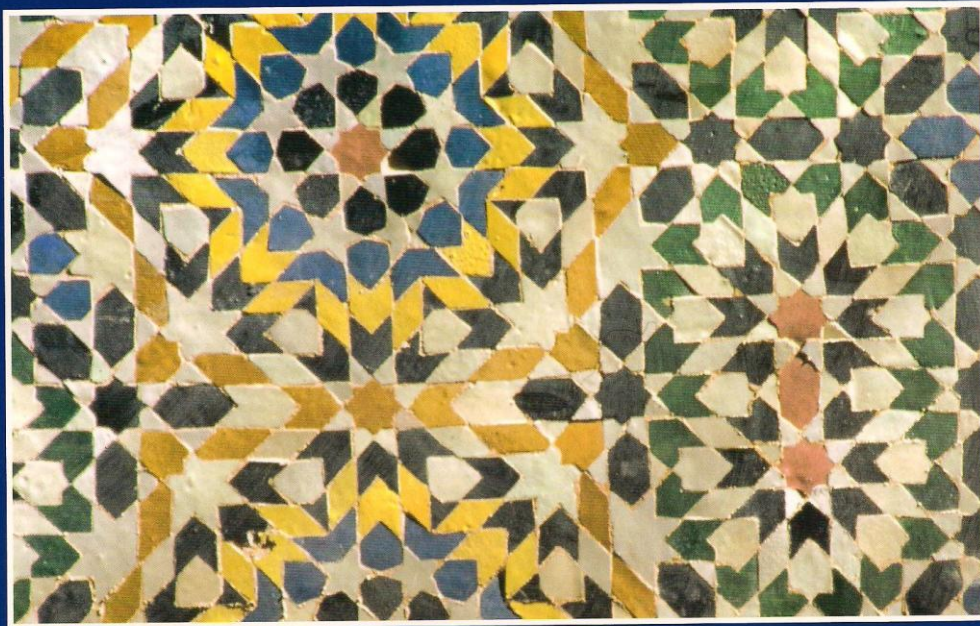


Middle East Edition
WRITING ACTIVITY BOOK

Basic/Low Intermediate

NORTH STAR

READING AND WRITING



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UNIT 1

Finding the Ideal Job

OVERVIEW

Theme:	Work
Prewriting:	Listing
Organizing:	Understanding paragraphs and topic sentences
Revising:	Supporting the topic sentence Using adjectives to give more detail
Editing:	Formatting a paragraph

Assignment

In Unit 1 of *NorthStar: Reading and Writing*, Middle East Edition, you read about people who are working in their ideal jobs. What is your ideal job? The assignment for this unit is to write a paragraph describing your ideal job. You will write about why the job is ideal for you.

1 Prewriting

LISTING



Complete Unit 1, Sections 1–3, in the Student Book before you begin this section.

It often helps to make a list of your ideas before you begin to write. When you make a list, it is not necessary to write complete sentences.

- 1** *Imagine you want to be a teacher. What are some reasons this may be an ideal job for you? Think about your skills, the job setting, and the job rewards. Look at the list of reasons below. Add some of your own ideas.*

Ideal Job

teacher

Reasons

like children

like to work in a school

creative

friendly co-workers

interesting work

like to help others

patient

helpful

convenient schedule

other reasons: _____

- 2** *Think about your ideal job. Why would you like that job? Think about your skills, the job setting, and job rewards. Make a list of all the reasons you can think of. It is not necessary to use complete sentences.*

2 Organizing

UNDERSTANDING PARAGRAPHS AND TOPIC SENTENCES



Complete Unit 1, Section 4A, in the Student Book before you begin this section.

A paragraph is a group of sentences about one topic.

- The first sentence is the topic sentence. It states the main idea of the paragraph. For this assignment, the topic sentence will give the name of the writer's ideal job.
- The other sentences are supporting sentences. They explain the main idea with specific details and examples. For this assignment, the supporting sentences will give reasons why the writer likes his or her ideal job.

1 Read the example paragraph and complete the tasks below.

I would like to be a mountain climbing guide. I like this job for several reasons. First of all, mountain climbing is very exciting. Mountain climbing guides get to climb tall, dangerous mountains. Second, I enjoy working outside. I like the fresh air much better than I like a stuffy office. Finally, I like to meet interesting people. Mountain climbing guides travel to many different parts of the world and meet other adventurous people.

1. Circle the topic sentence. What is the writer's ideal job?
2. Underline the supporting sentences. What three reasons does the writer give for liking the job?

2 Read the paragraph and choose the best topic sentence from the list below. Write the sentence on the line. Remember that the topic sentence must give the name of the writer's ideal job.

There are many reasons why I like this job. First, I like animals. Animals bring a lot of joy to our lives, but they do not ask for a lot in return. I also enjoy helping animals and their owners feel better. Pet owners are happy when their pets are well. Finally, veterinarians get to work with other people who like animals. They can even bring their pets to work!

Topic Sentences

Sometimes I imagine I'm a veterinarian.
I would like a job working with animals.
A veterinarian helps people and animals feel better.

WRITING THE FIRST DRAFT

Use the information from the previous sections to write the first draft of your paragraph.

- Begin your paragraph with a topic sentence, such as "Sometimes I imagine that I am a(n) . . ." or "I would like to be a(n) . . ."

- Look at the list you wrote for Exercise 2 on page 2. Choose the three most important reasons you listed. Write a complete sentence for each reason.

Don't worry too much about grammar. Just try to make your ideas clear.

PEER REVIEW

When you finish your first draft, exchange papers with another student. Read your partner's first draft and answer the questions below. Then discuss your answers with your partner.

- Does the paragraph begin with a topic sentence?
- Does the paragraph include at least three reasons why the writer likes his or her ideal job?
- Are there any words or sentences that you don't understand? Circle those parts that the writer should explain more clearly.

Discuss your partner's reaction to your paragraph. Make a note of any parts you need to revise.

3 Revising

A SUPPORTING THE TOPIC SENTENCE

The supporting sentences in your paragraph should all relate to the main idea. They should all support the topic sentence.

- 1 Read the paragraph. Cross out sentences that don't support the main idea.

Sometimes I imagine that I am a teacher. I like this job for several reasons. First, I love children. I like to help children learn and grow. Sometimes children are difficult to work with because they don't always listen and follow directions. Second, teaching is a creative job. Artists are creative too, so I would also like to be an artist. Finally, the schedule is convenient for me. But I don't like the salary, because teachers don't make very much money.

- 2 Look at your first draft. Cross out sentences that don't support the main idea. If necessary, write new sentences that support the main idea.

B USING ADJECTIVES TO GIVE MORE DETAIL

Complete Unit 1, Section 4B, in the Student Book before you begin this section.

Descriptive adjectives give detail to your writing. They make your ideas clear to the reader.

1 Read the sentences. Underline the descriptive adjectives.

1. Good teachers are creative.
2. They teach interesting classes.
3. They are also patient and caring.

2 Write two or three sentences about people in the following professions. Use the descriptive adjectives below or think of other adjectives. When you have finished, share your sentences with the class.**Professions**

artists	corporate CEOs
computer programmers	athletes

Descriptive Adjectives

busy	rich	intelligent
young	famous	well-educated
strong	motivated	interesting
powerful	patient	
successful	creative	
hardworking	independent	

3 Look at your first draft. Did you use any descriptive adjectives? Add adjectives if they will help make your meaning clear.**WRITING THE SECOND DRAFT**

Now you are ready to write your second draft. Look at all your notes from the previous sections to help you revise.

- Include sentences that support the main idea.
- Add detail with descriptive adjectives to make your ideas clear to the reader.

4 Editing

FORMATTING A PARAGRAPH

Look at the paragraph below. Read the rules for formatting a paragraph.

The diagram illustrates the following formatting rules for a paragraph:

- Write the title in the middle of the top line.** (Points to the title "My Ideal Job")
- Indent the first line of each paragraph.** (Points to the first line of the paragraph)
- Leave a 1-inch (2.5-cm) margin on the left side.** (Points to the left margin)
- Begin each sentence after the previous sentence. Don't start each sentence on a new line.** (Points to the start of the first sentence)
- Write on every other line. Leave a blank between each line of writing.** (Points to the line spacing)

My Ideal Job

I would like to be a mountain climbing guide. I like this job for several reasons. First of all, mountain climbing is very exciting. Mountain climbing guides get to climb tall, dangerous mountains. Second, I enjoy working outside. I like the fresh air much better than I like a stuffy office. Finally, I like to meet interesting people. Mountain climbing guides travel to many different parts of the world and meet other adventurous people.

- 1** Read the paragraph below. There are mistakes in paragraph format. Rewrite the paragraph on a separate sheet of paper. Discuss your corrections with the class.

My Ideal Job

Sometimes I imagine that I am a teacher. I like this job for several reasons.

First, I love children. I like to help children learn and grow. Children are fun to work with because they like to laugh and play games.

Second, teaching is a creative job. Teachers think of new and interesting ways to learn.

Finally, the schedule is convenient for me. teachers can take long vacations in the summer.

- 2** Look at your second draft. Is it formatted correctly? Mark any mistakes in paragraph format. Add a title to your paragraph.

PREPARING THE FINAL DRAFT

Carefully edit your second draft. Use the checklist below as a guide. Then neatly write or type your paragraph with the corrections.

FINAL DRAFT CHECKLIST

- ☐ Does the topic sentence state the main idea of the paragraph?
- ☐ Do you give at least three reasons why you like your ideal job?
- ☐ Do all the sentences support the main idea?
- ☐ Do you use descriptive adjectives to add detail?
- ☐ Is the paragraph formatted correctly?

UNIT 2

Country Life vs. City Life

OVERVIEW

Theme:	The country and the city
Prewriting:	Using pictures
Organizing:	Grouping details
Revising:	Adding supporting details Writing about past events
Editing:	Using commas and periods

Assignment

In Unit 2 of *NorthStar: Reading and Writing*, Middle East Edition, you read about farm life versus city life. Have you ever been to a farm or another area in the country? Did you enjoy it? Or do you prefer the city? The assignment for this unit is to write a paragraph describing a farm, nature area, or city you have visited. You will write about what this farm, nature area, or city looked like; what you did there; and how you felt about the place.

1 Prewriting

USING PICTURES



Complete Unit 2, Sections 1–3, in the Student Book before you begin this section.

Drawing a picture of a place can help you remember details.

- 1** Look at the picture. What kind of nature area is this? Is it in the country, in a city, in the suburbs, or on a farm? What do you see in the picture?



- 2** Work with a partner. Write the adjectives beside the things they describe. Then add some adjectives of your own.

Adjectives

active happy large green
tall relaxed popular modern

Things in the Picture

lake <u>popular</u>	people _____
park _____	trees _____
buildings _____	animals _____

- 3** Think of a farm, nature area, or city that you have visited. The nature area can be a large place, such as a wildlife park or mountain, or it can be a small place, such as a city park or backyard garden. On a separate piece of paper, draw a picture of the place. Don't worry about how good your drawing is. Just try to draw as many details as you can.
- 4** Look at your picture and, on a separate piece of paper, make a list of the things you see. Then write adjectives to describe them.

2 Organizing

GROUPING DETAILS

When you describe a place, you should group similar details together. You can arrange the information in your paragraph into four parts:

- Where you went
- What you saw
- What you did there
- How you felt

1 *Imagine you recently visited the park shown on page 9. Call it West Park. Use the words and phrases below to describe your visit. Write each word or phrase in the correct place in the chart.*

the lake	people walking and jogging
happy	ducks and geese
people riding bikes	looked around
buildings	people fishing
boats	relaxed
walked	people in-line skating
jogged	squirrels
people boating	rode my bike

Where you went	West Park
What you did there	
What you saw	
How you felt	

2 *Now look at your own picture and the list you made in Exercise 4 on page 9. Draw a chart like the one above on a separate piece of paper. Fill in the chart with the information about your place.*

WRITING THE FIRST DRAFT

Use the information from the previous sections to write the first draft of your paragraph.

- Start your paragraph with a topic sentence. Include the name and location of the place you are describing. Begin the sentence: "Last (week, month, year) I went to . . ."
- Group similar details together: what you did, what you saw, how you felt.
- Use adjectives for description.
- End your paragraph with a sentence like: "For all these reasons, I enjoyed going to . . ."

Don't worry too much about grammar. Just try to make your ideas clear.

PEER REVIEW

When you finish your first draft, exchange papers with another student. Read your partner's first draft and answer the questions below. Then discuss your answers with your partner.

- Does the paragraph give the name and location of the place your partner visited?
- Does the paragraph tell what the writer did, saw, and felt?
- Does the writer use adjectives to describe the place? Underline anything the writer can describe with adjectives.

Discuss your partner's reaction to your paragraph. Make a note of any parts you need to revise.

3 **Revising****A** **ADDING SUPPORTING DETAILS**

Complete Unit 2, Section 4A, in the Student Book before you begin this section.

Details help the reader see a clear picture of the place you are describing. You can add supporting details by telling exactly where people and things are located, what they are doing, and what they look like.

1 Look at the topic sentences below. Check (✓) the three details that best support the main idea.

a. Yesterday I went to a beautiful lake in our town.

_____ Sometimes I rent a boat at the boathouse there.

_____ There are lots of ducks living on the lake.

_____ There are trails around the lake for walking and jogging.

_____ I don't have a lot of time to visit the lake.

b. I enjoyed going to my parents' home in the mountains.

_____ I always felt very relaxed there.

_____ I enjoyed shopping at the mall.

_____ The mountains were so quiet, and life seemed so slow.

_____ The fresh air made me feel healthy.

c. The city park is a wonderful place to visit.

_____ You can see many beautiful flowers and trees.

_____ The birds are always a pleasure to watch.

_____ The park was built in 1962.

_____ It's fun to watch people walking, jogging, or riding their bicycles.

2 Look at your first draft. Underline some places where you could add more supporting details. Write some new sentences to add to your paragraph.

B WRITING ABOUT PAST EVENTS



Complete Unit 2, Section 4B, in the Student Book before you begin this section.

In your paragraph, you are describing what you did and saw in the past. To describe an event in the past, you need to use the simple past tense.

1 Complete the paragraph, using the simple past form of the verbs.

Last summer, I visited my cousin's farm in Montana. I _____
1. (stay)
 with my cousin's family in their house. It's a beautiful old farmhouse. During

2. (help)

_____ the animals and _____ the vegetables. In

the afternoons, we _____ the horses out for a ride. We

_____ 5. (take) through the mountains near their farm. From the top of

6. (ride)
the mountain, we _____ the farm. I live in the city, so visiting

the farm _____ 7. (see) different for me. It was a lot of hard work, but

8. (be)
it was fun too. I _____ very tired at the end of every day, but I

9. (feel)
was happy to work so hard. I love farm work. I think I could really get used

to life on a farm.

- 2

WRITING THE SECOND DRAFT

Now you are ready to write your second draft. Look at all your notes from the previous sections to help you revise.

- Add supporting details about the place you visited.
- Use the simple past tense to describe past events.

4 Editing

USING COMMAS AND PERIODS

- Use commas to separate items in a list.

I like to go hiking, swimming, and bird-watching.

- Use a period at the end of a sentence.

There are many reasons why I enjoy going to the mountains.

- 1** Read the paragraph. Write the correct punctuation in each space. Use commas and periods.

Last Saturday, I went to the park in my neighborhood ____ It was a beautiful day ____ The park was very crowded. It was full of people riding bicycles ____ jogging ____ and having picnics ____ My friend and I rode our bikes to the park ____ played some Frisbee ____ and had a picnic lunch ____ Then we went home ____ It was a fun afternoon.

- 2** Look at your second draft and edit the punctuation. Do you use commas and periods in the correct places?

PREPARING THE FINAL DRAFT

Carefully edit your second draft. Use the checklist below as a guide. Then neatly write or type your paragraph with the corrections.

FINAL DRAFT CHECKLIST

- ☐ Do you include the name and location of the area you visited?
- ☐ Do you group the details according to where you went, what you did there, what you saw, and how you felt?
- ☐ Do you use adjectives and supporting details?
- ☐ Do you use the simple past tense to describe past events?
- ☐ Do you use commas and periods correctly?

Swimming across Borders

OVERVIEW

Theme:	Sports
Prewriting:	Making a tree diagram
Organizing:	Giving examples
Revising:	Using dates and transition words of time Using the present progressive
Editing:	Using commas with dates and transition words of time

Assignment

In Unit 3 of *NorthStar: Reading and Writing*, Middle East Edition, you read about athletes. Which athlete do you admire? The assignment for this unit is to write a paragraph about an athlete you admire. You will choose an athlete and describe his or her qualities and achievements.

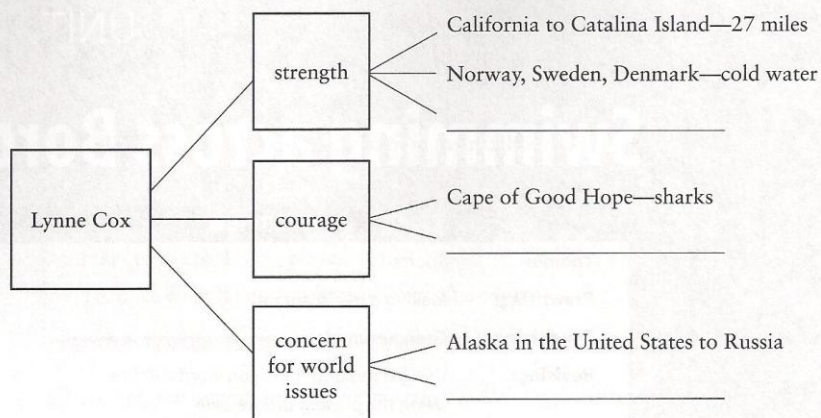
1 Prewriting

MAKING A TREE DIAGRAM



Complete Unit 3, Sections 1–2, in the Student Book before you begin this section.

A tree diagram helps connect ideas to a main topic the way branches of a tree connect to its trunk. In the diagram on page 16, Lynne Cox represents the trunk or the main topic. The branches are the qualities the writer admires. Connected to the qualities are Lynne Cox's many achievements.



- 1** Here is some more information about Lynne Cox. Add it to the tree diagram.

Argentina to Chile

English Channel—9 hours and 57 minutes

Norway, Sweden, Denmark—jellyfish

- 2** Choose an athlete you admire, either a famous athlete or someone you know personally. Make a tree diagram about the athlete. Write the main topic, which is the name of the person, in the large square. Write three or four qualities you admire in the smaller squares. Use these qualities or think of your own: strength, self-discipline, talent, record-breaking ability, courage, concern for world issues. Finally, attach three or four example achievements for each quality to your tree.

2 Organizing

GIVING EXAMPLES

To illustrate the qualities of the athlete you are writing about, you need to give example achievements. Your examples will be effective if they are placed directly after the qualities they illustrate and if they include specific details.

- 1** Work with a partner. Read the general examples below. Draw an arrow from the specific details in parentheses to their appropriate place in the examples. The first one is done for you.

1. She swam from Los Angeles to Catalina Island. *(27 miles without stopping)*
2. She also swam between Argentina and Chile. *(to help support world peace)*
3. Near Sweden, she swam in water full of jellyfish. *(3-foot-long)*
4. She also swam many times in extremely cold water. *(in temperatures as low as 44°F)*
5. She swam between Russia and the United States. *(to help the two countries have better relations)*
6. She also swam around the Cape of Good Hope, where the water is full of sharks! *(in 20-foot waves)*

- 2** Write the examples from Exercise 1 in the appropriate places in the paragraph.

Lynne Cox is a famous open-water swimmer. I admire her for many reasons, including her strength, her courage, and her concern for world issues. First, she is strong enough to swim long distances and in cold water. For example, she swam 27 miles without stopping from Los Angeles to Catalina Island.

In addition, Lynne Cox is courageous. For instance, _____.

Finally, Lynne Cox is concerned with world issues. _____.

Lynne Cox is a great athlete and a caring person.

- 3** Look back at your tree diagram. Choose three qualities that you want to write about. Then choose two or three example achievements for each quality. Think of specific details to help illustrate your examples.

WRITING THE FIRST DRAFT

Use the information from the previous sections to write the first draft of your paragraph.

- Write a topic sentence naming the athlete you admire.
- List two or three qualities you admire in the athlete.
- Give example achievements to illustrate each quality. Introduce your examples with *For example* or *For instance*.
- Include specific details in your examples.

Don't worry too much about grammar. Just try to make your ideas clear.

PEER REVIEW

When you finish your first draft, exchange papers with another student. Read your partner's first draft and answer the questions below. Then discuss your answers with your partner.

- Who is the athlete and why does the writer admire the athlete?
- Are the example achievements interesting? Are they convincing?
- Do the examples include specific details? Do the details help illustrate the qualities of the athlete?

Discuss your partner's reaction to your paragraph. Make a note of any parts you need to revise.

3 Revising

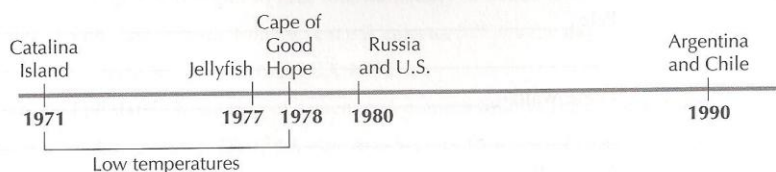
A USING DATES AND TRANSITION WORDS OF TIME



Complete Unit 3, Section 4A, in the Student Book before you begin this section.

Dates and transition words of time help you to put your athlete's achievements in order by time. They help the reader understand when something happened.

- 1** Look at the timeline showing Lynne Cox's swims. Complete the paragraph by adding the dates and transition words of time that follow.



in 1971
later

in 1977
then

in 1980
next

Lynne Cox is a famous open-water swimmer. I admire her for many reasons, including her strength, her courage, and her concern for world issues. First, she is strong enough to swim long distances and in cold water. For example, _____, she swam 27 miles without stopping from the California coast to Catalina Island. _____, she swam in extremely cold water, in temperatures as low as 44°F. In addition, Lynne Cox is courageous. For instance, she swam in water full of 3-foot-long jellyfish _____. _____, she swam in 20-foot waves around the Cape of Good Hope, where the water is full of sharks! Finally, Lynne Cox is concerned with world issues. _____, she swam between Russia and the United States to help the two countries have better relations. _____, she swam between Argentina and Chile to help world peace. Lynne Cox is a great athlete and a caring person.

- 2** Look at your first draft. Add dates and transition words of time to show when the events happened.

B USING THE PRESENT PROGRESSIVE



Complete Unit 3, Section 4B, in the Student Book before you begin this section.

You can use the present progressive tense to talk about what your athlete is doing nowadays.

Example

Lynne Cox is still swimming today.

- 1** Look at the vitae on pages 45–46 in the Student Book. Write one or two sentences about what each of these athletes is doing nowadays. Use the present progressive.

Pele _____

Grete Waitz _____

George Foreman _____

- 2** Is your athlete still alive? If so, write two sentences about what he or she is doing nowadays. Then look at your first draft. Do these sentences add example achievements for the qualities you admire? If so, add them to the paragraph.

WRITING THE SECOND DRAFT

Now you are ready to write your second draft. Look at all your notes from the previous sections to help you revise.

- Use dates and other transition words of time to show time order.
- When appropriate, use the present progressive to describe what your athlete is doing now.

4 Editing

USING COMMAS WITH DATES AND TRANSITION WORDS OF TIME



Complete Unit 3, Section 4A, in the Student Book before you begin this section.

- 1** Study the rules for commas with dates and transition words of time.

Year + beginning of sentence: A comma follows the year.

In 1962, Kip Keino began to race internationally.

Transition word of time + sentence: A comma follows the transition word.

Next, she won a gold medal.

Transition word of time + year + beginning of sentence: A comma follows the transition word of time and the year.

Then, in 1964, he went to the Tokyo Olympics.

Sentence + year: No comma is necessary.

Kip Keino began to race internationally in 1962.

Full date (month + day + year): A comma follows the day.

Pele was born October 23, 1940.

Full date + beginning of sentence: A comma follows the day and the year.

On October 23, 1940, Pele was born in Coracoes, Brazil.

2 Put commas in these sentences where necessary.

1. George Foreman was born in Marshall, Texas. He was born in 1949. In 1967 he fought in his first official fight. Then in 1968 he won the gold medal in the Mexico City Olympics.
2. Grete Waitz was born in Oslo, Norway. In 1971 she won Norway's national 800-meter and 1,500-meter races. She became the world cross-country champion in 1978. Every year, she holds the Grete Waitz Race, with over 45,000 runners.
3. On October 23 1940 Pele was born in Coracoes, Brazil. In 1978 he received the International Peace Award for his work with children. Then in 1980 he was named Athlete of the Century.

3 Look at your second draft. Where necessary, add commas with dates and transition words of time.

PREPARING THE FINAL DRAFT

Carefully edit your second draft. Use the checklist below as a guide. Then neatly write or type your paragraph with the corrections.

FINAL DRAFT CHECKLIST

- ☐ Do you describe two or three qualities that you admire in the athlete?
- ☐ Do you use examples with specific details to illustrate the qualities?
- ☐ Do you use dates and transition words of time to show time order?
- ☐ Is the present progressive used correctly?
- ☐ Are the dates and transition words of time punctuated correctly?

UNIT 4

Save the Elephants

OVERVIEW

Theme:	Animals
Prewriting:	Brainstorming
Organizing:	Persuading the reader
Revising:	Explaining reasons Asking <i>Wh-</i> questions
Editing:	Formatting a letter

Assignment

In Unit 4 of *NorthStar: Reading and Writing*, Middle East Edition, you read about saving endangered animals. What are some endangered animals you know about? Do you think it is important to save them? Why or why not? The assignment for this unit is to write a letter to the editor of a local newspaper. You will explain why you think we should or should not try to save one of the endangered animals, and you will try to persuade (convince) the reader to agree with your opinion.

1 Prewriting

BRAINSTORMING



Complete Unit 4, Sections 1–3, in the Student Book before you begin this section.

Brainstorming can help you get ideas for your writing. In brainstorming, you think of as many ideas as possible about a topic. No ideas are bad or wrong. You can brainstorm alone or with other people.

- 1** With your teacher and the rest of the class, brainstorm the names of animals that are endangered. Write these names on the board.
- 2** Look at the brainstorming ideas about endangered elephants. Add your own ideas. Write down any words or phrases that come to your mind about endangered elephants.
 Endangered elephants
 hunters ivory tusks eucalyptus trees
- 3** On your own, choose one endangered animal, such as an Arabian oryx or a snow leopard, you want to write about. It can be an animal you think should be saved or an animal you don't think needs to be saved. Write the name of the endangered animal in the middle of a piece of paper. Brainstorm about this animal. Write down any words or phrases you think of.

2 Organizing

PERSUADING THE READER



Complete Unit 4, Section 4A, in the Student Book before you begin this section.

The purpose of your letter is to *persuade* (or convince) the reader to agree with your opinion. You can do three things to persuade your reader:

- Explain who you are and why you are writing the letter (give your opinion). Look at the beginning of the letter “Save a Logger—Eat an Owl” in Unit 4, Section 2B, of the Student Book.

I am really angry about the article on the northern spotted owl. The article talked only about saving the owl. But what about us—the loggers?

The beginning tells us who is writing the letter and why he is writing it. The writer starts to persuade us because he knows something about the problem and he states his opinion clearly.

- Give persuasive reasons to support your opinion.
- Explain your reasons with details and examples.

- 1** Read the first parts of letters about saving the tiger, and answer the questions below for each one.

1. I am a student at the University of California. I am majoring in ecology studies. I am writing because we need to save the wild tigers.
2. Many people care about endangered animals. People argue about how to save them. It's a complicated problem.

3. I am a student from northern India. Wild tigers live in the forest near my home. I believe we should stop cutting the forest and save the wild tigers.
4. I have read about saving the wild tigers. I love nature and care about all animals. We should not let the tigers become extinct.
5. I'm a student. I think that we should save the wild tigers.
 - a. Does the writer tell who he or she is?
 - b. Does the writer explain why he or she is writing the letter?
 - c. Which letters do you think will be most persuasive? Why?

2 Write two or three sentences explaining who you are and why you are writing your letter. Clearly state your opinion about the endangered animal.

3 A persuasive reason convinces people to agree with you. Work with a partner. Read the opinions below and the reasons to support the opinions. For each opinion, put a check (✓) next to the three reasons that are the most persuasive. Then discuss the questions.

Opinion 1: We must save the endangered wild tigers.

- _____ Hunters kill tigers and sell their fur.
- _____ Tigers are beautiful animals.
- _____ Tigers are an important part of our ecology.
- _____ There are several kinds of tigers.
- _____ Today there are only between 5,000 and 7,000 wild tigers in the world.

Opinion 2: Saving the wild tigers is hurting people.

- _____ Tigers are large, striped cats.
 - _____ Tigers hunt and kill people.
 - _____ Many people make money from selling tiger skins and other parts.
 - _____ I am afraid of tigers.
 - _____ People cannot have farms where tigers live.
- a. What is persuasive about some of the reasons?
 - b. What is not persuasive about others?
 - c. In which order would you put the persuasive reasons in a paragraph?
Number the persuasive reasons from 1 to 3.

4 Look back at your brainstorming in Exercise 3 on page 24. Think of two or three persuasive reasons to save or not save the endangered animal.

WRITING THE FIRST DRAFT

Use the information from the previous sections to write the first draft of your letter.

- Write two or three introductory sentences. Explain who you are and why you are writing the letter. State your opinion clearly.
- Write a paragraph giving two or three persuasive reasons the reader should agree with you.
- Explain your reasons with details and examples. (You will work more on your explanation in the next section.)

Don't worry too much about grammar. Just try to make your ideas clear.

PEER REVIEW

When you finish your first draft, exchange letters with another student. Read your partner's first draft and answer the questions below. Then discuss your answers with your partner.

- Does the letter have introductory sentences? Do they give the writer's opinion about saving an animal? Does the writer tell something about himself or herself?
- How many reasons are there to support the writer's opinion?
- Are the reasons explained persuasively? Underline any parts of the explanations that could be more persuasive.

Discuss your partner's reaction to your letter. Make a note of any parts you need to revise.

3 Revising**A EXPLAINING REASONS**

You can make your point stronger by using specific details and examples. Make sure the details and examples support your opinion.

- 1** Read the opinions and supporting reasons below. Which explanations are most persuasive? Do the details and examples support the opinion? Put a check (✓) next to the explanation that is most persuasive for each reason. Discuss why it is more persuasive than the other explanations.

1. Wild tigers are in danger. We don't have much time to save them.

- _____ There aren't very many tigers. Soon all the tigers will be gone. That will be very sad.
- _____ Other animals are endangered too. There are only 3,600 northern spotted owls and 1,000 pandas.
- _____ Today there are only between 5,000 and 7,000 wild tigers in the world. One hundred years ago there were over 100,000 tigers. Some experts say that in ten years, wild tigers will be extinct.

2. White dolphins are endangered and we must save them. Dolphins are very intelligent animals.

- _____ Dolphins can learn tricks to entertain people. They can jump up in the air, catch things in their mouths, and dance in the water. They are fun to watch.
- _____ Dolphins can communicate with each other. Some people believe that we will be able to talk to them some day. We should study and protect the animals so that we can learn more about them.
- _____ Many other animals are intelligent as well. For example, some chimpanzees learned how to speak sign language.

- 2** Look at your first draft. Find places where you can make your reasons more convincing by adding details and examples. Use the comments from the peer review and your teacher to help you. Add the new information to your draft.

B ASKING Wh- QUESTIONS



Complete Unit 4, Section 4B, in the Student Book before you begin this section.

Questions can be used to emphasize important information. The question makes the reader pay more attention to what you are saying. Look at the example questions and answers below. They are taken from the readings.

- The paper companies make a lot of money from the eucalyptus trees. *But what about the elephants? They can't eat eucalyptus trees!*
- But by 1992, we were cutting only 100,000 feet of wood per year. *Why? Because people like you who just care about the owls stopped us from doing our jobs.*

1 Use the words to write questions. The first one has been done for you.tigers/how many/there/are How many tigers are there?

we/save them/why/should _____

they/how/are/important _____

what/you/do/can _____

2 The following paragraph is the body of a letter. Add the questions you wrote in Exercise 1 to the paragraph to get the reader's attention.

We must act now to save the endangered wild tigers. _____

_____ First, tigers are beautiful animals.

They are the biggest cats in the world. They are known everywhere for their beautiful orange and black striped fur. In addition, tigers are an important part of our ecology. _____

They hunt and kill small animals such as rats and rabbits. Without tigers, the number of small animals would increase and cause problems for people. Finally, we don't have much time to save the tigers. _____

There are only between 5,000 and 7,000 wild tigers in the world today. One hundred years ago there were over 100,000 tigers. Some experts say that in ten years, wild tigers will be extinct. _____

Join the fight to save the endangered wild tigers!

3 Look at your first draft. Find one place in your letter where you can add a question to get the reader's attention. Write a question and add it to the letter.**WRITING THE SECOND DRAFT**

Now you are ready to write your second draft. Look at all your notes from the previous sections to help you revise.

- Give details and examples to support your reasons for saving or not saving the endangered animal.
- Write *Wh-* questions and answers to introduce important sections of the letter.
- Use any feedback from your partner to give more information about the problems.

4 Editing

FORMATTING A LETTER

You are writing a letter to the editor of a local newspaper. The letter should be formatted like a business letter. It should have six parts:

Date
Name and address of the writer
Opening
Body
Closing
Signature

- 1** Look at the second draft of your letter. Did you include all the parts? Is it formatted correctly? Correct any formatting mistakes.
- 2** There are different openings and closings for different types of letters. Circle the openings and closings that could be used in a letter to the editor. Discuss why the others cannot be used. Then add an opening and closing to your draft.

Openings

Dear Joe,
Dear Editor:
To Whom It May Concern:

Closings

Love,
Sincerely,
Yours truly,

PREPARING THE FINAL DRAFT

Carefully edit your second draft. Use the checklist below as a guide. Then neatly write or type your paragraph with the corrections.

FINAL DRAFT CHECKLIST

- ☐ Do you explain who you are and why you care about the problem?
- ☐ Do you give two or three persuasive reasons to save the endangered animal?
- ☐ Do you explain your reasons with details and examples?
- ☐ Do you use a question to catch the reader's attention?
- ☐ Is the letter formatted correctly?

UNIT 5

"Netiquette"

OVERVIEW

Theme:	Network etiquette
Prewriting:	Making a tree diagram
Organizing:	Giving examples
Revising:	Developing paragraph unity Using verbs plus gerunds and infinitives
Editing:	Using commas or colons

Assignment

In Unit 5 of *NorthStar: Reading and Writing*, Middle East Edition, you read about netiquette (network etiquette or e-mail etiquette). What are the advantages and disadvantages of communicating with technology such as e-mail? The assignment for this unit is to write a paragraph about one technology used for communication, such as e-mail, the Internet, pagers, mobile phones, or instant messaging. You will explain the advantages and disadvantages of the technology.

1 Prewriting

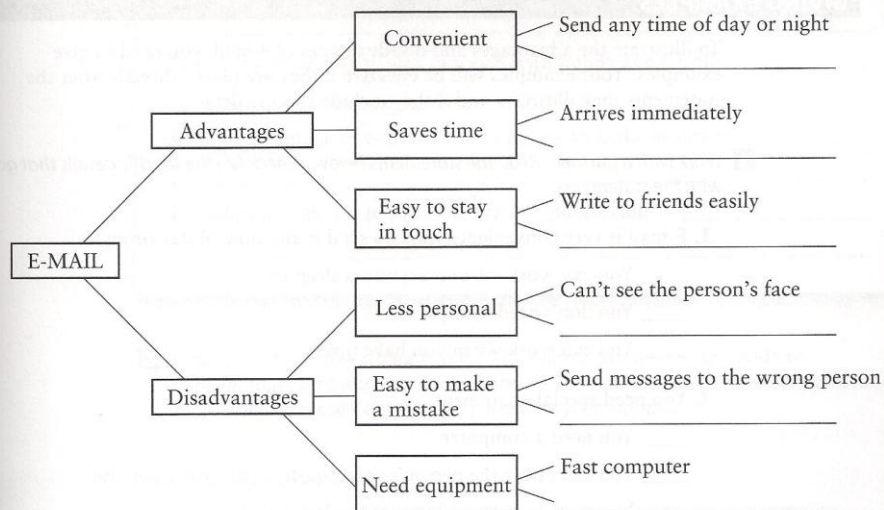
MAKING A TREE DIAGRAM



Complete Unit 5, Sections 1–3, in the Student Book before you begin this section.

A tree diagram helps connect ideas to a main topic the way branches of a tree connect to its trunk.

- 1** Look at the following tree diagram about the advantages and disadvantages of e-mail. E-mail represents the trunk or the main topic. One branch shows the advantages and the other branch shows the disadvantages.



- 2** Here are some more advantages and disadvantages of e-mail. Add the information to the tree diagram.

- Can't hear a person's tone of voice
- Cheaper than a phone call
- Computer modem to connect to the Internet
- Fast answers to messages
- Send private information by mistake
- Write to several people at the same time

- 3** Choose one technology to write about (e-mail, Internet, pagers, mobile phones, instant messaging, etc). Make a tree diagram like the example above. Show the advantages and disadvantages of the technology. Give examples to illustrate each advantage and disadvantage.

2 Organizing

GIVING EXAMPLES

To illustrate the advantages and disadvantages of e-mail, you need to give examples. Your examples will be effective if they are placed directly after the statements they illustrate and if they include specific details.

- 1** *Work with a partner. Read the statements below. Check (✓) the specific details that go with the statements.*

1. E-mail is very convenient. You can send it any time of day or night.

_____ You can work when everyone is sleeping.

_____ You don't need stamps.

_____ You can work when you have time.

2. You need special equipment.

_____ You need a computer.

_____ You can't hear the person's voice.

_____ You need to have an Internet service provider.

- 2** *Complete the paragraph on page 33 with appropriate sentences that give examples. Choose from the sentences in the box.*

I often get an immediate reply.

You can't hear a person's tone of voice in e-mail.

You can choose the wrong e-mail address if you are not careful and send the e-mail to the wrong person.

I know people who live in many parts of the world, and I can send e-mail to all of them.

There are advantages and disadvantages to using e-mail. One advantage is that e-mail is very fast. _____

It is also a good way to stay in touch with family and friends. _____

One disadvantage of e-mail is that it is easy to make mistakes. _____

In addition, e-mail is less personal than a phone call. _____

- 3** Look back at your tree diagram (page 31). Choose two advantages and two disadvantages that you want to write about. Then choose two or three examples for each. Think of specific details to help illustrate your examples.

WRITING THE FIRST DRAFT

Use the information from the previous sections to write the first draft of your paragraph.

- Write a topic sentence like this:
There are advantages and disadvantages to two-way pagers.
Mobile phones have advantages and disadvantages.
- List two advantages and two disadvantages.
- Give examples of the advantages and disadvantages. Introduce your examples with *For example* or *For instance*.
- Include specific details in your examples.

Don't worry too much about grammar. Just try to make your ideas clear.

PEER REVIEW

When you finish your first draft, exchange papers with another student. Read your partner's first draft and answer the questions below. Then discuss your answers with your partner.

- What are the advantages and disadvantages of the technology your partner chose?
- Are there examples to illustrate each advantage and disadvantage?
- Do the examples include specific details? Underline three details that best illustrate the advantages and disadvantages.

Discuss your partner's reaction to your paragraph. Make a note of any parts you need to revise.

3 Revising

A DEVELOPING PARAGRAPH UNITY

A paragraph has unity when all the supporting sentences are connected to the topic sentence. None of the supporting sentences are about other topics.

- 1** *Each paragraph should mention advantages and disadvantages of one technology. Read the topic sentence. Look at the list of advantages and disadvantages. Cross out the two sentences that do not support the topic sentence.*

- | | |
|-----------------|---|
| Topic sentence: | E-mail has advantages and disadvantages. |
| Advantages: | a. You can send an e-mail message at any time.
b. Computers are very useful.
c. E-mail is very fast. |
| Disadvantages: | d. Long-distance telephone calls are expensive.
e. You can send an e-mail message to the wrong person by mistake.
f. You need a computer to use e-mail. |

2 Read the following paragraph and complete the tasks below.

Two-way text pagers have advantages and disadvantages. One advantage is that they are convenient. Many of my friends have them, so we can stay in touch all day long. However, my mother doesn't have one, so I have to call her on the telephone. Another advantage is that they are quiet. My friend has a pager that makes a lot of funny noises. You can send and receive messages anywhere without making a sound. One disadvantage of two-way text pagers is that the keys are very small. It's hard to type the correct letters, so sometimes I type the wrong words. I wish I took typing in college. In addition, the print is small. It is difficult to read the messages, especially in a dark room. It's easier to read messages on the computer. Sometimes my eyes hurt when I read a lot of text messages on my pager.

1. Circle the topic sentence.
2. Underline the sentences stating the two advantages and two disadvantages.
3. Read the examples that illustrate each advantage and disadvantage. Cross out the four sentences that do not illustrate the advantages and disadvantages.

3 Look at the first draft of your paragraph. Are there any sentences that do not support the main idea stated in the topic sentence? If so, cross them out. Add more supporting sentences if necessary.

B USING VERBS PLUS GERUNDS AND INFINITIVES



Complete Unit 5, Section 4B, in the Student Book before you begin this section.

Some verbs are followed by a gerund and some are followed by an infinitive.

Examples

I *like* to use e-mail.

I *enjoy* getting a lot of e-mail every day.

- 1** Complete the sentences below with phrases from the box. Use an infinitive or gerund as appropriate. There is more than one correct answer.

get lots of e-mail from friends
 learn e-mail emoticons
 learn to use e-mail
 receive spam e-mail
 send letters, so e-mail is easier
 stay in touch with friends
 talk to their family on the phone
 write letters when they start using e-mail

1. Some people don't like _____.
2. Many people want _____.
3. I enjoy _____.
4. Many people stop _____.
5. I often forget _____.
6. You can try _____.
7. My friend recommends _____.
8. I prefer _____.

- 2** Look at the first draft of your paragraph. Underline the verbs that are followed by a gerund or infinitive. Did you use the correct verb form following those words?

WRITING THE SECOND DRAFT

Now you are ready to write your second draft. Look at all your notes from the previous sections to help you revise.

- Make sure you have paragraph unity. Make sure all your examples illustrate the advantages and disadvantages mentioned in your paragraph.
- Use gerunds or infinitives as appropriate.

4 Editing

USING COMMAS OR COLONS



Complete Unit 5, Section 4A, in the Student Book before you begin this section.

1 Look at the use of commas and colons.

Use commas:

- to separate parts of a sentence

I have a mobile phone, but I don't have a two-way text pager.

- to separate three or more items in a list

Sending e-mail is convenient, fast, and inexpensive.

- with numbers larger than 999

A good computer costs more than \$1,000.

Use a colon:

- to introduce a list

There are many things to do on the Internet: send e-mail, find information on the Web, or download music.

2 Put a comma or colon where necessary in these sentences.

1. E-mail has several disadvantages it takes too much time it is not personal and there are too many misunderstandings.
2. My sister mother and brother all use mobile phones.
3. Pagers are fast easy and fun to use.
4. I like to stay up late listen to music and answer all my e-mail.
5. There are some disadvantages to e-mail I can't type I don't have an e-mail address and I don't have a computer.
6. My family lives more than 3000 miles away. I can still stay in touch by e-mail.

3 Look at your second draft. Where necessary, add commas or colons.

PREPARING THE FINAL DRAFT

Carefully edit your second draft. Use the checklist below as a guide. Then neatly write or type your paragraph with the corrections.

FINAL DRAFT CHECKLIST

- ☐ Do you describe the advantages and disadvantages of a technology used for communication?
- ☐ Do you use examples with specific details to illustrate the advantages and disadvantages?
- ☐ Do you have paragraph unity? Do all the sentences support the topic sentence?
- ☐ Are gerunds and infinitives used correctly?
- ☐ Are commas and colons used correctly?

Answer Key

Note: For exercises where no answers are given, answers will vary.

UNIT 1

2 Organizing (page 3)

1. *Topic sentence:* I would like to be a mountain climbing guide.
2. Mountain climbing is very exciting; I enjoy working outside; I like to meet interesting people.
2. *Topic sentence:* Sometimes I imagine I'm a veterinarian.

3 Revising (pages 4–5)

A

1 *Cross out:*

Sometimes children are difficult to work with because they don't always listen and follow directions.
Artists are creative too, so I would also like to be an artist.
But I don't like the salary, because teachers don't make very much money.

B

1. Good teachers are creative.
2. They teach interesting classes.
3. They are also patient and caring.

4 Editing (page 7)

1 My Ideal Job

Sometimes I imagine that I am a teacher. I like this job for several reasons. First, I love children. I like to help children learn and grow. Children are fun to work with because they like to laugh and play games. Second, teaching is a creative job. Teachers think of new and interesting ways to learn. Finally, the schedule is convenient for me. Teachers can take long vacations in the summer.

UNIT 2

2 Organizing (page 10)

- 1 Where you went: West Park
What you did there: walked, jogged, rode my bike, looked around

What you saw: the lake, people riding bikes, buildings, people walking and jogging, ducks and geese, people fishing, people in-line skating, people boating, squirrels, boats
How you felt: happy, relaxed

3 Revising (pages 12–13)

A

- 1 a. Sometimes I rent a boat at the boathouse there. There are lots of ducks living on the lake. There are trails around the lake for walking and jogging.
b. I always felt very relaxed there. The mountains were so quiet and life seemed so slow. The fresh air made me feel healthy.
c. You can see many beautiful flowers and trees. The birds are always a pleasure to watch. It's fun to watch people walking, jogging, or riding their bicycles.

B

- 1 1. stayed 6. rode
2. helped 7. saw
3. fed 8. was
4. watered 9. felt
5. took

4 Editing (page 14)

- 1 Last Saturday, I went to the park in my neighborhood. It was a beautiful day. The park was very crowded. It was full of people riding bicycles, jogging, and having picnics. My friend and I rode our bikes to the park, played some Frisbee, and had a picnic lunch. Then we went home. It was a fun afternoon.

UNIT 3

1 Prewriting (page 16)

- 1 Add the information to the tree diagram in this order:
English Channel—9 hours and 57 minutes
Norway, Sweden, Denmark—jellyfish
Argentina to Chile

2 Organizing (page 17)

1. She swam 27 miles without stopping from Los Angeles to Catalina Island. 2. She also swam between Argentina and Chile to help support world peace. 3. Near Sweden, she swam in water full of 3-foot-long jellyfish. 4. She also swam many times in extremely cold water in temperatures as low as 44°F. 5. She swam between Russia and the United States to help the two countries have better relations. 6. She also swam around the Cape of Good Hope in 20-foot waves where the water is full of sharks!

2. Lynne Cox is a famous open-water swimmer. I admire her for many reasons, including her strength, her courage, and her concern for world issues. First, she is strong enough to swim long distances and in cold water. For example, she swam 27 miles without stopping from Los Angeles to Catalina Island. She also swam many times in extremely cold water in temperatures as low as 44°F. In addition, Lynne Cox is courageous. For instance, near Sweden, she swam in water full of 3-foot-long jellyfish. She also swam around the Cape of Good Hope in 20-foot waves where the water is full of sharks! Finally, Lynne Cox is concerned with world issues. She swam between Russia and the United States to help the two countries have better relations. She also swam between Argentina and Chile to help support world peace. Lynne Cox is a great athlete and a caring person.

3 Revising (pages 19–20)

A

1. Lynne Cox is a famous open-water swimmer. I admire her for many reasons, including her strength, her courage, and her concern for world issues. First, she is strong enough to swim long distances and in cold water. For example, in 1971, she swam 27 miles without stopping from the California coast to Catalina Island. Then, she swam in extremely cold water, in temperatures as low as 44°F. In addition, Lynne Cox is courageous. For instance, she swam in water full of 3-foot-long jellyfish in 1977. Next, she swam in 20-foot waves around the Cape of Good Hope, where the water is full of sharks! Finally, Lynne Cox is concerned with world issues. In 1980, she swam between Russia and the United States to help the two countries have better relations. Later, she swam between Argentina and Chile to help support world peace. Lynne Cox is a great athlete and a caring person. [Note the order of the transition words of time (then, next, and later) may vary in the paragraph.]

B

1. Possible answers:

Pele is working for UNICEF and other children's causes. He is traveling the world promote soccer.

Grete Waitz is encouraging people to stay healthy through sports.

George Foreman is helping people through youth centers and other programs.

4 Editing (page 21)

1. George Foreman was born in Marshall, Texas. He was born in 1949. In 1967, he fought in his first official fight. Then, in 1968, he won the gold medal in the Mexico City Olympics.
2. Grete Waitz was born in Oslo, Norway. In 1971, she won Norway's national 800-meter and 1,500-meter races. She became the world cross-country champion in 1978. Every year, she holds the Grete Waitz Race, with over 45,000 runners.
3. On October 23, 1940, Pele was born in Coracoes, Brazil. In 1978, he received the International Peace Award for his work with children. Then, in 1980, he was named Athlete of the Century.

UNIT 4

2 Organizing (page 25)

1. a. Yes. b. Yes.
2. a. No. b. No.
3. a. Yes. b. Yes.
4. a. No. b. Yes.
5. a. Yes. b. Yes.

Letters 1 and 3 will be the most persuasive because the writers explain in detail who they are and why they are writing.

3. Opinion 1: Hunters kill tigers and sell their fur. Tigers are an important part of our ecology. Today, there are only between 5,000 and 7,000 wild tigers in the world.

Opinion 2: Tigers hunt and kill people. Many people make money from selling tiger skins and other parts. People cannot have farms where tigers live.

3 Revising (pages 27–28)

A

1. The first example is vague without exact numbers. It also states an opinion. The second example is not about tigers. The third example gives specific numbers. It is the most persuasive.
2. The first example doesn't explain why dolphins are intelligent. The second example explains dolphins' intelligence and why we should save them. It is the most persuasive. The third example is not about dolphins.

B

- 1** Why should we save them?
How are they important?
What can you do?

2 We must act now to save the endangered wild tigers. Why should we save them? First, tigers are beautiful animals. They are the biggest cats in the world. They are known everywhere for their beautiful orange and black striped fur. In addition, tigers are an important part of our ecology. How are they important? They hunt and kill small animals such as rats and rabbits. Without tigers, the number of small animals would increase and cause problems for people. Finally, we don't have much time to save the tigers. How many tigers are there? There are only between 5,000 and 7,000 wild tigers in the world today. One hundred years ago there were over 100,000 tigers. Some experts say that in ten years, wild tigers will be extinct. What can you do? Join the fight to save the endangered wild tigers!

4 Editing (page 29)

- 2** Openings: Dear Editor: / To Whom It May Concern:
Closings: Sincerely, / Yours Truly,

UNIT 5**1 Prewriting (page 31)**

- 2** Add the information to the tree diagram in this order:
Write to several people at the same time.
Fast answers to messages.
Cheaper than a phone call.
Can't hear a person's tone of voice.
Send private information by mistake.
Computer modem to connect to the Internet.

2 Organizing (pages 32–33)

- 1** 1. You can work when everyone is sleeping. You can work when you have time.
2. You need a computer. You need to have an Internet service provider.
- 2** Add the sentences in this order:
I often get an immediate reply.
I know people who live in many parts of the world, and I can send e-mail to all of them.
You can choose the wrong e-mail address if you are not careful and send the e-mail to the wrong person.
You can't hear a person's tone of voice in e-mail.

3 Revising (pages 34–35)**A**

- 1** Cross out: b, d
- 2** 1. *Topic sentence:* Two-way text pagers have advantages and disadvantages.
2. *Two advantages:* They are convenient. They are quiet.
Two disadvantages: The keys are very small. The print is small.
3. *Cross out:* However, my mother doesn't have one, so I have to call her on the telephone.
My friend has a pager that makes a lot of funny noises.
I wish I took typing in college.
It's easier to read messages on the computer.

4 Editing (page 37)

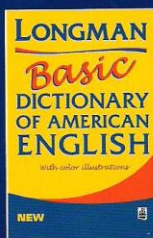
- 2** 1. E-mail has several disadvantages: it takes too much time, it is not personal, and there are too many misunderstandings.
2. My sister, mother, and brother all use mobile phones.
3. Pagers are fast, easy, and fun to use.
4. I like to stay up late, listen to music, and answer all my e-mail.
5. There are some disadvantages to e-mail: I can't type, I don't have an e-mail address, and I don't have a computer.
6. My family lives more than 3,000 miles away. I can still stay in touch by e-mail.

UNIT 6**1 Prewriting (page 40)**

- 1** 1. c 2. b

2 Organizing (pages 41–42)

- 1** 1. *Topic sentence:* I agree with this proverb because some jobs are best done by just one person.
2. *General statement:* Some jobs are best done by just one person.
3. The writer uses her personal experience as an example.
- 2** 1. S 2. G 3. G 4. S 5. S 6. G
- 3** General statement 2 is supported by example 1.
General statement 3 is supported by example 5.
General statement 6 is supported by example 4.



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