

Preview the Process

This chapter has two functions: it introduces students to the writing process, and it introduces the basic flow of each chapter. Students get a chance to try freewriting, an aspect of the writing process that is likely to be new to them. Students also see a sample student's piece of writing in the various stages of the writing process. With your students, read the chapter introduction on page 1. Point out to students that they won't be producing any writing in this chapter, but they will be reading a sample student's writing, and they will be learning about what they will be doing in the chapters to come.

I GETTING IDEAS BEFORE YOU WRITE

A Learn new words *page 2*

Explain to students that every chapter begins with topic-related vocabulary, some of which will be familiar, and some of which will be new. Read the information box *Learning New Words* as students follow along. You might want to illustrate what a pool is by drawing a swimming pool on the board and then filling it with words. Explain that they will be choosing words from the pool to use in their writing. In each chapter, they will begin by identifying the words in the pool that they already know, and the ones they don't. They will then get into pairs to compare what they know and don't know, and they will attempt to teach each other any new words they know that their partners don't know.

Elicit from students the meaning of *parts of speech*, *sentence parts*, *writing terms*, and *mechanics*. Use the words in the pool to help you. Then explain to students that the checking and highlighting they see here is what they will be doing for themselves in the coming chapters.

Practice **1** *page 2*

Answers

1 9 2 9 3–5 Answers will vary.

B Freewrite *page 3*

In Chapters 1–10, there will be additional activities with the *Vocabulary Pool* items that will help students develop ideas for their own writing. Following those activities, students will freewrite. Section B of this chapter walks students

through the steps of freewriting and gives them an opportunity to try it out for themselves. You may find that this is the first time many of your students have encountered freewriting. To begin, explain to students that freewriting is a way for them to develop their ideas. Read the information box *Freewriting* as students follow along. Then emphasize that their freewriting will result in a “pool” of ideas similar to the “pool” of vocabulary items in the previous section. From this pool students will pick and choose ideas for their writing. Explain that freewrites are called “free” because students do not need to worry about such things as grammar, spelling, and punctuation. They don’t even need to write in complete sentences. Many students at this point will be more successful just listing words and phrases. Explain that students will not have to show anyone their freewrites. For more complete instructions, see page v.

Practice 2 page 3

Answers

1 4 2–4 Answers will vary.

Your turn page 3

You may want to first model freewriting on the board or on an overhead projector so that students can see the process. Your freewrite could be about your own writing process and any difficulties you may have, or it could be about a completely different topic. Read the instructions while the students read along. Students are often resistant to writing phrases such as *I can’t think of anything to write*. It can be useful to model this for them while you freewrite, illustrating that when you stop to think and pick up your pencil or pen, it is hard to get started again. Most students find that while writing a sentence such as *I can’t think of anything to write*, new ideas occur to them, and they can go back to freewriting their ideas.

Make sure students realize that they are to continue writing until you stop them. The amount of time you give them depends on your students. It can take students up to a minute to get going, so it is advisable to give them at least two minutes. However, it could be that many students peter out by the end of two minutes. Watch your students, and if they are still writing after two minutes, let them continue until they seem to want to stop. Encourage students who want to stop writing early to keep writing even if it is only to write about not having any more ideas.

After students finish their freewrites, you may want to have them answer the questions in *Practice 2* about their own freewrites.

II

STARTING TO WRITE

A Learn grammar page 4

Read the information box *Learning Grammar* as students follow along. Explain that each chapter will have two to four information boxes on related grammar

points and that each information box will be followed by one, two, or three practice exercises.

Practice 3 *page 4*

Explain that this is a practice that was already completed. Review the meaning of *subjects* and *verbs* with students, if necessary. Alternatively, have students figure it out through reading the circled and underlined words and phrases. Have students do the practice by themselves and compare their answers in pairs while you circulate to offer assistance, as needed.

B Write the first draft *pages 4–5*

This is a good time to explain the drafting process to students. Explain that the first time students write their sentences, they are writing a *first draft*. Tell students that in this book, they learn ways to improve their writing, and then they rewrite their writing using what they have just learned. Students will end up writing a second and a final draft before they are finished. This is further explained in the next section.

Read the information box *Writing the First Draft* as students follow along. This is a good time once again to emphasize that freewrites are not first drafts, but rather idea pools. Explain that students will not be writing their own draft in this chapter, but rather they will be reading a student's first draft.

For more complete instructions about what students will be doing, see page v.

Practice 4 *page 5*

Go over the instructions with students before having them do the practice in pairs. You may want to project this paragraph on an overhead projector as you discuss the answers with the class.

Possible answers

1 4 2 4 3 2 4 5

III REVISING YOUR WRITING

A Revise *pages 5–6*

Go over the material in the information box *Revising Drafts* as students follow along. Ask students what a draft is, eliciting that each time they write, it is a new draft. Many students will feel like they have already done their best the first time around and that they won't be able to improve their writing. Emphasize to students that there will be a lot of guidance in the book to show them how to revise and improve their sentences. In the chapters that follow, this section will include a section called *Expand your vocabulary*, and another called *Connect your ideas*.

Practice 5 page 6

It is particularly important to emphasize to students that they will first make changes on their drafts, and then rewrite them. This exercise illustrates that for students. Read the instructions with students before having them read the draft on their own, and then do the exercise in pairs. To go over the answers, you may want to project these two paragraphs on an overhead projector as you discuss with the class the changes the student made on the draft and the rewritten draft.

Answers

l a, c, and d

B Give and get feedback pages 6–7

Go over the title of the section. Explain the term *feedback* and tell students that, in this book, they will be reading each other's writing and helping each other. Tell students that when they help other students, they learn more about writing, which in turn helps them in their own writing. Read the information box *Giving and Getting Feedback* as students follow along. Assure students that in this section of each chapter, they will always have questions to guide them, so they will not have to worry about coming up with suggestions of their own. Also, emphasize the need for saying something positive about their partner's writing before giving their partner suggestions.

Practice 6 page 7

Explain that in the chapters to come, students will read their partner's paper(s) one time just to get the main ideas. After this first reading, students will underline and comment on parts that they liked about the paper. Then students will read the paper a second time and complete the chart. Students will then discuss their charts with their partners.

Read the chart with students. Explain that in the chapters to come, these charts will help students to revise their writing.

Answers

- How many words or phrases from the *Vocabulary Pool* did the student use? 6
- How many connecting words, such as *also*, *and*, *but*, or *for example*, did the student use? 3
- How many words did the student cross out? 8
- What do you like about the student's draft? Underline one or two things. Answers will vary.
- 1–2 Answers will vary.

Practice **7** page 7

Explain to students that the suggestions they receive from their partners can help them revise their writing, but they don't need to follow their partner's suggestions. Have students read the second draft, and talk about which suggestions they think the student used, and which she did not.

Answers will vary.

IV EDITING YOUR WRITING

A Focus on mechanics page 8

Explain to students that editing is different from revising. When students edit, they will be correcting grammar, spelling, and punctuation errors.

Read the information box *Focusing on Mechanics* as students follow along. Explain that students will first learn and practice a specific point, and then they will have a *Your turn* exercise in which they apply what they've learned to their own writing. They will then review a common mistake related to the grammar they have learned in the chapter. Following that, they will proceed to a guided editing activity in which they check their own writing for the mechanics issues presented in this section, once again using a checklist.

Practice **8** page 8

Possible answers

- 1 to → too
- 2 my → My; for example → For example; added a comma after "For example"; dont → don't; added a period after "I have other problems"; i → I; dont → don't; added a period after the last sentence
- 3 have → has; added "is"; a → an

B Write the final draft page 9

In this section in the chapters to come, students will incorporate all their mechanics edits into a final, polished draft. They will then be given a guided activity that requires them to share their writing, and read other students' writing. In this chapter, however, they look at the sample student's final draft and compare it to the student's previous drafts.

Read the information box *Writing the Final Draft* as students follow along.

Practice **9** page 9

Answers will vary.

Chapter
1

All About Me

In this chapter, students will produce a short piece of writing about themselves, including information such as where they are from, who they live with, what they do, and what they enjoy or are good at. They prepare for a first draft by working with vocabulary that will help them express these ideas, as well as by learning and practicing the simple present of *be*. After that, students expand their vocabulary by learning nationality words, learn to connect ideas using *and*, and review the use of capital letters and periods. Along the way, students refine their writing, producing their second and final drafts, for which they find an accompanying image and share with their classmates.

With your students, read the chapter introduction on page 11 and discuss the questions. Model the questions and sample answers, for example:

A: Where are you from?
B: I'm from Mexico.

Give students time to think about their answers to the second, third, and fourth questions. If the class is small enough, go around and have each student give his or her answers. If the class is large, have volunteers share their answers with the class.

I GETTING STARTED

A Useful vocabulary *page 12*

Direct students' attention to the *Vocabulary Pool*. Point out the categories and make sure students understand what each means. Read each word in the pool as students follow along silently. Then read each word again and have students repeat. Point out any words that may be particularly difficult to pronounce or that may have stress issues, such as *NICKname*. You may want to bring in a map to illustrate any country words you think might be unfamiliar to students. Give models for each of the *Useful Phrases* so that students understand how they work in a sentence, for example: *My name is Susan, I'm from Chicago*, and so on.

B Vocabulary in context *page 13*

Put students into new pairs and point out the pictures at the top of the page. Explain that they are going to read about a student, Marisol Cruz, and match the reading with the correct picture. Explain the activity, making sure students

understand that they must underline the words in the passage that helped them identify the picture. Call on volunteers to share their answer with the class and the words and expressions they underlined in the passage. Alternatively, you can put the passage on an overhead and underline, or have a volunteer underline, the relevant words and expressions.

Students should check the third picture. In the text, they should underline *married*, *student at Austin City College*, *Chinese food*, *Daniela Mercury*, and *tennis*.

C Get ideas *page 13*

Call students' attention to the pictures. Read the captions randomly and have students point to the picture each represents. Remind students that they don't have to write about everything, and if they don't want to write about a topic such as their age or their family, it's OK. Suggest to students that for each topic they choose, they think of at least one example. Model this if necessary, for example: *I have a favorite food. It's fish tacos.*

Have students share their choices with a partner. Encourage pairs to ask and answer questions about each other's information to extend the conversation.

D Freewrite *page 13*

Explain that students are going to use all the ideas they've been talking about, and any new words they remember, to freewrite about themselves. Make sure students are relaxed and comfortable. The amount of time you give them depends on your assessment of their level at this point. You may want to begin with two minutes in Chapter 1, see how students do, and then increase the time in later chapters.

II PREPARING YOUR WRITING

A Learn about the simple present of *be* *pages 14–15*

Write a few sample sentences on the board with *be* using students' names, for example: *I am a student. Claudia is a student. Peter and Giorgio are students.*

Ask if students can identify the verb in each sentence and have volunteers come to the board and underline them.

Call students' attention to the information box *Simple Present of Be* and have them follow along as you read the information. Pause to answer questions or clarify particular points. For example, have students repeat each of the forms of *be* in the chart, and point out the first- and third-person singular forms (*am*, *is*). For each point, elicit additional examples from the class.

Test students' understanding of the points in the information box by writing additional sentences on the board with missing forms of *be* and having students supply them, for example: *I _____ a teacher. My husband _____ from Canada.*

Practice **1** page 14

Remind students to pay attention to the subject of each sentence.

Answers

1 are	4 are	7 are	10 is	13 is
2 am	5 are	8 is	11 is	14 are
3 is	6 is	9 is	12 is	

Practice **2** page 15

Make sure students understand that they are to use the cues to create complete sentences. Point out that some sentences require *be from*.

Answers

1 Mari is from Japan.	6 My favorite food is Chinese.
2 Jack and Lucy are not teachers.	7 My name is Claudia.
3 I am interested in Brazilian music.	8 Diego is from Colombia.
4 We are good at sports.	9 We are married.
5 They are not from China.	

B Learn more about the simple present of *be* pages 15–16

Say *I am single* and *I'm single*. Ask students if they can hear the difference. Then write the sentence with the contraction on the board. Ask students what *'m* stands for.

Call students' attention to the information box *Contractions with Be* and have them follow along as you read the information. Pause to answer questions or clarify particular points. For example, have students repeat the affirmative and negative contractions in the chart. Point out the variations in the negative forms and explain that there is no difference between the two.

Check their understanding of the points in the information box by writing a few sentences with no contractions on the board and having students come up and rewrite them with the contracted forms.

Practice **3** page 16

Write *I am Francisco* on the board and ask students to give the contracted form for *I am*. Then have students read the text about Francisco and explain that they are going to change all the *be* verbs to their contracted forms.

Answers

1

I'm

Francisco.

2

I'm

from Colombia.

3

I

have a nickname.

4

It's

Franco.

5

I

live in Los Angeles now.

6

I

live with my family.

7

My

sister and I go to school.

8

We're

students at L.A. City College.

9

I'm

not married.

10

I'm

still single.

11

I'm

interested in sports.

12

I'm

not good at tennis.

13

It's

too hard.

14

I'm

good at soccer.

15

It's

a lot of fun.

Practice 4 page 16

Make sure students understand that they are going to write two sentences – a negative and an affirmative one – and that information for the second sentence is in parentheses after each item.

Answers

- 1

He isn't from China. He's from Taiwan.
- 2

She isn't / She's not a teacher. She's a student.
- 3

I'm not from New York. I'm from San Francisco.
- 4

They aren't / They're not from El Salvador. They're from Costa Rica.
- 5

He isn't / He's not single. He's married.
- 6

She isn't / She's not from Poland. She's from Bulgaria.
- 7

We aren't / We're not good at tennis. We're good at soccer.
- 8

You aren't / You're not interested in music. You're interested in sports.

C Write the first draft page 16

Have students complete their first draft as homework, or in class if time permits. Remind students to use their freewrites to give them ideas, but that their freewrites are not a draft. Remind them also to keep in mind the rules they learned about sentences with *be* as they write.

III

REVISING YOUR WRITING

A Expand your vocabulary page 17

Write on the board a sentence about the country a student is from, for example: *Binh is from Vietnam*. Then begin a sentence in which the country name is replaced by the adjective nationality word (*Vietnamese*). Underline the ending (*-ese*) and point out that these words are capitalized, just like the country word.

Go over the material in the information box *Nationality Words* as students follow along. Have students repeat the example nationality words and elicit further examples of each type, for example: Indian.

If the class is small, go around and have each student give the nationality word for the country they are from. If the class is large, call on a sampling of students from different countries.

Practice 5 page 17

Answers

- | | | |
|------------|------------|------------|
| 1 Japanese | 3 American | 5 Egyptian |
| 2 English | 4 Mexican | 6 Chinese |

B Connect your ideas page 18

Write two sample sentences on the board with two similar ideas, for example:
I speak English. I speak Spanish.

See if students can express the ideas from the two sentences in one sentence.
Write the new sentence on the board: *I speak English and Spanish.*

Direct students' attention to the information box *Using And*. Go over the information in the box as students follow along. If necessary, break each sample sentence into its two sentence parts to illustrate the transformation:

I live with my husband. + I live with my two children. → I live with my husband and my two children.

Practice 6 page 18

Go over the example as a class. Remind students to write one complete sentence with all the information.

Answers

- 1 I work at the Holiday Inn and the Ramada.
- 2 I live with my mother and my father.
- 3 I'm a student at L.A. City College and Evans Adult School.
- 4 I live with my wife and my two children.
- 5 I speak Spanish and Portuguese.
- 6 I'm good at piano and guitar.
- 7 I like tennis and soccer.
- 8 I take an English class and a computer class.

C Give and get feedback page 19

Have students get into pairs and exchange their books and their first drafts. See page vii for more complete instructions.

D Write the second draft page 19

Have students use the feedback they just received to write a second draft. Remind them to refer to the charts that their partners filled in. See page vii for more complete instructions.