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Longman academic writing series 3 4th edition answer key

1 Longman Academic Writing Series 3FOURTH EDITION PARAGRAPHS TO ESSAYS Teacher s Manual Jane Curtis with contributions from Lindsey Rothschild Educational Technology Consultant2 Longman Academic Writing Series 3: Paragraphs to Essays, Fourth Edition Teacher s Manual Copyright All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the publisher. Pearson Education, 10 Bank Street, White Plains, NY Staff Credits: The people who made up the Longman Academic Writing Series 3 Teacher s Manual team, representing editorial, production, design, manufacturing, are Eleanor Barnard, Shelley Gazes, Amy McCormick, Lisa Minowitz, Liza Puleo, and Joan Poole. Text Compositors: TSI Graphics ISBN: 0- ISBN-13:3 CONTENTS Introduction... iv General Teaching Notes 1 Chapter Teaching Notes... 9 Chapter 1 Notes... 10 Chapter 2 Notes... 14 Chapter 3 Notes... 18 Chapter 4 Notes... 22 Chapter 5 Notes... 26 Chapter 6 Notes... 29 Chapter 7 Notes... 35 Chapter 8 Notes... 39 Chapter 9 Notes... 44 Chapter 10 Notes... 49 Writing Assignment Scoring Rubrics Chapter Quizzes Chapter Quiz Answer Key Student Book Answer Key Longman Academic Writing Series 3, Fourth Edition, Teacher s Manual Contents iii INTRODUCTION Welcome to the new edition of Level 3 in the Longman Academic Writing Series, a five-level series that prepares English language learners for academic coursework. This book, formerly called Introduction to Academic Writing, is intended for intermediate students in university, college, or in secondary school programs. It offers a carefully structured approach that focuses on writing as a process. It teaches rhetoric and sentence structure in a straightforward manner, using a step-by-step approach, high-interest models, and varied practice types. Like the previous editions, this book integrates instruction in paragraph and essay organization and sentence structure with the writing process. It carefully guides students through the steps of the writing process to produce the well-organized, clearly developed paragraphs that are essential to academic writing in English. You will find a wealth of realistic models to guide writers and clear explanations supported by examples that will help your students through typical rough spots. These explanations are followed by the extensive practice that learners need to assimilate writing skills and write with accuracy and confidence. There are interactive tasks throughout the text pair work, small-group activities, and full-class discussions that engage students in the learning process and complement the solitary work that writers must do. The tasks progress from recognition exercises to controlled production and culminate in communicative Try It Out activities. The first part of this book presents comprehensive chapters on how to format and structure basic and specific types of academic paragraphs. Students will learn how to organize different paragraph types, including narrative, process, definition, cause / effect, and comparison / contrast paragraphs. In the second part, learners are introduced to the basic concepts of essay writing. Finally, the extensive appendices and a thorough index make the text a valuable and easy-to-use reference tool. What s New in This Edition Instructors familiar with the previous edition will find these new features: Chapter objectives provide clear goals for instruction; Two new vocabulary sections, Noticing Vocabulary and Applying Vocabulary explain specific types of vocabulary from the writing models and support its use in the Writing Assignment; Selected writing models have been updated or replaced, while old favorites have been retained and improved; Try It Out activities challenge students to be creative and apply the skills they have studied; Writing Tips contain strategies that experienced writers use; Self-Assessments ask students to evaluate their own progress; Timed Writing practice develops students writing fluency. Longman Academic Writing Series 3, Fourth Edition, Teacher s Manual Introduction iv5 The Teacher s Manual The Teacher s Manual includes everything you need to teach this course. It includes these features: General Teaching Notes explain how to use the Student Book effectively; Chapter Teaching Notes provide step-by-step instructions on how to teach each section, as well as variations and expansions for the practice activities; Writing Assignment Scoring Rubrics facilitate fair and easy grading. They can be photocopied and used for all students in the class; Chapter Quizzes assess students writing and editing skills. They can be photocopied and used for all students in the class. An answer key for the quizzes is also provided; The Student Book Answer Key provides answers for all Student Book practice activities. Longman Academic Writing Series 3, Fourth Edition, Teacher s Manual Introduction v6 GENERAL TEACHING NOTES 17 GENERAL TEACHING NOTES These notes describe the chapter organization in the Student Book and provide general suggestions on how to approach each section. They also include information about the Writing Assignment Scoring Rubrics and Chapter Quizzes in this manual, as well as suggestions on how to integrate technology and a brief description of MyEnglishLab Writing 3 (for additional writing skill practice, composition practice, and assessments). Step-by-step teaching suggestions for the Student Book are in the Chapter Teaching Notes that follow. Student Book The Student Book contains 10 chapters divided into two parts. Part I (Chapters 1-8) presents comprehensive chapters on how to format and structure basic and specific types of academic paragraphs. Students will learn how to organize different paragraph types, including narrative, how-to, definition, cause / effect, and compare / contrast paragraphs. In Part II (Chapters 9 and 10), learners are introduced to the basic concepts of essay writing. Finally, the extensive appendices and a thorough index make the text a valuable and easy-to-use reference tool. The chapters are generally organized as described below. Chapter Opener This page includes the chapter title, a photo, and a list of objectives. The chapter title and photo provide an opportunity for students to express ideas about the chapter theme, exercise their imaginations, and share their experiences. The objectives preview the chapter writing skills and provide a roadmap for teachers and students. You may want to spend 10 to 15 minutes on this page. Introduction The introduction includes a brief presentation of the elements of academic writing or the genre that is the focus of the chapter. This section has the following additional components. Writing Model Each chapter presents a model paragraph (Chapters 1-8) or a model essay (Chapters 9-10). These provide appropriate models for the chapter Writing Assignment. The models are followed by questions that help students notice the important structure, content, and language displayed in the models. You may want to add your own questions and have students further analyze the writing models. Noticing Vocabulary This section highlights, explains, and provides practice with useful words and phrases from the model paragraphs. Types of vocabulary include word families, compound words, synonyms, antonyms, and collocations. Students have the opportunity to review the vocabulary later in the chapter and apply it in the chapter writing assignment. Skill-Building: Organization The organization sections focus on the structure and content of paragraphs and essays. In Part I, the focus is on the paragraph. Chapter 1 presents an introduction to the basic features and the format of academic paragraphs. Chapter 3 deals with paragraph structure. Chapter 2 and Chapters 4-8 explore rhetorical patterns that include narration, logical division of ideas, process, definition, cause / effect, and comparison / contrast. In Part II, the focus is on essays. Chapter 9 guides students from paragraph to essay writing, and Chapter 10 presents opinion essays. Longman Academic Writing Series 3, Fourth Edition, Teacher s Manual General Teaching Notes 20 Skill-Building: Sentence Structure The sentence structure sections help students to understand the building blocks of simple, compound, and complex sentences, including how to correct fragments, run-ons, and comma splices. Brief explanations and clear charts help students understand the basic elements of English sentence structure. Practice Activities for Organization and Sentence Structure Practice activities in both the organization and the sentence structure sections reinforce information that is presented. Activities progress from controlled to productive. Try It Out! activities challenge students to apply what they have learned. An Answer Key for the activities is on pages of this manual. Going Over Explanations in the Skill-Building Sections: Options 1. Read the material aloud as students look at their books. Pause to restate or stress key points, add examples, and/or ask questions to check comprehension. 2. Have students read the material first, either for homework or in class. Then call on students to read the material aloud. 3. Have students close their books. Use a projector to display the page to the class so that all eyes are on the same part of the text. Read the material aloud or have students do so. Practice and Try It Out! Activities: Options 1. Have students complete activities alone to develop independent thinking. 2. Ask students to complete tasks with partners or in small groups to increase interaction and promote communication and collaboration skills. 3. Have students complete tasks at home if tasks are time consuming and/or class time is limited. 4. As students are working on the activities, walk around the classroom. Observe what students are doing and offer help as needed. Going Over Answers to Practice and Try It Out Activities: Options 1. Go over the answers orally (e.g., call on individual students, or read the answers aloud) with a task has students choose from among options shown in the book. For activities with a large amount of text (e.g., an entire paragraph), have students number the lines of the paragraph so that they can easily discuss their answers. 2. Have a student or students write answers on the board and then go over the answers. Give writers the chance to correct their own errors before eliciting corrections from the class. Alternatively, select students to read and correct items on the board. In this way, more students can be involved in the correction process. 3. Have students compare answers with a partner or members of a group and discuss any questions or disagreements. 4. Have pairs or groups of students who worked together compare answers with another pair or group. 5. Have students exchange books with a partner and check each other s answers. 6. Display a practice exercise from the book using, for example, a document camera and projector or an interactive whiteboard. Have the class tell you or a student how to complete or correct the sentences. 7. Display the answers on a shared website. Have students check their work at home. 8. Collect students written work or view their online postings. Correct their work outside of class. Longman Academic Writing Series 3, Fourth Edition, Teacher s Manual General Teaching Notes 31 Applying Vocabulary This section provides an opportunity for students to apply the vocabulary from the Noticing Vocabulary section and prepares them to use these words and phrases in the writing assignment. Writing Process and Writing Assignments The writing process as presented in this book has five steps, which are explained and illustrated on pages of the Student Book. Each writing assignment clearly and systematically leads students through the following steps, helping them internalize the process. Step 1: Prewrite to get ideas. Students generate ideas through a variety of strategies such as listing, freewriting, and clustering. This step may be done in class, with students working alone or with partners. Step 2: Organize your ideas. Students select main points from Step 1 and organize them in a logical order. Students often prefer to do this step at home, but it may also be done in class. Step 3: Write the first draft. Students use their prewriting notes and any outlines they have prepared to write the first draft of their paper. This step can be done in class or for homework. If done in class, you can assist and observe while students do a given length of time. If done for homework, class time is saved, and students who need it can take more time for the assignment at home. Step 4: Revise and edit the draft. Students review the content and organization of their draft and make notes for revisions. In class, they work with a partner to peer review each other s work. (Peer review is explained on pages of the Student Book.) Peer Review Worksheet provided at the back of the Student Book for each chapter of writing assignment guides the reviewers through the process. After peer review, students mark up their own papers with changes to be made and write a second draft. Students then use the Writer s Self-Check provided at the back of the Student Book for each chapter to review their second drafts. They mark up their papers with additional changes. If needed, have students review the correction symbols in Appendix E (pages). Step 5: Write a new draft. In this step, students write a new (final) draft to turn in to you. If possible, allow an additional one or two days between the second and final draft to give students time to see their writing with fresh eyes. Collecting and Evaluating Writing Assignments: Options 1. Have students hand in or work to work you. Another option is to have students upload their assignments to a blog or a class website. 2. You may also want to collect students prewriting, marked-up first drafts, and writer s selfchecks to understand their thinking and assess their progress. 3. For suggestions on how to evaluate student work and give feedback, see the Writing Assignment Scoring Rubrics on pages of this manual. See page 7 of this manual for more information about the rubrics. For correction symbols, see Appendix E on page 250 of the Student Book. 4. You may want to give students feedback before they submit their final drafts. For example, some instructors do not grade but give students guidance and direction on their second drafts. You can do this by using criteria on the Writing Assignment Scoring Rubrics and pointing out three or four points for individual improvement. Longman Academic Writing Series 3, Fourth Edition, Teacher s Manual General Teaching Notes 410 Organization and Scoring Assignments: Options 1. Have students keep their handwritten writing assignments, or printouts of paragraphs, in a folder or portfolio that they use for that purpose only. 2. Have students working on computers set up a system of folders to store their drafts for each writing assignment. Give them guidelines for naming their files and for renaming them when they write a new draft. Portfolio Assessment Some teachers use student portfolios to assess students assignments over the course. For the purposes of assessment, a portfolio is a paper or electronic folder that includes these parts: (1) two to four samples of final drafts of student assignments along with the earlier drafts, and (2) an introduction in which students explain what they have learned throughout the term. Advantages of portfolio assessment are: It encourages students to notice and appreciate their progress through the course. It encourages students to evaluate their strengths and weaknesses as writers. It involves students in the evaluation process. Depending on the approach of an instructor or department / program, portfolio assessment may count as 30 to 50 percent of the final grade. Suggested Procedure 1. At the beginning of the course, explain the process and grading system to students. Tell them to keep copies of final assignments in a paper or electronic folder. 2. At the end of the course, have students review their assignments and select the ones they want to revise for inclusion in the portfolio. (You may stipulate which assignments they may choose from.) 3. Have students prepare the introduction to the portfolio. The following questions should help them assess their learning: How have your writing practices changed? How has your writing improved? What are your strengths as a writer? What are your weaknesses? How do the papers you have included demonstrate your progress and strengths? 4. Provide a grade for students assignments and self-assessment. 5. Discuss the grades and self-evaluations with students if needed. Self-Assessment All chapters include self-assessment checklists. These give students the chance to review the chapter objectives and reflect on what they have learned in the chapter. They decide which skills they can do well and which they need to practice more. You can go over this list with the class to get a general sense of how students assess their progress. You can also have students give your their self-evaluations. This feedback will help you understand well and what they need to practice more. 3. If your students keep journals, have them write about their progress and/or doubts about the chapter. 4. Use the information from the self-assessments as the basis for one-on-one conferences with students. Expansion (Parts I and II) This section includes two activities to help students further develop their writing ability. The first is a timed writing, and the second varies from chapter to chapter. Timed Writing Timed-writing tasks prepare students for situations in which they need to organize their ideas and write quickly, such as tests. If desired, you can display a large clock on a screen in your classroom. Remind students to follow the suggested times for the timed writing. The Timed Writing prompt relates to the chapter theme and writing genre. Feel free to replace the suggested prompts with topics that suit your particular class. If you decide to do so, select a topic that is related to themes that students have explored in the chapter to help reduce the pressure that students feel when writing in class under time restrictions and to allow students to better demonstrate what they have learned in the chapter. Additional Writing In this section, students have an opportunity to expand on the chapter theme and practice an expanded list of academic writing skills, including journaling, summarizing, paraphrasing, writing s to professors, and writing an opinion for publication. Journaling Keeping a journal encourages students to write about what interests them and provides them a safe place for them to express themselves in English. Journal entries can also serve as starting points for more formal paragraph assignments. To foster fluency, it is best to respond only to the content, ignore errors (unless context is unclear), and avoid grading based on accuracy. Options 1. Have students write their journal entries in a paper or electronic notebook. 2. Have students post journal entries on a blog. The blog can be set up to be viewed by the teacher only or by the whole class. It can include photos, audio, and video. 3. Have students begin each class by writing in their journals for 5-10 minutes. 4. With the student s permission, read especially thoughtful, funny, or intriguing journal entries to the class. Appendices The appendices provide a list of grammar terms used in the text, charts illustrating types of sentences, a chart of sentence types and connecting words, transition signals, rules for punctuation, correction symbols, the Peer-Review Worksheets, and the Writer s Self-Check Worksheets. Longman Academic Writing Series 3, Fourth Edition, Teacher s Manual General Teaching Notes 612 The Online Teacher s Manual Features specific to the Teacher s Manual that will help you teach this course include the following items. Writing Assignment Scoring Rubrics The photocopiable Writing Assignment Scoring Rubrics on pages of this manual help you grade completed assignments fairly and easily. They also help students understand the basis for their grades. Each rubric reflects the chapter skills focus, the Writing Assignment directions, and the Writer s Self-Check worksheet criteria. You can adjust the point system for each criterion to suit the needs and goals of your class. Below the rubric in the Comments section, you can write specific comments and suggestions to the student, such as: Great details! Be careful about spelling. Suggested Procedure 1. Hand out copies of the rubric or post it to a class website so that students can refer to it when completing the assignment. 2. After you collect the assignments, use the rubrics to score students work. 3. Return the rubrics with the marked-up assignments. 4. Follow up with teacher-student consultations as needed. Chapter Quizzes The photocopiable chapter quizzes on pages of this Teacher s Manual will help you assess your students proficiency with the material covered in the chapter. Each quiz has three parts and easily gradable items worth 20 points. Parts A and B cover the organization and sentence structure sections of each chapter. Part C is an editing exercise. The quizzes can be used in class or as take-home assignments. Chapter Quiz Answer Key Use the answer key on pages to score the quizzes yourself. Alternatively, copy the answers, write them on the board, or post them to a class website. Have students correct their own papers or exchange papers and correct a partner s paper. Student Book Answer Key Answers to the practice exercises in the Student Book are on pages of this Teacher s Manual. Integrating Technology Using technology engages students, increases their motivation, and helps them develop skills that are vital for full participation in higher education. Technology can also facilitate interaction among students outside of class. Such interaction can promote a sense of community and foster the supportive culture essential to a classroom of developing writers. Here are some things to consider when integrating technology in an academic writing course. Student Skill Levels Many students have access to computers, tablets, and smart phones and already have technology skills. They use applications to communicate in writing (via text messaging, and social networking sites) and to self-publish (on blogs and other websites). Students with little or no such experience can acquire the skills they need with help from you and their classmates. Longman Academic Writing Series 3, Fourth Edition, Teacher s Manual General Teaching Notes 713 Learning Management Systems Some schools provide a learning management system (LMS). You can also use free web-based learning management systems. An LMS provides a password-protected community for you and your students, and it gives you a place to keep course materials, such as information for students, work written by students, and teacher records. An LMS also offers students a way to submit assignments, post to a blog, communicate with you, and participate in online class discussions. Students who are familiar with social networking sites will already have some skills needed to use an LMS. Free online Tools A variety of free online tools can help you set up systems for organizing or showcasing students work. For example: A class website gives you a place to post your syllabus, provide other course information, and publish student work. A wiki allows all class members to contribute writing, discuss ideas, and provide feedback. Online presentations allow students to showcase their individual or collaborative work and are easily embedded within an LMS, website, or wiki. Blogs allow individual students to publish their writing easily. MyEnglishLab Writing Outside of class, students can go to MyEnglishLab Writing 3 at for additional writing skill practice, composition practice, and assessments. This online program includes: Automatically graded and teacher-graded pre-tests and post-tests Automatically graded skill presentation and practice (grammar, sentence structure, mechanics, punctuation, and organization) with feedback on errors Genre-specific writing presentations, models, and teacher-graded assignments Timed and untimed writing options A gradebook that both teachers and students can access Longman Academic Writing Series 3, Fourth Edition, Teacher s Manual General Teaching Notes 814 CHAPTER TEACHING NOTES 915 CHAPTER TEACHING NOTES PART I CHAPTER 1 Academic Paragraphs (pages 2-30) CHAPTER OPENER (page 2) Write the chapter title on the board and read it aloud. Elicit examples from students of academic writing. Put examples on the board. Have students look at the photos and say what they know about the movie Star Wars and George Lucas. Have students answer the question under the photos. Use student answers to write a list on the board of the ways that George Lucas changed moviemaking. Point out the list of objectives. Explain that these are the skills that students will learn in the chapter. Read the objectives aloud, or have students read them. Do not spend much time at this point defining or explaining terms used in the objectives. INTRODUCTION (pages 3-5) Go over the introductory text. Emphasize that academic writing is the kind of writing students do in school and that there are rules to follow in academic writing. Point out that students will have many opportunities to practice academic writing in your class, starting with Chapter 1 of the Student Book. EXTENSION: Lead a discussion about the kinds of writing that students do in a typical day. Make a list of student answers on the board. Find out whether students have done academic writing and, if so, ask for details of their academic writing experience. Analyzing the Model (page 3) Read the model paragraph aloud, and have students read along silently. Have students work with a partner or in a small group to answer the questions about the model. Go over the answers. Noticing Vocabulary (page 4) Have students read the explanation about word families. Variation: Write examples of noun and verb pairs (e.g., writer-write, division-divide, multiplication-multiply) on the board. Include a pair that has more than one possible answer (e.g., identify-identify, identify-cation-identify). Explain the concept of word family. Then have students read the explanation and the chart of examples. Point out that the words in the chart come from the model paragraph. Also point out the spelling patterns in noun and verb word endings. Read the directions for Practices 1 and 2 aloud. Point out that students must use nouns and verbs from the writing model to complete Practice 1. Point out the noun endings that students can use in Practice 2. Have students complete the tasks. Then go over the answers with the class. EXTENSION: In small groups, have students make a list of four to five additional noun-verb pairs that they have noticed when reading in English. Encourage students to add the words to their notebooks, or compile a list and post it on your class website or blog. ORGANIZATION (pages 5-10) Have students read the introductory text. Point out the important terms: paragraph, topic, controlling idea, format. Longman Academic Writing Series 3, Fourth Edition, Teacher s Manual Chapter Teaching Notes 1016 Formatting the Page (page 6) Explain when students will do handwritten academic writing in your class and when they will do work on a computer. Point out that there are formatting rules for both handwritten work and work done on a computer. Focus first on the format of handwritten assignments. Point out the terms and rules on page 6. If possible, display the example on page 7 on a screen in your classroom. Then do the same for the computer formatting information. Read the directions for the Try It Out! activity on page 10 aloud. Because it is students first academic writing assignment in this book, have them do the exercise in class. Walk around the classroom as students are working. Check the format of their paragraphs and provide help as needed. Collect students papers. Variation: If you have students who choose to use a computer for their self-introductions, have them bring laptops to class. Go over the Writing Tip on page 10. Have students add a title to the paragraph that they wrote for the Try It Out! activity. MECHANICS (pages 10-13) Explain that academic writing requires correct capitalization. Then go over the introductory text. Read the directions for Practice 3 aloud. Have students use the chart on page 10 to complete the exercise. Go over the answers. Read the directions for Practices 4 and 5 aloud. Have students complete the tasks alone or in pairs. (Note: Students can mark page 11 in their books (e.g., with a paper clip or a small piece of paper) so that they can easily go back to the chart on those pages to find capitalization rules when they need them.) Explain that students may often be asked for their opinions. Point out that students should always be respectful when giving their opinions and that they must have reasons to explain their opinions. Return the paragraphs that students wrote for the Try It Out! activity on page 10. (Read the paragraphs before returning them to learn more about your students writing styles and proficiency levels, but do not mark the papers.) Read the directions for the Try It Out! activity on page 13 aloud. Have students complete the activity. EXTENSION: Have students rewrite their self-introduction paragraphs and hand them in. Mark the paragraphs using the correction symbols in Appendix E on pages Limit your corrections to (1) nfs (needs further support); (2) what students have learned in Chapter 1 (capitalization, subject-verb agreement, and fragments); and (3) one or two recurring sentence structure or grammar problems that you see. Do not return the papers until students have completed the Sentence Structure section of Chapter 1. SENTENCE STRUCTURE (pages 14-20) Put these three examples on the board: 1. Luke Skywalker. 2. Luke Skywalker and his friends battled. 3. Luke Skywalker and his friends battled the evil Empire. Have students read the definition of a sentence at the top of page 14 and identify which of the three examples best fits the definition of a sentence. Simple Sentences (page 14) Put the following terms on the board: subject, verb, simple sentence, compound subject, compound verb. Explain the meanings. Go over the introductory text. Point out the simple sentence patterns and the examples. Also point out how nouns and verbs fit into the simple sentence patterns. For more information, students can look at the list of grammar terms in Appendix A on pages Longman Academic Writing Series 3, Fourth Edition, Teacher s Manual Chapter Teaching Notes 1117 Phrases (page 15) Have students read the example sentences at the top of the page. Point out that the groups of words in parentheses are phrases. Have students use the chart on page 15 to complete the exercise. Go over the answers. Read the directions for Practices 6 and 7 aloud. Have students complete the tasks alone or in pairs. (Note: Students can mark page 11 in their books (e.g., with a paper clip or a small piece of paper) so that they can easily go back to the chart on those pages to find capitalization rules when they need them.) Explain that students may often be asked for their opinions. 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