

Teacher's Notes
for
Great Writing 5: From Great Essays to Research, 3rd Edition

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UNIT 1 What Is an Essay?

OVERVIEW

Unit 1 introduces students to writing and editing academic essays. By first reading, analyzing, and then discussing the expectations for academic essays, teachers can help prepare students for writing assignments. A variety of pre-writing and grammar exercises will help students to understand how to improve their writing and how to structure their essays.

Unit 1 introduces students to the Building Better Vocabulary, which is found throughout the text (Units 1, 2, 4, 5, 6, and 7). For further support, you may use the *Great Writing 5* Assessment CD-ROM with ExamView® to produce quizzes on the grammar, vocabulary, editing, or writing that is covered in this unit.

OBJECTIVES

1. Understand the definition of an essay and how it is organized. (p. 4)
2. Learn about the structure of a five-paragraph essay. (pp. 4–5)
3. Practice determining meaning from context. (pp. 8, 14, 20, 23)
4. Learn how to write an introduction. (pp. 9–17)
5. Learn ways to write an effective hook. (pp. 10–14)
6. Understand the difference between the topic and the thesis statement. (pp. 15–17)
7. Learn how to write the body of an essay. (pp. 17–22)
8. Understand how to use connectors and transitions (pp. 20–22)
9. Learn how to write a conclusion of an essay. (pp. 23–26)
10. Follow the seven steps in the writing process. (pp. 27–31)

TEACHING NOTES

It is important to understand that the purpose of the short written composition is to express the writer's views about a topic. Students learn that an essay must have a beginning, a middle, and an end.

This unit in particular presents students with chunks of foundational information on essay-writing as well as follow-up activities to help solidify those concepts.

Unit Opener

Each unit begins with a two-page opening spread featuring a photo, a set of objectives, and a culminating writing task.

Direct students' attention to the photo and ask them to tell you what they see. This photo shows an artist completing a mural of Nelson Mandela in Cape Town, South Africa.

Go over the objectives on the top of page 3. Explain that students should accomplish the objectives in the unit. Have students look at the question at the bottom of page 3. Tell them you will come back to this question at the end of the unit.

How Is an Essay Organized? p. 4

This introduction to the essay gives a brief definition of the term *essay*. Once you present this information to students, continue with a discussion about essays and writings that the students have read prior to taking this course. Discuss the ways in which these writings match the description of essays as outlined here. Ask them to share any prior experience they may have had with writing essays.

Display *introduction*, *body*, and *conclusion* on the board or screen and emphasize that essays are typically organized with an introduction (Paragraph 1), body paragraphs (Paragraphs 2, 3, 4, and more, if needed), and a conclusion (Paragraph 5). Point out that the most common form of essay is the five-paragraph essay.

Common Essay Forms, p. 5

Emphasize the benefits of the five-paragraph essay, including that it provides a strong structure of introductory, body, and concluding paragraphs. Depending on the overall level of your class, consider addressing the limitations of the five-paragraph essay as well, particularly when students have too much information to address comprehensively within the five-paragraph structure. Students will also learn to write research papers later in the book.

Activity 1: Studying an Example Essay, pp. 5–8

This example essay gives students an overview of the essay form and a model for them to emulate in their writing. The essay in this activity focuses on a timely topic for student discussion and debate: the effects of computer technologies on voting and democracy. Work together as a class and have students identify the introduction, body, and conclusion. Tell them that identifying the specific parts in this way will help them learn the essential structure of essay writing.

Building Better Vocabulary - Activity 2: Practicing Three Kinds of Vocabulary from Context, p. 8

Review the meanings of *synonym*, *antonym*, and *collocation*. Have students find the first word in each category (e.g., *accomplish*, *crucial*, ___ *people's lives easier*) and circle the answer. Then, have students complete the activity individually. Tell students that they can find the word in the text to help them understand its context. Suggest that students check their answers against the text. For example, they might substitute a synonym, or *not* + an antonym, as they read the sentences.

How Do You Write an Introduction? p. 9

Create a chart (based on the box on page 9) that can be displayed in the classroom for future reference. Write *INTRODUCTION* in the left hand column, and the four objectives listed on page 9. Have students copy the chart onto an index card to use for reference when writing

their own introductions. Have students use these objectives as a checklist to double check that they have included all four points in the introductions that they write.

Activity 3: Comparing Introductions of Essays, p. 9

Direct students to pages 18 and 19. Read the introduction aloud. Ask questions to highlight similarities or differences between that introduction and the example they just read on pages 6 and 7: *Which introduction refers to a problem? Which gives background? Which essay will categorize? Which makes an argument?*

The Hook, p. 10

Clarify the purpose of a hook by explaining that writers should not assume that a reader will want to read the writer's essay. If the first part is boring, the reader may stop reading. Explain that a good hook whets the reader's appetite and cultivates an interest in reading further. Encourage students to ask themselves the question *Would I want to read the rest of the essay based on the hook?* when working on the hook for their writing.

Activity 4: Studying Hooks, p. 11

Have students work in pairs to compare their answers before they move on to Activity 5. This will help them clarify their ideas.

Activity 5: Comparing Hooks, p. 12

Lead a discussion with students to elicit their opinions of the hooks. Point out that it's important to try a variety of hooks, as some will work better than others with certain content.

Activity 6: Writing a Hook, pp. 12–14

Check comprehension after students have read the essay by asking questions: *What kind of essay is this? What is the topic? What is the thesis? What do you find interesting about this essay? What is the most memorable part of the essay?* After you've had the class discussion, ask students to write their own hook for the essay. Have a few students share their hook and identify what type of hook it is.

Building Better Vocabulary - Activity 7: Practicing Three Kinds of Vocabulary from Context, p. 14

Review the meanings of *synonym*, *antonym*, and *collocation*. Have students find the first word in each category (e.g., *tiny*, *rural*, *a ___ of*) and circle the answer. Then, have students complete the activity individually. Tell students that they can find the word in the text to help them understand its context. Suggest that students check their answers against the text. For example, they might substitute a *synonym*, or *not* + an antonym as they read the sentences.

What Is the Role of the Thesis Statement? p. 15

Display on the board or the screen, a chart (based on the chart on page 15). Write *TOPIC* and *THESIS STATEMENT* in the left-hand column. Ask students to dictate the definition of each, based on the definition in the book, and write their responses in the right-hand column. Then to the right of each definition, brainstorm and write examples of a topic and thesis statement. Emphasize that the most important sentence in an essay is the thesis statement.

Thesis Statements and Controlling Ideas, p. 15

Strong thesis statements present both the writer's position about a topic and information to support that position. These reasons, or supporting elements, are called *controlling ideas*.

Activity 8: Studying Examples of Thesis Statements, pp. 15–16

Suggest that students circle the topic and underline the controlling ideas in each thesis statement after they write them in the chart.

Activity 9: Comparing Thesis Statements, p. 16

Have students compare their answers in small groups. Call on students to share their ideas with the class, and ask them to defend their ideas by identifying the qualities that make a thesis statement strong (i.e., identifies topic, gives specific details, provides an outline or blueprint of organization).

Activity 10, Finding Thesis Statements and Other Information about Essays, p. 17

For homework, students should use different resources (the Internet, books, journals, etc.) to find three essays. They should read the essay in its entirety and write down the title, author, thesis statement, and source. Students should come prepared to class to discuss their investigations. This is a great opportunity for students to learn using real-world material.

What Is in the Body of an Essay? p. 17

Expand the chart you started in the *How Do You Write an Introduction?* section. Write *BODY* in the left-hand column and have students dictate items 1 and 2 from the right-hand column. Record their responses and discuss examples of how the body of an essay should explain and support the thesis statement.

Activity 11: Organizing the Body Paragraphs of an Essay, pp. 18–19

Explain that the paragraphs on page 19 are out of order. Have students identify the sentence that provides the organizational structure of the essay (*The four primary strategies...*).

Building Better Vocabulary - Activity 12: Practicing Three Kinds of Vocabulary from Context, p. 14

Review the meanings of *synonym*, *antonym*, and *collocation*. Have students find the first word in each category (e.g., *a factor*, *conceal*, *accomplish a ___*) and circle the answer. Then, have students complete the activity individually. Tell students that they can find the word in the text to help them understand its context. Suggest that students check their answers against the text. For example, they might substitute a synonym, or *not* + an antonym as they read the sentences.

Connectors and Transition Words, p. 20

Connectors and transitions allow readers to make connections between ideas. Elicit examples of words that bridge ideas such as causes or effects, examples, comparison, addition, and contrast.

Activity 13: Identifying Connectors and Transition Words, pp. 20–23

Suggest that students list the connecting words by function in their notebooks. Using connecting words and transitions effectively will make their writing sound more sophisticated. In addition to creating more advanced writing, using variety when bridging ideas will allow their writing to flow more smoothly.

Building Better Vocabulary - Activity 14: Practicing Three Kinds of Vocabulary from Context, p. 23

Review the meanings of *synonym*, *antonym*, and *collocation*. Have students find the first word in each category (e.g., *utilize*, *key*, *save precious ___*) and circle the answer. Then, have students complete the activity individually. Tell students that they can find the word in the text to help them understand its context. Suggest that students check their answers against the text. For example, they might substitute a synonym, or *not* + an antonym, as they read the sentences.

What Does the Conclusion of an Essay Do? p. 23

Expand the chart you started in the *How Do You Write an Introduction?* section. Under the *BODY* section, write *CONCLUSION* in the left-hand column and have students dictate the three items from the right-hand column. Record their responses and discuss examples of how a conclusion can summarize the writer's thesis statement.

Activity 15: Comparing Conclusions of Essays, p. 24

Suggest that students look at the introduction and conclusion of each essay (2, 6, 13, 14, 16, 18) and highlight key vocabulary that is repeated. Remind students that sometimes writers use different word forms or synonyms when they repeat or rephrase ideas.

Activity 16: Writing a Conclusion Paragraph, pp. 25–26

Have students exchange their conclusion paragraphs with a partner to get feedback. Each partner should comment on the elements that make a good conclusion.

Building Better Vocabulary - Activity 17: Practicing Three Kinds of Vocabulary from Context, p. 27

Review the meanings of *synonym*, *antonym*, and *collocation*. Have students find the first word in each category (e.g., *a component*, *dread*, *over the ___ of a year*) and circle the answer. Then, have students complete the activity individually. Tell students that they can find the word in the text to help them understand its context. Suggest that students check their answers against the text. For example, they might substitute a synonym, or *not* + an antonym, as they read the sentences.

Original Student Writing: Practicing the Steps, p. 27

Display the chart with the seven steps of the writing process as it appears on page 34 on the board, screen, or chart paper. Have students copy the chart onto a large index card to use for reference and as a guide as they write the various kinds of essays throughout the text. Tell students that these steps should be used as a checklist to guide them through writing and editing their essays.

Activity 18: Step 1: Choose a Topic, pp. 27–28

Have students look at the list on page 28. Elicit specific ideas for each general topic (e.g., *the steam engine; kangaroo, wallaby, platypus*). Pair students who are interested in the same topic to complete the task together.

Activity 19: Step 2: Brainstorm, p. 28

Have students brainstorm on the selected topic. Tell them that by comparing their ideas with those of another student, they should be able to see how generating many ideas on a given topic will allow a writer greater freedom to write a convincing essay. Repeat this exercise with additional prompts as needed.

Activity 20: Step 3: Outline, pp. 29–30

Emphasize the importance of the outline for organizing how students will present their information. Encourage students to make their outlines as detailed as possible as this will ease the writing of their first draft. Have students follow the directions for the peer editing of their outlines using the questions provided. Remind students of the value of peer editing even in the outlining stage. Point out that even professional writers use editors to review their work. Encourage students to seek feedback for their drafts, specifically for hooks, thesis statements, brainstorming, and overall organization.

Activity 21: Step 4: Write the First Draft

Make sure students use their revised outlines (based on feedback from a peer) to write their first draft. Encourage students to write spontaneously in order to get all their ideas on paper. Point out that writing an essay is not a linear process and that they should expect to make multiple changes and rewrites as they edit and revise their work.

Activity 22: Step 5: Get Feedback from a Peer

Emphasize the critical role that peer editing plays when revising and polishing an essay. Remind students that it provides them with a new point of view which can help them identify the areas of their writing that need to be improved or further developed. Also remind them of the importance of providing constructive criticism and recommend that they practice giving feedback using the peer editing sheets as a model.

Students should use the peer editing sheets for each original writing assignment. Remind students to download and print Peer Editing Sheet 1 from NGL.Cengage.com/GW5 before completing this activity. Have students exchange papers with a partner and use the sheet to edit each other's work.

Activity 23: Step 6: Revise the First Draft

Have students use the feedback they received from peer editing to revise their drafts. Point out that they have four choices for responding to the feedback: no change, add information, edit, or cut information. Listing their improvements will help them to focus on their revisions.

Activity 24: Step 7: Proofread the Final Draft

Encourage students to keep a list of items to check for in the proofreading stage. Point out that they can still make minor changes at this stage such as adding or changing words that will make the essay stronger and more comprehensible.

Additional Topics for Writing, p. 31

Included in this section is a list of essay writing prompts. Point out that in order to become better writers, they need to write as much as possible. You may choose to assign these topics on a daily, weekly, bimonthly, or voluntary basis.

Timed Writing, p. 31

Timed writing is a valuable skill for students to master since many standardized tests include a timed-writing section. Students might feel varying levels of anxiety due to this time limit, which can result in a greater number of errors than they normally make. Explain to students that timed-writing practice can help them feel more comfortable and confident in other timed-writing situations where they will need to write quickly and effectively. Before beginning the writing task, review the writing prompt and the essay guidelines provided. If necessary, teach the term *writing prompt*.

EXPANSION ACTIVITIES

Help students recognize both strong and weak thesis statements displaying topic examples that you have brainstormed before class on the board or screen. Work with students to brainstorm and narrow each topic. Then decide as a group if the thesis or main idea is too general or too specific for an essay. Some example topics may include pollution, sustainability, health and exercise, global events, etc.

For additional practice, provide students with high-interest essays from outside sources. As needed, have students work in small groups or as a whole class to find and analyze the thesis statement, body, and conclusion.

VOCABULARY ENRICHMENT ACTIVITIES

Because vocabulary is such an important point in moving to a higher proficiency level, it is strongly recommended that instructors require students to maintain a vocabulary journal. Whether or not this particular strategy is employed, it is imperative that students acquire a large amount of appropriate vocabulary in this course.

Making a Vocabulary Journal

An easy way to accomplish this is to do the following:

1. Ask students to divide a piece of paper vertically into two sections. The column on the left should be approximately 2 inches wide.
2. In the left column, students will write the vocabulary word and its part of speech.
3. In the right column, students will write either a definition for each word. Students may also benefit from including a synonym or a native language translation of each word.
4. Underneath the definition in the right column, the student will create a sample sentence using the word, but should leave a blank space in place of the vocabulary word.

Using the Vocabulary Journal

Explain to the students that this type of vocabulary journal can be used in different ways:

- a. By covering up the vocabulary word, students must look at the clues (definition and sample sentence) and recall the vocabulary word.
- b. By covering up the vocabulary word and the definition (across both columns), students must use the sample sentence with context clues to recall the vocabulary word.
- c. By covering up the vocabulary word and the sample sentence, students must recall the vocabulary word by using its definition as a clue.

Sample Vocabulary Journal

| <i>vocabulary word, part of speech</i> | <i>definition/synonym/translation + sample sentence</i> |
|--|---|
| 1. routine, n. | custom; habit My daily _____ is getting up, going to work, and coming home to make dinner. |
| 2. glamorous, adj. | exciting; attractive; stylish Movie stars usually have _____ lifestyles. |
| 3. task, n. | assignment; job The student did not finish his _____ before lunch. |

Suggested Words for the Vocabulary Journal

Below is a list of vocabulary words from the essays in the unit. We suggest that students begin with these words and add other words to their vocabulary journals as necessary.

Essay 1, pp. 6–7

a threat
to accomplish
an innovation
a ballot
a dispute
tedious
to verify
a deviation
crucial
an outcome
to enhance
significantly
subsequent
vastly

Essay 2 pp. 12–14

rural
in particular
to stand out
due to
a lack

a commodity
a crumb
elderly
a task
an ingredient
a pumpkin
a chrysanthemum
puzzled
to specify
to occur to (someone)
to underestimate

Essay 3, pp. 18–19

a predator
camouflage
to conceal
disruptive
mimicry
evolutionary
to blend
to flee
conspicuous
a foe
kin
a stripe
distinctive
vulnerable
a fluctuation
prey

Essay 4, pp. 20–22

such
a sphere
a lecture
to utilize
to risk
to highlight
the advent of
precious
dynamic

Essay 5, pp. 25–26

to dread

integral

coherent

ultimately

mnemonic

an acronym

to advocate

the context

to retain

to cram

to pace

Self-Assessment

Have students refer back to the opening spread on pages 2 and 3. Direct their attention to the objectives. Ask them to put a check mark by the objective(s) they achieved. Then ask students the question at the bottom of the page. Ask: *Would you be able to write an essay using this prompt?* Students can raise hands to answer the question.

UNIT 2 Understanding the Writing Process: The Seven Steps

OVERVIEW

Unit 2 teaches students about the seven steps of the writing process: (1) choosing a topic, (2) brainstorming, (3) outlining, (4) writing the first draft, (5) getting feedback from a peer, (6) revising the first draft, and (7) proofreading the final draft.

Students will continue with Building Better Vocabulary activities. For further support, you may use the *Great Writing 5* Assessment CD-ROM with ExamView® to produce quizzes on the grammar, vocabulary, editing, or writing that is covered in this unit.

OBJECTIVES

1. Understand the importance of using a writing process in developing an essay. (p. 34)
2. Practice choosing and narrowing a topic. (pp. 34–35)
3. Be able to successfully brainstorm a topic. (pp. 36–37)
4. Understand how to use a formal outline. (pp. 37–41)
5. Understand how to use a brainstorm and outline to create a first draft. (p. 41)
6. Practice using a peer editing sheet to get feedback on a first draft. (pp. 41–43)
7. Consider ways to use feedback in a revision. (pp. 43–45)
8. Practice determining meaning from context. (p. 46)
9. Prepare and proofread a final draft. (pp. 46)
10. Write an essay following the entire writing process from topic selection to final draft (pp. 47–51)

TEACHING NOTES

Unit 2 introduces students to a breakdown of each of the seven steps of the writing process. Students will learn how to narrow down a topic as well as how to use a peer editing sheet to give and receive feedback. The final activity involves writing an original process essay using the seven steps in the writing process.

Unit Opener

Each unit begins with a two-page opening spread featuring a photo, a set of objectives, and a culminating writing task.

Direct students' attention to the photo and ask them to tell you what they see. This photo shows a climber descending through the Khumbu Icefall on Mount Everest in Nepal.

Go over the objectives on the top of page 33. Explain that students should accomplish the objectives in the unit. Have students look at the question at the bottom of page 33. Tell them you will come back to this question at the end of the unit.

The Writing Process, p. 34

Display the chart with the seven steps of the writing process as it appears on page 34 on the board, screen, or chart paper. Have students copy the chart onto a large index card to use for reference as they write their essays. Tell students that these steps should be used as a checklist to guide them through writing and editing five-paragraph essays as they become increasingly familiar the writing process. They should also be aware that writing an essay is not a linear process: Sometimes a writer must go back and forth between steps.

Step 1: Choose a Topic, p. 34

Emphasize that every essay addresses a specific topic. Point out that choosing the right topic for an essay can affect the ease of the writing process as well as the quality of the writing. Explain that while it is a seemingly small task in the writing process, it should be a thoughtful and deliberate choice.

Writer’s Note: At the Beginning: Don’t Write—Think! p. 34

Point out that before any writing takes place, they must give their topic and ideas a lot of thought. Unless some thought has already gone into the topic, there will be very little to write about in the writing stage(s).

Activity 1: Narrowing Topics, p. 35

Use one of the topics to elicit all the information that could be included. For example, the topic of pets might include each of the more common pets, exotic pets, care of pets, benefits of pets, cost of pets, dangers of pets, etc. Point out that trying to address the broad topic of pets could fill many books. For an essay, it is generally a good idea to pick a topic about which you could make several main points. You may want to have students work in pairs to complete this activity.

Step 2: Brainstorm, p. 36

Emphasize the importance of brainstorming, or generating ideas about a topic. Remind students that they should write all the ideas that come to mind and then select the ideas that will provide the best support for the topic. Because brainstorming is a highly individualized process, model a variety of techniques (including clustering, which is shown in the example on page 36) and encourage students to discuss which techniques work best for them and why.

Point out that brainstorming is not a time to worry about correct spelling and grammar; the focus should be on getting ideas on paper. Point out that not all the ideas generated during brainstorming have to be used in the essay, as the sample brainstorming on page 36 illustrates.

Activity 2: Practice with Brainstorming a Topic, p. 37

Point out that the writer on page 36 not only considered four narrower topics based on the general topic, but he or she also listed four points or related ideas to discuss about each of the

narrower topics. Because brainstorming is about generating ideas rather than settling on one immediately, encourage students to think of various points for each idea.

Step 3: Outline, pp. 37–38

Tell students that making an outline is the step that follows brainstorming. Emphasize the important role an outline plays in organizing how they will present their information. Outlines also provide a kind of preview of the essay, in order to determine which areas are strong and which need further development.

Mention to students that while formal outline use Roman numerals and capital letters, some only use words or phrases. If needed, review Roman numerals with students. Point out that the more detailed an outline is, the easier it will be to write the first draft.

Point out that it is often a good idea to get peer feedback on the outline. This way, if there are problems with the content of the essay, they can be fixed here and before the essay writing has begun.

Direct students' attention to the sample outline on page 38. Elicit ideas for possible supporting details in the body paragraph.

Activity 3: Practice with Outlining a Topic, p. 39

Some students will feel comfortable using a formal outline like the one on page 38. Suggest they write it on a separate piece of paper. Other students may want to write the thesis and then several points or arguments in support of the thesis, as well as the supporting details or examples.

Writer's Note: Using a Hook to Gain Readers' Attention, p. 39

Remind students that the purpose of a hook is to get someone to read the writer's essay. If the first part is boring, the reader may stop reading. Explain that a good hook whets the reader's appetite and cultivates an interest in reading further. Encourage students to ask themselves the following question when working on the hook for their writing: *Would I want to read the rest of the essay based on the hook?*

Activity 4: Understanding the Organization of an Essay, pp. 40–41

This is an outline that is related to the brainstorming example on page 36. Outlines give writers a chance to make logical connections between ideas, and to decide on the proper flow of ideas before they begin writing. Point out that the students should read the information and choose where it fits in the outline.

Step 4: Write the First Draft, p. 41

Tell students that the next step, after completing the outline and receiving peer feedback on it, is writing the first draft. Encourage students to write spontaneously in order to get all their

ideas on paper. Point out that writing an essay is not a linear process and that they should expect to make multiple changes and rewrites as they edit and revise their work.

Step 5: Get Feedback from a Peer, pp. 41–42

Emphasize the critical role that peer editing plays when revising and polishing an essay. Remind students that it provides them with a new point of view which can help them identify the areas of their writing that need to be improved or further developed. Also remind them of the importance of providing constructive criticism and recommend that they practice giving feedback using the peer editing sheets as a model.

Peer editing sheets for the Units 1–7 Original Student Writing can be found online at NGL.Cengage.com/GW5.

Activity 5: Practice Using a Peer Editing Sheet, pp. 42–43

Students should review the questions on the sample peer editing sheet and work individually to identify whether or not they think the questions would be easy (*E*) or difficult (*D*) to answer in general. Have a class vote followed by a discussion about the questions.

Step 6: Revise the First Draft, p. 43

Tell students that the next step in the writing process is to use the reader's feedback to revise and improve the essay. When revising the first draft, point out that the students have four choices for responding to the feedback: do nothing (no change), add information, cut information, or correct errors.

Activity 6: Practicing Cutting Unnecessary Information, p. 44–45

A common weakness of less proficient writers is wordiness – repeating ideas, using words that add little content, or backing into the point (e.g., This quote supports the idea that...). In this activity, students identify and cut six unnecessary sentences which are not directly connected to the topic.

Building Better Vocabulary - Activity 7: Practicing Three Kinds of Vocabulary from Context, p. 46

Review the meanings of *synonym*, *antonym*, and *collocation*. Have students find the first word in each category (e.g., *instantly*, *delay*, *a rational* ___) and circle the answer. Then, have students complete the activity individually. Tell students that they can find the word in the text to help them understand its context. Suggest that students check their answers against the text. For example, they might substitute a synonym, or *not* + an antonym, as they read the sentences.

Step 7: Proofread the Final Draft, p. 46

Emphasize the critical role that proofreading plays in correcting grammar and spelling errors before turning in the final copy of an essay. Point out that they can still make minor

changes at this step such as adding or changing words that will make the essay stronger and more comprehensible. Encourage students to keep a list of items to check for in the proofreading stage, including any relevant points from the grammar topics presented in the unit. Point out that they can still make minor changes at this stage such as adding or changing words that will make the essay stronger and more comprehensible.

Original Student Writing: Practicing the Steps, pp. 47–51

Activity 8: Step 1: Choose a Topic, p. 47

If you choose not to assign a topic to the class, you can suggest they choose a topic that would help them in one of their other classes, for a project at work, or to pursue a personal interest. Point out that students can use the chart for ideas, but choose their own topic. Have students share their topic ideas in pairs or small groups.

Activity 9: Step 2: Brainstorm, p. 48

If students would prefer to use a larger space for brainstorming, suggest they take out their notebooks or a separate piece of paper. Some students may like to use note cards as part of their brainstorming process, writing each idea on a separate card and grouping them in ways that make sense.

Activity 10: Step 3: Outline, pp. 48–50

Some students may find it easier to complete the body portion of the outline as a way to help them finalize a thesis. Point out that outlines do not have to be created from top to bottom – they can begin in the middle and flow outward. The form will not change, but the order in which pieces are added can.

Peer editing of outlines can be very helpful for students: It allows them to share their feedback orally and ask and answer clarifying questions. However, it is important that students see written feedback so they can refer back to it as they write.

Activity 11: Step 4: Write the First Draft, p. 50

Have students refer to pages 230 and 231 of the *Brief Writer's Handbook with Activities* to review the Academic Word List. Encourage students to use four or more words that fit with their topic. Incorporating AWL words will help move this vocabulary into students' working lexicon; however, the words should not be forced into the essay, but rather be chosen for their aptness.

Activity 12: Step 5: Get Feedback from a Peer, p. 50

Emphasize the critical role that peer editing plays when revising and polishing an essay. Remind students that it provides them with a new point of view which can help them identify the areas of their writing that need to be improved or further developed. Also remind them of the

importance of providing constructive criticism and recommend that they practice giving feedback using the peer editing sheets as a model.

Students should use the peer editing sheets for each original writing assignment. Remind students to download and print Peer Editing Sheet 2 from NGL.Cengage.com/GW5 before completing this activity. Have students exchange papers with a partner and use the sheet to edit each other's work.

Activity 13: Step 6: Revise the First Draft, p. 50

After students have read the Peer Editing Sheet on their own work, remind them of the choices they can make regarding feedback: no change, add information, cut information, or correct errors. Encourage students to double-check their own grammar and word choice.

Activity 14: Step 7: Proofread the Final Draft, p. 51

As one of their proofreading steps, students can ask a peer to check their work. Encourage students to keep a list of items to check for in the proofreading stage, including any relevant points from the grammar topics presented in the unit. Point out that they can still make minor changes at this stage such as adding or changing words that will make the essay stronger and more comprehensible.

Additional Topics for Writing, p. 51

Included in this section is a list of essay writing prompts. Point out that in order to become better writers, students need to practice writing as much as possible. You may choose to assign these topics on a daily, weekly, bimonthly, or voluntary basis.

Timed Writing, p. 51

Timed writing is a valuable skill for students to master since many standardized tests include a timed-writing section. Students might feel varying levels of anxiety due to this time limit, which can result in a greater number of errors than they normally make. Explain to students that timed-writing practice can help them feel more comfortable and confident in other timed-writing situations where they will need to write quickly and effectively. Before beginning the writing task, review the writing prompt and the essay guidelines provided. If necessary, review the term *writing prompt*.

EXPANSION ACTIVITIES

Help students recognize both strong and weak thesis statements displaying topic examples that you have brainstormed before class on the board or screen. Work with students to brainstorm and narrow each topic. For additional practice, provide students with high-interest essays from outside sources. As needed, have students work in small groups or as a whole class to write outlines.

VOCABULARY ENRICHMENT ACTIVITIES

Because vocabulary is such an important point in moving to a higher proficiency level, it is strongly recommended that instructors require students to maintain a vocabulary journal. Whether or not this particular strategy is employed, it is imperative that students acquire a large amount of appropriate vocabulary in this course.

Making a Vocabulary Journal

An easy way to accomplish this is to do the following:

1. Ask students to separate a piece of paper into two sections vertically. The column on the left should be approximately 2 inches wide.
2. In the left column, students will write the vocabulary word and its part of speech.
3. In the right column, students will write either a definition, a synonym, or a native language translation of the word.
4. Underneath the definition in the right column, the student will create a sample sentence using the word, but a BLANK SPACE will be used instead of the vocabulary word.

Using the Vocabulary Journal

Explain to the students that this type of vocabulary journal can be used in different ways:

- a. By covering up the vocabulary word, students must look at the clues (definition and sample sentence) and recall the vocabulary word.
- b. By covering up the vocabulary word and the definition (across both columns), students must use the sample sentence with context clues to recall the vocabulary word.
- c. By covering up the vocabulary word and the sample sentence, students must recall the vocabulary word by using its definition as a clue.

Sample Vocabulary Journal

| <i>vocabulary word, part of speech</i> | <i>definition/synonym/translation + sample sentence</i> |
|--|---|
| 1. routine, n. | custom; habit My daily _____ is getting up, going to work, and coming home to make dinner. |
| 2. glamorous, adj. | exciting; attractive; stylish Movie stars usually have _____ lifestyles. |
| 3. task, n. | assignment; job The student did not finish his _____ before lunch. |

Suggested Words for the Vocabulary Journal

Below is a list of vocabulary words from the essay in the unit. We suggest that students begin with these words and add other words to their vocabulary journals as necessary.

Essay 6, pp. 44–45

damage

humbling

to shift

up to

to knock down

virtually

addictive

at once

rational

to multitask

to delay

harm

a pedestrian

tragic

a protocol

a destination

Self-Assessment

Have students refer back to the opening spread on pages 32 and 33. Direct their attention to the objectives. Ask them to put a check mark by the objective(s) they achieved. Then ask students the question at the bottom of the page. Ask: *Would you be able to write an essay using this prompt?* Students can raise hands to answer the question.

UNIT 3 Paraphrasing, Summarizing, Synthesizing, and Citing Sources

OVERVIEW

Unit 3 teaches students how to use sources, including the use of direct quotes, avoiding plagiarism, properly citing sources, and techniques for paraphrasing, summarizing, and synthesizing information,

For further support, you may use the *Great Writing 5* Assessment CD-ROM with ExamView® to produce quizzes on the grammar, vocabulary, editing, or writing that is covered in this unit.

OBJECTIVES

1. Understand different ways of using a source. (p. 54)
2. Know how to cite direct quotations and paraphrased information using APA. (pp. 54–56)
3. Understand what plagiarism is and how to avoid it. (p. 56)
4. Practice basic steps in paraphrasing. (pp. 58–60)
5. Follow steps to summarize effectively. (pp. 61–64)
6. Follow steps to synthesize information from more than one source. (pp. 64–66)
7. Practice synthesizing while writing a paper using two sources. (pp. 66–70)

TEACHING NOTES

Unit 3 introduces students to skills they will need to write a research paper or essay that uses information from sources other than their own ideas. Students will practice introducing and citing outside information as well as paraphrasing, summarizing, and synthesizing. The final activity involves writing an original short essay about a city using information from two sources.

Unit Opener

Each unit begins with a two-page opening spread featuring a photo, a set of objectives, and a culminating writing task.

Direct students' attention to the photo and ask them to tell you what they see. This photo shows a hand holding Kenyan coffee beans—coffee is a main export for many countries.

Go over the objectives on the top of page 53. Explain that students should accomplish the objectives in the unit. Have students look at the question at the bottom of page 53. Tell them you will come back to this question at the end of the unit.

Using Information from Sources, p. 54

Remind students that one common kind of hook is the use of a quotation. Even in essays that are primarily a student's ideas, he or she may want to use a quote to engage the reader. Quotation marks signal that the writer is using the exact words of the original speaker or writer. When writers paraphrase, they use the same ideas but different wording. Changing the wording

does not make the ideas original. Emphasize that all ideas that are not the writer's own should be cited.

Methods of Citing Sources in Your paper, p. 54

Students should always ask their teachers what style of citation they should use for each assignment. Different styles include APA, MLA, Chicago, and Turabian.

Examples of APA Style Citations in Context, p. 55

For each example, have students underline or highlight the citation information that is included. This will help them see where the information falls within the text itself. In order to check comprehension, ask: *What information is included? How can this be done? What kinds of direct quotes use quotation marks? How are longer direct quotations signaled? How many longer quotations are typically used in a paper? What does a paraphrase do? Why might a writer want to use a paraphrase instead of a direct quotation? Do you have to provide the same information about the source if you are paraphrasing?*

Key Words to Introduce a Direct Quotation or a Paraphrase, p. 56

Reporting verbs sometimes convey different attitudes of the writer toward the original source. Have students work in pairs to group reporting verbs that they think do similar things; for example, they can make a list of verbs that are neutral, verbs that signal a difference of a opinion, or verbs that indicate some future action. Point out that the choice of reporting verb affects the way the quotation or paraphrase is used.

Plagiarism: Be Very Careful! p. 56

Ask students what they know about heart attacks and write the information on the board (e.g., *Older people have them more frequently than younger people, Chest pains can be a sign of a heart attack, Men have them more than women, etc.*). Elicit if the information is common knowledge or not. Then have students look at the direct quotation at the top of page 56. Elicit what information in the quotation makes it necessary to cite the source. Students should mention the specific details of *twice in the past six months, back in the hospital within a month*. These details are not common knowledge, but obviously the result of research.

If students already know the information, or can find it in many sources, it may be possible to use it without citation. However, when in any doubt, they should cite. Even if students use all of their own words, if they borrow the structure of an essay from another source, it can be considered plagiarism.

Paraphrasing, Summarizing, Synthesizing, p. 57

Suggest that students copy the diagrams onto three note cards, so that they can refer to them as needed.

Paraphrasing, pp. 57–60

Examples of Paraphrasing, p. 58

Write the original and the two paraphrasing examples on the board. With books closed, elicit students' ideas about what is good or poor about each example. Then have students check their ideas with the material on page 58.

Students sometimes default to simply substituting synonyms for key words when they paraphrase. Encourage them to use multiple strategies at once including the use of synonyms (e.g., *require/necessitate*), the use of different words in the same word families (e.g., *succeed, successful, success, successfully*), and different sentence structure.

Practice with Paraphrasing, p. 59

Have students read the paragraph. Elicit any information that they already knew (e.g., *Orlando is in Florida, Disney World is in Orlando*). Point out that this information is common knowledge and would not need citation. Point out that even though it is common knowledge, students cannot use the same exact wording. Have students identify information that needs citation (e.g., dates, size, number of rooms).

Activity 1: Paraphrasing: Multiple Choice, p. 60

Have students compare their ideas in pairs and give reasons for their answers. Elicit examples of the use of synonyms, different word forms, and different structures.

Activity 2: Paraphrasing Practice, p. 60

Have volunteers write their paraphrases on the board. Elicit the ways in which the sentences use effective strategies of paraphrasing.

Summarizing, pp. 61–62

On the board, list these words: book, article, essay, paragraph(s), sentence. Point out that each element can be a summary of the one above.

Examples of Summarizing, pp. 61–62

Have students cover the right column. Elicit which summary is better and why. Then have students check their ideas against those in the right column.

Practice with Summarizing, pp. 62–64

Check comprehension by asking questions after students have read the paragraph.

Activity 3: Summarizing: Identifying the Most Important Ideas, p. 63

Have students discuss the important ideas in pairs before they complete the chart. This will help them clarify and confirm what they think is important.

Activity 4: Summarizing: Putting It in Your Own Words, p. 64

Have students exchange books with a partner. Students provide feedback on their partners' work using the Basic Steps for Summarizing on page 61 as a guide:

- Did the writer understand the source material?
- Did the writer choose the most important information?
- Is the summary in the same order as the source material?
- Does the writer paraphrase effectively?

Synthesizing, pp. 64–66

Synthesizing requires higher order thinking skills than does either summarizing or paraphrasing. Students have to compare, contrast, and evaluate as they move between sources, using the ideas of others as a springboard for their own original ideas. One way to synthesize information from multiple sources is to use note cards. Students can write the source and an important piece of information on each card. With the information on cards, students can sort them and rearrange them in different ways before they begin writing.

Examples of Synthesizing, pp. 65–66

Have students read the two source boxes on page 65. Have them work in pairs to brainstorm how they might combine the information, and what they might add. Then have them look at the two examples on page 66. Again, suggest that students cover the right column and analyze the two examples on their own first before checking their ideas against the analysis in the right column.

Original Student Writing: Using Two Sources to Create Your Paper, pp. 66–70

If students wrote the seven steps on a note card when studying Unit 2, suggest they refer to their note card before they begin the assignment.

Activity 5: Step 1: Choose a Topic, pp. 66–67

Students will write on the same topic using the same source material. This will allow them and you to assess how well they are using the skills they have practiced in the unit. However, point out that even when the topic is assigned, students should assess how their background knowledge, personal experiences, and attitudes may affect the way they complete the assignment.

Activity 6: Step 2: Brainstorm, p. 67

Suggest that students write the topic in a circle in the center of the box with radiating lines to circles with possible subtopics. Then they can add details around each subtopic. This is called *clustering*, *mapping*, and sometimes also *webbing*.

Activity 7: Step 3: Outline, pp. 68–69

As in previous units, remind students that they can use a different form or complete this formal outline in a different order if that helps them. Remind students that the thesis statement needs to identify the topic, the controlling idea, and the general structure of the essay. You may want to elicit examples of thesis statements and write them on the board to review the elements of good thesis statements.

Before students exchange their outlines, go over the questions to guide feedback. Elicit the kinds of suggestions students might make.

Activity 8: Step 4: Write the First Draft, p. 69

Refer students to the Academic Word List on pages 230 and 231. Remind them that using different words from the same family is a good strategy in paraphrasing.

Activity 9: Step 5: Get Feedback from a Peer, p. 69

Emphasize the critical role that peer editing plays when revising and polishing an essay. Remind students that it provides them with a new point of view which can help them identify the areas of their writing that need to be improved or further developed. Also remind them of the importance of providing constructive criticism and recommend that they practice giving feedback using the peer editing sheets as a model.

Students should use the peer editing sheets for each original writing assignment. Remind students to download and print Peer Editing Sheet 3 from NGL.Cengage.com/GW5 before completing this activity. Have students exchange papers with a partner and use the sheet to edit each other's work.

Activity 10: Step 6: Revise the First Draft, p. 70

After students have read the Peer Editing Sheet on their own work, remind them of the choices they can make regarding feedback: no change, add information, cut information, or correct errors. Encourage students to double-check their own grammar and word choice.

Activity 11: Step 7: Proofread the Final Draft, p. 70

As one of their proofreading steps, students can ask a peer to check their work. Encourage students to keep a list of items to check for in the proofreading stage, including any relevant points from the grammar topics presented in the unit. Point out that they can still make minor changes at this stage such as adding or changing words that will make the essay stronger and more comprehensible.

Additional Topics for Writing, p. 70

Included in this section is a list of essay writing prompts. Point out that in order to become better writers, they need to write as much as possible. You may choose to assign these topics on a daily, weekly, bimonthly, or voluntary basis.

Timed Writing, p. 71

Timed writing is a valuable skill for students to master since many standardized tests include a timed-writing section. Students might feel varying levels of anxiety due to this time limit, which can result in a greater number of errors than they normally make. Explain to students that timed-writing practice can help them feel more comfortable and confident in other timed-writing situations where they will need to write quickly and effectively. Before beginning the writing task, review the writing prompt and the essay guidelines provided. If necessary, review the term *writing prompt*.

EXPANSION ACTIVITIES

Have students choose a topic that appeals to them and find three sources on that topic. Suggest they do these things: find one direct quote they would like to use, paraphrase three pieces of information, summarize one source article, and draft one paragraph that synthesizes information from two or three sources. Then have students talk about their work in pairs or small groups.

VOCABULARY ENRICHMENT ACTIVITIES

Because vocabulary is such an important point in moving to a higher proficiency level, it is strongly recommended that instructors require students to maintain a vocabulary journal. Whether or not this particular strategy is employed, it is imperative that students acquire a large amount of appropriate vocabulary in this course.

Making a Vocabulary Journal

An easy way to accomplish this is to do the following:

1. Ask students to separate a piece of paper into two sections vertically. The column on the left should be approximately 2 inches wide.
2. In the left column, students will write the vocabulary word and its part of speech.
3. In the right column, students will write either a definition, a synonym, or a native language translation of the word.
4. Underneath the definition in the right column, the student will create a sample sentence using the word, but should leave a blank space in place of the vocabulary word.

Using the Vocabulary Journal

Explain to the students that this type of vocabulary journal can be used in different ways:

- a. By covering up the vocabulary word, students must look at the clues (definition and sample sentence) and recall the vocabulary word.
- b. By covering up the vocabulary word and the definition (across both columns), students must use the sample sentence with context clues to recall the vocabulary word.
- c. By covering up the vocabulary word and the sample sentence, students must recall the vocabulary word by using its definition as a clue.

Sample Vocabulary Journal

| <i>vocabulary word, part of speech</i> | <i>definition/synonym/translation + sample sentence</i> |
|--|---|
| 1. routine, n. | custom; habit My daily _____ is getting up, going to work, and coming home to make dinner. |
| 2. glamorous, adj. | exciting; attractive; stylish Movie stars usually have _____ lifestyles. |
| 3. task, n. | assignment; job The student did not finish his _____ before lunch. |

Suggested Words for the Vocabulary Journal

Below is a list of vocabulary words from the paragraphs in the unit. We suggest that students begin with these words and add other words to their vocabulary journals as necessary.

Paragraph 1, p. 59

metropolitan
to be located in
enormous
a destination
an extent
to intensify
an industry
to undergo

Paragraph 2, p. 63

countless
commercialism
congestion
without a doubt
surrounding

Self-Assessment

Have students refer back to the opening spread on pages 52 and 53. Direct their attention to the objectives. Ask them to put a check mark by the objective(s) they achieved. Then ask students the question at the bottom of the page. Ask: *Would you be able to write an essay using this prompt?* Students can raise hands to answer the question.

UNIT 4 **Process Essays**

OVERVIEW

Unit 4 teaches students about process essays, a type of essay that explains in detail how an objective is accomplished. Because process essays describe a series of steps, they can be organized two different ways: (1) chronologically or (2) by priority.

Unit 4 introduces Building Better Sentences, and students will also continue with Building Better Vocabulary activities. For further support, you may use the *Great Writing 5* Assessment CD-ROM with ExamView® to produce quizzes on the grammar, vocabulary, editing, or writing that is covered in this unit.

OBJECTIVES

1. Understand the definition and characteristics of a process essay. (p. 74)
2. Evaluate different methods of organizing process essays. (pp. 74–75)
3. Evaluate various topics for process essays. (p. 76)
4. Practice brainstorming skills to determine supporting details for a process essay. (p. 77)
5. Analyze the content and organization of process essays and evaluate the effectiveness of their argument. (pp. 77–83)
6. Practice determining meaning from context. (pp. 81, 88, 94)
7. Practice writing strong thesis statements for process essays. (pp. 83–84)
8. Understand the importance and effectiveness of transitions and connectors in process essays. (pp. 84–88)
9. Understand the importance of subject–verb agreement in writing grammatically correct sentences. (p. 89, 92–94)
10. Learn to use word parts (suffixes) to distinguish among the parts of speech, including nouns, adjectives, and adverbs. (pp. 90–94)
11. Follow the seven steps in the writing process to write an original process essay. (pp. 95–100)

TEACHING NOTES

Unit 4 introduces students to process essays. After analyzing the content and organization of the essay, students are introduced to transitions and connectors used with process essays, as well as relevant grammar points. The final activity involves writing an original process essay using the seven steps in the writing process.

Unit Opener

Each unit begins with a two-page opening spread featuring a photo, a set of objectives, and a culminating writing task.

Direct students' attention to the photo and ask them to tell you what they see. This photo shows a woman making bamboo umbrellas near Chiang Mai, Thailand.

Go over the objectives on the top of page 73. Explain that students should accomplish the objectives in the unit. Have students look at the question at the bottom of page 73. Tell them you will come back to this question at the end of the unit.

What Is a Process Essay? p. 74

The introductory material to this unit defines and explains the parameters of a process essay. Process essays explain the necessary steps in achieving a goal, and thus, they must be written with absolute clarity so that the reader does not get confused.

How Is a Process Essay Organized? pp. 74–75

Explain to students that process essays can devote a paragraph to each step if the step requires a lot of explanation, or they can group steps according to what they have in common. Ask students for or provide more examples of topics that would be appropriate for each method of organization.

Great Topics for Process Essays, p. 76

Point out that essays can be about accomplishing a goal such as making a sandwich, registering for an online class, or buying a new car, whereas others describe a natural process such as photosynthesis, pregnancy, or beach erosion. Elicit other examples of each type from students.

Activity 1: Identifying Topics for Process Essays, p. 76

This quick exercise asks students to identify suitable topics for a process essay. Use this exercise to generate class discussion by asking students to identify the reasons why a given topic is or is not a suitable topic for a process essay. If time allows, ask students to work in pairs to generate a list of more topics for process essays.

Supporting Details, p. 76

With the class as a whole, choose one of the topics in the table at the top of the page and brainstorm details for each step.

Activity 2: Brainstorming Steps in a Process, p. 77

In writing a process essay, students will need to determine which instructions are essential for inclusion and which steps do not need to be addressed. Tell students that this exercise will require them to practice this skill in relation to one of four suggested prompts. Use this activity to generate a classroom discussion about steps of the process that should be added or could be left out.

Activity 3: Studying an Example Process Essay, pp. 77–80

The pre-reading exercise prepares students for the unit’s sample essay by asking them questions related to its topic of how to succeed in a job interview. Have students write their answers in the textbook. Then extend their work into a classroom discussion by having them discuss their ideas and views about job interviews and successful candidates.

Have students analyze the content of the essay “How to Succeed in a Job Interview” (Essay 7). Point out that by studying the content of the essay, they will be better prepared to write their own process essays.

Building Better Sentences, p. 80

Have students turn to page 237 of the Appendix and go through the examples of sentence-combining strategies as a class. Demonstrate the steps of combining sentences on the board. Explain the importance of sentence variety in writing and ask students to be conscious of the types of sentences they are creating as they write.

For further practice, refer students to Practice 1 on pages 238 and 239. Have students complete the activity individually, in pairs, or in small groups as needed. While working on Building Better Sentences activities, it is important that students not look at the original sentences. The goal here is to see the combinations that result and how they are different, not just to see if the student combinations match the original. Have students complete the activity individually, in pairs, or in small groups as needed.

Building Better Vocabulary - Activity 4: Practicing Three Kinds of Vocabulary from Context, p. 81

Review the meanings of synonym, antonym, and collocation. Have students find the first word in each category (e.g., *seek*, *proceed*, ___ *research*) and circle the answer. Then, have students complete the activity individually. Tell students that they can find the word in the text to help them understand its context. Suggest that students check their answers against the text. For example, they might substitute a synonym, or *not* + an antonym, as they read the sentences.

Writer’s Note: Outlines, p. 81

As a class, review the purpose of an outline. Point out that an outline is used to help the writer organize his or her ideas and include sufficient and logical details that support the writer’s ideas. Clarify for students whether there is a preferred style of outline for your course.

Activity 5: Analyzing the Organization, pp. 82–83

Have students complete this exercise in order to analyze the organization of the essay “How to Succeed in a Job Interview” (Essay 7). Point out that by studying the organization of the essay, they will be better prepared to write their own process essays.

Strong Thesis Statements for Process Essays, p. 83

Explain that in a process essay, a strong thesis can include the number of steps, but it is not a requirement. Choose one or more of the topics on page 76 to use with the class. Have students create thesis statements of both types to discuss with the class.

Activity 6: Writing Strong Thesis Statements for Process Essays, p. 84

Elicit examples and write them on the board. Lead a class discussion on the strengths of each kind of thesis statement.

Transitions and Connectors in Process Essays, p. 84

Go over the chart of transitions and connectors as a class. Clarify the meaning of any unfamiliar transitions or connectors as needed. Encourage students to make their own charts with transitions and connectors commonly used in process writing or to flag this page and reference it as needed for future writing. Remind students that time words and phrases are the most commonly used transitions and connectors in process essays.

Activity 7: Identifying Transitions and Connectors in an Essay, p. 85

Using Essay 7, have students identify which transitions or connectors are used at the start of a new sentence, and which are used as part of a phrase or clause.

Studying Transitions and Connectors in an Example Process Essay, pp. 85–88

Activity 8: Warming Up to the Topic, p. 85

Point out that when they activate their background knowledge before reading, students will be better able to analyze the strength of an essay.

Activity 9: Using Transitions and Connectors in an Essay, pp. 86–88

Point out that appropriate transitions and connectors are essential components of academic writing. Model how to complete the exercise as needed by completing a few together as a class. Encourage students to reference the chart of transitions and connectors on page 84 and ask for clarification as needed as they work through this activity.

Building Better Vocabulary - Activity 10: Practicing Three Kinds of Vocabulary from Context, p. 88

Review the meanings of synonym, antonym, and collocation. Have students find the first word in each category (e.g., *transform*, *remarkable*, *develop* ___) and circle the answer. Then, have students complete the activity individually. Tell students that they can find the word in the text to help them understand its context. Suggest that students check their answers against the text. For example, they might substitute a synonym, or *not* + an antonym, as they read the sentences.

Grammar for Writing: Subject-Verb Agreement, p. 89

Discuss this grammar topic as a class in order to review subject-verb agreement. Remind students that subject-verb agreement is essential for writing academically correct sentences. Encourage students to make their own reference with sample sentences of correct subject-verb agreement on index cards.

Activity 11: Working with Subject-Verb Agreement, p. 89

Have students practice and review their understanding of subject-verb agreement by completing this exercise in pairs or as a class. Instruct students to reference the chart as needed as they work through the activity. For additional classroom practice, ask students to develop a similar worksheet on their own and then use it to quiz one another.

Grammar for Writing: Suffixes, pp. 90–91

Emphasize the importance of learning suffixes to identify parts of speech so students can use the correct word form in their writing. Encourage students to reference the information on word parts on pages 224 and 225 in the *Brief Writer's Handbook with Activities* as needed to help them improve this area of their writing.

Activity 12: Editing Suffixes, p. 91

Tell students that this activity will help them practice how to choose the correct form of a given word. Instruct students to look at the context of the word and how it is used in the sentence to figure out its part of speech. Model how to complete the exercise as needed. Encourage students to ask for clarification if necessary.

Activity 13: Editing an Essay: Review of Grammar, pp. 92–94

Tell students that this editing activity offers practice with reviewing the grammar topics in this unit in the context of a complete essay. Model how to complete the items as needed by completing several together as a class. Encourage students to reference the appropriate grammar topic and ask for clarification as needed as they work through this activity.

Building Better Vocabulary - Activity 14: Practicing Three Kinds of Vocabulary from Context, p. 94

Review the meanings of synonym, antonym, and collocation. Have students find the first word in each category (e.g., *request*, *profit*, ___ *from 1 to 9*) and circle the answer. Then, have students complete the activity individually. Tell students that they can find the word in the text to help them understand its context. Suggest that students check their answers against the text. For example, they might substitute a synonym, or *not* + an antonym, as they read the sentences.

Original Student Writing: Process Essay, pp. 95–100

Tell students that they will practice the skills they have learned in this unit by writing an original process essay using the seven steps in the writing practice.

Activity 15: Step 1: Choose a Topic, p. 95

Instruct students on whether you will assign them a topic, they will choose their own, or they will use one of the suggestions presented in the chart. Point out that at this final level in the series, students are preparing to move into standard college courses and that the topics suggested in the chart are aimed at helping students transition successfully into their next phase of academic writing.

Activity 16: Step 2: Brainstorm, p. 96

Emphasize the importance of brainstorming, or generating ideas about a topic. Remind students that they should write all the ideas that come to mind without worrying about spelling and grammar as well as whether the ideas are good or not. Point out that students can always revise their brainstorming ideas as they continue in the writing process.

Activity 17: Step 3: Outline, pp. 96–98

Reiterate the importance of the outline for organizing how students will present their information. Encourage students to make their outlines as detailed as possible as this will ease the writing of their first draft. Have students follow the directions for the peer editing of their outlines using the questions provided. Remind students of the value of peer editing even in the outlining stage.

Activity 18: Step 4: Write the First Draft, p. 98

Make sure students use their revised outlines (based on feedback from a peer) to write their first draft. Encourage students to write spontaneously in order to get all their ideas on paper. Point out that writing an essay is not a linear process and that they should expect to make multiple changes and rewrites as they edit and revise their work.

Activity 19: Step 5: Get Feedback from a Peer, p. 99

Emphasize the critical role that peer editing plays when revising and polishing an essay. Remind students that it provides them with a new point of view which can help them identify the areas of their writing that need to be improved or further developed. Also remind them of the importance of providing constructive criticism and recommend that they practice giving feedback using the peer editing sheets as a model.

Students should use the peer editing sheets for each original writing assignment. Remind students to download and print Peer Editing Sheet 4 from NGL.Cengage.com/GW5 before completing this activity. Have students exchange papers with a partner and use the sheet to edit each other's work.

Activity 20: Step 6: Revise the First Draft, p. 99

Have students use the feedback they received from peer editing to revise their drafts. Point out that they have four choices for responding to the feedback: no change, add information, edit, or cut information. Listing their improvements will help them to focus on their revisions.

Activity 21: Step 7: Proofread the Final Draft, p. 100

Encourage students to keep a list of items to check for in the proofreading stage, including any relevant points from the grammar topics presented in the unit. Point out that they can still make minor changes at this stage such as adding or changing words that will make the essay stronger and more comprehensible.

Writer’s Note: Read Aloud, p. 100

Suggest that students read their drafts aloud before turning their essay in. Then discuss how this helped students do a better job of proofreading.

Additional Topics for Writing, p. 100

Included in this section is a list of process essay writing prompts. Point out that in order to become better writers, they need to write as much as possible. You may choose to assign these topics on a daily, weekly, bimonthly, or voluntary basis. Remind students to refer to the seven steps in the writing process as outlined in Unit 2, pages 34–46, and reinforced throughout the book.

Timed Writing, p. 101

Timed writing is a valuable skill for students to master since many standardized tests include a timed-writing section. Students might feel varying levels of anxiety due to this time limit, which can result in a greater number of errors than they normally make. Explain to students that timed-writing practice can help them feel more comfortable and confident in other timed-writing situations where they will need to write quickly and effectively. Before beginning the writing task, review the writing prompt and the essay guidelines provided. If necessary, review the term *writing prompt*.

EXPANSION ACTIVITIES

Have students work in partners or small groups. Provide each group with a series of steps on sentence strips. Mix up the sentence strips and have students put the series of steps in order. Have them determine if the steps are organized chronologically or by priority and explain why to the whole class or to another partner or group.

VOCABULARY ENRICHMENT ACTIVITIES

Because vocabulary is such an important point in moving to a higher proficiency level, it is strongly recommended that instructors require students to maintain a vocabulary journal.

Whether or not this particular strategy is employed, it is imperative that students acquire a large amount of appropriate vocabulary in this course.

Suggested Words for the Vocabulary Journal

Below is a list of vocabulary words from the essays in the unit. We suggest that students begin with these words and add other words to their vocabulary journals as necessary.

Essay 7, pp. 77–79

a candidate
to seek
to perceive
an asset
exclusively
effectively
fellow
to bear in mind
to stand out
an anecdote
ideal
to solicit
to proceed
posture
to be aware of
to contribute to
to undermine
eloquent
to glance
a gap
a hierarchy
challenging
ultimately
a prospect
to anticipate
precisely
to unfold
likely
preliminary

Essay 8, pp. 86–88

delicate

to inspire
to transform
a miracle
discrete
a stage
metamorphosis
mature
to emerge
sole
to denote
whereas
apparently
dormant
a cocoon
to transition
to mate
vivid
remarkable

Essay 9, pp. 92–94

bargaining
potential
a profit
inflexible
a price tag
a negotiation
the matter
to volunteer
a commission
a range
to stress
perseverance
to pay off
an incentive
patience
to compile
further
a circumstance
worthwhile
addictive

Self-Assessment

Have students refer back to the opening spread on pages 72 and 73. Direct their attention to the objectives. Ask them to put a check mark by the objective(s) they achieved. Then ask students the question at the bottom of the page. Ask: *Would you be able to write an essay using this prompt?* Students can raise hands to answer the question.

UNIT 5 Comparison Essays

OVERVIEW

Unit 5 teaches students about comparison essays, which examine how two related subjects are similar and different. Comparison essays may focus on comparing, contrasting, or on both, and they should either say that the two subjects are more different than similar, say that the two subjects are more similar than different, or show how the two subjects share both similarities and differences.

Students will continue with Building Better Vocabulary activities. For further support, you may use the *Great Writing 5* Assessment CD-ROM with ExamView® to produce quizzes on the grammar, vocabulary, editing, or writing that is covered in this unit.

OBJECTIVES

1. Understand the definition and characteristics of a comparison essay. (p. 104)
2. Evaluate different methods of structuring comparison essays. (pp. 105–106)
3. Evaluate various topics for comparison essays. (p. 107)
4. Practice brainstorming skills to determine supporting details and structure for a comparison essay. (p. 108)
5. Study a sample comparison essay. (pp. 109–112)
6. Practice determining meaning from context. (pp. 113, 120, 126)
7. Analyze the content of a comparison essay and evaluate the effectiveness of its argument. (pp. 113–114)
8. Practice writing strong thesis statements for comparison essays. (p. 115)
9. Practice the use of transitions and connectors to make a writer's comparisons clear. (pp. 115–120)
10. Understand how to construct the comparative forms of adjectives and adverbs. (pp. 120–122, 124–126)
11. Understand how to use parallel structure/constructions to express comparisons correctly. (pp. 122–126)
12. Follow the seven steps in the writing process to write an original comparison essay. (pp. 126–130)

TEACHING NOTES

Unit 5 introduces students to comparison essays. After analyzing the content and organization of a comparison essay, students are introduced to transitions and connectors used with comparison essays, as well as relevant grammar points. The final activity involves writing an original comparison essay using the seven steps in the writing process.

Unit Opener

Each unit begins with a two-page opening spread featuring a photo, a set of objectives, and a culminating writing task.

Direct students' attention to the photo and ask them to tell you what they see. This photo shows the Salar de Uyuni in Bolivia, which is the world's largest salt flat.

Go over the objectives on the top of page 103. Explain that students should accomplish the objectives in the unit. Have students look at the question at the bottom of page 103. Tell them you will come back to this question at the end of the unit.

What Is a Comparison Essay? p. 104

Tell students the introductory material to this unit explains the definition, use, and function of comparison essays. Comparison essays do not compare two arbitrarily chosen items; rather, these essays advance an argument about the relative merits of two or more entities and, in so doing, increase the reader's understanding of their interrelationship.

How Is a Comparison Essay Organized? pp. 105–106

Point out that comparison essays are frequently structured with either the point-by-point or the block method. As a class, review the two methods as presented on pages 105 and 106. Provide an example of the block method and the point-by-point method using the same topic in each example. Encourage students to ask for clarification as needed. Encourage students to take notes on this information or flag this page and reference it as needed for future writing.

Great Topics for Comparison Essays, p. 107

Explain that when choosing a topic for a comparison essay, students should consider the following questions: *Are the two subjects related in some way? Is there a logical reason for making the comparison or contrast? What features do the subjects have in common? What features do they not share? Can I develop a thesis by comparing and contrasting their traits?* Review the examples and ask students for a few more examples. If time allows, practice evaluating the student examples against the questions listed above.

Activity 1: Identifying Topics for Comparison Essays, p. 107

This quick exercise asks students to identify suitable topics for a comparison essay. Use this exercise to generate class discussion by asking students to identify the reasons why a given topic is or is not a suitable topic for a comparison essay. Have students share their additional topics.

Supporting Details, p. 108

After going over the information, check comprehension by asking questions about the diagram: *Which country is multicultural? How are the climates similar? Are the religions the same or different? How many features do both countries share?*

Activity 2: Brainstorming Details for a Successful Comparison, p. 108

Tell students that this activity will require them to brainstorm supporting evidence for a comparison essay in which they analyze the differences and similarities between two subjects. Carefully go over the example as a class. Ask a few volunteers to share their answers to allow students an opportunity to learn from others' ideas. It would be a good idea to have the volunteers draw their Venn diagrams on the board. For extra practice, students can make an additional Venn diagram in their notebook and brainstorm supporting details for another topic.

Activity 3: Studying an Example Comparison Essay, pp. 109–112

The pre-reading exercise prepares students for one of the unit's sample essays by asking them questions related to its topic of comparing online and face-to-face learning. Have students write their answers in the textbook. Then extend their work into a classroom discussion by having them discuss their ideas and views about the similarities and differences between the two as reflected in the post-reading exercise.

Building Better Sentences, p. 112

Refer students to Practice 2 on page 239 in the Appendix. Have students complete the activity individually, in pairs, or in small groups as needed. Remind students NOT to look at the original sentences while working on the Building Better Sentences activities. The goal here is to see the combinations that result and how they are different, not just to see if the student combinations match the original. If necessary, have students review the steps of combining sentences on pages 237 and 238.

Building Better Vocabulary - Activity 4: Practicing Three Kinds of Vocabulary from Context, p. 113

Review the meanings of synonym, antonym, and collocation. Have students find the first word in each category (e.g., *facilitate*, *widespread*, *a ___ solution*) and circle the answer. Then, have students complete the activity individually. Tell students that they can find the word in the text to help them understand its context. Suggest that students check their answers against the text. For example, they might substitute a synonym, or *not* + an antonym, as they read the sentences.

Activity 5: Analyzing the Organization, p. 113

Have students analyze the organization of the essay "Online and Face-to-Face Learning in the Digital Age" (Essay 10) to complete the outline on page 114. Point out that by studying the content and structure of the essay, students will be better prepared to write their own comparison essays.

Strong Thesis Statements for Comparison Essays, p. 115

Point out that hedging words make the thesis easier to prove. Without the use of modals, adverbs (e.g., *often*), quantifiers (e.g., *most*, *many*) and verbs like *appear* and *seem*, a statement can be too absolute.

Activity 6: Writing Strong Thesis Statements for Comparison Essays, p. 115

Have volunteers write their thesis statements on the board. Discuss the relative merits of each. If an example is not strong, ask questions like: *How could we improve this thesis statement? What is this thesis statement missing?*

Transitions and Connectors in Comparison Essays, pp. 115–116

Go over the charts of transitions and connectors as a class. Clarify the meaning of any unfamiliar transitions or connectors as needed. Encourage students to make their own charts with transitions and connectors commonly used in comparison writing or to flag this page and reference it as needed for future writing.

Activity 7: Identifying Transitions and Connectors in an Essay, p. 116

Point out that students can refer to this activity for models in writing sentences for their own essays later in the unit.

Studying Transitions and Connectors in an Example Comparison Essay, pp. 117–119

Activity 8: Warming Up to the Topic, p. 117

This activity will help students activate background knowledge and anticipate the content of the essay. Doing so allows them to understand and remember the content better.

Activity 9: Using Transitions and Connectors in an Essay, pp. 117–119

Point out that appropriate transitions and connectors are essential components to academic writing. Model how to complete the exercise as needed by completing a few examples together as a class. Encourage students to reference the charts of transitions and connectors on page 116 and ask for clarification as needed as they work through this activity.

Building Better Vocabulary - Activity 10: Practicing Three Kinds of Vocabulary from Context, p. 120

Review the meanings of synonym, antonym, and collocation. Have students find the first word in each category (e.g., *mimic*, *indigenous*, *expose an animal ___ a problem*) and circle the answer. Then, have students complete the activity individually. Tell students that they can find the word in the text to help them understand its context. Suggest that students check their answers against the text. For example, they might substitute a synonym, or *not* + an antonym, as they read the sentences.

Grammar for Writing: Comparative Forms (-er, more / less; as . . . as, the same . . . as), pp. 120–121

Go over the explanations and examples as a class. Elicit additional examples from students and provide correction and further clarification as needed. Emphasize the importance of knowing how to correctly use comparative forms in a comparison essay.

Activity 11: Working with *more* and *-er*, p. 121

Tell students that this activity will help them practice and review their understanding of comparative forms. Instruct students to reference the charts as needed as they work through the activity.

Activity 12: Working with *not as . . . as*, pp. 121–122

Like Activity 11, this activity will help them practice and review their understanding of comparative forms. Instruct students to reference the charts as needed as they work through the activity.

Grammar for Writing: Parallel Structure, p. 122

Clarify that parallel construction in comparison means that the items being compared are equal (in the sense that it is a fair and logical comparison) and are the same part of speech. Review the explanations and examples. Elicit a few examples from students and write them on the board.

Activity 13: Editing for Parallel Structure, p. 123

Instruct students to reference page 122 as they work through this activity. Have students compare edits in pairs before reviewing the answers as a class.

Activity 14: Editing an Essay: Review of Grammar, pp. 124–126

Tell students that this editing activity, which covers both of the grammar topics of this unit, will serve as a helpful review of key issues that they must learn as academic writers. Model how to complete the items as needed by completing several together as a class. Encourage students to reference the appropriate grammar topic and ask for clarification as needed as they work through this activity.

Building Better Vocabulary - Activity 15: Practicing Three Kinds of Vocabulary from Context, p. 126

Review the meanings of synonym, antonym, and collocation. Have students find the first word in each category (e.g., *remote*, *randomly*, *responsible* ___) and circle the answer. Then, have students complete the activity individually. Tell students that they can find the word in the text to help them understand its context. Suggest that students check their answers against the

text. For example, they might substitute a synonym, or *not* + an antonym, as they read the sentences.

Original Student Writing: Comparison Essay, pp. 126–130

Tell students that they will practice the skills they have learned in this unit by writing an original comparison essay using the seven steps in the writing practice.

Activity 16: Step 1: Choose a Topic, pp. 126–127

Instruct students on whether you will assign them a topic, they will choose their own, or they will use one of the suggestions presented in the chart. Point out that at this final level in the series, students are preparing to move into standard college courses and that the topics suggested in the chart are aimed at helping students transition successfully into their next phase of academic writing.

Activity 17: Step 2: Brainstorm, pp. 127–128

Emphasize the importance of brainstorming, or generating ideas about a topic. Remind students that they should write all the ideas that come to mind without worrying about spelling and grammar or whether the ideas are good or not. After jotting down the information they know about the two subjects, students should complete the Venn diagram on page 128. Based on the amount of similarities or differences they are able to come up with, students should then decide if their essay will focus on similarities, differences, or both. Point out that students can always revise their brainstorming ideas as they continue in the writing process. Point out that charts, diagrams, and other graphic organizers can help them see the connections between their ideas.

Activity 18: Step 3: Outline, pp. 128–129

Reiterate the importance of the outline for organizing how students will present their information. Encourage students to make their outlines as detailed as possible as this will ease the writing of their first draft. Have students follow the directions for the peer editing of their outlines using the questions provided. Remind students of the value of peer editing even in the outlining stage.

Activity 19: Step 4: Write the First Draft, p. 130

Make sure students use their revised outlines (based on feedback from a peer) to write their first draft. Encourage students to write spontaneously in order to get all their ideas on paper. Point out that writing an essay is not a linear process and that they should expect to make multiple changes and rewrites as they edit and revise their work.

Activity 20: Step 5: Get Feedback from a Peer, p. 130

Emphasize the critical role that peer editing plays in editing and revising an essay into a polished essay. Remind students that it provides them with a new point of view which can help

them identify the areas of their writing that need to be improved or further developed. Also remind them of the importance of providing constructive and positive feedback and recommend that they learn how to provide this by using the peer editing sheets as a model.

Students should use the peer editing sheets for each original writing assignment. Remind students to download and print Peer Editing Sheet 5 from NGL.Cengage.com/GW5 before completing this activity. Have students exchange papers with a partner and use the sheet to edit each other's work.

Activity 21: Step 6: Revise the First Draft, p. 130

Have students use the feedback they received from peer editing to revise their drafts. Point out that they have four choices for responding to the feedback: no change, add information, cut information, or edit.

Activity 22: Step 7: Proofread the Final Draft, p. 130

Encourage students to keep a list of items to check for in the proofreading stage, including any relevant points from the grammar topics presented in the unit. Point out that at this step, they can still make minor changes, such as adding or changing words, that will make the essay stronger or easier to understand.

Additional Topics for Writing, pp. 130–131

Included in this section is a list of comparison essay writing prompts. Point out that in order to become better writers, they need to write as much as possible. You may choose to assign these topics on a daily, weekly, bimonthly, or voluntary basis. Remind students to refer to the seven steps in the writing process as outlined in Unit 2, pages 34–46 and reinforced throughout the book.

Timed Writing, p. 131

Timed writing is a valuable skill for students to work on since many standardized tests include a timed-writing section. Students might feel varying levels of anxiety due to this time limit, which can result in a greater number of errors than they normally make. Explain to students that timed-writing practice can help them feel more comfortable and confident in other timed-writing situations where they will need to write quickly and accurately. Before beginning the writing task, review the writing prompt and the essay guidelines provided.

EXPANSION ACTIVITIES

Have students work in groups of four. Have each student write two points of comparison on two pieces of paper (each point on one piece of paper). Have students mix up the eight pieces of paper and, working together, connect each of the two corresponding items logically. Then have groups exchange sets of paper with comparison points and repeat the activity. Continue until all groups have exchanged papers with one another.

VOCABULARY ENRICHMENT ACTIVITIES

Because vocabulary is such an important point in moving to a higher proficiency level, it is strongly recommended that instructors require students to maintain a vocabulary journal. Whether or not this particular strategy is employed, it is imperative that students acquire a large amount of appropriate vocabulary in this course.

Suggested Words for the Vocabulary Journal

Below is a list of vocabulary words from the essays in the unit. We suggest that students begin with these words and add other words to their vocabulary journals as necessary.

Essay 10, pp. 109–111

to allocate
a liability
inherently
superior
a paradigm
to facilitate
beyond
vital
to fulfill
to tend to
a drawback
reluctance
to isolate
to conduct
to duplicate
widespread
to navigate
to advocate for
to address
a component
to assess
to prosper
to merge

Essay 11, pp. 117–119

extinction
a species
to threaten
a reserve

to roam
vast
to simulate
a habitat
tame
the wild
a parasite
an ailment
to mimic
indigenous
to adjust
to encounter
an alien
hospitable
a poacher
a black market
ethical

Essay 12, pp. 124–126

a reptile
to differentiate
an attribute
randomly
to distinguish
analogous
to tend to be
a snout
to resemble
visible
substantial
a zoologist
to coexist
demeanor
to splash
to inhabit
to verify
remote
key

Self-Assessment

Have students refer back to the opening spread on pages 102 and 103. Direct their attention to the objectives. Ask them to put a check mark by the objective(s) they achieved. Then ask students the question at the bottom of the page. Ask: *Would you be able to write an essay using this prompt?* Students can raise hands to answer the question.

UNIT 6 Cause-Effect Essays

OVERVIEW

Unit 6 teaches students cause-effect essays, which show the relationship between one or more causes and one or more effects. There are two methods of organization for a cause-effect essay: the “focus-on-effects” method and the “focus-on-causes” method.

Students will continue with Building Better Vocabulary activities. For further support, you may use the *Great Writing 5* Assessment CD-ROM with ExamView® to produce quizzes on the grammar, vocabulary, editing, or writing that is covered in this unit.

OBJECTIVES

1. Understand the definition and characteristics of a cause-effect essay. (p. 134)
2. Evaluate different methods of structuring cause-effect essays. (p. 135)
3. Evaluate various topics for cause-effect essays. (p. 136)
4. Practice brainstorming skills in determining supporting details and structure for a cause-effect essay. (pp. 137–138)
5. Analyze the content and organization of a cause-effect essay. (pp. 139–142)
6. Practice determining meaning from context. (pp. 142, 148, 154)
7. Practice writing strong thesis statements for cause-effect essays. (p. 144)
8. Practice the use of transitional phrases and connectors to structure a well-planned cause-effect essay. (pp. 144–148)
9. Practice consistent use of verb tenses within an essay (or extended writing). (pp. 149–154)
10. Understand what sentence fragments are and how to repair them. (pp. 150–154)
11. Follow the seven steps in the writing process to write an original cause-effect essay. (pp. 155–158)

TEACHING NOTES

Unit 6 introduces students to cause-effect essays. After analyzing the content and organization of the essay, students are introduced to transitions and connectors used with cause-effect essays, as well as relevant grammar points. The final activity involves writing an original cause-effect essay using the seven steps in the writing process.

Unit Opener

Each unit begins with a two-page opening spread featuring a photo, a set of objectives, and a culminating writing task.

Direct students’ attention to the photo and ask them to tell you what they see. This photo shows a toxic algal bloom from fertilizer runoff that covers a third of Lake Erie in the United States.

Go over the objectives on the top of page 133. Explain that students should accomplish the objectives in the unit. Have students look at the question at the bottom of page 133. Tell them you will come back to this question at the end of the unit.

What Is a Cause-Effect Essay? p. 134

Point out that cause-effect essays can perform one of two functions. First, they may start with a cause and report on its effects. Conversely, they may start with an effect and discuss its causes. Have students write the definition of a cause-effect essay on an index card for quick reference as they complete the activities in this unit.

How Is a Cause-Effect Essay Organized? p. 135

Explain to students that cause-effect essays have two basic structures: “focus-on-effects” or “focus-on-causes.” Discuss the graphics on page 135 that illustrate these two basic structures. Discuss as a class what each structure means in terms of how to write an essay with each method.

Great Topics for Cause-Effect Essays, p. 136

Review the explanations and examples. Point out that when brainstorming causes/effects, students should consider whether there is a cause-effect relationship or a simple time relationship (a “cause” preceded an “effect” in time but did not cause the effect).

Activity 1: Identifying Topics for Cause-Effect Essays, p. 136

This quick exercise asks students to identify suitable topics for a cause-effect essay. Use this exercise to generate class discussion by asking students to identify the reasons why a given topic is or is not a suitable topic for a cause-effect essay.

Supporting Details, p. 137

Ask students to work in pairs to extend the two lists. Elicit their examples and write them on the board. Ask students which they would focus on for each example—causes or effects.

Activity 2: Brainstorming for Two Methods, pp. 137–138

Tell students that they will have to perform two brainstorming activities on the same topic: stress. Explain to students that they will need to analyze the topic first with a “focus-on-effects” viewpoint and then with a “focus-on-causes” viewpoint. Encourage further brainstorming with a variety of topics and encourage students to share their ideas with their classmates.

Activity 3: Studying an Example Cause-Effect Essay, pp. 139–142

The preview questions prepare students for the unit’s example essay by asking them questions related to its topic of the effect of weather on events in world history. Have students

write their answers in the textbook. Then extend their work into a classroom discussion by having them discuss their ideas and views about how weather affects people in general.

Building Better Sentences, p. 142

Refer students to Practice 3 on pages 239 and 240 in the Appendix. Have students complete the activity individually, in pairs, or in small groups as needed. Remind students NOT to look at the original sentences while working on Building Better Sentences activities. The goal here is to see the combinations that result and how they are different, not just to see if the student combinations match the original. If necessary, have students review the steps of combining sentences on pages 237 and 238.

Building Better Vocabulary - Activity 4: Practicing Three Kinds of Vocabulary from Context, p. 142

Review the meanings of *synonym*, *antonym*, and *collocation*. Have students find the first word in each category (e.g., *capture*, *handily*, *span* ___ *Greece*) and circle the answer. Then, have students complete the activity individually. Tell students that they can find the word in the text to help them understand its context. Suggest that students check their answers against the text. For example, they might substitute a synonym, or *not* + an antonym, as they read the sentences.

Activity 5: Analyzing the Organization, p. 143

Have students complete this exercise in order to analyze the organization of the essay “How Weather Has Changed World History” (Essay 11). Point out that by studying the organization of the essay, students will be better prepared to write their own cause-effect essays.

Strong Thesis Statements for Cause-Effect Essays, p. 144

Elicit examples of connectors, verbs, and nouns that suggest causes or effects and write them on the board. Create a T-chart on the board, and ask volunteers to write their ideas.

Activity 6: Writing Strong Thesis Statements for Cause-Effect Essays, p. 144

When students have finished, have them write their thesis statements another way, by changing structure or word forms. For example, they could try using the verb *cause* instead of a noun. The purpose of this activity extension is for students to realize the variety that is possible. Pick a few examples to write on the board to present.

Transitions and Connectors in Cause-Effect Essays, pp. 144–145

Go over the chart of transitions and connectors as a class. Clarify the meaning of any unfamiliar transitions or connectors as needed. Encourage students to make their own charts with transitions and connectors commonly used in cause-effect writing or to flag this page and reference it as needed for future writing.

Activity 7: Identifying Transitions and Connectors in an Essay, p. 145

Suggest students rewrite the sentences using different transitions or connectors that convey the same idea. The purpose of this activity extension is for students to realize the variety that is possible. Pick a few examples to write on the board to present.

Studying Transitions and Connectors in an Example Cause-Effect Essay, pp. 146–148

Activity 8: Warming Up to the Topic, p. 146

This activity prepares students for one of the unit's example essays by asking them questions related to its topic of things that affect happiness. This gets the students to start thinking about the topic. Have students write their answers in the textbook. Then extend their work into a classroom discussion by having them discuss their own ideas and views about what they think contributes to happiness in general.

Activity 9: Using Transitions and Connectors in an Essay, pp. 146–148

Point out that appropriate transitions and connectors are essential components to academic writing. Model how to complete the exercise as needed by completing a few together as a class. Encourage students to reference the chart of transitions and connectors on page 145 and ask for clarification as needed as they work through this activity.

Building Better Vocabulary - Activity 10: Practicing Three Kinds of Vocabulary from Context, p. 148

Review the meanings of *synonym*, *antonym*, and *collocation*. Have students find the first word in each category (e.g., *pursue*, *intriguing*, *the means ___ something*) and circle the answer. Then, have students complete the activity individually. Tell students that they can find the word in the text to help them understand its context. Suggest that students check their answers against the text. For example, they might substitute a synonym, or *not* + an antonym, as they read the sentences.

Grammar for Writing: Consistent Verb Tense Usage, p. 149

Discuss as a class that a common writing error is a shift in verb tense usage for no reason. For example, a narrative essay about the writer's eighteenth birthday (which is definitely in the past) might start in past tense, then shift to present, then shift to present progressive, and finally shift back to past tense. Explain that this is not correct. Tell students that most essays will have a very limited number of verb tenses due to its topic (and its time of occurrence). Encourage students to check for consistent verb tense usage as they proofread their writing.

Activity 11: Working with Consistent Verb Tense Usage, p. 150

Tell students that this activity will require them to identify sudden shifts in verb tense within a piece of extended writing (i.e., not just a single sentence). Model how to complete the exercise, as needed. Encourage students to ask for clarification if necessary.

Grammar for Writing: Sentence Fragments, p. 150

Emphasize that one of the “worst” errors committed in academic writing that a writer can make is a sentence fragment. Help students understand that it is imperative that they learn how to avoid this error. Encourage students to check for fragments as they proofread their drafts and when peer editing.

Activity 12: Working with Fragments, pp. 150–151

Have students rewrite sentences containing errors with fragments. Tell students that by correcting these mistakes, they should learn to avoid similar problems with their own writing. Model how to complete the exercise as needed. Encourage students to ask for clarification if necessary. Depending on how well students do with this activity, consider having students review and complete the material and activities on fragments in the *Brief Writer’s Handbook with Activities* (pages 217–220).

Activity 13: Editing an Essay: Review of Grammar, pp. 151–154

Tell students that this editing activity, which covers both of the grammar topics of this unit, will serve as a helpful review of key issues that they must learn as academic writers. Model how to complete the items as needed by completing several together as a class. Encourage students to reference the appropriate grammar topic and ask for clarification as needed as they work through this activity.

Building Better Vocabulary - Activity 14: Practicing Three Kinds of Vocabulary from Context, p. 148

Review the meanings of *synonym*, *antonym*, and *collocation*. Have students find the first word in each category (e.g., *incapable*, *urban*, *the main cause ___ something*) and circle the answer. Then, have students complete the activity individually. Tell students that they can find the word in the text to help them understand its context. Suggest that students check their answers against the text. For example, they might substitute a synonym, or *not* + an antonym, as they read the sentences.

Original Student Writing: Cause-Effect Essay, pp. 155–158

Tell students that they will practice the skills they have learned in this unit by writing an original cause-effect essay using the seven steps in the writing practice.

Activity 15: Step 1: Choose a Topic, p. 155

Instruct students on whether you will assign them a topic, they will choose their own, or they will use one of the suggestions presented in the chart. Point out that at this final level in the series, students are preparing to move into standard college courses and that the topics suggested in the chart are aimed at helping students transition successfully into their next phase of academic writing.

Activity 16: Step 2: Brainstorm, p. 156

Emphasize the importance of brainstorming, or generating ideas about a topic. Remind students that they should write all the ideas that come to mind without worrying about spelling and grammar or whether the ideas are good or not. Point out that students can always revise their brainstorming ideas as they continue in the writing process. As an extension of this activity, students could create a brainstorm box like those on page 138 in their notebooks. Upon completing the visuals, they can decide which method would work best for their essay: focus-on-effects or focus-on-causes.

Activity 17: Step 3: Outline, pp. 156–157

Reiterate the importance of the outline for organizing how students will present their information. Encourage students to make their outlines as detailed as possible as this will ease the writing of their first draft. Have students follow the directions for the peer editing of their outlines using the questions provided. Remind students of the value of peer editing even in the outlining stage.

Activity 18: Step 4: Write the First Draft, p. 158

Make sure students use their revised outlines (based on feedback from a peer) to write their first draft. Encourage students to write spontaneously in order to get all their ideas on paper. Point out that writing an essay is not a linear process and that they should expect to make multiple changes and rewrites as they edit and revise their work.

Activity 19: Step 5: Get Feedback from a Peer, p. 158

Emphasize the critical role that peer editing plays in editing and revising an essay into a polished essay. Remind students that it provides them with a new point of view which can help them identify the areas of their writing that need to be improved or further developed. Also remind them of the importance of providing constructive and positive feedback and recommend that they learn how to provide this by using the peer editing sheets as a model.

Students should use the peer editing sheets for each original writing assignment. Remind students to download and print Peer Editing Sheet 6 from NGL.Cengage.com/GW5 before completing this activity. Have students exchange papers with a partner and use the sheet to edit each other's work.

Activity 20: Step 6: Revise the First Draft, p. 158

Have students use the feedback they received from peer editing to revise their drafts. Point out that they have four choices for responding to the feedback: no change, add information, cut information, or edit.

Activity 21: Step 7: Proofread the Final Draft, p. 158

Encourage students to keep a list of items to check for in the proofreading stage, including any relevant points from the grammar topics presented in the unit. Point out that at this step, they can still make minor changes, such as adding or changing words, that will make the essay stronger or easier to understand.

Additional Topics for Writing, pp. 158–159

Included in this section is a list of cause-effect essay writing prompts. Point out that in order to become better writers, they need to write as much as possible. You may choose to assign these topics on a daily, weekly, bimonthly, or voluntary basis. Remind students to refer to the seven steps in the writing process as outlined in Unit 2, pages 34–46, and reinforced throughout the book.

Timed Writing, p. 159

Timed writing is a valuable skill for students to work on since many standardized tests include a timed-writing section. Students might feel varying levels of anxiety due to this time limit, which can result in a greater number of errors than they normally make. Explain to students that timed-writing practice can help them feel more comfortable and confident in other timed-writing situations where they will need to write quickly and accurately. Before beginning the writing task, review the writing prompt and the essay guidelines provided.

EXPANSION ACTIVITIES

Have students research and select a newspaper clipping with current headlines (the article will probably state what brought about each event—the causes). Have each student brainstorm the possible effects of the event they read about and present their ideas to a partner or to the whole class. For further practice, provide students with a general topic and have them find information on the Internet or other resources about the causes or effects of the event. Have them share their findings with a partner or with the whole class.

VOCABULARY ENRICHMENT ACTIVITIES

Because vocabulary is such an important point in moving to a higher proficiency level, it is strongly recommended that instructors require students to maintain a vocabulary journal. Whether or not this particular strategy is employed, it is imperative that students acquire a large amount of appropriate vocabulary in this course.

Suggested Words for the Vocabulary Journal

Below is a list of vocabulary words from the essays in the unit. We suggest that students begin with these words and add other words to their vocabulary journals as necessary.

Essay 13, pp. 139–141

tempting
fate
a course
cumulatively
to intervene
to document
to span
a reign
to mount
a monsoon
a casualty
to stage
ambition
to crush
handily
fog
to retreat
a tie
domain
to capture
to overlook
brutal
abominable
dreadful
unambiguously
dense
a forecaster

Essay 14, pp. 146–148

to proclaim
seemingly
to facilitate
intriguing
a hypothesis
chief
an obstacle
the latter
a scenario
the former

means
integrity
trite
to pursue
reciprocal
to end up
to resist
prospective
merely
to enhance

Essay 15, pp. 151–154

dramatically
a flip
to revolutionize
overwhelmingly
an accomplishment
to enable
prevalence
to enhance
to illuminate
potential
virtually
infrastructure
to acknowledge
to lament
primarily
urban
frustrated
self-efficacy
convinced
to deserve
to tarnish
a legacy
an innovation
to strive
to mitigate

Self-Assessment

Have students refer back to the opening spread on pages 132 and 133. Direct their attention to the objectives. Ask them to put a check mark by the objective(s) they achieved. Then ask students the question at the bottom of the page. Ask: *Would you be able to write an essay using this prompt?* Students can raise hands to answer the question.

UNIT 7 **Argument Essays**

OVERVIEW

Unit 7 teaches students about argument essays, which aim at convincing readers to agree with the writer on a specific issue. Argument essays present both the pros and cons of the thesis statement through the inclusion of a counterargument and refutation.

Students will continue with Building Better Vocabulary activities. For further support, you may use the *Great Writing 5* Assessment CD-ROM with ExamView® to produce quizzes on the grammar, vocabulary, editing, or writing that is covered in this unit.

OBJECTIVES

1. Understand the definition and characteristics of an argument essay. (pp. 162–163)
2. Learn about the structure of argument essays. (p. 163)
3. Evaluate various topics for argument essays. (p. 164–165)
4. Practice brainstorming skills in determining the supporting details and structure for an argument essay. (pp. 165–166)
5. Practice determining meaning from context. (pp. 170, 179, 186)
6. Analyze the content and organization of argument essays. (pp. 166–171)
7. Practice writing strong thesis statements for argument essays. (pp. 172–173)
8. Practice writing strong counterargument and refutation statements for argument essays. (pp. 173–174)
9. Practice identifying and using transitional phrases and connectors to structure an argument essay. (pp. 174–178)
10. Use modals and adverbs of degree. (pp. 179–185)
11. Follow the seven steps in the writing process to write an original argument essay. (pp. 186–189)

TEACHING NOTES

Unit 7 introduces students to argument essays. After analyzing the content and organization of the essay, students are introduced to transitions and connectors used with argument essays, as well as relevant grammar points. The final activity involves writing an original argument essay using the seven steps in the writing process.

Unit Opener

Each unit begins with a two-page opening spread featuring a photo, a set of objectives, and a culminating writing task.

Direct students' attention to the photo and ask them to tell you what they see. This photo shows a nighttime scene of a winding highway in New Taipei City on the island of Taiwan.

Go over the objectives on the top of page 161. Explain that students should accomplish the objectives in the unit. Have students look at the question at the bottom of page 161. Tell them you will come back to this question at the end of the unit.

What Is an Argument Essay? pp. 162–163

Go over the explanation of the definition of argument essays. Tell students that the best argument essays are so well written and organized that they are able to convince or persuade the reader to the writer's point of view. Explain that convincing a reader requires a logical argument in favor of (or against) the topic of the essay, so it is important for writers to consider all sides of the topic carefully before writing.

How Is an Argument Essay Organized? p. 163

Explain that argument essays are organized in the same overall manner as the other essays in the book: they begin with an introductory paragraph, followed by the body paragraphs, which discuss the pros and cons of the thesis statement, and end with a conclusion. Point out that the body contains a counterargument and refutation, which can strengthen the writer's argument. Provide students with an editorial from a newspaper and have them identify the parts of the essay according to the definition in their book.

Writer's Note: All Essays Are Argument Writing, p. 164

Emphasize the importance of understanding that all types of writing are, in fact, arguments. Explain that argument writing in this unit is also called persuasive writing in some texts. Argument writing makes a more direct, overt appeal to the reader than other types of writing.

Great Topics for Argument Essays, p. 164

Discuss what makes a good topic for an argument essay. Read aloud the list of general topics on p. 164, and then have students brainstorm other topics for an argument essay. Point out that many good topics for argument essays are controversial topics by nature.

Activity 1: Identifying Topics for Argument Essays, pp. 164–165

This quick exercise asks students to identify suitable topics for an argument essay. Use this exercise to generate class discussion by asking students to identify the reasons why a given topic is or is not a suitable topic for an argument essay.

Supporting Details, p. 165

Have students work in pairs to add arguments, pros, and cons. Call on students to share their ideas with the class.

Activity 2: Brainstorming Supporting Ideas, pp. 165–166

Clarify that students should brainstorm three ideas for and three ideas against the two thesis statements. If needed, model a few items on the board. Have students share their answers in groups or as a class.

Activity 3: Studying an Example Argument Essay, pp. 166–170

The preview questions prepare students for the unit’s sample essay by asking them questions related to its topic of study abroad. Have students write their answers in the textbook. Then extend their work into a classroom discussion by having them discuss their ideas about travel as an educational activity: *What do people learn when they travel or live abroad? How does travel change you?*

Building Better Sentences, p. 170

Refer students to Practice 4 on page 240 in the Appendix. Have students complete the activity individually, in pairs, or in small groups as needed. Remind students NOT to look at the original sentences while working on Building Better Sentences activities. The goal here is to see the combinations that result and how they are different, not just to see if the student combinations match the original. If necessary, have students review the steps of combining sentences on pages 237 and 238.

Building Better Vocabulary - Activity 4: Practicing Three Kinds of Vocabulary from Context, p. 170

Review the meanings of *synonym*, *antonym*, and *collocation*. Have students find the first word in each category (e.g., *trigger*, *abroad*, ___ *abroad*) and circle the answer. Then, have students complete the activity individually. Tell students that they can find the word in the text to help them understand its context. Suggest that students check their answers against the text. For example, they might substitute a synonym, or *not* + an antonym, as they read the sentences.

Activity 5: Analyzing the Organization, p. 171

Have students complete this exercise in order to analyze the organization of the essay “The Best Classroom” (Essay 16). Point out that by studying the organization of the essay, they will be better prepared to write their own argument essays.

Strong Thesis Statements for Argument Essays, p. 172

Point out that students will review the use of modals later in the unit. After students have read the information, check comprehension by asking questions: *What do the strongest thesis statements include? What kind of words signal an opinion? What expressions are common in thesis statements for argument essays? Can a thesis be a fact? Why or why not? Can a thesis statement be based only on opinion?*

Activity 6: Writing Strong Thesis Statements for Argument Essays, pp. 172–173

Encourage students to write thesis statements that are equally strong for either side of the argument. Point out that sometimes writers have to argue for an opinion they don't hold. Strengthening their theses and arguments will help them with such assignments.

Strong Counterargument and Refutation Statements for Argument Essays, p. 173

Counterargument and refutation actually strengthens an argument. It shows that the writer understands the other position, but still finds the arguments stronger for his/her position.

Activity 7: Writing Refutations for Counterarguments, p. 174

Point out that *while* and *although* introduce clauses and that *despite* precedes a noun phrase, often a gerund (e.g., *Despite being true for a handful of pilots,...*).

Transitions and Connectors in Argument Essays, p. 174

Go over the chart of transitions and connectors as a class. Clarify the meaning of any unfamiliar transitions or connectors as needed. Encourage students to make their own charts with transitions and connectors commonly used in argument writing or to flag this page for future reference.

Activity 8: Identifying Transitions and Connectors in Argument Essays, p. 175

Encourage students to write these sentences using different transitions or connectors.

Studying Transitions and Connectors in Argument Essays, pp. 175–178**Activity 9: Warming to the Topic, p. 175–176**

This activity prepares students for the example essay by asking them questions related to its topic of study, which is overfishing. Have students write their answers in the textbook. Then extend their work into a classroom discussion by having them share their ideas about how we get our food in general: *Are we eating ethically? How could we eat sustainably?*

Activity 10: Using Transitions and Connectors in an Essay, pp. 176–178

Point out that appropriate transitions and connectors are essential components to academic writing. Model how to complete the exercise as needed by doing several together as a class. Encourage students to reference the chart of transitions and connectors on page 174 as they work through this activity and ask for clarification as needed.

Building Better Vocabulary - Activity 11: Practicing Three Kinds of Vocabulary from Context, p. 170

Review the meanings of *synonym*, *antonym*, and *collocation*. Have students find the first word in each category (e.g., *a colleague*, *a solution*, ___ *limited*) and circle the answer. Then, have students complete the activity individually. Tell students that they can find the word in the

text to help them understand its context. Suggest that students check their answers against the text. For example, they might substitute a synonym, or *not* + an antonym, as they read the sentences.

Grammar for Writing: Modals, pp. 179–180

Review modals and form with students (subject + modal + base form). After students have read the information, check comprehension by asking questions: *Which modals or other expressions mean something is a good idea? Which modals do we use when we are unsure about something? Which modals do we use when something is required?*

Activity 12: Working with Modals, p. 181

Have students practice modals by finding the modals in the paragraph and correcting the errors. Ask students to explain why a given modal is used in each context.

Grammar for Writing: -ly Adverbs of Degree, p. 182

Go over the explanations and examples as a class. Clarify any areas of confusion for students. Encourage students to take notes on this information or flag this page for future reference.

Activity 13: Working with -ly Adverbs of Degree, p. 182

This exercise asks students to practice word order with adverbs by unscrambling sentences. When going over the answers, have students identify the pattern they used to place the adverb correctly.

Activity 14: Working with Adverbs, p. 183

Remind students that adverbs are often formed by adding *-ly* to adjectives. Tell students to decide whether an adjective or an adverb is necessary in each instance in the paragraph.

Activity 15: Editing an Essay: Review of Grammar, pp. 183–185

Tell students that this editing activity offers additional practice with reviewing both of the grammar topics of this unit in the context of a complete paragraph. Model how to complete the items as needed by doing a few together as a class. Encourage students to reference the appropriate grammar topic and ask for clarification as needed as they work through this activity.

Building Better Vocabulary - Activity 16: Practicing Three Kinds of Vocabulary from Context, p. 170

Review the meanings of *synonym*, *antonym*, and *collocation*. Have students find the first word in each category (e.g., *nurture*, *shut down*, *a ___ employees*) and circle the answer. Then, have students complete the activity individually. Tell students that they can find the word in the text to help them understand its context. Suggest that students check their answers against the

text. For example, they might substitute a synonym, or *not* + an antonym, as they read the sentences.

Original Student Writing: Argument Essay, pp. 186–190

Tell students that they will practice the skills they have learned in this unit by writing an original argument essay using the seven steps in the writing practice.

Activity 17: Step 1: Choose a Topic, pp. 186–187

Instruct students on whether you will assign a topic to the students, they will choose their own, or they will use one of the suggestions presented in the chart. Point out that at this final level in the series, students are preparing to move into standard college courses and that the topics suggested in the chart are aimed at helping students transition successfully into their next phase of academic writing.

Activity 18: Step 2: Brainstorm, p. 187

Emphasize the importance of brainstorming, or generating ideas about a topic. Remind students that they should write all the ideas that come to mind without worrying about spelling and grammar as well as whether the ideas are good or not. Point out that students can always revise their brainstorming ideas as they continue in the writing process.

Activity 19: Step 3: Outline, pp. 187–189

Reiterate the importance of the outline for organizing how students will present their information. Encourage students to make their outlines as detailed as possible as this will ease the writing of their first draft. Have students follow the directions for the peer editing of their outlines using the questions provided. Remind students of the value of peer editing even in the outlining stage.

Activity 20: Step 4: Write the First Draft, p. 189

Make sure students use their revised outlines (based on feedback from a peer) to write their first draft. Encourage students to write spontaneously in order to get all their ideas on paper. Point out that writing an essay is not a linear process and that they should expect to make multiple changes and rewrites as they edit and revise their work.

Activity 21: Step 5: Get Feedback from a Peer, p. 189

Emphasize the critical role that peer editing plays in editing and revising an essay into a polished essay. Remind students that it provides them with a new point of view which can help them identify the areas of their writing that need to be improved or further developed. Also remind them of the importance of providing constructive and positive feedback and recommend that they learn how to provide this by using the peer editing sheets as a model.

Students should use the peer editing sheets for each original writing assignment. Remind students to download and print Peer Editing Sheet 7 from NGL.Cengage.com/GW5 before completing this activity. Have students exchange papers with a partner and use the sheet to edit each other's work.

Activity 22: Step 6: Revise the First Draft, p. 189

Have students use the feedback they received from peer editing to revise their drafts. Remind students that they have four choices for responding to the feedback: no change, add information, cut information, or edit.

Activity 23: Step 7: Proofread the Final Draft, p. 190

Encourage students to keep a list of items to check for in the proofreading stage, including any relevant points from the Grammar for Writing topics presented in the unit. Point out that at this step, they can still make minor changes, such as adding or changing words, that will make the essay stronger and more comprehensible.

Additional Topics for Writing, p. 190

This section also includes a list of argument essay writing prompts. Point out that in order to become better writers, they need to write as much as possible. You may choose to assign these topics on a daily, weekly, bimonthly, or voluntary basis. Remind students to refer to the seven steps in the writing process as outlined in Unit 1, pages 34–46 and reinforced throughout the book.

Timed Writing, p. 191

Timed writing is a valuable skill for students to work on since many standardized tests include a timed-writing section. Students might feel varying levels of anxiety due to this time limit, which can result in a greater number of errors than they normally make. Explain to students that timed-writing practice can help them feel more comfortable and confident in other timed-writing situations where they will need to write quickly and accurately. Before beginning the writing task, review the writing prompt and the essay guidelines provided.

EXPANSION ACTIVITIES

For additional practice with argument essay development, have students complete several or all of the following expansion activities:

- Photocopy and cut up an argument essay with one paragraph per piece of paper. Have students work individually to assemble the paragraph in the correct order. Finally, discuss the correct order of the essay as a class.
- Have students find argument essays on the Internet, or in other reference materials, and bring a printout to class. Ask students to give a brief overview of the features of the argument in the essay they selected.

- Have students bring a list of three topics for an argument essay to class. Then have students work in pairs to produce a list of 5 great topics. Have each pair share their list of topics, either by reading them aloud or by writing them on chart paper and posting them in the classroom.

VOCABULARY ENRICHMENT ACTIVITIES

Because vocabulary is such an important point in moving to a higher proficiency level, it is strongly recommended that instructors require students to maintain a vocabulary journal. Whether or not this particular strategy is employed, it is imperative that students acquire a large amount of appropriate vocabulary in this course.

Suggested Words for the Vocabulary Journal

Below is a list of vocabulary words from the essays in the unit. We suggest that students begin with these words and add other words to their vocabulary journals as necessary.

Essay 16, pp. 167–169

given
upbringing
to trigger
a dilemma
an assumption
a repercussion
to facilitate
a framework
to enhance
a discipline
fundamental
considerably
in a new light
to invalidate
the thrill
to subsidize

Essay 17, pp. 176–178

sustainable
to deplete
an incentive
to compensate for
to compound
collapse

to downplay
gravity
marine
an enclosure
to revolutionize
to suspend

Essay 18, pp. 183–185

to threaten
vital
a means
to enforce
exploitation
instantly
to outnumber
troubling
to corrupt
to malfunction
to drown out
to nurture
to levy
constant

Self-Assessment

Have students refer back to the opening spread on pages 160 and 161. Direct their attention to the objectives. Ask them to put a check mark by the objective(s) they achieved. Then ask students the question at the bottom of the page. Ask: *Would you be able to write an essay using this prompt?* Students can raise hands to answer the question.

UNIT 8 What Is a Research Paper?

OVERVIEW

Unit 8 teaches students about research papers, in which writers demonstrate their knowledge and unique interpretation of a topic. Students will learn how to narrow a topic and identify, evaluate, and document sources.

For further support, you may use the *Great Writing 5* Assessment CD-ROM with ExamView® to produce quizzes on the grammar, vocabulary, editing, or writing that is covered in this unit.

OBJECTIVES

1. Understand the definition and characteristics of a research paper. (p. 194)
2. Understand the steps in writing a research paper. (pp. 194–198)
3. Practice narrowing topics from general to more specific and research paper-appropriate topics. (pp. 194–195)
4. Understand how to identify sources for a research paper. (p. 196)
5. Practice evaluating sources. (p. 197)
6. Understand how to document sources. (pp. 198–201)
7. Study an example research paper. (pp. 202–207)
8. Follow the process to write an original research paper. (p. 207)

TEACHING NOTES

Unit 8 bridges students from essay writing to the more advanced writing of research papers. Students will learn how to narrow their topics, and then find, evaluate and document sources. The final activity involves writing an original research paper.

Unit Opener

Each unit begins with a two-page opening spread featuring a photo, a set of objectives, and a culminating writing task.

Direct students' attention to the photo and ask them to tell you what they see. This photo is a depiction of a painting of a United States frigate and a British frigate during the War of 1812 by Louis Dodd.

Go over the objective on the top of page 193. Have students look at the question at the bottom of page 193. Tell them you will come back to this question at the end of the unit.

Writing a Research Paper, p. 194

Go over the explanation of the definition of a research paper. Point out that most subject area classes will require a research paper at some point. A research paper requires consulting outside sources, not simply relying on one's own good ideas.

Steps in Writing a Research Paper, pp. 194–201

Explain to students that a research paper frequently takes more time than other types of writing, and involves multiple steps. The gathering of information can take the most time, so suggest students start a research paper long before it is due.

Step 1: Narrow Your Topic, pp. 194–195

Remind students that they have practice in narrowing topics. Elicit examples of essay topics they have written about. With students, identify those topics that might work as research papers, perhaps with modification.

Activity 1: Practice with Research Paper Topics, p. 195

This quick exercise asks students to identify suitable topics for a research paper. Use this exercise to generate a class discussion by asking students to identify the reasons why a given topic is or is not a suitable topic for a research paper.

Step 2: Find Information from Sources, p. 196

Explain that many online resources are not reliable. Point out or elicit clues to the reliability of a website (e.g. *.org*, *.edu* and *.gov* tend to be more reliable than *.com*. Reliable websites date their information and provide sources).

Activity 2: Identifying Sources for a Research Paper from Google Scholar, p. 196

Have students share their information in pairs. Elicit examples of sources they think are more reliable and why (e.g. they're more recent).

Step 3: Evaluate Sources, p. 197

Refer to the previous discussions about sources as students read and discuss this information. Check comprehension by asking questions: *Which authors might be more reliable than others? How can you tell if a journal/article is reputable? How does the date of publication affect whether an article is a good source or not?*

Activity 3: Evaluating Sources for a Research Paper, p. 197

The activity asks students to use their own judgment to evaluate sources. Put students in pairs to explain the reasons for their answers. Lead a discussion on what factors the students consider in their evaluation.

Step 4: Documenting Sources, pp. 198–199

This section is very important for students. In many colleges and universities, plagiarism is a very serious offense. Students must be careful to document each source, even if one source was only used for a supporting detail. In addition, students need to be careful to put all wording that comes directly from a source in quotation marks, and cite all information or ideas that are

not their own. Don't rush through this section. If helpful, photocopy information on a topic of your choice. Then have them practice summarizing, paraphrasing and quoting. Direct students to Unit 3 to refresh these skills.

Activity 4: Discovering the Parts of a References List, p. 199

This activity helps students analyze the references list for a source. This can be a very good way for them to find more information. Students can trust these sources since they have already been cited in a scholarly publication.

Activity 5: Identifying the Parts of a References List, pp. 200–201

After students have analyzed the references list, suggest they write questions about the content to ask and answer in pairs. This will help them become more familiar with the kind of information they can find in such a list.

An Example Research Paper, pp. 202–207

Use this example research paper, “The Pirate’s Unnecessary Battle: Jean Lafitte and the War of 1812,” as a model for students’ papers. The annotations will help them analyze the structure and how ideas are connected, as well as provide examples of an introduction and conclusion. If helpful, have students outline the paper to give them practice analyzing the organization of a long paper.

Original Student Writing: Research Paper, p. 207

You may want to have students expand upon an essay topic from a prior unit by researching the same topic for this paper. Assist students with assessing whether or not their topic is well suited for a research paper.

VOCABULARY ENRICHMENT ACTIVITIES

Because vocabulary is such an important point in moving to a higher proficiency level, it is strongly recommended that instructors require students to maintain a vocabulary journal. Whether or not this particular strategy is employed, it is imperative that students acquire a large amount of appropriate vocabulary in this course.

Suggested Words for the Vocabulary Journal

Below is a list of vocabulary words from the example research paper in the unit. We suggest that students begin with these words and add other words to their vocabulary journals as necessary.

Essay 19, pp. 202–207

notorious

a pirate

a margin
to downplay
a legend
an embargo
retaliation
hostile
harassment
an ally
an ultimatum
an inclination
fragile
to commence
a spy
to flourish

Self-Assessment

Have students refer back to the opening spread on pages 192 and 193. Ask students if they feel they have achieved the objective. Then ask students the question at the bottom of the page. Ask: *Would you be able to write an essay using this prompt?* Students can raise hands to answer the question.

BRIEF WRITER'S HANDBOOK WITH ACTIVITIES

The *Brief Writer's Handbook with Activities* can be used in any order, but it is important to preview the content in order to be aware of how to best utilize this resource throughout the course.

Sentence Types, pp. 209–216

This section offers a concise guide to simple, compound, and complex sentences and offers a few practice activities for students. You may wish to begin the textbook with a review of sentence types in this section and then move on to the main units in the text.

Sentence Problems: Fragments, Run-ons, Comma Splices, pp. 217–222

This section focuses on identifying and correcting three common sentence problems: fragments, run-ons, and comma splices. An explanation and examples are provided for each topic, followed by activities that provide practice with the topic. This section is a great supplement to the Grammar for Writing in Unit 6.

Preposition Combinations, p. 223

This section presents three charts with multiple examples of verb + preposition, adjective + preposition, and noun + preposition combinations. These charts can be used for reference as students write and edit essays assigned throughout the book.

Word Parts (Suffixes), pp. 224–225

This section presents five charts with multiple examples of various word parts (suffixes), including adjective endings, noun endings, verb endings, adverb endings, and examples of word forms across parts of speech. Students should use this section as reference for studying word parts in order to help them figure out the meanings of new words, increase their academic vocabulary, and help them identify the correct word form to use in their writing.

Additional Grammar Activities, pp. 226–229

This section offers practice in grammar, all within the context of essays. Students can practice verb forms, articles, and prepositions (among other things) either individually or as a class assignment. Many of the practice activities in Additional Grammar Activities concentrate on editing for errors, which is a good way of reviewing specific grammar rules in the context of essay writing.

Academic Word List, pp. 230–231

Have students reference Avril Coxhead's Academic Word List when writing their essays. The list includes the 570 word families that Coxhead found to be the most common in academic writing, based on a corpus of over 3 million words. Go to the Teacher Companion Site at

NGL.Cengage.com/GW5 to see versions of all the *Great Writing 5* essays with AWL words identified.

APPENDIX

Building Better Sentences, pp. 237–240

The Appendix contains Building Better Sentences exercises. Be sure to spend some time as a class reviewing the strategies for combining sentences presented on page 237 before students attempt the activities independently. Students are likely to have questions about word order and punctuation usage at this point. It may be helpful to review this section periodically.

This section contains practice activities that correlate with the essays from Units 4 through 7. Steps are provided on pages 237 and 238 that students should use when completing each of the activities. Have students refer to these activities for extra practice writing original sentences with information from the essays. Encourage students to ask questions if necessary and have them share their sentences with a partner or the whole class.

Answer Key

The answer key for *Great Writing 5: From Great Essays to Research* can be accessed on the web by going to the instructor site at NGL.Cengage.com/GW5.