Teacher’s Notes for

GREAT SENTENCES, 2nd Edition

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Unit 1
Understanding Sentence Basics

This unit introduces students to the simple sentence and its basic features, namely capitalization; end punctuation; and subjects, verbs and objects. Some students may already be familiar with simple sentence writing, but students’ familiarity with the various elements of a good simple sentence may vary greatly.

In Unit 1, students are given a variety of opportunities (both guided and free) to practice writing simple sentences which include all of the key elements. Having students complete this material gives the teacher a chance to see who knows exactly how much about sentence structure from the very beginning of the course. In addition, Unit 1 introduces students to the Word Building, Building Better Sentences, and Web practice activities found throughout the text.

OBJECTIVES
1. Understand what a sentence is and what elements it includes. (1-9; 11; 15-18)
2. Understand the importance of when to use capitalization in sentences. (3; 7)
3. Understand the importance of using end punctuation in sentences. (4-5; 8-9; 11-13)
4. Become familiar with prepositions of place at, on, and in. (9-10)
5. Learn to identify and punctuate statements, questions, and exclamations. (11; 13-14)
6. Become familiar with the parts of a sentence. (15-16; 18)
7. Learn to identify the subject, verb, and object and their order in a sentence. (16-17; 18; 24; 25)
8. Become familiar with identifying sentence fragments. (17-18)
9. Review the use of “be” in simple sentence structure. (19-21)
10. Review the use of the there is/there are in simple sentences (19; 22-23)
11. Become familiar with the basic relationship between sentences and paragraphs. (24)
12. Understand how to create and then correctly write a title in English. (25-26)
13. Understand the importance of rewriting your work soon after it is written. (26)
14. Become familiar with the process of editing written work for mistakes. (27-29; 33-34)
15. Introduction of the Word Building, Building Better Sentences, and Web Activities which are found throughout the textbook (30; Appendix 16 pp 234-241)
16. Write an original paragraph (on food or a person) by following a guided writing activity. (31-33)
17. Develop good editing skills by using a specially designed peer editing located in Appendix 18. (36)
18. Become familiar with the importance of journal writing in developing personal writing skills. (34-37)
CHAPTER NOTES

Unit 1 introduces students to the basics of writing a simple sentence. The unit introduces the main features that every good simple sentence has, namely: (1) capitalization, (2) punctuation, and (3) subjects, verbs, (and many times) objects.

If your students are already familiar with the basics of writing simple sentences, then jump a later part of unit 1 rather than starting with page 1. Any pages that the class does not complete can be used as review work for students who need it.

The activities in this unit range from guided sentence practices in which students manipulate the parts of a simple sentence to freer writing activities in which students produce their own work.

There are quizzes and practice activities for grammar and vocabulary that complement this unit on the instructor’s website.

Activity 1, pp. 2
This is a nice activity to use as a quick review of basic sentence organization and the simple present tense of be and have, two verbs which they need to talk about themselves and their family. This activity prepares students for the diagnostic writing activity on the next page.

Activity 2, pp. 3
This activity may be done in the book or on a separate sheet of paper. It allows the instructor to get a basic idea of a student’s writing abilities at the beginning of the semester. As a result, it can help determine if any information in Unit 1 needs to be focused upon more closely or skipped altogether. (Instructors who feel that their students are more advanced can skip to Activity 11, pp. 14-15 and use it as the writing diagnostic instead.)

Instructors could expand on this activity by having students interview one another about their families and then report the information back to the class. Instructors could use the work to tailor make a Find someone who…activity for the class as a warm up for the next class period. For example:

Find someone who...

____________ has six brothers and sisters.

____________ is from Tangiers.

Writer’s Notes, pp. 3, 4, 7, 8, and 11
These Writer’s Notes explain capitalization**, periods, question marks, and exclamation points. Instructors may introduce each point separately and follow up with the appropriate exercises throughout Unit 1 or with their own worksheets. Another option is to introduce capitalization and punctuation all at once rather than individually with separate practice.

One affective way to do this is to use a traffic light analogy. First, draw a traffic light on the board and ask the students what its job is. Then, ask the students what the various colors stand for. Follow this with the explanation that capitalization and punctuation act like a traffic light for a reader – it gives the reader direction, tells them when to go, stop,
or slow down. Next, ask the students what tells a reader that a sentence is beginning (capital letters). What makes a reader stop? (periods, question marks, and exclamation points). What makes a reader slow down? (commas and semi-colons / which will be discussed at a later date) After each answer, explain any rules that may go with the particular point. When all the information has been covered, have the students complete activities from Unit 1 in whatever order you prefer.

**Additional capitalization rules can be found in Appendix 3 on pages 212-213.

Activity 5, p. 6
One convenient way to correct this activity is to transfer it to an overhead. The students can be invited to come up as a group to make corrections on the overhead. Another option is to pass the overhead around to individual students and have them make the corrections at their desk. Then display the overhead and discuss it.

Activity 6, p. 8
A fun follow up is to have students create their own geography quizzes for their classmates.

On the Web, p. 7
This is the first web activity icon to appear in the textbook. If there is a computer lab component to the class, instructors will, of course, introduce the activity at that time. However, for those courses which do not have a lab component, instructors may wish to take a moment to point the icon out to students and explain its purpose – which is to provide more practice on a particular point explained in the textbook. Refer students to page xii, which has the website address for the student pages for Great Sentences Second Edition. (The address for the instructor page is located here as well.)

Writer’s Note, pp. 9-10
Prepositions are difficult for students to master at any level. This note introduces three often used prepositions of location in, at, and on. The pyramid diagram is an excellent graphic to use to explain certain instances of when each particular preposition is used. Keep in mind, however, that this graphic does not work for ALL examples (for example: in the bank – meaning inside), so be prepared for examples that the students may present that do not fit into the graphic. Additional information on these prepositions can be found in Appendix 12 pages 226-227.

Instructors may wish to create more examples to present students when they introduce this note. Additional practice can be provided by generating a list of places which the students then place with the correct preposition. For example:

<table>
<thead>
<tr>
<th>At</th>
<th>On</th>
<th>In</th>
</tr>
</thead>
<tbody>
<tr>
<td>The store</td>
<td>the corner</td>
<td>the United States</td>
</tr>
<tr>
<td>The post office</td>
<td>42nd Street</td>
<td>Brownsville</td>
</tr>
</tbody>
</table>
Activity 9, pp. 11-13
In addition to writing sentences, students could share what they learned about their partner by presenting it to the class.

Activity 11, pp. 14-15
Instructors who feel that their students are more advanced can skip to this activity and use it as the writing diagnostic.

The Parts of a Sentence, pp. 15-16
It is important that students understand correct word order when writing sentences. The information in this part of Unit 1 introduces the *simple sentence*. Instructors may find it convenient to create a PowerPoint presentation or overheads of their own to elaborate on this teaching point (as well as the information found on pages 16 and 17).

Grammar and Sentence Structure Note, pp. 16 - 17
It is very important that students understand the terms that are explained at length in this note as they will be used repeatedly throughout the book. While there are two practice activities (Activities 12 and 13) in the text and an activity on the web, instructors may wish to provide their own worksheets as well since some students may be completely new to the material and thus need more practice.

Grammar and Sentence Structure Note, p. 19
This note provides a brief overview of the verb *be* in simple present tense and focuses on the four major sentence patterns that use this verb. After introducing the information, a quick practice activity could include writing out 20-30 sentences using the various patterns. Give them to the students and have them put the sentences into the groups by category. Activities 14, 15 and 16 could be used as follow up either in the classroom or for homework.

Writer’s Note, p. 22
This note prepares students to go from writing individual sentences to writing related sentences in a paragraph. It introduces the idea of using *there is*/*there are* to write a topic sentence about a thing. As you read the description for each sentence in the example paragraph, emphasize that all the sentences are describing *one* thing.

Activity 17, pp. 22-23
This is the practice activity for the Writer’s Note on page 22. The first three numbers provide the students with prompts to write one or two sentences about. The last three are blank. Instructors may wish to brainstorm a list of possible topics with the students before they begin. This way, students spend less time brainstorming and more time writing. Students can share their answers in groups or write their sentences on the board. The key to this activity is to keep the class moving quickly and smoothly.

Writer’s Note, p. 24
This Writer’s Note builds on the information practiced on pages 22 and 23 by examining two activities that they have already completed. Instructors may even wish to provide
students with another example of a paragraph to study (their own writing or one from a different part of the book).

**Writer’s Note, pp. 25-26**
This section teaches students how to write the title to a paragraph by giving a short list of rules to follow. More information on capitalization of titles can be found in Appendix 3 on pages 212-213. This note is followed by Activity 20 which asks students to find the mistakes in titles and correct them. You can have the students do the work individually. Those who finish first can go to the board and write the corrected titles there.

**Activity 21, pp. 27-29**
It is important when editing that the students be able to articulate why a particular sentence is correct or incorrect. The object of this activity is to provide students with this type of editing practice. It can be completed individually, or students can work in groups and discuss their answers as they go along with the instructor acting as a “referee” when there is no consensus.

**Activity 22, p. 29**
This activity provides students the opportunity to find and correct mistakes that deal with the grammar and sentence structure that they learned about in this unit. As with the previous activity, it is important that students be able to explain why a particular structure is incorrect. Putting this activity on an overhead and correcting it is very convenient.

**Word Building, p. 30**
A major concern for most students at this level of English is the lack of vocabulary. As a result, it is important to provide them with opportunities to expand their vocabulary as much as possible. Five words are taken from the chapter for this activity. Students are provided with different forms of these words which they must then correctly place into cloze exercises. Prefixes and suffixes are listed at the bottom of each exercise. Instructors may wish to provide students with other examples of words that use these affixes.

**Building Better Sentences, p. 30**
Take students to first two pages of Appendix 16 (234-241) and go through the examples of sentence-combining strategies as a class. Many students need to see the steps of combining on the blackboard before doing it themselves. Explain the importance of sentence variety in writing and ask them to be conscious of the types of sentences they are creating.

While working on Building Better Sentences Activities, it is important that students NOT look at the original sentences. The goal here is to see the combinations that result and how they are different, not just to see if the student combinations match the original.

**Activity 24, pp. 31-33**
This original writing activity is a guided writing activity where students answer open-ended questions to create an original piece of writing. Students choose one of the sets of
practice questions and answer them. This activity can be done in the book and kept as separate answers, or the sentences can be written on a separate piece of paper in the form of a simple paragraph. Before they write their sentences in paragraph form make sure that they self-edit using the checklist provided for the activity.

**Editing**
Editing is a very important part of the writing process. As a result, the Writer’s Notes on pages 33 and 34 discuss it in depth. In addition, the book contains a series of peer editing sheets to use for each original writing assignment.

**Activity 25, p. 34**
Students exchange papers with a partner and use the peer editing sheet in Appendix 18 page 253 to edit one another’s work. The sheets can be torn out of the book and exchanged, or the students can exchange books with their partner without tearing out the sheet.

**Journal Writing, pp. 34-36**
The more that students practice writing the better their writing becomes. Consequently, this textbook has included a journal writing section in each unit. Unit 1 contains an extensive explanation of the journaling process (why to do it, how to do it, how an instructor may to respond to it) as well as an example journal entry. As the instructor, you know best how to include (or not) journaling in the classroom. It can be done daily, weekly, bimonthly, or a voluntary basis. Whatever is decided, it is important to respond to what the students write. If the journal is assigned on a daily basis, instructors may wish to tell the students that one or two of the entries will be graded (for example: Day 1 and Day 4). This way, while the students know that you are reading and responding to their work, they won’t know which entry you will choose, so it is an incentive for them to complete ALL the assignments. Thus the students are getting all important writing practice, but you are not buried under a mountain of extra grading.

**Activity 26, p. 37**
Included is a list of journal writing prompts that are tailored to fit the content of this particular unit. Instructors may choose to assign journal writing on a daily, weekly, bimonthly, or a voluntary basis.

**Extra Writing Practice, p. 37**
This is a reminder that additional writing activities can be found on the web (see icons placed through out the unit) and in Unit 8 of this textbook. The goal of Unit 8 is provide students with more practice with the particular grammar or sentence structure points that were covered in the previous units. Feel free to assign this work at any time. It may be done in class or for homework. Occasionally, there will be additional web activities available in Unit 8. Assign students Practice 1 on pages 183-184, which has two activities that focus on basic capitalization/punctuation, sentence order, and paragraph formation.
VOCABULARY ENRICHMENT ACTIVITIES
Below is a list of vocabulary words from the paragraphs in the unit (not including the
glossed words). There are quizzes and practice activities on the instructor’s website that
complement this activity.

Because vocabulary is such an important point in moving to a higher proficiency level,
instructors may want their students to maintain a vocabulary journal to correspond to the
vocabulary, something that we strongly advocate. An easy way to accomplish this is to
do the following:
1. Ask students to separate a piece of paper into two sections: the section on the left
   (approx. 2 inches wide) with the vocabulary word and the section on the right for the
definition and a sample sentence.
2. In the left column, students will write the vocabulary word and what part of speech it
   is.
3. On the right side of the paper the student will write either a definition, a synonym, or
   a native language translation of the word.
4. Underneath the definition, the student will create a sample sentence using the word,
   but a BLANK SPACE will be used instead of the vocabulary word.
5. Explain to the students that this type of vocabulary journal can be used in different
   ways: a. by covering the list of vocabulary words vertically, students must look at the
      clues (definition and sentence) and recall the vocabulary word; b. by covering up the
      vocabulary word and the definition, students must use the sample sentence with
      context clues to recall the vocabulary word; c. by covering up the vocabulary word
      and the sample sentence, students must recall the vocabulary word by using its
      definition as a clue.

VOCABULARY JOURNAL

vocabulary word definition/synonym/translation sample sentence

1. routine, n. custom; habit
   My daily ____ is getting up, going to work, and coming home to make dinner.

2. glamorous, adj. exciting attractiveness; stylish
   Movie stars usually have ____ lifestyles.

3. tasks

4.

5.

6.
Unit 1

Paragraph 1, p. 10

1. Surprising
2. Bank
3. Branch
4. understand

Paragraph 2, p. 24

1. ingredients
2. simple
3. cheap
4. mayonnaise
5. onion
6. finally
7. to cut up
8. to add

Paragraph 3, p. 25

1. supermarket
2. college
3. to attend
4. break
5. to enjoy
6. to meet

Paragraph 4, p. 29

1. beautiful
2. region
3. famous
4. popular
5. tasty
6. interesting
7. wonderful
8. to visit
Unit 2
Connecting Sentences and Paragraphs

The main goal of Unit 2 is for writers to become familiar with the various parts of a paragraph. To accomplish this purpose, Unit 2 has students analyze a number of paragraphs in order to find their constituent parts.

OBJECTIVES

1. Become familiar with the word order of adjectives. (38-41)
2. Become familiar with the three parts of a good paragraph. (42)
3. Understand the importance of indenting the beginning of every paragraph. (45)
4. Learn to identify good topic sentences. (42, 49)
5. Review subject pronouns. (52-53)
6. Learn to identify good supporting sentences. (53)
7. Review possessive adjectives. (56)
8. Understand the importance of having a verb in every sentence. (58-59)
9. Learn to identify good concluding sentences. (60)
10. Continuation of practice with the Word Building, Building Better Sentences, and Web Activities which are found throughout the textbook (63, Appendix 16 pp. 234-241)
11. Write an original paragraph (on travel) by following a guided writing activity. (64-65)
12. Develop good editing skills by using a specially designed peer editing sheet located in Appendix 18. (66)
13. Practice journal writing as a way to develop personal writing skills. (66)

CHAPTER NOTES

While the main focus of this textbook is to help students become better writers at the sentence level, we feel that writing sentences should not be done in isolation. Rather, students should practice their writing skills within the structure of a paragraph. As a result, Unit 2 introduces students to the basics of how sentences combine to make a simple paragraph. The unit introduces the idea that every good paragraph has (1) a topic sentence, (2) supporting sentences, and (3) many times, a concluding sentence.

The activities in this unit range from guided sentence practices in which students manipulate the parts of a simple sentence to freer writing activities in which students produce their own work. There are also activities in which students analyze paragraphs to determine their constituent parts. The exercises may seem a bit easy at times, but it is important to discuss answers as a whole class to help students make the transition from objective exercises in this book to their own original writing.

There are quizzes and practice activities for grammar and vocabulary that complement this unit on the instructor’s website.
Grammar and Sentence Structure Notes, p. 38-39 and 40-41
These two notes discuss the word order of adjectives in sentences. This information can be paired with more information given on the order of adjectives in a list which can be found in Appendix 15 on page 233. The information in these notes can be practiced in Activity 1 pages 39-40 and Activity 2 on page 41.

What is a paragraph? P. 42
This section of the text introduces students to the three major components of a good paragraph. Instructors may find it beneficial to introduce these parts by using an example paragraph on an overhead.

Writer’s Note, p. 42
This note gives additional information on topic sentences and can be combined with the information in the previous section if desired.

Activity 3, pp. 42-45
This exercise provides practice in identifying the three parts of a paragraph. It is important to make sure that everyone knows the three features and can analyze a paragraph to indicate whether or not the features are in that paragraph.

In this activity, students will analyze two paragraphs. You should ask pre-reading questions to keep students interested and build their schema. In addition, after students have read and analyzed all of these paragraphs, ask them which they liked the most and why as well as which they did not like and why not.

You may wish to list the three paragraph features (four if you include indentation) on a poster board or newsprint and keep this in an easily seen area of the classroom for the remainder of this unit.

Writer’s Note, p. 45
Students often forget this important part of paragraph writing, so it is vital to emphasize its use.

Activity 4, pp. 46-47
This activity asks students to return to Unit 1 and copy sentences into paragraph form. This activity is an excellent basic way for students to practice writing sentences in basic paragraph order. Extension activities can include having students identify the three major parts of a paragraph or having more advanced students change basic grammatical features. For example, change kids to my sister Maggie.
Students can copy their work on separate sheet of paper rather than use the book pages. If this activity is done, it is important that you read and comment on what you collect. For students who are already solid writers, this copying phase can be omitted.

**Activity 5, p. 45**
An extension activity could be to have students find pictures of their favorite singer and present the information orally to their classmates.

**Activity 6 and 7, p. 49-51**
The key to these activities is to have students identify a possible topic BEFORE they look at the choices. This will allow them to explain WHY they chose the particular topic sentence that they did.

**Grammar and Sentence Structure Note, p. 52**
You may wish to combine the information in this note with the Writer’s Note on page 54.

**Activity 9 and 12, pp.54-55 and pp. 57-58**
Students read and analyze three paragraphs. They are first asked to find the topic sentence. Then they must find the supporting sentences that are unrelated to the topic. Be sure to make students explain their reasons, especially when the sentence is judged to be unrelated.

**Grammar and Sentence Structure Note, p. 56**
The information in this note is expanded upon in Appendix 10 on page 224. You may wish to be prepared to explain the difference between *possessive adjectives* and *possessive pronouns* (mine, yours, his, hers, its, ours, theirs).

**Writer’s Note, p. 58-59**
Use this note to prepare the students for editing activity 13 on page 59. Remind students that sentences without verbs are called *fragments*.

**Working with Concluding Sentences, p. 60**
A concluding sentence can do many things, but the information on this page focuses on one thing - the idea that concluding sentences restate the main idea (from the topic sentence). In this textbook students can also find examples of concluding sentences that make a prediction about what may happen (related to the paragraph topic).

It is important for you to point out that a single paragraph all alone hardly ever really happens in the real world. In an essay, for example, a paragraph may be sandwiched among fifteen others. In this case, the concluding statement serves as a transition or link to the next paragraph. The concluding sentence should lead the reader logically to the content of the next paragraph.

**Activity 14, pp. 60-61**
This would work well as a small group discussion activity.
Activity 15, p. 61-62
As with activities 9 and 12, it is important that the students analyze the topic sentence and the supporting sentences BEFORE they chose the concluding sentence. In addition, the students should be able to explain their choice with supports from the paragraph.

Activity 16, p. 62
This activity provides students the opportunity to find and correct mistakes that deal with the grammar and sentence structure that they learned about in this unit. It is important that students be able to explain why a particular structure is incorrect. Putting this activity on an overhead and correcting it is very convenient.

Word Building, p. 63
Five words are taken from the chapter for this activity. Students are provided with different forms of these words which they must then correctly place into cloze exercises. Prefixes and suffixes are listed at the bottom of each exercise. Instructors may wish to provide students with other examples of words that use these affixes.

Building Better Sentences, p. 63
While working on Building Better Sentences Activities, it is important that students NOT look at the original sentences. The goal here is to see the combinations that result and how they are different, not just to see if the student combinations match the original.

Activity 24, pp. 31-33
In this original writing activity, students can answer the open-ended questions to create an original piece of writing. This activity can be done in the book and kept as separate answers, or the sentences can be written on a separate piece of paper in the form of a simple paragraph. Before they write their sentences in paragraph form, make sure that they self-edit using the checklist provided for the activity.

Activity 19, p. 66
Students exchange papers with a partner and use the peer editing sheet in Appendix 18 page 255 to edit one another’s work. The sheets can be torn out of the book and exchanged, or the students can exchange books with their partner without tearing out the sheet.

Activity 20, p. 66
Included is a list of journal writing prompts that are tailored to fit the content of this particular unit. Instructors may choose to assign journal writing on a daily, weekly, bimonthly, or voluntary basis.

Extra Writing Practice, p. 66
For practice with the concepts presented in Unit 2, assign students Practice 2 on pages 184-185, which has a paragraph editing activity which focuses on grammar and sentence structure found in Units 1 and 2. Practice 15 on page 194 has students practice identifying the difference between the topic and supporting sentences. Practice 16 on page 195 has students work on sentence order in paragraphs. Practice 17 on pages 196-
197 have students read a sample paragraph, while Practice 18 provides questions that analyze the paragraph’s structure.
Additional work can be found in Appendix 17, Writing Activities 1-5, pages 242 to 246.

VOCABULARY ENRICHMENT ACTIVITIES
Below is a list of vocabulary words from the paragraphs in the unit (not including the glossed words). Because vocabulary is such an important point in moving to a higher proficiency level, instructors may want their students to maintain a vocabulary journal to correspond to the vocabulary, something that we strongly advocate. Whether or not this particular strategy is employed, it is imperative that students acquire a large amount of appropriate vocabulary in this course. There are quizzes and practice activities on the instructor’s website that complement this activity.

Paragraph 5, p. 41

1. dream
2. weather
3. temperature
4. energy
5. nature/natural
6. landscape
7. wild
8. wonderful
9. state

Paragraph 6, p. 43

1. favorite
2. to wear
3. pair
4. light
5. nice
6. best

Paragraph 7, p. 44

1. popular
2. building
3. window
4. different
5. company
Paragraph 8, p. 46

1. spaghetti
2. most
3. taste
4. to enjoy
5. smell
6. to love
7. sauce
8. to put
9. some

Paragraph 9, p. 47

1. job
2. taxi
3. driver
4. name
5. to drive
6. day
7. week
8. fascinating
9. work

Paragraph 10, p. 49

1. restaurant
2. to work
3. to serve
4. to remember
5. dinner
6. order (ex: a dinner order)
7. problem
8. food
9. to take back
10. immediately
11. customer
12. to want
13. meal

Paragraph 11, p. 49

1. exciting
2. full of
3. life

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4. statue
5. excellent
6. truly

Paragraph 12, p. 50
1. to fall
2. few
3. to start
4. to melt
5. clean
6. slippery
7. closed
8. to understand

Paragraph 13, p. 50
1. pasta
2. to taste
3. to eat
4. to include
5. kind (i.e. type)
6. to prepare
7. to make
8. healthy
9. plate
10. to have

Paragraph 14, p. 51
1. teacher
2. to rush
3. student
4. to explain
5. organized
6. to plan
7. to happen
8. to help
9. subject
10. fair
11. to treat
12. important
13. quality
Paragraph 15, p. 51

1. radio
2. station
3. to play (i.e. play music)
4. music
5. during
6. lucky

Paragraph 16, p. 52

1. doctor
2. be married
3. to live
4. historic
5. office
6. together
7. weekend
8. to travel
9. countryside
10. relaxing
11. escape (e.g. a relaxing escape)

Paragraph 17, p. 54

1. to keep score
2. goal (i.e. score a goal)
3. point
4. system
5. to carry
6. across
7. to kick
8. between
9. to get

Paragraph 18, p. 54

1. to change
2. answer
3. to finish
4. to add
5. result
6. to report
7. to use
8. correct
Paragraph 19, p. 55

1. dish (type of food)
2. to cut up
3. to fry
4. vegetable
5. oil
6. to sprinkle
7. can
8. to cover
9. to cook
10. to follow
11. delicious

Paragraph 20, p. 56

1. sister
2. brother
3. parents
4. sport
5. player
6. afternoon
7. same
8. friend
9. major (like in college)

Paragraph 21, p. 57

1. person
2. grandmother
3. to come from
4. well
5. language
6. family
7. to listen
8. story
9. opinion

Paragraph 22, p. 57

1. to begin
2. million
3. population
4. largest
Paragraph 23, p. 58

1. neighbor
2. alone
3. take care of
4. garden
5. to do
6. to clean
7. house
8. heavy
9. garbage
10. collection
11. to pull
12. steps (stairs)
13. to hope
14. ability

Paragraph 24, p. 58

1. comfortable
2. place
3. to sit
4. desk
5. printer
6. drawer
7. room
8. bookcase
9. furniture
10. magazine
11. software
12. telephone
13. to have trouble
14. to remember
15. closet
16. next to
17. supplies

Paragraph 25, p. 59

1. to stay (healthy)
2. step (in a process)
3. best
4. type
5. fruit
6. exercise (n)
7. shape (physical condition)
8. mind  
9. body  
10. relaxation  
11. to take time

Paragraph 26, p. 61

1. reason  
2. to get up  
3. meeting  
4. to last  
5. boring  
6. traffic  
7. road  
8. driver  
9. to be careful  
10. usual

Paragraph 27, pp. 61-62

1. luck  
2. superstition  
3. to believe  
4. number  
5. to think  
6. to see  
7. to make  
8. to come true  
9. to open  
10. to say

Paragraph 28, p. 62

1. to buy  
2. planning  
3. to want  
4. used  
5. new  
6. to depend  
7. money  
8. to spend  
9. extra  
10. expensive  
11. to need  
12. repairs
Paragraph 29, p. 62

1. aspirin
2. medicine
3. incredible
4. pill
5. drug
6. to know
7. exactly
8. to take (a pill)
9. reason
10. headache
11. colds
12. pain
13. great

**Unit 3**

**Writing in the Present**

This unit introduces students to writing about events in the present. The main goal of this unit is for students to use the simple present tense effectively in their writing in addition to studying about articles and object pronouns. This chapter introduces compound sentences.

**OBJECTIVES**

1. Review simple present tense for verbs in affirmative statements and question forms. (67-68)
2. Learn the use of contractions in formal and informal writing. (69)
3. Review the use of *there is/there are* when writing. (74)
4. Review the negative of simple present tense. (78)
5. Learn how to use and where to put object pronouns. (70-80)
6. Be able to identify the differences between simple and compound sentences. (62)
7. Be able to combine simple sentences into compound sentences. (83-84)
8. Practice brainstorming by using WH- questions. (84-85)
9. Learn how to use *a* and *an* with count nouns. (86)
10. Continuation of practice with the Word Building, Building Better Sentences, and Web Activities which are found throughout the textbook (88-89, Appendix 16 pp. 234-241)
11. Write an original paragraph (on sports) by following a guided writing activity. (90)
12. Develop good editing skills by using a specially designed peer editing sheet located in Appendix 18. (90)
13. Practice journal writing as a way to develop personal writing skills. (91)
CHAPTER NOTES
Unit 3 teaches how to write paragraphs using the simple present tense. This will allow them to describe actions that they or others do on a regular basis – a handy ability for those just learning English. Unit 2 also introduces a language point that is difficult for most second language learners – the articles a and an. The introduction of this task early on in the textbook will allow instructors to emphasize its use over the course the entire term.

There are quizzes and practice activities for grammar and vocabulary that complement this unit on the instructor’s website.

Grammar and Sentence Structure Note, pp. 67-68 and p. 78
These notes introduce the affirmative, question, and negative structures for simple present tense. Instructors may choose to review the material individually as set up in the text or opt to review it all together. Regardless of the format chosen, instructors should keep in mind that the practice activities keep the forms separate. For more mixed structure practice, instructors may wish to create their own worksheets.

Writer’s Note, p. 69
It is important to let your students know your views on using contractions in formal writing. Brief reminders throughout the semester will help students stay on track.

Activity 3, pp. 70-71
This activity allows students to practice with subject-verb agreement. One way to check this activity in class is to create a cloze paragraph (with the blanks being the information that must be changed). Put the paragraph on an overhead and have students come to the front to fill in the blanks. Instructors may wish to circulate to make sure that students are using the correct paragraph format (indentation and correct placement of lines).

Activity 4, pp. 72
Before students start this activity, it would be beneficial to have students describe the story in the pictures. This would allow them to brainstorm verbs that could be used when completing the cloze paragraph.

Writer’s Note, p. 74
At this level, ESL writers often have difficulty with the there is/there are structure, so it is vital to review it at regular intervals. The non-examples in the note are based on errors that students commonly make. Activities 6, 7, and 8 all practice these structures.

Activity 10, p. 79
An extension to this activity could have students write their own sentences that a partner would have to change to negative form.

Writer’s Note, pp. 79-80
This would be a good time to review subject pronouns and possessive adjectives.

Great Sentences, 2nd Teacher’s Notes
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Sentence Types, p. 82
This textbook will focus mostly on the more commonly used coordinating conjunctions: and, but, and so. Instructors may wish to introduce the other coordinating conjunctions. They are all listed in Appendix 13 on page 229. A common acronym used to teach all the coordinating conjunctions is FANBOYS. For those instructors who enjoy using visuals, designing overheads or a PowerPoint presentation for this information would be affective.

Stress to the students the importance of correct comma placement and the need for two separate subjects and verbs.

Writer’s Note, pp. 84
This note helps students how to answer why questions. It is a very brief explanation. More detailed information can be found in Unit 6 on pages 151-153. Instructors may choose to skip this note altogether and wait until Unit 6 to talk about this complex sentence structure.

Writer’s Note, p. 84-85
Students can be put in pairs or groups to answer the questions. They can then check the information that they generated with the information in paragraph 40 in Activity 16. They can see what information was kept and deleted. They can discuss why this was done to get a feel for how much can be put in a paragraph.

Grammar and Sentence Structure, p. 86
There is a chart that outlines when to use definite and indefinite articles in Unit 6 on page 148. Instructors may wish to introduce the definite article part of the chart at this point. There is additional information on the indefinite the in Appendix 8 on pages 221-222. An affective way to provide additional article practice is to create cloze sentences or paragraphs that focus on article usage.

Activity 18, p. 88
This activity provides students the opportunity to find and correct mistakes that deal with the grammar and sentence structure that they learned about in this unit. It is important that students be able to explain why a particular structure is incorrect. Putting this activity on an overhead and correcting it is very convenient.

Word Building, pp. 88-89
Five words are taken from the chapter for this activity. Students are provided with different forms of these words which they must then correctly place into cloze exercises. Prefixes and suffixes are listed at the bottom of each exercise. Instructors may wish to provide students with other examples of words that use these affixes.
Building Better Sentences, p. 89
While working on Building Better Sentences Activities, it is important that students NOT look at the original sentences. The goal here is to see the combinations that result and how they are different, not just to see if the student combinations match the original.

Activity 20, pp. 90
In this original writing activity, students can answer the open-ended questions in the book or answer their own to create an original piece of writing. The answers should be combined to create a simple paragraph. Before students write their sentences in paragraph form, they should self-edit using the checklist provided for the activity.

Activity 21, p. 90
Students exchange papers with a partner and use the peer editing sheet in Appendix 18 page 257 to edit one another’s work. The sheets can be torn out of the book and exchanged, or the students can exchange books with their partner without tearing out the sheet.

Activity 20, p. 91
Included is a list of journal writing prompts that are tailored to fit the content of this particular unit. Instructors may choose to assign journal writing on a daily, weekly, bimonthly, or voluntary basis.

Extra Writing Practice, p. 91
For practice with the concepts presented in Unit 3, students may do Practice 11 on pages 191-192. Here they will practice compound sentence formation with but, and, and so. Depending on the level of the students, instructors may wish to delay this activity until Unit 5. Additional work can be found in Appendix 17, Writing Activity 6, page 247.

VOCABULARY ENRICHMENT ACTIVITIES
Below is a list of vocabulary words from the paragraphs in the unit (not including the glossed words). Because vocabulary is such an important point in moving to a higher proficiency level, instructors may want their students to maintain a vocabulary journal to correspond to the vocabulary, something that we strongly advocate. Whether or not this particular strategy is employed, it is imperative that students acquire a large amount of appropriate vocabulary in this course. There are quizzes and practice activities on the instructor’s website that complement this activity.

Paragraph 31, p. 69

1. uncle
2. man
3. business
4. ago
5. to enjoy
6. success
7. waiter
8. manage
9. chef
10. to appreciate
11. somebody

Paragraph 32, p. 70

1. classmates
2. world
3. perfectly
4. nice
5. to sing
6. class
7. forever

Paragraph 33, p. 70

1. busy
2. to study
3. engineering
4. to wake up
5. to take a shower
6. mall
7. store
8. part-time
9. quick
10. homework
11. to know
12. lifestyle
13. stressful
14. to end
15. professional

Paragraph 34, p. 72

1. morning
2. youngest
3. daughter
4. breakfast
5. rest of
6. quickly
7. minute
Paragraph 35, p. 74

1. capital
2. romantic
3. tourist
4. place
5. example
6. to separate
7. traditional
8. soup
9. friendly

Paragraph 34, p. 75

1. colorful
2. seat
3. shiny
4. top
5. side
6. map
7. poster
8. common
9. verb
10. picture
11. writing
12. blackboard
13. object

Paragraph 37, p. 77

1. letter (in the alphabet)
2. vowel
3. consonant
4. sometimes
5. especially
6. after
7. to speak
8. alphabet

Paragraph 38, p. 77

1. international
2. university
3. to take (a test)
4. test
5. to measure
6. ability  
7. to come from  
8. long  
9. version  
10. task  
11. high  
12. score (grade on a test)

Paragraph 39, p. 80

1. to meet  
2. veterinary  
3. pet  
4. to say

Paragraph 40, p. 85

1. athletic  
2. activity  
3. group  
4. phenomenon  
5. fun  
6. to require  
7. equipment  
8. television  
9. championship  
10. probably  
11. fan (fanatic)

Paragraph 41, p. 88

1. typical  
2. teenager  
3. to compete  
4. to practice  
5. to get ready  
6. afternoon  
7. to return  
8. gymnasium  
9. coach
Unit 4
Writing about the Past

This unit introduces students to writing about events in the past. The main goal of this unit is for students to use the simple past tense. This chapter continues to practice compound sentences with a focus on using the coordinating conjunction but.

OBJECTIVES
1. Review simple past tense for verbs in affirmative statements and question forms. (92-93)
2. Learn the use of time phrases with past tense. (94)
3. Practice editing plural to singular subjects. (96-97)
4. Review irregular simple past tense verbs. (99)
5. Review the negative of simple past tense. (102)
6. Review the importance of avoiding contractions in academic writing. (102, 103)
7. Practice forming compound sentences using but. (106-107)
8. Continuation of practice with the Word Building, Building Better Sentences, and Web Activities which are found throughout the textbook (111-112, Appendix 16 pp. 234-241)
9. Write an original paragraph (on a historical figure) by following a guided writing activity. (112)
10. Develop good editing skills by using a specially designed peer editing sheet located in Appendix 18. (113)
11. Practice journal writing as a way to develop personal writing skills. (113)

CHAPTER NOTES
Unit 4 teaches how to write paragraphs using the simple past tense. This will allow students to write with more confidence about events that happened to them or others in the past. Unit 4 also provides more practice with compound sentence structures by focusing on the coordinating conjunction but.

There are quizzes and practice activities for grammar and vocabulary that complement this unit on the instructor’s website.

Grammar and Sentence Structure Note, pp. 92-93, p. 102, and p. 103
These notes introduce the affirmative, question, and negative structures for simple past tense. Instructors may choose to review the material individually as set up in the text or opt to review it all together. Please note that irregular forms are introduced on page 99 (with a more extensive list in Appendix 5 pages 216-217). Regardless of the format chosen, instructors should keep in mind that the practice activities keep the forms separate. For more mixed structure practice, instructors may wish to create their own worksheets.
Activity 1, pp. 94-95
This activity gives students practice switching between present and past tense. It can also be adapted to provide practice with switching between plural and singular subjects by having students substitute Mary and her daughter with Michael.

Activity 2, pp. 95-96
Some pre-reading questions could include: Does anyone know what Taoism is? Where does it come from? Who created it?

Activity 3, p. 96
Instructors may choose to assign particular figures from history instead of allowing students to choose their own figure. The key to this assignment is that the person must no longer be living. This way the student is required to use simple past from beginning to end.

Activity 4, pp. 96-97
It is advisable to check that all students have followed the correct paragraph formatting in the second half of this activity.

Activity 5, pp. 98-99
Note that the last question does not use the BE question format.

Grammar and Sentence Structure, p. 99
A more extensive list of irregular verbs appears in Appendix 5 pages 216-217. Instructors may choose to give short quizzes on the irregular verb form during the course of this unit.

Activity 10, pp. 104-105
Additional activity: Have students write five affirmative sentences about their own country that are incorrect. Then underneath each one, have them write the negative version of the sentence.

Compound Sentences with But, pp. 106-107
Instructors may wish to review the Sentence Types section on page 82 before beginning this section. Providing additional sentences for students to combine is helpful.

Activity 14, pp. 109-110
This is an interesting communicative activity that allows students to use information that they collect from classmates. To provide more practice, students can create questions of their own.

Activity 15, p. 110
This activity provides students the opportunity to find and correct mistakes that deal with the grammar and sentence structure that they learned about in this unit. It is important that students be able to explain why a particular structure is incorrect. Putting this activity on an overhead and correcting it is very convenient.
Pre-reading questions could include: Do you know any famous world explorers? Where are they from? What/where did they explore? When did they live?

Word Building, pp. 111
Five words are taken from the chapter for this activity. Students are provided with different forms of these words which they must then correctly place into cloze exercises. Prefixes and suffixes are listed at the bottom of each exercise. Instructors may wish to provide students with other examples of words that use these affixes.

Building Better Sentences, p. 112
While working on Building Better Sentences Activities, it is important that students NOT look at the original sentences. The goal here is to see the combinations that result and how they are different, not just to see if the student combinations match the original.

Activity 17, p. 112
This original writing activity is a guided writing activity where students use their answers to page 96 to create an original piece of writing. If the instructor chooses, the students may write about a different historical figure than the one they chose for Activity 3. Before students write their sentences in paragraph form, they should self-edit using the checklist provided for the activity.

Activity 18, p. 113
Students exchange papers with a partner and use the peer editing sheet in Appendix 18 page 259 to edit one another’s work. The sheets can be torn out of the book and exchanged, or the students can exchange books with their partner without tearing out the sheet.

Activity 19, p. 113
Included is a list of journal writing prompts that are tailored to fit the content of this particular unit. Instructors may choose to assign journal writing on a daily, weekly, bimonthly, or voluntary basis.

Extra Writing Practice, p. 113
For practice with the concepts presented in Unit 4, assign students Practice 3 on page 185, which has a paragraph that students must change from present to past tense. Additional work can be found in Appendix 17, Writing Activities 7-8, pages 248 to 249.

VOCABULARY ENRICHMENT ACTIVITIES
Below is a list of vocabulary words from the paragraphs in the unit (not including the glossed words). Because vocabulary is such an important point in moving to a higher proficiency level, instructors may want their students to maintain a vocabulary journal to correspond to the vocabulary, something that we strongly advocate. Whether or not this particular strategy is employed, it is imperative that students acquire a large amount of appropriate vocabulary in this course. There are quizzes and practice activities on the instructor’s website that complement this activity.
Paragraph 42, p. 95

1. to be born
2. government
3. to decide
4. to leave
5. home
6. to ask
7. to write
8. to agree
9. beginning

Paragraph 43, p. 97

1. top
2. department
3. to excel
4. to answer
5. question
6. grades
7. to beat
8. projects
9. to receive
10. to graduate
11. proud

Paragraph 44, p. 98

1. author
2. ill
3. to become
4. to communicate
5. woman

Paragraph 45, p. 100

1. yesterday
2. beach
3. bathing suit
4. sunglasses
5. to pack
6. bag
7. to rain
8. to wait
9. to stop
10. to continue

Paragraph 46, p. 103

1. first
2. before
3. rich
4. excited
5. scared
6. to arrive
7. culture

Paragraph 47, p. 106

1. horrible
2. to be supposed to
3. alarm clock
4. boss
5. late
6. to crash (a computer)
7. to lose
8. document
9. next
10. tired

Paragraph 48, p. 110

1. traveler
2. century
3. religious
4. trip
5. original
6. journey
7. information
8. to give
Unit 5
Describing Actions

This unit introduces students to writing about events that are in progress. The main goal of this unit is for students to use the present progressive tense effectively in their writing. This chapter continues to practice compound sentences with a focus on using the coordinating conjunctions and and so.

OBJECTIVES
1. Review present progressive tense for verbs in affirmative statements and question forms. (114-115)
2. Review and as a connector in simple sentences. (94)
3. Practice forming compound sentences using and. (94)
4. Practice forming compound sentences using so. (122)
5. Review the need to use sentence variety when writing paragraphs. (126)
6. Practice common adverbs of manner. (127)
7. Continuation of practice with the Word Building, Building Better Sentences, and Web Activities which are found throughout the textbook (130, Appendix 16 pp. 234-241)
8. Write an original paragraph (on an imaginary event in progress) by following a guided writing activity. (131)
9. Develop good editing skills by using a specially designed peer editing sheet located in Appendix 18. (132)
10. Practice journal writing as a way to develop personal writing skills. (132)

CHAPTER NOTES
Unit 5 teaches how to write paragraphs using the present progressive. This will allow students to write about events that are currently in progress. Unit 5 also provides more practice with compound sentence structures by focusing on the coordinating conjunctions and and so.

There are quizzes and practice activities for grammar and vocabulary that complement this unit on the instructor’s website.

Grammar and Sentence Structure Note, pp. 92-93, p. 102, and p. 103
Unlike other units, this note only introduces the affirmative structure for present progressive tense. Some instructors may wish to review negative and question structures with their classes. If this is done, keep in mind that all the activities in Unit 5 only practice affirmative sentence structures. For more mixed structure practice, instructors may wish to create their own worksheets.

Activity 2, p. 116
Instructors may wish to preview the picture prompt as a group to elicit vocabulary that could be used in this activity.
Activity 3, pp. 117-118
As an extension of this activity, students could find pictures of their own to write sentences about using the present progressive.

Compound Sentences with And, pp. 119-120
Instructors may wish to review the Sentence Types section on page 82 before beginning this section. In addition, note that number one in this section is devoted to a review of and as a connector in simple sentences. Be very clear about the differences in usage. Students become particularly confused with comma usage between the two. Instructors may wish to provide additional examples of each usage of and for students to practice with.

Compound Sentences with So, p. 122
Instructors may wish to review the Sentence Types section on page 82 before beginning this section. Instructors may wish to spend a few minutes discussing the vocabulary words cause and effect. At times, students have difficulty using so properly. A strong understanding of the difference between cause and effect will help them understand more clearly when and how to use this connector.

Activity 7, pp. 122-123
In this activity, students must label the cause and effect sentences before they can combine them. It may help to provide a few examples to be used as a group before students complete this exercise.

Activity 8, pp. 124-125
Instructors may wish to have students work together to preview the pictures and brainstorm vocabulary that could be used in writing the sentences. While answers may vary for this activity, one way to check it could be to have select students write their sentences on the board.

Activity 9, p. 126
Having students review the rules for simple and compound sentences will make this activity easier for students to complete.

Writer’s Note, p. 126
This information is particularly important to students at this level as they tend to write mostly simple sentences. A good way to introduce this information is to write a short paragraph of nothing but simple sentences. (It could be put on an overhead.) Then read the sentences emphasizing the periods. Have the students try to combine some of the sentences (that you have identified in advance) using compound structure.

Grammar and Sentence Structure, p. 127
This note describes adverbs of manner which can greatly expand a student’s ability to describe actions.
Activity 11, pp. 128-129
This activity is an excellent way for students to gather material to write about. It has been designed to allow students the choice of observing others in a non-classroom setting or in the media. One follow up activity would be to have students write their paragraphs on a separate sheet of paper. Then they write their names (or assigned numbers) on the backs of their work which is taped up randomly around the room. Their classmates then read the paragraphs and try to guess where each event is happening. Another idea would be to have students underline all the verbs in the paragraph and check for spelling or structure concerns.

Activity 12, p. 129
This activity provides students the opportunity to find and correct mistakes that deal with the grammar and sentence structure that they learned about in this unit. It is important that students be able to explain why a particular structure is incorrect. Putting this activity on an overhead and correcting it are very convenient.

Word Building, p. 130
Five words are taken from the chapter for this activity. Students are provided with different forms of these words which they must then correctly place into cloze exercises. Prefixes and suffixes are listed at the bottom of each exercise. Instructors may wish to provide students with other examples of words that use these affixes.

Building Better Sentences, p. 130
While working on Building Better Sentences Activities, it is important that students NOT look at the original sentences. The goal here is to see the combinations that result and how they are different, not just to see if the student combinations match the original.

Activity 14, p. 112
This original writing activity is a guided writing activity where students envision an imaginary event and then create an original piece of writing about it. If the instructor chooses, the students may write about an event that has happened in their community. However, students must be cautioned to write about it as if it were in progress. Before students write their sentences in paragraph form, they should self-edit using the checklist provided for the activity.

Activity 15, p. 132
Students exchange papers with a partner and use the peer editing sheet in Appendix 18 page 261 to edit one another’s work. The sheets can be torn out of the book and exchanged, or the students can exchange books with their partner without tearing out the sheet.

Activity 16, p. 132
Included is a list of journal writing prompts that are tailored to fit the content of this particular unit. Instructors may choose to assign journal writing on a daily, weekly, bimonthly, or voluntary basis.
Extra Writing Practice, p. 132
For practice with the concepts presented in Unit 5 (with a review of Units 3 & 4), assign students Practice 5 on page 187, which has a paragraph where students must chose the correct verb tense. This is followed up with Practice 6 where students write their own paragraph. (If Practice 6 is done, Practice 10 on page 190 and Practice 12 on page 192 provide editing work with articles and compound sentences.) Additionally, if it was not completed during Unit 3, students may do Practice 11 on pages 191-192 to practice compound sentence formation with but, and, and so.

VOCABULARY ENRICHMENT ACTIVITIES
Below is a list of vocabulary words from the paragraphs in the unit (not including the glossed words). Because vocabulary is such an important point in moving to a higher proficiency level, instructors may want their students to maintain a vocabulary journal to correspond to the vocabulary, something that we strongly advocate. Whether or not this particular strategy is employed, it is imperative that students acquire a large amount of appropriate vocabulary in this course. There are quizzes and practice activities on the instructor’s website that complement this activity.

Paragraph 49, p. 115
1. special
2. zoo
3. monkey
4. to swing
5. rope
6. lion
7. powerful
8. younger

Paragraph 50, p. 116
1. to be worried
2. mess
3. to call
4. to vacuum
5. carpet
6. dirty
7. laundry
8. roommate
9. empty
10. box
11. soda
12. to pick up
13. to be sure
Unit 6
Writing about the Future

This unit introduces students to writing about events that are in the future. The main goal of this unit is for students to use the will and be going to effectively in their writing. This chapter continues introduces the complex sentence structure with a focus on using because.

OBJECTIVES
1. Review present will and be going to in affirmative statements, negative statements, and question forms. (133-134, 137-138, 142-143)
2. Practice using time words and phrases for the future. (140)
3. Review the difference between compound and complex sentences. (144)
4. Learn about and practice forming complex sentences. (144, 145)
5. Review indefinite articles. (146-147)
6. Learn about the definite article the. (147-148)
7. Learn about single count nouns and their modifiers. (148)
8. Practice forming complex sentences using because. (151)
9. Learn about using commas between words in a list. (154)
10. Continuation of practice with the Word Building, Building Better Sentences, and Web Activities which are found throughout the textbook (157, Appendix 16 pp. 234-241)
11. Write an original paragraph (on an event that will happen in the future) by following a guided writing activity. (158)
12. Develop good editing skills by using a specially designed peer editing sheet located in Appendix 18. (159)
13. Practice journal writing as a way to develop personal writing skills. (159)

CHAPTER NOTES
Unit 6 helps students learn how to write more fluently about future events. This unit also moves from compound to complex sentence structures using time words and because. All this will set the stage for another commonly-used complex structure (adjectives clauses) which will be introduced in Unit 7. Additionally, students receive review work on indefinite articles and expand their understanding of the definite article the.

There are quizzes and practice activities for grammar and vocabulary that complement this unit on the instructor’s website.

Grammar and Sentence Structure Note, pp. 133-134, 137-138, 142-143
These notes introduce the affirmative, question, and negative structures for will and be going to. Instructors may choose to review the material individually as set up in the text or opt to review it all together. Regardless of the format chosen, instructors should keep in mind that the practice activities keep the forms separate. For more mixed structure practice, instructors may wish to create their own worksheets.

Activity 2, p.138
An addition to this activity could have students fill out their own weekly schedule. They can create future questions about the schedules. Then, they can then switch their schedules with a classmate and have the classmate answer the questions.

Activity 3, p. 139
Point out that the students have already been given topic and concluding sentences. Ask them what the main idea of the topic sentence is. Ask how the supporting sentences might change if the word busy were substituted with another word (lazy, bored, happy).

Activity 5, pp. 141-142
Pre-reading questions to ask could include: At what age is someone considered to be a man/woman? Is there a special ceremony that marks this occasion? What is done at this time?

Ask students to locate the topic sentence and describe its main idea. Ask them to identify the supporting and concluding sentences. This will help prepare them to understand how to write these types of sentences in their original writings for this chapter.
Activity 6, p. 143
This is a brainstorming activity that will prepare students for the original writing activity at the end of the chapter. Students could practice their speaking skills by sharing their information with a partner or small group after they have completed the activity.

Sentence Variety: Complex Sentences, pp. 144
At this stage, students should be encouraged more and more to use sentence variety in their writing. This segment provides more information about complex sentences. There is a short list of connector words provided. More detailed information about subordinating clauses can be found in Appendix 13 on pages 229-230. Instructors may wish to create an overhead or PowerPoint presentation to present this information.

Grammar and Sentence Structure, pp. 147-148
Articles are a true challenge for beginning writers. As a result, this chapter contains a review on indefinite articles (see also Unit 3, page 86). New information on the definite article is included as well (see also Appendix 8, page 221 and Appendix 9, page 223). This note contains an easy-to-read chart that helps students determine when which article should be used.

Writer’s Note, p. 148
As count nouns are already discussed in the previous Grammar and Sentence Structure note, it is convenient to discuss modifiers that can be used with them. More information on possessive adjectives can be found in Appendix 10, page 224 and on quantifiers in Appendix 11, page225. Additional practice on this structure can be done by providing students with a short list of sentences that contain unmodified singular count nouns. Students then practice adding the missing modifiers.

Activity 9, 149
This affective activity can be duplicated by creating an article cloze from any of the other paragraphs in this text.

Answering Questions with Because, p. 151
Additional practice with this complex structure is included as students frequently use it. However, they quite often have problems with the comma rule associated with it. They also frequently create sentence fragments with this connecting word.

Activity 12, pp. 152-153
This is a fun and easy way to have students practice the because structure. Take the time to check students’ books to ensure that there are no fragments or comma errors.

Writer’s Note, p. 154
In one stylistic form, the comma between the and and the next to the last item in the list is optional. We choose to emphasize the required final comma in this text. It is usually helpful to discuss the two forms. Students could be asked to bring in examples of both from media sources. Remember to let your students know the style that you prefer. (This rule and other comma rules can also be found in Appendix 14 on page 231.)
Activity 14, p. 156
This activity provides students the opportunity to find and correct mistakes that deal with the grammar and sentence structure that they learned about in this unit. It is important that students be able to explain why a particular structure is incorrect. Putting this activity on an overhead and correcting it is very convenient.

Word Building, pp. 157
Five words are taken from the chapter for this activity. Students are provided with different forms of these words which they must then correctly place into cloze exercises. Prefixes and suffixes are listed at the bottom of each exercise. Instructors may wish to provide students with other examples of words that use these affixes.

Building Better Sentences, p. 157
While working on Building Better Sentences Activities, it is important that students NOT look at the original sentences. The goal here is to see the combinations that result and how they are different, not just to see if the student combinations match the original.

Activity 16, p. 158
This original writing activity is a guided writing activity where students use their answers from Activity 6 to create an original piece of writing. If the instructor chooses, the students may write about a different future event than the one they chose for Activity 6. Before students write their sentences in paragraph form, they should self-edit using the checklist provided for the activity.

Activity 17, p. 159
Students exchange papers with a partner and use the peer editing sheet in Appendix 18 page 263 to edit one another’s work. The sheets can be torn out of the book and exchanged, or the students can exchange books with their partner without tearing out the sheet.

Activity 18, p. 159
Included is a list of journal writing prompts that are tailored to fit the content of this particular unit. Instructors may choose to assign journal writing on a daily, weekly, bimonthly, or voluntary basis.

Extra Writing Practice, p. 159
For practice with the concepts presented in Unit 6, assign students Practice 4 on page 186 where they must rewrite a paragraph changing it from past to future by following a series of steps. Practice 7 on page 188 has a cloze paragraph activity where students must choose the correct verb tense. Practice 8, where students have to write their own paragraph, is a follow-up to Practice 7. If Practice 8 is done, students should also do the editing activities found in Practice 10 and 12. Finally, students can gain more experience with articles by completing Practice 9 on page 190.

Additional work can be found in Appendix 17, Writing Activity 9, page 250.
VOCABULARY ENRICHMENT ACTIVITIES

Below is a list of vocabulary words from the paragraphs in the unit (not including the glossed words). Because vocabulary is such an important point in moving to a higher proficiency level, instructors may want their students to maintain a vocabulary journal to correspond to the vocabulary, something that we strongly advocate. Whether or not this particular strategy is employed, it is imperative that students acquire a large amount of appropriate vocabulary in this course. There are quizzes and practice activities on the instructor’s website that complement this activity.

Paragraph 53, pp. 140-141

1. reunion
2. to celebrate
3. to bring out
4. presents
5. park
6. speech
7. church
8. celebration

Paragraph 54, p. 141

1. formal
2. to forget

Paragraph 55, p. 149

1. pyramid
2. cruise
3. cousin
4. to hike
5. coast
6. few
7. lizard
8. ancient
9. difficult

Paragraph 56, p. 156

1. vacation
2. to show
3. sights
4. souvenirs
Unit 7
Writing Sentences with Adjective Clauses and Place Phrases

This unit teaches students to write sentences that include basic adjective clauses. In addition, students will study more about the use of sentence variety, modals, and prepositional phrases of place in more advanced writing.

OBJECTIVES
1. Study the need for sentence variety when writing paragraphs. (160-162)
2. Learn to combine sentences with adjective clauses using who and that. (162)
3. Practicing which relative pronoun to use with things and people. (164)
4. Learn how to use modals in sentences to add meaning. (169-170)
5. Study the use of prepositional phrases of place. (173-174)
6. Continuation of practice with the Word Building, Building Better Sentences, and Web Activities which are found throughout the textbook (178, 179, Appendix 16 pp. 234-241)
7. Write an original paragraph (giving an opinion on dining in or eating out) by following a guided writing activity. (179-180)
8. Develop good editing skills by using a specially designed peer editing sheet located in Appendix 18. (180)
9. Practice journal writing as a way to develop personal writing skills. (181)

CHAPTER NOTES
Unit 7 helps students develop sentence variety by introducing them to basic adjective clauses. This one structure will allow students to greatly expand their ability to describe things. This unit also helps students learn how to use modals to add more meaning to their sentences and how to use prepositional phrases of place more easily.

As always, there are quizzes and practice activities for grammar and vocabulary that complement this unit on the instructor’s website.

Recognizing Sentence Variety, pp. 160-162
This activity can be done alone or in groups. Have the students explain which paragraph they chose and why they chose it. A good analogy to use when describing the writing in paragraphs one and two is driving across town. How do they feel when they have to stop at every red light? The same is true for readers who are forced to read a paragraph with little sentence variety (i.e. lots of simple sentences). It breaks up the flow of the ideas. Compound and complex sentences are a way to introduce variety into their writing. Explain that in this chapter, the students will learn about another “green light” for sentence variety – adjective clauses.

Combining Sentences with Adjective Clauses, pp. 162
This section focuses on teaching students to create very basic adjective clauses. Example one shows how to add a clause to a noun at the end of a sentence, while example two shows how to add a clause to a noun in the middle of a sentence. Instructors may wish to create overheads or a PowerPoint presentation to illustrate how to create this type of
clause. It would definitely be beneficial to provide additional examples to have students work with.

At this level most students are not ready to study nonrestrictive adjective clauses and the comma rules that govern them. We suggest that they be avoided when teaching this particular sentence structure. Of course, the instructor is the best judge of what his/her students are able to accomplish. If you feel that your students are ready to deal with nonrestrictive clauses, by all means teach them. However, there is no practice in *Great Sentences* or the accompanying web activities for nonrestrictive clauses.

**Activity 6, pp. 168-169**
In addition to having the students combine the sentences using adjective clauses, have them practice identifying the topic and concluding sentences.

**Grammar and Sentence Structure, pp. 169-170**
This note gives students basic information about modals. Many students may already be familiar with modals, but this will provide a good review of their structure and usage.

**Activity 8, p. 171**
Proposed activity format: Have the students work in pairs or small groups to select the answers. Have them discuss their choices. Every member of the group must agree before they move to the next question. Each group can be responsible for reporting the answers to the whole class.

**Grammar and Sentence Structure, p. 173**
This note has a convenient chart that shows all the different parts of a prepositional phrase of place. There is also a note detailing the rule for order between place phrases and times words, which can be a problem for many writers at this level.

**Activity 11, pp. 174-175**
This activity can be done for homework and written on the board or checked orally the next day. Another idea is to divide the class into groups and have them compete to see who can complete the most sentences correctly in the least amount of time.

**Activity 13, pp. 176-177**
An extension of this activity can have students turn the fragments into complete sentences using their own words.

**Activity 14, p. 177**
This activity provides students the opportunity to find and correct mistakes that deal with the grammar and sentence structure that they learned about in this unit. It is important that students be able to explain why a particular structure is incorrect. Putting this activity on an overhead and correcting it is very convenient.
Word Building, pp. 178
Five words are taken from the chapter for this activity. Students are provided with different forms of these words which they must then correctly place into cloze exercises. Prefixes and suffixes are listed at the bottom of each exercise. Instructors may wish to provide students with other examples of words that use these affixes.

Building Better Sentences, p. 179
While working on Building Better Sentences Activities, it is important that students NOT look at the original sentences. The goal here is to see the combinations that result and how they are different, not just to see if the student combinations match the original.

Activity 16, p. 158
This original writing activity is a guided writing activity where students write a paragraph giving an opinion on dining in or eating out. Before students write their sentences in paragraph form, they should self-edit using the checklist provided for the activity.

Activity 17, p. 180
Students exchange papers with a partner and use the peer editing sheet in Appendix 18 page 265 to edit one another’s work. The sheets can be torn out of the book and exchanged, or the students can exchange books with their partner without tearing out the sheet.

Activity 18, p. 181
Included is a list of journal writing prompts that are tailored to fit the content of this particular unit. Instructors may choose to assign journal writing on a daily, weekly, bimonthly, or voluntary basis.

Extra Writing Practice, p. 181
For practice with the concepts presented in Unit 7, assign students Practice 13 on page 193, which has a paragraph activity where students must choose the correct relative pronoun. If students completed the writing activities in Practices 6 and 8, they can now go back to those writings and edit them using the editing assignment in Practice 14 on page 193. There is also additional practice which requires students to read information on a controversial topic and respond to it in writing. These can be found on pages 197-204.

Additional work can be found in Appendix 17, Writing Activity 10, page 251.

VOCABULARY ENRICHMENT ACTIVITIES
Below is a list of vocabulary words from the paragraphs in the unit (not including the glossed words). Because vocabulary is such an important point in moving to a higher proficiency level, instructors may want their students to maintain a vocabulary journal to correspond to the vocabulary, something that we strongly advocate. Whether or not this particular strategy is employed, it is imperative that students acquire a large amount of appropriate vocabulary in this course. There are quizzes and practice activities on the instructor’s website that complement this activity.
Paragraph 58, p. 163

1. photo
2. to take a photograph/picture
3. living room
4. sofa
5. to receive
6. to stand

Paragraph 59, p. 167

1. money
2. low
3. fair
4. emergency
5. evening
6. to invite

Paragraph 60, p. 168

1. to fell
2. bright
3. sunny
4. outside
5. cool
6. to shine
7. effects

Paragraph 61, p. 169

1. to spell
2. apostrophe
3. spelling
4. pronunciation
5. nonnative
6. speaker

Paragraph 62, p. 171

1. advice
2. to improve
3. requirement
4. fluency
5. vocabulary
6. daily
7. journal
8. suggestions
9. rapidly

Paragraph 63, p. 176

1. flight
2. airplane
3. airport
4. almost
5. suitcase
6. gate

Paragraph 64, p. 177

1. distant
2. to drink
3. tea
4. rice
5. exotic
6. dislikes

Unit 8
More Practice with Sentences and Paragraphs

This unit provides additional practice for many of the teaching points found in Units 1-7. It also contains its own Word Building activity and two reader response activities.

OBJECTIVES
1. Practice the language and writing points found throughout Great Sentences. (182-197)
2. Continuation of practice with the Word Building and Web Activities which are found throughout the textbook (203-204, Appendix 16 pp. 234-241)
3. Write two original paragraphs in response to reading paragraphs on controversial issues that have been in the news. (197-205)
4. Develop good editing skills by using specially designed peer editing sheets located in Appendix 18. (201 and 205)

CHAPTER NOTES
Unit 8 provides supplemental materials for the previous units in the textbook. Key grammar and sentence structure points have been selected for extra practice in this part of the text. These activities can be done as homework, class work, extra credit, or additional quizzes.
There are quizzes and practice activities vocabulary that complement this unit on the instructor’s website. There are no quizzes or practice activities for grammar for this unit.

**Practice 1, p. 183-184**
This practice is linked to information presented in **Unit One**. It has two activities that focus on basic capitalization/punctuation, sentence order, and paragraph formation.

**Practice 2, pp. 184-185**
For practice with the concepts presented in **Unit 2**, assign students Practice 2, which has a paragraph editing activity. This activity also that focuses on grammar and sentence structure found in Units 1 and 2. (For more practice with paragraph-level concepts, see Practices 15, 16, and 17.)

**Practice 3, p. 185**
For practice with the concepts presented in **Unit 4**, assign students this activity. It has a paragraph that they must change from present to past tense by following a series of steps.

**Practice 4, p. 186**
For practice with the concepts presented in **Unit 6**, assign students this activity. Students must rewrite a paragraph changing it from past to future by following a series of steps. (Additional Unit 6 activities can be found in Practices 7, 8, and 9)

**Practice 5, p. 187**
For practice with the concepts presented in **Unit 5** (with a review of Units 3 & 4), assign students this activity. Here, the students must chose the correct verb tense to complete a paragraph. After that, they answer a series of questions regarding paragraph structure. This activity can be followed up with Practice 6, where students create their own original writing based on the theme of this practice.

**Practice 6, p. 190**
This is a follow-up activity for Practice 5 and should be used in conjunction with the concepts presented in Unit 5. In this activity, students write their own paragraph on an important invention in history. Practice 6 should be edited using Practice 10 on page 190 and Practice 12 on page 192. In these two activities, students do self and peer editing work on improving their writing with articles and compound sentences.

**Practice 7, p. 189**
For practice with the concepts presented in **Unit 6**, assign students this practice, which has a cloze paragraph activity where students must choose the correct verb tense (present vs. be going to). It is followed by a series of questions that analyze the structure of the paragraph. (For more practice with Unit 6 see Practices 8 and 9.)

**Practice 8, p. 189**
For practice with the concepts presented in **Unit 6**, this activity which is a follow-up to Practice 7, has students write their own paragraph. After this practice is completed,
students should also do the editing activities found in Practice 10 and 12. In these two activities, students do self and peer editing work on improving their writing with articles and compound sentences. (For more practice with Unit 6 see Practice 9.)

**Practice 9, p. 187**
For practice with the concepts presented in Unit 6, assign students this practice, which has a paragraph where students must choose the correct article. Do not use this activity for Unit 3 as the definite article *the* has not been introduced at that point.

**Practice 10, p. 190**
This practice (as well as Practice 12) is a short editing activity that can be used in conjunction with the original writing samples generated by Practices 6 and 8. Here students do self and peer editing work on the articles in their writing.

**Practice 11, p. 191**
For practice with the concepts presented in Units 3 and 5, students can complete this activity. Here they must combine sentences in a paragraph using the coordinating conjunctions *and, but, and so.* Instructors should decide in which chapter they should introduce this activity based on their students’ abilities.

**Practice 12, p. 192**
This practice (as well as Practice 10) is a short editing activity that can be used in conjunction with the original writing samples generated by Practices 6 and 8. Here students do self and peer editing work on the connectors in their writing.

**Practice 13, p. 193**
For practice with the concepts presented in Unit 7 have students complete this paragraph activity where they must choose the correct relative pronoun.

**Practice 14, p. 193**
Once students have finished studying adjective clauses in Unit 7, they can complete the self and peer editing assignment in this practice.

**Practice 15, p. 194**
This activity, which has students practice identifying the difference between the topic and supporting sentences, is a good review for the ideas presented in Unit 2. (For more practice with Unit 2 have students complete Practices 16 and 17.)

**Practice 16, p. 195**
This activity, which should be used in conjunction with Unit 2, has students work on sentence order in paragraphs. (For more practice with Unit 2 have students complete Practices 15 and 17.)

**Practice 17, p. 196**
To practice ideas presented in Unit 2, this practice has students read a sample paragraph. There are pre-reading questions to help them understand the content more readily. This
activity is linked with Practice 18, which has questions that analyze the paragraph’s structure.

**Practice 18, pp. 196-197**
This activity, which is linked with Practice 17, provides questions that analyze the sample paragraph’s structure.

**Writer’s Note, p. 197**
This note should be discussed before completing Practices 19-22. Many students need to be familiarized with the variety of ways in which they can express their opinion. A brief review of modals (Unit 7, pp. 169-170) would also fit well with the information in this note.

**Responding to Issues in the News**
**Practice 19, pp. 198-200 / Practice 22 pp. 201-203:** Introduction of Issue
**Practice 20, pp. 200-201 / Practice 24, pp. 204-205:** Original Writing Practice
**Practice 21, p. 201 (267) / Practice 25, pp. 205 (269):** Peer Editing Sheets

This section gives students more advanced writing practice by presenting them with several paragraphs which discuss a controversial topic that has been in the news. In the first activity, students read a paragraph that introduces a particular subject. (Practice 19 discusses smoking in public places, while Practice 22 focuses on a medical dilemma.) This initial reading is followed up by three student opinion paragraphs on the subject (pro, con, and mixed). Students answer questions about each opinion paragraph and analyze each one’s structure in preparation for writing their own opinion paragraph on the topic. This writing is done in the second activity and is followed up with a peer editing activity that is linked to an editing sheet in Appendix 18.

These series of activities are a nice conclusion to a semester of skill building. They can also be used as extra assignments for more advanced students in the class. It would be very easy for an instructor to create a portfolio of these types of activities by drawing on interesting issues in local and world news. Students could even be asked to bring in articles on topics that interest them. They could share these articles in groups and then write response paragraphs.

**Practice 23, p. 203**
Five words are taken from the chapter for this activity. Students are provided with different forms of these words which they must then correctly place into cloze exercises. Prefixes and suffixes are listed at the bottom of each exercise. Instructors may wish to provide students with other examples of words that use these affixes.

**VOCABULARY ENRICHMENT ACTIVITIES**
Below is a list of vocabulary words from the paragraphs in the unit (not including the glossed words). Because vocabulary is such an important point in moving to a higher proficiency level, instructors may want their students to maintain a vocabulary journal to correspond to the vocabulary, something that we strongly advocate. Whether or not this particular strategy is employed, it is imperative that students acquire a large amount of
appropriate vocabulary in this course. There are quizzes and practice activities on the instructor’s website that complement this activity.

Paragraph 65, p. 183

1. aspect  
2. to be located  
3. part  
4. mountains  
5. to run (a mountain chain)  
6. middle  
7. agriculture  
8. transportation

Paragraph 66, p. 184

1. classified  
2. bird  
3. to fly  
4. swimmer  
5. wing  
6. flipper  
7. hemisphere  
8. penguins  
9. animal  
10. pole

Paragraph 67, pp. 184-185

1. tomato  
2. section  
3. actually  
4. sandwich  
5. dessert  
6. sweet  
7. strange

Paragraph 68, p. 185

1. to build  
2. pond  
3. backyard  
4. to dig  
5. hole  
6. center  
7. yard
8. to lay
9. sheet
10. plastic
11. rocks
12. edge
13. to fill

Paragraph 69, p. 186

1. to plant
2. to choose
3. location
4. sunlight
5. ground
6. fertilizer
7. row
8. to water

Paragraph 70, p. 187

1. invention
2. past
3. candle
4. night
5. light
6. weak
7. light bulb
8. to allow
9. easily
10. dark
11. longer
12. field
13. concert
14. choice

Paragraph 71, p. 188

1. frequently
2. birthday
3. party

Paragraph 72, p. 190

1. encounter
2. shark
3. scuba diving
4. boat
5. reef
6. instructor
7. to dive
8. clear
9. coral
10. to swim
11. to look around
12. to bite
13. to turn
14. unbelievable

Paragraph 73, p. 191

1. jealous
2. passenger
3. pedestrian
4. theater
5. to ride

Paragraph 74, p. 193

1. month
2. myth
3. several
4. god/goddess
5. war
6. to honor
7. festival
8. summer
9. emperor
10. calendar
11. history

Paragraph 75, p. 195

1. to consist
2. toast
3. coconut
4. to vary
5. flavored
6. paste
7. ground
Paragraph 76, p. 196

1. to boil
2. thoroughly
3. to heat
4. skillet
5. garlic
6. clove
7. golden
8. to strain
9. colander

Paragraph 77, p. 198

1. to vote
2. public
3. action
4. solution
5. area
6. to install
7. advanced
8. ventilation
9. measures
10. law

Paragraph 78, p. 201

1. recently
2. to involve
3. give birth
4. baby
5. unfortunately
6. be attached
7. strict
8. murder
9. to explain
10. operation
11. court
12. decision
13. to perform
Appendices

Appendix 1, pp.208-209
This appendix provides a list of definitions of useful language terms. There is blank space for students to write additional terms as they come up.

Appendix 2, pp. 210-211
This appendix contains a chart which gives a review of the present, past, present progressive, be going to, will, present perfect and past progressive tenses.

Appendix 3, 212-213
This appendix focuses on basic capitalization rules and can be used in conjunction with Unit 1.

Appendix 4, pp. 214-215
This appendix provides the spelling rules for regular past tense verbs and can be used in conjunction with Unit 3.

Appendix 5, pp. 216-217
This appendix contains a list of irregular past tense verbs and can be used in conjunction with Unit 4.

Appendix 6, pp. 218-219
This appendix contains the spelling rules for the –ing (present particle) form of verbs and can be used in conjunction with Units 5 and 6.

Appendix 7, p. 220
This appendix contains a short list of common stative (nonaction) verbs and can be used in conjunction with Unit 3.

Appendix 8, pp. 221-222
This appendix provides additional information on the definite article the and can be used in conjunction with Unit 6.

Appendix 9, p. 223
This appendix contains a list of common noncount nouns with basic information on quantifiers and can be used in conjunction with the information on articles in Units 3 and 6. For more information on quantifiers, see Appendix 11.

Appendix 10, p. 224
This appendix contains a chart which compares subject and possessive adjective forms. This can be used as a reference for the information found in Units 2 and 6.

Appendix 11, p. 225
This appendix provides more information on quantifiers that can be used with count and noncount nouns. This can be used in conjunction with the information in Appendix 9.
Appendix 12, pp. 226-228
This appendix provides more information on the prepositions at, on and in. It discusses their use for location and time. This information can be used in conjunction with Units 1 and 7.

Appendix 13, pp. 229-230
This appendix has two parts. Part one provides a chart that lists the coordinating conjunctions and gives the usage and an example for each one. It also gives reminders on sentence structure rules for compound sentences. Part two discusses subordinating conjunctions and their use in connecting dependent and independent clauses. A short list of conjunctions is provided along with the usage and an example for each one. The information in this appendix can be used in conjunction with Units 3, 4, 5, and 6.

Appendix 14, pp. 231-232
This appendix lists seven common comma rules and can be used in conjunction with all the units in this text.

Appendix 15, pp. 233
This appendix provides information on the order of adjectives in a list.

Appendix 16, pp. 234-241
This appendix contains Building Better Sentences exercises. We strongly suggest that some time be spent on the strategies for combining sentences presented on pp. 234—235 before students attempt the activities. It is at this point that students will probably have questions about word order and punctuation usage.

Appendix 17, pp. 242-251
This appendix contains a series of additional writing activities linked to each unit in the textbook. The title of each activity provides a reference to the unit for which it has been designed.

Appendix 18, pp. 252-270
This appendix is a list of peer editing sheets for students to use with each other. Students are much more likely to give relevant feedback if they are looking for specific elements within an outline or an essay. The questions are specifically designed to concentrate the students’ attention on specific points.

Answer Key
The answer key for Great Sentences for Great Paragraphs can be accessed on the web by going to the instructor site at http://esl.college.hmco.com/instructors.