <sup>V</sup>are the colors for Wednesday and Thursday in Thailand.
8. In England, <sup>S</sup>Monday, <sup>S</sup>Tuesday, and <sup>S</sup>Wednesday <sup>V</sup>are lucky days for weddings.

### PRACTICE 5: Adverbs of Frequency

(page 76)

2. People *usually* think of Valentine's Day as a holiday for people in love.
3. The dates of some holidays *always* change, depending on the moon.
4. Some people *never* celebrate the new year on January 1.
5. Mother's Day is *usually* a popular holiday.
6. Schools are *often* closed on holidays.
7. Workers *often* have a holiday in their honor.
8. Some women *never* work on International Women's Day.

### PRACTICE 6: Using *Sometimes* (page 77)

1. My family *sometimes* has a special holiday meal.  
*Sometimes* my family has a special holiday meal.  
My family has a special holiday meal *sometimes*.
2. Stores are *sometimes* closed on holidays.  
*Sometimes* stores are closed on holidays.  
Stores are closed on holidays *sometimes*.

### PRACTICE 7: Adverbs of Frequency

(page 78)

3. Halloween is *usually* not an important holiday outside the United States.
4. Father's Day is *never* on a weekday in the United States.
5. Some businesses *never* close on holidays.
6. For example, airports do not *often* close on holidays.
7. People do not *usually* celebrate every holiday in the same way.
8. In some countries, birthdays are not *usually* special days.

### TRY IT OUT! (page 79)

Answers will vary.

### PRACTICE 8: Prepositions in Time Expressions (page 80)

The Rock and Roll Hall of Fame in Cleveland, Ohio, welcomes music fans 363 days a year. The hall is closed only on Thanksgiving and Christmas. It is usually open from 10:00 A.M. to 5:30 P.M. On Wednesdays, it is also open in the evening. In the summer (from Memorial Day to Labor Day), it stays open late on Saturdays, too. There are exhibits, films, concerts, and a museum store. Each year, half a million people visit the Rock and Roll Hall of Fame. It is great fun for rock-and-roll fans.

### PRACTICE 9: Prepositions in Time

Expressions (page 80)

- |                  |                  |
|------------------|------------------|
| 1. on            | 5. for           |
| 2. at . . . in   | 6. in            |
| 3. from . . . to | 7. at            |
| 4. for           | 8. from . . . to |

### PRACTICE 10: Correcting

Capitalization Errors (page 81)

2. I have an appointment with <sup>D</sup>doctor Patel.
3. Our teacher speaks <sup>S</sup>spanish.
4. earlo is from <sup>C</sup>new <sup>N</sup>York <sup>Y</sup>.
5. <sup>M</sup>my roommate drives a <sup>K</sup>korean car.
6. susan's first language is <sup>E</sup>english.
7. People speak <sup>T</sup>tagalog in the <sup>P</sup>philippines.
8. <sup>T</sup>the man's nickname is <sup>R</sup>red because of his red hair.

### TRY IT OUT! (page 82)

Answers will vary.

### PRACTICE 11: Capital Letters in Titles

(page 83)

2. Harry Potter and the Chamber of Secrets
3. A Tale of Two Cities
4. Around the World in Eighty Days
5. The Good, the Bad, and the Ugly
6. A Journey to the Center of the Earth

### PRACTICE 12: Using Phrasal Verbs

(page 83)

- A
- |             |             |
|-------------|-------------|
| 1. get up   | 4. eat out  |
| 2. sleep in | 5. dress up |
| 3. go out   | 6. stay up  |

B Answers will vary.

### Expansion

On Your Own (page 86)

Students' paragraphs will vary. Use a rubric like the Writing Assignment Scoring Rubric for Chapter 4 (page 49 of this manual) to provide feedback.

## CHAPTER 5 (pages 88–106)

### Looking at the Models (page 89)

#### Writing Model 1, Questions about the Model

- Canóvanas, Puerto Rico, the writer's hometown
  - It is a small city with a big heart.
- 30,000
- There are many good people in my hometown. When there is a problem, they are always ready to help. My neighbors are like my family.
- their
  - There
  - there
- their
  - there

#### Writing Model 2, Questions about the Model

- Almaty, Kazakhstan, the writer's hometown
  - It is a special city.
- Almaty is in Kazakhstan. (Kazakhstan is in the western part of Asia, south of Russia.) Almaty is in the southeastern part of Kazakhstan, near China.
- Possible answers:*  
(1) The first apples in the world grew around Almaty. (2) Almaty was the capital of Kazakhstan. (3) It is the cultural center of the country, with wonderful theaters and museums. (4) It has the world's largest speed-skating rink. (5) There are beautiful mountains outside the city.
- in . . . near
  - in . . . outside

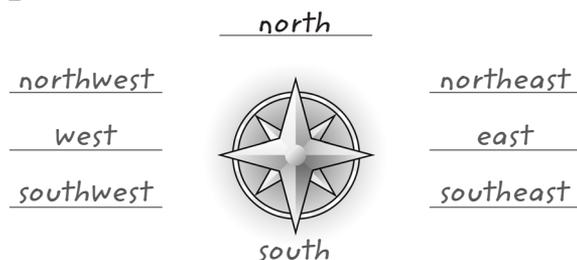
### PRACTICE 1: Words for Directions (page 91)

A

Model 1: northeastern, east

Model 2: western, south, southeastern

B



### PRACTICE 2: Supporting Sentences (page 93)

(page 93)

- Topic sentence: Hong Kong, my hometown, is a wonderful place for many reasons, but the weather is not one of them. Concluding sentence: I love my hometown, but I do not love the weather there.
  - 8
  - The supporting sentences in this paragraph tell why the writer does not like the weather in Hong Kong.
- Topic sentence: Firefighters do a very important job. Concluding sentence: Every community needs firefighters.
  - 5
  - The supporting sentences in this paragraph tell why the job of a firefighter is important.
- Topic sentence: It is easy to annoy a roommate. Concluding sentence: If you follow this advice, you will surely drive your roommate crazy.
  - 6
  - The supporting sentences in this paragraph show several ways to annoy a roommate.

### PRACTICE 3: Using A, An, or No

Article (page 95)

- A
- A, a
  - An, a
  - , —
  - A, a
  - An, a
  - A, a, an

B *Answers will vary. Possible answers include:*

- Rio de Janeiro is a city (in Brazil).
- Indonesia is a country (in Asia).
- The Taj Mahal is a building (in India).
- English is a language.
- Aruba is an island (in the Caribbean Sea, near Venezuela).
- The Eiffel Tower is a building (in Paris).
- Japanese is a language.
- Montreal is a city (in Canada).
- The Maldives are islands (in the Indian Ocean).
- Egypt is a country (in the north of Africa).

### PRACTICE 4: Using A, An, or The

(page 96)

- a
  - a
  - The
  - The
- An
  - a
  - a
  - The
  - an
- an
  - an
  - The
- the
  - the
  - an

### PRACTICE 5: *There Is or There Are*

(page 98)

- |              |              |              |
|--------------|--------------|--------------|
| 1. There are | 4. there is  | 7. There are |
| 2. There are | 5. there are | 8. there is  |
| 3. There are | 6. there is  | 9. There is  |

### PRACTICE 6: Correcting Errors with *There, Their, and They*

*There are*

1. ~~They~~ two students from Korea in my class.

*Their*

~~There~~ names are Jun Seong and Min Sup. They

usually sit in the first row, but ~~their~~ *they are* absent today.

2. The teachers often meet on Wednesdays. ~~There~~ *Their*

meetings take place in the conference room.

*There*

~~There~~ is a large round table in the room. ~~There~~ *They*

usually have ~~there~~ *their* lunch during the meetings.

*There*

3. ~~They~~ are about 100 students in this program.

*They*

~~There~~ are from several different countries. ~~There~~ *They are*

learning English.

### TRY IT OUT! (page 98)

Answers will vary.

### PRACTICE 7: *In, On, and At for Location*

(page 100)

- A
- |           |       |
|-----------|-------|
| 1. in     | 5. on |
| 2. in     | 6. at |
| 3. on, in | 7. on |
| 4. at     | 8. at |

B *Answers will vary.*

- (city or country where student lives)
- (country or continent where student's hometown is)
- (street student lives on)
- (address where student lives)

### PRACTICE 8: Prepositional Phrases in Sentences

(page 101)

2. c 3. d 4. a 5. e
- In the future
  - in the Pacific Ocean
  - to the Galápagos
  - in the Galápagos
  - on these islands

### TRY IT OUT! (page 101)

- I go to the beach with my friends on weekends./ On weekends, I go to the beach with my friends.
- There are many hotels for tourists in my hometown./In my hometown, there are many hotels for tourists.
- Tourists from other countries come to my hometown to relax.
- There are good restaurants on the main street in my neighborhood./On the main street in my neighborhood, there are good restaurants.
- There are free concerts in the park in the summer./In the summer, there are free concerts in the park./In the park, there are free concerts in the summer.

### PRACTICE 9: Using Direction Words

(page 102)

Answers will vary. Possible answers include:

- Turkey is northeast of the Mediterranean Sea/ south of the Black Sea.
- Ankara is in the western part of Turkey.
- Istanbul is in the northwestern part of Turkey.
- Antalya is in the south of Turkey.

### TRY IT OUT! (page 102)

Answers will vary.

### Expansion

#### On Your Own (page 106)

Students' paragraphs will vary. Use a rubric like the Writing Assignment Scoring Rubric for Chapter 5 (page 50 of this manual) to provide feedback.

## CHAPTER 6 (pages 107–128)

### Looking at the Models (page 108)

#### Writing Model 1, Questions about the Model

- a baker's job
  - It is hard work.
- Students check all answers except "how much money he earns."*
- Answers will vary.*
- starts
  - works . . . sits
  - feels
- is standing
  - is wearing
  - is holding . . . smiling.

#### Writing Model 2, Questions about the Model

- a pharmacist's job
  - It is a very responsible job.

2. Students check all answers except “her feelings about her work” and “how much money she earns.”
3. Answers will vary.
4. a. 2  
b. 1

### **PRACTICE 1: Words for Jobs** (page 110)

- A
1. baker
  2. doctor
  3. pharmacist
  4. nurse
- B
- er: firefighter, reporter, waiter
  - or: actor, author, professor
  - ist: dentist, hair stylist, receptionist
  - Other words:** pilot, mechanic, veterinarian

### **PRACTICE 2: Supporting Sentences** (page 111)

Sentences will vary. Possible answers:

2. Topic: Hawaii; Controlling idea: is a great place for a vacation.  
Possible supporting sentences: The weather is warm. There are beautiful beaches. You can do many water sports.
3. Topic: (I go to) the gym; Controlling idea: There are several reasons (I go)  
Possible supporting sentences: I see my friends there. I get stronger there. Working out is good for me.
4. Topic: Movies; Controlling idea: are more fun in a movie theater.  
Possible supporting sentences: The screen is bigger (than on a TV or computer). The sound is better. It is fun to watch with a lot of people.
5. Topic: A good education; Controlling idea: is valuable for many reasons.  
Possible supporting sentences: You learn a lot about the world. You qualify for more interesting jobs. You can get a better-paid job.
6. Topic: A pilot; Controlling idea: has a lot of responsibility.  
Possible supporting sentences: He is responsible for the safety of the passengers and crew. He is responsible for an expensive airplane.

### **PRACTICE 3: Identifying Irrelevant Sentences** (page 113)

1. Topic sentence: Chefs need to be very organized.  
Irrelevant sentences: Some chefs are really bad bosses. / Many chefs like to invent new dishes.
2. Topic sentence: Antarctica is a difficult and dangerous place for people.  
Irrelevant sentences: Penguins live there. / I would never go there in the winter.

3. Topic sentence: I always loved the traditions of New Year’s Eve in my country.  
Irrelevant sentences: My brother never wanted to help with the cleaning or get dressed up. / Sometimes we had fireworks on other holidays, too.

### **PRACTICE 4: Describing Actions** (page 115)

- A
- Answers may vary somewhat.
  - 2. She is listening (to music).
  - 3. He is fixing a/the car.
  - 4. He is holding a/the baby.
  - 5. She is carrying a (shopping) bag/groceries.
  - 6. She is driving.
  - 7. They are standing (in line).
  - 8. They are running.
- B
- Answers will vary.

### **TRY IT OUT!** (page 116)

Answers will vary. Possible answers include:

**Picture A:** The man in the blue shirt is looking at his watch. The other man is reading a paper. The woman in the pink dress is talking on the phone.

**Picture B:** The man in the light shirt is wearing glasses. He is not smiling. The woman is helping the men.

### **PRACTICE 5: Present Progressive vs. Simple Present** (page 117)

1. a. is fixing                      b. fixes
2. a. writes                         b. is writing
3. a. work                            b. works
4. a. is teaching                 b. is teaching
5. a. talks                            b. talks
6. a. is learning                 b. are learning
7. a. is traveling                 b. travels

### **PRACTICE 6: Action vs. Non-Action Verbs** (page 118)

1. like
2. are making
3. need
4. look
5. is looking for
6. is listening
7. do not hear
8. wants

### **PRACTICE 7: Action vs. Non-Action with Have** (page 119)

1. does not have
2. is having
3. has
4. have
5. does not have
6. are having
7. is having
8. have

**PRACTICE 8: Editing for Verb Errors**  
(page 120)

(1) Danny <sup>wants</sup> ~~is wanting~~ to buy a car. (2) He <sup>has</sup> ~~is having~~ a new job and <sup>needs</sup> ~~is needing~~ a car for work. (3) Right now, he is at Ace Used Cars. (4) He is looking at a car. (5) A salesperson <sup>is talking</sup> ~~talks~~ to Danny. (6) She is describing the car to him. (7) He <sup>is listening</sup> ~~listens~~ to her. (8) The car is not bad, but Danny <sup>does not like</sup> ~~is not liking~~ it very much. (9) He <sup>wants</sup> ~~is want~~ a nice car, but he <sup>does</sup> ~~is~~ not have much money. (10) The price for this car seems right. (11) He is thinking about it.

**PRACTICE 9: Recognizing Simple Sentence Patterns** (page 121)

2. S V S V  
She takes vitamins and gets plenty of sleep.
3. S V S V  
She eats fresh vegetables and avoids fast food.
4. S S V  
Her parents and her brother also eat well and exercise.
5. S S V  
Eva and her brother work out six days a week.
6. S V S V  
She walks on a treadmill and rides an exercise bicycle.
7. S V S V  
She does not lift weights or run.
8. S S V V  
Eva and her brother look good and feel great.

**PRACTICE 10: Combining Sentences**  
(page 122)

- A
2. The players are putting on their uniforms and getting ready for the game.
  3. The security guard is not watching TV or sleeping on the job.
  4. The teacher is sitting at his desk and correcting students' papers.
  5. The fashion model is not smiling or speaking to the photographer.

B

2. A dentist examines people's teeth and fixes tooth problems.
3. Computer technicians understand computers and fix computer problems.
4. Farmers do not sleep late or take many days off.
5. Cooks and bakers work in kitchens and prepare food.

**PRACTICE 11: Words for Jobs** (page 123)

- A
- |                |                     |
|----------------|---------------------|
| 2. firefighter | 6. reporter         |
| 3. mechanic    | 7. veterinarian/vet |
| 4. nurse       | 8. waiter           |
| 5. pilot       |                     |

B Answers will vary. Possible answers include:

1. Firefighters/nurses/veterinarians/computer technicians help in emergencies.
2. Computer technicians/mechanics fix machines.
3. Firefighters/pilots/waiters wear uniforms.
4. Nurses/reporters interview people.
5. Nurses/reporters/waiters need good communication skills.
6. (ALL) use computers at work.

**EXPANSION**

**Timed Writing** (page 127)

Students' paragraphs will vary. Use a rubric like the Writing Assignment Scoring Rubric for Chapter 6 (page 51 of this manual) to provide feedback.

**CHAPTER 7** (pages 129–151)

**Looking at the Models** (page 130)

**Writing Model 1, Questions about the Model**

1. The day of my high school graduation was a good day for me.
2. Answers will vary. Possible answers include:  
He won a prize. His family was proud of him. He had a new suit and tie.  
He went to graduation with his friends.
3. All should be checked except "the weather."
4. in the morning, Then, Later, At 2:00 P.M.
5. a. was  
b. were
6. a. entered  
b. called
7. a. got  
b. had  
c. went

### Writing Model 2, Questions about the Model

1. the writer's wedding (day)
2. she has many wonderful memories; she wants to tell about three wonderful memories
3.  the weather  
 the music  
 the people at her wedding  
 the place she got married  
 how she looked  
 how she felt
4. unforgettable
5. a. but  
b. so  
c. and

### PRACTICE 1: Adjectives + Prepositions (page 132)

A

From model 1: I was very happy about that, and my family was proud of me that day.

From model 2: They liked my future husband, so they were happy for me.

B Answers may vary. Possible answers:

1. I was afraid of / excited about / interested in / nervous about getting married.
2. I was always afraid of / good at / interested in sports.
3. My parents were interested in / proud of me.
4. I was afraid of / nervous about getting lost.
5. I was excited about / nervous about / proud of the changes in my life.
6. I was afraid of / good at / nervous about / proud of making decisions.

### PRACTICE 2: Choosing Ideas from Prewriting (page 133)

got up

had breakfast

made phone calls

got dressed—new clothes

T's house—6 friends

driving around town, then to school

walking into the gym with my class

parents, grandparents, pictures

honor students first, my prize

dinner at restaurant

parties

### PRACTICE 3: Choosing Ideas from Prewriting (page 135)

my wedding day, one of most important days of my life, I have many things to say. exciting, wonderful day. the day beautiful, warm sun, a surprise, not like before. it was october, a saturday. in the early morning, I woke up before the ring of my alarm clock. I was excited. I start to get ready, doing my hair, my dress, what will I say about my dress? my sisters and my friends in my room helping me. at the church, I remember flowers and music, singing, piano. feeling love around me. many friends, relatives, almost 100, I see their faces, everybody smiling and smiling, so happy for me. my mother and father's faces, tears, smiling. I see my future husband, our eyes meeting. about the wedding, what can I say, the (name?) talking, he gave much good advice to us. I walked (how to say?) with my husband, I remember walking slowly, holding his arm, so happy. beginning of our new life together.

### PRACTICE 4: Listing Order and Supporting Sentences (page 135)

A and B

I have many wonderful memories of my wedding day. I would like to tell you about three of them.  
✓ First of all, I remember the beautiful weather. The week before was cold and cloudy, but my wedding day was sunny and warm. I felt lucky. ✓ I also remember seeing smiles all around me that day. Almost 100 of my relatives and friends were there. They liked my future husband, so they were happy for me. ✓ Most of all, I remember walking down the aisle with him after the ceremony. I carried a bouquet of yellow flowers, and I held his arm tightly. My heart was very full. This unforgettable day began a new life for me.

### PRACTICE 5: Simple Sentence Patterns (page 136)

1. d
2. c
3. a
4. b

## PRACTICE 6: Recognizing Compound Sentences (page 136)

Once in my life, I spent a whole day shopping. It was in Bangkok at the Chatuchak Weekend Market, the best market in Thailand. It is a huge place, and I was a little worried about getting lost. That day, my friends and I shopped for things for ourselves and our families. I bought some jeans and sandals for myself, and I got silk ties, scarves, and bags as gifts. The prices were good, but I still spent a lot of money. The market also has many places to eat, so we took a lot of breaks for delicious Thai food and cold drinks. We also spent time looking at the exotic birds and fish. It was tiring to spend a whole day shopping, but the time went by fast.

## PRACTICE 7: Creating Compound Sentences (page 137)

- One day, my children were at home, and my friend's little boy was there, too.
- The children were in the kitchen, but I was not with them.
- My friend's son picked up the phone, and he called 911.
- He did not talk to the operator, but she saw our address on her computer screen.
- She believed that we had an emergency, so she sent the police to our house.
- There was no emergency, so the police officers were angry about the call.
- I was upset with the children, so I had a serious talk with them.
- It was just a child's mistake, but I had to pay a \$50 fine.
- I learned a lesson, and the children did, too.

## PRACTICE 8: Coordinating Conjunctions (page 138)

- |        |        |
|--------|--------|
| 1. and | 5. so  |
| 2. but | 6. and |
| 3. but | 7. but |
| 4. and | 8. so  |

## PRACTICE 9: Correcting Comma Errors (page 139)

- In August of 2012, we celebrated my parents' 25th wedding anniversary.
- They were married on August 7, 1987.
- My parents invited all our relatives, and everyone came to our house for the day.
- My grandparents, aunts, uncles, and cousins brought many kinds of food.
- We ate together at a table in our backyard. (No comma needed)
- There were many delicious main dishes, salads, and desserts.
- After that, the children played games, and the adults sat and talked.
- In the evening, we said our goodbyes, and everyone went home.

## TRY IT OUT! (page 140)

Answers will vary.

## PRACTICE 10: Was/Were in Statements (page 141)

- A
- Yesterday, the train was on time, too.
  - You were my partner three days ago, too.
  - There were six people in the car last night, too.
  - Last August, my family was on vacation, too.
- B
- You were not late for class yesterday.
  - Last semester, you and I were not partners.
  - There was not much rain here last year.
  - In 1998, my family was not here.

## TRY IT OUT! (page 142)

Answers will vary.

## PRACTICE 11: Spelling Practice (page 143)

- |           |            |             |
|-----------|------------|-------------|
| 2. fixed  | 5. cried   | 8. decided  |
| 3. needed | 6. planned | 9. worried  |
| 4. stayed | 7. carried | 10. stopped |

## PRACTICE 12: Regular Verbs in Negative Statements (page 143)

- They often visit us, but they did not visit us last year.
- She often calls me, but she did not call me yesterday.
- It often rains, but it did not rain last night.
- We often travel, but we did not travel last month.
- He often washes his car on weekends, but he did not wash his car last weekend.

**TRY IT OUT!** (page 144)

Answers will vary.

**PRACTICE 13: Irregular Verbs in Statements** (page 145)

- A
2. Last summer, he went to his grandparents' house.
  3. My cousins came to visit me last year.
  4. Two years ago, she made an important decision.
  5. They left early yesterday morning.
  6. The children had fun last weekend.
  7. I got home at 8:00 P.M. yesterday evening.
  8. Last year, I bought a new phone.
- B
2. I did not hurt myself.
  3. I did not forget my passport.
  4. I did not know his name.
  5. I did not say goodbye.
  6. I did not do the right thing.

**PRACTICE 14: Editing for Verb Errors** (page 146)

Last Monday, Harry ~~was have~~<sup>had</sup> a terrible day. The day ~~began~~<sup>began</sup> badly. He did ~~no~~<sup>not</sup> remember to set his alarm, so he got up late. He did not ~~has~~<sup>have</sup> time for breakfast. He ~~bought~~<sup>bought</sup> coffee on the way to work and spilled it on his clothes. At work, he wrote reports all morning.

At noon, his boss came in, and she was angry. "You did not <sup>do</sup> a good job on this report," she ~~saw~~<sup>said</sup> to Harry. Harry felt bad about his boss's feedback. He ~~no went~~<sup>did not go</sup> out to lunch with his friends. Instead, he ~~was stayed~~<sup>worked</sup> in his office and ~~work~~. Finally, he finished. On the way home, he ~~has~~<sup>had</sup> a car accident. Poor Harry! At home, he ~~goed~~<sup>went</sup> back to bed. He wanted to forget the whole day.

**PRACTICE 15: Statements with the Simple Past** (page 146)

Answers will vary. Possible answers include:

1. Amanda was born in Brasilia, Brazil, in 1994.
2. She moved to Rio de Janeiro with her family in 2001.
3. She started studying English in 2002.
4. She went to Seattle on a high school exchange program in 2010.
5. She graduated from high school in Rio de Janeiro in 2012.
6. She began college in Boston in 2013.

**TRY IT OUT!** (page 147)

Answers will vary.

**PRACTICE 16: Adjectives + Prepositions** (page 147)

- |          |          |
|----------|----------|
| 1. about | 5. about |
| 2. for   | 6. at    |
| 3. of    | 7. in    |
| 4. of    | 8. about |

**PRACTICE 17: Adjectives and Prepositions + Gerunds** (page 148)

Answers will vary.

**EXPANSION**  
**Timed Writing** (page 150)

Students' paragraphs will vary. Use a rubric like the Writing Assignment Scoring Rubric for Chapter 7 (page 52 of this manual) to provide feedback.

**CHAPTER 8** (pages 152–171)**Looking at the Models** (page 153)**Writing Model 1, Questions about the Model**

1. a. a trip to a lake  
b. the writer has a happy memory of it
2. a. when the writer was small, in the summer  
b. *Answers will vary. Possible answers include:*  
The writer played games on the grass with his/her brothers and sisters.  
He/She helped make shish kebabs and ate them.  
He/She climbed trees.  
He/She lay on a blanket and listened to stories.
3. Yes
4. a. was, took  
b. built, made  
c. did not want, was

### Writing Model 2, Questions about the Model

- a. the writer's trip to the United States  
b. it was a big shock
- His mother's plans surprised him.  
 Big changes happened in his life very fast.
- Yes
- a. said  
b. went, sat  
c. got

### PRACTICE 1: Word Families (page 155)

- a. forget  
b. forgettable  
c. unforgettable
- a. memorable  
b. remember  
c. memory

### PRACTICE 2: Meanings of the Word Memory (page 156)

- b
- a
- c

### PRACTICE 3: Making Connections

(page 157)

Last spring, I had fun on a camping trip. I went with friends from my high school in Puerto Rico. First, we took a bus from our hometown, San Juan, to the town of Fajardo. Then we took a boat from Fajardo to the island of Culebra. There is a beautiful beach there called Playa Flamenco. We camped near the beach for five days. I got a sunburn and many insect bites, but I did not care. I had a great time camping with my friends.

### PRACTICE 4: Choosing a Concluding Sentence (page 157)

- c
- b
- b
- a

### PRACTICE 5: Using Ago or Last

(page 160)

- last
- ago
- last
- ago
- last
- ago

### PRACTICE 6: In, On, and For in Past Time Expressions (page 161)

- in
- on
- for
- on
- in
- for
- on
- for
- in
- in

### TRY IT OUT! (page 161)

Answers will vary.

### PRACTICE 7: Combining Sentences with After and Before (page 162)

- I studied before the test.
- After an interview, he got the job.
- After a day at the beach, I had a sunburn.
- I sent out invitations before my birthday party.
- After our vacation, we told our friends about it.
- He read the newspaper before work.

### TRY IT OUT! (page 163)

Answers will vary.

### PRACTICE 8: Identifying Clauses

(page 164)

- Independent clause
- Independent clause
- Past time clause
- Independent clause
- Independent clause
- Past time clause
- Past time clause
- Independent clause

### PRACTICE 9: Complex Sentences with Before and After (page 165)

- Mariela knew Ricardo's friends <sup>1</sup> before she met <sup>2</sup> him.
- <sup>1</sup> After Ricardo heard about Mariela, he wanted to meet her. <sup>2</sup>
- He fell in love soon <sup>1</sup> after he met her. <sup>2</sup>
- <sup>2</sup> Before Mariela agreed to marry Ricardo, he had to meet her family in Venezuela. <sup>1</sup>
- Ricardo and Mariela graduated from the <sup>1</sup> university <sup>2</sup> before they got married.
- They went on a honeymoon <sup>2</sup> after they got <sup>1</sup> married.
- <sup>1</sup> After they returned from their trip, they found <sup>2</sup> jobs in Caracas.

### TRY IT OUT! (page 165)

Answers will vary.

## PRACTICE 10: Editing for Sentence Fragments (page 166)

Yesterday, Vincent went ~~shopping~~. <sup>shopping after</sup> After he finished his classes. He needed new running shoes because his old shoes were worn out. After he arrived at the ~~store~~. <sup>store, he</sup> He started trying on shoes. Some shoes did not feel right, and some were too expensive. He tried on several pairs of ~~shoes~~. <sup>shoes before</sup> Before he found the right ones. When he went to pay for ~~them~~. <sup>them, he</sup> He realized that he did not have his wallet. It was not in his pocket. He asked the salesperson to hold the shoes for him. He needed to come back later. After he found his wallet in his ~~room~~. <sup>room, he</sup> He went back and got his new shoes.

## PRACTICE 11: Words after Remember/Forget (page 167)

1. I remember (playing) games on the grass with my brothers and sisters.
2. After that, I remember (lying) on a blanket while my older sister told stories.
3. I had a lot of fun that day, so I will always remember (that trip) to the lake.
4. I remember (sitting) next to the window and looking down on my city.
5. I remember (feeling) scared about my future.
6. I will never forget (that trip).

## PRACTICE 12: Using Forms of Remember, Forget, and Memory (page 167)

Answers will vary.

### EXPANSION

#### Timed Writing (page 170)

Students' paragraphs will vary. Use a rubric like the Writing Assignment Scoring Rubric for Chapter 8 (page 53 of this manual) to provide feedback.

## CHAPTER 9 (pages 172–192)

### Looking at the Models (page 173)

#### Writing Model 1, Questions about the Model

1. the writer's plans for a vacation
2. b
3. b
4. Listing order
5. a. am going to go  
b. will be

#### Writing Model 2, Questions about the Model

1. I have big plans for (my future).
2. 6 have children  
1 learn more English  
3 study nursing  
5 get a job in a hospital  
4 get a bachelor's degree  
2 apply to a university
3. someday
4. career
5. a. After I learn more English  
b. when I finish the English program here
6. simple present

### PRACTICE 1: Adverbs of Probability (page 175)

A

**Model 1:** . . . (Maybe) there will be some parties to go to. We will (definitely) return to our favorite cafés to eat and listen to music. . . .

**Model 2:** . . . I am going to apply to a university, (perhaps) in Texas or California, when I finish the English program here. . . . Then I am (probably) going to work in a hospital. . . . I am looking forward to my career, but my family will (definitely) be the most important part of my future.

- B
1. Definitely
  2. Probably
  3. Maybe, perhaps

### PRACTICE 2: Topic Sentences for Listing-Order Paragraphs (page 177)

2. There are different kinds of engineers.
4. A good nurse needs to have four important qualities.
6. I have two main reasons for wanting to be a teacher.
8. The Career Development Office can help students in many ways.

### PRACTICE 3: Listing-Order Words

(page 177)

1. First/First of all
2. Second/In addition
3. Also
4. Finally/Most of all

### PRACTICE 4: Statements with *Be Going To* (page 179)

2. am not going
3. are not going to work
4. is going to be
5. are going to go
6. are going to be
7. are going to take
8. is not going to cost
9. is going to be
10. are going to come

### TRY IT OUT! (page 179)

Answers will vary.

### PRACTICE 5: Predictions with *Will*

(page 181)

2. The weather will be great.
3. You will not need any warm clothes.
4. The surfing will be excellent.
5. The beaches will not be crowded.
6. We will miss you.

### PRACTICE 6: Correcting Verb Errors

(page 181)

- it will be or it is going to be
2. I think it's ~~will be~~ sunny tomorrow.  
*are going to or will*
3. I think both of my brothers ~~going to~~ study chemistry.  
*will help or is going to help*
4. Your adviser ~~will go to help~~ you.  
*will win or is going to win*
5. I think Brazil ~~will winning~~ the next World Cup.  
*is going to have or will have*
6. Hiral ~~is going have~~ her baby in May.  
*is going to or will*
7. The party ~~going to~~ start at 9:00 P.M.  
*will go or is going to go*
8. Juan Carlos ~~will goes~~ to work at 3:00 P.M.  
*will come or is going to come*
9. I think the next bus ~~will coming~~ soon. (or *will be coming*, future progressive)
10. Thanks, but I don't think I ~~will~~ need a ride tomorrow.  
*I will or I am going to*

### PRACTICE 7: Using *This, Next, or In*

(page 182)

- |         |         |
|---------|---------|
| 1. in   | 4. this |
| 2. next | 5. Next |
| 3. this | 6. in   |

### TRY IT OUT! (page 183)

Answers will vary.

### PRACTICE 8: Identifying Future Time Clauses (page 184)

- ✓ 5. After I am president, there will be more money for our children's schools.
- ✓ 7. I will stop polluters before they destroy our environment.
- ✓ 8. I am going to do great things after I win this election!

### PRACTICE 9: Verbs in Sentences with Future Time Clauses (page 185)

1. Sonia and Tony are going to get married after they (finish) school.
2. I (will be) there when they have their wedding in June.
3. After they (are) married, they are going to take a trip.
4. When they (come) back, they are going to find work.
5. They (will look) for a place to live after they have jobs.
6. They are probably going to wait before they (have) children.
7. Before they start a family, they (are going to buy) a house.
8. I hope they will be very happy when they (are) married.

### PRACTICE 10: Using *After* (page 185)

Answers will vary. Possible answers include:

After Omar returns the library book, he's going to his English class.  
He's going to eat lunch after English class.  
After lunch, he's going to see his advisor.  
After he sees his advisor, he's going to the library to meet his biology study group.

### TRY IT OUT! (page 186)

Answers will vary.

### PRACTICE 11: Identifying Run-On Sentences (page 187)

3. RO
4. RO
5. OK
6. RO
7. OK
8. OK

## PRACTICE 12: Correcting Run-On Sentences (page 187)

Answers will vary. Possible answers include:

- When we
2. ~~We~~ began our trip, it was very cold.
3. We arrived at the airport, then we went to the ticket counter and checked our bags.
4. This was my first time on a plane, it felt like a bus at first.
- When the
5. ~~The~~ plane left the ground, it made my stomach feel strange.
- After we
6. ~~We~~ flew for a few hours, then we landed in Canada.
- When we
7. ~~We~~ walked off the plane, my relatives were there.
8. I missed my friends, I was excited about starting a new life.

## PRACTICE 13: Editing for Run-On Sentences (page 188)

Numbers refer to numbered sentences in paragraph.

Possible corrections include:

3. My first stop will be in Hawaii **because** I want to try surfing and visit a volcano.
4. From Hawaii, I am going to fly to Japan, and I also want to visit Korea, China, Thailand, and Indonesia.
5. In each country, I am going to spend some time in the countryside and some in the city. **I** especially want to see Kyoto and Beijing.
7. I want to go on a photo safari to see wild animals, **so** of course, I will have my camera.
8. My next flight will take me north to Egypt, so I can see the pyramids. **After** that, I am going to travel to Istanbul.
10. I am going to need a lot of money for this trip, **and** I think I am going to need more than six months, too.

## PRACTICE 14: Using *Maybe*, *Perhaps*, *Probably*, and *Definitely* (page 189)

- A
1. I am **probably** going to major in computer science.
  2. He says they are in love, so **maybe** they will get married.
  3. There will be elections in the fall, so **perhaps** changes will come.
  4. I will **definitely** feel better when exams are over.

B Answers will vary.

## EXPANSION Timed Writing (page 191)

Students' paragraphs will vary. Use a rubric like the Writing Assignment Scoring Rubric for Chapter 9 (page 54 of this manual) to provide feedback.