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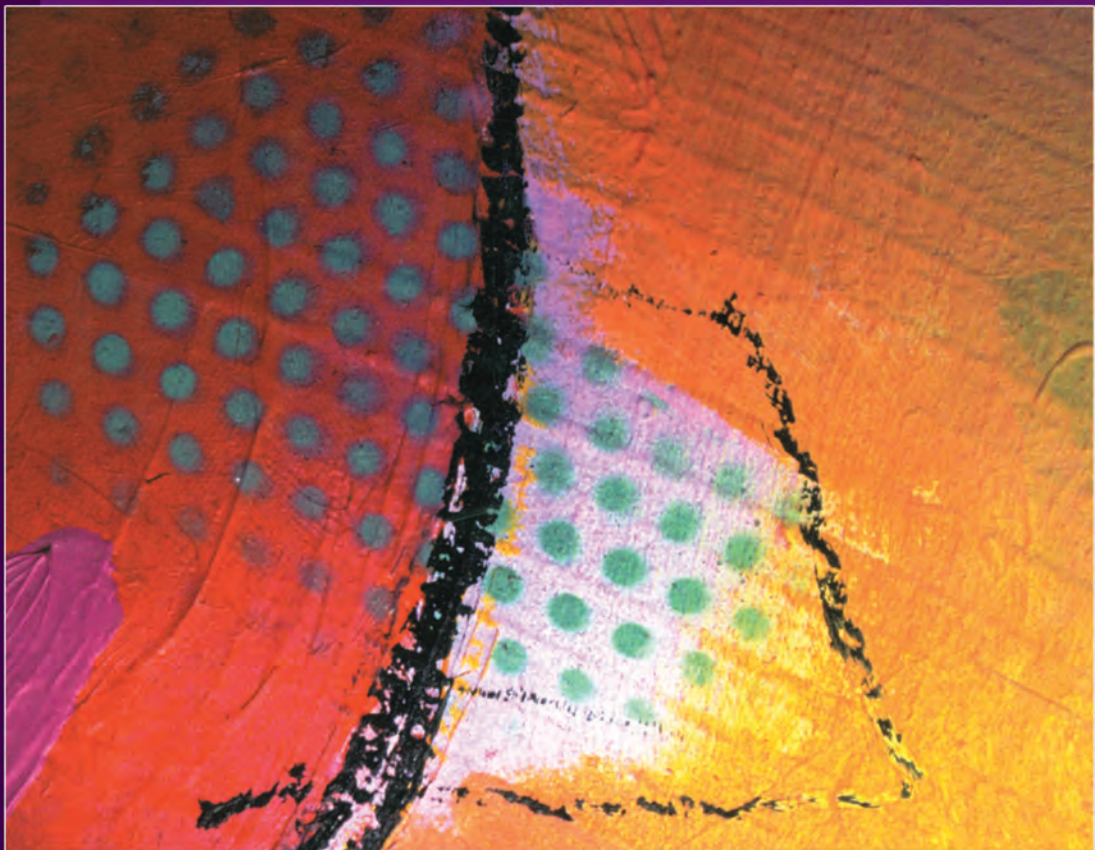
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Interactions

Writing

MIDDLE EAST
edition

4th Edition



Cheryl Pavlik / Margaret Keenan Segal

Chapter	Rhetorical Focus	Vocabulary Development	Idea Development/ Organizing Skills
1 Education and Student Life Page 1	Argument	Matching words to definitions	- Arranging ideas in order of importance - Giving reasons - Writing topic sentences
2 City Life Page 19	Description (place)	Sense details	- Writing topic sentences - Adding details to a paragraph - Writing concluding sentences
3 Business and Money Page 37	Letter to the editor	Using context to guess meaning	- Writing reactions to a reading selection - Supporting an opinion with a general statement and examples
4 Jobs and Professions Page 55	Autobiographical narration	Personal characteristics	- Limiting information - Writing topic sentences - Writing concluding sentences
5 Lifestyles Around the World Page 71	Autobiographical narration	Related word forms	- Analyzing narrative organization - Using details
6 Global Connections Page 83	Argument	Prefixes and suffixes	- Listing information - Clustering - Using specific examples

Grammar	Editing Skills	Critical Thinking	Test-taking Skills	Video Topics
■ Giving reasons: <i>Because, so, therefore</i> ■ Transition words: <i>In addition, also, first of all, finally</i> ■ Making general statements ■ Avoiding overgeneralizations	■ Paragraph format ■ Editing for correct use of present tense	■ Ranking arguments	■ The importance of transition words	■ An Online English Class
■ Giving reasons: <i>Since</i> ■ Varying word order in sentences	■ Correcting run-on sentences ■ Editing with the topic sentence in mind	■ Classifying sense details	■ Brainstorming for ideas	■ Garbage Car
■ Modals <i>must, have to, should, ought to</i> ■ Stating opinions: strong and moderate	■ Avoiding faulty reasoning ■ Correcting spelling errors ■ Correcting syllabification errors	■ Evaluating arguments for faulty reasoning	■ Supporting your opinion	■ A Teenage Stockbroker
■ Past vs. present perfect tense ■ Present perfect vs. present perfect continuous tense ■ Demonstratives	■ Omitting unimportant details ■ Using correct capitalization ■ Using correct verb forms	■ Implying qualities	■ Checking for correct tense	■ I Love My Job
■ Past perfect tense	■ Omitting digressions ■ Using correct verb tenses	■ Analyzing the moral of a story	■ Checking for chronological order	■ Telecommuting
■ Choosing the correct part of speech ■ Restrictive relative clauses	■ Punctuating relative clauses	■ Defining terms	■ Diagramming ideas	■ Teen Talk

(continued on next page)

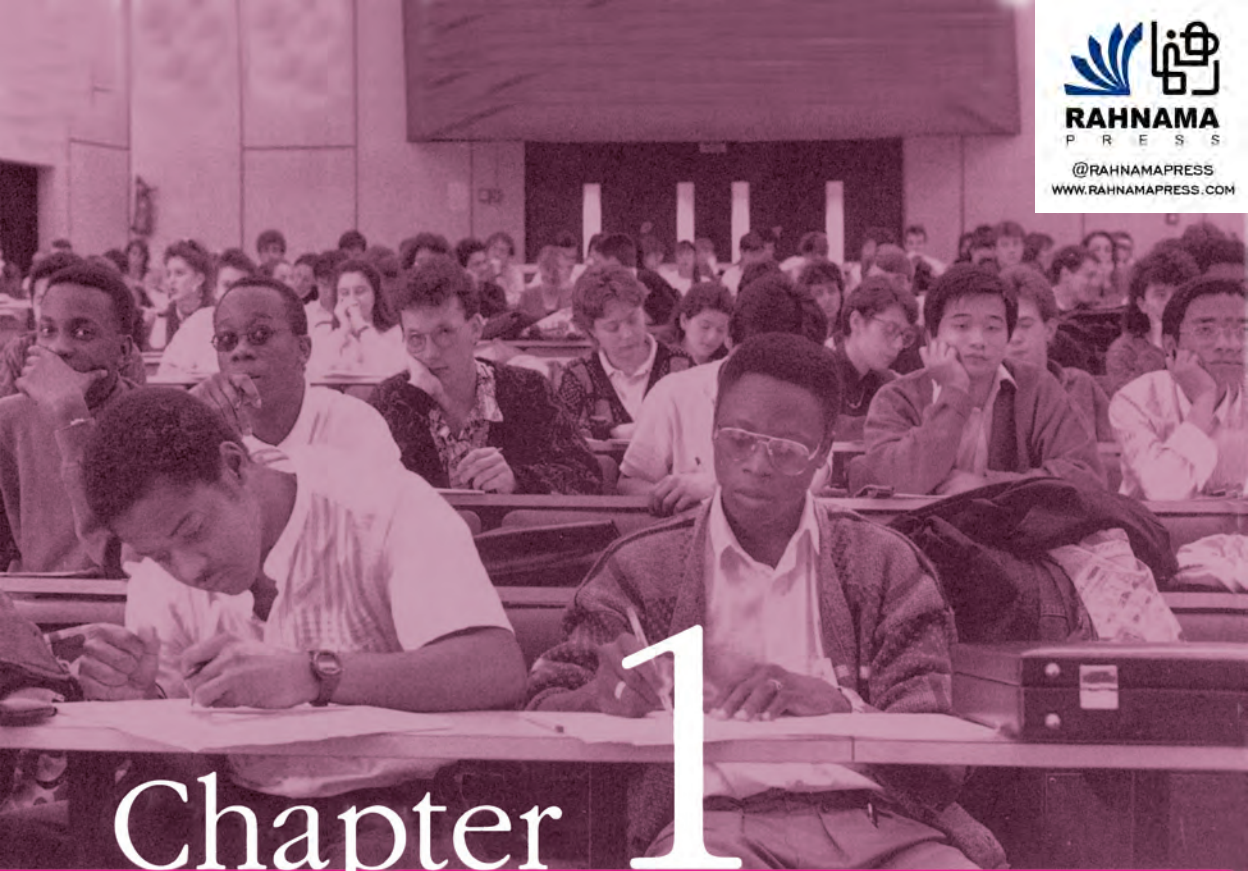
Chapter	Rhetorical Focus	Vocabulary Development	Idea Development/ Organizing Skills
7 Language and Communication Page 95	■ Narration	■ Feelings	■ Interviewing ■ Keeping to one subject ■ Writing topic sentences ■ Writing concluding sentences
8 Tastes and Preferences Page 111	■ Comparison	■ Compound words	■ Listing similarities and differences ■ Writing topic sentences ■ Analyzing the organization of a composition
9 New Frontiers Page 127	■ Description (a planet)	■ Suffixes (-tion, -ed, -er) ■ Prefixes (un-)	■ Obtaining information from pictures, diagrams, and tables ■ Making comparisons ■ Keeping related information together
10 Medicine, Myths, and Magic Page 145	■ Argument	■ Using a dictionary	■ Focusing on a topic ■ Supporting an argument with examples
11 The Media Page 159	■ Newspaper article	■ Natural disaster vocabulary	■ Organizing with questions ■ Adding a title
12 With Liberty and Justice for All Page 173	■ Argument	■ Vocabulary for evaluating solutions	■ Determining your audience ■ Countering objections ■ Making an outline
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Grammar	Editing Skills	Critical Thinking	Test-taking Skills	Video Topics
- Verbal adjectives (<i>surprised/surprising</i>) - Gerunds as subjects - Gerunds in parallel constructions <i>Would</i> and <i>used to</i>	- Omitting irrelevant information - Punctuating sentences with transitions and subordinating conjunctions	Distinguishing appropriate topics	Developing ideas	Technology for the Disabled
- Comparatives and superlatives <i>Both</i> and <i>neither</i> in comparisons <i>While</i> to show contrast	Editing for correct use of comparatives and superlatives	Finding a basis of comparison	Listing ideas for a comparison	The Coffee Lover
- Passive voice - Varying word order: <i>with</i> + noun phrase - Showing contrast: <i>Unlike</i> + noun phrase to show contrast - Giving reasons with <i>Because of</i> + noun phrase and <i>Because</i> + clause	Editing for correct use of passive voice	Speculating	Making comparisons interesting	Mapping the Human Genome
- Using transitions and giving examples - Quotations and indirect speech - Generalizations	Editing for correct use of indefinite forms when making generalizations	Making a persuasive argument	Writing a five-paragraph essay exam	A New Treatment for Back Pain
Relative clauses (review)	- Commas with nonrestrictive relative clauses - Reduced clauses	Distinguishing fact from opinion	Checking for mechanics	Bye, Bye, Charlie Brown
- Conditional tenses - Linking expressions and transition words	Editing for correct use of connectors	Determining realistic solutions	Making an outline for an essay	Justice and Racism



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Chapter 1

Education and Student Life

IN THIS CHAPTER

You will write about the advantages of a large or small college.

PART 1**Before You Write****Exploring Ideas***Choosing a College***What Do You Think?***Ranking Arguments*

When you write a paragraph giving your opinion on a topic, it is important to rank your arguments in order of importance. This helps persuade the reader to see your point of view.

Here are some reasons an immigrant or international student might choose a college in Canada or the United States. Which ones are most important to you? Rank them in order from 1 to 10, with 1 as the most important.

- _____ class size
- _____ facilities (libraries, laboratories)
- _____ location
- _____ quality of ESL classes
- _____ number of international students
- _____ special programs for international students
- _____ courses offered
- _____ cost
- _____ ease of admission
- _____ prestige
- _____ help with job placement

I Think about the list of reasons in the *What Do You Think?* box. What other reasons do you think are important to consider in choosing a college? List them below.



- 2 In small groups, discuss your ideas with other students. Tell why you thought certain reasons were important.

Building Vocabulary

- 3 In your discussion about choosing a college you may have heard some words you don't understand, or you may have found that you didn't know the English words for some of the ideas you wanted to express. Ask the teacher the meaning of any words you don't understand and add them to the following list.

Nouns	Verbs	Adjectives	Other
advantage	attend	impersonal	_____
disadvantage	prefer	huge	_____
facility		challenging	_____
faculty		diverse	_____
location			_____
prestige			_____
campus			_____
tuition			_____
scholarship			_____

- 4 Match the vocabulary words in Activity 3 with the following words and phrases.

- a good thing _____
- the cost of college classes _____
- very large _____
- a good reputation _____
- teachers _____
- buildings, laboratories, libraries _____
- go to _____
- having many different kinds _____
- not friendly _____
- a bad thing _____

4

Interactions 2 Writing



5

In small groups, discuss the advantages of large and small colleges. Consider some of the things in *What Do You Think?* on page 2. Write your ideas on the following lines.

Advantages of a Large College

Advantages of a Small College



6

Look at your lists of advantages. In small groups, discuss whether large or small colleges are better for non-native English speaking students.

7

Choose the topic you want to write about: the advantages of a large college or the advantages of a small college for immigrant or international students. Add to your list advantages other students mentioned that you think are important.

Organizing Ideas

Arranging Ideas in Order of Importance

Now that you have some ideas about your topic, you need to organize them. One way of doing this is to write about the most important ideas first, then the less important ones.

8

Look at the lists of advantages you made in Activity 5. Which advantages are most important? Rank these advantages in order of importance, with number 1 as the most important. Cross out any advantages that are not very important.

Giving Reasons

When you write, you should give reasons for your opinions. This helps to persuade the reader.

9

On the following lines, list your advantages in order of importance. Then give at least one reason for each of the advantages. This will make an outline you can use when you write.

Advantage 1: Small schools have fewer students.

Reason: It is easier to get to know the other students.

Advantage 1: _____

Reason: _____

Advantage 2: _____

Reason: _____

Advantage 3: _____

Reason: _____

Advantage 4: _____

Reason: _____

Advantage 5: _____

Reason: _____

Advantage 6: _____

Reason: _____

Writing Topic Sentences

The topic sentence usually comes at the beginning of a paragraph. It tells the reader the main idea of the paragraph. A good topic sentence is neither too specific nor too general.



10

Here is a list of possible topic sentences for a different paragraph about the advantages of studying abroad. Discuss them in groups or as a class. Are any topic sentences too specific or too general? There are several possible answers.



1. Students who study abroad often can't speak the language well.
2. Studying abroad has three main advantages.
3. There are several reasons why students should study abroad.
4. There are many good schools in foreign countries.
5. If possible, all college students should spend some time studying in a foreign country.



11 Write a topic sentence for your paragraph about the advantages of large or small colleges. It can be similar to one of the topic sentences on page 5.

12 Have another student read your topic sentence and discuss how you might improve it. Read the other student's topic sentence. Answer the following questions.

1. Is it a complete sentence?
2. Does it tell the reader what you are going to write about?
3. Is it too general or too specific?

PART 2

Write

Developing Cohesion and Style

Giving Reasons: Because, So, Therefore



A student and his advisor

When you give reasons for your ideas, you may want to use connectors that show cause or result.

- *Because* appears in phrases and clauses that state a cause (a reason).

Examples

Because large schools offer many different courses, students have a wide choice of subjects to take.

Students have a wide choice of subjects to take *because* large schools offer many different courses.

- *So* and *therefore* appear in phrases and clauses that state a result.

Examples

Large schools offer many different courses. *Therefore*, students have a wide choice of subjects to take.

Large schools offer many different courses, *so* students have a wide choice of subjects to take.

! Complete the following sentences with *because*, *so*, or *therefore*. Note the different punctuation and capitalization in sentences with these three connectors.

1. Students who study in a foreign country live with people who do not speak their native language; _____ they will learn a foreign language well.
2. Public colleges in your own state are more practical _____ they are less expensive.
3. When students attend a local college, they can live at home _____ they don't have to spend a lot on rent and food.
4. _____ students have to study in a foreign language, they often have difficulty with their courses.
5. International students spend a long time away from home. _____ they may forget their own customs and culture.

Using Transition Words: In addition, Also

When you write a paragraph that lists information, you must use transition words—words that connect your ideas. If you don't use transition words, your paragraph will sound "choppy"—that is, not smooth.

A writer can make a paragraph more cohesive by adding the transitions *also* and *in addition*.

Examples

It is very difficult to study abroad. *In addition*, it can be much more expensive than studying in your own country.

It is very difficult to study abroad. *Also*, it can be much more expensive than studying in your own country.

In addition usually comes at the beginning of a sentence. In this position, it always takes a comma.

Also can come at the beginning of a sentence, before a simple present or a past tense verb, or after an auxiliary verb or modal. If it comes at the beginning of a sentence, a comma always follows it.

- 2 Rewrite the following paragraph, using *also* and *in addition*.

Why Study Abroad?

Studying abroad offers students many advantages. The students live in a new culture, so they can learn both in and out of the classroom. They learn to be flexible because they have to adapt to different ways of living. They are far from home. Therefore, they have to become responsible and self-reliant. They have an experience they will remember all their lives.

- 3 Use transition words *in addition* and *also* to connect these pairs of ideas.

1. Undergraduate students are usually too immature to live away from home. They are too irresponsible.

2. Most students in four-year colleges are very intelligent. They study hard.

3. Professors in small colleges don't always understand international students. They may know very little about foreign cultures.

4. Students who go abroad to study lose close contact with their families. Some of them marry foreigners and never return home.

5. Studying in a foreign country is more exciting. You may get a better education.

Using Transition Words: First of all, Finally

Two other useful transitions are *first of all* and *finally*.

Examples

There are many reasons why international students feel homesick.

First of all, it may be the first time they are away from their families ...

Finally, there is the problem of adapting to a completely different culture.

Note that *first of all* and *finally* always come at the beginning of a sentence and always take a comma.



Focus on Testing

Activities 1, 2, and 3 in this section gave you practice with transition words. Transition words make your writing smooth and easy to read, so when you write a paragraph for a timed test, make sure you've used transition words correctly. Save time *after* you write to reread your paragraph. Make sure that each sentence connects logically to the one before it with an appropriate transition word.

- 4 Rewrite the following paragraph, using the transitions *in addition*, *also*, *first of all*, and *finally*. Remember to use commas where necessary.

There are several reasons that undergraduate students should not study away from home. Living away from home is much more expensive than living at home. Most teenagers are not mature enough to live far away from their families. Therefore, they often get into trouble. Many students feel lonely and homesick, so they are unable to study. Many who go away to study never return to their countries.

Avoiding Overgeneralizations

When you write, it is important not to make overgeneralizations, that is, statements that are so general that they are not true.

Examples of overgeneralizations:

International students work harder than North American students. (This is not always true!)

Teenagers are always irresponsible. (This is not always true!)

To avoid overgeneralizations:

- Don't use the adverbs of frequency *never* or *always*.

- * Instead of *never*, use *rarely*, *hardly ever*, *almost never*, or *usually... not*.

Example

I *almost never* get sick.

- * Instead of *always*, use *usually*, *almost always*, or *often*.

Example

Teenagers are *often* irresponsible.

- Don't use the quantifiers *no*, *none*, or *all*.

- * Instead of *no* or *none*, use *very few*, *hardly any*, *almost no*, or *almost none*.

Example

Very few international students learn English easily.

- * Instead of *all*, use *almost all*, *most*, *many*, or *some*.

Example

Many international students work harder than North American students.

- 5 Rewrite the following sentences to avoid generalizations, using adverbs of frequency and/or quantifiers.

1. International students have a difficult time their first year.

2. International students never become friendly with North Americans.

Student Books

	Listening/Speaking	Reading/Writing		Grammar
Interactions Access Beginning - High Beginning	0-07-232976-9	0-07-232974-2		0-07-232982-3
	Listening/Speaking	Reading	Writing	Grammar
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