

Writing Strategies

A Student-Centered Approach

Sample Lessons

The best way to get an overview of the two *Writing Strategies* texts is to read the *User's Guides* and the *Contents* pages of each book. The *User's Guides* explain the authors' intentions for each of the three sections of the books – Essays, Fluency Writing, and Grammar. The *Contents* pages layout in detail what is covered in each section.

However, it is also important to see how typical lessons are written and what is expected of the language learners in Book One for High Intermediate and Book Two for Advanced students. In the following pages we have included samples of Essay lessons from Book Two: the first part of the first unit on writing a Process Essay and the first part of the fifth unit on writing an Essay with a Source and a Mixed Mode Essay. There is unit on writing with a source in both books, and they are new two these Second, Revised Editions.

The Essay Unit is followed by a pairwork Fluency Writing unit from Book One. The reading, *A Man Who Followed his Dreams*, is interesting and amusing, as are most of the reading in the Fluency Writing section of the book.

Lastly, we have included several pages of units from the Grammar section of Book Two, chosen to introduce the Kehe's individual and group work techniques for introducing and practicing grammar which was selected to support the writing of each of the essays. Students are given suggestions of specific grammar study that will help the as they write their essays.

Essay Unit 1: Process

(A process essay describes the sequence of steps that are followed to accomplish something.)

Fluency Writing: Before starting this unit, do a Fluency Writing from Section 2, pages 132-159. After finishing, begin working individually on the following exercises.

Part 1: Focusing on the unique features

Transitional Expressions for Process Essays

- To begin with,
- First,
- The first step is to
- Next,
- Second,
- In the third step, . . .
- Meanwhile,
- At this point,
- Right after this,
- Afterwards,
- After . . .
- Last,
- At last,
- Finally,

Exercise 1: Underline the transitional expressions.

1. There are some steps we should follow when training a dog. To begin with, we need to get the dog's attention. Next, the commands should be given clearly. Right after the dog obeys, it is vital that we reward the dog so that it will want to perform that action again in the future.
2. When people catch colds, there is an effective process that they can follow to get better. The first step that they should take is to get warm by putting on more clothes or turning up the heat. The second is to drink a lot of liquids in order to flush out the sickness. Last, they need to rest because this will help the body build up strength to fight the virus.
3. Taking a trip to an underdeveloped country can be a positive experience for travelers who are well prepared. First, they should get as much information as possible about the weather in that country in order to avoid a rainy season or hot season. After reading this information, they can choose the best time of year to travel and the best clothes to pack. The third step is to make preparations, if necessary, for shots and clean drinking water.
4. As young people begin their first jobs, they are expected to be able to control their emotions, especially anger. As a child, my sister had many angry outbursts, so she had to develop a way of controlling her temper. The first step that she should follow in order to control her temper is to count to ten silently whenever she starts to feel anger. Meanwhile, she tries to imagine a pleasant scene in her mind, for example, a gently-flowing river. Afterwards, she breathes deeply and smiles.

Avoiding “you” and imperatives to improve academic style

When using an academic style, avoid the word “you” as the subject of sentences and avoid imperatives (commands, such as, *Go to the door. Sit on the chair.*)

Possible subjects in Process Essays (to avoid “you”)

- we
- a person
- my friend
- they
- people
- a passenger
- she or he
- students
- the patient
- it
- parents
- employees
- one
- children
- customers

| <u>Topic</u> | <u>Not Academic Style</u> | <u>Academic Style</u> |
|--------------------------------------|--|---|
| <i>How to sleep well</i> | First, you should make sure your room is dark. | First, we should make sure our room is dark. |
| <i>How to use computers</i> | At this point, turn on the computer. * | At this point, the students can turn on their computers. |
| <i>How to get a driver’s license</i> | After you pass the written test, you will need to take the eye exam. | After the person passes the written test, she or he will need to take the eye exam. |
| <i>How to skydive from a plane</i> | Do leg exercises every day.* | My friend, Bill , wanted to skydive, so he did leg exercises every day. |

* *The verb form in these sentences is imperative.*

Exercise 2

- ❶ Write **Academic** next to three sentences that use an academic style.
- ❷ Write **Not Academic** next to four sentences that do not use an academic style.

Not Academic 1. After buying apples, you should wash them before eating them.

Academic 2. After buying apples, it is important to wash them before eating them.

_____ 3. After getting a gift, the receiver should express their appreciation.

_____ 4. Several weeks before the wedding, you should try on the wedding clothes.

_____ 5. Ann liked the feel of the keyboard of the computer, so the next step was to try out the mouse. She did this for a few minutes.

- _____ 6. Your children need to know exactly what is expected of them, so give them specific instructions.
- _____ 7. Carefully read all the directions first. Don't start writing until the examiner says to begin.

Exercise 3

These sentences are not in academic style. Re-write them by changing them to academic style.

1. (*how to be safe in a plane*) The stewardess will show you where to sit. At this point, you should buckle your seat belt.

2. (*how to buy a car*) Afterwards, drive the car on an expressway in order to see how it handles at high speeds.

3. (*how to discipline a child*) To begin with, you need to let your child explain why he thinks he got a bad math score.

4. (*how to climb a tall mountain*) The third step for you to take is to learn how to walk on steep, snowy slopes. You should have an ice pick to help you.

5. (*how to avoid divorce*) At this point, if your spouse refuses to visit a counselor with you, then you should consider going alone.

Exercise 4

- ❶ Choose four of the paragraph topics below.
- ❷ For those four topics, write paragraphs like those in *Exercise 1* on page 3.
- ❸ Use **transitional expressions** from page 3 to connect ideas.
- ❹ To improve **academic style**, don't use “you” or imperatives.
- ❺ Write three steps for each topic.



Example: Explain how to choose a good restaurant.

In choosing a good restaurant to go to with friends, it's important to follow this process. First, we should consider the atmosphere. It should seem informal enough so that we won't be afraid to be a little noisy. After this, if the atmosphere is appealing, we need to look at the menu to make sure that it has something for everyone's taste. Finally, the prices should be studied carefully so that we can afford to pay the bill.

Paragraph Topics

1. Explain how to lose weight.
2. Explain how to quit smoking.
3. Explain how to convince a policeman not to give a driver a speeding ticket.
4. Explain how to get a boss to give a pay raise.
5. Explain how to _____.

(You decide.)

Grammar: For practice with *Comma Splices, Run-ons & Fragments*, do *Grammar Unit 1* in Section 3.

Process Essays should be in chronological order.

Exercise 5

- ❶ Write **Chron** next to the four topics that have chronological order.
- ❷ Write **Not Chron** next to the two topics that do not have chronological order.

Chron **Topic A:** How to make a cup of tea.

1. Boil some water.
2. Pour the boiling water over some tea leaves.
3. Wait five minutes before drinking.

_____ **Topic B:** How to teach a dog to retrieve a ball.

1. Tell the dog to sit and show him the ball.
2. Throw the ball and tell him to get it.
3. When he returns, give him a treat.

_____ **Topic C:** How to get good grades in a course.

1. Go to class every day.
2. Underline important details in the text.
3. Talk to the instructor.

_____ **Topic D:** How to get good grades in a course.

1. During the lecture, take notes.
2. After the lecture, ask the teacher about difficult parts.
3. Review the notes before the next class.

_____ **Topic E:** How to get a good job.

1. Find a job ad in the “Help Wanted” section of a newspaper.
2. Call the company and arrange an interview.
3. Go to the interview early.

_____ **Topic F:** How to cure a cold.

1. Wash hands often.
2. Take some vitamin C.
3. Do not do physical exercise.

Exercise 6

- ❶ Think of a process topic.
- ❷ Write three steps in chronological order.

Grammar: For practice with *Subjects and Verbs*, do Grammar Unit 2 in Section 3.

Grammar: For practice with *Conjunctions*, do Grammar Unit 3 in Section 3.

Part 2: Writing the first draft

☛ Preparing to write the first draft

Exercise 7

- ❶ Read the first draft of the sample essay, “How to Overcome the Winter-Time Blues.”
- ❷ Fill in the words for the list of main ideas on page 9.

Note: This is a first draft, so it is short and simple, and it may have some grammar mistakes.



Sample Essay: (first draft)

How to Overcome the Winter-Time Blues

(first draft)

¹ Phidi is an Indonesian student studying in Minnesota. There are some steps that he could follow in order to stay cheery on cold winter days.

² To begin with, when he wakes up in the morning, he should eat breakfast because his stomach is probably empty. Eating will help keep his energy level high. If he doesn't eat breakfast, he will probably begin feeling tired and moody by noon.

³ Second, in the early afternoon, Phidi may begin to feel a little “down” so he should eat a bit of chocolate. The chocolate releases endorphins. Endorphins are natural pain-killing chemicals. However, he should eat only a little. Some people who eat too much will feel depressed later about the extra calories that they ate. So, he should choose low-fat forms. Hot chocolate can be low-fat.

⁴ Right after his last class, Phidi should be sure to get some exercise. This can raise his spirits. Walking is good for this. Of course, doing any kind of sport is a good idea, but most people can go for a walk almost anytime or anywhere, and it doesn't cost money. Any kind of exercise is helpful.

⁵ At last, in the evening, when he is studying or relaxing, Phidi should try to have lights, good smells, and music in his room. Research shows that light, even from a regular electric lamp, can improve one's mood. Also, Phidi should decide which smells he likes and buy a scented candle or cologne. If he is sad, he should light a candle and put on the cologne. In addition, he should listen to music. It can cheer him up.

⁶ In sum, people who live in a place where they get winter weather should realize that it is possible to stay happy, even on dark days. They should follow the steps described above.

How to Overcome the Winter-Time Blues

Working thesis statement:

In this essay, I will explain the steps we should take in order to overcome the winter blues.

List of main ideas

1. In morning, e at _____ br _____ to keep energy high.
2. In early afternoon, eat ch _____ .
 - a. Chocolate releases en _____ .
 - b. Choose lo _____ - fa _____ hot chocolate.
3. After classes, get ex _____ to raise sp _____ .
4. In evening, have li _____ , good sm _____ and m _____ .
 - a. Regular electric la _____ .
 - b. Scented ca _____ or co _____ .

👉 First draft assignment

Exercise 8

Choose a topic from below. (**Note:** Choose a topic that you will not be embarrassed to have a classmate read about. Later, a classmate will read your essay.)

Process Essay Topic Choices

Explain how to . . .

- choose a university to attend.
- relieve stress before a test.
- have a perfect date with someone.
- catch a criminal (i.e. someone who committed a crime).
- break up with a boyfriend/girlfriend but still remain friendly.
- pass a test or course without studying.
- convince a teacher to pass you in a course that you have done poorly in.
- impress someone on a first date.
- form a music band.
- plan a trip with a friend.
- get your parents to do what you want them to do, or to agree with your ideas.
- Other topic: Tell your teacher before starting the essay.

Strategy 1 Decide the purpose of your essay and think of some general ideas.

Exercise 9

Write a **Working Thesis Statement** and **List of Main Ideas**. (See samples on page 9.)

Types of Working Thesis Statements (Choose one.)

- In this paper, I will discuss / explain / describe . . .
- This paper will focus on . . .
- This paper will discuss / describe
- The purpose of this paper is to discuss / explain / describe . . .

Chart

Working thesis statement: _____

List of main ideas: (You should have *more than two* main ideas.)

Remember: *Your essay must be in chronological order.* (See sample on page 7.)

Grammar: *For practice with Prepositional Phrases and Prepositions, do Grammar Unit 3 and Grammar Unit 4.*

 **First draft assignment — Write the first draft**

Exercise 10: Write a first draft of a *Process Essay* with the main ideas and some details. (See sample on page 8.)

Grammar: *For practice with Independent and Dependent Clauses, do Grammar Unit 6.*

Part 3: Writing the second draft

☛ Preparing to write the second draft

(Think about improving your first draft while you do these exercises.)

Strategy 2

Explain why your ideas are important.

Expressions for explaining reasons for one step

- so
- in order to
- because
- By doing this,

Exercise 11

- ❶ Write **Good** if the paragraph explains the reason for one step in the process.
- ❷ Write **Not Good** if:
 - a. the paragraph explains more than one step in the process, or
 - b. it does not explain the reasons for that one step in the process.
- ❸ If it is not correct, explain the reason why it is not correct.

1. **Topic:** Explain how to choose a good movie to watch.

Often, we don't want to waste our time watching a bad movie. Therefore, we should first ask our friends to recommend a movie. Next, it's a good idea to look in the newspaper to see where the movie is playing.

Not Good **Reason:** This does not explain only one step in the process.

2. **Topic:** Explain how to choose a good movie to watch.

Often, we don't want to waste our time watching a bad movie. Therefore, we should first ask our friends to recommend a movie. Usually, our friends know our taste in movies, so they are likely to know what type we would like to see.

Good

Reason: _____

3. **Topic:** Explain how to write a novel.

Of course, the novelist wants to write a book that will be popular. Therefore, the first step is to watch the most popular TV programs for a week. By doing this, the writer will quickly learn what topics potential readers are interested in.

Good

Reason: _____

4. **Topic:** Explain how to write a novel.

Of course, the novelist wants to write a book that will be popular. Therefore, the first step is to watch the most popular TV programs for a week. By doing this, the writer can write a novel.

Not Good **Reason:** This does not explain the reason for that one step.

5. **Topic:** Explain how to bargain for a good price for a car.

The customer should never smile while looking at the car. In fact, the first thing that they should do is to have a serious look on their face. Next, they should look at the price tag for the car. Finally, telling the salesman that they are just looking, rather than buying, is helpful. These steps can be effective in order to bargain for a good price.



Reason: _____

6. **Topic:** Explain how to bargain for a good price for a car.

The customer should never smile while looking at the car. In fact, the first thing that they should do is to have a serious look on their face in order to give the impression that they have a lot of experience with car-shopping.

Reason: _____

7. **Topic:** Explain how to drive safely on an expressway.

After drivers have successfully entered the expressway, they may want to pass slower-moving cars in their lane. Before changing lanes, they should turn their heads to the left so they can drive safely on the expressway.

Reason: _____

8. **Topic:** Explain how to drive safely on an expressway.

After drivers have successfully entered the expressway, they may want to pass slower-moving cars in their lane. Before changing lanes, they should turn their heads to the left so they can see if there are any cars next to them.

Reason: _____

9. **Topic:** Explain how to improve one's personality.

My brother would like to have more friends but seems to have problems because he is shy. To overcome his shyness, he should first try to just say something brief to a stranger (for example, a sales clerk) because he needs to develop the habit of speaking.

Reason: _____

10. **Topic:** Explain how to improve one's personality.

My brother would like to have more friends but seems to have some problems because he is shy. To overcome his shyness, he should first try to just say something brief to a stranger (for example, a sales clerk). By doing this, he can improve his personality.

Reason: _____

Exercise 12

- ❶ Choose three of the topics below.
- ❷ Write paragraphs like those in *Exercise 11* (page 11). Describe **just one step** in a process and **explain the reason** for that one step.
- ❸ Use one of the **Expressions for Explaining Reasons** (page 11) in order to explain the reason for the step, and underline it.
- ❹ Use **Academic Style** [In other words, do not use “you” or imperatives (i.e. commands)].

Example: Topic: Explain how to improve our eyesight.

Step: Blink the eyes quickly

After doing the focusing exercise, we are ready to do “fast blinking.” In this step, we blink our eyes quickly for five seconds, stop blinking for five seconds, and then repeat this routine for one minute. By doing this, we will create moisture which contains nutrients. These nutrients help maintain a healthy eyeball.

1. **Topic:** Explain how to stay awake until 4 a.m.
2. **Topic:** Explain how to take a good picture with a smartphone.
3. **Topic:** Explain how to stop smoking.
4. **Topic:** Explain how to get an autograph from a famous person.
5. **Topic:** Explain how to make a great website.
6. **Topic:** Explain how to choose a computer.
7. **Topic:** (You decide a topic.)

Strategy 3

Make your thesis statement sound more advanced.

- **A Working Thesis Statement** in the introduction of the first draft helps writers start writing and get focused as they begin to think of ideas for their essay.
- **An Advanced-style Thesis Statement** can be better in the introduction of the final draft of an essay.

Grammar: For practice with Reported Speech, do Grammar Unit 27.

Exercise 23: Do the peer-editing technique that you chose in Exercise 22.

Technique 1: Writer asks questions.

- ❶ Find a partner.
- ❷ Give your essay to your partner and take your partner's essay.
- ❸ Read your partner's essay silently.
- ❹ Point to the places on your essay where you would like some advice and ask your questions. (*You do not have to make any changes to your essay if you do not want to.*)
- ❺ Reverse roles.

(or)

Technique 2: Writer listens.

- ❶ Find a partner.
- ❷ Give your essay to your partner and take your partner's essay.
- ❸ Your partner will read your essay silently first.
- ❹ Your partner will read your essay aloud to you. You can ask them to stop reading at any time and ask "peer-editing"-type questions.
- ❺ Reverse roles.



👉 **Final draft assignment — Write the final draft**

Exercise 24

Write a final draft of the *Argumentation Essay* that you began on page 104.

If you want, use some of the ideas that your peer-editing partner recommended. Also, try to:

- write a clear thesis statement. (*See page 105.*)
- use an academic style. (*See page 106.*)



To the teacher: see the *Teacher's Manual* for these photocopyable materials:

- Argumentation Check-list
- Argumentation Evaluation Form
- Argumentation In-class Essay Topics

Essay Unit 5: Essay with a Source and Mixed-Mode Essay

This unit is composed of two parts:

- Part 1.** You will practice techniques for using a source in an essay.
- Part 2.** You will practice techniques for writing an essay in which you use a different mode (e.g. narration, exposition, argumentation, or definition) in each paragraph.

Part 1: *Using a source in an essay*

In this part, you will practice how to write an essay in which you use information from a source (an article). You will practice the “sandwich technique,” which is an academic way to organize information in this type of essay. In this technique, *every paragraph of the body* of your essay will have these features:

1. a topic sentence
2. a quote from the source (an article)
3. a brief explanation of what the quote means
4. an explanation of how the quote is connected to your thesis statement (or topic sentence)

Part 1a: Article, “Understanding Conformity,” and sample essay using the sandwich technique

First, you will read the following article, “Understanding Conformity,” and complete some exercises about it. After that, you will read and analyze a sample essay which uses the sandwich technique and includes information from this article, “Understanding Conformity.” Finally, you will read another article and write an essay using this technique.

Exercise 1: Read the article, “Understanding Conformity.”

Understanding Conformity

David Kehe

¹ Shortly after I turned sixteen, my father started to hate me. At least, that is how I felt. It began with my hair, which was growing over my ears. Suddenly, we were no longer buddies, talking about baseball and laughing at stories that we told each other at dinner. I was treated like an outsider who had moved into his home.

² It took twenty years for me to understand what really had happened

between us. The animosity he felt toward me has subsided, softened by the passage of time. Nevertheless, we have never recovered the bond between us that we had enjoyed before my hair divided us.

³ To my father, my hair style was a rejection of his values. In other words, I was not conforming to his world. He could not understand why I wanted to be different. However, in my mind, I was not trying to

be different; instead, I was just trying to be the same as the people whom I saw in my future—my generation. Ironically, I suppose that I was a non-conformist and a conformist at the same time.



⁴ When people discuss conformity, they are also talking about expectations. For my father, one expectation was that if you are a male, you should have short hair. If people conform to certain expected standards, others will know what kind of person they are, and they will be able to anticipate what kind of relationship they will have. It is a kind of “shortcut” to knowing someone. But if someone dresses or behaves differently, it is sometimes hard to even know where to begin to understand another person. I can clearly recall the first time that I met a Muslim person who was dressed in a robe at a party. After the host introduced us to each other, I had no idea about what to say.

⁵ People tend to act in a certain way in order to get some type of reward or to avoid a punishment. A man who is interviewing for a job in a bank may have a better chance of being rewarded with a job offer if he wears a tie that is similar to the ties that the regular bank employees wear. The opposite result would probably happen if the man wore the

same style of tie when interviewing for a job as a drummer in a rock band.

⁶ Of course, the easiest thing to do is to conform to the values of groups of people whom you are automatically associated

with—your parents, your neighborhood friends, and your classmates. The bravest people are those who choose *not* to conform because they have discovered new values. It takes a lot of courage and strength to do something on your own that *you* have decided is right for you and not what *someone else* has decided is right for you. However, the risk is that you will no longer benefit from the security of knowing what to expect from those people with whom you had conformed in the past.

⁷ As I look back on my father’s reaction to my over-the-ears hair style, I realize that it probably was not hatred that he felt but rather the pain of loss. I think he suddenly realized that I was going to be different for him and that the son he once knew would no longer exist. He was going to have to learn to understand this new person.

This will be the “Source Cited”:
Kehe, D. (2015). *Understanding Conformity. Writing Strategies: Advanced.* Brattleboro, VT: Pro Lingua Associates.

Exercise 2

Answer these questions about the article “Understanding Conformity.” Write T (true) or F (false) in the blanks.

- ___ 1. The writer and his father had a close relationship until he turned 16.
- ___ 2. The father was happy that the writer was independent and different from the father.
- ___ 3. According to paragraph 4 (¶ 4), if you behave the way people expect you to, they will be confused.
- ___ 4. In ¶ 5, it says that you might get a reward or punishment according to how you dress. It depends on the situation.
- ___ 5. According to ¶ 6, it takes a lot of courage to choose by yourself how you should behave.
- ___ 6. In sum, the author thinks that people should always conform to others.

Exercise 3

In your essay, you will choose some sentences from the article to quote and to explain what they mean. Advanced writers write explanations of a quote which explain the deeper meaning with different words. Low-level writers write simple explanations which just repeat the words in the quote.

- ❶ Write “advanced” next to the deep explanations of the quotes.
- ❷ Write “low level” next to the simple explanations of the quotes.

1. From ¶ 2: “The animosity he felt toward me has subsided, softened by the passage of time.”

advanced a) After a few years, the father stopped feeling angry at his son, the writer. The father may have realized that what he was angry about probably wasn’t very important.

low level b) The anger that the father felt toward the son subsided and became soft as time passed.

2. From ¶ 3: “To my father, my hair style was a rejection of his values.”

_____ a) Because my hair style was different from his, my father thought that I didn’t accept his values. He thought my values had become different.

_____ b) Because my hair style was different from his, my father and I had a conflict. He believed that we no longer had similar ideas about what was important in life.

3. From ¶ 5: “People tend to act in a certain way in order to get some type of reward or to avoid a punishment.”

_____ a) People behave so that they can get rewards or so that they don’t get punishments. This is because rewards are good, and punishments are not.

_____ b) People are motivated by rewards and punishments. They will direct their actions in ways that will increase rewards and decrease punishments.

Strategy 1

Use the sandwich technique.

Sample essay using sources

Exercise 4

Read the essay, “The Conformity Decision,” on the next page and fill in the blanks with words from the box below.

Paragraphs 1-3

- the article, Kehe (2015) discusses
- increased their chances of being successful
- What is important is that we ourselves make
- to avoid a punishment” (p. 110). Basically, Kehe is saying that
- reading the article, “Understanding Conformity,” I concluded that
- The author suggests that people
- life, it means that they

Paragraphs 4-5

- Kehe also points out that if
- It is important that college
- *Writing Strategies*
- example, a year ago, I was feeling
- I agree with Kehe. On top of that, I would
- easier to make decisions
- In his opinion, it is

Exercise 5

The right column on the next page is labeled “Parts of the essay.” Fill in the blanks in the essay with the words in the box below.

- | | | |
|--|--|-----------------------------------|
| ✓• thesis statement | • 1 st topic sentence | ✓• 2 nd topic sentence |
| ✓• 1 st quote | • 2 nd quote | |
| • explanation of 1 st quote | • explanation of 2 nd quote | |
| • relating 1 st quote to thesis statement about “success” | | |
| • relating 2 nd quote to thesis statement about “success” | | |

The Conformity Decision

1) When young people are about to leave home, whether to go to college or to get a full-time job, they tend to encounter a variety of pressures. One of the pressures that they might experience is to conform to certain standards of dress or behavior. Young people who like to wear casual clothes may have to dress more formally if they work in an office. A college student who prefers to sleep late in the mornings but work late at night might have to conform to a different schedule in order to take required classes at college. After _____
 _____ to be successful in life, it doesn't matter whether we conform or not conform to a certain standard. _____
 _____ the decision.

2) When someone is successful in _____
 _____ are living in a way that helps them accomplish their goals. Someone's goals might be to make a lot of money, have an interesting job or avoid stress. In fact, there are different techniques that people use to become successful. One of these techniques is to conform to the standards that are commonly accepted. Another technique is to not conform.

3) In _____
 people's motivation for their behavior. He states, "People tend to act in a certain way in order to get some type of reward or _____
 _____ if we behave the way a group of people wants us to, we may be able to get something we want. For example, if a boy wears clean clothes, he may be able to get a date with a girl who expects that characteristic in a boy. _____
 _____ can also avoid a negative event by acting in a way that people expect. If a police officer stops a driver for speeding and if the driver uses polite language, the officer might not give him a ticket. In both of these cases, the boy who wants a date and the driver who was speeding made a decision to conform to what someone else would expect. By doing this, they _____
 _____ in their goal.

Parts of the essay

thesis statement

1st quote

DO NOT LOOK AT YOUR PARTNERS' PAGES.

Before Step 1:

1. Silently read the article below.
2. Write answers to the comprehension questions below.

A Man Who Followed His Dreams (part 1)

When Gaston Acurio was in his early 20s, his father gave him money and sent him from his home in Peru to study in Spain. His father expected Gaston to study law and become a politician, just like his father was. In fact, his father hoped that someday Gaston would even become the president of Peru! **Do you understand?** However, Gaston had a secret dream for himself that was different from his father's. One evening, he had dinner at one of the best restaurants in the capital city, Madrid. That dinner cost about \$300, which was his allowance for one whole month. Even though that dinner was expensive, Gaston says that it was the most important investment he ever made. **Got it?**

When Gaston was a child, he loved to eat, but there was a problem. His mother and four sisters did not like to cook. As a result, when Gaston was about ten years old, he decided to start cooking his own food. **OK?** Nobody taught him how to read cookbooks, so the first things that he cooked tasted terrible. Although nobody in his family wanted to eat his first dishes, he was amazed at what he could make. **Understand?** Also, he discovered that he really wanted to be a professional cook. People thought that he was a bit weird because he preferred to spend his time cooking instead of playing sports. **Do you understand?**

Step 1:

1. Read your article to your partners. If they don't understand something, explain with different words.
2. Ask your partners these comprehension questions.

Comprehension Questions

1. What country is Gaston from?
2. Why did his father want Gaston to study law?
3. How much did he spend for the dinner in Madrid: \$100, \$200 or \$300?
4. When he was a child, why did he decide to start cooking his own food?
5. Why did people think that he was a bit weird?

Steps 2 & 3:

1. Listen to your partners read the next parts of the article. If you don't understand something, ask them to explain in different words.
2. Answer their comprehension questions.

Step 4: Do the exercise on page 132.

Fluency Writing 2

DO NOT LOOK AT YOUR PARTNERS' PAGES.

Before Step 1:

1. Silently read the article below.
2. Write answers to the comprehension questions below.

A Man Who Followed His Dreams (part 2)

This is the second part of the article.

Gaston Acurio was supposed to use the money that his parents in Peru sent him to study law in Spain. One evening, at a four-star restaurant in Madrid, Gaston spent the money on one dinner that he was supposed to use for one whole month while he was attending law school. The very next day after that dinner, he dropped out of law school and enrolled in a cooking school. However, he didn't say anything about this change to his parents. In fact, he didn't tell them anything about it for three years. **Do you understand?**

At the end of his three years in Spain, when he returned Peru, his family thought that he was coming back home with a law degree. However, at that point, he had to tell them that he wasn't a lawyer but, in fact, a cook. His parents were extremely disappointed because they thought that he couldn't make a living as a cook. **Got it?**

In the end, his parents were wrong. Gaston Acurio is perhaps the most famous chef in Peru. He has written some books, and he is the owner of restaurants in several countries. He is even the host of a television show! **OK?**

One day, his father was standing in line at a post office, and the stranger behind him tapped him on the shoulder and asked him if he was the father of the famous chef. Later, his father told Gaston that he now realizes that becoming a cook was the right thing to do. **Understand?**

Step 1:

1. Listen to your partner read the first part of the article. If you don't understand something, ask them to explain in different words.
2. Answer their comprehension questions.

Step 2:

1. Read your article to your partner. If they don't understand something, explain with different words.
2. Ask your partner these comprehension questions.

Comprehension Questions

1. In Spain, what did Gaston do the next day after eating at the four-star restaurant?
2. He didn't tell his parents that he enrolled in cooking school. How many years did he wait before telling them?
3. Why were his parents disappointed that he had become a cook?
4. What are two or three things that show us that Gaston made the correct choice about becoming a cook?
5. What happened one day when his father was at the post office?
6. **This is a discussion question.** All of us should answer it. Do your parents have a dream about you and your future? Is your dream the same as theirs?

Step 3: Do the exercise on page 132.

Fluency Writing 2

DO NOT look at the article again. You can ask your partners to give you some details again if you want.

Students

A & B

Step 4: Fluency Writing Exercise

1. Write a paragraph with as many details as you can about the article “A Man Who Follows His Dreams.” You can use the “Key Words and Phrases” to write your paper.
2. Write about the information from **both parts of the article** (Part 1 and Part 2), not just your part.

Key Words and Phrases

- Gaston Acurio¹
- study law²
- politician³
- In fact, his father hoped⁴
- \$300⁵
- the most important investment⁶
- His mother and four sisters⁷
- his own food⁸
- his first dishes⁹
- he was a bit weird¹⁰
- dropped out of law school¹¹
- for three years¹²
- extremely disappointed¹³
- make a living¹⁴
- standing in line at a post office¹⁵
- the right thing for him to do¹⁶

Fluency Writing 3

A

Student

DO NOT LOOK AT YOUR PARTNERS' PAGES.

Before Step 1:

1. Silently read the article below.
2. Write answers to the comprehension questions below.

Cheating at School (part 1)

A questionnaire asked college students all over the United States about cheating. Surprisingly, 90% of the students said that cheating is wrong, but more than 70% said they had cheated in high school anyway. **Did you understand?** This surprisingly high percentage of cheaters raises questions, such as: Why is cheating so common? What type of student is actually doing the cheating? And, how should parents handle a child who cheats?

The responses which 6,000 college students gave on the questionnaire helped answer some of those questions. For example, it found that most college students cheated because of pressure to get good grades. **Got it?** The research also found that more males than females cheat. Also, students at larger state universities are more likely to cheat than those at smaller colleges.

Actually, for very young children, cheating is quite rare. Perhaps the main reason for this is that, in order to cheat, a child needs to have the basic skills of reading and writing. **Do you want me to explain any of that again?**

Step 1:

1. Read your article to your partners. If they don't understand something, explain with different words.
2. Ask your partners these comprehension questions.

Comprehension Questions

1. What percent of college students said that cheating is wrong?
2. What percent of college students said that they had cheated in high school?
3. Who cheats more: males or females?
4. Where do more students cheat: at large universities or small colleges?
5. Is it common or rare for young children to cheat?
6. What do young children need in order to cheat?

Steps 2 & 3:

1. Listen to your partners read the next parts of the article. If you don't understand something, ask them to explain in different words.
2. Answer their comprehension questions.

Step 4: Do the exercise on page 136.

Section 2: Fluency Writing

Grammar Unit 3

Conjunctions

| | | | | |
|----------|----------|---------------|----------|----------|
| S | V | , CONJ | S | V |
| | | (conjunction) | | |
| | | , and | | |
| | | , but | | |
| | | , so | | |
| | | , or | | |

Examples:

- We had dinner, but we didn't go to a movie.
S V CONJ S AV V
- My older sister works as a receptionist, and my younger brother drives a bus.
S V CONJ S V

Exercise 1

- Write **S** above the subjects.
- Write **V** above the verbs.
- Write **AV** above the auxiliary verbs (if there are any).
- Write **CONJ** above the conjunctions.

- They invited us to their home, so we could see their new baby.
- Will you take me to the airport tomorrow, or should I call for a taxi?
- Tom had planned on visiting Africa, but he lost his passport.
- My math teacher wants me to finish my homework, and my history teacher has asked me to stay after class.

Exercise 2

- Write four sentences using a conjunction (**and, but, so, or**) in each sentence.
- Write **S** above the subjects.
- Write **V** above the verbs.
- Write **AV** above the auxiliary verbs if there are any.
- Write **CONJ** above the conjunctions.

About Group Work

Units 4, 12, 16, 18, 22, and 24 have been designed for Group Work. In group work, you will have a page marked “Student A, B, or C.”

On your page, you will find a worksheet and directions explaining what to do with it.

This is very important:

DO NOT LOOK AT YOUR PARTNERS’ PAGES.



Grammar Unit 4

Prepositional Phrases

Directions

Read these directions and questions about the worksheet below to your partners.

1. Look at Sentences A and B. Circle the prepositions.
4. Look at Sentence F. Do we need to add a preposition?
7. Look at Sentence H. Underline the two prepositional phrases.
10. Look at Exercise 3. Read the information about prepositional phrases. Do you understand it?
13. Look at Sentence M. Underline the prepositional phrase. Then write “S” above the subject.
16. Look at Sentence P. Should we put “has” or “have” in the blank? Why?

Worksheet

Exercise 1

- A. His house is by the river.
- B. The presents were under a blanket in the closet.
- C. The electricity i our house went out du the storm.
- D. At Friday evenings, we usually go to a movie.
- E. She told to me that I was chosen.
- F. After Tom finished work, he went shopping.

Exercise 2: a prepositional phrase = a preposition + noun phrase or pronoun

Example: The dog barked at the stranger.

(“at the stranger” is a prepositional phrase: **at** is a preposition; **the stranger** is a noun phrase.)

- G. We spent the afternoon at the beach.
- H. He fell on his bed, put a pillow over his face, and tried to sleep.
- I. She left early because she was feeling a pain in _____
- J. _____, Sam has a dentist appointment.

Exercise 3: Note: *prepositional phrases cannot be subjects of sentences.*

- K. The man near the door is my father.
- L. During the lecture, the instructor wrote on the board.
- M. The water in the bathtub was very hot.
- N. Tonight, the programs on TV _____ not very interesting.
- O. Toward the end of my vacation, I received a letter about my new job.
- P. The man with the three dogs _____ a sports car.
- Q. In the morning is hard to wake up.



Prepositional Phrases • Directions

Read these directions and questions about the worksheet below to your partners.

2. Look at Sentence C. Fill in the prepositions.
5. Look at Exercise 2. Read the information about a prepositional phrase. Do you understand it?
8. Look at Sentence I. Circle the preposition and complete the prepositional phrase.
11. Look at Sentence K. Write “S” above the subject.
14. Look at Sentence N. Should we put “is” or “are” in the blank? Why?
17. In Sentence Q, what is the problem?

Worksheet



Exercise 1

- A. His house is by the river.
- B. The presents were under a blanket in the closet.
- C. The electricity i_____ our house went out du_____ the storm.
- D. At Friday evenings, we usually go to a movie.
- E. She told to me that I was chosen.
- F. After Tom finished work, he went shopping.

Exercise 2: a prepositional phrase = a preposition + noun phrase or pronoun

Example: The dog barked at the stranger.

(“at the stranger” is a prepositional phrase: **at** is a preposition; **the stranger** is a noun phrase.)

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- I. She left early because she was feeling a pain in _____
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- L. During the lecture, the instructor wrote on the board.
- M. The water in the bathtub was very hot.
- N. Tonight, the programs on TV _____ not very interesting.
- O. Toward the end of my vacation, I received a letter about my new job.
- P. The man with the three dogs _____ a sports car.
- Q. In the morning is hard to wake up.

Prepositional Phrases • Directions

Read these directions and questions about the worksheet below to your partners.

3. Look at Sentences D and E. Are there any mistakes with the prepositions? Explain.
6. Look at Sentence G. What is the noun phrase after the preposition?
9. Look at Sentence J. Write a prepositional phrase in the blank.
12. Look at Sentence L. Is the word “lecture” the subject of the sentence? How do you know?
15. Look at Sentence O. Underline the prepositional phrases. Then write “S” above the subject of the sentence.
18. On page 173, let’s do Exercise 1 together.



Worksheet

Exercise 1

- A. His house is by the river.
- B. The presents were under a blanket in the closet.
- C. The electricity i_____ our house went out du_____ the storm.
- D. At Friday evenings, we usually go to a movie.
- E. She told to me that I was chosen.
- F. After Tom finished work, he went shopping.

Exercise 2: a prepositional phrase = a preposition + noun phrase or pronoun

Example: The dog barked at the stranger.

(“*at the stranger*” is a prepositional phrase: *at* is a preposition; *the stranger* is a noun phrase.)

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- H. He fell on his bed, put a pillow over his face, and tried to sleep.
- I. She left early because she was feeling a pain in _____
- J. _____, Sam has a dentist appointment.

Exercise 3: Note: prepositional phrases *cannot* be subjects of sentences.

- K. The man near the door is my father.
- L. During the lecture, the instructor wrote on the board.
- M. The water in the bathtub was very hot.
- N. Tonight, the programs on TV _____ not very interesting.
- O. Toward the end of my vacation, I received a letter about my new job.
- P. The man with the three dogs _____ a sports car.
- Q. In the morning is hard to wake up.

Grammar Unit 5

Prepositions

Exercise 1: Draw a line through the words that **are not prepositions**. **Remember:** Prepositions are followed by a noun or noun phrase. **Note:** Ten of these words are not prepositions.

| | | | | |
|-----------------|---------|------------|---------|---------|
| above | become | from | often | through |
| according to | below | frequently | on | to |
| also | beside | in | outside | toward |
| among | between | inside | over | under |
| around | by | just | soon | while |
| at | during | near | set | with |
| be | for | of | then | |
| because of | | | | |

Exercise 2

- ① Underline the prepositional phrases if there are any.
- ② Write “S” above the subjects of the sentences.

1. With great effort, Sam was able to finish the job.
2. He left for work at 6 a.m. on the bus.
3. My friend taught me how to make spaghetti.

Exercise 3: Fill in the blanks with prepositions.

1. _____ April, we will have a week off.
2. _____ April 15, they’ll leave for Europe.
3. We rode on the train _____ three hours.
4. It must have rained _____ the night.

Exercise 4: Fill in the blanks with **During** or **While**.

1. _____ the movie, we ate popcorn.
2. _____ we were watching the movie, we ate popcorn.
3. _____ is a preposition. It is followed by a noun phrase or pronoun.
4. _____ is **not** a preposition. It is followed by a noun and verb.
5. Write a sentence with “During.” _____

6. Write a sentence with “While.” _____
