

Chapter 3

The Weekend

In this chapter, students will write a narrative about their favorite weekend day. New instruction includes making an idea web, organizing by time, using transitions of time, and writing compound sentences.

With your students, read the chapter introduction on page 37. Explain that in this chapter, a weekend is Friday night through Sunday, but some countries have a different concept of when the weekend is. Also, be aware that for some students, the weekend is a time of relaxation and fun, but for others, it may be a time of drudgery and loneliness.

I GETTING STARTED

A Picture this *page 38*

Have students discuss the photos and the questions as a class or in small groups. Using the pictures, help students contrast play and work on the weekend. Ask: *What do you do for fun on the weekend? What work do you have to do? Do you have more work or play on the weekend? Which is your favorite weekend day? Why?*

As in previous chapters, begin a list of words that arise in your discussion. Keep the list posted in the classroom and add to it as you work through the chapter.

B Get ideas *page 39*

Tell students that there are many different ways to generate ideas. In this course, they will be learning several ways so that they can find a strategy for gathering ideas that appeals to them. Ask students: *Do you remember how we brainstormed for ideas in Chapter 1? What do you do when you brainstorm?* Have students remind each other of the basics of brainstorming. If needed, refer back to *Brainstorming* on page 7.

Have students look at the information box, *An Idea Web*. Refer to the illustration to make sure that everyone knows what a web is. Students may be familiar with the term *web* in relation to the Internet. Say that the technique they will learn is called webbing because the end product looks like a spider's web. (There are other names such as clustering, given to this technique, but the concept is the same.) Read the box together and ask: *How is webbing different from brainstorming?* Elicit from the class the notion that the ideas are more clearly connected to one another in webbing.

To demonstrate more precisely how it is done, you may want to fill out the web for the topic *Weekday* together as a class, rather than having students do it on their own. You can copy onto the board the web as it appears in the text, or you can write only *Weekday* on the board and have your students supply all of the words and phrases. Encourage students to respond with words of emotion along with words of action; have them try to find connections among the ideas.

Your turn *page 39*

Have students position their pieces of paper horizontally to make their webs. Then, they should write either *Saturday* or *Sunday* in the center, draw a circle around the word, and begin webbing. Remind them to use vocabulary from the class list if you have made one. After they have finished, they could share their webs with the students around them and get additional ideas from each other's webs.

II PREPARING THE FIRST DRAFT

A Organize your ideas *page 40*

Read through the information box, *Organizing by Time Order*, with your students to emphasize that there are different ways to organize ideas. Ask: *How did you organize your ideas in your last paragraph, in Chapter 2? (by category) How will you organize your ideas this time? (by time order) Why are you organizing the two paragraphs differently? (Different types of information need different types of organization.)* If the students in your class are not at a level where they can answer the last question, simply point it out to them.

B Plan your writing *pages 40–42*

Here is an excellent activity to demonstrate the need for transitions. You will need to prepare this before students have read the drafts in this section. Before class, type out both Draft A and Draft B with one sentence on each line. Then, cut the sentences up into strips. Put all of the sentence strips for Draft A in one envelope and those for Draft B in another. Divide the class into two groups (or make more than one envelope for each draft if you need more groups), and give each group an envelope. Tell students that they need to reconstruct the paragraph with the sentences in the correct order. Invariably, the group with Draft A finishes more quickly than the group with Draft B because they have transitions to guide them. Students can then compare the two reconstructed paragraphs to see how transitions helped the group reconstruct Draft A.

Practice 1 *page 42*

In some cases, there is more than one possible correct answer. Transitions should be followed by commas.

Answers

- 1 In the morning,
- 2 Then, after that,
- 3 Next, Then, After that, Later,

- 4 In the afternoon, Next, Then, After that, Later,
- 5 Then, After that, Later,
- 6 In the evening, Then, After that, After dinner,
- 7 At night, Finally, Later,

C Write the first draft *page 42*

Students can do this in class or as homework.

REVISING YOUR WRITING

A Analyze a paragraph *pages 42–43*

This activity can be done in small groups, as a whole class, or for homework with a class discussion the next day.

Answers

- 1 Answers will vary.
- 2 Yes.
- 3 There is a topic sentence (*This is about my Sunday*), but it is not a good one. It is boring because it does not tell us how the writer feels about Sunday.
- 4 No. The following are irrelevant sentences:
 - My roommate buys a lot of clothes and CDs every week.
 - I don't know why he does that.
 - He doesn't need them.
- 5 One sentence is out of time order. *But first, I always talk on the phone to my family and friends.* This event should be written about before the previous sentence since it happens first.
- 6 No. Transitions are needed before these sentences:
 - We go to a grocery store to buy food and to the mall to buy clothes.
 - I always go to my aunt's house.
 - I go back to my dormitory.

B Revise your writing *page 43*

Read through the directions and questions with the class. Then, as students are working, move around the room and make sure that they are just looking for what is listed. They should not be checking grammar or spelling.

Your turn *page 43*

After you have gone over the directions, give students ample time to answer the questions in *Your turn*. Make sure that students have the *Progress Check* readily available so that they can refer back to it as instructed.

C Write the second draft *page 43*

Students can write the second draft in class or as homework.

IV EDITING YOUR WRITING

A Focus on sentence grammar pages 44–48

Read the instructions and questions at the top of page 44. All of the sentences in the student paragraph are simple sentences. While grammatically correct, they sound boring when used without variation. To make this point to students, read the paragraph aloud, emphasizing the short, choppy sound of the sentences. Elicit from students that the paragraph would sound better if some of the sentences were lengthened. Lengthening sentences by making compound sentences is the focus of this section.

Read through the information box, *Compound Sentences*, with your students. To illustrate the meaning of the word *compound*, ask students if they know what the compound H₂O is. Point out that two things (hydrogen and oxygen) combine to make something new (water). The same is true for compound sentences, where two simple sentences combine to make one compound sentence.

Practice 2 page 44

Answers

- 1 S
- 2 C
- 3 C
- 4 S
- 5 C

Read through the information box, *Coordinating Conjunctions*, with your students. While the terms *independent clause* and *coordinating conjunction* are challenging words for students, mastering them now will make it easier for you to talk to your students about their writing throughout the course. Note that although the semicolon can join two independent clauses, it is not included given the level of this book.

Practice 3 page 45

Answers

- 1 d 5 a
- 2 g 6 c
- 3 f 7 b
- 4 h 8 e

Practice 4 page 46

Answers

- 1 I like to stay up late to watch old movies on TV, but my husband likes to go to bed early.
- 2 Ken washes cars on Saturday, and he works on Sunday, too.
- 3 Carol loves art, so she goes to the museum every Saturday.
- 4 Christy and Ben go dancing Saturday night, or they rent a video.
- 5 We clean our apartment on Saturday, but it's messy again on Sunday.

Practice 5 page 46

These sentences can be completed with a lot of variation. Go over students' answers together as a class so that students can see a number of different ways to construct compound sentences.

Possible answers

- 1 I like to sleep late, but I have to get up early for work.
- 2 We don't have school on the weekend, so I can relax.
- 3 I enjoy Sunday dinner with my family, or I go out with my friends.
- 4 On Saturday afternoon, I call my best friend, and we talk for a long time.
- 5 I don't have time to relax during the week, so I have fun on the weekend.

Practice 6 page 47

Answers

My Saturdays

On Saturdays, I live an interesting life. I live by the ocean, and I work there for a very old woman. In the past, she loved to stand on the beach and watch the sunrise, but now she is too old to leave her house. My job is to take pictures of the sunrise for her every Saturday morning. First, I leave my house in the dark, and I walk to the beach with my camera. Then, I take lots of pictures of the sunrise. I am often sleepy, but I love to be near the ocean in the morning. Next, I go home and eat a big breakfast. After that, I print out the pictures from my computer. In the afternoon, I take the pictures to the old woman, and we talk about the ocean. She pays me, so I have money to go out with my boyfriend. At night, we go to a baseball game, or we have fun at an amusement park. Later we walk by the ocean in the moonlight. My Saturday begins and ends by the ocean.

Practice 7 page 47

Some sentences can be combined in more than one way. Here is one possible corrected version of the paragraph. Have students share their versions with the class so that they can see other possibilities.

Possible answer

Saturday

Saturday is my favorite day. I don't go to school, so I get up late in the morning. First, I call my mother, and we talk about my week. Next, I vacuum the apartment. My sister cooks us breakfast. I can cook, but my sister is a better cook than I. After breakfast, I go shopping, and I usually buy some clothes. In the afternoon, I meet my boyfriend. We go to interesting places such as the city, the beach near the bridge, and famous historic districts. I don't know my way around the city, so he guides me. I like walking, so we walk together and talk to each other. Later, we eat dinner in a restaurant, and he takes me home. Sometimes we watch a video, or we watch an old movie on TV. Then, he goes home. I get ready for bed and talk to my sister about the day. I am usually very tired, so I go to sleep quickly. Then, my night of dreams begins.

B Edit your writing *page 48*

Your students may be ready to follow the steps of this section on their own. If that is the case, review all of the steps together before they begin. Point out the new questions (8, 9, 10) in the *Editing Checklist*. Circulate among students as they edit, guiding them through the steps where needed and referring them to *Quick Check* for help.

C Write the final draft *page 48*

Final drafts can be assigned as homework.

V FOLLOWING UP

A Share your writing *page 49*

Students get more than enough critical comment about their writing, and usually they are their own sternest critics as well. But positive feedback can be just as helpful as negative. It motivates students to know that others can understand and enjoy their writing, limited though it may be. It also shows students their strengths instead of highlighting only their weaknesses. For this activity, stress in your directions to students that they are to write only positive comments.

B Check your progress *page 49*

Students can complete the *Progress Check* in class or as homework.