

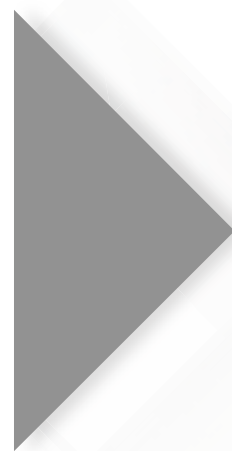
Writing

TEACHER'S GUIDE

Series



Robyn Brinks Lockwood ♦ Dorothy Zemach



Writing

FUNDAMENTALS

TEACHER'S GUIDE

Robyn Brinks Lockwood
Dorothy Zemach

1 I go to an unusual school

Unit Focus

This unit focuses on learning the basic parts of speech. Students learn what each part of speech does. They practice identifying and using nouns, pronouns, and verbs. Students then learn the parts of a sentence and practice identifying subjects and verbs. They learn words that are used to mark nouns. Students review spelling nouns and verbs. Finally, they create sentence chains.

Read the unit title to the class. Ask students what other places they go to every day (e.g., home, work, etc.).

Nouns

Read the information about nouns and examples aloud to the class.

- 1 Have students work with a partner. Look at the word web as a group and tell students they need to add more nouns in the correct circles. Encourage them to add more circles and more nouns, if possible. When they are done, draw a four-column chart on the board with these headings: *people, places, things, and ideas*. Have each pair read aloud one of the words they wrote in their word web. Ask the rest of the class which column you should write the word in.

ANSWERS

Answers will vary.

Pronouns

Read the information about pronouns aloud to the class. Tell students that using pronouns makes their writing easier to understand. Have students read the two paragraphs, then ask them which paragraph is easier to read and understand (the second one).

- 2 Have students work individually to write the group of words that each pronoun replaces. Go over the answers with the whole class.

ANSWERS

- The school
- We = The other students and I
- They = Our ski coaches; us = the other students and I
- we = the other students and I; it = studying and training at the same time

- 3 Have students work individually to write the sentences again, replacing the underlined nouns with pronouns. Go over the answers with the whole class.

ANSWERS

- It is a special school.
- They take classes in music, art, dance, or theater.
- All LaGuardia students must take them.
- Now she is a famous actress, and many people know her.
- Have you seen one of his movies?

Verbs

Read the information about verbs aloud to the class and read the examples. Tell students that verbs describe what the noun (or pronoun) in the sentence is doing. Explain that the verb changes to match who is performing the action and when the action is happening. Go over the examples in the box.

- 4 Have students work alone to read the paragraph and underline the verbs. Go over the answers with the whole class.

ANSWERS

It was a beautiful spring day. Two university students skipped class and went to the park instead. They missed a test in class. The next day, they spoke to their teacher. “We wanted to come to class. Unfortunately, when we were driving to class, we got a flat tire. So we couldn't come to class. We are very sorry.”

“That’s OK,” their teacher said. “You can take the test now.” The boys sat down, and the teacher gave them a piece of paper. “Here is the first question,” she said.

“Which tire was flat?”

Sentences

Tell students that a sentence has two parts: a subject and a verb. The subject is a noun or pronoun. Read the information and examples aloud. Point out that it is important to use correct punctuation in a sentence, and to make sure the subject and verb agree.

- 5 Have students work individually to read the groups of words and decide if they are a sentence. Remind them to look for a subject and a verb. Give students time to write the sentences again with the right punctuation, and cross out the words that are not sentences. Go over the answers with the whole class.

EXTENSION ACTIVITY

Have students work in pairs or groups to fix the incomplete sentences. Then call on volunteers to write their complete sentences on the board. More than one answer may be correct; point out and discuss differences.

ANSWERS

- You learn how to make people laugh.
- ~~for both children and adults~~
- Clowns take classes in acting.

- ~~makeup, juggling, and making costumes~~
- ~~they also business classes~~
- It isn’t easy to be a clown.
- Many clowns work in circuses.

- 6 Have students work alone to read the paragraph and underline the verbs twice and subjects once. Go over the answers with the whole class.

ANSWERS

Hometown, USA is a summer camp. This camp is in Minnesota. Children from many countries come there. They study English during the summer. The campers sing songs in English. They speak English to their friends. They play popular American sports. The food is American food. The campers learn a lot of English. They also learn a lot of American culture.

- 7 Have students read the sentences and follow the same directions. Tell them that the verbs that they underlined twice do not agree. Have them write the sentences again and change the verbs to agree with the subjects. When they have finished, have volunteers write the correct sentences on the board.

ANSWERS

(verbs underlined twice are the correct verbs)

- One language camp teaches Japanese.
- Its name is *Mori no Ike*.
- That means “lake of the woods.”
- American high school students learn Japanese language and culture.
- I want to go to *Mori no Ike* next summer.
- Students from all over the U.S. come to study there.

Note: Hometown, USA and Mori no Ike are two of the 15 language immersion summer camps run by Concordia Language Villages in Minnesota, USA. For more information, go to <http://clvweb.cord.edu/prweb>.

Marking nouns

Read aloud the list of words that can come before a noun. Read the information below. Point out that *an* is used before words that start with a vowel sound, which can include words that start with a silent *h*, such as *hour*. Remind students that *this/these* is used to refer to things that are near the speaker, while *that/those* is used to refer to things that are farther away from the speaker.

- 8** Have students circle the correct word and underline the noun that comes after it. Go over the answers with the whole class.

ANSWERS

- b. It's (a) an) hotel school.
- c. (This) / (These) school teaches students about (the) / (those) hotel business.
- d. It's (a / (an) expensive school, but he likes it.
- e. Two years ago, he went to (a / (an) art school.
- f. He didn't like (that / (those) classes.
- g. (This / (These) days, he enjoys (a / (the) classes at his school.

Spelling review

- 9** Have students work alone to correct the words. Go over the answers with the whole class.

ANSWERS

nouns	verbs
classroom	learn
student	teach
teacher	is studying
English	skipped
coach	said
	train

Put it together: Sentence chains

- A** Explain that each column in the chart contains a different part of speech. Have students work in pairs or small groups to add more words to each column.
- B** Have one student in each group or pair write a sentence with a group of words from each column that has a circle at the top.
- C** Have students pass the paper to another student in their group or pair. The second student should read the sentence, then rewrite the sentence and add one group of words from a column with a star at the top.
- D** Repeat the activity three more times. When students are finished, each pair or group should have a sentence that has a group of words from each column.
- E** Have each group or pair share their sentence with the class.

EXTENSION ACTIVITY

Bring in some pictures that show a variety of different scenes. You will need one picture for each group. One person in the group should write a short sentence about the picture. Have students pass the picture around their group so everyone has the chance to write at least one sentence. Encourage students to use nouns, pronouns, and verbs. Remind them to use capital letters and periods. Collect the pictures and post them on the wall. Ask each group to read their sentences aloud. The class guesses which picture the group wrote about.

Writing

PARAGRAPHS

TEACHER'S GUIDE

Dorothy Zemach

1 Beginning to Work

Unit Focus

This unit focuses on recognizing, writing, and punctuating complete sentences. Students then learn what an academic paragraph is, how to identify the topic of a paragraph, and how to distinguish between weak and strong paragraphs.

Read the title of the unit to the class, and explain that this unit is about people's first jobs. The first two exercises will help students remember and learn vocabulary for talking about jobs and personalize the topic.

- 1 Have students work in groups. If possible, mix nationalities, ages, and grades. Point out to students that they are giving their opinions, so there are no right or wrong answers. Encourage them to explain their answers by giving more information or examples.

ANSWERS

Answers will vary.

- 2 Students can work with the same group they did for Exercise 1, or choose a new group. Again, mix nationalities, ages, and grades if possible. Remind students that there are no "correct" answers for these discussion questions. Point out that the last "question" in the exercise is one they make up themselves. It can be about any topic related to jobs. Circulate while students are talking. Try to spend a few minutes listening to each group. Help out if necessary.
- 3 Ask the class, "What does the title of an assignment do?" Encourage students to make guesses. Look for answers like *introduce the topic, get the reader interested, show the writer's opinion*. Then ask students to look at the paragraph title and guess what the paragraph is about. Do not go over the answer until students have finished Exercise 4.

ANSWERS

- b. Working and studying at the same time

- 4 The example paragraphs in this book can be handled in several ways. Choose the one that works best for your situation, or try different methods on different days for variety. Here are some suggestions:

1. Choose one student to read the paragraph aloud while the rest of the class listens.
2. Read the paragraph aloud yourself while the class listens.
3. Have students read to themselves silently.
4. Have students work in pairs or small groups, and take turns reading sentences aloud.

Answer vocabulary questions or let your students look up unfamiliar words in their dictionaries. Have students look back at Exercise 3 and confirm or change their answer.

- 5 Ask students to find the sentence that sums up the main idea of the paragraph. It is the most general sentence in the paragraph, tells the topic, and gives the writer's opinion about the topic.

ANSWERS

Sentence 1

6 Have students work alone or in pairs to read the sentences and figure out what they do. Point out that every sentence in an academic paragraph serves some kind of purpose.

ANSWERS

b. They give examples.

7 Have students discuss the question in small groups. To wrap up the discussion, take a quick poll of your class. Ask students how many agree with the writer and how many don't, and have students raise their hands. Let volunteers give some reasons to support their answer.

Writing focus: What is a sentence?

8 Have students work in pairs. Encourage them to explain out loud why each item could or could not be a complete sentence. If students are having trouble, ask them to underline the subject once and the verb twice; if they can't find either of these elements, then the item is not a complete sentence. If students can't comfortably identify nouns and verbs, go over the Grammar for Writers section at the back of the Student Book (pages 85–87).

ANSWERS

b. some retired people want to work
e. volunteer jobs don't pay a salary

Language focus: Capital letters and final punctuation

9 Have students work alone or in pairs; however, if working in pairs, both students should write the sentences in their books. Call on students to come to the board and write the complete sentences. Check word order, capital letters, and final punctuation. If you find a mistake, have the class correct it.

If students need more practice identifying subjects and verbs, have them underline the subjects once and the verbs twice.

ANSWERS

b. Computer science is a useful subject.
c. I don't like working with people.
d. Many students can't find a job easily.
e. Are more women working after university?
f. My first job was a wonderful experience.

10 For low-level classes, go over the items in Exercise 8 and ask volunteers to explain what the incomplete sentences are missing. Ask one or two students to complete item a. as an example. Have students work alone to complete the sentences. Remind them to begin with a capital letter and end with a period or question mark. Circulate to check their work and help out. Then have students compare their sentences with a partner. Call on some students to write their new sentences on the board.

ANSWERS

a. (needs a subject and a verb)
b. Some retired people want to work.
c. (needs a subject and a verb)
d. (needs a subject and a verb)
e. Volunteer jobs don't pay a salary.
f. (needs a subject and a verb)
g. (needs a subject and a verb)

Writing focus: What is a paragraph?

11 Have students work in pairs to evaluate the paragraphs. Remind them that they must explain why the bad examples are weak paragraphs. Encourage them also to explain why the good examples are strong paragraphs. They may give more than one reason. Go over answers and reasons with the whole class.

ANSWERS

a. strong: there is a clear topic sentence; the supporting sentences are all about the same topic
b. weak: some sentences say the same thing
c. weak: there is no topic sentence. To demonstrate this, ask the class what the paragraph is about (filling out a form and uploading your CV to a job search website). Then ask students which sentence states this directly—there isn't one.
d. strong: there is a clear topic sentence; the supporting sentences are all about the same topic
e. weak: there is no topic sentence; there are not enough sentences
f. weak: the sentences are not all about the same topic

12 Ask students to first read the title and guess what the topic is. Then have them read the paragraph to check their answer. Warn them that there are some sentences in the paragraph that are not about the main topic (they will identify these in Exercise 13).

ANSWERS

c. What my first job taught me

13 Remind students that the topic is *What my first job taught me*. Have students work alone to identify the unconnected sentences, and then compare answers with a partner. Go over answers with the whole class.

ANSWERS

(sentences that are not related to the topic)

3. My best friend had a more exciting job.
6. Now on weekends I like to sleep late.
8. My parents' house was very clean, too.

14 Point out that a connected sentence must relate to the topic, *What my first job taught me*. Have students work with a partner; or have them work alone and then compare answers with a partner. Ask them to discuss any different answers and try to agree on a correct answer before they ask for help. Then go over answers with the whole class.

ANSWERS

a. C b. U c. U d. C
e. C f. U g. U

EXTENSION ACTIVITY

Write these sentences on the board:

She reads books.

She meets many people each day.

She doesn't wear a uniform.

She gives assignments.

She grades papers.

Ask students to guess the woman's job (teacher). Then have students work in pairs to write sentences that describe a job. They should not write the name of the job. When they are done, they exchange papers with another pair and try to guess the job.

Put it together

A First have students (alone or in pairs) determine which sentences are not connected. Go over answers with the whole class. Have students write the connected sentences into a paragraph on a separate sheet of paper. If students worked in pairs, each member should write the paragraph by himself or herself. Remind students to use a heading, format their papers properly, and begin and end each sentence correctly. Exercises a and b can also be done as homework.

ANSWERS

(unconnected sentences)

I was the youngest person in my high school class. I took a business class in university that was very good. University tuition in the U.S. is more expensive than in many other countries.

Some universities help their graduates find jobs after graduation.

- B** Remind students that they should always check their work before they hand it in. Have them make a check mark in each box if they think they have done each item to the best of their ability. If they feel they made any mistakes, ask them to write a second draft.

SUGGESTED ANSWER

(for the completed paragraph)

Part-time Jobs are Good for Students

Having a part-time job is a valuable experience for American high school students. They can learn many things that are not usually taught in a classroom. For example, they can learn how to work with older people. They also get experience with the business world. Having a part-time job gives students a sense of independence. They can also earn money to use for university. Education is more than just school subjects. Learning about the real world is also important.

- C** After students have checked their work, have them hand in their papers to you to grade.

Writing

ESSAYS

TEACHER'S GUIDE

Dorothy Zemach
Lisa Ghuldu

1 Pre-Writing: Getting Ready to Write

Unit Focus

This unit guides students through steps to choose an appropriate topic for a paragraph. Then, it acquaints students with different types of brainstorming to generate ideas. Finally, students learn how to edit their brainstorming in preparation for writing a paragraph.

This unit guides students through steps to choose an appropriate topic for a paragraph. Then, it acquaints students with different types of brainstorming to generate ideas. Finally, students learn how to edit their brainstorming in preparation for writing a paragraph.

Choosing and narrowing a topic

- 1 Have students work alone to narrow their topics. Circulate around the class as they are working to help out as necessary. Then have students share topics with a partner. Call on volunteers to share topics with the class, and write them on the board.

ANSWERS

Answers will vary. Possible answers:

- a. holidays: The New Year's celebration in my country
The origin of Halloween
- b. friends: My best friend in high school
How to be a good friend
- c. my country: A typical dish from my country
The seasons in my country
- d. exercise: Why I love to salsa dance
Studying ballet taught me discipline
- e. cars: How I learned to drive
My favorite kind of car

Brainstorming

Go over each brainstorming model with students, pointing out key features. Point out to students that these are not the only methods of brainstorming, but are three common ones that work well for many writers. After presenting all three methods, you may want to ask your students if they know any other methods. Stress that no one method is better than any other, and that students should practice a few times with each method to see which works best for them.

Make sure that students keep all of their brainstorming exercises, as they will need them for the editing exercises.

- 2 Have students work with a partner or small group. Ask each group to choose one member to record the group's ideas. Remind them that they are trying to generate as many ideas as possible. Keep time for the class, and tell them when five minutes have passed. Call on groups to read their ideas aloud to the class or write them on the board. Praise students for thinking of many ideas, and don't criticize the quality of their lists.

- 3 Have students work alone to make their lists, again keeping time for the class. When the time is up, ask *Who has more than five ideas? More than ten ideas? Fifteen? etc.*
- 4 Have students work alone to freewrite, while you keep time for the class. Ask students not to use dictionaries or erasers as they freewrite; these tools will slow their writing down.
- 5 Have students work alone to map their topics, while you keep time for the class. After five minutes, put students in pairs to compare maps. Have each student explain his or her map, telling why he or she made the connections.

- B Have students work alone. When they have finished, have them share their ideas in small groups or with the whole class. Point out that students do not need to have the same answers or to agree with each other, since it is a matter of personal preference. Answers will vary.

Editing

- 6 Have students work alone to edit one (or more) of their brainstorming exercises. Then have students explain their editing choices to a partner.

Put it together

- A Have students work alone or with a partner to complete the crossword puzzle. Students who are having trouble should reread the unit. Circulate to help out and check answers.

ANSWERS

1. narrow
2. broad
3. brainstorm
4. list
5. mapping
6. relevant
7. freewriting
8. fluency
9. accuracy

Writing

RESEARCH PAPERS

TEACHER'S GUIDE

Robyn Brinks Lockwood

1 Review of the Essay

Unit Focus

This unit focuses on reviewing essay writing. Students think about reasons for writing essays and read a sample essay. They study and review the key parts and general format of essays. Then they review methods of support used in essays. Finally, they review the writing process and practice by describing the steps using a creative process as an example.

Draw students' attention to the title of the unit. Explain that this unit is an overview of essay writing, including reasons for writing, typical structure and format, methods of support, and the writing process. The first exercise will help students recall prior knowledge and personalize the topic.

- 1 **Have students work in small groups. If possible, mix students of different nationalities and fields of study. Encourage students to draw on things they've already learned to answer the first two questions. Remind them that the third question asks for their opinion and everyone may have different answers. Encourage them to explain their answers by giving reasons and examples.**

POSSIBLE ANSWERS

- to demonstrate they have thought about or learned something, to take an examination, to explain a topic
- comparison/contrast, cause and effect, persuasive or argumentative, process or chronological
- Answers will vary.

- 2 **Have students work alone. Allow ample time for students to read the example student essay silently. Draw attention to the note box on page 2 and remind students that rough drafts are not perfect. They will see this essay again later in the book.**

Depending on your population, location, situation, or time constraints, different methods could be used. Here are some

suggestions: 1. Choose one student to read the essay aloud while the rest of the class listens. 2. Read the paragraph aloud yourself while the class listens. 3. Have students work in pairs or small groups and take turns reading paragraphs aloud.

Regardless of method, have students underline new vocabulary words as the essay is read. Answer vocabulary questions or let your students help each other or look words up in their dictionaries.

- 3 **Have students work in pairs to review the sample essay on pages 3 and 4 and answer the questions. Remind them that the thesis presents the main idea of the essay. Review the fact that most essays have an introductory paragraph, body paragraphs, and a concluding paragraph. Go over the answers with the whole class.**

ANSWERS

- a. *People should be aware of the amount of sugar in their diets and take steps to reduce it.* (the last sentence in Paragraph 1)
- b. The other sentences introduce the general topic and become more specific as they lead to the thesis.

- c. There are two main points: refined sugar and the dangers of consuming too much of it.
- d. An example from someone else's life; A comparison to a similar situation; Logical reasoning
- e. Summarizes the main idea; Makes a recommendation
- f. Answers will vary.
- g. Answers will vary.

Draw attention to The Writing Process box. Provide an overview of process writing and explain that the six steps result in a better essay.

4 Point out the answer choices in the box, but explain they are not in the correct order. Have students work alone to read the description of the writing process and complete each blank with a label from the box. Go over the answers with the whole class.

ANSWERS

1. brainstorming; 2. organizing; 3. drafting; 4. reviewing; 5. revising; 6. publishing

Answer any questions students have about the writing process. Draw attention to the note box on page 6. Discuss why it may take longer to write if each step is not completed. Extend the discussion by asking students which steps take them the most time, which they like best, and which they find the most useful.

EXTENSION ACTIVITY

Point out the word map used in the description of the writing process. Have students work in pairs. Challenge them to think of another ingredient or food item and have them make a word map. Allow time for pairs to present their word maps to the whole class.

EXTENSION ACTIVITY

Divide students into two large teams and have each team arrange themselves into a circle. You can also use smaller groups if you prefer. Read a topic from the list and

ask one student to list an item that could be in an essay on that topic. Then the next student in the circle adds to the list. They continue until they can't brainstorm any other ideas. Have one student serve as the record keeper. When both groups have completed brainstorming, have the record keeper read the list. The other team can challenge anything they don't feel belongs in the essay. In the end, the record keepers announce the grand total. See which team "wins" each round.

Possible topics: Types of fruit; Pizza toppings; University classes; Authors; Countries; Animals; Famous actors or actresses; Healthy foods (or unhealthy foods)

Put it together

A Have students work in small groups to brainstorm a list of creative processes to add to the list in the book. Create a master list of ideas by asking a volunteer from each pair or group to write their list on the board.

B Make sure students understand that creative processes can follow the steps in the writing process. Give them time to read the sample in the book. Then ask them to choose a creative process. Students can choose one from the book, one from their group brainstorming session, or one from the master list on the board. Have them write a description of what a person would do for each step in the process.

C Allow class time for students to present their process to a small group or to the whole class.

EXTENSION ACTIVITY

Challenge students to think of a process in their own field of study. Have them write a description as they did for the creative process. Consider having students turn in the written descriptions for a participation grade.