

## CHAPTER 5 (pages 102–120)

### Questions about the Model (page 104)

1. As an experienced student, I know that it is easier to make a good impression on your course instructors if you follow these fundamental steps. The words *if you follow these fundamental steps* lets readers know that the paragraph will explain a process.
2. First, before you go to class, do all of the assigned reading and homework.  
Second, arrive for class a few minutes early.  
Next, participate actively throughout the lesson.  
Finally, when the class meeting ends, remain seated.
3. It gives the positive result of following the steps in the process. The information helps show the purpose of the paragraph.

### PRACTICE 1: Identifying and Forming Phrasal Verbs (page 104)

- A clear up—Sentence 18  
going on—Sentence 7  
jump at—Sentence 12  
keep up—Sentence 4  
speak up—Sentence 13  
turn off—Sentence 8
- B 2. break down  
3. fall through  
4. mix up  
5. wipe out  
6. drop in

### PRACTICE 2: Writing Topic Sentences for Process Paragraphs (page 106)

Answers will vary.

### PRACTICE 3: Identifying and Using Time-Order Signals (page 107)

- A *first*—Sentence 3; *second*—Sentence 5;  
*next*—Sentence 9; *finally*—Sentence 15
- B 2. Second,  
3. The third step  
4. Finally  
5. To sum up,