



# Writing 2

Presented by Ms Hieu Truong







## Unit 3: Making Money

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# VOCABULARY

## REVIEW

- 1 The following sentences do not make sense. Cross out the boldfaced word or phrase. Above it, write the correct antonym (opposite) from the box so the sentence makes sense.

arrested  
breaking the law

completely  
~~counterfeiter~~

illegal  
nervous

prevent

1. When I got the \$100 bill, I noticed that the paper didn't feel right. "Is it possible that a ~~counterfeiter~~ **government worker** made this?" I asked myself.
2. The police officer took the woman by the arms, put her in the police car, and took her to the police station. He ~~set her free.~~ **arrested her**
3. His legs were shaking. His heart was going very fast. His lips were dry. He felt very ~~relaxed~~ **nervous** as he gave the bank the counterfeit money.
4. The fire destroyed everything in the shop. The expensive designer clothing and all the jewelry were ~~not at all~~ **completely** destroyed.
5. It's ~~not a problem~~ **illegal** to make photocopies of money. Teachers should use real bills when they teach students about American money.
6. Take that dollar bill out of the copier! You are ~~following the law!~~ **breaking the law**
7. New Zealand, Brazil, and China now use special plastic instead of paper for their bills to ~~make~~ **prevent** counterfeiting ~~easier.~~

2 Complete the sentences with the words from the box.

bill

equipment

fake

ink

scanner

technology

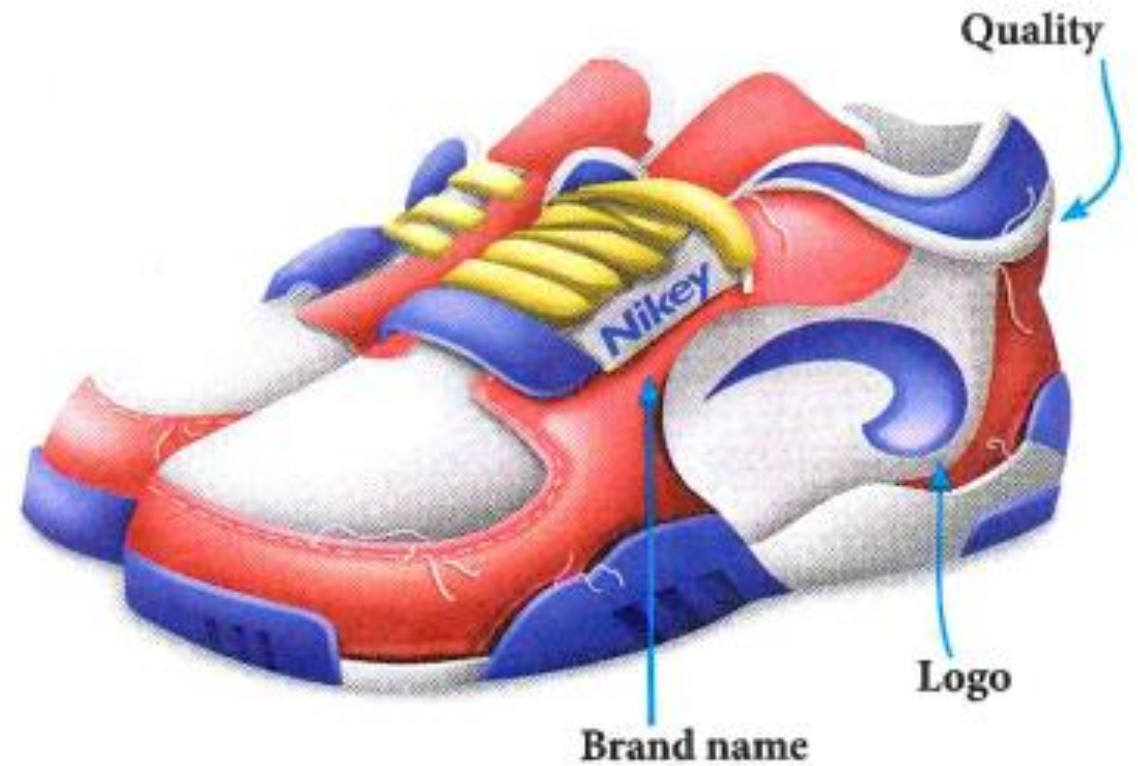
1. Printing presses, copiers, scanners, and magnifying glasses are different kinds of **equipment** used in counterfeiting.
2. Even new printing presses use **technology** that is over 500 years old.
3. I want to be able to put this magazine photograph on my computer screen. I need a(n) **scanner**.
4. Don't be fooled by that "Rolex" watch. It's cheap because it's **fake**.
5. I need change. Can I have four quarters for a one-dollar **bill**?
6. Professor Porter always corrected my papers with purple **ink** since she didn't like red.

## EXPAND

- 1 Money isn't the only counterfeit product. Look at the pictures of other counterfeit products. How can you tell that these products are fake? Discuss with a partner.



1. Pirated CD

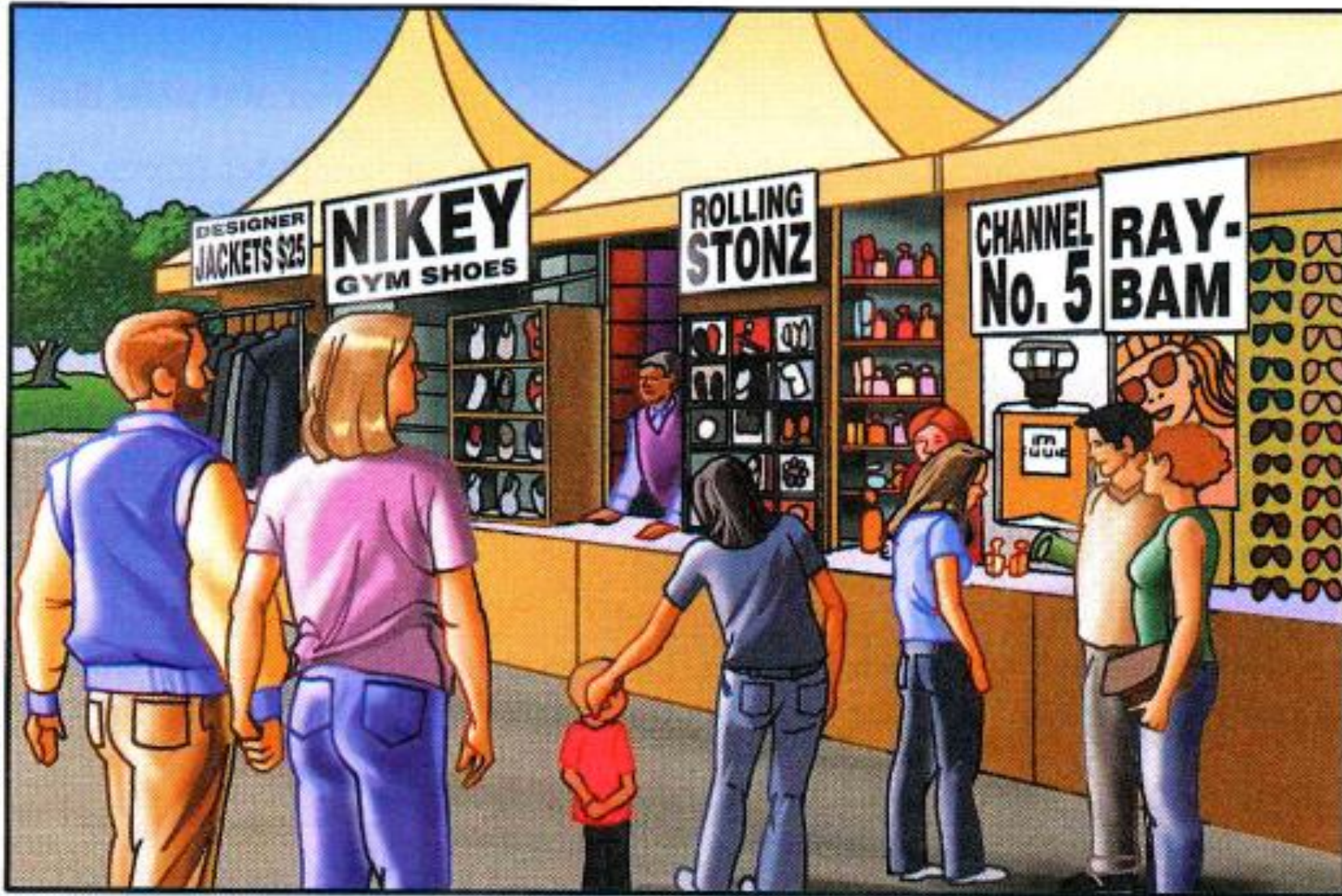


2. Imitation sports shoes



2 Read about Nicola and Jim, and look at the picture.

Nicola and Jim are at the flea market, a market where people sell lots of cheap products. Nicola is surprised that there are so many cheap designer products. Jim knows that these products are all fake.



Now complete the conversation with the words from the box.

~~brand name~~

labels

packaging

quality

imitation

logo

pirated

**NICOLA:** Jim! Look at this! They have Rayban sunglasses for only \$25!

**JIM:** Nicola, those aren't real. Those are *Raybams*—the brand name is spelled wrong!  
1.

**NICOLA:** Oh. But what about these bottles of perfume? It's Chanel!

**JIM:** Can't you tell that those are fake? They have different labels and  
2.  
packaging.  
3.

**NICOLA:** Oh, look! Here are some CDs of the Rolling Stones. I love the Rolling Stones!

**JIM:** These CDs are pirated. Someone just copied the covers on their scanner.  
4.



**NICOLA:** Well what about the shoes? These are Nikes, and they are really cheap!

**JIM:** You can tell that they are not Nikes because the logo looks wrong . . .  
5.

They are cheaper because the quality is bad. They will probably fall apart in  
6.  
one week!

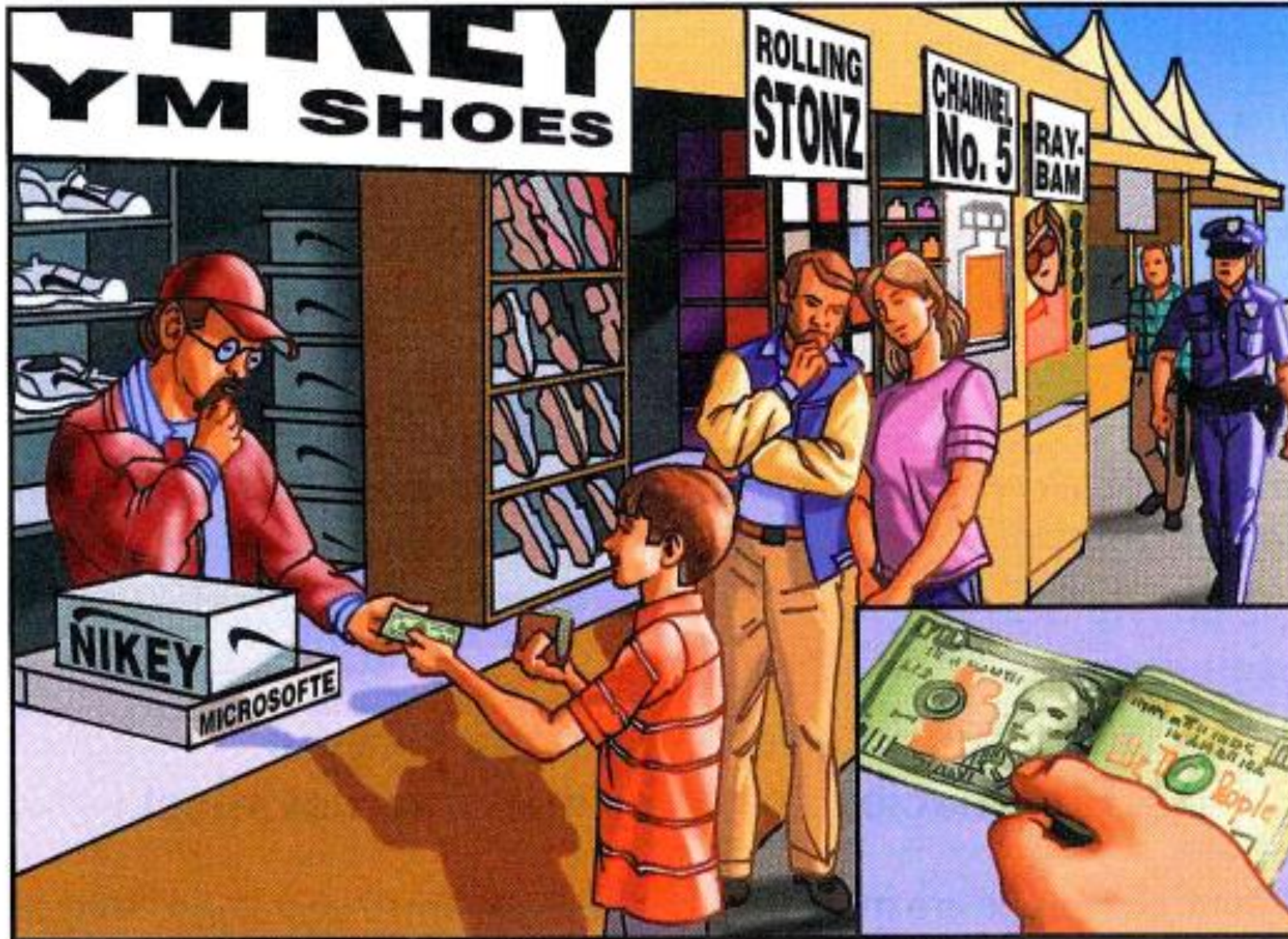
**NICOLA:** What about those jackets? They look like Hollister.

**JIM:** For \$25? They are imitation Hollister. Nicola, *everything* here is fake!  
7.



## CREATE

Look at the picture and complete the conversation. Use as many of the words from the box as you can.



arrest	counterfeit	illegal	nervous	real
bills	counterfeiter	imitation	packaging	quality
brand name	equipment	label	<del>pirated</del>	scanner
completely	fake	logo	prevent	

**NICOLA:** Well, maybe *you* know that these products are all fake, but that kid over there is buying a lot of stuff. Look! He just bought some software.

**JIM:** Oh, that is pirated. You can tell because the label looks strange.

**NICOLA:** And now he's buying fake bags.

How do you think he got all that money?

**JIM:** That's not real money. I think it's counterfeit.

**NICOLA:** Really? How can you tell it's not real?

**JIM:** It looks like he used a scanner and printer.

**NICOLA:** You're right. He also seems really nervous.

**JIM:** Uh, oh. Look behind you! There are some policemen.

**NICOLA:** Do you think he'll get arrested??

**JIM:** I don't know, but I think we should leave before there is trouble!



## GRAMMAR

- 1 Read the public service announcement. Underline the words that end in **-er**. Then answer the questions.

### **WARNING!**

**Counterfeit drugs can kill you!**  
**Pharmacies are safer than Internet sites!**

- Counterfeit drugs are more common today than 10 years ago. They are usually cheaper than real drugs, but they are very dangerous!
- These drugs are often for sale on the Internet. Buying things online is easier than going to a real pharmacy, but it can be dangerous.
- Always buy your medicines at pharmacies. If you want to check your drugs to see if they are real, ask your pharmacist to check. They can tell which pills are counterfeit and which are real.

1. What three words did you underline? safer, cheaper, easier
2. What word follows each of these words? than

The words you underlined are **adjectives in the comparative form**.

## COMPARATIVE FORM OF ADJECTIVES

1. Use the **comparative** form of adjectives to compare two people, places, or things.

They are usually **cheaper** than real drugs.  
Buying things online is **easier** than going to the store.

2. If the adjective has one syllable, add **-er** to make the comparative.

Add only **-r** if the word ends in **-e**.

fast	faster
old	older
large	larger

3. When a one-syllable adjective ends in a consonant + vowel + consonant, double the last consonant and add **-er**.

big	bigger
hot	hotter

4. If a two-syllable adjective ends in **-y**, change **y** to **i** and add **-er**.

easy	easier
busy	busier

5. Some adjectives have **irregular** comparative forms.

good	<b>better</b>
bad	<b>worse</b>

6. For most adjectives that have two or more syllables, add **more** before the adjective to make the comparative.

Counterfeit drugs are **more common** today than 10 years ago.

7. Use **than** after the comparative form and before the second person, place, or thing.  
If the second person, place, or thing is understood, do not use **than**.

This camera is **cheaper than** that one.  
This bag is **more expensive than** that one.  
Bart doesn't like his computer. He wants to buy one that is **faster**.



# The Ultimate Shoppers' Blog

**HOME**

**CONTACT**

**ABOUT US**

You read it in the news every day. Police find millions of dollars in fake computers, clothing, drugs, and CDs every year. They say their job is getting harder because the copies get better each year. The copies are so good, it's difficult for even the police to know if they are real or not. If the police can't tell, what is a shopper to do?

**My advice:**

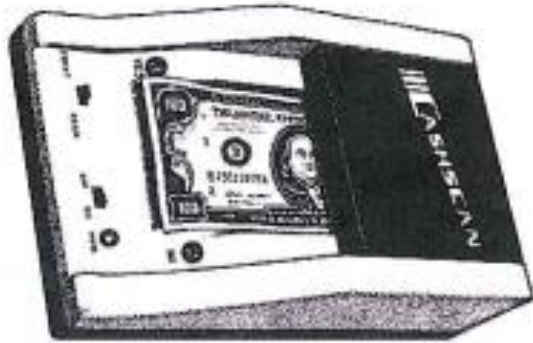
**Shop at a store you trust.** Online you see some shampoo that is cheaper than what you pay at your salon. You could save \$10 per bottle. Who do you trust? Do you feel more comfortable trusting the online company you don't know or the salon you visit every six weeks?

**Know the price.** Everyone wants to pay less. But you know a D&G bag costs \$1,500. When you see it for \$100, don't buy it. Yes, the real thing is more expensive. But it's real, not fake. Remember, it's easier to tell the fakes from the real thing if you know the price.

**Be smart.** Counterfeiters want you to believe them. But you have to be smarter than them. Look at the label carefully. Pay attention to the language. Look for mistakes in the label and in the tags.

- 3 Read the descriptions of two anti-counterfeit machines. Then write sentences comparing the two machines. Use the adjectives from the box.

### Electronic Cash Scanner



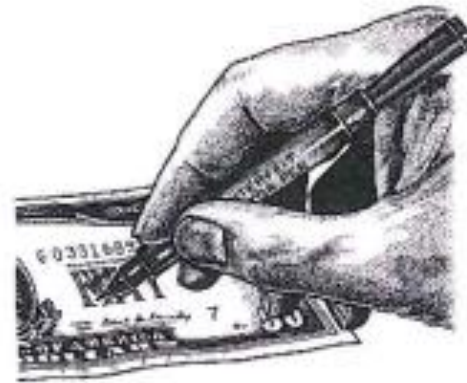
\$49.99

Will last for 10 years

TO USE: Place bills in machine and wait a few seconds for machine to electronically scan them.

If bills are counterfeit, a red light flashes and an alarm sounds.

### Currency Validator Pen



\$12.98

Will test up to 5,000 bills

TO USE: Make a small dot on each bill with the pen. Wait for the color to turn dark brown (counterfeit) or to turn yellow (good).

If bills are counterfeit, a dark brown spot appears on bill.



bad

difficult (to use)

expensive

good

slow

cheap

easy (to use)

fast

large

strong

1. The electronic cash scanner is stronger than the currency validator pen.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

## FINAL WRITING TASK

In this unit, you read about counterfeit money and counterfeit products like CDs, sports shoes, designer clothes, and watches.

Now you are going to **write a paragraph about a counterfeit product** of your choice. You are going to tell what the product is, where you can buy the product, and how you can tell it is fake. End your paragraph by saying if you think it's a good idea to buy this product. Use the vocabulary and grammar from the unit.\*

### PREPARE TO WRITE: Clustering

One way to get ideas for your paragraph about a counterfeit product is by **clustering**. Clustering helps you see your ideas and how they are connected. In a **cluster diagram**, the topic is in a large circle in the middle. New ideas are in smaller circles and are all connected to the topic.





## WRITE: A Well-organized Paragraph

To write a well-organized paragraph, you need to **select the right information**. Read the directions for your writing assignment carefully. They can often help you organize your ideas by telling you what information to include.

- 1** Go to page 74 and reread the directions for writing your paragraph about a fake product. Then read the list and check off the information you need to include. Cross out the things that you don't need to include in your paragraph.

- ☐ 1. ~~Describe counterfeit money.~~
- ☒ 2. Tell if you think it's a good idea to buy the product.
- ☐ 3. ~~Tell exactly how much the counterfeit product costs.~~
- ☒ 4. Tell what the product is.
- ☐ 5. ~~Tell about a time a store checked to see if the money you used was counterfeit.~~
- ☒ 6. Tell where to buy it.
- ☐ 7. ~~Describe the people who make the product.~~
- ☒ 8. Describe how you can tell it is fake.
- ☐ 9. ~~Tell how to find out if the fake product is legal or not.~~
- ☐ 10. ~~List the ways the United States tries to prevent counterfeiting products.~~

2

Read the sentences about pirated software. They do not all belong in a paragraph for this assignment. Cross out the sentences that do not belong in this paragraph. Next to each sentence that remains, write a note telling what kind of information the sentence gives.

What the product is

1. Pirated software is one product that is counterfeit.

\_\_\_\_\_

2. ~~Pirated music CDs are also a big problem, especially for the musicians.~~

Where you can buy it

3. I can buy pirated software in some small computer stores I know.

How you can tell if it is fake

4. You know it is pirated if it is very cheap.

How you can tell if it is fake

5. You can tell the software is pirated if the label is from a copy machine.

How you can tell if it is fake

6. Sometimes the seller gives you a CD that has no printing on it.

\_\_\_\_\_

7. ~~Sometimes real copies of software cost more than a thousand dollars.~~

Whether you think it is a good idea to buy it.

8. I think it is wrong to buy pirated software because it is like stealing from the company.



**3** Now list the information you need to include in your paragraph. Then write the first draft of your paragraph.

1. Tell what the product is: \_\_\_\_\_
2. Tell where to buy it: \_\_\_\_\_
3. Describe how you can tell it is fake: \_\_\_\_\_
4. Tell if you think buying the product is a good idea: \_\_\_\_\_

## REVISE: Giving Explanations

Can a reader actually tell the difference between the fake product you describe and the real product? A reader often needs **more information**, **more detail**, and **more explanations**.

- 1 Read the paragraph about Keen sandals. The reader wanted more information to really help her tell the difference. Look at the questions she wrote.

How can I tell?

Keen sandals are good sandals for hiking, but there are a lot of imitation Keens in stores. It is easy to tell the difference. Real Keens are stronger than fake Keens. They are also more expensive. Real Keens have the logo on them. Fake Keens are OK to wear in your house, but if you plan to walk a lot, you should get real ones.

How much do real  
and fake ones cost?

What does the logo  
look like?



Now the writer has rewritten the paragraph. See how much clearer it is.

Keen sandals are good sandals for hiking, but there are a lot of imitation Keens in stores. It is easy to tell the difference. Real Keens are stronger than fake Keens. If you pinch the soles with your fingers, Keens feel hard, but imitations feel very soft, like a pillow. Real Keens are also more expensive. They cost about \$85, but you can get them on sale for \$40 sometimes. If you are paying only \$25 or less, the sandals are probably not real Keens. Real Keens have the logo on them. The logo is yellow letters on a black background. Fake Keens are OK to wear in your house, but if you plan to walk a lot, you should get real ones.

- 2 With a partner, read the following paragraph and write questions to show where you need more detail, just as the reader of the Keen paragraph did.

I like Obsession perfume by Calvin Klein, but I have to be careful to buy real Obsession and not fake. Guys sell fake Obsession perfume on the sidewalk in Los Angeles. The bottles are the same shape as real Obsession, but the label looks different. If you put the fake perfume on, it has the wrong smell. Fake Obsession is cheaper than real Obsession. But if you buy it, you waste your money because it smells very bad.

- 3 Share first drafts with a partner. Write questions on your partner's draft. The questions should help your partner give more information about how to tell the difference between the fake and the real product he or she describes.
- 4 Now look at your first draft and at your partner's questions. Give more information about how to tell the difference between the fake and the real product you describe.



## EDIT: Writing the Final Draft

Go to MyEnglishLab and write the final draft of your paragraph. Carefully edit it for grammatical and mechanical errors, such as spelling, capitalization, and punctuation. Make sure you use some of the vocabulary and grammar from the unit. Use the checklist to help you write your final draft. Then submit your paragraph to your teacher.

### FINAL DRAFT CHECKLIST

- ☐ Is your paragraph well organized? Does it have the right information?
- ☐ Does your paragraph tell about a counterfeit product?
- ☐ Does it tell where you can buy this counterfeit product?
- ☐ Does it explain how you can tell that this product is fake?
- ☐ Does it give your opinion about why it is or isn't a good idea to buy this product?
- ☐ Do you use comparative adjectives correctly?
- ☐ Do you use new vocabulary that you learned in this unit?

# UNIT PROJECT

All countries work hard to prevent counterfeiting. Research ways that countries other than the United States do this. Decide which bills you think are most difficult to copy. Follow these steps:

**STEP 1:** Collect two or three bills from countries other than the United States. You might ask classmates from different countries or people who travel to lend you some bills.

**STEP 2:** Examine the bills carefully and take notes about what you notice. Pay attention to the features that might be difficult for a casual counterfeiter to copy. Here are some ways to examine the bills:

- Feel the paper. Does it feel special?
- Look at the bill. Use a magnifying glass, if you have one. Do you see any microprint or other fine details?
- Hold the bill up to a light (or a UV light if you have one). Do you see anything special?
- What else do you notice about the bill?





## Unit 4: Subway Etiquette

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# Vocabulary

## REVIEW

Read "An Open Letter to Subway Riders." Decide what kind of word (noun, adjective, or verb) you need to fill each blank. Look at the lists in the box. Choose the correct word from the appropriate list and write it in the blank.

### Nouns

etiquette

expert

eye contact

manners

pole

### Adjectives

annoyed

civilized

confused

elderly

~~rude~~

### Verbs

blocking

blow his nose

enforce

push

rely on

sneeze



## An Open Letter to New York Subway Riders

Being a New York subway rider like you, I know that in our subway it is 1. rude to talk to strangers, and I also know that we should not make 2. eye contact with each other.

I am not 3. expect on subway rules, but I do know about being polite. And I think we, New York subway riders, are forgetting some basic rules of 4. etiquette.

Yesterday, I was on the A train when a very 5. elderly man got on the train. As the train started to go, the poor man had to hold on to a 6. pole so that he didn't fall down. There were young people sitting in the seats around him. I was so 7. annoyed with them! None of them moved. There was no one to 8. enforce the "give your seat to elderly passengers" rule, so I stood up. I was far from the old man, so I called to him, and he started to come my way. He certainly wanted a seat. But there was a woman who was

\_\_\_\_\_ **blocking** \_\_\_\_\_ the way. So the poor man had to stand there. He was too polite to  
9.

\_\_\_\_\_ **push** \_\_\_\_\_ her out of the way. To make things worse, there was a kid next to him who  
10.

seemed to have a terrible cold. He started to \_\_\_\_\_ **sneeze** \_\_\_\_\_ on the old man. I wanted to  
11.

hand that kid a tissue for him to \_\_\_\_\_ **blow your nose** \_\_\_\_\_, but I didn't.  
12.

I thought that New York was a \_\_\_\_\_ **civilized** \_\_\_\_\_ city, but I guess I was  
13.

\_\_\_\_\_ **confused** \_\_\_\_\_. You can't \_\_\_\_\_ **rely on** \_\_\_\_\_ anyone here to have good  
14. 15.

\_\_\_\_\_ **manners** \_\_\_\_\_ anymore.  
16.



## EXPAND

What is the correct response to each of the statements? Pay attention to the boldfaced words. Match each statement with a response from the list on the next page. Each response can be used more than once.

### Statements

- a   1. I gave my seat to a woman with three small children yesterday. It felt like the **polite** thing to do.
- d   2. My newspaper blew out of my hands when the train came. I didn't want to **litter**, but I couldn't pick the paper up off the tracks.
- b   3. I did not have a MetroCard, and I didn't have time to wait **my turn** at the MetroCard machine, so I just jumped over the turnstile.
- d   4. I know that it is **impolite** to talk on a cell phone on the bus. But I just found out that my father was in the hospital.
- c   5. Where I come from, it's polite to say hello to other people on a long bus ride. So I **greeted** everyone when I got on the bus to Chicago.
- d   6. I felt bad that I didn't **tip** the taxi driver. But my wallet was stolen earlier today, and I only had enough money for the taxi ride.
- a   7. I **stood in line** to wait for the train in London since that was what everyone else seemed to be doing.

## Responses

- a. Good, you **followed the rules**. That was the right thing to do.
- b. You **broke the rules**. You shouldn't do that.
- c. What you did is **against the rules** of etiquette in the United States. These are unwritten rules, but they are still rules that you should learn.
- d. Well, that's an **exception to the rule**. In unusual situations it is OK not to follow the rules.

Read the letters to an advice column about public transportation etiquette. Write a response to each letter. Try to use the words in parentheses for each one.

1.

I am always annoyed when I take a taxi and I pay the driver, and he asks if I want change. Is that rude or am I crazy?

—John, Chicago

Dear John: (against the rules of etiquette / tip)

Asking "Do you want change?" is not against the rules of etiquette. The driver is  
trying to save you time. You can simply say "Yes, I want change" and then decide  
how much money you want to tip the driver.



2.

I take the train to work every morning. I always listen to music or the radio with my earbuds. My boyfriend thinks I am rude because I can't hear people talk to me when I have earbuds in. But I don't really want to talk to people early in the morning. What do you think?

—Michelle, Washington D.C.

Dear Michelle: (follow the rules / impolite)

**2. Don't worry. It's NOT impolite to listen to music with earbuds on the train. It's a public place. Your boyfriend might need to learn to follow the rules of etiquette in New York, though. There is an unwritten rule against talking to people you don't know!**

3.

I just arrived here in New York from Togo, West Africa, to study for a year. I ride buses everywhere. But sometimes I get a little lost. I am afraid to ask the bus drivers for help because there are big signs on all the buses that say *Do not talk to the driver*. I am afraid to even say hello to the driver. How can I ask if I am on the right bus without breaking the rules?

—Aliou, New York City

Dear Aliou: (manners / greet / exception)

**3. That rule is about talking to the driver when it is not necessary. If you need information, that is important, and it is an exception to the rule. You can also greet the driver, but don't be surprised if he does not greet you back. This is New York. I think people in Togo have better manners!**

# GRAMMAR

**1** Underline the verbs in the list of suggestions from Readings One and Two. Then answer the questions.

- Don't lean on the poles.
- Talk quietly.
- Cover your mouth and nose when you sneeze or cough.
- Don't block the entrance.
- Give your seat to elderly passengers or to parents with small children.
- Please don't talk on your cell phone.

1. Is there a subject in any of the sentences above? **No**
2. Who is expected to do the things listed above? **the person or people you're talking to**



## IMPERATIVE SENTENCES

- |   |  |
|---|--|
| 1. Use the imperative when you want to give clear <b>directions</b> or <b>orders</b> .  | <b>Cover</b> your mouth and nose.<br><b>Talk</b> quietly.<br><b>Don't block</b> the entrance.                |
| 2. To form the imperative, use the <b>base form</b> of the verb.  | <b>Take</b> your feet off the seat.<br><b>Push</b> gently.   |
| 3. In the negative, use <i>don't</i> before the base form of the verb.  | <i>Don't lean</i> on the pole.   |
| 4. The subject of an imperative sentence is always <i>you</i> .<br><br>We never state the subject unless we are addressing someone in particular.   | CORRECT: <b>Talk</b> quietly.<br>INCORRECT: <b>You talk</b> quietly.<br><b>Mario</b> , talk quietly.         |
| 5. To make a polite request, use the imperative with <i>please</i> at either the beginning or end of the sentence.<br><br>If <i>please</i> is at the end of the sentence, there is a comma before it. | <i>Please</i> don't talk on your cell phone.<br>Be quiet, <i>please</i> .<br><br>Don't push, <i>please</i> . |

2

Make imperative statements. Use the correct form of the verbs in parentheses.

1. **Don't smoke** \_\_\_\_\_ on airplanes.  
(smoke / not)
2. **Turn off** \_\_\_\_\_ your cell phone at the movies.  
(turn off)
3. **Don't look at** \_\_\_\_\_ your iPod in class, please.  
(look at / not)
4. **Don't sing** \_\_\_\_\_ at a concert.  
(sing / not)
5. **Don't park** \_\_\_\_\_ in a red zone.  
(park / not)
6. **Tip** \_\_\_\_\_ your taxi driver at least 10 percent.  
(tip)
7. **Take out** \_\_\_\_\_ your earbuds when you talk to me!  
(take out)

3

Rewrite the rules or suggestions for polite behavior, using the imperative. Remember that you can use "please."

1. People shouldn't play loud music on the bus.

**Please don't play loud music on the bus.**

2. There is no smoking on the bus.

**Don't smoke on the bus, please.**

3. You should always say hello to your driver.

**Always say hello to your driver**

4. Shawn, you know that it's against the rules to talk to the driver.

**Shawn, please don't talk to the driver. It's against the rules.**

5. Making eye contact with strangers is against New York's rules of etiquette.

**Don't make eye contact with strangers. It's against New York's rules of etiquette.**



## FINAL WRITING TASK

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In this unit, you read about subway etiquette in New York and Tokyo. Now think about a city you know well. What kind of etiquette does it have on its public transportation (subway, buses, taxis, trains, etc.)?

You are going to ***write a Web page about etiquette on a type of transportation*** in that city. First, you will give some information about the type of transportation you chose. Then you will give a list of important rules of etiquette for this type of transportation. Use the vocabulary and grammar from the unit.\*

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## PREPARE TO WRITE: Listing

**Listing** is making a list of your ideas before you begin to write. When you make a list, it is not necessary to write complete sentences.

- 1 Choose a type of public transportation that you know well. Fill in the city or town and type of transportation you are writing about. List all of the rules that you can think of.

City or Town: \_\_\_\_\_

Type of Transportation: \_\_\_\_\_

Rules of Etiquette: \_\_\_\_\_

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- 2 Look at your list and cross out the rules that are less important. Keep the rules that are the most important. You should list about five rules.

## WRITE: A Web Page

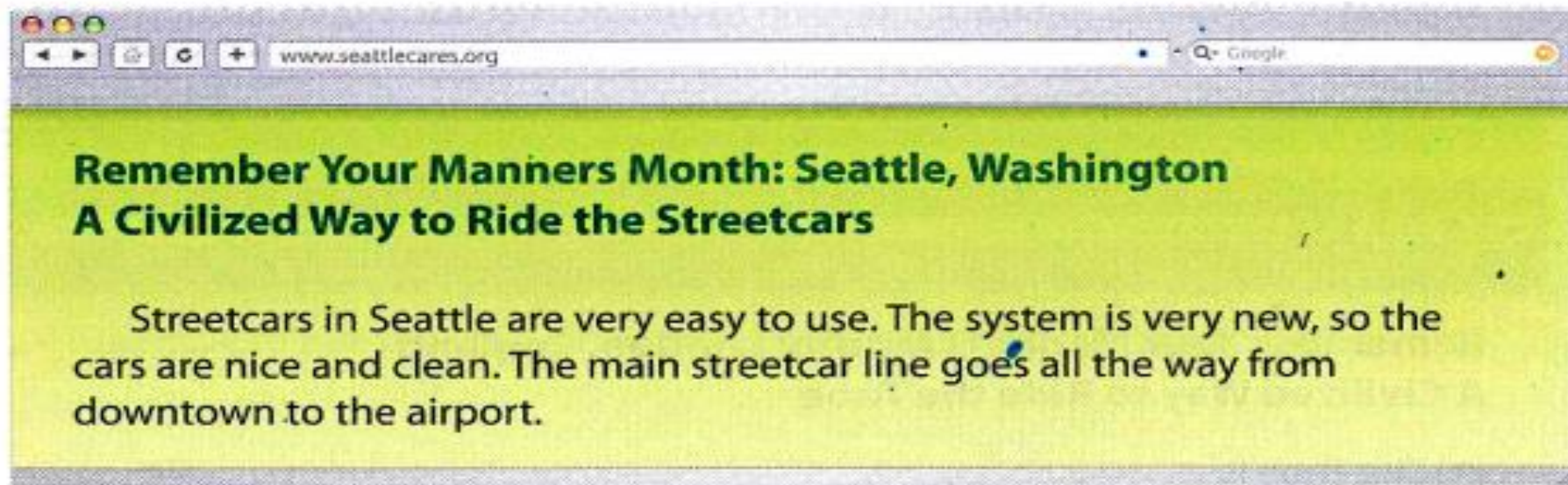
### WRITING TO GIVE GENERAL INFORMATION

A **Web page** is a place on the Internet that gives information about a particular subject. So, writing a Web page is writing to inform. When you write to inform people about something, you often write in the “**second person**” (using *you*, not *I*). This is not the place to tell your own stories. You should include only general information about the subject you are writing about.

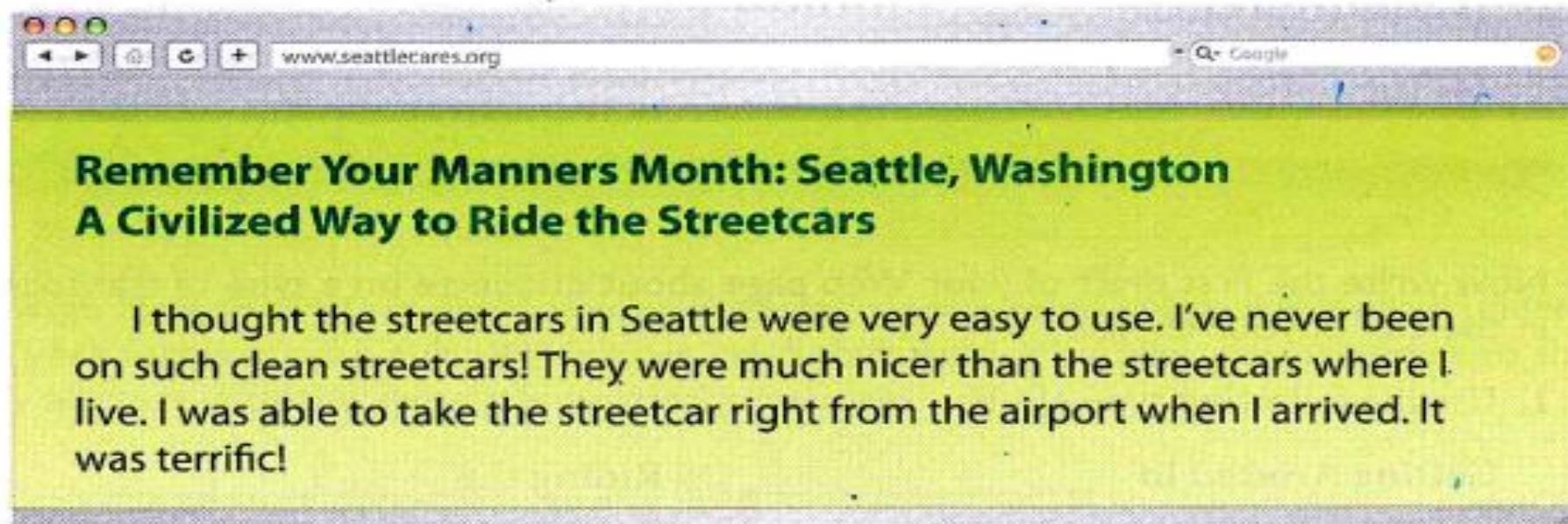
- 1 Look at the two introductions to a Web page about the Seattle streetcars. Check (✓) the one that gives you the clearest information about streetcars in Seattle.



☒ A.



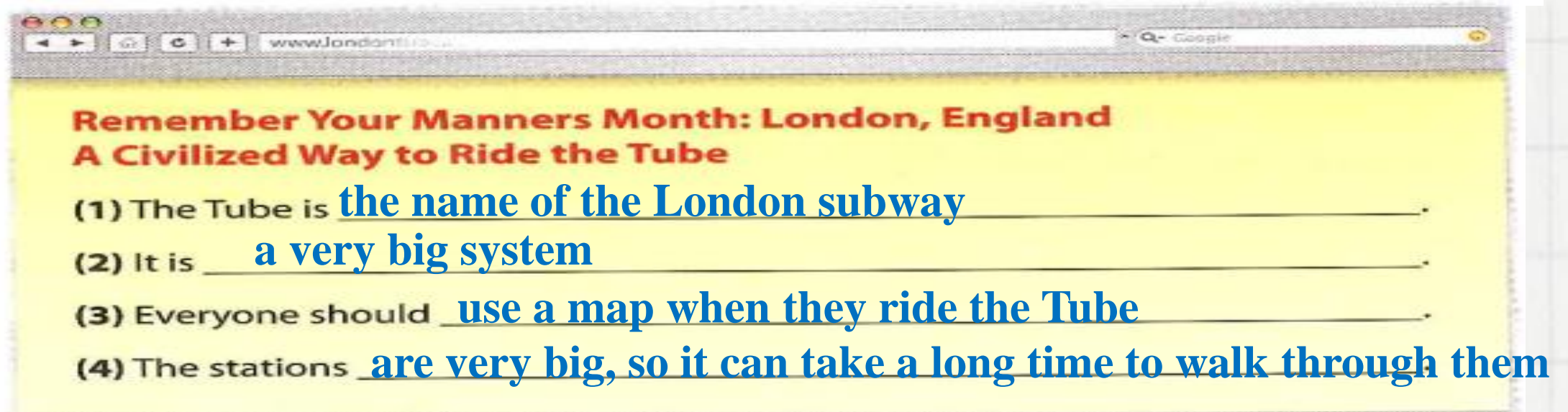
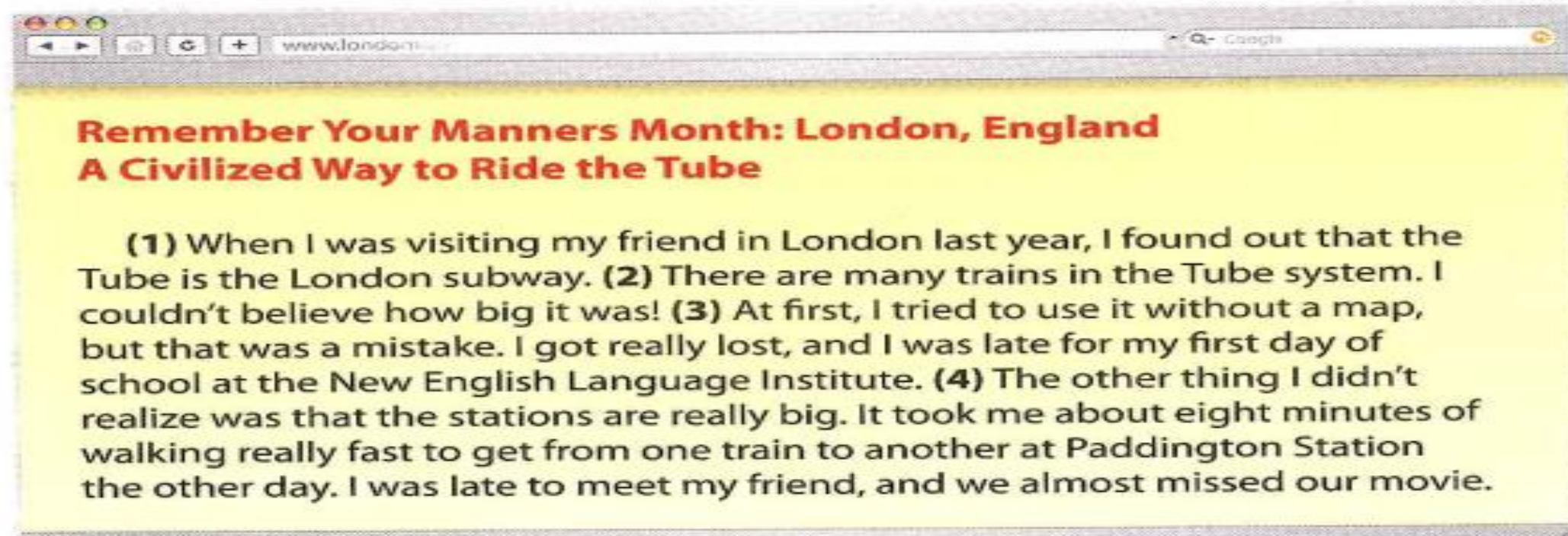
☐ B.





2

Look at this introduction to a Web page about the London Underground (familiarily called the Tube). Rewrite each sentence so that it is not about the writer.



**3** Now write the first draft of your Web page about etiquette on a type of transportation in the city of your choice.

1. Use the following type of title:

Getting Around in \_\_\_\_\_ OR Riding the \_\_\_\_\_

2. Write an introduction where you give some important information about the type of transportation that you are writing about.

3. List a few rules (written or unwritten) that riders should know about.



## REVISE: Using Parallel Structure

When you write a list, it is a good idea to make all the items in the list **parallel**. Each item should start with the same **grammatical structure** (noun, verb form, gerund, etc.). This makes them clearer and easier to read. Lists that use different grammatical structures at the beginning of each item can be difficult to read.

**1** Underline the verb forms in each list. Which list is clearer? Check (✓) **A** or **B**.

☒ **A.**

A few rules of etiquette for riding the Tube are:

- Walk quickly in the stations.
- Don't eat on the trains.
- Study your map before you begin your trip (so that you don't have to stop and block the way in the station).

☐ **B.**

There are several rules for riding the Seattle streetcars:

- Eating is against the rules.
- You should buy a ticket before you get on the train.
- You have to put your bicycle in the end of the car where it says "Bikes."
- Don't smoke.

**2** Rewrite the list of rules for the Seattle streetcars, using parallel structure.

There are several rules for riding the Seattle streetcars:

- Don't eat on the streetcars. It's against the rules. \_\_\_\_\_
- Buy a ticket before you get on the train. \_\_\_\_\_
- Put your bicycle in the end of the car where it says "Bikes." \_\_\_\_\_
- Don't smoke. \_\_\_\_\_

**3** Now go back to the first draft of your Web page. Look at your list of rules and underline the verb forms in each rule. If there are rules that are not parallel, correct them so that they all start with the same grammatical structure.

### EDIT: Writing the Final Draft

Go to MyEnglishLab and write the final draft of your Web page. Carefully edit it for grammatical and mechanical errors, such as spelling, capitalization, and punctuation. Make sure you use some of the vocabulary and grammar from the unit. Use the checklist to help you write your final draft. Then submit your Web page to your teacher.

#### FINAL DRAFT CHECKLIST

- ☐ Does the title of your Web page tell where and what kind of transportation you are writing about?
- ☐ Does it give general information about this kind of transportation?
- ☐ Does it avoid stories from your own personal experience?
- ☐ Does it give information that would be useful to a reader who is going to visit this city and take this type of transportation?
- ☐ Does your Web page tell about rules for riding this type of public transportation?
- ☐ Do the rules in the list all follow parallel structure?
- ☐ Do you use the imperative correctly?
- ☐ Do you use new vocabulary that you learned in this unit?



## UNIT PROJECT

Work with a partner. Choose a place that you both want to travel to and that you don't know very well. Research this culture's rules of etiquette. Follow these steps:

**STEP 1:** Choose the place that you would like to go to.

**STEP 2:** Divide your work so that each of you researches different categories of etiquette. Some of the categories you might research are:

- eating
- traveling
- doing business
- dating
- being a university student
- meeting new people

**STEP 3:** Interview people in your class to see if anyone knows anything about this place. You might ask the following question:

*What rules of etiquette for (eating) are different from here?*

**STEP 4:** Search on the Internet about “etiquette in \_\_\_\_\_.” You will find a lot of information. Try to find the etiquette rules that are mentioned several times in several websites.

**STEP 5:** Make a list of the rules that you need to remember if you go to this country. You might want to list them by category.

**STEP 6:** Share your results with the class.

## ALTERNATIVE WRITING TOPICS

Write about one of the topics. Use the vocabulary and grammar from the unit.

1. Your newspaper is asking for suggestions for new rules for the public transportation system in your town. Write an email giving your suggestions for rules you would like to see. Be sure to explain what type of public transportation you are writing about.
2. Sometimes people from one culture think that people from another culture are rude. In reality, they are just following different rules of etiquette. Write two paragraphs comparing etiquette in two cultures you know that are very different. What rules might help people in those two cultures get along?







