

Instructor's Manual Communication Through Writing

Margaret Pogemiller Coffey

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GENERAL GUIDELINES

COMMUNICATION THROUGH WRITING is a writing text for high-intermediate or low-advanced English language learners. The text reviews the paragraph and then introduces the short essay and its basic writing patterns. Emphasis is placed on the process approach to writing. Students learn that a piece of writing is the end result of thinking, discussing with others, writing, getting feedback on the writing and then rewriting. After working through the twelve chapters, it is intended that students will have the basic tools by which they can begin to produce essays on their own.

A TIME FRAME FOR WORKING THROUGH A CHAPTER

Below is a suggested time frame to follow for chapters two through eleven. The greatest amount of time is devoted to the writing process. The schedule assumes that you meet with your class five hours a week and is meant to be merely a point of reference which you can use or modify.

One-half hour to one hour of class time:

1. Introduction to the writing pattern (15 - 35 minutes)
2. Exercises on the writing pattern (20 - 30 minutes)

One hour of class time:

3. Important Vocabulary (10 - 15 minutes)
4. Vocabulary Exercises (15 - 30 minutes with additional work at home if needed)
5. Important Punctuation (10 - 15 minutes)
6. Vocabulary Exercises (15 - 30 minutes with additional work at home if needed)

Three hours of class time:

7. Guided Writing Activity
 - a. Introduction (5 - 10 minutes)
 - b. Peer Interaction (20 - 30 minutes)
 - c. Organizing Your Information (20 minutes with additional work at home if needed)
 - d. Rough Draft (20 minutes with additional work at home if needed)
 - e. Peer Editing (30 - 40 minutes)
 - f. Final Draft (30 - 45 minutes with additional work at home if needed)
 - g. Student-Instructor Discussion (at least 10 minutes)

SUGGESTIONS FOR WORKING THROUGH A CHAPTER

INTRODUCTION TO THE WRITING PATTERN - As briefly as possible explain what the writing pattern is and why it is used. This gives your students a chance to focus on and discuss the type of writing before using it. In some chapters a type of organization, such as chronological order or spatial order, has been presented alongside the writing pattern. This information is meant to be a reference point for students as they practice the writing pattern throughout the remainder of the chapter.

EXERCISES ON THE WRITING PATTERN - This section includes a variety of activities. Some can be done at home, others can be started in class and finished at home, while others need to be done in the classroom in a group setting. Have students discuss each of these activities, whether completed in or out of class, so that they can raise questions and share information.

IMPORTANT VOCABULARY - Students are given helpful words and phrases for a particular writing pattern. They are not expected to learn lists of vocabulary items but rather are directed to focus on how certain vocabulary expressions are commonly used with a given writing pattern. The vocabulary

items have been presented logically (grouping verb phrases as a unit, grouping noun phrases as a unit, separating words of comparison from words of contrast, and so on). Several examples are also included in each section. It was an intentional decision not to further explain the grammatical constraints of the vocabulary. Students can refer to a good grammar book for more explanation if necessary.

VOCABULARY EXERCISES - These give students directed practice using the vocabulary before they include it in their guided writing assignment. Some of the activities can be done at home, others can be started in class and finished at home, while others need to be done in a group setting. Have students discuss each of these activities with the group, whether completed in or out of class, so that they can raise questions and share information.

IMPORTANT PUNCTUATION/USAGE - Here students focus on punctuation/usage rules which help one achieve accuracy in sentence structure. Emphasis is on sentence level problems: explaining correct formation of the compound, complex, and simple sentences, correct use of the comma, colon, and semi-colon and so on. The ideal situation would be for students to work on a given grammatical item in their grammar lesson at the same time it is being presented in the writing text. If this is not possible, have additional sources which your students can refer to individually or in group exercises if necessary.

PUNCTUATION/USAGE EXERCISES - Students have directed practice using the punctuation and usage rules at the sentence level before using them in their guided writing activity. Please see EXERCISES ON THE WRITING PATTERN and VOCABULARY EXERCISES for further suggestions on presenting this section.

GUIDED WRITING ACTIVITY - In each chapter students have one guided writing activity to complete. Particularly in the first few chapters, it is important at the beginning of a writing activity to emphasize that writing has a process which they are going to learn: formulating, organizing, writing, and editing ideas and information. Deliberately highlighting each step will help students see why each one is important to the total writing process. This reinforcement will not be so important in later chapters.

Following are some suggestions on how to use each step of the writing process. This particular series of steps is used because it has been found to lead to a successful end: well-written short essays. You are encouraged to modify this process to best help your students.

- A. **Introduction to the Writing Activity** - Here students have a chance to "warm up" by reading a brief description of the writing topic and, in many instances, answering a couple of questions about it. Move through this part quickly but intentionally present it so that your students focus on a particular activity before they work on it.
- B. **Peer Interaction (Writing Strategies)** - Students work in small groups or pairs to gather information for the essay using one of the strategies presented at the beginning of the text. On pages 000 through 000 of the text there is a glossary defining each of these strategies. Introduce this list as a resource section at the time they are first discussed in Chapter One on page 000. At this point students should place emphasis on what they want to say in their essay rather than on how they are going to say it. This step is critical to the writing process. Students begin to learn that writing has an interactive nature to it and that there are systematic tools experienced writers use to overcome writer's block: listmaking,

observing, role playing on paper, and WH-questioning. Some students may not respond well to this type of group work and information gathering because it will be quite different for them. If particularly reluctant or less mature students are not making good use of their time, this step can be done individually with your feedback or as a class activity. It might also be helpful, particularly in the first few activities, to point out some benefits of peer interaction and writing strategies:

1. Thinking "out loud" helps to see one's ideas better.
2. Talking to people on a subject gives you information you might not think of otherwise.
3. Other people's comments give you a fresh perspective on your opinions and ideas.
4. Strategies help generate ideas when you seem to be drawing a blank.

Once students become comfortable with the strategies, they can be encouraged to deviate from the text and use any one that works for them.

- C. Organizing Your Information - Students group the information they have gathered into a very informal outline. The basic organization of the outline has been given to them which they complete by answering a series of questions. A particular organization is given to the students but in every writing activity they are reminded that this outline is only a suggestion and can be modified. In later writing activities you might even require students to present the information using their own outline. Or, you might want to give students an exercise to develop more formal topic or sentence outlines from the informal ones.
- D. Rough Draft - It is recommended that students write as much of their essay as possible in class so that they can interact with you and possibly other students. Remind students to focus on the content and organization development of their draft. Of course correct sentence structure is important, but often students have more difficulty focusing on content and organization and need to be reminded of their importance.
- E. Peer Editing - Students find a partner, exchange compositions, and edit each other's work following steps given with each writing activity. The comments from the peer are put on a separate piece of paper called the COMMENTS SHEET. Emphasis is placed on suggestions of content rather than of structure because students often see their grammatical errors more easily than their content deficiencies.

The success of this step will depend upon the maturity and the motivation of your students. Many students seem to like it as an alternative way of getting help before turning in the finished assignment. If the activity seems too time consuming, it could be scaled down or eliminated. For example, when doing the writing activity for illustration, you might direct students to check only to see that the other person has three separate examples in his/her composition rather than tackle all of the outlined steps in the peer editing process. If this step is omitted, suggest to your students some people outside of class (a roommate, a trusted English-speaking friend, a teacher in private conference, a tutor in a writing center at school) who might provide helpful feedback from time to time.

- F. Writing Your Final Draft (Individual Conferences) - Students are given a series of questions to ask themselves (which they can use as a kind of checklist) before writing the final draft. They should be encouraged to work on the final draft, both in and out of class, until they feel that it is complete. It is strongly recommended that you and the student have a conference to discuss his/her paper. Finding time for this step is encouraged because it provides an opportunity for you and your students to communicate directly and regularly about their writing strengths and weaknesses. It is also a means by which you can be sure that students are really examining your written evaluation. In addition, it reinforces your care of your students' writing. Finally, it provides further emphasis that writing is an interactive process from beginning to end.

THE WRITING PROCESS IS NOT FIXED

Once your students are familiar with process writing, help them also see that the steps one takes to get to the finished product may vary from person to person:

1. The amount of time spent on any one step may vary
2. Some writers prefer to outline before they gather information
3. Some writers rewrite several times; others don't
4. Some writers think a lot when gathering ideas; others may need to talk a lot
5. There is a recursive nature to the writing process. For example, a person may outline, gather ideas, write, reoutline, write, gather more ideas, outline again, and then rewrite. There is no one correct way to work through this process.

Teaching students to become aware of their own writing process will help them become more confident writers. For example, in a particular guided writing activity students could gather ideas, organize information, write, and rewrite information following an order and time frame that seems most comfortable to them. At the completion of the writing activity, they could show/explain to you (and possibly classmates) the steps they took in order to get to their completed essay. This should be attempted, however, only after students have become familiar with the writing process or this freedom may only serve to confuse them.

ADDITIONAL WRITING TOPICS - These topics are not guided. However, students should be encouraged here to use what they learned in the chapter. There is a minimum of guidance so that you and students can use the topics in the way that seems the most appropriate:

1. Students could just outline one or more topics
2. You might substitute one of these topics for the guided writing activity
3. This might be the time when students could write an additional composition using their own writing process.

Some of the topics presented in the chapters are specifically directed toward the American culture; others are not. These 'American' topics were included for students who have already been in North America for some time and who might enjoy being able to share some information they have learned. Also, this was done because as students continue their education, they are going to have to write about American-culture topics from time to time. These selections would give them exposure to some of these topics even if you chose for the students not to write about them at this time.

CHAPTER ONE
INTRODUCTION TO THE SHORT ESSAY

An Introduction to the Short Essay - Information to Highlight

1. Note the importance of the written word in the North American culture.
2. Emphasize why and how we use the short essay.
3. If there is time and interest, ask students to explain the role of writing in their culture. For example, in business deals is the spoken word or written word more important? In school, do students take essay exams or objective exams more often? Encourage students to express their own feelings about writing. Do they like it? Do they think it is a less important English language skill to learn than others?

The Paragraph - Information to Highlight

1. This section is intended to be a quick review.
2. Particularly focus on the sections dealing with unity and coherence. These may contain new or difficult concepts for your students. Some extra time may need to be spent explaining how a writer achieves coherence and unity and why they are so important in writing.

"The First Twenty-Four Hours" (Sample Paragraph)

Discussion Questions - Sample Answers

1. The writer is discussing the miseries of having a cold.
2. Yes, the writer systematically describes the different ailments she suffers from when she has a cold.
3. Ask students to identify any part of the paragraph they think does not stay on the topic.
4. Yes, every sentence describes why the writer hates having a cold.
5. Yes, the writer uses spatial order to describe the ailments from toe to head. In addition, she repeats key words to the topic: cold, aches, pain
6. It ends the topic on a light and slightly humorous note. It also ties the paragraph information together by suggesting that the writer can't even stand herself because of all the previously mentioned symptoms.
7. Students might bring up how they feel emotionally when they have a cold. They might emphasize different areas of discomfort than the author did and so on.

Exercise #1: Distinguishing Between Strong and Weak Topic Sentences - Sample Answers

1. Good topic sentence.
2. This topic sentence is too general. A better example: 'Writing a good paragraph is easy if one exactly follows the teacher's directions.'
3. The word, unusual, is vague. The reader doesn't really understand the writer's point. Explain how the programs are unusual. For example: 'The three best television programs this year were unusual in that none relied on violence to achieve their popularity.'
4. Good topic sentence.
5. Women's liberation, every aspect, and U.S. society need to be narrowed down. For example, the sentence could discuss one aspect of the women's liberation movement that has affected the kinds of toys American girls play with.
6. List in more detail how the Koran is inspirational.
7. Good topic sentence.
8. Good topic sentence.

Exercise #2: Writing Topic Sentences - Sample Answers

1. Students are often successful at learning a second language when they have formal instruction, spend time in the native country, and have high motivation.
2. Recent medical studies indicate that drinking too much coffee causes nervousness and sleeplessness.
3. What I find most exciting about Los Angeles is its varied forms of entertainment.
4. Santos University is known for its civil engineering program because of its strong faculty and on-site training classes.
5. Children seem to become particularly noisy when they are bored, tired, or excited.

Exercise #3: Writing a Paragraph

Before students begin writing, review very quickly the topic sentence, development, coherence, and unity. Discuss the topic sentence selections as a group. Encourage students to come up with topic sentences on their own, pointing out each one's strengths and weaknesses. Then the group could spend some time brainstorming possible developmental ideas for different topics.

The Short Essay - Information to Highlight

1. Using the diagram in the text, highlight the format of the essay, focusing on margins, indentations, and spacing.
2. Move somewhat quickly through the explanation of the basic parts of the essay. The emphasis here is to have students understand how they function.
3. Pay particular attention to the functions of the thesis statement: explaining the author's purpose, introducing the points to be covered in the essay, and controlling the development of the rest of the essay.

"The Forgotten Letter" (Sample Paragraph)

Discussion Questions - Sample Answers

1. We don't write letters to each other as often as we used to. Instead we are relying on the telephone which is more convenient and immediately gratifying.
2. While there are advantages to using the telephone exclusively, we may also be giving up some of our effectiveness in communicating with each other by not writing letters.
3. The title is at the top of the essay. It lets the reader know that the topic concerns letterwriting. In addition, the word, forgotten, has some 'mystery' associated with it which hopefully encourages one to read on.
4. There are three developing paragraphs. (Possibly have students identify the topic of each one.)
5. Yes, the first two paragraphs focus on the benefits of using the phone while the third discusses the weaknesses of only relying on the phone for long-distance communication.
6. Ask students to identify any part of the essay they think does not stay on the topic, going through the essay a paragraph at a time.
7. The words, in closing, indicate that the essay is almost finished. The conclusion restates the main idea by summarizing the importance of both letters and phone calls as a means of long-distance communication.
8. The essay uses repetition of key words: letters, telephone calls, convenient, and immediately gratifying. It also makes use of pronoun reference. (Possibly point out or have students point out several examples of this.)

Exercise #4: Distinguishing Between Strong and Weak Thesis Statements - Sample Answers

1. Good thesis statement.
2. This statement is too general. Possibly limit the idea to a specific message conveyed in certain songs. For example: 'Three of the Beatles' most popular songs of the seventies sent strong messages against war.'
3. This statement is too broad. Possibly limit the sentence to one advancement. An example: 'In order to build a space station the U.S. space program needs to accomplish three important goals.'
4. Good thesis statement.
5. Good thesis statement.
6. The message is vague. A more specific example: 'Good writers of English know the writing patterns well enough to use the one which will best send his/her message effectively.'
7. Good thesis statement.
8. Specify the ways in which she is one of the best teachers you have ever had. For example: 'Ms. Canfield is one of the best math teachers I've ever had because she is patient, experienced and loves algebra.'

Exercise #5: Writing Thesis Statements - Sample Answers

1. One cannot say that learning a first language is always like learning a second language because the teaching methods and the learning styles are often so different from each other.
2. A person can indicate nonverbally that she is angry or distrusts someone by the position of her body, the location of her arms and the expression on her face.
3. My two favorite kinds of music are Baroque and Classical because they are able to express strong feelings without words.
4. In my opinion, it would not be a good idea to raise the 55 m.p.h. speed limit when statistics show that higher speeds result in more deaths.
5. The secondary education system in the U.S. is very different from the one in my country. In the U.S. young men and women go to school together, study a wide variety of subjects, and participate in many social activities.

Exercise #6: A Review of Important Terms in this Chapter

This game-like activity is meant to be an informal way to review the many different terms presented in this chapter. Two sets of directions are given. In the first, students practice making definitions from given terms. In the second, students identify terms for a given definition. As another option, students could just be quizzed, or this exercise could be omitted.

CHAPTER TWO NARRATION

Introduction to Narration - Information to Highlight

1. Narration Tells a Story - Point out the importance of using active verbs rather than passive ones. Note also that it is best to minimize the use of the verb BE. Possibly make up a story line and ask students to brainstorm some appropriate verbs or short sentences.
2. Narration Generally Describes Events in Chronological Order - You may want to mention that writers sometimes use flashback to tell a story although beginning writers rarely do so.
3. Narration Makes a Point - This is an aspect of narration of which students are often not aware. For additional emphasis have students mention the point of a story that made an impression on them. Then note that readers often remember the point of a story better than the storyline itself because it is so significant.

Exercise #1: Listing Events in Chronological Order

Encourage students to use a variety of active voice verbs. When they share their work together, have them point out strengths and weaknesses in their use of chronological order. An example of the activity is found in the text.

Exercise #2: Practice Making a Point When Writing a Narrative - Sample Answers

1. Point: A person can become stronger by learning how to deal with and eventually overcome homesickness.
2. Point: We may not be able to achieve certain plans immediately, but it is significant that we continue to strive for them despite initial failures.
3. Point: Sometimes people who seem wild actually lead very quiet and simple lives.
4. Point: Love can compensate for many of the mistakes made by a close family member.
5. Point: In order to enjoy a party, you have to be a participator, not just an observer.

Exercise #3: Practice Using Vocabulary Which Expresses Chronological Order

- A. To Practice Vocabulary for Time Sequence - You may need to give the first few lines of the "circle story" or put sample lines on the board. Focus on students' use of time sequence vocabulary. Sometimes it is fun to put limitations on the story by giving students the topic, telling them it has to be a scary or humorous story, and so on.
- B. To Practice Vocabulary for Time Relationships - When students work in pairs, encourage them to be as creative and as accurate as possible. Students find it fun to choose nouns that seemingly have no connection with each other in order to try to "stump" the one who is making the sentence. An example: (seashell, snowstorm, after) 'After the snowstorm ended, I put away my seashells from Florida and went outside to play.'

Exercise #4: Correct Use of Punctuation Marks in Examples of Direct Speech

Here students have a chance to formulate some of the rules of punctuation for direct speech. Establish an atmosphere where questions are encouraged, incorrect assumptions of punctuation usage are explained non-threateningly, and correct formulations of usage rules are praised. As much as possible, allow students to control the discussion.

Exercise #5: Practice Putting Correct Punctuation in Examples of Direct Speech

1. "Read the last two chapters in our book," the instructor said.
2. The secretary said, "Please have a seat in the waiting room."
3. Do you want to see the new horror film?" Max asked.
4. "I can't decide which pair of shoes to buy," Pat said.
5. "There aren't enough seats for me in this row," Cyrus said. "Maybe I'll just move to the last row."
6. "Will you repeat the last line of that joke again?" Bonnie asked.
7. Ann stated, "I'm not going to argue with you about that car anymore."
8. "Please don't give me any more cake," Margaret groaned. "I'm on a diet."

Exercise #6: Practice Writing Your Own Direct Quotations

Students can ask you and other students to make up statements and questions, or they can just simply make note of statements they hear throughout a class period. The students then convert them into direct speech. Point out to the students that it may be necessary to correct a grammatical or word choice problem. It is sometimes fun to compare quotations when completed, looking for those that are the funniest, silliest, longest, shortest, most mysterious, and so on.

Guided Writing Activity - Information to Highlight

1. Read the beginning of the story together as a group, discussing any vocabulary or ideas that seem unclear.
2. Emphasize that students are going to have to decide which tone they are going to use in the rest of the story: scary, humorous, matter-of-fact, and so on.
3. The more details students can generate when initially gathering ideas, the easier it will be for them to construct the end of their story.
4. See the Guided Writing Activity section in the first part of this manual for further suggestions.

CHAPTER THREE DESCRIPTION

Introduction to Description - Information to Highlight

1. Highlight the differences between and the importance of both subjective and objective details in description.
2. Note the importance of using very clear details. Briefly discuss what happens when a person tries to comprehend imprecise, unclear descriptions.
3. Give special attention to spatial order. Explain that it is used any time a person wants to present information in a logical arrangement of space or location. In other words, it is not used just with description. Also, contrast the function of spatial order with that of chronological order presented in the preceding chapter.

Exercise #1: Practice Writing Descriptive Sentences

In this exercise emphasis is placed on the number of specific details students are able to generate for a given sentence. Students also need to pay careful attention to correct sentence form. Stress the importance of using a variety of both subjective and objective details. An example of the sentence is included in the text.

Exercise #2: Practice Creating and Identifying Subjective and Objective Details

Here are some ideas from which students might generate subjective and objective details for each of their descriptions:

1. colors, sounds, textures, seating arrangements, objects, people, etc.
2. furniture, odors, decorations, people, sounds, objects, etc.
3. clothing, quality of voice, gestures, attitudes, appearance, etc.
4. color, size, odors, people and objects inside, textures, sounds, etc.
5. arrangement of objects, colors, foods, utensils, glassware, table shape and size, odors, people, sounds, etc.

Exercise #3: Practicing Spatial Order Vocabulary

Emphasis here is placed on students using appropriate spatial order vocabulary to make one idea flow into the next. Encourage students to decide for themselves in which order they should describe the details (from left to right, from top to bottom, and so on.)

Exercise #4: Correcting Run-Ons and Fragments - Sample Answers

Note: Sentences #5, #8, #9, #16, and #18 are correct.

1. Fragment - It was the only choice she had in this situation.
2. Fragment - Bob chewed on the end of his pencil while he waited for the test to begin.
3. Run-on - There are many places to buy that kind of wine. I know of two places.
4. Fragment - I improved my grade in this class several different ways. For example, I studied more for tests and read the textbook carefully.
6. Run-on - Mary had a big decision to make. She wanted to be alone.
7. Fragment - Jerry got very scared; he ran to hide behind the parked cars.
10. Fragment - Lisa got into trouble because she was listening to the other people's conversations.
11. Fragment - My father prefers reading fiction while my mother likes reading non-fiction.

12. Fragment - Mr. Johnson is a very skilled man. He has been practicing his profession for thirty-five years.
13. Fragment - Mrs. Thompson has several medical problems. Two of them are diabetes and asthma.
14. Run-on - The dealer has too many new cars. Their prices are going to have to be lowered very soon.
15. Run-on - The fire department was called to a big fire. Three buildings were already burning when they arrived.
17. Fragment - I got very sleepy while I was listening to the professor's lecture.
19. Fragment - Susan cannot stand to be near roses because she is allergic to them.
20. Run-on - Three marine biologists are studying the dirty ocean water. The local residents want to clean it up.
21. Fragment - After she became a serious student, Marie completed her English studies very quickly.
22. Run-on - Some people get very nervous when they drink coffee; it doesn't bother me at all.
23. Fragment - Young children and the elderly shouldn't spend a lot of time in the heat.
24. Run-on - Miguel just graduated from the university. Now he is going to return to his country.
25. Run-on - She didn't want to take World History. She liked it once she took it though.

Guided Writing Activity - Information to Highlight

1. Assign students to go to a movie that is convenient for them. If possible see a movie as a class outing at which students can take notes together.
2. Before students go, have a brief discussion of North American theaters. Suggest some possible things to look for.
3. Make sure that students note both objective and subjective details. Watch to see that they do not give mostly visual descriptors.
4. This activity could be modified by describing a fast food restaurant at lunch time. Students would visit the restaurant, take notes, and then follow the same steps outlined in the text.
5. See the Guided Writing Activity section in the first part of this manual for further suggestions.

CHAPTER FOUR
ILLUSTRATION

Introduction to Illustration - Information to Highlight

1. Stress the importance of supporting general statements made in writing in order for them to have credibility.
2. Explain the point of arranging details in different orders:
equal importance - The writer does not want to emphasize one way over the others.
most to least important - The writer wants to make an immediate impact with the most important point and then support it with less important ideas.
least to most important - The writer wants to begin with the least important ideas and build up (sometimes dramatically) to the most important one.
3. Briefly discuss that people obtain statistics, facts, and details to support general statements from the library, newsmagazines, knowledgeable people, and so on. In other words, a writer is not expected to know all the specific information from personal experience.

Exercise #1: Distinguishing Between General and Specific Statements

1. specific 2. specific 3. general 4. general 5. specific
6. specific 7. general

Exercise #2: Creating Specific Examples for General Statements - Sample Answers

If students are having trouble coming up with specific supporting statements for the general ones, have them first list supporting ideas which can then later be written into sentences. Below are suggested specific ideas which could be used to support each general statement.

1. There are several "tricks" one can use to do well on a test.
a. read the assigned material b. study with a partner
c. review the teacher's outlines and study questions
d. get a good night's sleep before the test
2. One of the best ways to learn is by one's mistakes.
a. overcharging on credit cards b. overdrafts on a checking account
c. lending money to a friend who rarely repays debts
d. buying unnecessary items
3. The clothes that I wear reflect my personality.
a. comfortable shoes b. classic slacks and sweaters c. no "fad" clothes d. neutral or subtle colors
4. The human body, if not properly protected from the natural elements (extreme cold, heat, sun), can suffer serious injury.
a. skin cancer b. heat stroke c. frostbite d. heat rash
5. When sitting in a dentist's chair waiting for the dentist to come, everything I see reminds me of pain.
a. drills b. cleaning tools c. needles d. rubber cement

Exercise #3: Practicing Illustration Vocabulary

What makes this exercise challenging is that students are giving general and specific supportive statements off the top of their head. If this is too difficult, give them time to generate ideas on their own and then do the circle activity

Exercise #4: Practice Making Simple Sentences - Sample Answers

1. The flowers thrived in the bright sunshine.
2. My father listened to and then advised my brother.
3. The rain and high winds caused a dangerous situation on the highway.
4. The newscaster glanced at the clock, smiled, and began to read the news.
5. My girlfriend and I ate pizza for lunch.

Exercise #5: Practice Making Compound Sentences

1. My sister brought a tossed salad to the party, and I brought a jello salad.
2. The flood waters reached the edge of the shopping center, but they didn't do any damage.
3. I couldn't decide which course to take, so I asked my counselor for advice.
4. The dealer said that the car cost \$8,000 but his competitor would sell it for much less.
5. Next year I can visit my grandmother in Australia, or I can visit my best friend in Canada.
6. I raked the leaves, and Jane put them into trashbags.
7. I wanted to move to a new apartment, but I couldn't afford the rent.
8. Kate is afraid of the water, so I enrolled her in swimming lessons.
9. The dentist could fill my tooth, or he could pull it.
10. The actor won't make any speeches nor will he give any interviews now.

Guided Writing Activity - Information to Highlight

1. "Rules" in this activity can mean generally accepted societal customs. Students do not have to write necessarily about "breaking the law."
2. At first discuss briefly some general reasons why people break rules. For example, a rule might no longer be needed. It might hurt someone. A person might disagree with the rule even though others say it is needed, and so on.
3. If students are having a hard time finding examples, tell them to think of situations from family, friends, news broadcasts, and so on.
4. See the Guided Writing Activity in the first part of this manual for further suggestions.