UNDERSTANDING AND USING English Grammar

FIFTH EDITION
TEACHER'S GUIDE

Martha Hall
Betty S. Azar
Stacy A. Hagen

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Preface

This *Teachers' Guide* is intended as a practical aid to teachers. It provides notes on the content of a unit, user-friendly grammar explanations and strategies for approaching the exercises as well as suggestions for expansions on included classroom activities. It also includes answers to the exercises in the text.

Helpful teaching material can be found in the introduction:

- the rationale and general aims of Understanding and Using English Grammar
- classroom techniques for presenting charts and using exercises
- ideas for expanding on the exercises provided
- strategies for promoting conversation around the grammar, vocabulary and real world topics presented
- suggestions on using the Workbook in connection with the student book
- supplementary resource texts
- comments on differences between American and British English
- a key to the pronunciation symbols used in this Guide

The rest of the *Guide* contains detailed notes and instructions for teaching every chapter. Each chapter contains three main parts: the chapter summary, the background notes on charts and exercises (found in the gray shaded boxes), and the bulleted step-by-step instructions for the charts and most of the exercises.

- The Chapter Summary explains the objective and approach of the chapter. It also explains any terminology critical to the chapter.
- The gray background notes boxes contain additional explanations of the grammar point, common problem areas, and points to emphasize. These notes are intended to help the instructor plan the lessons before class.
- The bulleted step-by-step instructions contain detailed plans for conducting the lesson in class.

The back of the *Guide* contains the answer key for the student book and an index.

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Introduction

General aims of *Understanding and Using English Grammar*

Understanding and Using English Grammar is a high-intermediate to advanced level ESL/EFL developmental skills text. In the experience of most classroom teachers, language learners appreciate spending at least some time on grammar with a teacher to help them. For most English language learners, grammar remains the basis of their experience of English. The process of looking at and practicing grammar becomes a springboard for expanding the learners' abilities in speaking, writing, listening, and reading.

Most students find it helpful to have special time set aside in their English curriculum to focus on grammar. Students generally have many questions about English grammar and appreciate the opportunity to work with a text and teacher to make sense out of the sometimes confusing array of forms and usages in this strange language. These understandings provide the basis for advances in usage ability as students experiment, both in speaking and writing, with ways to communicate their ideas in English.

Teaching grammar does not mean lecturing on grammatical patterns and terminology. It does not mean bestowing knowledge and being an arbiter of correctness. Teaching grammar is the art of helping students make sense, little by little, of a huge, puzzling construct, and engaging them in various activities and conversations that enhance abilities in all skill areas and promote easy, confident communication.

The text depends upon a partnership with a teacher; it is the teacher who animates and directs the students' language learning experiences within the context of the classroom. In practical terms, the aim of the text is to support you, the teacher, by providing a wealth and variety of material for you to adapt to your individual teaching situation. Using grammar as a base to promote overall English competence, teacher and text can engage students in interesting discourse, challenge students' minds, activate their passive language knowledge and skills, and intrigue them with the power of language as well as the need for accuracy to create meaning. In short, effectively engaging students with grammar is engaging students with real communication and not dry exercises. It is the teacher's role to bring life to what is provided here.

Suggestions for the Classroom

Presenting the Grammar Charts

Each chart contains a concise visual presentation of the structures to be learned. The majority of the charts are preceded by a quick Warm-up exercise designed to help students recognize the grammar before the presentation of the chart (see the Exercise Types section for a more detailed discussion of the Warm-up exercises). Presentation techniques often depend upon the content of the chart, the level of the class, and students' learning styles. Not all students react to the charts in the same way. Some students need the security of thoroughly understanding a chart before trying to use the structure. Others like to experiment more freely with using new structures; they refer to the charts only incidentally, if at all.

Given these different learning strategies, you should vary your presentation techniques and not expect students to "learn" or memorize the charts. The charts are just a starting point for class activities and also serve as a point of reference. Some charts may require particular methods of presentation, but generally any of the following techniques are effective. What matters most is that teachers tailor their technique to the needs of the actual students in their class.

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Technique #1: Present the examples in the chart, perhaps highlighting them on the board. Add your own examples, relating them to your students' experience as much as possible. For example, when presenting simple present tense, talk about what students do every day: come to school, study English, etc. Elicit other examples of the target structure from your students. Then proceed to the exercises.

Technique #2: Elicit target structures from students before they look at the chart in the textbook. Ask leading questions that are designed so that the answers will include the target structure. (For example, with present progressive, ask: "What are you doing right now?") You may want to write students' answers on the board and relate them to selected examples in the chart. Then proceed to the exercises.

Technique #3: Instead of beginning with a chart, begin with the first exercise after the chart. Ask a student to read the first item in the exercise as you work through the exercise with students, stop present the information in the chart using the white board. You can also refer to examples in the chart and help students articulate practices that explain these examples.

Technique #4: Assign a chart for homework; ask students to bring questions to class. (You may even want to include an accompanying exercise.) With advanced students, you might not need to deal with every chart and exercise during class time as many charts can be treated as a quick review. With intermediate students, it is generally advisable to clarify charts and do most of the exercises in a section, thereby confirming understanding of structures.

Technique #5: Each chapter has a pretest. With any chart within that chapter, you can refer back to the pretest and write the specific examples that chart addresses on the board. Begin with these, and use them as a guide to decide exactly which charts and related exercises to focus on. When working through the chart, you can refer to the examples in these exercises.

With all of the above, the explanations on the right side of the chart are most effective when recast by the teacher, not read word for word. Keep the discussion focus on the examples. Students generally learn best learn from repeated examples and lots of practice, rather than from lengthy explanations. In the charts, the explanations focus attention on what students should be noticing in the examples and the exercises.

Additional Suggestions for Using the Charts

The Here-and-Now Classroom Context

For every chart, try to relate the target structure to an immediate classroom or "real-life" context. Make up or elicit examples that use the students' names, activities, and interests. For example, when introducing possessive adjectives, use yourself and your students as subjects to present all the sentences in the chart. Use information you have gleaned about students and information students have gleaned about one another to personalize the examples presented. Then, have students refer to the chart for clarification and correction when faced with specific examples. The here-and-now classroom context is the ultimate best teacher resource you can have and clever exploitation and use of this context engages students in the grammar at hand.

Demonstration Techniques

Demonstration can be very helpful to explain the meaning of structures. You and your students can act out situations that demonstrate the target structure. For example, the present progressive can easily be demonstrated (e.g., "I *am writing* on the board right now"). Of course, not all grammar lends itself to this technique but many do. Always avail yourself of the contexts and tools you have on hand, most importantly your own animated body. When you can show something immediately by acting it out, absolutely do so before using yet more language to describe it. The more dynamically you present and the more you ground presentation in students' lived experience, the more they will need to use the grammar in the here and now. The more they need to use the grammar, the more these needed structures will become automatic to them.

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Using the Board

In discussing the target structure of a chart, use the classroom board whenever possible. Not all students have adequate listening skills for "teacher talk," and not all students can visualize and understand the various relationships within, between, and among structures. Draw boxes, circles, and arrows to illustrate connections between the elements of a structure.

Oral Exercises with Chart Presentations

Oral exercises usually follow a chart, but sometimes they precede it so that you can elicit student-generated examples to engage students in the grammar. If you prefer to introduce a particular structure to your students orally, you can always use an oral exercise before presenting the chart. The order presented in the text tends to work well but it will work best if you use it creatively and dynamically.

The Role of Terminology

Students need to understand the terminology, but you shouldn't require or expect detailed definitions of terms, either in class discussion or on tests. Terminology is just a tool, a useful label for the moment, so that you and your students can talk to each other about English grammar. Knowing how to accurately use structures is much more important than knowing the names for these structures.

Balancing Teacher and Student Talk

The goal of all language learning is to understand and communicate. The teacher's main task is to direct and facilitate that process. The learner is an active participant, first and foremost.

Many of the exercises in the text are designed to promote interaction between learners as a bridge to real communication and helping students recognize that they can, in fact, communicate well even with other non-native speakers is critical to their success and confidence.

The teacher has a crucial leadership role, with "teacher talk" a valuable and necessary part of a grammar classroom. Sometimes you will need to spend time clarifying the information in a chart, leading an exercise, answering questions about exercise items, or explaining an assignment. These periods of "teacher talk" should, however, be balanced by far longer periods of productive learning activity when the students are doing most of the talking and you are supporting them by offering helpful correction, vocabulary as needed and ideas to keep conversation going. It is important for the teacher to know when to step back and let students lead. Interactive group and pairwork play an important role in the language classroom as does any spontaneous conversation that may occur. As a rule, forego "getting through the grammar" when natural conversation erupts. Welcome spontaneous conversation and do your best to tie it back into the grammar when it has come to its conclusion. However, don't shut it down because you need to complete a chart or exercise.

Exercise Types

Warm-up Exercises

Newly created for the 4th edition, the Warm-up exercises precede all of the grammar charts that introduce new material. They serve a dual purpose. First, they have been carefully crafted to help students discover the target grammar as they progress through each Warm-up exercise. Second, they are an informal diagnostic tool for you, the teacher, to assess how familiar the class is with the target structure. While the Warm-ups are intended to be completed quickly, you may wish to write students' responses on the board to provide visual reinforcement as you work through the exercise.

First Exercise after a Chart

In most cases, this exercise includes an example of each item shown in the chart. Students can do the exercise together as a class, and the teacher can refer to chart examples where necessary. More advanced classes can complete it as homework. The teacher can use this exercise as a guide to see how well students understand the basics of the target structure(s). Try to vary the ways in which you complete and review this first exercise. If the chart presents newer or more challenging structures, you may want to have students engage with the exercise on sight, with no preparation on their own. By jumping right into the exercise you can provide helpful and immediate correction, help students refine their completions even as they produce them and write reminders, words and phrases on the board that can cement patterns in students' heads. If the matter presented in the chart is not so challenging for your group or review, you may want to have them prepare it on their own, and then

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read their completions aloud. Always take time to put particularly challenging items on the board. If each item in an exercise is very easy for students to complete, surprise and challenge them by asking myriad vocabulary questions and asking them if they can paraphrase items without using the same vocabulary.

General Techniques for Fill-in (written) Exercises

The fill-in or written exercises in the text require some sort of completion, transformation, discussion of meaning, listening, or a combination of such activities. They range from those that are tightly controlled to those that encourage free responses and require creative, independent language use. Following are some general techniques for the written exercises:

Technique A: A student can be asked to read an item aloud. You can say whether the student's answer is correct or not, or you can open up discussion by asking the rest of the class if the answer is correct. For example:

TEACHER: Juan, would you please read number 3?
STUDENT: Ali *speaks* Arabic.
TEACHER (to the class): Do the rest of you agree with Juan's answer?

The slow-moving pace of this method is beneficial for discussion not only of grammar items, but also of vocabulary and content. Students have time to digest information and ask questions. You have the opportunity to judge how well they understand the grammar.

However, this time-consuming technique doesn't always, or even usually, need to be used, especially with more advanced classes.

Technique B: You read the first part of the item and pause for students to call out the answer in unison. For example:

TEACHER (with the students looking at their texts): Ali . . . .
STUDENTS (in unison): speaks (with possibly a few incorrect responses scattered about)
TEACHER: speaks Arabic. *Speaks*. Do you have any questions?

This technique saves a lot of time in class, but is also slow-paced enough to allow for questions and discussion of grammar, vocabulary, and content. It is essential that students have prepared the exercise by writing in their books, so it must be assigned beforehand.

Technique C: Students complete the exercise for homework, and you go over the answers with them. Students can take turns giving the answers, or you can supply them. Depending on the meaning and length of the sentence, you may want to include the entire sentence, or just the answer. Answers can be given one at a time while you take questions, or you can supply the answers to the whole exercise before opening things up for questions. When a student gives an answer, the other students can ask him/her questions if they disagree.

Technique D: Divide the class into groups (or pairs) and have each group prepare one set of answers that they all agree is correct prior to class discussion. The leader of each group can present its answers.

Another option is to have the groups (or pairs) hand in their set of answers for correction and possibly a grade.

It's also possible to turn these exercises into games wherein the group with the best set of answers gets some sort of reward (perhaps applause from the rest of the class).

One option for correction of group work is to circle or mark the errors on the one paper the group turns in, make photocopies of that paper for each member of the group, and then hand back the papers for students to correct individually. At that point, you can assign a grade if desired.

Of course, you can always mix Techniques A, B, C, and D — with students reading some aloud, with you prompting unison response for some, with you simply giving the answers for others, and/or with students collaborating on the answers for others. Much depends on the level of the class, their familiarity and skill with the grammar at hand, their oral-aural skills in general, and the flexibility or limitations of class time.

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Technique E: When an exercise item has a dialogue between two speakers, A and B, ask one student to be A and another B, and have them read the entry aloud. Then, occasionally say to A and B: "Without looking at your text, what did you just say to each other?" (If necessary, let them glance briefly at their texts before they repeat what they've just said in the exercise item.) Students may be pleasantly surprised by their own fluency.

Technique F: Some exercises ask students to change the form but not the substance (e.g., to change the active to the passive, a clause to a phrase, and a question to a noun clause, etc.), or to combine two sentences or ideas into one sentence that contains a particular structure (e.g., an adjective clause, a parallel structure, a gerund phrase, etc.). Generally, these exercises are intended for class discussion of the form and meaning of a structure. The initial stages of such exercises are a good opportunity to use the board to draw circles and / or arrows to illustrate the characteristics and relationships of a structure. Students can read their answers aloud to initiate class discussion, and you can write on the board as problems arise. Or students can write their sentences on the board themselves. Another option is to have them work in small groups to agree upon their answers prior to class discussion.

Open-ended Exercises

The term "open–ended" refers to those exercises in which students use their own words to complete or respond to sentences, either orally or in writing.

Technique A: Exercises where students must supply their own words to complete a sentence should usually be assigned for out-of-class preparation. Then, in class students can read their sentences aloud and the class can discuss the correctness and appropriateness of the completions. Perhaps you can suggest possible ways of rephrasing to make a sentence more idiomatic or natural. Students who don't read their sentences aloud can revise their own completions based on what is being discussed in class. At the end of the exercise discussion, you can tell students to hand in their sentences for you to look at or simply ask if anybody has questions about the exercise and not have them submit anything to you.

Technique B: If you wish to use a completion exercise in class without having previously assigned it, you can turn the exercise into a brainstorming session in which students try out several completions to see if they work. As another possibility, you may wish to divide the class into small groups and have each group come up with completions that they all agree are correct and appropriate. Then use only those completions for class discussion or as written work to be handed in.

Technique C: Some completion exercises are done on another piece of paper because not enough space has been left in the textbook. It is often beneficial to use the following progression:

(1) assign the exercise for out-of-class preparation;
(2) discuss it in class the next day, having students make corrections on their own papers based on what they are learning from discussing other students' completions;
(3) then ask students to submit their papers to you, either as a requirement or on a volunteer basis.

Paragraph Practice

Some writing exercises are designed to produce short, informal paragraphs. Generally, the topics deliberately relate to aspects of students' lives in order to encourage free and personally relevant communication (who doesn't love to talk about himself). While a course in English rhetoric is beyond the scope of this text, important elements of expository writing are included and may be developed and emphasized, according to your students' needs.

For best results, whenever you give a writing assignment, let your students know what you expect: "This is what I suggest as content. This is how you might organize it. This is how long I expect it to be." If possible, give your students composition models, perhaps taken from the best compositions written by previous classes, perhaps written by you, perhaps composed as a group activity among the class as a whole (e.g., you write on the board what students tell you to write, and then you and your students revise it together).

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In general, writing exercises should be done outside of class. All of us need time to consider and revise when we write. And if we get a little help here and there, that's appropriate and not to be frowned upon. The topics in the exercises are structured so that plagiarism should not be a problem. Use in-class writing if you want to evaluate your students' unaided, spontaneous writing skills. Tell them that these writing exercises are simply for practice and that — even though they should always try to do their best — mistakes that occur should be viewed simply as tools for learning.

Encourage students to use a basic dictionary whenever they write. Discuss the use of margins, indentation of paragraphs, and other aspects of the format of a well-written paper. However, balance format with expression of freedom. Students should feel welcome and encouraged to write and make meaning and not be too confined by conventions of expository writing.

Error-Analysis Exercises

For the most part, the sentences in this type of exercise have been adapted from actual student writing and contain typical errors. Error-analysis exercises focus on the target structures of a chapter but may also contain miscellaneous errors that are common in student writing at this level (e.g., final *-s* on plural nouns or capitalization of proper nouns). The purpose of including them is to sharpen the students' self-monitoring skills.

Error-analysis exercises are challenging, fun, and a good way to summarize the grammar in a unit quickly and succinctly If you wish, tell students they are either newspaper editors or English teachers; their task is to locate all the mistakes and then write corrections. Point out that even native speakers have to scrutinize, correct, and revise their own writing. This is a natural part of the writing process.

The recommended technique is to assign an error-analysis exercise for in-class discussion the next day. Students benefit most from having the opportunity to find the errors themselves prior to class discussion. These exercises can, of course, be handled in other ways: seatwork, written homework, group work, or pairwork.

Let's Talk Exercises

The fifth edition of *Understanding and Using English Grammar* has even more exercises explicitly set up for interactive work than the last edition had. In these exercises, students can work in pairs, in groups, or as a class. Interactive exercises may take more class time than they would if teacher-led, but it is time well spent, for there are many advantages to student-student practice.

When students are working in pairs or groups, their opportunities to use what they are learning are many times greater than in a teacher-centered activity. Obviously, students working in groups or pairs should be more active and involved than in teacher-led exercises and among your jobs is to ensure that all class members are actively participating.

Pairwork and group work also expand student opportunities to practice many communication skills at the same time t they are practicing target structures. In peer interaction in the classroom, students have to agree, disagree, continue a conversation, make suggestions, promote cooperation, make requests, and be sensitive to each other's needs and personalities — the kinds of exchanges that are characteristic of any group communication, whether in the classroom or elsewhere.

Students will often help and explain things to each other during pairwork, in which case both students benefit greatly. Ideally, students in interactive activities are "partners in exploration." Together they go into new areas and discover things about English usage, supporting each other as they proceed.

Pairwork and group work help to produce a comfortable learning environment. In teacher-centered activities, students may sometimes feel shy and inhibited or they may experience stress. They may feel that they have to respond quickly and accurately and that *what* they say is not as important as *how* they say it — even though you may strive to convince them to the contrary. When you set up groups or pairs that are noncompetitive and cooperative, students usually tend to help, encourage, and even joke with one another. This environment them to experiment with the language and to speak more frequently and spontaneously.

- Pairwork Exercises: Tell the student whose book is open (usually Partner A) that she / he is the teacher and needs to listen carefully to his / her partner's responses. Vary the ways in which students are paired up, including having them choose their own partners, counting off, or drawing names / numbers from a hat. Walk around the room and answer questions as needed.
- Small Group Exercises: The role of group leader can be rotated for long exercises, or one student can lead the entire exercise if it is short. The group can answer individually or chorally, depending on the type of exercise. Vary the ways in which you divide the class into groups and choose leaders. If possible, groups of 3–5 students work best.

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- Class Activity (teacher-led) Exercises:

  a. You, the teacher, conduct the oral exercise. (You can always choose to lead an oral exercise, even when the directions specifically call for pairwork; exercise directions calling for group or pairwork work are suggestions, not ironclad instructions.)

  b. Don't read the items aloud as though reading a script word for word. Modify or add items spontaneously as they occur to you. Change the items in any way you can to make them more relevant to your students. (For example, if you know that some students plan to watch the World Cup soccer match on TV soon, include a sentence about that.) Omit irrelevant items.

  c. Sometimes an item will start a spontaneous discussion of, for example, local restaurants or current movies or certain experiences your students have had. These spur-of-the-moment dialogues are very beneficial to your class. Being able to create and encourage such interactions is one of the chief advantages of a teacher leading an oral exercise.

Discussion of Meaning Exercises

Some exercises consist primarily of you and your students discussing the meaning of given sentences. Most of these exercises ask students to compare the meaning of two or more sentences (e.g., *You should take an English course* vs. *You must take an English course*). One of the main purposes of discussion-of-meaning exercises is to provide an opportunity for summary comparison of the structures in a particular unit.

Basically, the technique in these exercises allows you to pose questions about the given sentences, and then let students explain what a structure means to them (which allows you to find out what they do and do not understand). You can summarize the salient points as necessary. Students have their own inventive, creative way of explaining differences in meaning. They shouldn't be expected to sound like grammar teachers. Often, all you need to do is listen carefully and patiently to a student's explanation, and then clarify and reinforce it by rephrasing it.

Listening Exercises

Depending on your students' listening proficiency, some of the exercises may prove to be easy and some more challenging. You will need to decide from exercise to exercise and class to class how many times to replay a particular item. In general, unless the exercise consists of single sentences, you will want to play the dialogue or passage in its entirety to give your students some context. Then you can replay the audio to have your students complete the task.

It is very important that grammar students be exposed to listening practice early on. Native speech can be daunting to new learners; many say that all they hear is a blur of words. Students need to understand that what they see in writing is not what they should expect to hear in normal, rapidly spoken English. If students can't hear a structure, there is little chance it will be reinforced through interactions with other speakers. The sooner your students practice grammar from a listening perspective, the more confidence they will develop and the better equipped they will be to interact in English.

The two audio CDs can be found at the back of *Understanding and Using English Grammar*. The listening exercises in the text are marked with a headphone icon. They reinforce the grammar being taught — some focusing on form, some on meaning, most on both.

You will find an audio tracking list at the back of the student book to help you locate a particular exercise on the CD. The listening scripts for all the exercises are also in the back of the student book.

Pronunciation Exercises

A few exercises focus on pronunciation of grammatical features, such as endings of nouns or verbs and contracted or reduced forms.

Some phonetic symbols are used in these exercises to point out sounds which should not be pronounced identically; for example, /s/, /pz/, and /z/ represent the three predictable pronunciations of the grammatical suffix which is spelled *-s* or *-es*. It is not necessary for students to learn the complete phonetic alphabet; they should merely associate each symbol in an exercise with a sound that is different from all others. The purpose is to help students become more aware of these final sounds in the English they hear to encourage proficiency in their own speaking and writing.

In the exercises on spoken contractions, the primary emphasis should be on students' hearing and becoming familiar with spoken forms rather than on their accurate pronunciation of these forms. The important of these exercises is for students to listen to the oral production and become familiar with the reduced forms. Initially, it can sound strange for students to try to pronounce reduced forms; because of their lack of experience with English, they may be even less understandable when they try to produce these forms.

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Language learners know that their pronunciation is not like that of native speakers; therefore, some of them are embarrassed or shy about speaking. In a pronunciation exercise, they may be more comfortable if you ask groups or the whole class to say a sentence in unison. After that, individuals may volunteer to speak the same sentence. Students' production does not need to be perfect, just understandable. You can encourage students to be less inhibited by having them teach you how to pronounce words in their languages (unless, of course, you're a native speaker of the students' language in a monolingual class). It's fun — and instructive — for the students to teach the teacher.

Expansions and Games

Expansions and games are important parts of the grammar classroom. The study of grammar is (and should be) fun and engaging. Some exercises in the text are designated as Games. In this *Teacher's Guide*, other exercises have Expansions that follow the step-by-step instructions for specific exercises. Both of these activity types are meant to promote independent, active use of target structures.

The atmosphere for the activities should be relaxed, and not necessarily competitive. The goal is clearly related to the chapter's content, and the reward is the students' satisfaction in using English to achieve that goal. (For additional games and activities, see *Fun with Grammar: Communicative Activities for the Azar Grammar Series*, by Suzanne W. Woodward.)

Monitoring Errors

In Written Work

When marking papers, focus mainly on the target grammar structure. Praise correct usage of the structure. Depending on the level of your class, you may want to simply mark but not correct errors in the target structure, and correct all other errors yourself. However, if development of writing skills is one the curricular goals, you will probably want the students to correct most of their errors themselves.

Regardless if you mark errors, tell your students that these writing exercises are simply for practice and that — even though they should always try to do their best — mistakes that occur should be viewed simply as tools for learning.

You may notice that some errors in usage seem to be the result of the students' study of the most recent grammar structure. For example, after teaching perfect tenses you may notice students using past perfect more than they had previously, but not always using it correctly. This is a natural response to newly learned structures. View the students as experimenting with new tools. Praise them for reaching out toward what is new usage for them, even as you correct their errors.

Grammar usage takes time to gel. Don't expect sudden mastery, and make sure your students don't expect that either. Encourage risk-taking and experimentation; students should never be afraid of making mistakes. In language acquisition, a mistake is nothing more than a learning opportunity.

In Oral Work

Students should be encouraged to monitor each other to some extent in interactive work, especially when monitoring activities are specifically assigned. (You should remind them to give some *positive* as well as corrective comments to each other.) You shouldn't worry about "losing control" of students' language production; not every mistake needs to be corrected. Mistakes are a natural part of learning and speaking a new, second or foreign language. As students gain experience and familiarity with a structure, their mistakes will begin to diminish.

Similarly, students shouldn't worry that they will learn one another's mistakes. Being exposed to imperfect English in an interactive classroom is not going to impede their progress in the slightest. In today's world, with so many people using English as a second language, students will likely be exposed to all levels of English proficiency in people they meet — from airline reservation agents to new neighbors from a different country to a co-worker whose native language is not English. Encountering imperfect English is not going to diminish their own English language abilities, either now in the classroom or later in different English-speaking situations.

Make yourself available to answer questions about correct answers during group work and pairwork. If you wish, you can take some time at the end of an exercise to call attention to mistakes that you heard as you monitored the groups. Another way of correcting errors is to have students use the answer key in the back of the book to look up their own answers when they need to. If your edition of the student book comes without the answer key, you can make student copies of the answers from the separate *Answer Key* booklet.

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Optional Vocabulary

Students benefit from your drawing attention to optional vocabulary for many reasons. English is a vocabulary-rich language, and students actively want to expand both their passive and active vocabulary. By asking students to discuss words, even words you can safely assume they recognize, you are asking students to use language to describe language and to speak in a completely spontaneous way (they don't know which words you will ask them about). Also, asking students to define words that they may actually know or may be familiar with allows students a change of pace from focusing on grammar, which may be particularly challenging at any given time. This gives students a chance to show off what they do know and take a quick break from what may occasionally feel like a "heavy" focus on grammar.

One way to review vocabulary, particularly vocabulary that you assume students are familiar with, is to ask them to give you the closest synonym for a word. For example, if you ask students about the word *optimistic*, as a class you can discuss whether *positive*, *hopeful*, or *happy* is the closest synonym. This is, of course, somewhat subjective, but it is a discussion that will likely engage students. Similarly, for a more advanced group, you can ask them for the closest antonym of a given word, and thus for *optimistic* students could choose among, *sad*, *negative*, and *pessimistic*, for example. However you choose to review optional vocabulary, most students will greatly appreciate and profit from your doing so.

Homework

The textbook assumes that students will have the opportunity to prepare most of the written exercises by writing in their books prior to class discussion. Students should be assigned this homework as a matter of course.

Whether you have students write their answers on paper for you to collect is up to you. This generally depends upon such variables as class size, class level, available class time, and your available paper-correcting time, not to mention your preferences in teaching techniques. Most of the exercises in the text can be handled through class discussion without the students needing to hand in written homework. Most of the written homework that is suggested in the text and in the chapter notes in this *Teacher's Guide* consists of activities that will produce original, independent writing.

BlueBlog

An additional resource included with this *Teacher's Guide*, are the BlueBlogs, which discuss different aspects of language learning. These can be very useful because they provide students with ideas and vocabulary about the very learning process they are involved in. Spend ample time on these and use them to jumpstart discussions of the learning process.

Additional Resources

Using the Workbook

The *Workbook* contains self-study exercises for independent study, with a perforated answer key located at the end of the book. If you prefer that students not have the answers to the exercises, ask them to hand in the answer key at the beginning of the term (to be returned at the end of the term). Some teachers may prefer to use the *Workbook* for in-class teaching rather than independent study.

The *Workbook* mirrors the *Student Book*. Exercises are called "exercises" in the *Student Book* but are termed "practices" in the *Workbook* to minimize confusion when you make assignments. Each practice in the *Workbook* has a content title and refers students to appropriate charts in the *Student Book* and in the *Workbook* itself.

Workbook practices can be assigned by you or, depending upon the level of maturity or sense of purpose of the class, simply left for students to use as they wish. They may be assigned to the entire class or only to those students who need further practice with a particular structure. They may be used as reinforcement after you have covered a chart and exercises in class or as introductory material prior to discussing a chart in class.

In addition, students can use the *Workbook* to acquaint themselves with the grammar of any units not covered in class. Motivated students can use the *Workbook* to help teach themselves.

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Test Bank

The *Test Bank for Understanding and Using English Grammar* is a comprehensive bank of quizzes and tests that are keyed to charts or chapters in the student book. Each chapter contains a variety of short quizzes that can be used as quick informal comprehension checks or as formal quizzes to be handed in and graded. Each chapter also contains two comprehensive tests. Both the quizzes and the tests can be reproduced as is, or items can be excerpted for tests that you prepare yourself.

MyEnglishLab

Students learn in many ways and benefit from being exposed to grammar in a variety of contexts. Therefore, the new edition of *Understanding and Using English Grammar* is now available with **Essential Online Resources** or with **MyEnglishLab** to serve a range of digital needs of students and teachers.

Student Books with Essential Online Resources include the access code to the course audio, video, additional expanded practice of gerunds and infinitives, chapter diagnostic tests, and teacher's resources.

Student Books with MyEnglishLab include the access code to MyEnglishLab, an easty-to-use online learning management system that delivers rich online practice to engage and motivate students. MyEnglishLab for *Understanding and Using English Grammar*, Fifth Edition has been thoroughly revised and includes all-new interactive activities with rich practice in grammar, reading, listening, speaking, and writing; Grammar Coach videos; immediate feedback on incorrect answers; remediation activities; and ongoing assessment.

You can use MyEnglishLab concurrently with the text or as an independent study tool. You can assign the whole chapter to the entire class, or you can customize the exercises to particular students. For example, for those students who are proficient in written work, but need practice with oral production, you can assign the speaking, listening, and pronunciation exercises.

Another way to assign exercises is based on the target structure. If you notice that a student is struggling with a particular grammar point or section, you can assign the corresponding exercises for further out of class study. In addition, the chapter tests can be used as effective reviews prior to an in-class test.

AzarGrammar.com

Another resource is *AzarGrammar.com*. This website is designed as a tool for teachers. It includes a variety of additional activities keyed to each chapter of the student book including additional exercise worksheets, vocabulary worksheets, and song-based activities tied to specific grammar points. This website is also a place to ask questions you might have about grammar (sometimes our students ask real stumpers and a place to communicate with the authors about the text and to offer teaching/exercise suggestions.

Notes on American vs. British English

Students are often curious about differences between American and British English. They should know that the differences are minor. Any students who have studied British English (BrE) should have no trouble adapting to American English (AmE), and vice versa.

Teachers need to be careful not to inadvertently mark differences between AmE and BrE as errors; rather, they should simply point out to students that a difference in usage exists.

Differences in Grammar

Differences in article and preposition usage in certain common expressions follow. These differences are not noted in the text; they are given here for the teacher's information.

AmE	BrE
be in the hospital	*be in Ø hospital*
be at the university (be in college)	*be at Ø university*
go to a university (go to college)	*go to Ø university*
go to Ø class/be in Ø class	*go to a class/be in a class*
in the future	*in Ø future* (OR *in the future*)
did it the next day	*did it Ø next day* (OR *the next day*)
haven't done something for/in weeks	*haven't done something for weeks*
ten minutes past/after six o'clock	*ten minutes past six o'clock*
five minutes ***to/of/till*** *seven o'clock*	*five minutes* ***to*** *seven o'clock*

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Differences in Spelling

Variant spellings can be noted but should not be marked as incorrect in student writing. Spelling differences in some common words follow.

AmE	BrE
jewelry, traveler, woolen	*jewellry, traveller, woollen*
skillful, fulfill, installment	*skillful, fulfil, instalment*
color, honor, labor, odor	*colour, honour, labour, odour*
-ize (realize, apologize)	*ise/ize (realise/realize, apologise/apologize)*
analyze	*analyse*
defense, offense, license	*defence, offence, licence (n.)*
theater, center, liter	*t eatre, centre, litre*
check	*cheque (bank note)*
curb	*kerb*
forever	*for ever/forever*
focused	*focused/focussed*
fueled	*fuelled/fueled*
practice (n. and v.)	*practise* (v.); *practice* (n. only)
program	*programme*
specialty	*speciality*
story	*storey (of a building)*
tire	*tyre*

Differences in Vocabulary

Differences in vocabulary usage between AmE and BrE usually do not significantly interfere with communication, but some misunderstandings may develop. For example, a BrE speaker is referring to underpants when using the word "pants," whereas an AmE speaker is referring to slacks or trousers. Students should know that when American and British speakers read each other's literature, they encounter very few differences in vocabulary usage. Similarly, in the United States Southerners and New Englanders use different vocabulary, but not so much so as to interfere with communication. Some differences between AmE and BrE follow.

AmE	rE
a*ttorney, lawyer*	*barrister, solicitor*
bathrobe	*dressing gown*
can (of beans)	*tin (of beans) cookie, cracker biscuit*
corn	*maize*
diaper	*nappy*
driver's license	*driving licence*
drug store	*chemist's*
elevator	*lift*
eraser	*rubber*
flashlight	*torch*
jail	*gaol*
gas, gasoline	*petrol*
hood of a car	*bonnet of a car*
living room	*sitting room, drawing room*
math	*maths* (e.g., *a maths teacher*)
raise in salary	*rise in salary*
rest room	*public toilet, WC (water closet)*
schedule	*timetable*
sidewalk	*pavement, footpath*
sink	*basin*
soccer	*football stove*
cooker truck	*lorry, van*
trunk (of a car)	*boot (of a car)*
be on vacation	*be on holiday*

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Key to Pronunciation Symbols

The Phonetic Alphabet (Symbols for American English)

Consonants

Phonetic symbols for most consonants use the same letters as in conventional English spelling: /b, d, f, g, h, k, l, m, n, o, p, r, s, t, v, w, y, z/.*

Spelling consonants that are not used phonetically in English: c, q, x. A few additional symbols are needed for other consonant sounds.

/ θ / (Greek theta) = voiceless th as in thin, thank
/ δ / (Greek delta) = voiced th as in then, those
/ η / = ng as in sing, think (but not in danger)
/ š? / = sh as in shirt, mission, nation
/ ž? / = s or z in a few words like pleasure, azure
/ č? / = ch or tch as in watch, church
/ ĵ / = j or dge as in jump, ledge

Vowels

The five vowels in the spelling alphabet are inadequate to represent the 12–15 vowel sounds of American speech. Therefore, new symbols and new sound associations for familiar letters must be adopted.

Front	Central	Back (lips rounded)
/i/ or /iy/ as in beat		/u/, /u:/, or /uw/ as in boot
/I/ as in *bit*		/ʊ/ as in book
/e/ or /ey/ as in bait		/o/ or /ow/ as in boat
		/ɔ/ as in bought
/ɛ/ as in bet	/ə/as in but	
/æ/ as in bat	/a/ as in bother	

Glides: /ai/ or /ay/ as in bite
/ɔi/ or /Oy/ as in boy
/æ/ or /aw/ as in about

British English has a somewhat different set of vowel sounds and symbols. You might want to consult a standard pronunciation text or BrE dictionary for that system.

*Slanted lines indicate phonetic symbols.

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CHAPTER 1

Present and Past; Simple and Progressive

CHAPTER SUMMARY

OBJECTIVE: To better understand the meanings and uses of simple and progressive forms of present and past verb tenses. This chapter will serve as a review for many students and will strengthen students' ability to recognize and use well-known tenses with greater ease and confidence.

APPROACH: Because students at this level are very familiar with the present and past tenses, utilize their active knowledge as a springboard to better understanding of progressive versus simple forms. In lower levels and with certain verbs, the nuanced differences between simple and progressive forms may not have been fully explored. Assure students that by increasing their understanding of the differences between simple and progressive forms of certain verbs, they will be better able to replicate native-speaker English.

TERMINOLOGY: Simple tenses are formed without an auxiliary or helping verb, and the tense is indicated in the ending of the verb.

"Progressive" is also called "continuous," and always contains an *-ing* participle in addition to a helping verb. This form is used to indicate verbs that are in progress.

Most students will have already met the term "stative verbs" to describe verbs that have no action and describe states of being. Be prepared to demonstrate why it is illogical to use a progressive form for a state of being.

PRETEST. What do I already know? Page 1. Time: 10 minutes

- Have a student read the pretest direction line aloud, and highlight that the numbers next to each sentence represent a chart to be referred to.
- Give students 5 minutes to work through this pretest autonomously. Some students will have no problems determining when to use simple and when to use progressive forms, and others may need more support and/or explanations.
- In order to engage all students, ask questions about random vocabulary items while reviewing the pretest. For example, ask students whether nitrogen or oxygen is a more common gas, what it means to "drop" a call, or at what temperature water boils. By engaging students in context and vocabulary, even for brief periods of time, you will capture the attention of those students who may not need this review.

Optional Vocabulary

consist work overtime network

▸ EXERCISE 1. Warm-up. Page 1. Time: 5–10 minutes

- Give students just a few minutes to match the sentence with the description that best fits.
- Review as a class.

Expansion

- Write the following phrases on the board, each as the head of a column:

  Action Happening Right Now

  General Truth

  Habit

- Ask students to add to these descriptions with language they generate, and write these paraphrased descriptions under each column:

  something I can observe taking place right now

  something that is always true, not true just at one time

  daily scheduled events

- Go around the room and ask students for real-life examples of each column, which you then write under each column heading. For example:

  Martha is writing on the board.

  The sun rises in the east.

  We start class at 9:00 A.M. every day.

CHART 1-1. Simple Present and Present Progressive. Page 2. Time: 10 minutes

- As much of this is review for students, move through the chart in a timely fashion, asking students to read the example sentences aloud, while you write the respective timelines on the board.
- Emphasize that in order for present progressive to be used, the action has to last long enough to be observable in time.

▸ EXERCISE 2. Let's talk. Page 2. Time: 5–10 minutes

- Encourage students to come up with sentences that they think are true but may be somewhat uncommon.
- Write some of the sentences on the board.

  I play Words With Friends on FaceBook every day.

  Right now Wei-Jung is tapping his pencil against the desk.

  Global warming is increasing.

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▸ EXERCISE 3. Looking at grammar. Page 2. Time: 10–15 minutes

- Give students 6–8 minutes to complete each sentence on their own.
- Have students take turns reading their completed responses aloud.
- Correct for content and pronunciation.
- Be aware that students may have trouble distinctly pronouncing the *-ing* in the progressive form.

  Have them emphasize this syllable so that they can become comfortable giving it its proper stress.

Optional Vocabulary

night shift	concentrate on
double shift	material

▸ EXERCISE 4. Let's talk. Page 3. Time: 10–15 minutes

- Have students pair off into twos and/or threes, as needed.
- Tell students to make sentences, trying to use a wide variety of verbs and synonyms.
- Ask each member of the group to describe one of the pictures, using a sentence generated by one of his or her partner.

▸ EXERCISE 5. Looking at grammar. Page 3. Time: 10–15 minutes

- Give students a few minutes to complete the exercise on their own.
- Review the exercise by having students take turns reading their answers aloud.
- Ask students to identify the exact words that indicate which form of simple or progressive should be used and how these words help the reader understand the actual meaning. (For example, in sentence 1, the phrase *In early summer* indicates that this is a general and seasonal time period rather than a specific point in time that is being observed at this moment.)
- If students decide that both simple and progressive forms are possible, ask them to explain any differences they see when using either simple or progressive. Discuss what is emphasized when using progressive and what is emphasized when using the simple form.

▸ EXERCISE 6. Listening. Page 4. Time: 10–15 minutes

- For this and all listening exercises, ensure that you have the audio ready to play and that you are fully provisioned to lead the exercise.
- Have students complete the exercise at their seats as you play the audio.
- Using the listening script, review the correct completions with students, stopping to replay if needed.

▸ EXERCISE 7. Reading and grammar. Page 4. Time: 10–15 minutes

- Explain the direction line—that students will either add an ending to the verb or not, depending on necessity.
- Point out that this is a brief scientific text, one that describes the way the heart works. Ask students to predict the form they will see in the text (simple).
- Give students a few minutes to complete the exercise as seatwork before reviewing.
- Have students take turns reading completed sentences aloud, and use this opportunity to correct pronunciation and discuss the optional vocabulary.

Optional Vocabulary

amazing	fresh	waste
organ	(blood) vessels	tissues
beat	oxygen	fact
pump	remove	

Expansion

When reviewing grammar that many students know, engage your students in the context of each exercise by attending to vocabulary. The optional vocabulary above includes words that students at this level recognize and can use. In order to challenge students' ability to respond in English *about* their English knowledge, ask them to provide the antonyms for vocabulary items such as *fact, remove,* and *fresh.* The more you can teach students from the margins of each exercise as well as the overt target, the more they will speak spontaneously in your class and the more dynamic the class will be.

▸ EXERCISE 8. Warm-up. Page 5. Time: 5 minutes

- Ask three students to take turns reading the questions aloud.
- Discuss the scientifically correct answers with your class and have your students discuss the correct auxiliary verb for each question.
- Emphasize the connection between the helping verb *is* and the *-ing* ending as well as the use of *does* with the base form.

CHART 1-2. Simple Present and Present Progressive: Affirmative, Negative, Question Forms. Page 5. Time: 10–15 minutes

- Ask students to feed you question word order for both simple present and present progressive tenses. Write the words on the board. Label the subject and verb(s) accordingly.
- Begin by asking students for a simple scientific statement, and then elicit and label the grammatical terms.
- Whenever possible and appropriate, use your students' names in boardwork examples, particularly when asking students to "feed" your grammatical sentences. For example:

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Simple Present
Statement:

Heat		*rises.*
subject	**+**	***verb***

Question:

Does	*heat*	*rise?*
auxiliary verb	***subject***	***ve***

Present Progressive
Statement:

JungWon	*is writing*		*notes.*
subject	***auxi***	***+ progressive verb***	***object***

Question:

Is	*JungWon*	*writing*	*notes?*
auxiliary	***subject***	***progressive verb***	***object***

- Review Chart 1-2 with students.
- Have students offer a new statement.
- Turn the sentence into a negative statement and with the class, lead a similar piece of boardwork.

▸ EXERCISE 9. Looking at grammar. Page 5. Time: 10 minutes

- Give students just a few minutes to complete this exercise individually.
- Review as a class, using Chart 1-2 and boardwork as a reference.

Optional Vocabulary

takeoff	nervous	serve

▸ EXERCISE 10. Trivia game. Page 5. Time: 10–15 minutes

- Div de students into teams of 3–4 members in physical proximity to one another.
- Review the direction line with students, and allow them 5 minutes to complete the sentences.
- Have groups take turns reading, and correct both grammar and scientific fact of each statement.
- Encourage spontaneous discussion of the statements, and write any vocabulary that arises on the board.

Optional Vocabulary

melt	whiskers	revolve
divide	hunting	

▸ EXERCISE 11. Reading and grammar. Page 6. Time: 10–15 minutes

- Have students complete the exercise independently as seatwork.
- Review as a class, taking ample time to discuss vocabulary and the actual content of the article.
- Correct content and tenses, and write any sentences that students are unsure of on the board for further explanation, underlining a time cue if there is one (e.g., *right now*).

Expansion
Discuss current and controversial science topics (climate change, changing nutritional trends, the anti-vax movement, stem cell research) with your class. Invite students to work in groups to write paragraphs tackling one of these topics, using the passage on tornadoes as a model. Remind students which types of statements need the simple present tense and when the present progressive is required. Invite groups to write their paragraphs on the board, and have other groups fact-check and correct grammar.

Optional Vocabulary

occur	debris	shelter
spiral	damage	storm chaser
funnel	seek	updates

▸ EXERCISE 12. Warm-up. Page 7. Time: 5 minutes

- Draw students' attention to the illustration on the right.
- Ask students in random order, and with no prep time, to read and complete the warm-up questions.
- Have students discuss the possible completions for sentence 2.
- Ask students to articulate the difference between *tastes* and *is tasting.*
- Ask students what they already know about stative verbs, or verbs not used in the progressive.

CHART 1-3. Verbs Not Usually Used in the Progressive (Stative Verbs). Page 7. Time: 10 minutes

- Even if students are not familiar with the term "stative," most will know and recognize that certain verbs are not used in the progressive (*know*) and certain verbs are infrequently used in the progressive (*smell*).
- Ask students to name the stative verbs they already know, and write these on the board. For example:

  like *know* *need* *hate*

- Ask students to tell you what they already know about the verbs on the board and all verbs that are not used in the progressive.
- Ask what these verbs have in common with one another, and help students articulate that they describe lasting conditions, or states, not actions.
- Ask a student to read the chart notes for sentences (a) and (b) aloud.
- Ask students if there are any verbs in the stative list they are not familiar with.
- Ask other students to read the notes for (c) and (d) aloud.
- Have students take turns explaining or expanding upon the difference between the non-progressive and progressive forms of the verbs included at the end of the chart.

▸ EXERCISE 13. Reading, grammar, and speaking. Page 8. Time: 10–15 minutes

Part I

- Ask a student to read the direction line aloud.
- Ask another student / students to quickly review the endings of simple present, third person verb forms

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(*-s*, *-es*, *-ies,* or ø), and tell students that the tense task reviews third person simple endings.
- Give students 7–8 minutes to complete the exercise individually as seatwork.

Part II
- Assign this part of the exercise for homework or as a group classroom activity.
- Expand the category of volunteer organizations to include any organization that the group chooses to learn more about.
- Remind students that when describing an organization and its work, they will need to use third person simple present.

Optional Vocabulary

chef	valuable	etiquette
culinary arts	benefits	network
major	provide	résumé
interns	training	

▸ EXERCISE 14. Let's talk. Page 8.
Time: 10–15 minutes

- Put students into pairs or groups.
- Review the direction line.
- Discuss the difference in meaning between each sentence in each pair.

Expansion
If students are readily able to grasp the differences between each sentence in the pair, you can expand the exercise to focus on the difference between simple and progressive forms of verbs that can be either stative or actions. To execute this expansion, type each of the sentences in Exercise 14 onto slips of paper, and then distribute one slip to each student. Tell the class that each student has received one of the sentences included in the exercise, and as the sentence is acted out or mimed by one student, others must guess which one is featured.

Optional Vocabulary

lend	picnic	appearing
kite	snack	rude
see each other	awfully	shy

▸ EXERCISE 15. Looking at grammar. Page 9.
Time: 10–15 minutes

- Lead this exercise by calling on students in random order.
- Have each student read the sentence given to him/her with the correct completion in place.
- D scuss the correct answers and any questions students may have.

▸ EXERCISE 16. Let's talk. Page 9.
Time: 10–15 minutes

- Put students in pairs.
- Review the direction line.
- Have each member of the pair take roles completing both conversations, as Speaker A and Speaker B, respectively.

▸ EXERCISE 17. Looking at grammar.
Page 10. Time: 10 minutes

- Review the direction line and give students a few minutes to complete as seatwork.
- Ask students to take turns giving the correct completion, and review as a class.

Optional Vocabulary

resemble	stare off (into space)
source	daydream

▸ EXERCISE 18. Grammar and listening.
Page 10. Time: 10 minutes

- Be sure to be completely provisioned for the exercise, with the audio ready to be played.
- Read the direction line, and be sure students are ready to listen and complete before you play the audio.
- Have students read their correct completions aloud.
- If any completions pose challenges, replay the audio and/or read from the listening script.

Optional Vocabulary

forecast	stay tuned

▸ EXERCISE 19. Looking at grammar.
Page 10. Time: 10 minutes

- Review the direction line by having a student read it aloud.
- Give students time to complete the exercise as seatwork.
- Have students read their corrected completions aloud, while attending to pronunciation and any vocabulary items you can use to promote spontaneous discussion.

▸ EXERCISE 20. Reading and writing.
Page 11. Time: 10 minutes

Part I
- Ask students if they have seen the movie *The Fugitive*.
- Read the direction line aloud, and ask students to predict the tense that will be used in the movie review.
- Ask students to take turns reading the sentences in the review aloud.

Optional Vocabulary

fugitive	marshall	escape
action-packed	vow	solve
unjustly	scene	pharmaceutical
accuse	dam	suspenseful
sentence		

Part II
- Review the direction line, discussing the use of the simple present.
- Have students write their paragraphs for homework and bring them in the following class.

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Part III

- Ask students to either edit their work in class or edit the work of their peers.
- W en students are editing their own or others' work, ask them to underline all the verbs as well as to be prepared to explain any tenses other than simple present.
- Review final endings of verbs.
- Confirm that students understand this special use of simple present tense, to describe action in a movie or play or other piece of fine art, whose actions are not committed to any one historical moment but are, in a sense, "always true" (like scientific facts).

▸ EXERCISE 21. Warm-up. Page 12. Time: 5 minutes

- Read the direction line aloud.
- Before students complete the warm-up, ask them what they already know about simple past.
- Students should be able to articulate that simple past is required to describe any action that took place at a specific time in the past.
- After students complete the warm-up, have them share their completions aloud.
- Allow students to ask questions of one another about each other's great-grandparents. Encourage students to use correct simple past question form in doing so.

CHART 1-4. Simple Past Tense. Page 12. Time: 10 minutes

Use of the simple past is review for students at this level. Engage their grammar knowledge as much as possible by asking students to explain the grammar in their own words.

- Ask students how to form simple past tenses of regular verbs, and have them tell you the form as you write it on the board.
- Label parts of speech and *-ed* ending for regular verbs by involving students. For example:

Simple Past Regular Verb		
Jorge	*explained*	*his past.*
subject	***ver + -ed***	***object***

- Ask students to take turns reading the chart example sentences in pairs aloud.
- Ask other students to read the notes to the right aloud as well, moving through the chart examples (a)–(h).
- Follow the example above to have students provide you with explanations of how to form negative and question forms of the simple past, and write these on the board as well.

▸ EXERCISE 22. Looking at grammar. Page 13. Time: 10 minutes

- Give students 5 minutes to complete the exercise independently as seatwork.
- Using a random order, ask students to read their completions aloud.
- D scuss correct pronunciation and any vocabulary that you can engage students with.

Optional Vocabulary

realize	voicemail	respond

Expansion

Have students develop their own tales of online ordering woes. Ask students to write similar anecdotes regarding their own experiences ordering or conducting tasks online. Remind them to use simple past correctly and to be able to identify time cues that require simple past.

Ask students to share their experiences, and discuss whether these experiences have deterred them from ordering online and avoiding interaction with humans and/or sales staff.

▸ EXERCISE 23. Let's talk: pairwork. Page 13. Time: 10 minutes

- Review the direction line and examples.
- Put students into pairs, and explicitly state that they will take turns answering and asking questions.
- Explain that one partner, Partner A, will work with his/her book open and Partner B will work with his/her book closed.
- While students are working, circulate around the room and work with each pair as they go through the exercise.
- Take notes on mistakes you hear while working with each pair, and review these common errors by writing them on the board after the exercise.

Optional Vocabulary

hang out with	typical
local	souvenir

Expansion

In order to give students additional practice using the simple past, have them write short paragraphs about an interesting place they have visited or an interesting thing they have done. Instruct students to write the sentences so that classmates will need to guess what their simple past descriptions refer to. Then collect the simple past paragraphs and read them aloud, and ask students to guess what the place or activity is. For example:

Sultan went to this city. He walked on 5th Avenue and visited the Empire State Building. He ate a hot dog while walking around Central Park. He rented a bike and rode it over the Brooklyn Bridge.

Where did he go?

New York City.

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▸ EXERCISE 24. Looking at grammar. Page 14. Time: 10–15 minutes

- Read the direction line aloud to your students.
- Tell students that the time frame is the past and that both Situation 1 and Situation 2 feature a series of sequential simple past actions, one leading to another.
- Give students time to complete both situations as seatwork.
- Review the completions by having students read their sentences aloud.
- Discuss all possible completions, and debate with students which completions make more sense.

Optional Vocabulary

entire	thermometer
ache	appointment
fever	hard to follow
take (your temperature)	material

▸ EXERCISE 25. Listening. Page 14. Time: 5–10 minutes

- Ensure you are provisioned and have the audio ready to play.
- Read the direction line to your students.
- Play the audio and ask students to circle the correct completions.
- Have students discuss the most appropriate completions after they have completed the exercise.
- Refer to the listening script for clarification as needed.

▸ EXERCISE 26. Reading and grammar. Page 15. Time: 10–15 minutes

Part I

- Ask a student to begin reading the short passage aloud, and have a second student finish the passage aloud.
- Correct students' pronunciation.
- Have students underline all the past tense verbs.

Optional Vocabulary

incredible	session
feat	depressed
marathon	long-distance running
compete	prepare
training	become
show up	

Part II

- Ask students to complete the exercise independently with the vocabulary given.
- Remind students that in the Part I passage, all tenses are in the past describing events that all started and took place in the past.

▸ EXERCISE 27. Warm-up. Page 16. Time: 5 minutes

- Have students complete the warm-up exercises individually.
- Ask students to focus on which happened first—rain or someone standing under a tree.
- Stress that the past and past progressive are used together to establish that one action happened at one time, while another was happening.

CHART 1-5. Simple Past vs. Past Progressive. Page 16. Time: 10 minutes

At this point, you may wish to explain that a clause is structure that has a subject and a verb, and make the distinction between a main or independent clause and a dependent clause. Students will concentrate on complex sentences in later chapters, but understanding clause structure will help students combine the tenses in this chart. The text assumes that students are quite familiar with sentences containing basic adverb clauses of time using *when, while, before,* and *after.* A more detailed discussion of adverb clauses appears later in the text.

Note in (g) and (h): In sentences with *when,* the progressive usually occurs in the main clause. In sentences with *while,* the progressive usually occurs in the *while*-clause.

- Ask specific students about their actions the previous evening. For example:

  Galina, what were you doing at 8:00 P.M. last night?

  Panut, what were you doing at 8:00 P.M. last night?

- Write students' responses on the board correctly.

  At 8:00 P.M., Galina was taking a shower and getting ready to go out.

  At 8:00 P.M., Panut was watching TV.

- Explain that a specific point in time can be described by an event that took place then or by an event that was taking place at that time.
- If we imagine the phone rang at 8:00 P.M., we can make a time clause to describe this point in time:

  When the phone rang, …

- Write the following or any other sentences created from student information on the board.

  When the phone rang (8:00 P.M.), Galina was taking a shower and getting ready to go out.

- Explain that *while* can also be used to make a time clause, but when *while* is used, the verb that follows needs to be in past progressive.
- Write sentences created from student information on the board.

  While Galina was taking a shower and getting ready to go out, the phone rang.

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- E plain that students need to picture the action of the verb they are using and think about how long the action takes place in order to decide whether simple past or past progressive is appropriate.

  The phone rang.

  This action takes place and then stops. It does not last over a longer period of time. Thus, using this verb with *when* is appropriate.

  Panut was watching TV.

  This action takes place over time, and past progressive needs to be used to indicate this. This verb should be used with *while.*
  Possible combinations include:

  When the phone rang, Panut was watching TV.

  While Panut was watching TV, the phone rang.

- Ask students to take turns reading the example sentences in the chart (a)–(k) aloud, and discuss each one along with the corresponding explanatory notes.
- Emphasize and elaborate on the targeted grammar by rephrasing questions. For example:

  What was Panut doing when the phone rang?

Expansion
Play the game "Alibi" with your students. The point of the game is for students to give specific explanations of where they were at a particular point in time. Explain that an alibi is an explanation of where a person was at the time a crime was committed (which demonstrates a suspect could not have committed the crime in question). For example:

My grammar book was stolen early last night.

In response to this cue, students construct alibis, or explanations, of where they were at the time of the crime, thus proving they could not have been responsible for it.

Prepare index cards with events in simple verb forms and corresponding times listed. Using this information, students create alibis for where they were and what they were doing at a particular time by making sentences from the actions and times listed on their cards. For example:

7:00 walk to the grocery store

8:00 meet friend for coffee

9:00 go to movie theater

You can make up a crime, such as the one above, or you can simply ask students to explain what they were doing at a particular time to get the ball rolling. For example:

You: *A crime was committed last night at 7:30. What were you doing?*

OR

You: *I called you at 7:30 last night. What were you doing? Marcella, using the information on your index card, tell me what you were doing.*

Marcella: *I was walking to the grocery store.*

▸ EXERCISE 28. Looking at grammar. Page 17. Time: 10 minutes

- Read and explain the direction line.
- Remind students to picture the scenario in their minds to better understand which action was already in progress when interrupted by another action.
- Have students complete as seatwork, and then correct and discuss as a class.

▸ EXERCISE 29. Looking at grammar. Page 18. Time: 10 minutes

- Have students complete the cloze autonomously as seatwork.
- Ask students to take turns reading their completed answers aloud.
- Put challenging items on the board.

Optional Vocabulary

issues	blow
breeze	shine

▸ EXERCISE 30. Let's talk. Page 18. Time: 10 minutes

- Put students into pairs and/or small groups.
- Have students discuss both the original sentence and the options that follow.
- Students should be prepared to justify their choices.

▸ EXERCISE 31. Looking at grammar. Page 18. Time: 10 minutes

- Ask students to continue working with their partners.
- Remind students that more than one answer may be correct.
- Correct as a class.

▸ EXERCISE 32. Grammar and speaking. Page 19. Time: 10–15 minutes

- Have students continue working with their partners.
- Students first complete the cloze with the words given and then perform the conversations.

▸ EXERCISE 33. Listening. Page 20. Time: 10–15 minutes

- Have the audio cued and ready to play, and have the listening script handy.

Part I

- Have students keep their book closed while listening to the audio.
- After opening their books, they decide which statements are true and which are false.

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Part II
- Play the audio again, and have students complete the sentences with the missing words.
- Correct both parts as a class and read from the listening script as necessary.

Optional Vocabulary

experience	intruder
sliding	burglar

▸ EXERCISE 34. Warm-up. Page 21. Time: 5 minutes

- Ask students what they understand by the word *intention*.
- Lead the warm-up by having students take turns reading an item aloud and determining which uses of the progressive show intentions.

CHART 1-6. Unfulfilled Intentions: *Was / Were Going To*. Page 21. Time: 10 minutes

Students are already familiar with the use of the present progressive to show intentions or plans. Explain that when expressing a past/unfulfilled intention, the tense simply changes to the past.

- Have students tell you things that they had planned to do but didn't, and write them on the board. For example:

  Masa was going to study English in Australia, but he chose Boston instead.

  Samaya was going to move to Bahrain, but she returned to Saudi.
- Have students take turns reading the example sentences in (a) and (b) from the chart aloud.
- Discuss the explanatory notes, and review the other common verbs that show intention.

▸ EXERCISE 35. Looking at grammar. Page 21. Time: 10 minutes

- Lead this exercise from the center of the room.
- Have students take turns reading each sentence aloud and then supplying all the appropriate and true sentences.
- Ask students questions about why the sentences not chosen are not possible.
- Correct immediately and write examples on the board.

Optional Vocabulary

ill	jewelry	resemble

▸ EXERCISE 36. Writing or speaking. Page 22. Time: 10–15 minutes

- Have students work in pairs or small groups.
- Tell students to complete the sentences while you circulate around the room, meeting with groups and supplying needed vocabulary and clear, immediate correction as appropriate.
- Have students talk about both the situations and what the tone of these sentences are.
- Discuss the word *excuses* and whether it applies to these situations.

▸ EXERCISE 37. Check your knowledge. Page 22. Time: 10 minutes

- Have students complete as seatwork.
- Ask students to read the corrected sentences aloud and explain what the error was and why it is ungrammatical.

Optional Vocabulary

engine	concentrate	startle

▸ EXERCISE 38. Reading and writing. Page 23. Time: 10–20 minutes

- Discuss the terms *journal* and *journal entry*.
- Ask students if they have ever kept a journal and/or diary, whether it is common to do so, and who often keeps such a document.

Part I
- Have students take turns reading sentences from the passage aloud.
- C rrect pronunciation immediately, and ask questions about random vocabulary within the text. (Doing this allows students to spontaneously talk about language, showing off what they already know.)

Part II
- Discuss the concept of a first draft with students, and tell them how all good writing needs to be edited.
- E plain that the benefit of a first draft is that it provides a way to put all thoughts down in one place.
- Review the writing tip with students.

Part III
- Show students how to use the editing checklist to their advantage.
- Have students turn in a revised journal entry on starting a new school, job, or situation.

Optional Vocabulary

journal entry	announce
confusion	comfortable
somewhat	notice
embarrassed	draft
syllabus	edit
interrupt	

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CHAPTER 2

Perfect and Perfect Progressive Tenses

CHAPTER SUMMARY

OBJECTIVES: The objectives of this chapter are to explore high-frequency verb tenses, reviewing and reinforcing the students' ability to use them; to ensure that students can generate the tenses, putting the auxiliary verbs in the correct order; to discuss some finer points of tense usage; and to help students recognize different adverbs that require the use of progressive or perfect forms.

APPROACH: Students at this level recognize and use perfect and perfect progressive forms, but because both forms are complicated (including both auxiliary/helping verbs and past or progressive participles), they can pose problems. The text first includes a list of irregular verbs and past participles to review with students and then reintroduces the present perfect and contrasts it with the simple past. The text next introduces present perfect progressive and compares its usage with present perfect, before following the same steps with past perfect and past perfect progressive.

TERMINOLOGY: This chapter requires significant review of grammar terminology, starting with regular versus irregular verbs and past and progressive participles (*-ed* and *-ing* forms). Auxiliary, or "helping," verbs (forms of *have* and *be*) are required for the perfect verbs and the perfect progressive verbs. It is worthwhile to stress the grammar terminology in this chapter, as students need to select from so many verb parts in order to do the exercises.

PRETEST. What do I already know? Page 25.
Time: 10 minutes

- Have a student read the pretest direction line aloud, and highlight that the numbers next to each sentence represent a chart to be referred to.
- Give students time to complete the exercise and check the charts referred to.
- Have students take turns reading their corrected sentences aloud, and discuss any troublesome sentences. Write sentences on the board for further discussion.
- Highlight the sentences that your particular group finds the most challenging.

Optional Vocabulary
ghost
overslept
itchy
dusty

▸ **EXERCISE 1.** Warm-up. Page 25.
Time: 10 minutes

- Have students take turns reading the conversations aloud. Correct pronunciation, particularly of the present perfect verb forms. The auxiliary verb and the past participle often gets mixed up. It is useful to ensure students can distinguish both parts.
- Together, have your class complete the chart with the past participle. Remind them that both *do* and *speak* are irregular verbs.

Optional Vocabulary
extreme sports

CHARTS 2-1 and 2-2. Regular and Irregular Verbs. Irregular Verb List. Page 26.
Time: 10 minutes

Though these lists will not be new to your students, there may be more irregular verbs included in Chart 2-2 than your students have encountered in previous such lists. Remind students that learning these irregular verb charts in a somewhat traditional or rote way will stand them in good stead. There is no grammatical reason why some verbs are irregular and some not, and emphasizing this may help your students understand the value of old-fashioned memorization. Not all students will have met irregular verbs in the eight groups presented in Chart 2-2, but they should better remember them by listing like with like in their minds.

The paragraph above and many more included in this Teacher's Guide encourage students to think of themselves as active learners of English. The more you can emphasize the role students play in their own learning, the more invested they will feel in utilizing the tools given to them via the text and in your classes.

- Write the four categories of verb parts across the board.

Simple Form	*Simple Past*
Past Participle	*Present Participle*

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- Read through the regular verb forms in Chart 2-1. Then ask students to contribute additional regular verbs, and list the parts under the appropriate heading on the board. For example:

Simple Form	*Simple Past*
explore	*explored*
Past Participle	*Present Participle*
explored	*exploring*

- Read through Chart 2-2, repeating the procedure above. For example:

Simple Form	*Simple Past*
give	*gave*
Past Participle	*Present Participle*
given	*giving*

- Have students review the irregular verb chart, and discuss any verbs they are not familiar with.
- Encourage students to memorize the types of irregular verbs (not necessarily each irregular verb listed) so that they can better anticipate the forms of irregular verbs they rarely use.

▸ EXERCISE 2. Looking at grammar. Page 28. Time: 10 minutes

- Introduce this exercise by reminding students of the value of drill in remembering irregular verb forms.
- Have students arrange themselves into pairs, and stress that the direction line requires Partner A to keep the book open and Partner B to keep the book closed.
- Circulate around the room, interacting and encouraging each pair.

▸ EXERCISE 3. Let's talk. Page 28. Time: 10 minutes

- Have students remain with their Exercise 2 partners.
- Ask a student to read the example in italics aloud, modeling the sample exchange.
- Write the question and responses on the board.
- Walk around the class and interact with each pair, encouraging them to expand and discuss their exchanges.
- Review as a class.

▸ EXERCISE 4. Warm-up. Page 28. Time: 5–10 minutes

- Give students a few minutes to complete the three sentences.
- Ask students to articulate how *for* and *since* are used with the present perfect to show time elapsed since an action started.
- Before presenting the chart, using student-generated sentences, write the following sentences on the board.

  Kayo moved to the United States in 2014.

  Kayo has lived in the United States.

CHART 2-3. Present Perfect: *Since* and *For*. Page 29. Time: 10–15 minutes

As you move through the chart, remind students that *since* and *for* are used with present perfect tense to show an action begun in the past and continuing into the present.

Frequent problems occur with *since*. *Since* may be followed by 1) a specific day or date (*2014, Friday, last January,* etc.) or 2) a clause with a past tense verb (*since I was 25 years old, since we moved to the United States,* etc.) Be sure to point out that it is incorrect to use durational phrases such as *since two years* or *since a long time.* In those cases, *for* is used.

It is advisable to discourage the use of time phrases with *ago* following *since* (e.g., *since three days ago*). Such phrases are sometimes used very informally by native speakers, for instance, in a short answer, but are likely to be misused by learners at this point.

- Start by asking students to give you a simple past sentence. For example:

  Kayo moved to Hawaii two years ago.

- Ask students to suggest related present perfect sentences to the above example. While writing this on the board, have students tell you the parts of speech and the correct auxiliary verb. For example:

Kayo	*has lived*	*in Hawaii.*
subject	***auxiliary <u>have</u> + past participle***	

- Then draw a timeline to illustrate this.
- Write the timeline presented in the chart on the board, using the same student example.

Kayo moved to Hawaii. — *Kayo has lived in Hawaii.*

XXXXXXXXXXXXXX

Kayo has lived in Hawaii for two years.

present perfect + <u>for</u> + quantity of time

Kayo has lived in Hawaii since 2014.

present perfect + <u>since</u> + specific time in the past

- Ask a student to read sentence (a) and the explanatory notes to the right.
- Ask another student to read sentences (b)–(d) aloud, along with the explanatory notes.
- Explain that one way of describing a time in the past is by using a simple past time clause introduced by *since.*

  Kayo has lived in Hawaii since she was 19.

  (main clause) present perfect + <u>since</u> + simple past time clause

- Ask a third student to read aloud notes (e) and (f) and the explanatory notes to the right.

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▸ EXERCISE 5. Looking at grammar. Page 29.
Time: 10–15 minutes

- Ask a student to read the sample sentences aloud.
- Have each student take turns responding to each of the cues and completing each of the sentences.
- Correct students' production and pronunciation.

▸ EXERCISE 6. Let's talk. Page 30.
Time: 10–15 minutes

- Have students work in groups and review the direction line.
- To make the exercise more interesting, have students guess at the times for each sentence.
- Review as a group and discuss and/or confirm the responses given.

Optional Vocabulary

extinct	penicillin	satellites
airbags	communicated	space
treated	carried	
infections	passengers	

Expansion

This expansion provides opportunity for an information exchange done in rotating pairs. First, have students come up with 4–5 questions to ask their partners about their lives. Write some examples on the board to get students thinking.

Have you played any sports? Have you practiced yoga or any martial art?

Have you been a member of any professional, artistic, or other kind of community?

Have you traveled by yourself?

Have you been in love?

Have you followed a particular diet/been a vegetarian?

Have you experienced a major life challenge?

Rotating pairs allow students to interact with their peers. Instruct students to arrange themselves in two lines, either seated or standing, facing one another. (If you have odd numbers, you will need to provide instructions and model with the non-paired student.) Each partner asks his or her questions and listens to his/her partners' responses until you instruct them to switch. When you do, the last person in one of the lines moves to the first position in the same line, and everyone in this line then moves one space to the right. This gives everyone in both lines a new partner. After students have had three or four partners, have them return to their seats. Ask each student to provide a statement about a class member, based on what was learned in this exchange. Write students' answers on the board, correcting form and pronunciation as you do so.

You: *Who can tell me something about Abdulaziz?*

Marco: *He has been a vegetarian since he was 12.*

Eu-Jin: *He has traveled all over the United States alone.*

▸ EXERCISE 7. Looking at grammar. Page 30.
Time: 10–15 minutes

- Have students pick new pairs or groups.
- Ask one student to read the direction line aloud.
- Tell students that if they do not want to use the sentence starters given, they can create their own.
- Walk around and work with each pair.
- Review as a class.

▸ EXERCISE 8. Looking at grammar. Page 30.
Time: 10–15 minutes

- Read the direction line aloud, and emphasize that students need to determine which clause needs to be in simple past. (One of the clauses uses simple past to create a fixed point in time, indicated by *since*.)
- Once students have completed the exercise, review as a class, discussing any challenges students find.

Optional Vocabulary

Remember that each exercise and list of optional vocabulary give students a spontaneous opportunity to use their English. Rather than sticking to only the list of optional vocabulary, use this list as a springboard within the exercises to get students talking about their own experiences in English. Exercise 8 provides an opportunity to discuss their enjoyment of camping or other outdoor activities, or how outdoor activities differ from country to country.

For example, while students will readily recognize a log cabin, ask questions about where they would see log cabins, in what countries, and what else is associated with these words. You can also ask questions about more general topics.

log cabin	camping	property
the outdoors	wildlife	relaxed

▸ EXERCISE 9. Warm-up. Page 31.
Time: 5–10 minutes

- Read the direction line aloud.
- Ask students the difference between exact time and unspecified time.
- Ask students to define *already, yet,* and *lately*.

CHART 2-4. Present Perfect: Unspecified Time and Repeated Events. Page 31.
Time: 10–15 minutes

Remember that while the present perfect describes events that happened in the past and continue in the present, it is also used to describe actions that happened at some point in the past. However, we do not know or we don't care when they happened. As you move through the chart with your students, remind them of this use of present perfect.

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- Start by asking students leading questions to learn if they have *ever* done the following:

  seen snow
  gone sailing
  met a famous person
  broken a bone
  gone bungee-jumping
  been lost in another country

- Using students' responses, create present perfect sentences that do not focus on one point in past time, and write them on the board. For example:

  Lina has seen snow.

- Ask students to participate in helping you label parts of speech, and draw a timeline.

  Lina has seen snow.
  subject auxiliary have + past part
  ?

- Stress that Lina has seen snow in the past, but the question mark indicates that we don't know when in the past this happened.
- Have students take turns reading example sentences (a) and (b) aloud.
- Read the accompanying notes aloud, and ask students if they have any questions.
- Go through the same procedure as above, using students' lives and suggested examples for the present perfect, this time with *just* (meaning "recently") and then again with *so far* (for repeated events).
- Have students read examples (c)–(e) aloud and discuss the explanatory notes, and then have them do the same for (f) and (g).
- Discuss contractions and sentence (h), and ask if students have any questions.

▸ EXERCISE 10. Looking at grammar. Page 32. Time: 10–15 minutes

- Read the brief direction line aloud.
- Explain that students are looking for past participles, some of which may share the same form as simple past.
- Give students time to complete this on their own.
- C rrect as a class.
- When students make mistakes, have them correct their work and provide another sentence that would make sense with the verb form given.

▸ EXERCISE 11. Looking at grammar. Page 32. Time: 10–15 minutes

- Read the direction line aloud, and stress that more than one answer is often possible.
- Have students complete as autonomous seatwork.
- When a student answers "yes," ask for more information, and when a student answers "no," ask a related question. For example:

  Student A: *Have you ever slept in a tent?*

  Student B: *No.*

  You: *Have you ever slept outside at all, (Student A)? Can you answer in a complete sentence?*

Optional Vocabulary

tent
skill
unusual
pet
seasick

▸ EXERCISE 12. Looking at grammar. Page 33. Time: 10 minutes

- Ask a student to read the direction line and the example coversation aloud.
- Discuss how students understand what the time frame is in the sentence. Which words are most helpful for understanding this?
- Give students time to complete the exercise autonomously as seatwork.
- Review as a class and put any particularly challenging items on the board for further discussion.

▸ EXERCISE 13. Looking at grammar. Page 33. Time: 10 minutes

- Read this exercise and then have students try to complete the passage.
- Ask for volunteers or call on students in an encouraging way, moving from one student to another as needed.
- While working through the sentences, remind students of time phrases that can help them form the required tenses.
- Write any particularly challenging sentences on the board for further analysis.

Optional Vocabulary

international relations
scholarship
overseas
common interests
variety

▸ EXERCISE 14. Let's talk: game. Page 34. Time: 10–15 minutes

- Ensure that you fully understand how the game works before you read the direction line to students.
- Read the example as Student 1, and then have another student read Student 2.
- Encourage students to help each other, and give hints as you go around the room (or group).
- Take notes on the participle forms as they are used, and review common mistakes as a group at the end.
- Take notes on content, particularly in order to engage students who are less forthcoming in class in general. By referring to knowledge you acquired about students in a game or exercise, especially about students who are less willing to speak, you help them feel included and make games and exercises more conversational and spontaneous.

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▸ Exercise 15. Reading, grammar, and speaking. Page 34. Time: 10–20 minutes

This topic should be one that engages students. Many will have heard of the term "bucket list," but write it on the board and start by generating conversation about the concept and what students already know about it. Depending on the level and background of the class, you can easily discuss whether the idea is typical of the United States as compared with other cultures and ask if there are similar concepts or terms in other countries. Another approach is to discuss why people create bucket lists later in life and whether a wiser approach would be to live and work in a more balanced way. Whenever a topic can generate spontaneous conversation, you have the opportunity to more meaningfully engage the students in the grammar included in the passage or exercise.

Part I

- Ask students to take turns reading parts of the passage aloud.
- Ask specific content questions based on the passage. For example:

  How did the characters in the movie meet?

  What does "kick the bucket" mean? Is there a similar phrase in your native language?

  Should you wait until you are old or sick to consider your bucket list? Why or why not?

Part II

- Have students arrange themselves in pairs.
- Read the direction line aloud, and discuss with students why they will need to use present perfect in responding to the directions.
- Use the student-generated sentences to discuss each item on the bucket list.

Part III

- Remaining in pairs, have students tell their bucket list items to each other.
- Discuss as a class.

Expansion

Expand on this exercise by having students write down one item from their partner's bucket list on a piece of paper. Instruct students to also include the reason why this bucket list item is important to their partner. Collect the pieces of paper, and present them to the class, but anonymously. Then classmates guess whose bucket list item you have read. For example:

You: *This student has always wanted to climb Everest because she loved the book Into Thin Air. Whose bucket list is this from?*

Students: *Yael! Yael loves reading adventure books and loves rock climbing.*

▸ EXERCISE 16. Warm-up: listening. Page 35. Time: 10 minutes

Here, reduced speech describes the sound of helping verbs (*have / has*) contracted with the preceding nouns and/or question words. Students should know that they will hear reduced speech frequently in everyday conversation with native speakers. The students' focus should be kept on recognizing and understanding reduced speech rather than producing it.

- Have the audio ready to go.
- Explain to students that they will hear *have* and *has* and will be asked to tell you how the reduced speech in the exercise questions sounds.
- Play the audio and review as a class.

CHART 2-5. *Have* and *Has* in Spoken English. Page 35. Time: 10 minutes

- Ask a student to read the examples on the left side of the chart, one by one.
- The text indicates the phonetic symbol for the sound of the reduced pronunciation. As many students do not know the phonetic alphabet and could be confused by having to learn another alphabet in addition to the English one, just write how you think the reduced speech sounds. For example:

  What has happened? *What's happened?*
- Make sure students understand that while they need to recognize reduced speech, they are not expected to (nor should they worry about) producing it.

▸ EXERCISE 17. Listening. Page 35. Time: 10 minutes

- Be completely provisioned and ready to play the audio.
- Read the direction line to students, and explain that it can be hard to distinguish the sound of contracted *is* from that of contracted *has*.
- Ask students which participle they should expect with the contraction of *is* (present) and which with *has* (past)
- Emphasize that they should write the full forms.
- Play the audio.
- Review as a class.

▸ EXERCISE 18. Warm-up. Page 36. Time: 5 minutes

- Ask one student to read the first speech bubble and one student to read the second one.
- Have students discuss the tenses of both verbs. Which one has a specific time attached (simple past), and which time indicates any time in the past (present perfect)?

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- Reiterate this difference as you move to the chart, and remind students that they have already learned this main distinction.

CHART 2-6. Present Perfect vs. Simple Past. Page 36. Time: 10–15 minutes

Students can become confused about the differences between the simple past and present perfect though most of them have studied the contrast between them before this point. Specifically, once students are introduced to present perfect, they tend to overuse it or not use it at all. The chart clarifies the differences in meanings and usage between the two tenses, and by stressing the importance of key time phrases associated with one or the other, you can give your students clear direction. This Teacher's Guide provides step-by-step notes for presenting chart topics while explaining grammar in simple and clear ways, using student-generated content. However, if your students do not need such a detailed explanation, feel free to abbreviate it appropriately. Most students, even advanced students, do not mind this type of discussion because it builds their confidence in what they already do know, but you will need to monitor responses carefully.

- By way of review, ask students for an example sentence in the simple past. For example:

  You: *Layla, what did you do last night?*

  Layla: *I finished my project at 9:00 last night.*

  You: *OK, so Layla finished her project at 9:00 last night.*
- Draw and write:

  9:00 P.M. last night — *now*
- Now ask a leading question resulting in the present perfect tense. For example:

  You: *Has anyone here visited Paris?*

  Roberto: *Yes. Me.*

  You: *OK, so we know that Roberto visited Paris, but we don't know when. We know it was in the past, but we don't know whether it was last year or when he was a child or two months ago. To express this unknown or unspecified time in the past, we use the present perfect.*
- Draw and write:

  sometime before now — *now*

  ?
- Ask students to provide you with the correct present perfect sentence for Roberto's Paris visit, and write below the timeline.

  sometime before now — *now*

  ?

  Roberto has visited Paris.
- Repeat that while we know Roberto has visited Paris at some point in the past, we don't know and we are not concerned with when in the past he did so.
- Draw the timelines for example sentences (a)–(d) from Chart 2-6 on the board.
- Write two related columns on the board, as follows:

Present Perfect	*vs.*	*Simple Past*
unknown time in past		*specific time in past*
still in progress		*completed in past*

- Keep these columns on the board and refer to them as often as needed while students work through Exercises 19 and 20.

▸ EXERCISE 19. Looking at grammar. Page 37. Time: 5–10 minutes

- Read the direction line aloud, highlighting which verbs should be in simple past and which in present perfect.
- Ask students to write their sentences as seatwork.
- Assign the verbs to six students, who should write their completed sentences on the board.
- Ask other students to correct the written sentences as they read them aloud.

▸ EXERCISE 20. Looking at grammar. Page 37. Time: 10 minutes

- Ask a student to read the direction line aloud, and remind students how to recognize that verbs need to be put into simple past (specific time in past).
- Give students a few minutes to complete as seatwork.
- Have various students read their completions aloud and stress the important time words in each sentence.
- Put any challenging items on the board before continuing.

Optional Vocabulary

late-braking occur passed away

▸ EXERCISE 21. Reading and grammar. Page 38. Time: 10–15 minutes

The text includes many content suggestions directed to students about learning English. This blog is a great example of engaging students with the practices they employ in their own language learning, and natural discussions of language learning, teaching methodology, how different people learn languages, and how babies learn versus how adults acquire second languages (L1 vs. L2) can readily follow. Whenever feasible, encourage students to discuss their experience as language learners, and use the context of the classroom itself to engage them in one topic they all have in common: their desire to learn English.

- Start by asking students about flashcards and techniques they already know for memorization.

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- Ask students if they ever read blogs, and point out that this is a blog by the author of their textbook.
- Read the direction line aloud, and give students time to underline the simple past and present perfect verbs included in the blog passage.

Optional Vocabulary

flashcards	progress
effective	basic
memorize	complex
spaced repetition	automatically
spacing out	pleasantly

▸ EXERCISE 22. Let's talk. Page 38.
Time: 15–20 minutes

- Give students time to read through items 1–14, and respond to any anticipated vocabulary questions.
- Model the example with the help of two students.
- Model follow-up questions for your students.

  What did you ____?
  Why did you ____?
  Where did you ____?
  When did you ____?

- Have students spend 10+ minutes asking and answering the questions with a variety of partners before reviewing as a class.
- Correct both pronunciation and usage errors, using the board, as you discuss students' experiences.

Expansion
This activity can be expanded to give students an opportunity to practice making small talk while using the target grammar. If possible, turn the activity into a "party" by playing background music at a low volume. Adding background music helps students become less self-conscious when speaking. Instruct students to meet, greet, and gather as much specific information about one another as they can. You can signal that students should move on to a new conversation partner by stopping the music and starting it again, while asking them to talk to someone new. You can circulate and take notes on both content and form, for later discussion and correction, or if your full participation is needed to keep the activity moving, become one of the party guests yourself. To wrap up the activity, have students return to their seats, and ask each student to reveal one interesting fact about another student.

▸ EXERCISE 23. Editing. Page 39.
Time: 10 minutes

- Engage students by writing the term *cover letter* on the board and inviting students to discuss what it is and when people write one. Be ready to include related vocabulary. For example:

application	*interview*
résumé / CV (curriculum vitae)	*job opportunity*
	reference

- Invite students to discuss their experience in writing a cover letter/job inquiry and help those from different countries compare the process of finding a job with the process in the United States.
- Discuss what makes a letter effective and what makes it ineffective.
- Read the direction line aloud, and ask students to correct the eight errors at their seats.
- Correct by having students take turns reading from the letter aloud. Write corrections on the board if useful.

Optional Vocabulary

position	teaching	fascinating
replacement	assistant (TA)	convenient
apply	arrangements	
researcher	discovered	

▸ EXERCISE 24. Warm-up. Page 39.
Time: 5 minutes

- Read the direction line aloud.
- Have students decide on the correct sentences and share them.
- Correct students' answers, and discuss the need for a progressive form of present perfect with *since* and *for*.

CHART 2-7. Present Perfect Progressive.
Page 40. Time: 10–20 minutes

It can be very hard for students to understand when to use present perfect and when to use present perfect progressive. In many cases both forms are acceptable, and the difference in usage and emphasis is not so easy for a non-native speaker to catch. Because of this, you should anticipate that students will need additional examples besides sentences (e)–(h) in the chart in order to become confident distinguishing which form of the present perfect to use.

- First, write the most obvious example sentence for present progressive tense as follows:

  I am teaching grammar class right now.

- Then draw the first diagram from the chart on the board, and write the following sentence (add whatever clock time is true for you that day).

  I have been teaching grammar class since ____.

- Explain that both tenses deal with actions in progress, but that the present progressive shows just that an action is in progress at the moment of speaking, but not before.
- Explain that the present perfect progressive gives us the duration up to now of an action that has already been in progress.
- Explain that the present perfect progressive tense is used to emphasize the duration of an activity over time.
- Ask leading questions that result in good and meaningful examples. For example:

  How long have you been studying English?
  How long have you been playing tennis?

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How long have you been wearing contact lenses?

How long have you been working in your field?

- Write students' specific answers to these questions on the board.

  Mie has been studying English for six years.

  Alexandre has been playing tennis since he was seven years old.

  Ahmad has been wearing contact lenses since last year.

  Yukari has been working in her field since she graduated from the university.

- Explain that the tense is often used with the following time expressions: *for, since, all day, all week, all morning,* etc.

▸ EXERCISE 25. Looking at grammar. Page 41. Time: 5 minutes

- Ask a student to read the direction line aloud.
- Ask students which participles they expect to follow *is* and *are* (present).
- Do he exercise as a class.

▸ EXERCISE 26. Looking at grammar. Page 41. Time: 5–10 minutes

- Have students complete this exercise.
- As students read completions aloud, emphasize the particular time frame given in each sentence.

▸ EXERCISE 27. Let's talk: pairwork. Page 41. Time: 10 minutes

- Put students into pairs, or have them select partners for themselves.
- Read the direction line and explain that students need to consider the context before matching phrases in the box with the situations on the left.
- Circulate for a few minutes while students work through the exercise and then correct as a class.
- Discuss if other phrases in the box are possible besides the one most students agree on.

Optional Vocabulary

milkshake	fix a leak	shivering

▸ EXERCISE 28. Looking at grammar. Page 42. Time: 10–15 minutes

This exercise presents cases in which both present perfect and present perfect progressive are acceptable. Let your students know that in some cases the difference is so subtle that native speakers can't even explain why they have chosen one form or the other.

- Explain that present perfect progressive emphasizes duration of time, while present perfect emphasizes completion.
- Write the following examples or others on the board, and discuss the difference.

  I have been reading War and Peace for three months.

  I have read one-half of War and Peace.

- Explain that another subtle distinction is that present perfect progressive is more often used for recent activity, and present perfect is more often used for an indefinite time in the past.
- Write the following examples or others on the board, and discuss the difference.

  I have been traveling in Asia.

  I have traveled in Asia.

- Explain that the first sentence suggests the time frame is recent, and that the second one suggests the time frame is some unknown time before now.
- Start the exercise by having a student read the direction line aloud.
- Ensure students know that in some cases either form is correct.
- Have students complete as seatwork.
- Review by having students take turns reading their completions aloud.
- Discuss any challenging sentences as boardwork.

Optional Vocabulary

interrupt	episodes
appliances	comedies

▸ EXERCISE 29. Listening. Page 42. Time: 10 minutes

- Be provisioned with the audio ready to go, and instruct students to close their books and listen without writing anything.
- Have students then open their books and write the missing words.
- Review as a class with the listening script in hand. Be ready to play the audio again if students missed any answers.

▸ EXERCISE 30. Reading and writing. Page 43. Time: 10 minutes

Part I

- Ask students what they know about online product reviews, and ask if they read them or have ever written one.
- Tell students that the example product reviews in this exercise make great use of both the simple and progressive form of present perfect.
- Read the direction line aloud, and ask students to underline both forms of the present perfect.
- Discuss the reviews and uses of both forms of present perfect with your students.

Part II

- Have students work in pairs to find similar product reviews on a site such as Amazon®.
- Ask them to underline the present perfect verb uses.

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Part III

- Assign a product review for homework.
- Ask students to pick a product they have either really liked or really disliked.
- Have them incorporate a star system and standard phrases accordingly.

▸ EXERCISE 31. Warm-up. Page 44.
Time: 5 minutes

- Read through the warm-up sentences with students.
- For each sentence, ask students to identify which action happened first and which second.
- Explain that past perfect (which is formed with the past helping verb *had* + the past participle of the verb) is used to differentiate two distinct times in the past.

CHART 2-8. Past Perfect. Page 44.
Time: 10–15 minutes

The most important concept for students to grasp is that at least two events in the past are necessary to use past perfect. The earlier event is in the past perfect tense, and the later (more recent) event is in simple past. Without this distinction of time between two events—both in the past—there would be no need to use past perfect.

Sometimes students have the incorrect notion that past perfect simply means the past event took place a long, long time ago. Be ready to clarify this misunderstanding by emphasizing that in using the past perfect, when an event occurred is important only in relation to when another event occurred in the past.

The expression *by the time* usually needs some explanation. It conveys the idea that one event was, or will be, completed before another event. It usually signals that either the past perfect (simple or progressive) or the future perfect (simple or progressive) needs to be used in the main clause. In fact, this phrase is used to signal only those tenses in the exercises in the text—even though it is possible to use other tenses when a "state" rather than an "event" is being expressed. For example:

The doctor came at six. By that time, it was too late. The patient was dead. (state)

The doctor came at six. By that time, the patient had died. (event)

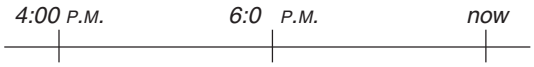
In some cases, such as (d) and (f), simple past can be used in place of past perfect in informal English. In other words, it is often, but not always possible to use the simple past in place of the past perfect. The past perfect is relatively formal, and it is helpful to explain to students that they will encounter this tense more often in written English than in spoken English.

Reviewing the chart's notes on the use of past perfect tense with *before* and *after* (c)–(f), reported speech (g) and (h), and use in written text (i) will help students know where and when and in what contexts to anticipate the tense's use.

- Using student-generated information, draw a timeline that shows two past events. For example:

  Mustafa left at 4:00 P.M. Luiz called him at 6:00 P.M.

- Write an example illustrating the two tenses combined in one sentence,



  Mustafa had already left when Luiz called him.

- Work through the first examples (a)–(f), illustrating the combination of simple past and past perfect tenses on the board with timelines, as shown above.
- Depending on your class, assess whether to present and discuss examples (g)–(j) formally. You may choose to skip these points for now to give your students a chance for immediate controlled practice.

▸ EXERCISE 32. Looking at grammar.
Page 45. Time: 10 minutes

- Have students read and respond on sight to tightly control this first exercise.
- Write individual sentences on the board as you go, and clearly mark which action happened first and which second.
- Ask additional questions to ensure students are becoming comfortable with the form and its use.

Optional Vocabulary
quiz soaked staff fridge

▸ EXERCISE 33. Looking at grammar.
Page 45. Time: 10 minutes

- Ask students to complete individually as seatwork.
- Have students read their completed sentences aloud.
- Correct immediately and very overtly. (Don't recast sentences with the right forms; clearly state the problem and what the correct form should be.) Write on the board as much as is useful for your students.

Optional Vocabulary
embarrassed generously

▸ EXERCISE 34. Warm-Up: listening. Page 45.
Time: 5–10 minutes

- Remind students of the term "reduced" when referring to tenses created with helping verbs.
- Play the audio for your students twice.
- The second time through, ask them to write down how the reduced pronunciation sounded to them.

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CHART 2-9. *Had* in Spoken English. Page 46. Time: 10 minutes

The goal here is to help students understand the situations in which *had* is reduced. When *had* is used as a main verb, it cannot be reduced. When *had* is part of the past perfect tense, it is usually reduced. As in earlier pronunciation exercises that focused on reduction, the aim here is not for students to produce the target structure but rather to train their ears to better understand the reduced structure as it is used in everyday English.

- Ask your students leading questions in order to elicit two sentences in which *had* is the helping verb. For example:

  Had anyone already studied present perfect tense before we studied it in this chapter?

  Had anyone already visited the United States before they came to this class?
- Write students' responses:

  Francine had already studied present perfect tense.

  Xie had already visited Boston.
- Now ask questions that will lead to the use of *had* as the simple past of *have*. For example:

  Did anyone have a problem when they first arrived here?

  Did anyone have any worries or concerns during your first week of classes?
- Write students' responses:

  Mieko had a problem with her student visa.

  Jasmine had a concern about her conversation level.
- Give students time to review the chart.
- Ask students to articulate the difference between sentences (a)–(b) and (c).
- Using normal and relaxed spoken English, read all the sentences aloud. Ask students if they heard the difference in the pronunciation of *had*, and have them try to replicate the sentences aloud.
- Cross out the word *had* in the first two sentences and write /d/ in its place.
- Ask a student to reread (c) aloud and try to reduce *had*. Make sure they can hear why they can't. Explain that the sentence will sound as if there is no main verb if *had* is attached to the subject of the sentence in a reduced form.

▸ EXERCISE 35. Grammar and listening. Page 46. Time: 5–10 minutes

Tell students that the reduced sound for both *had* and *would* is the same—/d/. Explain that they can tell which helping verb form is being used by looking at the verb form that follows /d/. If the verb form that follows the /d/ is the past participle, /d/ is a reduced form of *had*. If the verb that follows the /d/ is the simple form of the verb, the /d/ is a reduced form of *would*.

- Be provisioned and ready to play the audio.
- Ask students to first complete the exercise with either *is, had,* or *would,* depending on the verb forms used in the rest of the sentence.
- Play the audio and have students confirm from the forms used that they had selected the correct verbs.
- Correct as a class.

Optional Vocabulary

base jumper skyscraper thrilling

▸ EXERCISE 36. Listening. Page 46. Time: 5–10 minutes

- Ask a student to read the direction line aloud.
- Ask two other students to read the example sentences.
- Emphasize that students need to write the complete and non-reduced forms, not the reduced forms they will hear.
- Play the audio.
- Have students read their completed sentences aloud.
- Review as a class, referring to the listening script as needed.
- Write any challenging items on the board for further discussion.

Optional Vocabulary

recharge cancel

▸ EXERCISE 37. Warm-up. Page 47. Time: 5–10 minutes

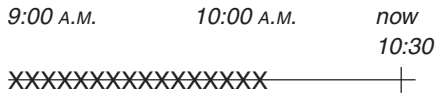
- Explain the directions, and have students complete the exercise independently.
- Review as a class.
- Ask students what tense matches with the past perfect progressive (simple past).

CHART 2-10. Past Perfect Progressive. Page 47. Time: 10–15 minutes

The past perfect progressive is only possible when more than one past event is being discussed. The tense indicates that the earlier action had been in progress and was interrupted by the more recent simple past action.

Past perfect progressive is used infrequently. It is more common in formal written English than in spoken English and comes up most often in spoken English when using reported speech.

- Draw timelines and write examples on the board to illustrate an ongoing past perfect action interrupted by a more recent simple past action.
- Try to use examples from today's class if possible.



Martha has been teaching since 9:00.

Pablo arrived at 10:00.

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It is now 10:30.

Martha had been teaching for an hour when Pablo arrived.

- Ask students what actions occurred and which actions occurred first.
- Remind students that past perfect progressive is only possible when more than one past event is being discussed.
- Have students take turns reading the example sentences (a)–(d) in the chart, and discuss the explanatory notes with them.

▸ EXERCISE 38. Looking at grammar. Page 47. Time: 5–10 minutes

- Ask different students to read the sentences about Ryan aloud.
- Ask students to decide which sentences (a)–(e) best answer questions 1–4.
- Discuss as a class and reiterate when past perfect is used. Help students eliminate any sentences that have only one verb (a), (c), and (d).

▸ EXERCISE 39. Looking at grammar. Page 48. Time: 10 minutes

- Read the direction line aloud.
- Give students time to work through the five sets of sentences on their own.
- Review as a class, and challenge students to explain both why the correct sentence is correct and why the other sentence is wrong.

Optional Vocabulary

change majors	rehearsing
semester	nervous

▸ EXERCISE 40. Looking at grammar. Page 48. Time: 10–15 minutes

- Ask a student to read the direction line aloud.
- Ask a different student to read the example sentences aloud.
- Have students continue through the exercise as seatwork.
- C rrect as a class, having students read their completions aloud, taking turns.
- Correct content and pronunciation, and discuss vocabulary as you review the exercise.
- Remember to use a variety of ways when covering optional vocabulary; ask for synonyms, antonyms, or in what context a word or phrase is found. The key reason for covering optional vocabulary is to give students unscripted talk time within grammar class and to interest students in other topics.
- Write any particularly challenging items on the board, and use timelines as needed to stress why a verb must be in past perfect progressive or present perfect progressive.

Optional Vocabulary

five straight hours
daydream
software engineer

▸ EXERCISE 41. Let's talk. Page 49. Time: 10 minutes

- Have students get into groups of 3–4.
- Read the direction line aloud.
- Have a student or two read the first completed example aloud.
- Circulate around the room while students discuss the remaining pairs of sentences and answer the question in each.
- Review as a class, encouraging students to explain their answers using the grammar terms you have been using every day.

▸ EXERCISE 42. Looking at grammar. Page 49. Time: 10 minutes

- Have students complete the exercise.
- Read the direction line and have students begin.
- Correct by having students read their completions aloud.
- Review as a class, discussing vocabulary and pronunciation as well as grammar.

Optional Vocabulary

calm	humid	subscribe
turbulence	tour	
reviews	podcasts	

▸ EXERCISE 43. Listening. Page 50. Time: 10 minutes

- Have the audio ready.
- Read the direction line and example to students.
- Remind students that they are choosing from sentences that describe what they heard; they are not choosing what they heard.
- Play the audio.
- After students have selected their responses, review as a class.

▸ EXERCISE 44. Check your knowledge. Page 51. Time: 10 minutes

- E plain that students are going to identify errors.
- Have students take turns reading through the sentences.
- As students correct the sentences, have them explain why the original form was incorrect.

▸ EXERCISE 45. Reading and writing. Page 51. Time: 10–20 minutes

Part I

- Put students in pairs or small groups.
- Read the direction line for Part I aloud.
- Have students discuss with one another both the content of the passage and why the first paragraph has so many simple past verbs compared with the second paragraph.

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Part II

- Because many students find writing a challenge, take time to discuss the directions at some length.
- Review the writing tip with students, and discuss how writing is simply another way of speaking. The more your students can think of writing as active communication and not some arbitrary task, the more they will benefit from it and enjoy it.
- If useful for your group, you can write a two-paragraph essay on the board, and give students the chance to contribute ideas and then the entire class can formulate the sentences together.

Part III

- Explain to students the importance of editing and how every writer benefits from reviewing and editing.
- Help them use the checklist to simplify and improve their writing.

Optional Vocabulary

extraordinary	dramatically
devices	available
typed	replaced
conversations	movie streaming
channels	editing
phonographs	digital

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CHAPTER 3 Future Time

CHAPTER SUMMARY

OBJECTIVE: To explore and learn the most common ways to express future time. This chapter emphasizes the *will* and *going to* future forms, present tense future, and briefly introduces the less common future tenses.

APPROACH: This text defines the simple future as a verb form that expresses an event or situation that will, to the best of the speaker's knowledge, occur in future time. Using modals and periphrastic (i.e., phrasal) modals to express future time is covered later in the text.

TERMINOLOGY: For ease of classroom communication, the text refers to both the *will* + simple form and the *going to* + simple form as the simple future tense.

PRETEST. What do I already know? Page 53. Time: 5–10 minutes

- Have a student read the pretest direction line aloud.
- Give students time to complete the exercise and correct using the charts referred to.
- Have students take turns reading their corrected sentences aloud, and discuss any challenging items.

▸ EXERCISE 1. Warm-up. Page 53. Time: 5 minutes

- Explain the direction line.
- Have students complete the warm-up, using words from the column on the right to complete each sentence.
- As these forms are among the first learned by students, you can expect to move quickly through Chart 3-1.

CHART 3-1. Simple Future: Forms of *Will* and *Be Going To*. Page 54. Time: 10–15 minutes

This chart reviews the two basic forms for expressing the future. It does not show the difference in form or meaning (which is found in Chart 3-2). It is useful to spend some time on the pronunciation of the reduced forms *'ll* and *gonna.* Model the reduced forms for students, but don't rush them to use them in their speech. Remind students that clear and careful enunciation is important for language learners and that normal contracted speaking will happen naturally as they become confident and gain more experience with the language. Be sure to point out that *'ll* is used in both speech and very informal writing, but that *gonna* is almost never used in writing (with the exception of dialect).

- Ask students about their plans for the coming weekend. For example:

  Natalia, what will you do this weekend?

  Chao, what are you going to do on Saturday?
- Using students' information, write sentences that demonstrate that both *will* and *be going to* can be used for simple future. For example:

  Natalia will visit her cousin this weekend.

  Chao is going to play softball on Saturday.
- Go over the chart with the class, and ask students to read the example sentences (a)–(m) aloud. Review the explanatory notes to the right of the example forms and discuss challenging items.

▸ EXERCISE 2. Looking at grammar. Page 54. Time: 5 minutes

This exercise and the two that follow it give students the opportunity to practice the two simple future forms using a variety of skills. The emphasis here is not on differences in meaning but rather on using the correct forms of the tenses.

- Explain the direction line to students.
- Have students read through the sentences aloud and then, individually or with the support of the class, decide if the sentence is a prediction or a plan.

▸ EXERCISE 3. Grammar, speaking, and writing. Page 55. Time: 5 minutes

- Read the direction line aloud and put students into small groups.
- As students discuss the completions, circulate around the room, taking notes and participating as is useful.
- Have students take turns reading the completions aloud. Correct pronunciation as well as usage.
- Remind students of the final instruction to write predictions.

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- Review individual predictions as a class, and encourage students to say which predictions they think are mostly likely to come true.

Optional Vocabulary
flooding championship

Expansion
Before class, write the names of situations predicted for the future on 6–10 index cards, depending on the size of your class. You will be putting students into small groups to write specific predictions about decisions that will be made, technology that will be advanced, and challenges that will be faced for each situation, so you will want to have 3–4 students per topic. For example:

global warming / climate change
increased human longevity
space exploration and colonization
extinction of important species
a global economy (rather than local)
smart vehicles that drive themselves
advanced technology and increased automation across all fields of human endeavor
low birthrates
lack of renewable energy
drones / automated weapons

- Before giving each group an index card, review the topics briefly and make sure students understand the situation and the trends today that point to it. Choose a sample topic, and with your students make specific predictions for the situation. For example:

  low birthrates
  There will be fewer people in the future. Couples will only have one or two children. Cities will grow, but small towns will become smaller. Childless couples will become more common. Some older couples will not have adult children to help them as they become elderly and dependent.

- Have students work on the topics in small groups, and visit with each group to help them come up with ideas and to find the best way to express them. Encourage students to think deeply, critically, and specifically about possible outcomes so that their predictions are meaningful to the group.
- Ask students from each group to talk about the situation they were given and to share the predictions they made. Other students should both correct the actual predictions (grammar, etc.) and also comment on the content and whether they think the predictions are likely to come true.

▸ EXERCISE 4. Listening. Page 55.
Time: 10 minutes

- Be provisioned with the audio ready.
- Read the direction line to the students, and emphasize that they should complete the sentences with the non-contracted forms of the verbs they hear.
- Ask students to take turns reading their completed sentences aloud, one by one. Check any challenging items against the listening script.

▸ EXERCISE 5. Warm-up. Page 55.
Time: 5 minutes

- Ask four different students to take turns reading sentences (a)–(d) aloud.
- Discuss the difference between a prior plan and a prediction and an offer to help.
- Review the answers for each question: (b) = a prior plan; (a) and (d) = predictions; (c) = an offer to help.

CHART 3-2. *Will* vs. *Be Going To*. Page 56.
Time: 10–15 minutes

Students sometimes have trouble fully grasping when to use *will* and when to use *be going to.* While there are times when students can use them interchangeably, *will* includes a degree of certainty (with some predictions) and willingness (with offers to help) that make its usage distinct from *be going to.* Spending ample time on these different forms will help students control and comprehend the future better, so stress the situations that require *will* in order to drive the difference home.

- Write the three headings from the chart (*Prediction, Prior Plan,* and *Willingness*) on the board, spaced evenly apart.
- Using student-generated information, write one *will* sentence and one *be going to* sentence under the heading *Prediction*. If students' responses don't quite work, make your own predictions about topics that you know interest the actual students in your class.
- Underline and highlight the verb forms so that students easily see that *will* and *be going to* can both be used to make predictions. For example:

  Prediction
  Brazil will win the next World Cup.
  Turkey is going to win the next World Cup.

- Next, ask a couple of students what they are going to do this coming weekend, and write their responses on the board using *be going to* under the heading *Prior Plan*.
- Underline and highlight the *be going to* form as used in student sentences. Explain that for plans made before the moment of speaking, *be going to* is the natural form to use. For example:

  Prior Plan
  Reem is going to make a new recipe this weekend.
  Mari is going to ride her bike in Central Park.

- Then elicit examples of willingness from students by deliberately dropping a pen or book near a student's feet.
- Ask the student if he/she will pick the object up for you. Because of the cue you have given in the question form using *will,* the student is likely to say *I will.*
- Even if the student says nothing or incorrectly says *I'm going to pick that up,* use this brief demonstration to teach that *will* shows willingness, especially for spontaneous offers of help.

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- E plain that the student didn't know you were going to drop your pen/book and therefore, didn't plan to pick it up for you. Emphasize that because *be going to* is for prior plans, it would not make sense here.
- Emphasize that the only correct future form for a decision made at the moment of speaking is the *will* future.
- Give students the example of a telephone ringing in a house or a knock on the door of that house. Because we don't know in advance that these things will happen, we can't make prior plans to respond to them once they do.
- Write the examples you have discussed under the heading *Willingness* and underline or highlight the verb forms used. For example:

  Willingness

  (The phone rings.)

  I will answer it. / I'll answer it.

  (Someone knocks on the door.)

  I will get it. / I'll get it.
- E plain that the negative form of the *will* future is used to express refusal to do something, or, in the case of an inanimate object, inability to function.
- Elicit correct uses of the negative form of the *will* future from students by giving them leading sentences. For example:

  Your Uncle Bernard is terrified of being in an airplane crash. In fact, he won't fly at all.

  Our washing machine is making funny sounds. Now it won't work.
- Go over Chart 3-2 with students, asking volunteers to read the sample sentences, (a)–(h) aloud. Discuss the explanatory notes and ask plenty of questions to ensure that students understand.

▸ EXERCISE 6. Grammar, speaking, and listening. Page 56. Time: 10 minutes

Exercises 6–11 require students to think critically about the meaning of the verbs in each sentence and their overall context. In order for students to use the correct future form in these exercises, they need to fully understand the scenario in each sentence. If you feel that students are struggling too much with any of these exercises, take a step back and complete them slowly as a class, using the board as much as needed. Keep key phrases that show either willingness or evidence of future plans on the board so that you can point to these as needed to help students.

If Exercise 6 is very easy for your group, you can have students move ahead and complete other exercises in this group before reviewing as a class.

Part I
- Read the direction line aloud.
- It is critical that students understand the context and can picture the scenarios given in these sentences. Therefore, take time to review any vocabulary that could be challenging.
- Review the teaching suggestions included in the front matter about incorporating optional vocabulary into exercises.

Part II
- Have the audio ready to play.
- Play the audio and have students repeat the correct pronunciation of *will* and *going to.*

▸ EXERCISE 7. Looking at grammar. Page 57. Time: 5 minutes

- Have students take turns reading the sentences aloud and selecting whether the verb expresses a prediction, prior plan, or willingness.
- Write any challenging items on the board for further discussion.

▸ EXERCISE 8. Looking at grammar. Page 57. Time: 10–15 minutes

- Read the direction line aloud.
- Have students complete independently as seatwork.
- Correct as a class and put any challenging items on the board.

Optional Vocabulary

downtown	erase
getting together	volunteers

▸ EXERCISE 9. Grammar and listening. Page 58. Time: 10 minutes

- Have the audio ready to play.
- Read the direction line aloud.
- Have students decide whether to expect A or B in response.
- Confirm and correct by playing the audio.

▸ EXERCISE 10. Let's talk. Page 59. Time: 10–15 minutes

- Read the direction line and explain the task.
- Put students into pairs.
- Ask students about the word *fiasco* and once defined, ask why it is a good description of both pictures.
- Remind students of the urgency of getting to the wedding, and also have them think about the kind of clothing they would be wearing.
- Circulate among the pairs, and encourage them to be creative in their solutions while also remembering the limits of the situation.
- Discuss as a class, and put some of the suggestions on the board.

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▸ EXERCISE 11. Listening and writing. Page 59. Time: 10 minutes

- Be provisioned with the audio ready to play.
- Read the directions aloud. Be aware that some words may not be familiar to all students.
- After students have written their paragraphs, have them share and compare content and form.

Expansion
Together, using sentences and aspects of all students' paragraphs, create a descriptive paragraph to summarize the passage on the board.

Optional Vocabulary

revisions	compare	developed
content	edit	expand

▸ EXERCISE 12. Warm-up. Page 59. Time: 5 minutes

The directions ask students to explain what they notice about the verbs in blue. Students should notice that these verbs are all formed in the present tense. When used with adverbs (time words and phrases), such as *after, as soon as,* and *when,* the time expressed is future and not present.

- Students may complete these sentences using a main clause with the verb in the future tense. Respond to both the verb form chosen and the actual content.
- Keep overtly correcting students when using these time adverbs. They need to know that *as soon as,* for example, should not be followed by a future verb. For example:

  Gockem, are you really going to take a nap as soon as you leave this class? Isn't anyone going to do their homework when they get home?

CHART 3-3. Expressing the Future in Time Clauses. Page 60. Time: 10–15 minutes

The focus of this chart is on verb usage in complex sentences containing dependent (subordinate) adverb clauses, called "time clauses" here. Students should be familiar with time clauses and their future use with present tense verbs. Such clauses are explored further in a later chapter.

Point out that this future use is not "traditional" English usage. There are certain patterns and systems within a language, but all languages defy logic or predictability in one way or another.

The meaning of *until* can be tricky for some learners to fully grasp. They often confuse it with *yet, already,* and/or *still.* Explain that an action will continue or a situation will change until a future change.

- Using some of the time words included in the chart, elicit from the class two sentences combining time clauses (placed first) and then main clauses with the verb in future tense. For example:

  As soon as Beatriz finishes at the gym, she will drive to her parents' house.

  After Kyung Su leaves class on Friday, she will go to the airport.

- Now come up with two sentences in which the time clause follows the main clause. For example:

  Pei-Yu will take the IELTS after she returns to Taiwan next month.

  Atul will order food as soon as the rest of the guests arrive.

- Explain that when the time clause precedes the main clause, a comma separates one clause from the other one.
- Reiterate that no comma is needed when the time clause follows the main clause.
- Underline the present tense structure of the time clause in one color, and highlight the future tense structure of the main clause in a contrasting color.
- Ask students to take turns reading (a)–(h) aloud, and review as a class. Discuss the explanatory notes in the right side of the chart.
- Emphasize the present progressive and stress that in order to use this tense as future, the action will need to be in progress, according to the time clause.

▸ EXERCISE 13. Looking at grammar. Page 60. Time: 10 minutes

- Read the direction line aloud.
- Remind students that the verb that needs to be in simple present is the one that is in the time clause (not in the main clause).
- Have students take turns reading and choosing the correct form.
- Put any particularly challenging items on the board.

▸ EXERCISE 14. Looking at grammar. Page 60. Time: 10 minutes

- Have a student read the direction line aloud.
- Ask students to complete each item independently as seatwork.
- Compare and correct as a group, putting any challenging completions on the board.

▸ EXERCISE 15. Let's talk: interview. Page 61. Time: 10 minutes

- Put students into small groups of 3–4.
- Instruct students to first form the questions correctly from the cues given in each example individually. Then they should ask these questions of the other students in their group.
- As a class, have students read you the formed questions, and write these on the board. For example:

  What are you going to do after you wake up tomorrow?

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- Have students report on their partners' responses, and write some (or all) of these answers on the board. For example:

  You: *Rina, what is Claudio going to do after he wakes up tomorrow?*

  Rina: *Claudio is going to finish his grammar homework in the morning and then go to a club with his friends tomorrow night.*
- Continue until you have received a few answers for each of the five questions that are on the board.
- Analyze any mistakes by writing the sentences on the board and calling on the class for help with correction.

▸ EXERCISE 16. Looking at grammar. Page 61. Time: 10 minutes

- Because students should be able to hear the errors in this exercise, have students take turns reading the sentences aloud.
- Students should correct the mistakes as they hear them, but if not, encourage their peers to jump in.
- Write any complex sentences on the board for clear discussion and correction.

Optional Vocabulary

rehearse	feedback
honest	nervous

▸ EXERCISE 17. Warm-up. Page 61. Time: 10 minutes

Students may have heard this structure before but may not be aware that present progressive can have a future meaning when they have learned it strictly for an action in progress now. Remind students that they may be more familiar with this structure than they know and that it is very conversational in nature.

- Ask students to read the sentences aloud.
- Discuss whether there should be a present or future meaning for each sentence, and confirm as a group.

CHART 3-4. Using the Present Progressive and the Simple Present to Express Future Time. Page 62. Time: 10–15 minutes

The present progressive, when used to express future time, must relate to a planned event or definite intention (e.g., *Tomorrow, I am going to the dentist.*).

The simple present, when used to express future time, is limited to scheduled events that happen at the same time, regularly (e.g., *The express train departs at 6:30 P.M.*).

These tenses are most frequently used to express future time in conversational English. The difficulty for students is learning that without the specific conditions listed above, present tenses can't be used for future time. Students tend to overuse this.

- Ask students if they have any plans for the coming weekend or vacation.
- Co-create present progressive sentences on the board using the present progressive for planned future events. For example:

  Jens is having dinner with his girlfriend tomorrow night and meeting her parents on Saturday.

  Marta is traveling to the mountains for the winter break.
- Have three students read example sentences (a)–(c) aloud, in turn.
- Introduce the use of simple present for future regularly scheduled events by asking students when the next meeting of your class is.
- Write students' responses on the board using simple present tense, and remind students that the reason you can use present tense is that your class is a regularly scheduled event. For example:

  Our next class meets two days from now.
- Have three different students read the next three chart example sentences (d)–(f) aloud. Review the explanatory notes as a group.

▸ EXERCISE 18. Looking at grammar. Page 62. Time: 10 minutes

- Ask a student to read the direction line aloud.
- Ask others to come up with synonyms for *habitually* (e.g., *regularly*).
- Have students take turns reading the sentences aloud.
- Decide as a class the meaning of the italicized verbs.
- Discuss any challenging items by using the board.

▸ EXERCISE 19. Looking at grammar. Page 62. Time: 10 minutes

- Read the direction line aloud.
- Have students complete independently as seatwork.
- Correct as a class.

Expansion

Before class, write the name of each of your students on an index card. You will later distribute these, one per student, and you need to ensure that no student gets a card with his/her own name. Students will use the present progressive form of the future to describe another classmate's planned activities.

Tell students they need to 1) talk to every other student in the class and 2) find out at least three details about their classmates' plans for the coming weekend. Have students walk around the room and ask each other

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what they are doing this coming weekend. After 10–15 minutes of gathering information, they should all sit down again. You will now distribute the name cards, one for each student. Students will now pretend to be the student whose name they have, using present progressive tense. The other class members will have to guess which classmate the speaker is pretending to be. For example, Vilson (from Brazil) might say:

This weekend my parents are coming from Taiwan, and they are taking me shopping in Chinatown so I can have Chinese ingredients in my kitchen. I am showing my parents all over the city on Saturday. They have traveled to Asia and to Europe, but this is their first time in the United States. On Sunday, we are driving from Boston to New Hampshire to see the fall leaves. My mother has heard that the foliage in New England is pretty in the fall, so I am taking her outside the city to see this.

Who am I?

Classmates: *Hsu–Wei. You are Hsu-Wei. She said her parents are arriving from Taiwan later this week, She also said she was going shopping in Chinatown and that she was showing her parents the leaves in New Hampshire.*

▸ EXERCISE 20. Reading, writing, and speaking. Page 63. Time: 10–25 minutes

This exercise incorporates practice of many skills. Do Part I in class so that students can become used to the grammar forms used and the idea of moving from reading to speaking to writing.

You may want to teach the idiomatic phrase "money is no object." Students should imagine they have the time and money to go absolutely wherever they want and to do whatever they want.

Use a map if possible. If you have time, photocopy mini-maps of the world. You may also want to print a copy of a sample itinerary from the Internet.

Part I

- Ask students to work through the passage as seatwork and underline all the present verbs.
- As a class, discuss the meaning of the underlined verbs and the itinerary planned in Bali and Thailand.

Part II

- Either individually or in small groups, students compose a paragraph describing an ideal vacation week. This can be started in class and continued for homework.
- Include as many details as possible, and be sure students use the correct tenses to show future time.
- To promote a detailed itinerary, have students think about where they will depart from, what means and class of travel they will take, what time of day they will arrive at their first destination, etc.
- Write specific questions on the board to help students brainstorm. For example:

Where are you going?

Where are you leaving from?

How are you traveling? In the first-class section of an airplane? On a luxury ocean liner? Are you driving across the African continent in your Land Rover or being driven in a Rolls Royce from Heathrow Airport to Buckingham Palace?

Who is traveling with you?

What kind of accommodations are you staying in?

What will you eat?

Optional Vocabulary

go windsurfing appropriate

▸ EXERCISE 21. Warm-up. Page 63. Time: 5 minutes

- Have a student read the sentences above the chart and compare the sentences in blue.
- Ask students when they will need to use this tense.

CHART 3-5. Future Progressive. Page 63. Time: 10–15 minutes

Future progressive is most commonly used in response to questions about what will already be in progress at one specific future time. When planning a meeting or conference that has many sequenced steps or events, future progressive comes in very handy.

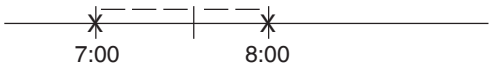
This tense is also used to talk about what is predicted to be happening at an unspecified time in the future. For example, we can say:

I'll be calling you!

You will be speaking English fluently in no time!

This use occurs primarily in spoken English and shows a warmth and familiarity among the speakers and listeners.

- Draw this timeline on the board.



- Using student-generated information, illustrate future progressive tense. For example:

Tomorrow, Luz is leaving her apartment at 7:00 A.M.

At 8:00 A.M., Luz will arrive at the airport.

At 7:30 A.M., Luz will be riding in an Uber on the way to the airport.

- E plain that the general form is *will* + progressive (*be* + *-ing*) form of the verb.
- If using the *be going to* form of the verb, the future progressive is *be* + *going to* + *be* + *-ing.* For example:

Tomorrow, Luz is leaving her apartment at 7:00 A.M.

She is going to arrive at the airport at 8:00 A.M.

At 7:30 A.M., Luz is going to be riding in an Uber on the way to the airport.

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- Have students read sentences (a)–(d) from the chart aloud, taking turns.
- Review the explanatory notes.

▸ EXERCISE 22. Looking at grammar. Page 64. Time: 5 minutes

- Remind students that references to specific times in the future will help them know which tenses to use.
- Have a student read the example item aloud.
- Giving a couple other students a chance to participate, complete the next item in class.

▸ EXERCISE 23. Looking at grammar. Page 64. Time: 10 minutes

- Read the direction line.
- Give students time to complete independently as seatwork.
- Correct as a class, writing any challenging items on the board for discussion.

▸ EXERCISE 24. Reading and grammar. Page 64. Time: 5 minutes

- Read the direction line.
- As a group, underline the future progressive verbs.
- C mpare the uses of this form within the email.

Optional Vocabulary
assignments

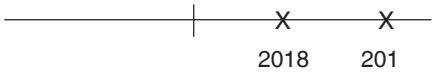
▸ EXERCISE 25. Warm-up. Page 65. Time: 5 minutes

- Read the direction line and decide as a class which action (in each of the three sentences) happened first.
- In each sentence, number the first action "1" and the second action "2."
- Explain that both future perfect and future perfect progressive are <u>only</u> used to describe what will have been completed or will have been in progress from a point in the future.

CHART 3-6. Future Perfect and Future Perfect Progressive. Page 65. Time: 10–15 minutes

The future perfect and the future perfect progressive are the two <u>least</u> commonly used tenses in the entire English tense system. These tenses are primarily found in academic literature and science texts more than in everyday prose or speech. Students don't need to spend too much time on them, but it will help students to understand that these tenses give us a way of looking back from a point in the future. In this way, they are very theoretical and not very practical.

- Draw the timeline and use student-generated information to illustrate the future perfect. For example:



Mei will finish her degree in 2018.

I will see Mei in 2019.

By the time I see Mei, she will have finished her degree.

- Explain the meaning of *by the time,* and remind students that it is followed by the simple present but with a future meaning. This is similar to *as soon as.* The future perfect describes what will have been completed by some point in the future.
- Using another student's information, draw a timeline and illustrate the use of the future perfect progressive.

Lars will begin studying at 7:00.

At 9:00, his brother will arrive home.

Lars will have been studying for two hours by the time his brother arrives home.

- Explain that the future perfect progressive is used to show the duration of an event that will be in progress before another event takes place.
- Select different students to read aloud examples (a)–(c) in Chart 3-6. Review the explanatory notes.

▸ EXERCISE 26. Looking at grammar. Page 65. Time: 10–15 minutes

- Give students time to work through this exercise as seatwork, after having read the direction line.
- Tell them that they should look for certain phrases that indicated completion (*by the time*).
- Review as a class, confirming the correct responses.
- Reiterate and use timelines whenever needed for these tenses to imagine the past from a point in the future.

Expansion
Prepare a set of index cards with random future times written on them. Put students into groups of 2–3.

In groups, have students share sentences using either future perfect or future perfect progressive to say what will have been completed or in progress by certain times in the future. Encourage students to write sentences about one another and share them. For example:

<u>2025</u>

In 2025, Endo will have worked at the university for 12 years.

In 2025, Jamilla and her husband will have been married for 15 years.

In 2025, Seygul will have been teaching Turkish for 17 years.

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▸ EXERCISE 27. Looking at grammar. Page 66. Time: 10–15 minutes

- Read the direction line.
- Give students time to complete the items.
- Correct as a class, writing challenging items and/or confusing time references on the board.

▸ EXERCISE 28. Looking at grammar. Page 66. Time: 5–10 minutes

- Ask a student to read the direction line aloud.
- Have a student read the first sentence aloud for each item and then as a class, discuss why the checked sentences are preferred.
- Help students to articulate that the future perfect emphasizes completion of an action while the future perfect progressive emphasizes duration of an action.

Optional Vocabulary

reservation steadily

▸ EXERCISE 29. Check your knowledge. Page 67. Time: 5–10 minutes

- Ask students to take turns reading each item aloud and determining the error within the sentence.
- Once one student has identified the error, have the person next to him/her replace the incorrect part with the corrected form.
- Ask a third student to explain why the original form was an error and why the correction was needed.

▸ EXERCISE 30. Reading, speaking, and writing. Page 67. Time: 10–15 minutes

Part I

- Ask three students to take turns reading the three emails.
- Discuss the concepts of formality, informality, tone, and register.
- Ask students which email's formality is most similar to the formality they use in their academic life.

Part II

- Ask students to read through the tips about writing emails to instructors.
- Ask students to follow the direction line for writing two emails to instructors (one reporting an absence and one making a request).

Part III

- Invite students to use the editing list to revise their own writing or that of a partner.

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CHAPTER 4

Review of Tenses

CHAPTER SUMMARY

OBJECTIVE: To review the verb tenses covered in detail in Chapters 1–3.

APPROACH: Chapter 4 gives students practice with all the verb tenses previously presented in the student text. As a result, this is the only chapter that does not contain any charts.

When students have to choose or supply the appropriate tense(s), according to context and meaning, they should be asked to explain their choices and discuss errors and/or misunderstandings fully. It will be helpful for students to recall the Student Book charts and/or timelines to justify their responses. One of your many roles is to help your students become sensitive monitors and effective editors of their own English usage.

Now that the foundation for verb tense usage has been laid, your students need controlled and free practice, and most important, as many out-of-class language experiences as the acquisition process requires. You may wish to tell your students that they shouldn't expect to become instant experts in verb tense usage after completing these first four chapters. Rather, you can assure them that they will continue to develop their mastery over the tenses with time and that producing and understanding tenses will be a goal they can readily meet. Sometimes students equate second language learning with other academic pursuits. They may feel that once they study or learn a chapter's worth of material in mathematics or chemistry, they have mastered it. They may also expect the same results in a language class. You may wish to discuss language learning with your students in order to highlight just how very different learning a language is from learning almost anything else.

TERMINOLOGY: This chapter repeats the terminology used for tenses over the last three chapters.

PRETEST. What do I already know? Page 70.
Time: 5 minutes

- Give students a few minutes to read the direction line and identify which sentences are correct.
- Review as a class.

EXERCISE 1. Looking at grammar. Page 70.
Time: 10 minutes

- Read the direction line and have students complete the exercise as seatwork.
- When reviewing as a group, ask students to tell you which among the many time words and phrases informed them what the required tense is.

EXERCISE 2. Looking at grammar. Page 71.
Time: 10 minutes

- Read the direction line aloud.
- Give students time to work through the exercise and choose the correct response.
- Ask students to not only identify and explain the correct choice but also to make changes to the incorrect sentences to render them grammatical.

EXERCISE 3. Let's talk. Page 71.
Time: 10 minutes

If you lead this exercise, approach each item conversationally, add extra words, expand upon topics, rephrase questions, and put the questions in the exercise into contexts that your students can relate to. These questions are here to give you ways to engage your students in an oral review of tenses.

In items where there are several related questions, ask a question and wait for the response, then follow that answer with the next question to the same student, and expand by coming up with related questions. Don't stop to make corrections until the conversation has run its course.

If the exercise is used for pairwork or group work, students can simply monitor each other and check with you as necessary.

- Depending on your group, you can lead this exercise yourself or have students work in pairs or groups.
- Read the direction line.
- Make this exercise as conversationally engaging as possible while also practicing tenses.

EXERCISE 4. Looking at grammar. Page 72.
Time: 10 minutes

- Ask a student to read the direction line.
- Ensure students know to complete each sentence with the verbs from the direction line.

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▸ EXERCISE 5. Let's talk. Page 72.
Time: 10 minutes

- Have students work in pairs.
- Ask students to be imaginative in their stories and pay close attention to how they need to distinguish time frames in the back story from one another via tense use.

▸ EXERCISE 6. Editing. Page 72.
Time: 10 minutes

- Give students time to complete this exercise as seatwork.
- Review as a class.

▸ EXERCISE 7. Writing. Page 73.
Time: 10 minutes

- Begin by focusing on what Tom has been doing, by explaining that students should use present perfect progressive tense.
- Have students write four sentences, using what can be noted from the illustration as a guide.
- C ange tenses and rewrite as directed in items 2–4, and encourage students to expand on the vocabulary in the picture to discuss additional tasks. For example:

dust	*clean*
polish	*scrub*
sweep	

Expansion

Prepare a group of index cards beforehand. Provide the students with the index cards; each one should have the name of a well-known job or profession.

doctor	*stock trader*
lawyer	*teacher*
law enforcement officer	*retail worker*
gardener	*food server*
farmer	*politician*
businessperson	

As seatwork, have students write sentences in the first person that state what the person / professional / worker has been doing, will do, and so on. For example:

doctor

Tomorrow, I will see patients in my office.

I will treat various conditions and probably prescribe some medication.

Later in the day, I will go to the hospital to see patients.

Before I go home, I will write notes in my patients' files.

Once students have prepared their notes, have them take turns reading their sentences aloud while other students guess the profession. If you like, you can change the tenses needed.

▸ EXERCISE 8. Reading and writing. Page 73.
Time: 10–15 minutes

- Read the directions aloud and discuss how blogs have come to be popular.
- Have students read the blog as seatwork.
- Ask students to respond to the questions in the last paragraph of the blog.
- Discuss procrastination and the Pomodoro Technique as a class.

Optional Vocabulary

challenges	distractions	overwhelming
face	tendency	daunting
procrastination	developer	reward
putting off	uninterrupted	doable
delaying		

▸ EXERCISE 9. Looking at grammar.
Page 74. Time: 10 minutes

This is a great exercise for students to work through on their own. Have students pay attention to the context and ask them about both vocabulary presented and related vocabulary.

- Have students complete as seatwork.
- Give students time to read their completions aloud.
- Have students refer to time cues that indicate which tenses must be used.
- Use the context to discuss vocabulary.

▸ EXERCISE 10. Let's talk. Page 74.
Time: 10–15 minutes

- Try this exercise in small groups, with students giving answers freely.
- Spend ample time on questions 5 and 6, using students' lives, experiences, and plans as well as what is going on in the world.

▸ EXERCISE 11. Listening. Page 74.
Time: 10 minutes

- Have the audio ready to go.
- Read the instructions aloud.
- Play the audio and ask students to choose the next, natural sentence.
- Review as a class.

▸ EXERCISE 12. Looking at grammar.
Page 74. Time: 10 minutes

- Give students time to choose the correct sentence in each group.
- Correct and review as a group.
- Ensure students can justify why their selection is the only correct sentence in the group.

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▸ EXERCISE 13. Listening. Page 75.
Time: 10–15 minutes

Part I
- Have the audio ready to go.
- Explain that students need to write *T* or *F* for each item.
- Play the audio and have students complete each item.

Part II
- Play the audio again, having students complete each item as they hear it.
- Review all the completions at the end of the audio.
- D scuss any unclear sentences by referring to the listening script.

▸ EXERCISE 14. Looking at grammar.
Page 76. Time: 10–15 minutes

Part I
- Give this exercise to students as seatwork.
- Review the correct verbs as a class, discussing time references and why the verb chosen is correct.

Part II
- Ask students to use the example in Part I to write their own email.

Part III
- After having students underline all verbs, ask them to exchange papers with a peer and correct the verb tenses.

▸ EXERCISE 15. Speaking and writing.
Page 77. Time: 10–15 minutes

Decide on famous people for students to role-play beforehand. Doing so can help ensure all students "recognize" the famous person. Be prepared with enough famous living people that you can assign one name to each pair. Make sure that students know what a "nosy" reporter is, and help them get the most from this activity by preparing a list of nosy questions with students and keeping it on the board throughout the exercise.

Part I
- Put students in pairs and have them role-play each situation.

Part II
- Assign a brief article as homework.

Expansion
If there is time, have students read their articles aloud. Invite students to correct grammar and usage. After they read their articles, students can reveal the identity of the famous person interviewed.

▸ EXERCISE 16. Let's talk. Page 77.
Time: 10–15 minutes

This exercise can be carried out over a number of days at the beginning of class. Have students bring to class articles on recent events that they can summarize in a few sentences, taking care to use the correct tenses. Only a few students will give summaries per day. Students who are not speaking should take notes in order to practice their listening skills. They can also note 1) questions to ask for additional information and 2) problems with verb tenses or pronunciation. These notes can be used for discussion after each summary is given.

As preparation for these summaries, you can bring newspaper articles to class or have students bring in items that they have read about on the Internet that day.

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CHAPTER 5

Subject-Verb Agreement

CHAPTER SUMMARY

OBJECTIVE: To review and master the correct usage of final *-s* / *-es* and subject-verb agreement. To assist students in chipping away at the fossilized errors they have in subject-verb agreement and to help them self-correct.

APPROACH: Correct use of final *-s* / *-es* is a common problem among English language learners. Even though most students at this level "know" the grammar rules for using the final *-s* / *-es* suffixes, they remain unable to use these endings consistently in their own production, both oral and written. To help with self-monitoring and the development of correct patterns of production, this chapter focuses on final *-s* / *-es* and singular and plural distinctions, beginning with a review of some rules for spelling and pronouncing the final *-s* / *-es* suffixes. The main sections deal with the problem of number: quantities and various aspects of singular-plural agreement between subject and verb.

TERMINOLOGY: The term "expressions of quantity" is used for any quantifier (e.g., *some of, a lot of, several of, two of*), determiner (e.g., *no, each, every, some, any*), or predeterminer (e.g., *all, both*) that expresses amount or size.

PRETEST. What do I already know? Page 78. Time: 5 minutes

- Give students a few minutes to read the direction line and select which sentences are incorrect.
- Encourage students to read aloud to themselves rather than simply look for errors. They will develop good self-correction instincts if they hear the sentences in their heads.
- Review as a class.

▸ EXERCISE 1. Warm-up. Page 78. Time: 5 minutes

- Read the direction line and have students complete the exercise as seatwork, checking the appropriate boxes.
- Discuss the role of the *-s*.

CHART 5-1. Final *-s* / *-es*: Use and Spelling. Page 79. Time: 10 minutes

Most students are probably well aware of the elementary grammar in this chart but still sporadically or even frequently omit final *-s* / *-es*. This chart seeks to reinforce students' awareness of *-s* / *-es* by a review of rules and an emphasis on oral production.

Encourage correct production of final *-s* / *-es* by exaggerating your own correct pronunciation. Remind students that mistakes with this basic point may make their accent sound more "foreign" than it would otherwise sound. Most adult learners speak an accented English, but most also want to minimize their accents. By becoming vigilant about the correct pronunciation of final *-s* / *-es* and self-correcting as much as possible, students can minimize their own accents.

- Begin with the Use section of the chart.
- Present the endings systematically—first the nouns in (a) and then the verbs in (b).
- Write the sentences from the chart on the board, and then co-create example sentences with your students. For example:

  Abdul collects antique books.

  English classes interest us.

  Angelo enjoys his classes.

  Hye Pak works as an engineer.
- Next, review the Spelling section with your students, going through items (c)–(f) one by one.
- Ask students to add to each group of words and related spellings.
- Though the chart focuses on use and spelling, spend time reviewing pronunciation as well. An understanding of pronunciation will support students' ability to use the words correctly.

Expansion (pronunciation)
Write the three symbols /s/, /z/, and /əz/ on the board. Model the sounds. As you work through the chart and following exercises that follow, point to the appropriate symbol when discussing a particular pronunciation to help those students who may not be able to hear the differences yet.

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Present each ending and its particular pronunciation systematically, using your students' lives as a context for these sentences. For example:

Pavlo likes books, movies, and especially comedies.

- Highlight or underline the *-s* endings:

  Pavlo likes books, movies, and especially comedies.

  Point out that the final *-s* is pronounced differently after different nouns. For example, after *book* (a voiceless ending sound /k/, the *-s* is pronounced like /s/. After *movie* (a voiced ending sound, /i/[ee]/), the *-s* is pronounced like /z/.

  Have students repeat each sound after you.

▸ EXERCISE 2. Spelling. Page 79. Time: 10 minutes

- Give students time to work through the exercise and choose whether *-s* / *-es* is needed.
- Ask students to not only identify and explain the correct choice but also to pronounce the word by creating sentences using the words.

▸ EXERCISE 3. Grammar and pronunciation. Page 79. Time: 10 minutes

- Have students work in pairs.
- Ask students to expand on this exercise by also adding another noun / verb phrase (one not already included in the exercise).
- Discuss as a group.

▸ EXERCISE 4. Let's talk. Page 80. Time: 10 minutes

- Have a student read the direction line aloud.
- Ask students to explain the meaning of the term *proverb* and to share a few proverbs from their culture / language.
- Write students' proverb contributions on the board.
- Ask students why plural nouns are used, leading them to the conclusion that it is due to the generality described in a proverb.
- Discuss what proverbs they know of that have similar meanings.

Optional Vocabulary

challenging	march
security badge	broth
itch	early bird
hiss	

▸ EXERCISE 5. Warm-up. Page 80. Time: 5 minutes

- Ask students which words determine if the verb is singular or plural.
- Explain that the first noun they see, the noun before any preposition, is the actual subject of the verb.

CHART 5-2. Basic Subject-Verb Agreement. Page 80. Time: 10 minutes

This entire chart is review for students, and the concept of subject-verb agreement is one they will be able to discuss readily. It is very straightforward. Remind your students that though they intellectually know that subjects and verbs must agree, because many subjects are presented as nouns in phrases with both plural and singular nouns, it can be hard to maintain accurate agreement.

The grammatical term "third person" refers to the following pattern:

Singular

I *= the person who is speaking, the "first person"*

you *= the person who is being spoken to, the "second person"*

he/she/it *or* ***singular or noncount noun*** *= the person or thing that is being spoken* ***about****, the third person*

Plural

we *= the speaker and included persons, the "first person plural"*

you *= all persons who are being spoken to and included in the audience, the "second person plural"*

they *or* ***plural noun*** *= all people or things that are being spoken* ***about****, the "third person plural"*

- Using your students as topics, write a simple present tense sentence on the board. For example:

  Hassan works for his father.

- Draw an arrow from the singular subject to the verb it determines and highlight the verb's third person *-s* ending.

  Hassan works for his father.

- Diagramming is particularly helpful when presenting subjects followed by prepositional phrases, adjective clauses, or gerunds. You can exaggerate subject-verb agreement by writing a long sentence that begins with a subject followed by a prepositional phrase (or adjective clause) that contains both singular and plural nouns. Underline the subject and then highlight the many nouns before the verb appears. For example:

  The essay in the school newspaper about the original candidates for the presidency of the United States in 2016 was too long.

- Write a few complex sentences on the board. For example:

  The apples picked by Yessiana's son are tart.

  Memorizing English phrasal verbs helps students recognize them.

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The theories first discussed by Watson and later taken up by his partner, Crick, were groundbreaking.

- Ask students to come to the board and diagram the sentences.
- Have students read the sample sentences included in the chart aloud, and review the notes on the right as a group.

▸ EXERCISE 6. Speaking or writing. Page 81. Time: 10 minutes

- Put students into pairs.
- Ask students to first complete the sentences with what first comes to mind, and then to write the completed sentences as revealed by their partner.
- Remind students that because the quantifier is singular, the verb must be also.

▸ EXERCISE 7. Looking at grammar. Page 81. Time: 10 minutes

Students must be able to identify the grammatical subject before selecting the correct form of the verb. The grammatical subject may or may not be the logical subject. Subjects with *each* (e.g., *each man and woman, every teacher in the school,* etc.) may seem plural to students. These expressions refer to more than one person, but because they use the word quantifiers *each* and *every,* they refer to many but one by one. The concept of *each* and *every* is singular and therefore, the verb must also be.

- Read the direction line.
- Have students complete the exercise on their own as seatwork.
- C rrect as a class, and put any challenging items on the board for diagramming and discussion.

▸ EXERCISE 8. Grammar and listening. Page 82. Time: 10 minutes

- Be provisioned by having the audio ready to play.
- Read the direction line aloud, and have students complete the exercise with the anticipated correct form of the verb in parentheses.
- Play the audio.
- Review as a class.

Optional Vocabulary

universe	curtain
syllabus	adrenaline
protected	hormone
retirement home	release
lettuce	seek out
produce	parachuting
waterfall	exhilarating
kayak	
somersault	

▸ EXERCISE 9. Warm-up. Page 82. Time: 5 minutes

- Do t e tasks in the direction line with your class.
- Remind students of the previous chart and the discussion of what constitutes the real subject of each sentence. Remind them that the real subject precedes the first preposition they see, and that these nouns, collective nouns, often have singular grammar.

CHART 5-3. Collective Nouns. Page 82. Time: 10 minutes

- Begin by writing a sentence about your class on the board. For example:

  My class is very intelligent and motivated.

- Ask students to count off how many people are in the class. Once they have given you the number, ask them why, with that number of students, the verb with *class* is singular.
- E plain that *class* is a collective noun, and write the words *Collective Nouns* on the board as a header.
- Ask students to take turns reading sentences (a)–(d) on the left side of the chart. Explain that though different in British English, these words are singular in American English.
- Ensure that students understand the meaning of all the collective nouns in the list at the bottom of the chart.
- Ask different students to take turns reading sentences (e)–(h) aloud. Spend time explaining that *members* is implicit, and it is with this implicit inclusion—and thinking of the group members rather than the group as an entity—that plural grammar can be used. Don't spend too much time on this, however, as it is subtle and students may not be able to easily discern the difference.

▸ EXERCISE 10. Looking at grammar. Page 83. Time: 5 minutes

- Read the direction line aloud.
- Have students read the sentences aloud so that they can hear the lack of agreement. This is critical because it is hard to only "see" agreement errors.

▸ EXERCISE 11. Looking at grammar. Page 83. Time: 5–10 minutes

- Remind students of the lower half of Chart 5-3.
- E plain that if they can add *members,* they will see a third person plural verb.
- Review as a class.

Optional Vocabulary

requested	performers
raises	coach
audience	improve
choir	paramedic(s)
committee	shifts

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▸ EXERCISE 12. Warm-up. Page 83.
Time: 5–10 minutes

- Read the direction line aloud.
- Remind students, again, about the real subject of any noun phrase coming before the first preposition.
- Discuss as a class which words determine whether a singular or plural verb is used.

CHART 5-4. Subject-Verb Agreement: Using Expressions of Quantity. Page 84.
Time: 10 minutes

Make sure students understand that with *some, most, all,* and fractional expressions of quantity (*two-thirds, one-half*, etc.), students need to find the noun that follows the expression of quantity to understand whether a singular or plural verb is needed. Conceptually, this is exactly the opposite of what they have just learned and therefore, explaining this clearly should help. Take plenty of time with this. In contrast, the expressions *one, each,* and *every* always require singular verbs, no matter what precedes them.

- Ask one student to read item (a) and another one to read item (b) aloud.
- Ask the class how and why examples (a) and (b) are different. Point out—repeatedly—how the number of the noun after the expression of quantity governs whether the verb is singular or plural.
- Continue to work through the example sentences, having students read aloud (c)–(h) in pair fashion. Take time to reiterate and emphasize the noun that governs the verb with boardwork.
- Stress the consistency of the examples here.
- To further illustrate the point, write contrasting examples using your students' lives. The more tailored these and all examples are to your lives, the more engaging they will be for the students in your class. Below are some examples, but these can be expanded and added to greatly. Ask students to explain the differences in meaning.

Singular Verb	*Plural Verb*
Some of the movie was too violent for Ree.	*Some of the movies were too violent for Ree.*
A lot of Jee-Hyung's notebook is full of grammar notes.	*A lot of the students' notebooks are full of grammar notes.*
One-half of Marta's birthday cake is gone.	*One-half of Marta's birthday presents are gone.*
Most of Malek's weekend is busy.	*Most of Malek's weekends are busy.*

- Emphasize that the expression of quantity preceding the noun (e.g., *some of, two-thirds of, a lot of,* etc.) does not determine the verb. In these cases, it is the noun itself that matters and not the quantifier.
- Have students read the sentences and notes in the rest of the chart aloud.
- Provide clarification by referring to the notes, and write more example sentences on the board as needed.

▸ EXERCISE 13. Looking at grammar.
Page 84. Time: 5–10 minutes

Part I
- Remind students of what they have already learned about what determines whether a verb is singular or plural.
- Explain the direction line.
- Have students do Part I as seatwork.
- Review as a class.

Part II
- Have students choose the correct completions as seatwork.
- Review as a class.

Expansion
The United States is not the only country in love with cars and thus, the content of these exercises can be a springboard for natural discussion. Any and every time you can have an impromptu natural discussion that relates to a topic in a grammar exercise, you can engage students in the grammar more simply by discussing the topic and inviting spontaneous conversation.

Ask students if they have ever bought a car and whether they enjoyed the experience.

Ask students how important cars are in their country.

Ask students whether there is social status attached to buying a new or used car.

Explain that fairly or unfairly, car salespeople have a somewhat negative reputation in the United States. Ask if this is also true in students' countries, and invite them to discuss how car (or other salespeople) are perceived.

Ask students whether "green" cars are more popular than non-green ones.

Ask students what kind of cars they like and what they would look for in a car.

Optional Vocabulary

pre-owned	vehicle
rear view camera	reliability
markup	standard
dealer	models

▸ EXERCISE 14. Reading and writing.
Page 85. Time: 5–10 minutes

Part I
- Ask your students if they have ever heard of King Midas or the Midas touch.
- Give students time to read through the story and choose the correct verbs as seatwork.
- Have students take turns reading sentences aloud, and discuss the content.

Part II
- Give students time to write the elements and key sentences of a folktale from their country.

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- Ask them to use simple sentences and focus on subject-verb agreement with quantity words.
- Put students into pairs to edit their stories.

Fluency Practice

- Have students tell their story to their partners and then to other students, in increasingly concise ways as described in the task.
- Ask students to then share a story he or she heard from another student with the class as a whole.
- C rrect subject-verb agreement and expressions of quantity immediately and overtly, writing on the board as needed.

Optional Vocabulary

exceedingly	overjoyed	plead
greedy	elaborate	wand
luxury	feast	remorse
fortune	dismay	humble
satisfy	dawn on	generous
lovely	edible	ruler
treasures	embrace	contented
acquire	overcome	

▸ EXERCISE 15. Warm-up. Page 86. Time: 5–10 minutes

- Read the direction line to your students.
- Divide the board into two columns, headed with *There is* and *There are*.
- Have students contribute classroom items by name and create full sentences, according to whether the noun phrase given follows *There is* or *There are*.
- To challenge students, invite them to add abstract nouns to the two columns. For example:

  There are laughter and happiness in our classroom.

  There is no hatred in our class.

CHART 5-5. Subject-Verb Agreement: Using *There* + *Be*. Page 86. Time: 10–15 minutes

Like much of this chapter, this chart will serve as review for most students.

The structure *there* + *be* + noun conveys the idea that something exists. Make sure students understand that the meaning of this structure is very different from *They are there.* In this case, *there* refers to a particular physical location.

Help students understand that *there* doesn't have a clear meaning in and of itself. Only when it is used in reference to a particular location, does it become a preposition of place. The special structure *there* + *be* + noun means that something exists.

- Before looking at the chart, write example sentences on the board and then point to the noun featured to show that *there* in the first case is simply a prepositional location. For example:

  The books are there.

  (Meaning: specific books are in a specific location—there is that location.)

  There are books in this classroom.

  (Meaning: books can be found / exist in this classroom)

- Explain that in the second example above, the verb always agrees with the noun that follows *be; there* itself is neither singular nor plural.
- Ask a student to read items (a) and (b) from the chart, and review the corresponding notes.
- Write additional examples on the board.
- Explain item (c) and tell students when and where they are likely to hear this contraction of *there* + *is.*

▸ EXERCISE 16. Grammar and speaking. Page 86. Time: 5–10 minutes

- Read the direction line aloud.
- Have students complete each item according to the direction line.
- Ask students to read their completions aloud and explain their completion based on their opinions or statistics they know.
- As much as possible, use this speaking exercise to invite more conversation that requires generalities using *there* + *be.*

Optional Vocabulary

resources	climate change	decade
due to	cures	

Expansion

In order to get students using the target grammar, have them describe random and unusual places without saying the actual place names. Before you go to class, write the names of certain places / organizations / buildings / facilities on them. Have students create *there is* and *there are* sentences in order to describe them (again without saying the name). After they have created sentences, students read them aloud to the class, and the class has to guess the place / building / facility / etc. based only on the *there is / there are* sentences. For example:

There are test tubes.

There is expensive equipment.

There are scientists and researchers.

There are usually a lot of computers.

What is it?

A laboratory.

Ideas for places:

a laboratory	*a hospital / clinic*
a beach	*a mechanic's workshop*
a beauty salon	*a pet store*
a barber shop	*a water park / an amusement park*
a doctor's / dentist's office	*a gym*
a bar	*a swimming pool*
an Internet café	*a grocery store*
an embassy or state department office	*an open-air market*

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▸ EXERCISE 17. Listening. Page 86. Time: 5–10 minutes

- Ensure that you are completely provisioned and have the audio ready.
- Read the direction line and note aloud.
- Write the phonetic version of *Is there* (as written in the text), and repeat it for students so that they can be prepared for the listening.
- Play the audio.
- Review the correct choices by referring to the listening script as needed.

▸ EXERCISE 18. Grammar and listening. Page 87. Time: 10–15 minutes

- Review the direction line carefully.
- Have students underline the words that determine verb agreement and circle the correct verb, independently, as seatwork.
- Play the audio and use the listening script to review the correct verbs.

Optional Vocabulary

scattered	intent
property	commit
threat	subtleties
enter	distinctions

▸ EXERCISE 19. Warm-up. Page 87. Time: 10 minutes

Because students are used to anticipating errors, it may be hard for them to accept that all of these sentences are correct. You may want to look at this warm-up while also presenting the chart on irregularities.

- Explain that all the sentences are correct.
- Encourage students to explain why certain nouns ending in *-s* are actually singular. Ask students what they notice about, for example, the *United Nations*. For example:

  What do you already know about the United Nations?

  It is an organization made up of many countries. It is one organization and therefore, its grammar is singular.

  What do you already know about the phrase seven kilometers*? In the context here, are we counting each of the kilometers or looking at a total distance? We are looking at a total distance and therefore, the grammar is singular.*
- Explain to students that in some cases, they may simply need to learn that certain words (for example, *news*) always have singular grammar, whether they have a final *-s* or not. You can assure them that while this may not make sense to them, they will become used to the singular grammar of some words.

CHART 5-6. Subject-Verb Agreement: Some Irregularities. Page 88. Time: 10–15 minutes

Let students know that as these are irregularities, students are better off simply learning these exceptions by rote, than trying to envision one hard and fast rule. One way to present these irregularities (which, after all, are not in keeping with what students have learned so far about subject-verb agreement) is to diagram and highlight example sentences that are correct but in which the subject and verb do not agree.

- Write a few sentences featuring these irregularities on the board. For example:

  Today's news were interesting.

  Today's news was interesting.
- Connect plural subjects to their singular verbs overtly by crossing out the plural verbs and emphasizing the singular ones.

  Today's news ~~were~~ interesting.

  Today's news was interesting.
- C ntinue to emphasize that though this grammar is not expected, the irregularity is correct.

▸ EXERCISE 20. Looking at grammar. Page 89. Time: 10 minutes

- Give students time to complete this exercise as seatwork.
- Review the correct verbs and diagram any challenging items on the board.

▸ EXERCISE 21. Game. Page 89. Time: 10–15 minutes

Expansion

Each team has the opportunity to provide the correct answer to each of the statements given and based on students' general knowledge. In addition, extra points are gained by each team's coming up with accurate sentences about the other two choices presented in parentheses. Some teams or groups may not be able to come up with additional sentences, but it can be engaging for students to show their general knowledge and to create sentences on the spot. This expansion requires the teacher to know or prepare enough facts about all the choices for each item so that she/he can judge whether the additional sentences are correct. Have students work in teams, and keep score on the board. For example:

The English are famous for educational institutions like Cambridge and Oxford.

The Scots are famous for inventing golf.

The Scots are well known for traditional universities such as St. Andrews and Edinburgh.

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The Scots are famous for their production of woolen goods and whiskey.

The Irish are famous for their great writers, like Keats and Wilde.

The Irish are known for their exaggerated style of story-telling.

Optional Vocabulary

respected	fatal	plenty
statistics	proud	structure
branch	training	mammals
infectious	unreasonable	

▸ EXERCISE 22. Let's talk. Page 90.
Time: 10–15 minutes

Some of these discussion questions will be more productive than others. Because people find it easy to talk about themselves and their preferences, items 1 and 6 may work well with little elaboration. However, you may need to model what is meant by item 2 and/or ask leading questions in order to engage students in items 3 and 4. For example, items 3 and 4 can be rephrased:

What do books and supplies cost here / in Japan / in Saudi Arabia / in your country?

How far do most people commute to and from work or school here / in Brazil / in Russia / in your country?

- Have students work in small groups to respond to the questions.
- Circulate around the room assisting students as needed.
- C rrect students immediately when you hear third person mistakes and/or subject-verb agreement problems.

▸ EXERCISE 23. Game. Page 90.
Time: 10–15 minutes

- Have students remain in small groups from the previous exercise, or put them into new teams.
- Engage the class in the topic by first writing the phrase *Physical Exercise* on the board and asking students simple questions about whether they exercise, and if so, what kind of exercise they do, for how long, and how regularly.
- You can also ask students whether their own exercise habits are similar to what people in their country do or different.
- In teams, have students match the beginning of the sentences (from the left-hand column) with the appropriate completions on the right.
- Review as a class.

Optional Vocabulary

manageable	injury	buddy
commute	warm up	motivation
advantages	joints	elderly
familiar with	routine	

▸ EXERCISE 24. Let's talk. Page 90.
Time: 10–15 minutes

These statements can be a great springboard for spontaneous discussions, but you may need to paraphrase some of the wording to help engage students.

- Read the direction line aloud.
- Ask students to first respond to the items, on their own, circling *yes* or *no,* according to their opinion.
- Now have students get into small groups to discuss their opinions. Emphasize that they should provide additional sentences supporting their opinions.
- Compare and contrast opinions among the group as a whole.

▸ EXERCISE 25. Check your knowledge.
Page 91. Time: 10–15 minutes

- Give students a chance to locate the errors independently first.
- As you review, ask students to read the correct answers aloud in turn and explain how they arrived at their answers. For example:

  What is the subject?

  Does the subject agree with the verb?
- Ask students to give clear explanations to their peers.

Optional Vocabulary

immunizations	attend	dramatic
necessary	disturbing	comprehensive
suitable	budget cuts	worsen

▸ EXERCISE 26. Reading and writing.
Page 92. Time: 10–15 minutes

Part I and Part II

- Engage students in the topic by asking them about their experiences in U.S. restaurants.
- Ask some of these general questions (along with those in Part II) to get the ball rolling before students read the passage. You can write these on the board:

  Do you or do you not tip? Under what circumstances have you refused to tip? Have you ever given someone a very big tip?

  What is the typical percentage to tip in a restaurant in your country?

  In the United States, many university and college students wait tables and earn tips. Is this also true in your country?

  What message do patrons give when they tip their servers, bartenders, cab drivers, hairdressers, etc.?

  Are there any negative impacts of tipping those who provide services?
- Read the direction line for the passage to your students.
- Give students time to work through the passage for content, and to underline the words that determine agreement.

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- Have students take turns reading aloud once they are finished, and as a class, discuss the words that determine agreement. Spend more time on those words that students find challenging.

Part III

- Ask students to begin writing about tipping practices (or any related subject) in class and complete this for homework.
- Circulate and help students get started, which is often the most challenging part of any writing assignment.

Part IV

- Remind students that every writer needs a good editor.
- Have students work on editing their own work or that of other students, using the list included.

Optional Vocabulary

common practice
custom
apps
mandatory service charge
valet
bellhops
concierge

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CHAPTER 6 Nouns

CHAPTER SUMMARY

OBJECTIVE: To review and gain control of such important features of English grammar as singular / plural, count / noncount distinctions, possessive forms, and some expressions of quantity. In addition, this study of nouns will help students distinguish the actual noun subject of a verb from the other nouns included in long and complicated noun phrases.

APPROACH: The text presents regular and irregular plural nouns, possessive nouns, using nouns as modifiers, and count / noncount distinctions. There are then separate sections on expressions of quantity, with exercises devoted to particular expressions and the challenges they pose.

TERMINOLOGY: Some grammar books and dictionaries refer to "noncount" nouns as "mass" or "uncountable" nouns. The term "expression of quantity" is used for any quantifier (e.g., *some of, a lot of, two of*), determiner (e.g., *no, each, every, some, any*) or predeterminer (e.g., *all, both*) that expresses amount or size.

PRETEST. What do I already know? Page 94. Time: 5 minutes

Students will already know some of the plural nouns and will benefit from trying to spell them. Be sure to model correct pronunciation of plural forms and encourage students to repeat after you so they can hear the correct pronunciation.

- Give students a few minutes to read the direction line and select which sentences are incorrect.
- Encourage students to read aloud to themselves rather than simply look for errors. They will develop good self-correction instincts if they hear the sentences.
- Review as a class.

Optional Vocabulary
bricks
mattresses
comprehensive

▸ EXERCISE 1. Warm-up. Page 94. Time: 10–15 minutes

- Read the direction line and have students discuss the endings of each plural noun.
- Discuss students' spontaneous responses to each of the three questions, and write key vocabulary and/or opinions on the board. The more you can get students using the plural nouns here in a natural sense, the better they will be able to hear correct plural endings and self-correct in the future.

CHART 6-1. Regular and Irregular Plural Nouns. Page 95. Time: 10–15 minutes

This chart is an introduction and a reference, not something to be memorized precisely to be recalled without context. Encourage students to consult their dictionaries and instructors when in doubt about the plural form of a noun, just as native speakers often have to do. Sometimes, native speakers need to look up, for example, the spelling of the plural forms of words that end in *-o*.

In (f): You can point out that final *-o* is followed by *-s* and not *-es* when the noun is a shortened form (e.g., *automobile-auto; memorandum-memo*) and also when the *-o* is preceded by another vowel (e.g., *studio, video*). Again, encourage students to consult their dictionaries and/or teachers when in doubt.

The list in the chart is not inclusive. Others that could be mentioned, especially if your students grasp these noun patterns readily include: in (g): *buffaloes / buffalos, halos / haloes;* in (i): *waifs, oafs, serfs, sheriffs, tariffs;* in (j): *one moose—two moose; one reindeer—two reindeer;* in (l): *vita—vitae*.

Many of the foreign plurals in examples (k)–(m) are used primarily in academic English; the text seeks only to make learners aware that some nouns in English have these odd plural forms. Students will learn and remember only those that are useful to them.

If students ask why some nouns are irregular, you might explain that throughout its history the English language has had close contact with other European languages. It has been influenced by German, Danish, Latin, Greek, and especially French; a few forms from those languages occur in some English words today.

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- Explain that the chart includes more words than students are likely to use or remember, but that by including many examples, students will recognize patterns and make smart guesses when faced with new nouns.
- Present the three most common patterns as three headings, and write these headings clearly on the board:
  (a) *Final -s*
  (b) *Final -es*
  (c) *Change to -ies*
- Ask students questions to elicit examples of each type of noun ending. Once a student has given you a response including a plural, write the response and noun under the appropriate heading. For example:
  (a) You: *Marta, how many bags did you bring?*
  Marta: *I brought four suitcases.*
  (b) You: *Amal, do you have more than one watch?*
  Amal: *Yes, I have three watches.*
  (c) You: *SaeHyung, what kinds of fruit do you like?*
  SaeHyung: *I like bananas, apples, and especially strawberries.*
- Continue to work through each section of the chart by co-creating sentences (or questions and responses) that feature the correct use of the plural nouns described.
- For less familiar patterns and actual foreign words, it may work best to write the heading and then supply an example yourself.
- Write the example sentences on the board and remind students that while they do need to recognize the forms and become familiar with them, they can best do so by reading as much as possible rather than through rote memorization.
- Emphasize that the point of the exercise following the chart is not perfect memorization but simply recognition and growing familiarity with the categories given.

▸ EXERCISE 2. Looking at grammar. Page 96.
Time: 10 minutes

Explain to students that writing the plural forms in the correct columns is not simply "busy work." The act of categorizing and particularly the act of writing words under certain category headings does help students recognize patterns.

- Give students a few minutes to complete the chart, writing the correct plural forms under the appropriate column heading.
- Ask students to pick random plural nouns from the completed chart, and write them in a complete sentence on the board.
- Review these sentences as a group.

▸ EXERCISE 3. Game. Page 96.
Time: 15–20 minutes

Games like this one can be among the most productive language learning activities for your students. However, in order to ensure the success of an activity or game, it is critical that you outline the purpose and instructions clearly and sufficiently before starting. Spend ample time on the direction line and write key phrases and directions on the board. As soon as students begin the activity, go to each group and work with each one directly to ensure that students both understand the tasks at hand and benefit from them.

- Before breaking students into groups, model the directions by writing a category on the board and asking students to refer back to Chart 6-1 to find nouns that can be described by the category.
- Break students into groups of 3–5 members and explain that if another team member asks for an explanation of the choice, or why it fits, the team has to provide this.

Expansion
If your students like this game and wish to continue, provide them with additional categories not found in the text. By using extra and more challenging categories, students can continue to practice their use of nouns without becoming bored.

Suggestions:

Things found in a living room
(videos, lamps, radios, photos, furniture, remotes, shelves)

Items found in a kitchen / market / restaurant
(potatoes, tomatoes, loaves of bread, knives, fish, shrimp)

Points of view / academic positions
(beliefs, hypotheses, theses)

Roles in musical performances
(heroes, solos, sopranos, altos)

Items used to decorate the human body
(scarves, tattoos)

People / things found in an office
(men, women, memos, chiefs / CEOs, data, media, shelves, furniture)

▸ EXERCISE 4. Looking at grammar. Page 96.
Time: 10–20 minutes

When reviewing an exercise such as this one, which hinges on vocabulary, be sure to ask students for synonyms and related vocabulary words to add to the discussion. English is a language with many words with similar meanings, and students can direct their own learning by consistently reviewing associated words while discussing targeted nouns.

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- Ask a student to read the direction line aloud.
- Give students time to complete the exercise as seatwork.
- Ask different students to write their completions correctly on the board.
- Ask those who didn't write completions on the board to read the completions aloud, and correct pronunciation and usage.
- Correct pronunciation and completions, while discussing the meaning of the vocabulary.

▸ EXERCISE 5. Listening, grammar, and speaking. Page 97. Time: 5–10 minutes

Part I

- Be provisioned with the audio ready to go.
- Ask students to close their books while you play the audio.
- Play it a second time, having students underline plural nouns.
- Remind students that plural nouns are, by nature, count nouns.

Part II

- Read the direction line to your students.
- Put them in pairs.
- Have students brainstorm the names of different supplies a company might order, and write these on the board. For example:

paper	*envelopes*
toner	*packaging material (tape, mailers, etc.)*
cleaning supplies	*tissues*
staples	
paperclips	

- If you like, have students tell you supplies for certain industries or businesses rather than only general office supplies. With all such exercises, specific examples and settings help students come up with better vocabulary and gain more useful practice. For example:

Hairdresser's / BeautySalon	*Vegetarian Restaurant*
shampoo	*potatoes*
scissors	*tomatoes*
conditioner	*beets*
hair color	*vegetables*
razors	*carrots*
capes	*tofu*
	beans

- Once students are engaged in practicing an imagined supply conversation, join each group to ensure students are looking at one another when they speak and using noun endings correctly.

Optional Vocabulary

quantity	in stock
combo packages	put down
will do	put in (an order)

▸ EXERCISE 6. Looking at grammar. Page 97. Time: 5–10 minutes

With uncommon vocabulary (*bacterium* as opposed to *bacteria*), discuss with students what the average native speaker says and provide context for usage so that students sound as natural as possible.

- Review the direction line.
- Give students time to complete the exercise as seatwork.
- Go over as a class, having students read individual items aloud.
- Ensure correct pronunciation.

Optional Vocabulary

organism	microscopic
reproduce	tuberculosis
cell	pneumonia

▸ EXERCISE 7. Warm-up. Page 98. Time: 5 minutes

- Explain the directions to students and have them complete the exercise.
- Ask students which words they have heard together before (e.g., *airplane pilot*).

CHART 6-2. Nouns as Adjectives. Page 98. Time: 10–15 minutes

Some grammar books use the term "noun adjunct" for a noun that modifies another noun. Some grammar books refer to noun-noun combinations as "compound nouns," and it is useful for your students to know this.

- Write the following headings on the board:

Noun as Adjective	*Noun*

- Explain that nouns can describe other nouns and that when nouns are used in this way, their grammar is singular.
- Look around the room with students to see what adjective noun-noun combinations present themselves in the classroom. Write these combinations on the board, under the appropriate headings:

Noun as Adjective	*Noun*
class	*room*
class	*project*
grammar	*book*
bulletin	*board*
student	*work*

- Write the incorrect example from Chart 6-2, *vegetables soup*, on the board. Remind students that plural forms are not usually used as modifiers. Cross out *vegetables* and write *vegetable* correctly.

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- Ask a couple of students how old they are, and write sentences using hyphenated age adjectives as appropriate on the board.

  Lorenzo is a twenty-seven-year-old lawyer.

  Reem is a thirty-one-year-old physicist.
- Remind students that in the above forms, *year* is never plural.

▸ EXERCISE 8. Looking at grammar. Page 98. Time: 10 minutes

In general, we use hyphens to create modifiers that have a unique meaning when applied to one noun. For example:

three-hour drive
eight-year-old daughter

Take the time to explain and re-explain the following to your students. These concepts are not always easy for students, and repetition is key.

- Give students time to complete the exercise independently as seatwork.
- Have students read their answers aloud, looking out for a common problem: The modifying noun must be in singular form.
- Point out the use of hyphens (-) in adjective phrases containing numbers.
- It is helpful to have students write their answers on the board, as many students may be unfamiliar with this use.

▸ EXERCISE 9. Game. Page 99. Time: 10–15 minutes

- Read the direction line first.
- Put students into teams and have them come up with as many expressions for each noun given as possible.
- Have teams write their noun as adjective-noun combinations for each word on the board.

Expansion
You can use this activity to match nouns as adjectives and nouns by listing both terms in different columns on the board. Students have to match the correct noun as adjective with the correct noun. For example:

school	*card*
library	*bus*
television	*store*
hardware	*program*
movie	*salon*
fruit	*star*
hair	*salad*

▸ EXERCISE 10. Listening. Page 99. Time: 10–15 minutes

- Ensure you are provisioned for the exercise with the audio ready.
- Remind students to pay attention to singular and plural words.
- Have students complete the cloze exercise with nouns that they hear.
- Review the completed sentences by having students read them aloud. Correct mispronunciation or misuse immediately, using the board as necessary.

Optional Vocabulary

full-time	workload
heavy	supervises

▸ EXERCISE 11. Looking at grammar. Page 100. Time: 10 minutes

- After reviewing the direction line, have students complete independently as seatwork.
- Review as a class, paying particular attention to singular and plural endings and pronunciation.

▸ EXERCISE 12. Editing and writing. Page 100. Time: 15–20 minutes

Editing exercises can be very useful for students, as they are given the opportunity to see common errors in the context of sample student writing. Encourage students to read aloud to themselves and not rely only on their eyes in order to locate and correct errors. Doing so will help them self-correct more effectively and automatically.

Read the direction line with students, and then engage them in the topic of garage sales. These sales may be very particular to the U.S. and thus, it can be an interesting point of departure for students to discuss a range of topics, from what they do with unwanted possessions to how it is that so many people in the U.S. have so many possessions in the first place. Extra discussion questions are included as an expansion below but may be appropriate before either Part I or Part II.

Expansion
To engage students in the topic, begin by showing photos from any number of websites or books that feature humans around the world with all their possessions and/or all their trash.

The idea of how many possessions are too many or excessive may be very culturally determined, and certainly if you have students from particular parts of the world, the very notion of having a garage sale may seem nonsensical.

The following questions can help better engage students and thus, better prepare them for both the editing exercise and the writing itself. Add to this

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list of questions any others you can think of, and get students to talk about the topic by writing what students contribute to the discussion on the board and asking vocabulary and context questions.

What is consumerism? Would you describe people from your country as hearty consumers or more minimalistic?

Do you think people in the United States have too many possessions? Do you think people from your country have too many possessions?

Can you ever really have too many things? How do you know if "things" are ruling your life or if their excess is causing problems?

How do you relate to your own possessions? Are there things you have too many of and/or things you don't have enough of? Do you collect anything?

How do you feel about letting go of your possessions? Are you more of a purger or a hoarder?

Do different cultures have different ideas of excess and waste? What possessions are necessities for you? What possessions do you think are necessities for most people?

What kind of value do some of your belongings have? Is all value material, or is some sentimental?

A common saying goes: "One man's junk is another man's treasure." Do you agree or disagree?

Is it common to buy anything secondhand or thirdhand in your country? Do people have garage sales or donate their used items to charity? How can recycling things and "free-cycling" things change the world?

Do you define any part of yourself by what you own? If so, what is most important to you?

If you could save only one or two possessions, what would they be?

How has being able to store photos, music, letters, documents, etc. electronically changed the world? Is this a good or bad change?

Part I

- Give students time to read through the four paragraphs and correct the noun errors they find.
- Reiterate that the direction line explains that the total number of errors per paragraph is found at the end of each paragraph.

Part II

- Read the direction line aloud.
- Have students begin their writing in class while you circulate and help them get going.
- Ask them to finish their writing for homework, and review as a class.

Optional Vocabulary

miscellaneous	merchandise
bargain	worth
stuffed animal	rare
upholstery	

▸ EXERCISE 13. Warm-up. Page 101.
Time: 5 minutes

- Go through these items as a class.
- Possessive nouns should be quite familiar to most students.

CHART 6-3. Possessive Nouns. Page 101.
Time: 10–15 minutes

Though students will be familiar with possessive nouns, they can easily become confused with conjunctions and therefore, it is useful to present the chart slowly and clearly even to more advanced students.

One helpful way to explain the possessive *'s* is that we add it to make any noun possessive. However, if the noun already ends in *-s,* we take away the added *-s* and leave just the apostrophe ('). You may want to write the following on the board before going through the chart itself. For example:

boy + 's = boy's (singular, possessive)

men + 's = men's (irregular plural, possessive)

BUT

boys + 's = boys' (plural, possessive, noun ends in *-s; t*ake away the second *-s* and leave the apostrophe)

- Write the word *apostrophe* and an apostrophe (') on the board. Ask students what structures require apostrophes, prompting them to say *contractions*.
- Remind students that the possessive form, which shows ownership or belonging, also uses apostrophes.
- Write two headings on the board:

Singular Possessive *Plural Possessive*

- Using a student's name, write a possessive sentence under the appropriate heading and explain that possessive forms add *'s*. For example:

Singular Possessive	*Plural Possessive*
Jana's cell phone	*is in her backpack.*

- C ange *Jana* to *The student* and then *The students,* and change *cell phone* and *backpack* to plurals. As you are doing this on the board, you can remind students that you need to take away the second *-s* and leave only the apostrophe because *students* ends in *-s*. Change the possessive pronoun accordingly.

Singular Possessive	*Plural Possessive*
The student's cell phone is in her backpack.	*The students' cell phones are in their backpacks.*

- Now change the word *students* to *men* and *women* to give students the chance to see how the apostrophe *'s* follows irregular plural nouns.

The student's cell phone is in her backpack.

The women's and men's cell phones are in their backpacks.

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▸ EXERCISE 14. Looking at grammar. Page 101. Time: 5 minutes

- Have students work through these items on their own as seatwork.
- Remind students to refer to the chart above as much as necessary.
- Review as a class.

Optional Vocabulary

connect	unpopular	judges

▸ EXERCISE 15. Looking at grammar. Page 102. Time: 5 minutes

- Have students complete as seatwork.
- Review and write correct forms on the board.

▸ EXERCISE 16. Let's talk. Page 102. Time: 10 minutes

- First, engage students by writing the term *family tree* on the board and asking students what they know about the term and whether the concept is familiar to them.
- If you like, you can use the questions below to get the ball rolling.

Expansion

Ask a few of these discussion questions to help students focus on the topic.

How big is the average family in your country?

How many siblings / children are in the average family?

When people refer to their family, do they mean their large extended family or just their immediate or nuclear family?

Do all branches of your family get along well? Have there ever been any family feuds?

How often do adults see their parents in your country? Is it common for young adults to move away from their families and live on their own?

Are boyfriends / girlfriends considered part of the family or only after a marriage has taken place? Do young couples live together before marriage?

How important is your family to you? Do you think that families are as important in the U.S.?

- Review the vocabulary in the blue box with students, and write additional, related phrases on the board such as:

on her / his / my / your / their father's or mother's side	*siblings*
maternal	*in-laws*
paternal	*immediate family*
branch of the family tree	*nuclear family*
	extended family
	family feud

Part I

- Have students make sentences about the family members in the family tree.
- Ask students to write some of their sentences on the board while others correct them.
- Ensure students are using the possessive form correctly both in writing and speaking.

Part II

- Give students time to draw their own family trees.
- Have them explain these to a partner.
- Ask students to explain one thing in their partners' family trees.

▸ EXERCISE 17. Looking at grammar. Page 102. Time: 10 minutes

- Ask students to locate and correct errors as seatwork.
- Review as a class, making sure corrections are quick and overt. Write on the board as much as is helpful.

Optional Vocabulary

petroleum	encounters
evaluate	giants
trustworthiness	dragon
fairy tales	float

▸ EXERCISE 18. Warm-up. Page 103. Time: 5 minutes

- Ask students to take turns reading the phrases aloud.
- Remind students that it is helpful to be able to "hear" when a phrase doesn't sound right.

CHART 6-4. More About Expressing Possession. Page 103. Time: 10–15 minutes

This section can sometimes be challenging for students to understand, as the relationship of possession isn't necessarily one of ownership or belonging but of association. Because English does use the preposition *of* to show ownership, more general relationships / associations that use the preposition *of* can also be expressed in a similar way. Preposition use is notoriously hard for even advanced students and near fluent speakers of English because there are no strict rules to explain why certain prepositions are used. Do your best to establish actual patterns when they exist and to help students simply recognize correct usage when rules don't apply.

- Using students' names and known situations, write possessive combinations in complete sentences on the board. Vary between concrete possessive constructions and more relational ones. For example:

  Juan's smile is contagious.

  Biru's son is a very good student.

  Mahmoud's job is demanding.

  Britain's economy has changed since Brexit.

- Ask students to try the above sentences using the preposition *of* to show possession / relation. It should be apparent to them that it sounds better with *'s*.
- Ask a student to read the first sample phrases in the chart [items (a)–(g)] and then review the corresponding notes to the right.

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- Write example items (h)–(j) on the board, and explain that these time expressions are not combined with the preposition *of* and are most often found with *'s*.
- Ask a student to read (k) and (l) aloud, and go over the corresponding notes.
- Have another student read (m)–(o) aloud. Write these examples on the board, but cross out the omitted *office* or *home*. For example:

  I was at the doctor's (office) for three hours.

  I spent the afternoon at my sister's (home).
- Ask still another student to read examples (p) and (q) aloud.
- Review the corresponding notes, and remind students that in these cases, the noun acts as an adjective.

▸ EXERCISE 19. Looking at grammar. Page 104. Time: 5–10 minutes

- Give students time to complete as seatwork.
- Review as a class, reminding students that the correct form will soon become apparent to them by ear, and they will no longer need to refer to a chart.

Optional Vocabulary

profits purse funds

▸ EXERCISE 20. Looking at grammar. Page 104. Time: 5–10 minutes

- Read the direction line and put students into pairs.
- Review and correct as a class.

▸ EXERCISE 21. Game: Brain Teasers. Page 104. Time: 10–20 minutes

- Have students continue to work with a partner.
- Remind students that in order to speak accurately about the relationship between the people named in these brain teasers, they will need to use the *'s* appropriately.
- D scuss the correct answers and how students arrived at them, spending ample time doing so. In order to clearly illustrate the correct answers, use the board and engage students in each of the brain teasers sufficiently. Because these may prove challenging, students will need to use the correct terms to fully understand, thus creating a need for grammar.

Optional Vocabulary

surgery surgeon

▸ EXERCISE 22. Warm-up. Page 105. Time: 10 minutes

- Complete the warm-up as a group.
- Write quantity words on the board: *much, each*.
- Emphasize that quantity words are extremely important in understanding count vs. noncount nouns.

CHART 6-5. Count and Noncount Nouns. Page 105. Time: 10–15 minutes

The count / noncount distinction can be one of the most difficult aspects of grammar for students to recognize and ultimately control. What makes it particularly hard is that many noncount nouns are either abstract nouns or mass nouns that are innately of great quantity (e.g., *sugar, sand*). Take time to emphasize that items so small as a grain of sand are too numerous to be counted and thus, we refer to *sand* as simply a noncount noun.

Explaining the concept of "mass nouns" will help your students to understand why some nouns are noncount. It is also important to explain that some mass nouns are really a category of other nouns. *Furniture* is a very good example. We can count pieces of furniture, but we use *furniture* as a noncount category.

Some common mistakes that students make follow:

Incorrect	Correct Count Form	Correct Noncount Form
many homeworks	*many assignments*	*much / a lot of homework*
many sugars	*many grains of sugar*	*a lot of sugar*
many slangs	*many slang expressions*	*a lot of slang*
many vocabulary	*many vocabulary words*	*a large vocabulary*

- Present the chart by writing examples (a) and (b) on the board.
- Reiterate that *chairs* can be counted by numbers and that noncount nouns or categories, such as furniture, cannot be preceded by actual numbers. Noncount nouns need to be preceded by expressions of quantity.
- Tell your students that this count / noncount distinction is not always easy to predict or recognize but that they have encountered it many times.
- Ask your students how much homework they had the previous night. If the answers they generate are grammatically correct, write them on the board as you hear them. If the answers need correction, remind students that *homework* can't be counted but that *assignments* can. For example:

  Wiparat had a lot of homework last night, but Naren only had one assignment.

  Marco had two assignments, but Brianna had no homework at all.
- Remind students that count nouns are preceded by *a / an* in the singular and take a final *-s* / *-es* in the plural. For example:

  Hassan received <u>a</u> letter and <u>an</u> email yesterday.

  Luiza received two message<u>s</u> from home yesterday.
- Explain that noncount nouns are preceded by expressions of quantity but not by *a / an* or *one*.

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- Remind students that noncount nouns have no plural form and so, do not take a final *-s / -es*.
- Write an example of a sentence using a noncount noun on the board, and draw attention to the lack of indefinite article and final *-s / -es*. For example:

  Luke received some mail yesterday.

▸ EXERCISE 23. Looking at grammar. Page 105. Time: 10 minutes

The purpose of this exercise is to help students understand the two charts that follow (6-6 and 6-7). You can use this exercise as a means of discussing the ideas presented in the next chart.

- Read the direction line aloud and go over item 1.
- Point out that a noncount noun refers to a "whole," or in this case a "category," that is composed of different parts or items. Explain that in this case, *furniture* is the category, and *chairs, tables,* and *desks* are the different parts.
- In items 4 and 5, compare the noncount and count use of the word *iron.* The meaning of each use is different.

Optional Vocabulary

jewelry	rusty	press
scenery	iron	wrinkled

Expansion

Give each student two large index cards (or students can use their own notebook paper). On one, write a large letter "C" and on the other write "NC." As you and your students read each sentence aloud, pause after each noun with the students holding up the card that identifies the noun in question as count or noncount. In this way, you can quickly see if students are incorrectly identifying any nouns, and the students can have some fun with this grammar point.

▸ EXERCISE 24. Looking at grammar. Page 105. Time: 10 minutes

- Read the direction line aloud.
- Have students complete the sentences with *a / an* or *some*.
- Review as a class.

Optional Vocabulary

make sense of	figure of speech

▸ EXERCISE 25. Game. Page 106. Time: 10 minutes

- Put students into small groups or teams.
- Explain that you will say a noncount category, and that each team has to come up with as many items as possible that belong to that category.
- Read through the example given with students before starting.

▸ EXERCISE 26. Grammar and speaking. Page 106. Time: 10 minutes

- Before beginning this exercise, engage students in the topic of recycling by starting with these discussion questions:

  What are the recycling laws and practices in your country? Is recycling required?

  What percentage of household waste is recycled in your home?

  Are there consequences for throwing recyclables away as trash?

  Is it popular to reuse household items rather than using new ones?

Part I

- Give students time to complete the items in the exercise as seatwork.
- Review the completed passage as a class.

Part II

- Using the discussion questions here as well as those above, engage your students in the topic.
- In particular, ask how recycling in their countries compares to recycling in the U.S.

Optional Vocabulary

garbage dumps	waste
landfills	pharmacies

▸ EXERCISE 27. Warm-up. Page 106. Time: 10–15 minutes

The concept of a noncount noun is covered in Chart 6-6 and is followed by a list of common nouncount examples in Chart 6-7.

If it helps your students better understand the concept, use the term "mass" to explain the idea of "a whole" or "a category."

As pointed out in examples (e) and (f) of Chart 6-6, some nouns can be used as either count or noncount. Some of the nouns in Chart 6-7 also have count uses. A noun is count or noncount depending on how it is used and the speaker's intended meaning. No noun is inherently count or noncount. The words listed in Chart 6-7 are usually or always used as noncount nouns, but you may wish to discuss some of those with dual uses: *glass* (a material) vs. *a glass* (a container for drinking); *tea* (a drink, a liquid) vs. *teas* (kinds of tea); *pepper* (a spice) vs. *a pepper* (a vegetable); *bridge* (a card game) vs. *a bridge* (a way or structure across a river); *time* (an abstract concept) vs. *time* (occurrences).

- Present the different kinds of nouncount nouns in Chart 6-6, (a)–(d) by writing the sentences on the board.

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- Next to each example sentence, write a term that will help students better understand the category.
  - (a) *whole category*
  - (b) *liquids, solids, gases, granules or mass of particles*
  - (c) *abstractions*
  - (d) *phenomena of nature*
- Explain that units of measure are used to quantify liquids or masses of particles, and refer students to the chart footnote.
- Explain that many nouns have both count and noncount uses, and write examples (e) and (f) on the board.
- Tell students that they are not expected to memorize the nouns in Chart 6-7 but that the chart provides a handy reference, which categorizes common noncount nouns according to the distinctions in Chart 6-6.
- Look through Chart 6-7 with your students and discuss any questions that may arise.

▸ EXERCISE 28. Looking at grammar. Page 108. Time: 10–15 minutes

- Read the direction line aloud and have students work independently as seatwork.
- After students have completed the exercise, review as a group and correct target grammar as well as pronunciation right away.
- Put any challenging items on the board for further discussion.

Optional Vocabulary

coins	operas	folk songs
change	symphonies	definitions

▸ EXERCISE 29. Trivia game. Page 108. Time: 10–15 minutes

- Have students work in teams.
- Be prepared to fact-check all answers.
- W en reviewing as a class, require students to speak in complete sentences.

Optional Vocabulary

ingredient	natural force
college major	substance

▸ EXERCISE 30. Looking at grammar. Page 109. Time: 10–15 minutes

- Lead this exercise, having students take turns.
- C rrect the completions as needed immediately and by writing on the board as much as possible.

▸ EXERCISE 31. Grammar and listening. Page 109. Time: 10–15 minutes

- Have students add correct endings where needed (and none, where no ending is needed).
- Be provisioned and ready to play the audio appropriately.
- Have students correct their own work based on what they hear.

Expansion

The following questions can engage students further in the topic and provide them spontaneous opportunities to use the target grammar.

What is hoarding? What is its opposite?

Are you someone who holds onto many articles and items whether you need them or not?

Do you know anyone who is a true hoarder as described in the passage?

Hoarding is now considered a mental illness. Do you think that most people are on a continuum of some kind, and only those at the extreme can be considered mentally unhealthy?

Optional Vocabulary

blocking	interferes
hoarder	collapsed
cluttered	arise

▸ EXERCISE 32. Warm-up. Page 110. Time: 10 minutes

- Have students try different combinations until all correct combinations have been discussed.

CHART 6-8. Expressions of Quantity Used with Count and Noncount Nouns. Page 110. Time: 10–15 minutes

- What will help your students most is to have them look at the nouns that follow specific expressions of quantity in order to better understand the full meaning of *one.*
- When working through the chart, note that you are moving from singular quantity expressions to plural ones.
- Many of the expressions of quantity have very similar meanings. *A lot of* and *lots of* do have the same meaning. Both are somewhat informal, with *lots of* being more informal.
- Before turning to the actual chart, ask students to give you a few random count nouns. Unusual nouns will be more fun for your students to discuss. For example:

  artichoke, hiccup, dog collar
- Using one of these nouns, write an example for each expression of quantity from sections (a) and (b) of the chart on the board under the heading *Used with Count Nouns*. Remind students that the terms in (a) can only be used with count nouns, and as they are singular quantifiers, they can only be used with singular count nouns.
- Practice counting the above unusual nouns in complete sentences, incorporating phrases from both (a) and (b).

  Tariq has never eaten an artichoke.

  We heard five hiccups from Joy.

  Ming Lee has two dog collars for her puppy.
- Now ask your class for a few abstract noncount nouns. For example:

  compassion, protein, arrogance
- Using one of these noncount nouns, write example phrases using the expressions from (c) under the heading *Used With Noncount Nouns*.

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- Now, using the count and noncount nouns chosen for the above boardwork, write the expressions of quantity from (d) in front of these nouns. For example:

  He seems to have no compassion for others.

  Red meat has a great deal of protein.

  The presidential candidate displayed a great deal of arrogance.

▸ EXERCISE 33. Looking at grammar. Page 110. Time: 10 minutes

- Do this exercise with your students on sight so that you can correct them immediately.
- Help students hear which combinations are not possible, and write these on the board so you can illustrate and explain why.

Optional Vocabulary

chores stress anxiety

▸ EXERCISE 34. Looking at grammar. Page 111. Time: 10 minutes

- Give students time to complete these items on their own.
- Remind students that *much* can only be used before noncount items.
- Review as a class.

▸ EXERCISE 35. Looking at grammar. Page 111. Time: 10 minutes

- Read the direction line aloud.
- Have students complete the exercise independently as seatwork.
- Correct as a class, putting challenging items on the board.

Optional Vocabulary

literature theory hypothesis

▸ EXERCISE 36. Writing and speaking. Page 112. Time: 10 minutes

With every writing assignment, spend ample time engaging students so that they will want to express their thoughts and opinions in writing.

Expansion

This exercise asks students to state their opinions based on generalizations. First, discuss making such generalizations.

Why do people like to make generalizations or hold broad opinions about whole groups of people?

What is the advantage to doing so? Does it help people make sense of the world around them?

We say that there is always an exception to the rule. What does this mean?

Think about the tone and words you use when you state your opinions. Do your opinions invite open discussion, or are they more likely to anger other people?

- Give students time to create sentences that reflect their true opinions.
- Once students have completed their sentences, share these for grammatical accuracy first, and then use the statements to have a class-wide discussion.

▸ EXERCISE 37. Warm-up. Page 113. Time: 5–10 minutes

- Have students compare the sets of sentences until they can understand which phrases mean "not a lot of."

CHART 6-9. Using *A Few* and *Few; A Little* and *Little*. Page 113. Time: 10–15 minutes

This is difficult grammar for most learners, and it can be difficult to explain clearly. The chart compares the meanings by saying *a few* and *a little* give a positive idea and connotation that something does exist or is present.

The chart then explains that *few* and *little* give a negative idea and indicate that something is largely or almost completely absent.

Sometimes students think that there must be a difference in quantity between *a few* and *few.* They often ask how many is "a few" and how many is "few." They may think *few friends* is less in number than *a few* friends. Your job will be to explain that the real difference is how the speaker feels about the number of friends. *A few* reflects a positive opinion of the quantity, and *few* reflects a negative or diminishing opinion, even if the numerical quantity is the exact same in each case.

For example, Sam and Sara are new students in college. In two weeks, Sam has made three friends and Sara has also made three friends. Sam's mother is very pleased. She says, "Sam's getting along fine. He's made a few friends and he likes his teachers." Sara's mother, however, thinks Sara should have made lots of friends by now and worries that she is not adjusting to life in her new college. She says, "Sara doesn't like her classes and has made few friends. I'm worried about Sara." In each case, the number of friends is the same, but the speaker's attitude is different.

The following explanation should be written on the board after you have amply explained the terms.

Count	Noncount
few = not many	little = not much (negative connotation)
a few = some	a little = some (positive connotation)

- W th your students, create sentences that show *a few* and *a little* giving a positive meaning. For example:

  Junko has made a few new friends this month.

  Guilherme has a little time to spend with his girlfriend this weekend.

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- Explain that when you remove the indefinite article in each sentence above, you don't change the quantity. However, doing so changes the speaker or writer's attitude about the quantity.
- Rewrite the sentences above without the article, creating a negative feeling and an impression of insufficiency.

  Junko has made few friends this month.

  Guilherme has little time to spend with his girlfriend this weekend.
- Have students take turns reading through parts of the chart and reviewing the corresponding notes.
- Help students get used to this idea by providing them with additional examples, and not just those in the chart itself.

▸ EXERCISE 38. Looking at grammar. Page 113. Time: 10–15 minutes

- Give students time to work through this exercise on their own.
- Review as a class and write any challenging items on the board.
- Tell students that they can emphasize the negative or positive connotation with these phrases by the way in which they change their intonation.

▸ EXERCISE 39. Grammar and listening. Page 114. Time: 10–15 minutes

- Be provisioned with the appropriate audio.
- Read the direction line to students and have them first complete the sentences on their own using the terms in bold.
- Now, play the audio and have students check themselves.
- Review any challenging items by highlighting them on the board.

Optional Vocabulary

lazy	frustrate	bitter

▸ EXERCISE 40. Looking at grammar. Page 114. Time: 10–15 minutes

- Give students time to complete these items independently as seatwork.
- Review as a class and discuss particularly challenging items.

▸ EXERCISE 41. Let's talk. Page 115. Time: 10–15 minutes

- Put students in pairs.
- Circulate while students discuss the task.
- Come together as class to compare responses and discuss any related matters that arise related to the concept of "enough."

▸ EXERCISE 42. Warm-up. Page 115. Time: 5 minutes

- Have students go through the warm-up.
- Highlight which expressions of singularity can be followed by a plural noun.

CHART 6-10. Singular Expressions of Quantity: *One, Each, Every*. Page 115. Time: 10–15 minutes

> You might want to refer to Chart 5-4 on subject-verb agreement, which identified *each* and *every* as singular in number.
>
> *Each, every,* and *one* are common sources of errors. For that reason, they receive special emphasis here.
>
> Be sure to note the concept of "specificity." A noun is made specific by fronting it with *the,* a possessive, or a demonstrative adjective. One can say *one of the students*, *one of my students,* or *one of those students*. However, we cannot say *one of students.*

- Using student-generated examples or those directly from the chart, write examples on the board using *one, each,* and *every,* as seen in (a), (b), and (c).
- Then write the heading + *Singular Count Nouns* above the student examples, and underline the singular count nouns in each sentence.
- Ask students to create sentences using *one of, each of,* and *every one of* and write them on the board. Write the heading + *Specific Plural Count Nouns* above them and underline the plural nouns.

▸ EXERCISE 43. Looking at grammar. Page 116. Time: 5 minutes

- Read the direction line aloud.
- Have students complete the exercise as seatwork.
- Review as class, putting any challenging items on the board.

Optional Vocabulary

goalie	participation
certificate	attend

▸ EXERCISE 44. Game. Page 116. Time: 10–15 minutes

- Explain the direction line and how the game should work.
- Have students get into teams or groups.
- Call any number at random. The first team to respond correctly gets a point, and so on.

▸ EXERCISE 45. Warm-up. Page 117. Time: 5–10 minutes

- Have students complete the warm-up.
- Discuss as a group.

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CHART 6-11. Using *Of* in Expressions of Quantity. Page 117. Time: 10–15 minutes

As described in the background notes for Chart 6-10, students need to understand the concept of specificity and be able to distinguish nonspecific (*book, desk, cookie*) nouns from specific versions of the same (*the book, my desk, that cookie*) nouns.

Emphasize that some expressions of quantity always include *of* whether they are followed by a nonspecific or a specific noun.

- With your students, generate examples of *one* and *many* + nonspecific nouns and write them on the board.

  Expressions of Quantity— No "Of" with Nonspecific Nouns
  Manuel purchased one ticket.
  Jae-Lien saw many movies.

- Come up with examples of expressions that include *of* when used with specific nouns, and put those on the board.

  "Of" Used with Specific Nouns
  One of those bags belongs to Valentina.
  Many of Ahmed's books are translations from Arabic.

- Finally, write on the board some examples from the chart that always include *of*. This section of the board should be titled:

  Expressions That Always Include "Of"
  The majority of the students in this school speak several languages in addition to English.
  Most of Kazuhiro's friends also enjoy playing pool.
  Hardly any of Alina's days here have been wasted.

▸ EXERCISE 46. Looking at grammar. Page 118. Time: 10 minutes

- Give students ample time to work through this exercise as seatwork.
- Review as a class.

Optional Vocabulary
catalogs charitable donations

▸ EXERCISE 47. Let's talk. Page 118. Time: 10 minutes

- Have students review the phrases in the blue box.
- Give students an opportunity to work in pairs.
- Review as a class.

Optional Vocabulary
phenomenon
nutritional
contains
fructose
addictive

▸ EXERCISE 48. Grammar and writing. Page 119. Time: 10 minutes

Part I
- Give students a chance to complete the cloze exercise correctly.
- Review by having students read sentences aloud.

Part II
- Encourage students to write a similar passage about snacks in their countries.
- C ntinue as homework if needed.

▸ EXERCISE 49. Let's talk: interview. Page 119. Time: 10–20 minutes

Part I
- Arrange to do this activity during a class period when students can poll each other.
- Have each student make up his/her own list of questions, and encourage students to ask specific questions that will yield concrete answers.
- Give the students ample time—perhaps even overnight—to think of interesting questions.
- Have students use expressions of quantity when reporting back on their findings.

Part II
- Have students use expressions of quantity in their responses and when they report back.

▸ EXERCISE 50. Let's talk. Page 119. Time: 10–20 minutes

- Read the direction line and example with students.
- D scuss the innate problems of making sweeping generalizations.
- Then have students work in pairs to refine the generalizations given and provide more accurate statements.

Optional Vocabulary
bald illustrations polluted

▸ EXERCISE 51. Check your knowledge. Page 120. Time: 10 minutes

- Have students work through the items as seatwork.
- Review as a class, having all students provide full explanations for their corrections.

▸ EXERCISE 52. Grammar, reading, and writing. Page 120. Time: 15–20 minutes

Part I
- Have students read the passage.
- Discuss any unfamiliar vocabulary items.

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Part II

- In groups, have students choose and discuss what features make for a good website.

Part III

- Have students choose a website to review and analyze. They then write an evaluation of the website using the Part II checklist and Part III guide sentences.

Part IV

- Have students review the writing tips and edit their own or another student's writing from Part III.

Optional Vocabulary

preference
navigate
visually appealing
user-friendly

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CHAPTER 7 Articles

CHAPTER SUMMARY

OBJECTIVE: To review and practice article usage with the goal of gaining a clear understanding and full control over this critical aspect of English grammar.

APPROACH: The text presents definite and indefinite articles and explains their use. The text provides ample opportunities for practice with both types of articles and gives guidelines for students' reference. The text also provides examples of articles as used in titles and geographic names.

TERMINOLOGY: The text uses common terminology (definite and indefinite articles) and understandable concepts (specific and general). Some students may not be familiar with the ø (null) symbol to indicate no article. Some texts call using no article "the zero article." You may also want to remind students of the phrase "second mention" when they are moving from an indefinite article to a definite one, as so often happens in English. The word "determiner" is also used in many grammar texts to describe all the kinds of adjectives that can come before a noun, including definite and indefinite articles, *this / that,* possessive adjectives, and general adjectives.

PRETEST. What do I already know? Page 122.
Time: 5 minutes

Students will likely already recognize the errors included here. Always encourage them to explain what they do know, as every opportunity for spontaneous speech is valuable, particularly those that also allow students to address target material.

- Encourage students to read aloud to themselves rather than simply look for errors. They will develop good self-correction instincts if they hear the sentences in their heads.
- Review as a class.

EXERCISE 1. Warm-up. Page 122.
Time: 5 minutes

- Encourage students to "define" the use of a definite article here, as this is review for students at this level.

CHART 7-1. Articles (*A, An, The*) with Indefinite and Definite Nouns. Page 123.
Time: 10–15 minutes

Articles can be a source of both confusion and frustration for even advanced speakers. Students have to choose among the indefinite, the definite, and no article at all when deciding how to use nouns. As with prepositions, because speakers can easily be understood even when they use the wrong article, speakers very rarely receive natural cues that would help them self-correct. Assure your students that article usage is one of the last things students master in becoming fluent in English, and that their frustration is natural. When students do study the rationale behind article usage, they can better correct themselves and improve the accuracy of their English.

Because articles precede concrete, specific nouns and/or hypothetical nouns, use physical realia as much as possible to demonstrate the difference. By pointing to actual objects or talking about them, theoretically, you can clearly show the specific versus general use of articles as well as for nouns without any articles.

- Begin by asking your class for a pen or pencil.
- Write your request on the board:

  Can I borrow a pen or pencil?
- Once a student has supplied you with a pen or pencil, thank the student.
- Now, thank your student(s) for the pen or pencil and write your thanks on the board, using a definite article.

  Thank you for the pencil.
- Ask your students to explain the difference between *a* and *the* based on this demonstration, and start the explanation by writing two column headings on the board: *Indefinite* and *Definite.*
- Put all correct student definitions and associations on the board beneath their appropriate headings.

Indefinite	*Definite*
nonspecific	*nonspecific*
general, theoretical	*concrete, physical*
made plural with some or ø	*can be plural or singular*

- Review the chart by having a student read example sentences (a)–(e) aloud.

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- Write additional examples on the board and discuss the explanatory notes on the right.
- Ask another student to read the next set of example sentences (f)–(h), and review the explanatory notes.
- Write on the board a class version of the summary of articles by asking students questions that lead to the correct articles.

▸ EXERCISE 2. Looking at grammar. Page 123. Time: 5–10 minutes

- Engage students in the topic by asking them what nicknames are, whether they are common in their language, and whether they, themselves, have nicknames.
- Ask students whether most nicknames are positive or negative and what the pros and cons of having a nickname is.
- Write their input on the board, under appropriate headings.

  Pros

  may show positive feeling and familiarity

  may be chosen

  Cons

  may not know real name / may be embarrassing

  may "stick" whether people like the nickname or not
- Have students take turns reading each item aloud and deciding whether the word in blue is definite or indefinite.

▸ EXERCISE 3. Looking at grammar. Page 123. Time: 5–10 minutes

- Discuss the use of *some* with students.
- Have students take turns reading the example items aloud and adding *some* wherever it can be added.
- Review and correct as a class.

▸ EXERCISE 4. Looking at grammar. Page 124. Time: 5–10 minutes

- Ask a student to read the example item aloud.
- Give students time to complete the exercise as seatwork.
- Correct as a class.

▸ EXERCISE 5. Game. Page 124. Time: 15–20 minutes

There are many versions of My Grandfather's Store, and this memory game is merely a way for students to choose and repeat articles. If possible, tailor even the name of the game to your class's context.

- With one or two students, read the direction line aloud and have students read as Speakers A–D to ensure the class understands how the game works.
- If your class has more than 8 students, have students break into 2–3 smaller groups.
- Once students begin the game, move around the room to encourage and facilitate article use.
- Allow the game to continue for 15 minutes or so, as long as students seem very engaged.
- Ask the class to share the oddest or most unusual item named by a classmate.

▸ EXERCISE 6. Looking at grammar. Page 124. Time: 10 minutes

- Give students time to complete as seatwork.
- Review as a class after students have completed the exercise.
- Write any challenging items on the board, and refer back to the chart to make sure students can see the rules and practices referred to.

▸ EXERCISE 7. Listening. Page 125. Time: 10–15 minutes

- Be provisioned for the listening task, with the audio ready to play.
- Inform students that it can be hard to hear articles and that often they become reduced, or absent, when pronounced.
- After playing the audio, correct with your students using the listening script as needed.

Optional Vocabulary

rich in	leftovers
receive	makes my eyes water

▸ EXERCISE 8. Warm-up. Page 125. Time: 5 minutes

- Give students a chance to fill in the blanks with the correct numbers.
- Have students read the completions aloud.
- Ask students to explain which cantaloupe, box, and piano is being discussed.

CHART 7-2. Articles: Generic Nouns. Page 125. Time: 10–15 minutes

- Moving from the warm-up, ask students to think about why we use generic nouns. Why and when do we need to use generic nouns? How often do we need to use them? Help students understand that they most frequently need to use generic nouns when describing their own preferences.

  Ask students to explain what foods, movies, or music they like and dislike, and write some of their responses on the board. For example:

  Luiz loves seafood, fruit, and ice cream. He doesn't like nuts, and he never eats pork.

  Amalia likes romantic novels, but she dislikes nonfiction.

  Pei Hsu cannot stand jazz but enjoys classic rock.
- Ask a student to read example sentences (a) and (b) aloud, and then ask another student to read the explanatory notes on the right hand side of the chart.

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- Have another student read examples (c)–(f) aloud, and then refer to the explanatory notes to the right.
- Ask yet another student to read example sentences (g) and (h) aloud.
- E plain that *the* + adjective (but without actually using the word *people*) is a common construct when making statements about groups of people and very often of socioeconomic classes.

▸ EXERCISE 9. Looking at grammar. Page 126. Time: 10 minutes

- Read the direction line aloud.
- Have students complete the chart on their own as seatwork.
- Review as a class.

▸ EXERCISE 10. Looking at grammar. Page 126. Time: 10 minutes

- Have students take turns reading each sentence aloud.
- Decide as a class whether the noun is generic and/or the statement is a generalization.

▸ EXERCISE 11. Looking at grammar. Page 126. Time: 10 minutes

- Put students into small groups of 3–4 students.
- Have students decide whether each sentence is about a specific lion or lions.
- Correct as a class.

▸ EXERCISE 12. Let's talk. Page 126. Time: 10 minutes

- Students can remain in the same groups, or you can switch the groups in order to better engage students.
- Have students follow the direction line, and circulate while students are sharing their generalizations with the group.
- Ask students to also provide reasons for why they have chosen the animals and inventions they have shared statements about. Also ask students to discuss how accurate or universal the generalizations they have made are.
- Come together again as a class and share the generalizations.

▸ EXERCISE 13. Game. Page 127. Time: 15–20 minutes

- Have students continue to work in small groups.
- Have students complete the sentences with the nouns that make the most sense. Remind them that they need to know whether the noun is count or noncount and how to correctly make general statements with the correct nouns.

▸ EXERCISE 14. Game: What am I? Page 127. Time: 15–20 minutes

- Read the direction line aloud.
- Have students work in pairs.
- Correct as a class and discuss all possibilities (is there more than one noun that could be the answer?)

Optional Vocabulary

calories	drinkable
protein	fierce
scarce	roar

▸ EXERCISE 15. Warm-up. Page 128. Time: 5 minutes

- Discuss what constitutes a reasonable excuse for missing an appointment, class, or work.
- Have students compare the two conversations and articulate the differences found.

CHART 7-3. Descriptive Information with Definite and Indefinite Nouns. Page 128. Time: 10–15 minutes

The difference between this chart and the first in this chapter is the inclusion of descriptive information. Some adjective clauses make a noun specific, and some give us more information about the noun's category but do not define the noun. This is the case with an adjective clause that describes only one possible individual or when using a superlative. In these cases, there can be only one and thus, definite articles are required.

- Refer back to the warm-up and ask students to give more examples of specific and unspecific nouns. Use as many concrete examples from the classroom environment as you can (as suggested at the beginning of the chapter).
- Ask a student to read example sentences (a)–(d) aloud.
- Write either the examples from the chart or similar examples on the board, contrasting the noun of the first, indefinite sentence with that of the second.
- Review the explanatory notes with students. Reiterate that additional descriptive information in all four of the sentences are included. However, the definite article must be used when there is no doubt which specific person, place, or thing is being described.
- Ask another student to read sentences (e)–(g) aloud.
- If you need to, create new sentences that clearly illustrate a thing / person / place as opposed to <u>one</u> thing / person / place.
- Ask students to create pairs of such phrases with you and reiterate the differences as often as needed.
- Ask a student to read (h)–(k) aloud.
- Explain that *there is / there are* states the existence of something.

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▸ EXERCISE 16. Reading and grammar. Page 128. Time: 10 minutes

- Clarify the direction line.
- Give students time to read through as seatwork.
- Have students decide which nouns in blue are specific and find a reference in Chart 7-3 to justify their choices.
- Correct as a class by having students share their responses.

▸ EXERCISE 17. Looking at grammar. Page 129. Time: 10 minutes

- Read the direction line aloud.
- Ask students which article they anticipate when the meaning is "one in many."
- Have students determine their responses, and correct as a class.

▸ EXERCISE 18. Looking at grammar. Page 129. Time: 10 minutes

- Review the direction line and example with students.
- Have students compare and provide appropriate articles for each of the sentences in each set.

▸ EXERCISE 19. Grammar and speaking. Page 129. Time: 10 minutes

- Read the direction line and have students complete as seatwork.
- Correct by having students take turns reading their completions aloud and discussing whether they agree or disagree (*yes* or *no*) with each sentence.
- Ask questions to engage students in speaking spontaneously about topics and vocabulary.

Optional Vocabulary

absence	commit suicide
trained	witness
suffer	

▸ EXERCISE 20. Warm-up. Page 130. Time: 5 minutes

- Ask students to read the examples aloud.
- Remind them to "hear" what sounds natural and correct.
- Ask students to articulate how and why the second conversation is correct.

CHART 7-4. General Guidelines for Article Usage. Page 130. Time: 10–15 minutes

The guidelines for article usage presented here are not new to students. However, they may have found prior study of article usage to be unhelpful because their general grasp of English was poorer at the time. Though so much of this grammar is review, this review provides a new opportunity for students to reverse long-standing article errors through self-correction and reminders from you. Take the time to interrupt and correct overtly and immediately after presenting this chart, and explain that you are doing so to assist students in breaking habits that inhibit them sounding more like native speakers.

Some further comments on these guidelines follow. Students don't have to be able to explain these rules perfectly, but their recognition of them will support their accurate use of articles. The general rule is that the first mention of a noun is indefinite, and all subsequent references to this noun are definite and take *the*. However, very often the second mention of the noun may be a synonym. For example:

We had fish, rice, and scallops. The seafood was outstanding.

Some nouns have definite articles even if they have not been mentioned in the preceding sentence or clause. These nouns are unique objects / people / places that are known to everyone. For example:

The dean gave everyone extra time off for the holiday.

The Northern Lights are said to be spectacular.

This is also and always true for superlatives. For example:

Meggie is the smartest kid in the class.

- Ask a student to read the sentences in (a) aloud and then the guideline.
- Discuss "second mention," which is a concept students are familiar with even if they do not know this term. Ask a student to read the examples in (b) and then the guideline.
- Write paraphrased examples (both correct and incorrect) for example items (c) and (d) on the board. Review the associated guideline.
- Stress that knowing whether the noun is count or not is critical to article usage because a singular count noun always has some sort of determiner first.
- Reiterate all that follows in (e) by writing examples on the board and going over the guideline repeatedly.

▸ EXERCISE 21. Looking at grammar. Page 130. Time: 10 minutes

- Give students time to work through the completions as seatwork.
- C rrect as a class and take the time to make very overt and immediate corrections while also referring to the chart above.

▸ EXERCISE 22. Grammar, listening, and speaking. Page 131. Time: 15–20 minutes

Part I

- Be provisioned for the listening task by having the audio ready.
- Ask students to complete the conversation, capitalizing as necessary.

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- Play the audio.
- Have students correct their initial completions after listening to the audio.

Part II
- Have students work with a partner and create a conversation about one of the two items pictured.
- Ask students to perform their conversations.
- Encourage students to be as authentic and specific as possible.

Optional Vocabulary
bent swerved pothole

▸ EXERCISE 23. Check your knowledge. Page 131. Time: 10 minutes

- Have students locate the errors, and give the corrections needed by having students take turns reading items aloud.
- As always, encourage students to try to hear the grammar mistakes.
- Put any challenging items on the board for further discussion.

▸ EXERCISE 24. Let's talk. Page 132. Time: 10–15 minutes

- Read the direction line aloud.
- Put students into pairs to order the sentences.
- Review as a class.

▸ EXERCISE 25. Looking at grammar. Page 132. Time: 10–15 minutes

- Read the direction line and two example items aloud.
- Have students continue the exercise on their own as seatwork.
- C rrect as a group, putting any particularly challenging items on the board.

▸ EXERCISE 26. Listening. Page 133. Time: 10–15 minutes

- Ensure you are provisioned by having the audio ready.
- Have students listen to the talk with books closed.
- Students open their books and listen a second time, completing the numbered cloze exercise.
- Have students take turns reading the completions aloud.
- Put any challenging items on the board.

▸ EXERCISE 27. Interview. Page 133. Time: 15–20 minutes

One of the best ways to manage this activity is using rotating pairs, having students face each other in two lines. After a few minutes, instruct the person at the end of <u>one</u> of the lines to move to the first position in his/her line, and all others move down, thus, giving all students a new partner.

The rotating pairs energy can be enhanced by playing music while students are speaking with one another and then stopping the music when it is time for a switch of partners, like in "musical chairs." Though the rotating pairs and musical chairs may seem artificial gimmicks, they do tend to break up the normal energy in a positive way.

- Give students time to work with one another.
- If it works for your group, circulate and fully participate as much as possible, while also taking notes on common article mistakes.
- After students have exchanged information while interviewing, ask every student to share one thing they had learned about someone else in the class. (Ensure that there is a comment about every student in the class; don't leave anyone out.)
- Review as a class, and allow the discussion to follow any tangents that arise (similarities in experiences, preferences, etc.).

▸ EXERCISE 28. Warm-up. Page 133. Time: 15–20 minutes

- Ask students to complete the sentences, and discuss any observations that they make.

Chart 7-5. Using *The* or Ø with Titles and Geographic Names. Page 134. Time: 15 minutes

As the chart explains, the use of articles with geographical names has some general patterns, but they are not necessarily predictable (e.g., rivers have definite articles but lakes don't). However, it is useful for students to review these general rules while also recognizing that repetitive use of real geographical terms will be most helpful for students to master this particular aspect of article usage.

- Have students take turns reading the sets of example sentences (a)–(l) aloud.
- Review the explanatory notes on the right-hand side of the chart.

▸ EXERCISE 29. Trivia Game. Page 134. Time: 15–20 minutes

- Put students into teams.
- Ask teams to work together to provide the correct places along with the appropriate article or no article.
- Review as a class. The group with the most correct responses (facts <u>and</u> articles) wins.

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▸ EXERCISE 30. Looking at grammar. Page 135. Time: 10–15 minutes

- Ask students to think about places they would like to travel to, and discuss the value of travel. As an expansion, prepare a set of specific questions for students to first engage them in the topic. These can include a discussion of why they themselves want to travel, what they want to see, and also what tourists specifically want to see when they visit the countries students are from.
- Give students time to complete this exercise as seatwork.
- Correct as a class.
- Encourage students to allow the conversation to follow any tangents that produce spontaneous conversation.

▸ EXERCISE 31. Speaking and writing. Page 135. Time: 15–25 minutes

- In order to have students get the most of out of this exercise, ensure that students have had ample time to discuss places they would like to travel.
- Whether students work individually or in a group, have them follow the direction line to create a brochure based on the example in the text.
- Ask students to complete their brochures as homework.

▸ EXERCISE 32. Reading and grammar. Page 136. Time: 10–15 minutes

Part I

- Have students read the passage on their own as seatwork.
- For additional article practice, have students then take turns reading sentences or paragraphs aloud.

Part II

- Ask students to respond to the questions in complete sentence form as seatwork.
- Remind students to check article patterns before writing their responses.
- Have students take turns reading the questions aloud and then comparing their complete sentence responses.

Optional Vocabulary

container ship
freak
crashing
wildlife
petroleum
molecule
ingest
human food chain
toxic
harm
litter
uphill battle
voyage
destination

▸ EXERCISE 33. Check your knowledge. Page 136. Time: 10 minutes

- Have students read through the sentences aloud and visually, identifying errors as they do so.
- Ask other students to provide corrections.

▸ EXERCISE 34. Reading, grammar, speaking, and writing. Page 137. Time: 10–20 minutes

Students benefit from discussing the process of second language learning. This BlueBookBlog feature by author Stacey Hagen gives students a chance to use their language to reflect on being a language learner, while also using the target grammar.

Part I

- Have students read the blog entry as seatwork.
- Ask students to take turns reading aloud to gain practice.

Part II

- Have students work in groups and discuss the specific questions about language learning.

Part III

- Assign students to write about their own experience as language learners and then edit their writing.

Optional Vocabulary

surroundings
shy
technique
background noise
effortlessly
“aha” moment

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CHAPTER 8 Pronouns

CHAPTER SUMMARY

OBJECTIVE: To become familiar with pronouns and their use.

APPROACH: The chapter reviews most aspects of personal pronoun use and emphasizes particularly challenging aspects, such as agreement, agreement with collective nouns, and the use of *other* as both a pronoun and an adjective. The chapter includes a section on common expressions with *other*.

TERMINOLOGY: This text uses the term "possessive adjective" for *my, your, his/her, our,* and *their,* and they are followed by nouns. Because these pronoun forms function as determiners, students should be advised that other texts may call these "possessive determiners." To avoid confusion, make it clear to students that possessive adjectives come before nouns but that possessive pronouns (*mine, yours, his/hers, ours, theirs*) are not followed by nouns. Possessive pronouns stand alone and take the place of possessive adjectives + the nouns they describe. Students will also encounter the term "antecedent." As always, steer student's attention away from terminology for its own sake, and ensure they understand what particular grammatical structures mean and how they are used. Function is key in these explanations.

PRETEST. What do I already know? Page 139. Time: 5 minutes

- Ask students each item aloud, taking turns. Remind students that reading to themselves and hearing sentences at least in their heads will help them develop strong auto-correction skills.
- Review as a class, and ask students to articulate what makes the incorrect sentences ungrammatical and how to fix these sentences.

▸ EXERCISE 1. Warm-up. Page 139. Time: 5 minutes

This exercise highlights the importance of knowing and using correct pronouns. Explain to students that while most verb tense errors do not affect whether students are understood or not (as usually, there are enough context cues that listeners can assume the right time / tense), pronoun errors can be truly confounding. Pronouns take the place of nouns and thus, it is critical that pronoun reference be established.

- Work through this exercise as a class.
- Ask students if they have had conversations in English where the noun referred to (the antecedent) is not clear.

Expansion

You can begin this expansion by telling students that they are very likely to all have already studied all the pronouns English has. This chapter is largely review. However, as students do often confuse subject, object, possessive pronouns, and possessive adjectives, give students opportunities to show what they do know, starting with subject pronouns.

Have a contest to see which student can repeat all the names of the other students in class. Use subject pronouns to start these sentences. Write on the board:

We are … (names).

You are … (names).

They are … (names).

In stating the members of each pronoun group, ask the student taking this challenge to say who is included in the group and who is being spoken to. For example:

We are … (speaker is part of the group and includes herself in it).

You are … (speaker is talking to the rest of the class and does not include himself in the group).

They are … (speaker is talking to the teacher and does not include himself in the group).

This expansion provides a practice template for any of the four pronoun forms. You will need to create a different template sentence to suit object pronouns, possessive pronouns, and possessive adjectives.

CHART 8-1. Pronouns and Possessive Adjectives. Page 140. Time: 10–15 minutes

The contents of this chart will be very familiar to most of your students. Remind them of this frequently, and remind them that subject and object pronouns were among the first words they learned in English. Tell students that they can use the chart as a reference and that like all the charts in this text, they are not expected to memorize it, but rather to be very familiar with the chart. Knowing the categories well will help students self-correct before they make pronoun errors.

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In keeping students' focus on function, the role of the antecedent mentioned in the chart notes for (a) is very important. Students cannot select the correct pronoun form if they do not clearly know which noun they are seeking to replace with a pronoun.

Highlight the critical difference between possessive pronouns and possessive adjectives. Possessive pronouns take the place of the noun altogether, while the possessive adjectives always come before a noun. This distinction should be mentioned frequently, as students often confuse these forms.

- Announce that because this is review, students will supply you with the forms and complete the chart with you on the board before looking at the chart in the book.
- Have students close their books.
- Begin with subject pronouns, and list both singular and plural forms under the heading *Subject Pronouns*. Repeat for the other headings and pronouns in Chart 8-1.
- Ask students for example sentences for each of the four categories, and write these on the board once that category's column is complete.
- If your students have a hard time creating a sentence to illustrate one form's use, present it to them as a cloze sentence.
- Lastly, have students open their books and review the explanatory notes on the right side of the chart.
- If your students are advanced enough to show some mastery over pronouns already, you may want them to do a few exercises at a time from Exercises 2 to 10 and then review them together.

▸ EXERCISE 2. Looking at grammar. Page 141. Time: 5–10 minutes

Again, the challenge of pronoun use is to show a clear reference. Remind students of the term "antecedent" presented in Chart 8-1 before having them work through this exercise.

- Have a student read the example item aloud.
- Ask the class how they know that *He* refers back to *Robert*. (Because *promotion* would be an *it*).
- Give students time to complete the exercise as seatwork.
- Correct as a class.

Optional Vocabulary

promotion	infant
adopted	surgery

▸ EXERCISE 3. Looking at grammar. Page 141. Time: 5–10 minutes

- Have students complete this exercise, choosing the correct completion as they take turns reading each item aloud.
- After a student has completed a sentence correctly, ask other students to explain how they knew which noun was the antecedent.

▸ EXERCISE 4. Looking at grammar. Page 141. Time: 5–10 minutes

Remind students that because the third person object pronouns and possessive adjectives are exactly the same words—*his* and *her*—students need to look for a noun to see whether a possessive adjective is needed.

- Give students time to complete this exercise as seatwork.
- Review as a class.
- Create similar examples for those items that prove challenging, and put them on the board for class review.

▸ EXERCISE 5. Looking at grammar. Page 142. Time: 5–10 minutes

Before students begin this exercise, let them know that the scope of the exercise only includes a comparison between possessive pronouns and possessive adjectives.

- Even if it seems "silly," ask students what must always follow a possessive adjective (a noun), and write the following reminder on the board.

  A possessive adjective must always be followed by a noun.
- Give students time to complete the exercise.
- C rrect as a class.

▸ EXERCISE 6. Let's talk. Page 143. Time: 10–15 minutes

- Put students into pairs.
- Students can follow the direction line as written, but if performing before the class does not seem right for your group, have each pair complete each discussion by having both partners take A and B roles, alternately.
- Correct as a class by having students read completions aloud.

Expansion

Guided conversation questions can be used to give students additional practice with target grammar. Exercise 6 focuses on commonly confused pronouns and contractions. It asks students to distinguish differences between *its* and *it's, their* and *they're, my* and *mine.* By picking a topic and providing students with questions designed to elicit this pronoun use, you create more spontaneous speaking opportunities that also serve grammar mastery.

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You can either write questions on the board or prepare handouts beforehand. Students will be using lots of pronouns in this discussion. Ask them to be aware of pronoun reference and thus be very clear in first establishing antecedents.

Names and Naming

Do most names in your culture have a specific and well-known meaning? If so, what are some common names like this?

Are children often named for their parents or relatives, saints, or famous people?

Are there any taboos on giving children the names of people who have died?

In the U.S., there is a tradition of giving children exactly the same name as a male parent but with a number after it, e.g., William James Hall IV. Is this common in your country?

Who decides the name to give a new baby? Is it just the parents, or do other relatives have this honor?

Are there name days or special naming ceremonies in your culture?

Do you like your name? Have you ever thought of changing it?

Do you have a nickname? How did you get it?

What are some of the most popular or common names in your country?

Shakespeare said, "A rose by any other name would smell as sweet." What does this statement mean?

Celebrities often take stage names (e.g., Lady Gaga). Sometimes English language students do something similar; they may take an American name. If you had to choose an American name for yourself, what would it be?

▸ EXERCISE 7. Looking at grammar. Page 143. Time: 10 minutes

- Lead this exercise.
- Ask students to explain why the responses in the example are correct.
- Ask one student to read the Speaker A sentences and correct answers and other students to explain why the correct items are grammatical.

▸ EXERCISE 8. Looking at grammar. Page 143. Time: 10 minutes

- Ask a student to explain the difference between *it's* and *its.*
- Complete this exercise and Exercise 9 as a class.

▸ EXERCISE 9. Looking at grammar. Page 144. Time: 10 minutes

- Have students complete as a class.

▸ EXERCISE 10. Listening. Page 144. Time: 10 minutes

- Ensure you are completely provisioned with the audio ready to play.
- Model relaxed, reduced, and rapid speech with your students. Demonstrate how pronouns may sound and how the sound /h/ may be dropped. Remind students that they will not always hear carefully pronounced English in some contexts.
- Play the audio through while students complete the cloze.
- Review and correct as a class, referring to the listening script as needed.

▸ EXERCISE 11. Warm-up. Page 144. Time: 5 minutes

- Have a student read the direction line aloud.
- Discuss the options given and discuss why sentence 4 is the best choice.

CHART 8–2. Agreement with Generic Nouns and Indefinite Pronouns. Page 145. Time: 10–15 minutes

Traditionally, English used male pronouns when speaking of people in general.

For example: *A doctor treats his patients kindly.* This sentence sounds as though no doctors were or are women. This custom has changed in the last decades and particularly as women have gained representation in all professional fields as well as in every aspect of social life. It has, accordingly, become more and more common to use *his or her* instead of simply a male pronoun. However, because this grammar is a bit awkward, many general statements are simply made using plural pronouns: *Doctors treat their patients kindly.*

It is important to emphasize that language changes with changes in society. Not so long ago, it would have been unthinkable for any educated English speaker to use the pronoun *their* (plural) in reference to a singular but unspecific antecedent (such as *someone*). Today, this use has become the norm rather than the exception in spoken English. It avoids a feminine / masculine pronoun problem, but it is very clear that the antecedent is singular. However, it remains important to know correct and standard pronoun and antecedent agreement.

A further note: Since the last edition of this text, there has been a move to establish non-binary pronouns (*they / them / their*) in order to allow people who do not identify as either gender to be referred to without a gender-specific pronoun. While this is not common in every part of the United States, this trend is becoming more common and shows students how language changes to adapt to the changing needs of society.

Expansion

Lead a brief discussion on the social implications of pronoun use. Many languages have very specific norms and grammatical forms for addressing people of different social backgrounds.

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You can either write questions on the board or prepare handouts beforehand.

Changing Language

Do you think grammar should be flexible? Why or why not?

Can you think of ways in which your native language uses particular grammatical forms to show a degree of respect and/or formality?

People say, with regard to grammar, "You need to learn the rules before you break them." What does this mean and do you agree with it?

Do you think that using masculine pronouns when a singular, non-specific pronoun is needed is wrong? Why or why not?

In most languages, the type of language you use (which includes grammar, pronunciation, accent, vocabulary, idioms, dialect, and even intonation) communicates far more than just the words you say. The way you speak shows other people a bit about your background as well. Is this true in your country and of your language? Is this a good or bad thing?

Does it make sense that spoken grammar is more flexible than written grammar? Why or why not?

- Tell your class that a number of pronouns can be used in agreement with a generic noun.
- Have students close their books, and write the heading *A student should … .* on the board.
- Ask students to complete the beginning of the sentence with their advice, based on their experience.
- Give students board markers so that they can write their suggestions on the board.
- Once students' advice is on the board, correct their use of pronouns as needed. The goal of having students write their suggestions on the board is to elicit natural use of possessive adjectives. However, you may have to ask leading questions in order to make this happen. For example:

  Student: *A student should bring books to class.*

  You: *Whose books should a student bring to class?*

  Student: *A student should bring his or her books to class.*

  You: *Is there another way to say this?*

  Other Students: *Students should bring their books to class.*

- Have a student read (a) and (b) from Chart 8-2 aloud, and discuss the notes to the right in the chart.
- Ask another student to read (c), (d), and (e) aloud, and discuss generic nouns. Write additional examples on the board and review the explanatory notes
- Remind students that the grammatical way to avoid using *his or her* is to choose a plural version of a generic noun.
- Ask a third student to read (f) aloud and review the notes.
- Have students read through the list of indefinite pronouns, and remind them that indefinite pronouns (even those that begin with *every*) have singular grammar.
- Proceed with items (g)–(i) in the same manner, and ask students if they have any questions.

▸ EXERCISE 12. Looking at grammar. Page 145. Time: 10 minutes

- Read the direction line aloud.
- Have students complete the exercise. Write any challenging items on the board.
- Reiterate the convenience of simply using plural generic nouns.

Optional Vocabulary

borrow	judge	willingly
lecture	primary	juries

▸ EXERCISE 13. Looking at grammar. Page 146. Time: 10 minutes

- Put students in pairs and have them read through the direction line.
- While students are working, circulate and assist pairs as needed.
- C rrect as a class, writing on the board as necessary.

Optional Vocabulary

effective	motivate

▸ EXERCISE 14. Warm-up. Page 146. Time: 5 minutes

- Ask students to take turns reading the sentences aloud.
- Discuss why the first sentence uses a plural pronoun, but the second sentence uses a singular one.

CHART 8-3. Personal Pronouns: Agreement with Collective Nouns. Page 146. Time: 10 minutes

It is the speaker's view of the collective unit that determines the grammatical usage of the pronouns in this chart. The English language is somewhat flexible on this point. If the speaker wants to emphasize unity or wholeness, the collective noun will be singular, and this number will influence both the pronoun and the verb. On the other hand, if the speaker wants to emphasize the individuals within the group, the collective noun will be considered plural (but it will not add *-s* / *-es*).

Other collective nouns not included in this chart: *army, community, company, crew, media, enemy, gang, herd, press*.

- Write the two example sentences (a) and (b) on the board, showing that *family* can agree with both plural personal pronouns and singular ones.
- Highlight the singular personal pronoun *It* used in (a) by underlining it in the same color as *My family.* It is a singular unit.
- Highlight the plural pronoun *They* used in (b) by underlining it in the same color as *My family.* In this case, *family* emphasizes various people, and so a plural pronoun is used.

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▸ EXERCISE 15. Looking at grammar. Page 146. Time: 10 minutes

The purpose of this exercise is to help students develop an understanding of the difference between singular and plural uses of collective nouns. In general, the singular usage is impersonal or statistical, while the plural usage emphasizes the actual people involved.

Part I

- Write the two item 1 sentences on the board for comparison.
- Discuss the different emphasis in each sentence.
- In sentence (a), we are thinking about the family as a group of individuals who are loved. *Them,* in this case, is the appropriate pronoun.
- In sentence (b), we are thinking of the family as a demographic unit. No consideration is given to people as individuals. Thus, it is appropriate to use the singular pronoun *it.*
- As a class, discuss the sentences in item 2, and ask students to tell you which key words inform the pronoun choice.

Part II

- Give students time to work through this exercise as seatwork.
- Correct as a class, asking students to explain their answers and identify the key words that informed their pronoun choices.

▸ EXERCISE 16. Warm-up. Page 147. Time: 10 minutes

If you wish, supply drawing paper and colored pencils or crayons. Reassure those students who believe they cannot draw by first drawing your own self-portrait. This should be a simple, fun drawing that requires no artistic talent and serves as an intro into reflexive pronoun use.

Before completing the three items in this warm-up, you may want to introduce reflexives in the following way, by asking students questions such as these.

You can either write questions on the board or prepare handouts beforehand.

Self!

Have you ever cut your hair yourself?

Would you go to the movies by yourself?

Have you eaten in a restaurant or traveled by yourself?

Do you live by yourself? How old are people in your country when they first move away from the family home to live by themselves?

How often do you look at yourself in the mirror? Do you notice when people look at themselves when they pass a glass storefront?

What have you taught yourself?

Often people have a hard time seeing themselves clearly. They either take no responsibility or feel responsible for everything that happens. Which category would you put yourself in?

Shakespeare said, "To thine own self be true." What does this mean, and are you true to yourself?

- Ask students to take turns reading the items aloud and completing them as best they can.
- Review as a class.

Optional Vocabulary

proud in good shape

CHART 8-4. Reflexive Pronouns. Page 147. Time: 15–20 minutes

Reflexive pronouns are overused and incorrectly used in spoken English. People incorrectly substitute reflexive pronouns for object pronouns frequently. It is useful to point this error out to students and help them avoid it.

Incorrect: *Nan Jeong gave the wine to Kara and myself.*

Correct: *Nan Jeong gave the wine to Kara and me.*

To some degree, reflexive pronouns can be appropriately used to add emphasis. This use of reflexive verbs is considered by some to be affected, incorrect, or nonstandard and to others, it is acceptable. As with any structure added for emphasis, it ceases to emphasize if it is overused.

Incorrect: *Luka, himself, fixed his bike by himself.*

Correct: *Luka fixed his bike himself.*

The following examples are acceptable uses of reflexive pronouns for emphasis:

What happened between my husband and myself is not your business.

No one on the train spoke any English at all other than a few Turkish students and ourselves.

In the vast majority of instances, reflexive pronouns cannot be substituted for object pronouns.

Incorrect: *Fernanda sits in the fourth row, directly behind myself.*

Correct: *Fernanda sits in the fourth row, directly behind me.*

As with any other grammar structure, idiomatic use of reflexive pronouns develops with time and experience. Grammar basics can be taught and provide a good foundation for development, but

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idiomatic, nuanced usage grows with time spent speaking the language and immersing oneself in it. Students often ask for rules for every structure they will encounter, and this approach is neither practical nor desirable. In any language, there are some uses and practices which simply are and do not lend themselves to clear explanation. By pointing these uses out to students, and instructing them to keep an ear out for what sounds right, students will eventually gain the skills to self-correct effectively.

An exception regarding the use of object pronouns is included in the chart footnote. In each chart, the text presents basic patterns, but it also anticipates questions students may have about exceptions they observe. Remind students of the saying "There is an exception for every rule." Advanced grammar students will experience the truth of this.

- Write the example sentences (a) and (b) on the board as is, or have students close their books first, and invent two similarly contrasting sentences using students' names. For example:

  Inez looked at Diego. She stared at him intently.

  Inez looked at herself in the mirror. She stared at herself intently.
- Explain that the only time a reflexive pronoun is required in the place of an object noun is when the subject of the verbs or preposition and the object of the verb or preposition are the same person.
- Create a scenario in which students can imagine wanting to emphasize their role in an activity. An easy example arises from suggesting a student did not do his or her own work.

  Wait, I thought you got that from the Internet. I didn't realize you wrote it yourself.

  I myself programmed the new database functions. The coders did not.

▸ EXERCISE 17. Grammar and speaking. Page 148. Time: 10–15 minutes

Part I
- Read the direction line to students.
- Remind students, again, that in this case the subject and the object of the verb or preposition are the same.
- Have students work through the exercise independently.
- Review as a class.

Part II
- Put students into pairs.
- Engage students in the topic by writing the word *selfies* on the board.
- Circulate among pairs, facilitating discussion and providing vocabulary support and correction while students discuss each item.
- Discuss the statements as a class, and ask students to report on their partners' opinions.

Optional Vocabulary

appropriate weird

▸ EXERCISE 18. Grammar and speaking. Page 148. Time: 10–15 minutes

Part I
- Give students time to complete the conversations on their own as seatwork.
- Review as a class, having students read their completions aloud.
- Put any challenging items on the board.

Part II
- Have students split into pairs.
- Before setting students to this task or reading the direction line, have them remind you of the uses of reflexive pronouns.
- Brainstorm a few on the board as a class. For example:

  Someone is accused of cheating or not completing a task and needs to explain that he completed a task himself.

  Someone cut their own hair or performed a service most people don't usually do themselves.

  Someone lives on their own at a very young or a very old age.

  Someone travels a far distance or completes a project that requires lots of professional assistance without help.
- After you have discussed situations that call for the target grammar, have students work in pairs to create and then perform their conversation.

Expansion

If your group is sophisticated / advanced enough, you may encourage them to create conversations without highly definitive vocabulary. They should hold a conversation that hints at the exact situation but without explaining what the exact situation is. Other students have to guess what the exact situation is. You can model an example for the class with a student first. For example:

You: *She's only getting older and more absent-minded. Also, she cannot walk very well anymore. She needs a walker.*

Student: *That is true, but since her husband died, she has been alone and she has managed just fine. She can still drive a car and go to the grocery store, and she values her independence. Her sense of independence is very important to her.*

You: *If she moves in with us, we can watch out for her and make sure she eats enough and doesn't fall. What if she falls and cannot get up?*

Student: *What if she becomes depressed because she isn't in her own surroundings?*

You: *What is the situation?*

Student: *Two adult children are trying to decide if their elderly mother can continue to live by herself.*

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▸ EXERCISE 19. Reading, grammar, and speaking. Page 149. Time: 10–15 minutes

- Write the term *body language* on the board and ask students what it means.
- Before reading the direction line to students, ask them to share any words they already know that describe body language, and write these words on the board.

  Words could include:

blush	*nod*
closed position	*open position*
cross arms	*posture*
facial expressions	*shake head*
frown	*shrug*
furrow your brow	*smile*
gesture	*stance*
grimace	*wince*
grin	

- As all these words can readily be demonstrated, show them as you discuss them.

Part I

- Have students read the article on their own, and have them draw an arrow to each antecedent from each pronoun.

Part II

- Have students discuss the questions on page 150 in small groups.
- Circle back and address these questions and any others that may naturally arise, writing as much vocabulary on the board as you can.
- Remember that among the best ways to keep students interested in learning grammar is to ask students to use the target grammar in new and spontaneous speech. The more you can create ways for students to use the target language, the more quickly they master it.

Expansion

Play Simon Says with your students using the vocabulary you have just discussed. One person is designated Simon; the others are the players. Standing in front of the group, Simon tells players what they must do. However, the players must only obey commands that begin with the words *Simon says*. If Simon says *Simon says frown,* then players frown. But if Simon simply says *frown,* without first saying *Simon says,* players must not frown. Those that do frown are out.

Optional Vocabulary

go viral	expand	hormone
stance	raise	dominant
hunch over	lean	measurable
avoid	confidence	

▸ EXERCISE 20. Looking at grammar. Page 150. Time: 10–15 minutes

- Give students ample time to complete as seatwork.
- Correct as a class, with students reading correct completions aloud.

Optional Vocabulary

supervision	shocked
committed	careless

▸ EXERCISE 21. Listening. Page 151. Time: 10 minutes

- Be provisioned with audio ready.
- Explain that students will hear the beginning of each sentence (and thus need to listen for the subject pronoun).
- Play the audio while students circle the appropriate reflexive pronoun.
- Have the listening script in hand for ready correction.

▸ EXERCISE 22. Warm-up. Page 151. Time: 5 minutes

- Have students find any pronouns that refer to an actual person.
- Discuss why *you*, *they* and *one* are useful.

CHART 8-5. Using *You, One,* and *They* as Impersonal Pronouns. Page 151. Time: 10 minutes

- E plain that when a speaker uses the impersonal *you* pronoun, it is different than using *you* for typical second person. The *you* does not refer to the listener but rather to people, in general. For example:

  A: *What are some of the customs about touching other people in your country?*

  B: *Well, you shouldn't touch people on the head, and men and women should not touch one another.*

- In the case above, Speaker B means that people, in general, should not touch one another on the head. She is not giving personal instructions to Speaker A, the listener. The *you* refers to people in general, not to the listener.
- Illustrate the above notes by asking students what they can and cannot do in their country. Write more examples like the one above on the board. For example:

  Mei says you shouldn't shake hands in Thailand.

  Somaya says that you shouldn't give the thumbs up sign in Egypt.

- Ask students to also talk about what they should do in the U.S., based on their experience of U.S. culture. For example:

  You should show up to most events on time.

  You should shake hands when you meet people.

- Ask students if they are familiar with using *one* as an impersonal pronoun and in what contexts they have seen or heard this.
- Explain that using *one* is a bit formal for most Americans, but they may see this use in some situations.
- Tell students that *they* is commonly used when the noun referred to has already been mentioned and is understood by everyone. For example:

  Private schools often have great facilities. They can offer students the chance to gain experience in fine arts, such as ceramics and painting.

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▸ EXERCISE 23. Looking at grammar. Page 151. Time: 10 minutes

- Read the direction line and give students time to complete the items as seatwork.
- Ask students to explain the use of *you* and *they,* and highlight that these two impersonal pronouns can both be used within the same paragraph, as in items 3 and 4.

Expansion

Have students get into groups of 3–4. Ask them to come up with the most important suggestions they can think of for anyone studying English as a foreign or second language in a setting similar to the one they are in. Ask them to use personal pronouns to write their suggestions on the board.

Possible suggestions include:

Don't worry if you can't understand every word you hear.

You will learn best if you try to listen for the main ideas when you are having conversations with native speakers.

Americans may seem rude or impatient, but they may just be nervous that they can't understand you.

Also, Americans tend to work very long hours, so they are often busy and rushed.

Alternatively, come up with a list of challenging situations that you want students to give advice for. Write each one on a different index card, then hand an index card either to each student or to each group of students. Students need to come up with generalizations and advice about the situation and they need to use impersonal pronouns to tell others what to do in each case. Remind students to complete suggestions using *you, one,* and *they,* and that *they* proves very useful when distinguishing groups already referred to.

Possible situations include:

You have to meet your boyfriend's or girlfriend's family for the first time.

You have a job interview.

You are traveling to a new place all by yourself.

You are going skiing, skating, or sailing for the very first time.

You have to make dinner for a special occasion, but you are not used to cooking.

You are going to babysit for a friend's child.

You are applying for a visa, and you have to go to an embassy for an interview.

You have to have dinner with your boyfriend's or girlfriend's boss, and you know you have very different political opinions.

Optional Vocabulary

corporate	wool
shrink	ruined

▸ EXERCISE 24. Let's talk. Page 152. Time: 10 minutes

- Have students guess the meaning of each English saying, while working in pairs or small groups.
- Ask students to paraphrase the meanings of each by using impersonal pronouns.
- Ask students to share similar sayings from their own language and compare meanings and contexts for use.

▸ EXERCISE 25. Reading, writing, and speaking. Page 152. Time: 15–20 minutes

Explain to students that academic English is very different from spoken English regarding personal *you* and *they*. When writing a paper, students need to use a third person impersonal pronoun rather than the informal *you.* Remind students that when speaking, it is normal to jump back and forth between the two.

Part I

- Have students take turns reading sentences aloud, and correct for intonation, pronunciation, and usage as they read the passage. Ask students about vocabulary and to paraphrase in their own words.

Part II

- Have students correct the informal *you* to third person impersonal pronouns.

Part III

- Ask students to discuss the disadvantages and advantages of social media.

Expansion

Give students the following discussion questions to help them talk about the passage. Ask students to share their group's thoughts with the class as a whole, while correcting their usage. Put their thoughts on the board so other students can compare.

Do you think Internet addiction is a real addiction? Can you give some examples from your own life?

Do you think that social media has improved human contact and the contact young people have with other young people?

Do you see that people who have grown up in this digital age have less of an ability to concentrate and use quiet time productively than those who grew up before the age of social media?

Are there advantages to young people being exposed to things they may not otherwise encounter in the course of their day? How is the information age positive for kids and teens?

What can parents do to control their kids' content and exposure on social media?

Optional Vocabulary

barely	initiate
impact	engage
addiction	extended
anxious	isolated
concentrate	potentially
interaction	inappropriate
handle	monitor

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▸ EXERCISE 26. Warm-up. Page 153. Time: 10 minutes

- Before you have students match the pictures to the sentences, remind them of how the definite article changes the meaning of a noun or pronoun.
- When students have matched the correct illustration with the correct sentence, ask them to explain how they knew, and write their ideas on the board. For example:

  The others means "all of the group that are left."

  Others (without the definite article) means "any others."

CHART 8-6. Forms of *Other.* Page 153. Time: 10–15 minutes

Using *other* correctly can be challenging even for advanced students, and forms of *other* are a common source of errors. Emphasize that *other* has a final *-s* only when it is used as a pronoun (and standing alone) and never when it is an adjective preceding a noun. Explain that just like adjectives in front of plural nouns (e.g., *majestic horses*) do not add an *-s*, neither does the word *other* when it comes in front of a noun. Write examples on the board.

Explain that *another* is a combination of the article *an* with *other. The* can never come in front of *another* because *another* already has an article included in it. *The* and *a/an* are never used together because we either use a definite article *the,* an indefinite article *a / an / some,* or no article. Write examples on the board, crossing out impossible combinations. For example:

lovely sunsets NOT *lovel~~ies~~ sunsets*

other sunsets NOT *other~~s~~ sunsets*

another book. OR

the other book

NOT

~~the~~ another book (This is a common error!)

- This point lends itself to visual demonstration using the students in your class.
- Ask students to chat with each other about what they did last weekend. Encourage them to stand and walk around while doing so. You can even play background music while they are socializing.
- Stop the music and ask everyone to freeze right where they are. Some will be seated and some will be standing.
- Ask students to look at you. Then write appropriate versions of the following sentences on the board. (These sentences will need to be adapted according to the configuration of your actual class.) Highlight the use of *others* and *another* by using different colored markers for each.

  There are 20 students in this class.

  Some are standing up right now.

  Others are sitting down.

- Now refer to just two students by pointing to one area of the room. It is best if one person is standing near another person who is sitting. If the students don't happen to be in ideal positions, you can use the colors of their clothing to distinguish them.
- Describe the stance or the clothing by writing on the board:

  On one side of the room, one student is sitting.

  OR

  On one side of the room, one student is wearing a black T-shirt.

- Next, write a sentence about a different student's stance or clothing, using *another.*

  Another student is standing near the window.

  OR

  Another student is wearing a red sweatshirt with a logo on it.

- Explain that when using the forms of *other* as demonstrated above, the meaning is either one additional one (as in *another*) or some additional ones (as in *others*).
- Ask three students, by name, to stand up, and ask everyone else to sit down.
- Write the following sentence on the board (change the names to match your students):

  There are 20 students in this class.

  Maki, Santuza, and Naif are standing.

  The others are sitting down.

- Ask students how many students are sitting down. They should say 17 (or the correct number for your actual class), and they should understand that *the others* (like *the rest*) means all others not standing. We use a definite article because we know exactly who these people are.
- Review Chart 8-6, and put sentences from the chart or paraphrased examples onto the board.

▸ EXERCISE 27. Looking at grammar. Page 154. Time: 10 minutes

- Reiterate the use of *another* before students start the exercise as seatwork.
- Put your book on a table or desk at the front of the room. Ask a student to put his/her book on top of yours.
- Write on the board:

  There was one book. Now there is another.

- Have more students put their books on top of the pile, and with each one, say or write *Now there is another.*
- After the whole class but one has put a book on the pile, write the following sentence:

  Almost all the books are in the pile. Where is the other / another?

- Ask students which is correct. Explain that because the books are a finite number and only one hasn't been put on the pile, the correct form is *Where is the other?*

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- If the books were not finite, students could keep piling them on, and we could keep using *another* because the amount is unknown.
- Give students time to complete the exercise as seatwork.
- Have students take turns reading items aloud.
- Correct clearly and overtly by writing on the board. Provide clear explanations when students use the wrong form of *other*.

▸ EXERCISE 28. Looking at grammar. Page 154. Time: 10 minutes

- Have students take turns reading the pairs of sentences, and then discuss the correct answer as a group.
- It will help your students to draw and write on the board. If you are familiar with Venn diagrams, these may help you visually show your students what *the others* are.

▸ EXERCISE 29. Let's talk. Page 155. Time: 10 minutes

- Have students work with partners.
- Go around the room, helping students work through the sentence completions.
- Review as a class, illustrating and writing notes as needed.

▸ EXERCISE 30. Looking at grammar. Page 155. Time: 10 minutes

- Do this exercise on sight, having students take turns reading and completing the sentences.
- Review random vocabulary items with your class as they occur, and ask students to explain their answers.
- Write challenging items on the board.

Optional Vocabulary

lend	inflation
basic	instability

▸ EXERCISE 31. Looking at grammar. Page 156. Time: 10 minutes

- Be prepared to write notes on the board to illustrate which items are referred to as *the.*
- Have students take turns reading and discuss as a class.

▸ EXERCISE 32. Listening. Page 156. Time: 10 minutes

- Have the audio ready to go and be provisioned for the listening.
- Ask students to write the form of *other* that they hear.
- C rrect as a class and refer to the listening script as needed.

▸ EXERCISE 33. Warm-up. Page 156. Time: 5 minutes

- Tell students that *the other day* means a random day in the near past.
- Have students read the T/F statements aloud.
- Determine, as a class, which statements are true.

CHART 8-7. Common Expressions with *Other.* Page 157. Time: 10–15 minutes

Most students will not be very familiar with these special phrases with *other*. Don't spend too much time on why these phrases have come to be. Rather, stress that these idiomatic uses are very common and have the potential to be confusing, so learning them now will help students in the future.

When the phrase *every other* means "alternate," the vocal emphasis is on *every.* For example:

I receive that magazine <u>every</u> other month.

When *every* is used as an expression of quantity that happens to be followed by *other,* the stress is on *other.* For example: *George is the only student who missed the test; every <u>other</u> student took the test last Friday.* In this sentence, *every* has the meaning of *each* or *all: All of the other students took the test last Friday.*

Forms of *other,* especially the reciprocal pronouns in (a) can be used to show possession. In this case, an apostrophe is used. For example:

They enjoy each other<u>'s</u> company.

One common mistake that English language learners make is to talk about *one day* and then refer to what we call *the next day* as *the other day.* This chart provides a good opportunity to distinguish the use of *next* in sequences from the use of *other.*

- Ask a female student to tell you the name of someone who loves her. Write this sentence on the board (adapting the names):

  Angelina loves her mother, Ramona.
- Ask the student if she also loves this person who loves her. When she says "yes," write the following sentences on the board:

  Angelina loves her mother, Ramona.

  Ramona loves her daughter, Angelina.

  They love <u>one another / each other</u>.
- In the first sentence, draw an arrow from *Angelina* to *Ramona* and one from *Ramona* back to *Angelina*.
- Then ask a male student who he misses right now, and create the same examples. For example:

  Amal misses his brother, Faisal.

  Faisal also misses Amal.

  They miss <u>one another / each other</u>.
- Draw an arrow going back and forth from *Amal* to *Faisal*, and remind students this relationship is reciprocal.
- Ask students questions that will result in answers showing alternate times. For example:

  How often do you weigh yourself?

  How often do you check your email?

  How often do you call your parents / partner / spouse?

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How often do you take cash out of the ATM?

How often do you go to the gym?

- If answers don't yield alternate times, offer some yourself and write them on the board. For example:

  I go to the gym every other day.

  I do yoga every other day.

- If your students need more demonstration of *every other,* show them what it means to write on *every other* line by drawing lines on the board and writing on every other line.
- Ask questions that will elicit use of the other phrases included in the chart. When you are introducing a new phrase, write it clearly on the board, and get students to try using it as soon as possible.

▸ EXERCISE 34. Looking at grammar. Page 157. Time: 10–15 minutes

- Ask a student to read the example item aloud.
- Give students time to work through the other items as seatwork.
- Correct as a class, ensuring that any challenging items are written on the board and clearly explained / illustrated.

Optional Vocabulary

nearsighted
farsighted
talkative

▸ EXERCISE 35. Let's talk. Page 158. Time: 10 minutes

- Put students into small groups.
- Ask a student to read the example item aloud.
- Give students time so that everyone in each group can respond to all the items.
- Discuss as a class and compare responses.

▸ EXERCISE 36. Listening. Page 158. Time: 10 minutes

- Have the audio ready to play.
- Explain to students that the correct answer will be the one that accurately paraphrases the meaning of the sentence, not the one that sounds most like it.
- Review the meaning of *other than* and *except* before you play the audio.
- Students choose answers.
- C rrect as a class, referring to the listening script as needed.

Optional Vocabulary

engagement
wisely
depend on
policies
opponent

▸ EXERCISE 37. Check your knowledge. Page 159. Time: 10 minutes

- Have students respond to each item, giving students turns to read aloud and locate errors.
- Ask students to provide correction and to articulate why the original was wrong.
- Put any particularly challenging items on the board for analysis.

▸ EXERCISE 38. Reading and writing. Page 160. Time: 15–20 minutes

Part I

- Ask students to read quietly, skimming and scanning for content and comprehension.

Part II

- Discuss the four options as a class, and write brief notes on the board. Give students a chance to locate information.
- Tell students they will now choose one question to write about.

Part III

- Ask students to edit their own writing, or if practical, have students edit one another's work.

Optional Vocabulary

disrespectful
participate
resentful

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CHAPTER 9 Modals, Part 1

CHAPTER SUMMARY

OBJECTIVE: To review basic modal forms and gain mastery of their more advanced forms, meanings, and uses.

APPROACH: Modal auxiliaries are used to express attitudes, give advice, and indicate politeness. Mistakes with modals can result in bad feelings or misunderstandings between the speaker and the listener. Because of this, it is very important to stress that using certain modals connotes a certain degree of respect and politeness. Instruct students that a minor change in modal usage can signal a big difference in meaning and understanding and thus, it is important they use the right modal for each situation.

Students using this textbook are probably already familiar with the most common meanings of the modal auxiliaries. The focus at the beginning of the chapter is on the basic modal forms. The remainder of the chapter takes a semantic approach, grouping together modals and other expressions that have similar meanings so that students can learn them systematically. Matters of pronunciation, spoken versus written usage, and formal versus informal registers are noted in the charts.

The charts in this chapter and in Chapter 10 demonstrate that modals have many meanings and uses, depending on the specifics of the situation they are used in. Rather than presenting a full summary of all uses of modals, the text splits the study of modals into two chapters. Remind students that the end of the following chapter includes a complete summary chart, which will prove a useful reference once they have studied all the uses and forms.

If students want to get an idea of how varied the meanings and uses of modals are, refer them to any standard dictionary and ask them to look up the meanings of *can, could, may,* etc. Tell students that the lengthy and varied definitions are presented clearly in the chart at the end of the Chapter 10.

TERMINOLOGY: The terms "modal" and "modal auxiliary" are both used throughout this chapter and Chapter 10. Most modal auxiliaries are single words (*must, should*) though some are longer phrases (*had better, ought to*). Many modal auxiliaries consist of two- or three-word phrases with similar meanings (*have to, be supposed to*), and these are called "phrasal modals" in some texts. Some grammar books also call these longer modal phrases "periphrastic modals," but it is important to help students recognize them as modals, whatever term is used.

PRETEST. What do I already know? Page 161.
Time: 5–10 minutes

- Give students time to complete the task alone as seatwork.
- Remind students that they may immediately realize that a particular phrase is wrong without fully understanding why. This is a good thing!
- Ask students to tell you as best they can why certain sentences are incorrect and/or correct.

▸ EXERCISE 1. Warm-up. Page 161.
Time: 5–10 minutes

> Take advantage of every exercise in this text to get students speaking as often, as spontaneously, and as naturally as they can. By presenting simple questions as student polls and writing on the board, you can engage students more fully in topics and encourage them to speak more willingly. Even brief warm-ups such as this one can provide opportunities for students to speak.

- Ask students to take turns reading the sentences aloud.
- Ask students to decide whether the grammar of each sentence is correct and also if they agree with the content of each sentence.
- Put an impromptu poll on the board for the topics you find most compelling so that students will have a chance to discuss the topics naturally (and need to use modals to do so).
- Correct students clearly and overtly when they make a mistake in their attempts at modals, but encourage them by reminding them of what they do already know. For example:

  Schools should get rid of grades. Do you agree or disagree? Why?

<u>Agree?</u>	<u>Disagree?</u>
Students should study just to learn.	*Grades should motivate students.*
When people study just for grades, they forget what they learn.	*Students can feel proud of their grades, and this pride should make them want to study more.*

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CHART 9-1. Basic Modal Introduction. Page 162. Time: 15–20 minutes

Because most students are familiar with most modals, you do not need to give them a detailed introduction to each one at this time. The best way to engage everyone in the grammar topic is to provide a general overview and, as much as possible, ask students to show you what they already know about modals in general. Focus on basic meaning and use at this introductory stage.

It will help your students if you highlight some important points.

1) Modals allow for differences in degrees of politeness. *Can you open the door for me?* is a request that you would make to a peer or equal. *Could you open the door for me?* is a more polite form of the same request.

2) Use of modals sometimes indicates the specific social status of the speaker and the listener. For example, *You had better open the door* is something a person in a position of authority may say to someone younger or dependent on them, such as a parent speaking to a child.

3) There may be differences in levels of formality (for example *may* vs. *can* as used for permission).

The chart explains that each modal has more than one meaning and more than one use. This is critical for students to remember in order to grasp the scope of modals. The uses and meanings are presented throughout Chapters 9 and 10 and are summarized in Chart 10-11, which students will want to refer to often. Point out this reference chart to students now so that, if they wish to, they can look ahead and begin using it before they have even encountered all the modal uses included in these two chapters. This chart is presented in Chapter 10 and not at the beginning of Chapter 9 because some students may find it a bit intimidating. Reminding students that all the modals are spread out over two chapters may make the task of learning modals less daunting.

To give students an idea of how varied the meanings and uses of modals are, ask them to look up the meanings of *can, could, may, might,* or any other modal in a standard dictionary. Point out that the kind of information included with the dictionary definition is included more systematically in Chapters 9 and 10, and the summary chart included will be, again, very useful.

Students are often unaware that *shall* and *should* have meanings as separate modals and are not simply the present and past forms of one modal. Be ready to explain that *should* + simple form has a present / future meaning. Only in rare instances in the sequence of tenses of noun clauses does *should* represent the past form of *shall.* (Some dictionaries only define *should* as the past of *shall,* though this use is quite uncommon.

- Use your students' names to make specific modal requests of them and as related to the classroom.
- Write these sentences on the board, and ask students to go up to the board and underline the modal.
- Ask students to paraphrase the function of the modal. Is it asking for permission, expressing a suggestion, etc.?
- Have students explain how polite they think the request is. Compare their impression with the chart information. For example:

  Would you open the door, Sinam?

  (Elicit from students that *would* indicates a polite request.)

  You should open the door, Nicola. That way, people will know they can come in.

  (Elicit from students that *should* expresses advice or an instruction.)

  You may open the door, Chinami. Thank you for asking.

  (Elicit from students that *may* expresses that permission is given.)

  You could open the door, Mee-Ho.

  (Elicit from students that *could* shows a possibility or an opportunity but not instruction in the indicative voice.)

  You'd better open the door, Hassan.

  (Elicit from students that *had better* shows urgent advice or instruction from a person in a position of authority to someone younger or dependent.)
- After demonstrating the uses of the modals included in the chart, explain that modals are never conjugated. This means that no final *-s,* etc., is ever added to the modal form. Modals are followed by the simple form of the verb except in the case of *ought,* which is followed by an infinitive.
- Review the phrasal modals at the bottom of the chart, and discuss their familiarity with your group of students.

▸ EXERCISE 2. Looking at grammar. Page 162. Time: 10 minutes

- Have students read through the conversation, taking turns to decide whether a *to* is required or not.
- When students stumble over a particularly challenging item, write the whole sentence on the board and refer back to the chart. Point out that *to* is required if the modal in question is a phrasal modal or *ought*.

▸ EXERCISE 3. Warm-up. Page 163. Time: 5–10 minutes

- Read the direction line aloud.
- Ask students to be as specific and creative as possible when imagining the contexts for each conversation. For example:

  I've got to go is quite informal and could be said to a friend that you have been chatting with. You would not end a business meeting or first social encounter with someone new this way.

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CHART 9-2. Expressing Necessity: *Must, Have To, Have Got To*. Page 163.
Time: 15–20 minutes

This chart contains information about pronunciation, formal / informal usage, spoken / written forms, and one past form. Students should note and discuss these points.

Note especially that *must* is used primarily with a forceful meaning. *Have to* and *have got to* are much more frequently used in everyday English than *must* is.

Students should become familiar with and practice the conversational pronunciation of *have to* and *have got to.* Because most students don't know the International Phonetic Alphabet, it is more useful to write the sound in the actual alphabet.

have to = /haeftuh/

has to = /haestuh/

got to = /gaduh/

Make sure that students know the difference between *have got* to show possession and *have got to* to show necessity.

- Write the heading *Must / Have To = Necessity* on the board.
- Using your students' names and experiences and the context of your classroom, create meaningful example sentences and write them on the board, showing that *must* and *have to* can be used interchangeably.
- Underline the modals in each example. For example:

  In order to learn English well, students must speak the language as much as possible.

  In order to learn English well, students have to use the language as often as they can.
- Explain that *must* sounds both more formal and more urgent to most American English speakers and that *have to* is a more common way of expressing necessity.
- Tell students that *must* is seen more frequently in writing than heard in speaking but that it is often seen in legal documents and literature.
- Demonstrate the difference between *must* and *have to* by writing sentences of more and less formal registers on the board. Underline the modals.

  Augusto has to get his license renewed before he drives to Montreal.

  All foreign drivers must carry valid identification and an international driver's license.
- Introduce *have got to* as an informal variation of *have to.* Explain that in some cases, the use of *have got to* (rather than simply *have to*) emphasizes necessity and is often stressed in speaking.

  Noha has got to remember to bring her cell phone with her. Her husband has been trying to reach her for days now!
- Explain that *had to* expresses past necessity for all of the following expressions: *have to, have got to,* and *must.*
- Stress that there is no past form of *must* other than *had to. Musted* and *had must* don't exist.
- Go through the chart examples by having students read sentences aloud, reiterating or writing on the board the explanatory notes for each example.

▸ EXERCISE 4. Looking at grammar. Page 163.
Time: 5–10 minutes

- Have students work with partners to decide which sentence is more appropriate based on its modal and the context of each situation.
- Ask students to explain their decisions. Ask them which specific words in each pair of sentences show the level of formality and urgency to require *must.*

▸ EXERCISE 5. Looking at grammar. Page 164.
Time: 5–10 minutes

- Ask students to work through this exercise as seatwork.
- Students can read their completions aloud, and other students can explain why the modal chosen is the appropriate one.

▸ EXERCISE 6. Grammar and speaking.
Page 164. Time: 5–10 minutes

- Have students first write questions for each prompt.
- Ask students to stand up with their books and questions and circulate around the room, learning what their classmates *have to* do or *must* do.
- Have students share what they learned with the class, and write some of their sentences on the board. For example:

  After class, Mahmoud has to go to the bank to get money for his subway pass. He must buy the monthly pass today, or he will have to pay a daily rate.

  Students in our class have to pay attention to phrasal verbs and prepositions.

  Every morning, rain or shine, Marina has to run at least six miles. She is training for a marathon.

Expansion
Before class, write the names of certain occupations on different index cards. Give each student an index card with the name of their "new" occupation or profession on it. Tell students that they need to get their classmates to guess what their profession is by explaining what they *have to* do or *must* do. For example:

I have to get up very early every morning.

I have to get to work before 5:00 A.M.

I have to wear a uniform.

I have to drive people to work.

I have to deal with bad weather and often, the bad moods of the people I pick up.

I have to make many stops.

I must make sure everyone pays his or her fare.

Who am I? (bus / subway driver or conductor)

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Sample occupations could include:

acupuncturist	*mechanic*
animal trainer / caregiver	*nurse*
artist	*physical therapist*
bank teller	*pilot*
bus / subway driver or conductor	*plumber*
car salesperson	*police officer*
carpenter	*politician*
chef	*professional athlete*
child-care provider	*retail worker*
cleaner	*salesperson*
dentist	*scientist*
doctor	*server (food industry)*
driver	*singer / musician*
farmer	*soldier*
firefighter	*stock trader*
judge	*surgeon*
lawyer	*teacher*

▸ EXERCISE 7. Warm-up. Page 165.
Time: 5–10 minutes

- Ask one student to be Speaker A and one to be Speaker B.
- Discuss why choice a. is wrong.
- Have students explain in their own words the difference between the three choices.
- Write their contributions on the board.

  Must not means "not allowed to"; don't have to means "not necessary to"

CHART 9-3. Lack of Necessity (*Not Have To*) and Prohibition (*Must Not*). Page 165.
Time: 15–20 minutes

- Write the headings *Lack of Necessity* and *Prohibition* on the board.
- Ask students to explain, in their own words, what each phrase means, and then ask for personal examples of both things they don't have to do and things they are prohibited from doing. If you are in a mixed nationality class, encourage students to give examples that are specific to life in their respective countries. You can also encourage students to think of examples related to class rules and practices either in your language program or in schools in general. For example:

Lack of Necessity	*Prohibition*
Men and women don't have to do military service.	*People must not buy alcohol for those under 18.*
Citizens don't have to vote.	*Citizens must not drive before they are 16.*
Students don't have to wear uniforms.	*Students must not pull the fire alarm unless there is a fire.*
Students don't have to attend every class.	*Students must not miss more than 25% of their classes.*

- Review the rest of the chart by having students take turns reading sentences aloud.
- Rewrite examples, using specific students' names and writing explanatory notes for reinforcement.

▸ EXERCISE 8. Looking at grammar. Page 165.
Time: 5–10 minutes

- Go over the example.
- Give students time to think of the best word to complete each item and then which negative modal to use.
- Have students review by reading their completions aloud and explaining which words helped them decide the main verb and modal required.

▸ EXERCISE 9. Looking at grammar. Page 166.
Time: 5–10 minutes

- Give students time to complete using the appropriate modals.
- Have students take turns reading their completions aloud.
- Write any challenging items on the board.

Optional Vocabulary

unexcused	encounter
absences	fulfilling

▸ EXERCISE 10. Let's talk. Page 166.
Time: 5–10 minutes

- Write the term *effective leader* on the board, and discuss which qualities are necessary, which are desirable, and which don't matter, using *must / must not* and *has to / doesn't have to.*
- Review as a class, discussing any points of disagreement.
- Have a student choose a different profession or role (*teacher, parent, doctor,* etc.).
- Using the same qualities described in the exercise, have students decide again what is required for other professions and what is not.
- Encourage and facilitate any discussion that can be held using the target grammar. Review the structures utilized before moving on.

Optional Vocabulary

flexible	financial gain
spouse	ignore

▸ EXERCISE 11. Warm-up. Page 167.
Time: 5–10 minutes

- Engage students in the topic by writing related vocabulary on the board and asking students to explain the following words and phrases:

cavity	*extraction*
dental hygiene	*toothache*

- Ask students further questions to help them give advice regarding Amir's toothache. If helpful, write the following discussion questions on the board and call on specific students by name to respond: For example:

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How often do you go to the dentist in your country? Once a year? Only if you need to? Twice a year?

Many people get nervous when they have to go the dentist. Do you?

Have you ever had a toothache? How painful was it? Did you have to have your tooth extracted or pulled?

Why is a toothache a somewhat urgent situation? What could go wrong if a toothache is not treated right away?

- Ask students to decide which piece of advice from the list they would give Amir.
- Discuss possible advice as well as advice not included in the book. Decide as a group the best advice, given the situation.

CHART 9-4. Advisability/Suggestions: *Should, Ought To, Had Better, Could*. Page 167. Time: 15–20 minutes

Advice or a suggestion is usually friendly. It is often given by a parent, friend, co-worker, teacher, mentor, or supervisor and sometimes by complete strangers. Advisability is not as forceful as necessity, and it is also not as urgent, in general. (Advice can also be not-so-friendly, depending on the speaker's tone of voice and attitude.)

Note the special meaning of *had better*. *Had better* is used to show that the advice should be followed in order to avoid negative consequences. It is used to give advice to a peer or to a subordinate, but it is not used to give advice to someone in a superior position or a position of authority.

- Write the heading *Advisability* on the board and list under it *should* and *ought to*.
- Explain that *should* and *ought to* can be used interchangeably and can show a range of strength, from a simple suggestion to a statement about another's responsibility.
- With your students, select a situation for which advice is needed. Pick a probable situation for a student in your class.
- Together, with your students' participation, write sentences advising the person in need of advice. It may be easiest to give advice in the second person.
- Possible situations could include:

  You are homesick in the U.S.

  You need more ways to practice your English outside of class.

  You haven't managed to meet any native speakers of English.

  You have a crush on a classmate.

  For example:

  Situation

  A student has a crush on someone in the class.

  Advice
  He / she / you should find out if the person has a boyfriend or girlfriend.

  He / she / you ought to sit near the person in class.

  He / she / you ought to introduce himself / herself / yourself to the person.

  He / she / you should offer to help the person with homework.

- Write *had better* under the *Advisability* heading on the board.
- Explain that *had better* shows both urgency and strength of the suggestion made.
- Stress that *had better* is not used toward someone who is in position of authority or is a superior in rank.
- Explain that *had better* is used when the negative consequences of not taking advice given are clear.
- Invent a situation in which there are obvious and negative consequences of not acting soon to remedy a problem.
- As a class, come up with *had better* sentences to suit the situation, and write them on the board.
- Possible situations could include:

  You are failing a class but need to turn in an assignment late.

  Your roommate is very angry that you borrowed his bike without asking.

  You fell on some ice and twisted your ankle, which is now starting to swell.

  You lost your passport, and you need to travel internationally in just a week's time.

- Possible *had better* sentences could include:

  You had better speak to your teacher or professor and explain why you will need to turn in the assignment later than the due date.

  You had better apologize and explain why you borrowed his bike without even asking.

  You had better go to a clinic or emergency room to make sure your ankle isn't broken.

  You had better call the consulate right away and ask them to help you get a new passport.

- Review the chart, having students take turns reading sentences aloud.
- Reiterate and rewrite explanatory notes as needed.

▸ **EXERCISE 12.** Looking at grammar. Page 167. Time: 10 minutes

- Have a student read the direction line aloud.
- Give students time to complete the exercise as seatwork.
- Correct by having students take turns reading their completions aloud and discussing why they chose the modal they did (i.e., what context cues made them decide on *should, ought to,* or *had better*).
- Correct pronunciation and production carefully, quickly, and overtly.

Optional Vocabulary

killing my feet	rotten
hiccups	chills

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▸ EXERCISE 13. Looking at grammar. Page 168. Time: 10 minutes

- Read the direction line aloud and have students work with partners.
- Discuss the use of *could* in both situations with students, and explain that *could* is less definite than *should* or *ought to*.
- Encourage students to provide alternative advice for each situation.

Optional Vocabulary
urgent care
postpone
shuttle

▸ EXERCISE 14. Let's talk: pairwork. Page 169. Time: 10 minutes

- Have students continue to work with partners.
- Circulate while students are working, facilitating as effectively as possible by providing vocabulary help and questions that keep the conversation flowing.

Expansion
Have students continue to work in pairs. They should come up with a problem that requires advice and the advice that is most useful. Then pairs act out their conversation for the class while the class guesses what the original situation or problem is.

▸ EXERCISE 15. Looking at grammar. Page 169. Time: 10 minutes

- Ask students to complete the cloze independently as seatwork.
- Review as a class, providing quick and clear correction after students have taken turns reading completions aloud.

▸ EXERCISE 16. Reading, speaking, and writing. Page 170. Time: 15–20 minutes

- Read the direction line aloud and ensure students (in pairs) know what to do first.
- Have students read and discuss the emails included in the exercise before attempting to write their own.
- Then instruct each pair to provide advice for another pair's problem. Discuss the problems and suggestions as a class.
- Put key vocabulary words and correct use of modals on the board.
- Students can vote on which advice was most helpful, specific, and grammatically correct.

▸ EXERCISE 17. Looking at grammar. Page 171. Time: 10 minutes

- Lead this exercise.
- Have students take turns reading the initial sentence in each item and deciding which answer (a. or b.) best paraphrases it.
- In the case where both options make sense, have students explain why by describing the specific differences and what the initial sentence meant.

Optional Vocabulary
sums of money
boarding passes

▸ EXERCISE 18. Warm-up. Page 171. Time: 10 minutes

This warm-up provides an ideal opportunity for students to share and compare cultural and procedural expectations. If all students in the class are from one country, ask them if they know countries in which, for example, people are expected to remove their shoes before entering a home. Encourage students to share their experiences of others' cultural expectations.

- Give students a few minutes to respond to each item.
- Discuss as a class.
- When appropriate, discuss the origin of certain cultural expectations.

CHART 9-5. Expectation: *Be Supposed To/Should*. Page 171. Time: 15–20 minutes

While necessity and obligation can both originate from the speaker, generally, expectations are made of a person from the outside world. The phrase *be supposed to* and, in some cases, the modal *should*, can be used to show external expectations. Such expectations are often well-known cultural expectations or procedures (e.g., *A man is supposed to take off his hat when he enters a church.*) as well as simply meeting an agreed-upon schedule (e.g., *We are supposed to be at the airport two hours earlier than our international flight.*)

In prior editions of this text, *be supposed to* was described as an obligation; however, expectation better shows that someone (other than the subject) has set the expectation (*be supposed to* can be replaced by the passive voice phrase *is expected to*). Also in previous editions, this text has included *be to* (e.g., *I am to attend three more lectures before I take the exam.*) as another way to express an external expectation. Depending on the level of your students, you can choose to introduce this use or not. If you do teach *be to* to show expectation, be sure to inform your students that this use is growing increasingly uncommon.

- Write the heading *Expectation* on the board.
- Ask students to think about the expectations that others have of them, whether in their family, work, or social lives. Model on a board sentences related to what your students know of your life as a teacher. For example:

  As your teacher, I am supposed to start your classes on time.

  I am supposed to know the grammar you are learning very well.

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- Then elicit student-generated examples:

  Juan: *I am supposed to present a report on my academic research in front of the heads of my department.*

  Asha: *I am supposed to call my brother and sister-in-law once per week.*

  Jung Seol: *I am supposed to score a 90 on the iBT in order to prepare my law school application.*
- Explain that to discuss past obligations, only the verb *be* changes. *Supposed to* is already a past participle form.
- Ask students if they have failed to carry out any obligations or expectations in the last week and to formulate sentences from their experiences. These sentences can also be about their expectations of others. For example:

  Sasha: *I was supposed to email my sister about my travel plans, but I forgot. She became very worried.*
- Ask students to take turns reading the chart example items and explanatory notes aloud.
- D scuss how *should be* is used for expectations as well.

▸ EXERCISE 19. Let's talk. Page 172. Time: 10 minutes

- Have students work in pairs.
- With a student, practice the speaker roles by asking and answering the example in the text.
- While students are working in pairs, walk around the room facilitating the pairwork.
- Review the items and discuss the questions and responses with the group.

▸ EXERCISE 20. Looking at grammar. Page 172. Time: 5–10 minutes

- Read the direction line aloud.
- Give students a few minutes to complete this as seatwork.
- Correct by having students read their completions aloud.

▸ EXERCISE 21. Speaking or writing. Page 172. Time: 10–15 minutes

> When students are doing a particular task to use a structure, be sure to allow for natural discussions that may arise. In this exercise, if students can discuss differing opinions and back up their viewpoint, they will gain more from the practice than simply creating modal sentences about the occupations in the text.

- Ask students to work in pairs.
- Have students write down as many sentences as they can about each occupation, and review as a group.
- Review as a class, giving ample time and attention to any tangents that arise.

Expansion
A useful technique for engaging students in a language task is to have students rank terms by a particular quality and then defend their ranking to other students who may not agree. Ask students to rank the occupations in this exercise in terms of their difficulties and challenges and then compare this ranking with other students. They will use modals to justify their choices.

You can discuss this ranking in class and then assign part of the ranking for written homework. For example:

I think a taxi driver is the most challenging job because you are supposed to know how to get to every part of a city. You have to be patient even when many of the people who ride in your taxi are impatient and/or impolite. You are not supposed to be rude to your customers even if they are very rude to you.

▸ EXERCISE 22. Looking at grammar. Page 173. Time: 10–15 minutes

- Ask students to compare the sets of sentences while reading through them.
- After each set of sentences is read aloud, students (either individually or as a group) decide which of each pair is stronger.

Optional Vocabulary
flashing
blaring

▸ EXERCISE 23. Warm-up. Page 173. Time: 10 minutes

> To engage students in the topic, ask them to think about the differences between a physical ability and a learned skill. Even if it seems a bit repetitive or obvious, encourage students to explain their rationale.

- Give students a few minutes to decide whether abilities or learned skills are required for each item.
- Ask students to explain their responses. For example:

  You: *Reem, you said that playing chess is a skill. Can you tell us more about that?*

  Reem: *No one is born knowing how to play chess. You have to learn to play it.*

CHART 9-6. Ability: *Can, Know How To,* and *Be Able To*. Page 173. Time: 15–20 minutes

> Begin by asking students to think about their own abilities and skills. Ask them to be prepared to discuss things that they can do that others cannot, and also ask students to talk about whether their abilities are something they were born able to do or represent skills they have learned.
>
> Be ready to explain the different pronunciations of *can* and *can't*. *Can't* has two acceptable pronunciations.

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Most people in most places in the U.S. pronounce *can't* as /kænt/. Along the northern Atlantic coast, the pronunciation may be more similar to that of the word in British English, /kant/.

Can also has two pronunciations. Before a verb, the sound is short as in /ken/. In a short answer (Yes, *I can.*), the pronunciation is longer as in /kæn/.

In typical intonation, *can't* is stressed and *can* is not stressed.

Could as it is used for possibility will be discussed at length in the following chapter, but while presenting this chart, it is helpful to let students know that they will have to be careful not to confuse the modal *could* for future possibility with *could* for past ability / past possibility.

- Write the heading *Ability* on the board.
- Ask students to tell you some of their or their classmates' abilities, and write the information on the board in sentence form. For example:

  Paulo can juggle four oranges or juggling balls at a time. Paulo can also ride a unicycle.

  Martine can touch her foot to the back of her head. She is extremely flexible.

  Jean is from Haiti. He can speak Creole and French, and he can also speak English.
- Ask students to decide which of the abilities listed represent physical abilities and which represent learned skills.
- Have students take turns reading the example sentences (a)–(e) aloud while also referring to the explanatory notes.
- Introduce *know how to* and *be able to* in sentences (f)–(j). Explain that *know how to* very clearly indicates a learned skill and that *be able to* is used for raw, physical ability.

▸ EXERCISE 24. Looking at grammar. Page 173. Time: 10 minutes

Part I
- Have students rewrite each sentence using *be able to*.

Part II
- Ask students to identify which sentences can be rewritten using *know how to,* and then have them read the sentences aloud.

▸ EXERCISE 25. Let's talk. Page 174. Time: 10 minutes

This set of questions serves as a great example of how to get students to use discussion questions to practice a particular target grammar point. These questions are very specific by design. Students can readily respond to specific questions. It can be hard to talk about a topic without specific and personal questions to engage students.

- Have students get up out of their seats and move around the classroom to discuss the questions with other students.
- C rculate around the classroom and facilitate ongoing discussion among students.
- Regroup as a class and have students share the responses of their classmates as a class.
- Write vocabulary on the board and write some class statistics on the board. For example:

  Most students in this class sleep about seven or eight hours a night.

  Almost every student in this class looks at a screen before going to sleep.

▸ EXERCISE 26. Listening. Page 174. Time: 10 minutes

Part I
- Be provisioned with the audio ready before you turn students' attention to the exercise.
- Have students repeat the pronunciation of *can* and *can't.*

Part II
- Play the audio and have students complete the sentences with the words they hear.
- Review as a class, correcting immediately and overtly.

▸ EXERCISE 27. Warm-up. Page 175. Time: 10 minutes

- Write the phrase *general possibility* on the board and discuss its meaning with your students.
- Have students decide and discuss which of the sentences are "general possibilities."

CHART 9-7. Possibility: *Can, May, Might*. Page 175. Time: 15–20 minutes

This chart focuses on present possibility and future possibility using common modals. You will need to remind students about the impersonal use of *you* included in this chart. Students should understand that this impersonal use of *you* and the *general possibility* expressed by using *can* are common and comprise one way of talking about all possible scenarios for a given situation. It will help your students to understand how this form of *can* is used by giving them many examples related to their current situation.

- Write the term *Possibility* on the board.
- Ask students to think of all the possibilities they have because they speak English.
- Ask them to share these with you, and explain that together, you will write these possibilities in sentences using *can*.

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- Stress that these sentences with *can* describe things that are possible in the present because of students' current level of English. For example:

  Bengt can travel anywhere more confidently because he speaks English.

  Hyo-Shin can apply for a job in another Asian country because he speaks English.

  Catalina can talk to her husband's parents because she speaks English.
- Next, explain that *may* and *might* show future possibility. Because they are in the future, their degree of possibility is less than something that is possible right now. If students have a hard time grasping this concept, simply point out that there are more variables in future possibilities than current ones (as the variables in current possibilities are known). Stress that *might* and *may* indicate that there is a chance, but nothing is certain.
- Ask students to think of things they *might* or *may* be able to do in the future because they have learned English.
- Write these future possibilities on the board, assisting students in forming the sentences correctly.

  Jan might be promoted because he speaks English.

  Mei-Wen might receive a raise because she speaks English.

  Sultan may receive a scholarship because he speaks English
- Ask students to take turns reading through items (a)–(d) in the chart aloud.
- Reiterate the explanatory notes and write more examples on the board.
- Stress that *may / might* are for further into the future and less certain than *can*.

▸ EXERCISE 28. Looking at grammar. Page 175. Time: 10 minutes

An important skill for students to develop is the sense that a construction simply sounds wrong. This type of exercise can help students hone that skill. Items 2b and 4a should strike students as wrong even if they cannot fully explain why.

- Give students a few minutes to complete the exercise as seatwork.
- Have students cite all items that are correct.
- Encourage students to explain why items 2b and 4a are wrong, but confirm that simply "hearing" that they are incorrect is valid.
- Explain that the reason items 2b and 4a sound wrong is that *may / might* are used for future, whereas *can* is only for present and very near future possibilities.

▸ EXERCISE 29. Speaking and writing. Page 175. Time: 10–15 minutes

- Have students work in groups.
- Ask each member of the group to provide an oral completion to each sentence.
- Then have each group member write one new sentence.
- Give students board markers to write new sentences on the board (1 per student).
- Students at their seats correct the written sentences on the board.
- Discuss any challenging items as a class.

Expansion

Prepare index cards or slips of paper with problematic scenarios on them. Distribute one to each student. Students come up with present possible solutions using *can* and future possible solutions using *may / might* and write 4–5 solutions down. They then present their solutions to the class, and the class has to guess (from the solutions offered) what the original problem was.

An example problematic scenario and list of student-generated solutions are included below, along with a list of similar situations to copy onto index cards and give to students.

Problematic Scenario

Nina is very homesick.

Solutions

Present / Near Possibility Using Can

She can call her parents and family later.

She can distract herself by going out with her new friends.

Future Possibility Using May / Might

She might return to her country earlier than she had planned.

She may arrange for her sister to visit her here.

Problematic Scenarios

A student wants to get in shape for a hiking vacation.

A student's roommate has been borrowing his things without asking.

A student wants to practice his English with native speakers and outside of class.

A student has a toothache, but she does not have a dentist in this country.

A student is worried his friend is depressed.

A student wants to attend a fancy wedding but doesn't own any appropriate clothing.

▸ EXERCISE 30. Warm-up. Page 176. Time: 10–15 minutes

- As with the last warm-up, encourage students to consider what simply sounds wrong.
- As a class, discuss which combinations are not grammatically possible.

CHART 9-8. Requests and Responses with Modals. Page 176. Time: 15–20 minutes

Because students will have been using modals to make and respond to requests since early on during their English studies, you should not need to spend

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too much time on each part of this chart. However, as much as possible, and because this is review, ask students to explain the modals included here to you and their peers.

General points to reiterate are:

Different modals signify different degrees of politeness. For example: *Can you open the door for me?* is different from *Could you open the door for me?*

As students have already discussed in this chapter, the use of modals sometimes depends on the relationship between the speaker and the listener. For example, *had better* is something said by older people or those in a position of authority when speaking to those whom they have authority over. It is appropriate for a parent to tell a child *You had better call me right away,* but it would not seem normal for a child to say this to her parent.

There are differences in level of formality as well as politeness. This is best illustrated by the difference that exists between *may* and *could*.

This chart and the ones that have preceded it in this chapter demonstrate that modals have many meanings, depending on the specifics of the situation they are used in. Rather than presenting the full summary of all uses of modals, the text splits modals into two chapters. Remind students that the end of the following chapter includes a complete summary chart, which will prove a useful reference once they have studied all the uses and forms.

Because Chart 9-8 is review for students, and they do have experience using modals, ask students to share how using *please* and/or a polite modal (*could* rather than *can*, for example) does have the desired effect of making people want to help you or meet a request you have made of them. Ask students to share their own experiences of this. Also, ask students to share what they usually hear as a common response to polite requests, e.g., *OK. Sure. No problem. I'd be happy to. My pleasure.* etc.

Chart 9-8 presents requests and responses with modals, first with *I* as the subject and then with *you*. In order to engage students, use their names and the common context of the classroom to create sentences using *I* as the subject and then sentences using *you*. Create relevant sentences to model the different modals and write these on the board. For example:

May I have your email, Shiko?

Could I please have your email, Amal?

Can I have your email, Rolf?

Discuss the relative formality and politeness of these three requests, and have students respond with an appropriate answer. Make sure students know that *may* is not only very polite, but it is also very formal and is not commonly used.

Next, discuss modal requests in which *you* are the subject. Explain that *may* is not used with the pronoun *you*. Stress that both *could* and *would* are considered very polite. Invent sentences that reflect the level of politeness and relationship between speaker and listener. Write these on the board.

For example:

Could / Would you please lend me your book, Alessandra?

Can you lend me your book, Alessandra?

Have students take turns reading items (a)–(g) aloud, and reiterate the explanatory notes.

▸ EXERCISE 31. Looking at grammar. Page 176. Time: 10 minutes

- Read the direction line aloud to students.
- Have students provide you with all possible modals that can correctly complete the requests.
- Correct as a class.

▸ EXERCISE 32. Let's talk. Page 177. Time: 10–15 minutes

- Have students work in pairs.
- Remind students that the key to their conversations will be the relative roles of both speakers in each scenario.
- Go around the room while students are working with one another, and provide encouragement and correction.
- Have various pairs "perform" their conversation for the class.

▸ EXERCISE 33. Warm-up. Page 177. Time: 5 minutes

- Ask students to read the two conversations aloud.
- Have students decide who is going to do the action discussed, and ask them to tell you which words in each conversations provided them this information.

CHART 9-9. Polite Requests with *Would You Mind*. Page 177. Time: 15 minutes

Explain to your students that *Would you mind* is a common alternative to *Do you mind*. It is considered very polite but not too formal, and students have probably already heard it many times.

In casual conversation, the auxiliary and subject pronoun are often omitted, and a present tense (not past tense) verb is used: *Mind if I close the door? I am freezing*.

Another informal response is: *No. Go ahead*. Sometimes, people respond without realizing they are responding to *Would you mind,* and so you may hear the seemingly illogical and affirmative: *Sure. Go ahead*. Note that both responses share the meaning of "You have my permission to do that."

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Note that a *No* response given to *Would you mind* is positive. It means "I don't mind. It's not a problem."

In (e), a gerund is used following *Would you mind*. Gerunds are presented later in this text, but students at the target level should have some experience of them. Be prepared to remind students that gerunds are the *-ing* form of a verb and that they are used as nouns.

Occasionally, students might hear the form *Would you mind my leaving early?* This has exactly the same meaning as *Would you mind if I left early?* but it is much less common. Point this out to your students.

- Write the following two headings on the board:

Asking Permission to Do Something	*Asking Someone to Do Something*

- Stress that when asking permission to do something, *I* is the subject and the verb used with *I* is in the past tense.
- Explain that when asking someone else to do something, *you* is the implied subject though the pronoun *you* is not used.
- Give students cues to help them ask one another for permission to do something, and write the actual questions they produce on the board. For example:

  Asking Permission to Do Something (Yourself)

  (Fernanda is too hot, but Alana is closer to the window.)

  Fernanda: Would you mind if I opened the window, Alana?

  (Hsien forgot her book. She wants to borrow Alain's.)

  Hsien: Alain, would you mind if I borrowed your book?

- Now, using these same requests (or others that better suit the students in your group), reword them as asking someone else to do something.
- Make sure to write the new requests across from the originals so that students can see the changes made.

Asking Permission to Do Something (Yourself)	*Asking Someone Else to Do Something*
(Fernanda is too hot, but Alana is closer to the window.)	*(Fernanda is too hot, but Alana is closer to the window.)*
Fernanda: *Would you mind if I opened the window?*	Fernanda: *Would you mind opening the window, Alana?*
(Hsien forgot her book. She wants to borrow Alain's.)	*(Hsien forgot her book. She wants to borrow Alain's.)*
Hsien: Alain, would you mind if I borrowed your book?	sien: Alain, would you mind lending me y ur book?

- This chart also provides an ideal opportunity to teach the differences among *lend, loan,* and *borrow*.
- After you have modeled requests for each category and ensured students know how they are related, ask students to take turns reading items (a)–(d) aloud and then (e)–(f).
- Review the explanatory notes and create more examples and responses as needed.

▸ EXERCISE 34. Looking at grammar. Page 178. Time: 10 minutes

- Do this exercise with your students.
- Write the appropriate requests on the board, and have students also supply appropriate responses.

▸ EXERCISE 35. Looking at grammar. Page 178. Time: 10 minutes

- Read the direction line aloud to your students, and emphasize that more than one form is possible in some sentences, but the meaning of each will be different. Ask students to provide all possible forms.
- Give students time to do the exercise as seatwork.
- C rrect as a class, putting any challenging items on the board.

▸ EXERCISE 36. Listening. Page 178. Time: 10 minutes

- Be provisioned with the audio and listening script ready to go.
- Tell students that their main task is to identify whether the speaker wants to do something him or herself or if the speaker wants someone else to do something.
- Model the relaxed pronunciation students may hear by reading the example item aloud.
- Correct as a class.

▸ EXERCISE 37. Let's talk: pairwork. Page 179. Time: 10 minutes

- Have students work with partners.
- Walk around the room helping students as needed.
- Review possible conversations as a class and compare them.

▸ EXERCISE 38. Warm-up. Page 179. Time: 5 minutes

- Most students are probably familiar with the phrases for making suggestions used here.
- Have students discuss which activities are the most appealing to them.
- Engage students further in the activity by teaching the phrases *spontaneous, spur of the moment,* and *planned*. Ask students how they like to treat a scheduled day off. Do they prefer to be spontaneous, or do they prefer to plan something in advance?

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CHART 9-10. Making Suggestions: *Let's, Why Don't, Shall I / We*. Page 180. Time: 15 minutes

The three phrases in this chart are followed by the simple form (i.e., base form of the verb). For example:

Let's be careful with that.

Why don't you come over at 6:00 P.M.?

Shall we go to the party together?

Shall is only used with first person singular or plural, so only with *I and* we. It is not very common, and students should know that *shall* cannot be used with second and third person pronouns.

These suggestions are similar to polite requests and also may include both the speaker and the listener in the suggested activity.

In informal British usage, *Don't let's* is a possible affirmative form of *Let's not*. *Don't let's* is occasionally heard in American English, but it is rare and nonstandard.

- Write the heading *Making Suggestions* on the board.
- Explain that *Let's / Let's not* and *Why don't* + base forms of verbs are common ways of making suggestions for a plan or activity for the speakers and listeners present.
- Write the following formula on the board:

  Let's / Let's not + base form of verb

  Why don't + subject + base form of verb
- With your students and using the context of your actual class (location, season, sights to see, events to participate in), create suggestions for a class trip this coming weekend using the target phrases.
- Write sentences on the board. For example:

  Let's go skating. The pond should be frozen.

  Why don't we meet downtown and go to the movies?

  Let's not go to the movies. It's supposed to be sunny. Why don't we go for a walk or bike ride or do something outside?
- Remind students that *shall* is only used with first person pronouns and is quite formal. Make appropriate suggestions with *shall* and write them on the board.

  Shall I wait for you here?

  Shall we meet later today?
- Have students take turns reading the example sentences (a)–(i) aloud while you reiterate the explanatory notes.

▸ EXERCISE 39. Let's talk. Page 180. Time: 10 minutes

- Have students complete the conversations autonomously as seatwork.
- Walk around the room helping students as needed.
- Review possible conversations by having students read their completions aloud.
- Provide immediate and overt correction, and write examples on the board as needed.

▸ EXERCISE 40. Reading and speaking. Page 181. Time: 15–20 minutes

Part I

It can be useful for students to read aloud as they gain experience and confidence managing unknown vocabulary, and hearing themselves helps students auto-correct pronunciation. However, when you use this approach, be sure to give every student just a few sentences to read, and ask students to explain vocabulary and paraphrase sentences often.

- Have students take turns reading aloud.
- Ask frequent vocabulary and comprehension questions.

Part II

- Have students work in small groups.
- Walk around the room to assist with vocabulary and keep the discussion lively and engaging.
- Ask students to regroup and have students talk about the responses of others in their small group.
- Ask students to put time-management suggestions on the board and vote on which they think would be most effective.

Optional Vocabulary

incoming	hefty
freshman	extra-curricular
challenging	distractions
involves	grades may suffer
structured / unstructured	manage time
attendance	the key
assignments	effectively
blocks (of time)	resources
stretches (of time)	

▸ EXERCISE 41. Writing or speaking. Page 182. Time: 15–20 minutes

These prompts can be used for either speaking or writing. What often works best is to assign one in class as a speaking exercise and one for written homework.

- Have students work with partners or in groups.
- Ask students to read through the example and then choose one option to work on with their partner.
- Students can either perform for the class or "speak" their sentences aloud while classmates decide which scenario they are providing information about.
- Students can choose one of the remaining scenarios for written homework.

Optional Vocabulary

renting	customs
regulations	expectations

▸ EXERCISE 42. Check your knowledge. Page 182. Time: 10 minutes

- Give students time to complete the exercise as seatwork, identifying and correcting errors.
- Students read the corrected sentence aloud and describe why the original was wrong.

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▸ EXERCISE 43. Reading and writing.
Page 183. Time: 10 minutes

Part I

- Have students follow the direction line independently, underlining modals.

Part II

- Ask students to respond to one of the questions in writing either briefly in class or for homework.

Part III

- If students are comfortable with peer editing, have them use the checklist included to edit and improve another student's work. Alternatively, students can use the checklist to edit their own work.

Optional Vocabulary

anxiety
blank mind
racing thoughts
symptoms
nervous
retrieve
nausea
cramping
severe
relaxed
preparation
atmosphere
communicate

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CHAPTER 10 Modals, Part 2

CHAPTER SUMMARY

OBJECTIVE: To learn additional uses of modal auxiliaries, as a continuation of Chapter 9.

APPROACH: The first third of this chapter focuses on modals used to express past habits, past certainty, advisability, necessity, and ability. The second third of the chapter explores degrees of certainty in both present and future, and the final third covers progressive forms, expressing preferences, and reviews all the modals studied to date. The summary chart provides a comprehensive resource for students so they can compare forms and solidify their understanding.

TERMINOLOGY: The term "degrees of certainty" is used with those modals that show the strength of the speaker's belief in the likelihood of what he/she is saying. In some grammar books, terms such as "logical possibility" or "degree of likelihood / possibility" are used to explain modal use.

PRETEST. What do I already know?
Page 184. Time: 5 minutes

- Give students a few minutes to read the direction line and identify which modal constructions are correct.
- Review as a class and discuss meaning.

Optional Vocabulary

blanket	drop off
expired	daydream
renewed	

EXERCISE 1. Warm-up. Page 184.
Time: 5 minutes

- In order to engage students, ask them what they used to do or would do as children (that they no longer do now).
- Discuss which form is more commonly heard.

CHART 10-1. Using *Would* to Express a Repeated Action in the Past. Page 185.
Time: 10–15 minutes

Compared to *used to,* "habitual" *would* is somewhat more formal and uncommon. *Would* is often preferred in writing, whereas *used to* may be preferred in speech.

Note the important limitation on *would:* it cannot express a situation or be used with *be.* It can only express a situation and not an action.

The use of "habitual" *would* is rare in British English.

- Write the following heading on the board:

  Would (Instead of Used to) for Habitual Past Action
- Ask a couple of students to tell you something they used to do as children. It may help to specify a particular time in childhood (elementary school years, teen years, etc.) For example:

  You: *Pablo, what did you used to do after school when you were 14?*

  Pablo: *I used to play football after school.*

  You: *How about you, Aisha? What did you used to do after school?*

  Aisha: *I sang in the school choir and I also used to play chess.*

  You: *OK, because we can use would in place of used to, how can we rephrase these sentences?*

  Thiago: *Pablo would play football after school.*

  Kyoko: *Aisha would sing in her school choir and play chess.*
- Review the chart with your students, having a student read example sentences (a)–(c) aloud, and reiterate the explanatory notes.

EXERCISE 2. Looking at grammar.
Page 185. Time: 10 minutes

- Have students work with a partner.
- Review as a class after students have had a chance to decide which sentence is incorrect.
- Have students explain why the incorrect sentence is ungrammatical.

EXERCISE 3. Looking at grammar.
Page 185. Time: 10 minutes

- Ask a student to read the example item aloud.
- Give students a chance to complete the exercise as seatwork.

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- Review by having students read their completions aloud, and ensure students can identify which phrases describe condition and which are past actions.

▸ EXERCISE 4. Looking at grammar. Page 186. Time: 10 minutes

- Have students complete this exercise on sight, reading answers aloud as you call on them.
- After the exercise has been completed, ask students which targeted verbs express states but not actions.

Optional Vocabulary
anthropology major
archeological expedition
arrowhead

▸ EXERCISE 5. Warm-up. Page 186. Time: 10 minutes

Students will most likely be able to identify the correct sentence in each pair. Remind students that much of their understanding of grammar comes from their experience and ability to know what sounds right and what sounds wrong. This skill is very important to students' language acquisition, and you should exploit it as much as possible.

- Ask students to take turns reading each pair.
- Discuss students' immediate responses, and decide which sentence is correct.

CHART 10-2. Expressing the Past: Necessity, Advisability, Expectation. Page 187. Time: 15–20 minutes

This chart is particularly important because modals in the past have specific structures that are not consistent with other modal usage. Emphasize that students need to learn the past forms in a somewhat rote manner and then listen for their use in actual speech (past modals are needed and common) and correct themselves immediately when trying to produce them.

- Ask your students to tell you things they had to do in order to travel or have some other relatively common young adult / adult experience.
- Tailor the question asked to the students' situations. For example:

  You: *What did you have to do before you came to the U.S. to study English?*

- Encourage students to respond in an abbreviated / phrase form (they don't have to give complete-sentence answers).

  Ideas include:

  book a ticket
  buy luggage
  choose a course
  decide where to live
  get a passport
  get a visa
  get my first credit card
  save money
  see my doctor
  take a formal leave of absence from my job

- Ask students the ways in which such a necessity or obligation can be expressed in present tense. They should offer:

  have to
  have got to
  must

- Explain that the past of all modals for necessity is simply *had to*. Write the following on the board:

Present Modal: Necessity	Past Modal: Necessity
have to	
have got to	*had to*
must	

- Ask students to now make sentences with *had to* to describe what they needed to do before coming to the U.S. to study. Write the complete sentences made with *had to* on the board:

  Ahmed had to get a student visa and a passport.
  Liliana had to take a formal leave of absence from her job.
  Hsien-Chung had to save money and choose a course.

- Ask students to take turns reading examples (a)–(d) aloud, and review the explanatory notes.
- Next, present past advisability by reminding students of the future perfect tense, which is similar to past advisability.
- Remind students that future perfect looks at the past as though from a point in the future.

  By 2030, I will have taught English for 40 years.

- E plain that in a similar way (and with a similar structure) past advisability is for what would have been advisable from a point in the future.
- Write the word *regret* on the board.
- Explain that regret is the feeling you have when you wish for a different past; you wish you had done something differently from what you actually did.
- Next, write a sentence expressing a regret that you have. For example:

  In 1991, I was offered a job in Thailand. I did not take the job.

- Now explain that past advisability is formed with *should have / shouldn't have* or *ought to have* + past perfect.
- Write the *should have* sentence suggested by the regret above. For example:

  In 1991, I was offered a job in Thailand. I did not take the job. I should have taken the job.

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- Ask students to share some of their situations by first giving simple past sentences.

  Chuan-Pak: *I studied piano for 9 years. I stopped playing when I was 17. I regret this.*

- As a class, compose a *should have / shouldn't have* sentence showing past advisability in reference to the regret stated above. For example:

  Chuan-Pak shouldn't have quit playing piano when he was 17.

- Have students provide you with more regrets, and create appropriate sentences as a class on the board.
- Ask students to take turns reading aloud examples (e)–(g) in the present and then (h)–(j) in the past.
- Review the explanatory notes aloud.
- Remind students of *supposed to* + base form as an expectation form. For example:

  We are supposed to learn grammar.

- Next ask students to put the above sentence into the past, and write it on the board:

  We were supposed to learn grammar.

- Have students read (k)–(l) aloud.
- Ask students to tell you things they didn't do but were expected to. For example:

  I was supposed to study for hours every day.

  Claudia was supposed to speak to her mother last week.

  Pei-Yun and Mikael were supposed to talk to us before they left.

- Emphasize that the above structure indicates expectations and obligations that were not fulfilled.
- Have a student read (m) and (n) aloud.
- Explain that a past expectation is formed by *should have* + past participle.
- Ask students to tell you past expectations that were not met, and write them on the board. For example:

  The other candidate should have won the election.
  We should have heard something by now.

▸ EXERCISE 6. Looking at grammar. Page 187. Time: 10–15 minutes

- Have students complete this exercise on their own as seatwork.
- Give students plenty of time to refer to the chart above as needed while they are working.
- Ask students to take turns reading their full responses aloud.
- Provide immediate correction and clarification, and write any challenging items on the board.

▸ EXERCISE 7. Looking at grammar. Page 188. Time: 10 minutes

- Give students time to continue working autonomously.
- Have students read their completions aloud and paraphrase each situation.
- Put any challenging items on the board.

Optional Vocabulary

late fee	reservations
research paper	

▸ EXERCISE 8. Looking at grammar. Page 188. Time: 10 minutes

- Ask students to recall how past advisability is formed, and write *should / shouldn't have* + *past participle* on the board.
- Work through this exercise on sight, having students provide the appropriate completions while taking turns.

▸ EXERCISE 9. Let's talk. Page 189. Time: 10 minutes

- Have students work in small groups.
- Ask a student to read the situation aloud.
- Have students begin deciding appropriate answers (using the correct form for past advisability) to critique the behavior of all three participants in this situation (Tom, the teacher, the school).
- Walk around the classroom, facilitating discussion with each group of students.
- Have students go to the board and write sentences on the board.
- Students who haven't written their sentences on the board should correct the grammar, and these sentences can lead to further discussion of the situation.

Optional Vocabulary

panicked	failed
warned	suspended
cheating	

▸ EXERCISE 10. Listening. Page 189. Time: 10 minutes

- Be sure to be provisioned for listening by having the audio cued and the listening script on hand.
- Read through the example with students.
- Play the audio and have students pick the appropriate statement.
- Review the answers as a class, and refer to the listening script to clarify any challenging items.

▸ EXERCISE 11. Looking at grammar. Page 189. Time: 10 minutes

- Ask students to work through this exercise choosing the best item from the column on the right.
- Read the correct completions aloud.
- Discuss any alternative responses as a class.

Optional Vocabulary

delay
promotion

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▸ EXERCISE 12. Looking at grammar. Page 190. Time: 10 minutes

- Ask a student to read the example aloud.
- Have students complete the exercise on their own, responding with the past form of *be supposed to*.
- Correct as a class.

▸ EXERCISE 13. Looking at grammar. Page 190. Time: 10 minutes

- Ask a student to read the example aloud.
- Complete the exercise by having students read the sentences on sight with completions.
- Encourage students to pronounce the past participle clearly as they give their completions.

▸ EXERCISE 14. Warm-up. Page 190. Time: 5 minutes

- To engage students in the topic, ask them if they can sleep on planes and/or whether they like to fly.
- Have students read the question and decide which answers are possible.
- Ask students to think about their most recent air travel experience, and pose the same question to them:

  Did you sleep during the flight?
- Share students' responses by writing them on the board and using their names. For example:

  Hiroko was able to sleep on her last flight from Tokyo because she was very tired.

  Roberto couldn't sleep because he was nervous about his presentation.

  Noha couldn't sleep because the person next to her was snoring.
- Highlight for students that the one form that is not possible is *could* in the affirmative.

CHART 10-3. Expressing Past Ability. Page 191. Time: 10–15 minutes

The main point of this chart is that *was / wasn't able* and *couldn't* are all possible when discussing past ability. While *could* is used for certain past abilities (with sense verbs), it is not used for a single affirmative action (possibilities) in the past. This is because it is easily confused with *could* to express possibility.

- Ask students about abilities they had when they were younger.
- Write student-generated sentences on the board:

  When she was younger, Sophia could walk on her hands.

  Nestor was able to visit a different museum every day when he lived in Paris.
- Ask students to take turns reading examples (a)–(d) aloud.
- Have another student read (e) aloud. Stress again that *could* is not used in the affirmative to show a single action possibility because it doesn't clearly show past time.
- Write a few examples of the wrong use of *could,* and highlight why it is ambiguous. For example:

  was able to

  I ~~could~~ order take-out food from a nearby restaurant.

  was able to

  I ~~could~~ buy a new bike helmet on sale.
- Stress that the time frame of *could* for these single actions is not clear, and that is why *be able to* is used.

▸ EXERCISE 15. Looking at grammar. Page 191. Time: 10 minutes

Part I

- Have students read through the exercise and tell you which sentences describe an action in the past.
- Ask students to tell you which key words indicate one action in the past, as opposed to a past habit.

Part II

- Have students rewrite the sentences as directed.

▸ EXERCISE 16. Looking at grammar. Page 191. Time: 10 minutes

- Give students time to complete this on their own as seatwork.
- Review as a group, having students read their answers aloud.

▸ EXERCISE 17. Warm-up. Page 192. Time: 5–10 minutes

- Ask a student to read the situation aloud.
- As a class, read items 1–3 aloud and decide which sentence on the right best matches each description.
- Discuss the meaning of the word *certainty*. Use actual classroom situations to further engage students. For example:

  Monica told us she had a doctor's appointment today.

  She is not in class today.

  She must be at her doctor's appointment.

CHART 10-4. Degrees of Certainty: Present Time. Page 192. Time: 10–15 minutes

The percentages presented are, of course, not exact. They show the relative strength of one's certainty and can be very helpful to students.

Be sure to call students' attention to the note about *maybe and may be;* confusing the two is a common written error for both native and non-native speakers.

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- Using the name of a student in your class, especially if someone happens to be absent, write on the board an example similar to the one in the chart.
- Ask students to make guesses about where their missing classmate may be and/or why their missing classmate is not present.
- Write students' guesses on the board, using appropriate modals and underlining modals in each sentence. For example:

  Mi-Hong is a good student who comes to class regularly. Today she is not in class. No one knows where she is.

  Mi-Hong must have a good reason.. (95% certainty)

  (We think she has a good reason that she is not in class because she is a good student.)

  Mi-Hong may be sick today.

  Mi-Hong might be in another city. (50% certainty)

  Mi-Hong could be at home studying for the TOEFL test.

  (We really don't know why she isn't in class today, so the three previous sentences express a weak degree of certainty.)
- Go over the rest of the chart with students and discuss the explanatory notes.

▸ EXERCISE 18. Looking at grammar. Page 192. Time: 5–10 minutes

- Have students complete the exercise using appropriate modals.
- Ask students to read the completed sentences aloud, and provide immediate and overt corrections.

▸ EXERCISE 19. Let's talk: pairwork. Page 193. Time: 5–10 minutes

- Have students work in pairs.
- Circulate and assist students in using modals to make assumptions about why the subjects may be doing what they are doing.
- Review as a class.

▸ EXERCISE 20. Let's talk: pairwork. Page 193. Time: 5–10 minutes

- Have students continue working with their partners.
- Encourage students to be creative with their responses and walk around the class, helping students discuss the situations.

Optional Vocabulary

blushing growling

▸ EXERCISE 21. Warm-up. Page 193. Time: 5–10 minutes

- Have students read the situation and decide on the relative certainty of each sentence.
- Discuss as a class.

CHART 10-5. Degree of Certainty: Present Time Negative. Page 194. Time: 10–15 minutes

Typically, when learning about degrees of certainty, students ask about percentages of certainty. The text does provide percentages to help students better understand the concepts, these percentages are not exact and show relative certainty.

Note that while *could* indicates less than 50% certainty, *couldn't* indicates 99% uncertainty. This is a good time to sympathize with your students' frustration with English. Language is not always logical and/or predictable. Grammar notices and explains patterns, but structures themselves evolved, as in any language, and so English has plenty of frustrating inconsistencies.

- Write four categories and their explanations on the board:

  100% sure = fact (no modals needed)

  99% sure = couldn't / can't (speaker has a lot of evidence but is not 100% sure)

  95% sure = must not (speaker has significant evidence but is less than 99% sure)

  50% sure = may / might not (speaker doesn't have evidence—all possibilities have equal likelihood)
- Now using information about students and their lives, create sentences with your class to illustrate each of the above categories.
- Underline the modal used in each case. For example:

  There is an unpleasant ringing noise that everyone in class can hear.

  It isn't a fire alarm because the fire alarm is much louder.

  It couldn't be someone's cell phone because the noise is constant.

  It must not be a watch because a watch's noise is too faint.

  It may not be an alarm on someone's laptop, but it could be for a tablet.
- Review the chart with students.

▸ EXERCISE 22. Let's talk: pairwork. Page 194. Time: 5–10 minutes

- Ask two students to read the example exchange between A and B.
- Have students work through the items in pairs, giving reasons tailored to each situation.

▸ EXERCISE 23. Looking at grammar. Page 194. Time: 5–10 minutes

- Have a student read the given example aloud.
- Have students work through the items independently as seatwork.
- Review as a class by having students read their completions aloud, and provide immediate correction.

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▸ EXERCISE 24. Let's talk: pairwork. Page 195. Time: 10–15 minutes

- Read and explain the direction aloud.
- Have students choose partners, and spend time with each pair as they create sentences appropriate to the situation.

Expansion

Prepare index cards or papers describing situations similar to the one in the exericise. Have students choose one situation to create a conversation around using modals. Students then "perform" their situation without describing it for their classmates to guess what the original situation was.

Possible situations could include:

You are on the subway or train when it stops completely. The lights do not go out, but there is no announcement made.

You arrive in your grammar class and no one is there other than you.

When you get home to your apartment, the door is wide open but you cannot find your housemates.

Your phone dies but when you try to charge it, it does not charge.

▸ EXERCISE 25. Warm-up. Page 195. Time: 10 minutes

- Have students read the situation.
- Discuss as a class which modals can be used, which one cannot, and which one is best for each sentence.
- Review and put examples on the board as needed.

CHART 10-6. Degrees of Certainty: Past Time. Page 196. Time: 10–15 minutes

Note the parallels between the affirmative expressions in this chart and those in Chart 10-4.

Then note the parallels between the negative expressions here and in Chart 10-5.

Point out to students that modal auxiliaries are very useful in communicating how one perceives situations for which 100% certain facts are not available. Other languages may use different kinds of expressions for these ideas, so English modals can be difficult to learn.

Again, because students have already explored degrees of certainty in Charts 10-4 and 10-5, they should be able to participate fully and give you example sentences.

- Write two main headings on the board:

  Past Time: Affirmative *Past Time: Negative*

- Under *Past Time: Affirmative*, write three degrees of certainty on the board:

  100% sure = fact = was

  95% = must have been

  50% = may / might / could have been

- Explain that the only difference in this modal form is that it is past, and that the modal itself is followed by *have been* + base verb.
- Write an example of 100% certainty on the board, and have students tell you what the corresponding 95% and 50% modals should be. For example, write:

  Pablo wasn't in class yesterday. The day before yesterday he was complaining of allergies.

  You: *If I know for a fact that the reason Pablo wasn't here was his allergies, what can I say?*

  Students: *Pablo was sick.*

- Write this on the board, underlining the verb, and then continue to elicit from the class.

  You: *Right, but if I am only 95% sure?*

  Students: *Pablo must have been sick.*

- Write this on the board as above:

  You: *Right, and what options do I have it if I am really not sure why Pablo was out, and I hadn't overheard him complaining about allergies the last time he was in class? What can I say about Pablo's absence with 50% or less certainty?*

  Students: *Pablo may have been sick.*
  Pablo might have been sick.
  Pablo could have been sick.

- Write all these options on the board.

▸ EXERCISE 26. Looking at grammar. Page 196. Time: 10 minutes

- Give students a chance to complete the exercise as seatwork.
- Have students then take turns reading completions aloud.
- Correct immediately and overtly, writing on the board as necessary.

▸ EXERCISE 27. Let's talk. Page 196. Time: 15–20 minutes

To get students talking about the topic, ask them to explain how couples decide to get married in their countries.

Though this topic may not readily elicit targeted modal usage, it is one that usually interests students. As a 10-minute discussion, it can provide a much-needed break from degrees of certainty and modal usage, which students can find too abstract and challenging.

- Write the following questions on the board and have students discuss with partners.

  Do couples live with one another before they get married?

  At what ages do people from your country usually get married? Is it common for the woman to be older or the man to be older?

  How do couples decide to get married, and when do they involve their respective families?

  Does a person need permission from elders in the family to marry? Are marriages ever arranged by families?

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Do couples become "engaged" before getting married? Does engagement include a diamond ring, a "proposal" or other traditions? How long do couples stay engaged before actually marrying?

- Work through the exercise by having students take turns reading sentences aloud.
- Decide who is most likely to be engaged.

▸ EXERCISE 28. Let's talk. Page 197. Time: 10 minutes

- Have students work in pairs.
- Ask a student to read the direction line aloud.
- Review the example conversation.
- Once pairs have completed sentences and practiced the conversation with one another, go over as a class.

▸ EXERCISE 29. Looking at grammar. Page 197. Time: 15 minutes

- Give students time to complete the sentences.
- Have students read their completions aloud.
- Write any challenging items on the board.

▸ EXERCISE 30. Listening. Page 198. Time: 10 minutes

- Be provisioned for the listening task with the audio ready to play and the listening script ready to refer to.
- Inform and remind students how reduced speech sounds, and explain that their task is to write the complete modal verb.
- Correct by having students read their completions aloud.
- You can ask students to write answers on the board and have others correct their work.

▸ EXERCISE 31. Warm-up. Page 199. Time: 5–10 minutes

- Before looking at the chart, have students decide which statement is described by which percentage.
- Ask students what the words *prediction* and *forecast* mean and how these words relate to weather.

CHART 10-7. Degrees of Certainty: Future Time. Page 199. Time: 10–15 minutes

As your students will readily understand, no one can be 100% sure about future events. However, much of our language is devoted to discussing past events and future probability. We make promises and confident predictions with *will* while modals allow us to discuss how likely it is that future events will occur.

- Using the context of your classroom and events going on in your city and school, create predictions using modals with your students' names.

  Many students are going to take the Institutional TOEFL on Wednesday.

  The students in this class should do well on the test. They have practiced exercises based on the TOEFL before.

  Sook Min ought to do very well. She received a very high score on the TOEFL last time.

  The students in lower-level classes might do well, but they don't have as much experience.

- Rewrite the contents of the chart on the board, and ask a few students to make predictions about their own actions over the next few weeks.
- Write students' predictions on the board. For example:

  Marcello should succeed on his final exams. He has studied very hard all term.

  Noha might take her first yoga class next week. She has a cold right now, but she has been talking about trying yoga for some time now.

▸ EXERCISE 32. Looking at grammar. Page 199. Time: 5–10 minutes

- Ask students to complete the exercise.
- Compare and correct completions.

▸ EXERCISE 33. Looking at grammar. Page 199. Time: 5–10 minutes

- Read the direction line aloud.
- Remind students that more than one answer may be possible. They will need to explain their choices.
- Give students time to complete independently as seatwork.
- Correct as a class.

Optional Vocabulary

convey	yawning
niece	rubbing her eyes

▸ EXERCISE 34. Looking at grammar. Page 200. Time: 10–15 minutes

- Have students work with partners.
- Go around the room as partners discuss and complete the prompts for each situation.
- Take notes on commonly heard mistakes, misuses, and mispronunciations, whether these occur in relation to target grammar or other aspects.
- Come together to review and correct each response.
- Share errors overheard and corrections on the board.

Optional Vocabulary

ran into	piece (piano)
dent	instrument

▸ EXERCISE 35. Warm-up. Page 201. Time: 5 minutes

Before having students read through the warm-up, ask a student to remind everyone why/how present progressive is used. It is used to describe an action currently taking place. When used with a future modal, it describes an action that is possibly taking place, to different degrees of certainty.

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- Read the options with students and decide which may be in progress.

CHART 10-8. Progressive Forms of Modals. Page 201. Time: 10–15 minutes

Every progressive form must contain both a form of *be* and a verb + *-ing.* Point out the similarities and differences with other progressive verb forms. Refer back to the charts on present and past progressive for clarity.

- Have students think of someone in their personal or professional lives who is not in class with them at the moment. Possible examples could include a student's parent, child, spouse, partner, boss, or friend.
- If you like, you can pick one well-known celebrity for the whole class to discuss.
- Possible options are a famous movie star, political figure, athlete, or newsmaker.
- Ask students to imagine what their chosen person may be doing or must be doing at the moment.
- E plain to students that if they have enough evidence, they can increase their level of certainty from *may / might / could* + *be* + ____*-ing* to *must* + *be* + ____*-ing*.
- Lead students through creating such sentences by setting the situation. For example:

  You: *It is morning here in the U.S. Think of a friend or family member who is in your country right now and imagine what that person is doing. Decide whether to use may / might / could or must be + ____-ing.*
- Next, invite students to come to the board to write their example sentences. They should be prepared to also give context and explanation for their sentences. For example:

  Marta: *It is 10:00 A.M. in Boston, but it is 4:00 P.M. in Spain. My father could be drinking coffee and my mother may be reading.*

  Bo Sung: *It is after midnight in Korea now, and my father goes to bed at about 11:00 P.M. He must be sleeping now.*
- Have more students write sentences on the board and underline the progressive modals used.
- Using the same approach, change the time from right now to a time in the recent past (for example, the previous day, at 5:00 P.M).
- Explain that instead of using *may / might / could be* + ____*-ing*, students now need to use the following form *may / might / could / should* + *have been* + ____*-ing*.
- E plain that this form shows a degree of certainty about an action that was in progress in the past.
- Ask students to make similar sentences using *may / might / could / should* + *have been* + ____*-ing,* and have students write these on the board.

  Kiri: *When it was 5:00 P.M. yesterday in Boston, it was already 4:00 A.M. in Bangkok. My boyfriend must have been sleeping at that time because he wakes up at 6:00 A.M.*

  Mustafa: *When it was 5:00 P.M. yesterday in Boston, it was 10:00 P.M. in Paris. My friends must have been closing up their café and going home.*
- Have students take turns reading examples (a)–(b) and then (c)–(d) from the chart.
- Discuss the explanatory notes.

▸ EXERCISE 36. Looking at grammar. Page 201. Time: 10–15 minutes

- Give students time to work through the exercise on their own as seatwork.
- Review as a class, having students read completions aloud.
- Put any particularly challenging items on the board.

Optional Vocabulary

burn — hitchhiking
herd

▸ EXERCISE 37. Let's talk. Page 202. Time: 10 minutes

- Put students into small groups.
- Write the term *distracted driver* on the board, and ask students if they have heard the term and know what it means.
- Circulate to facilitate discussion, and provide immediate correction and feedback.
- Go through questions as a group, encouraging as many students to speak as possible.
- Write on the board vocabulary and ideas that arise for later review, and summarize class input after discussing each item.

Optional Vocabulary

distracted driving — handle
statistics

▸ EXERCISE 38. Looking at grammar. Page 203. Time: 10 minutes

- Have students complete the items autonomously as seatwork.
- Ask students to take turns reading completions aloud.
- Correct immediately and put any challenging items on the board.

▸ EXERCISE 39. Let's talk. Page 204. Time: 10 minutes

- Put students in either pairs or small groups.
- Go around the room assisting pairs and groups with the questions.
- Review as a class.

▸ EXERCISE 40. Looking at grammar. Page 204. Time: 10 minutes

- Lead this class from the center, calling on students to choose the right completion.
- Ask students to supply an explanation for their responses.
- Write any challenging items on the board for further discussion.

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▸ EXERCISE 41. Warm-up. Page 205. Time: 5 minutes

Students will most likely be able to hear which sentences are incorrect. Remind them that such instincts are very valuable.

- Have students read each sentence aloud.
- Decide as a class which items are incorrect.

CHART 10-9. Combining Modals with Phrasal Modals. Page 205. Time: 10–15 minutes

After you have explained the chart and students feel comfortable with modals being followed by modal phrases, introduce the following:

be supposed to be able to
have got to be able to
used to have to
used to be able to
didn't use to be able to
be going to have to
be supposed to have to

- E plain that though the above phrases may seem long and cumbersome, there are certain situations that require one of these phrases. For example:

  When she was little, she <u>used to have to</u> walk two miles to school.

This was an obligatory habit, in the past.

- Write the heading of the chart on the board.
- Explain to students that a modal cannot immediately be followed by another modal, and write on the board the incorrect example included in the top of Chart 10-9.
- You can also make up an incorrect sentence following one modal directly with another. Write it on the board. For example:

  Stavros will can help us after school.

- Dramatically cross out what is incorrect and leave only an accurate sentence.

  Stavros ~~will~~ can help us after school.

- Review the chart with students, having them take turns reading the example sentences and discussing the explanatory notes.

▸ EXERCISE 42. Looking at grammar. Page 206. Time: 10 minutes

- Have students complete the sentences with the phrases in the box.
- Ask students to read the completed answers aloud, and provide immediate correction.

Optional Vocabulary

comfortable	supervisor	previews
upset	raise	freezing

▸ EXERCISE 43. Speaking or writing. Page 206. Time: 10 minutes

- Have students work on this independently as seatwork.
- After they have created sentences using the targeted grammar in relation to the photo, have them work with partners to create and enact full conversations.

▸ EXERCISE 44. Warm-up. Page 206. Time: 10 minutes

- Give students time to answer each question as specifically as possible.
- Have students write completed responses on the board, compare them with others' answers, and correct grammatical form.

CHART 10-10. Expressing Preference: *Would Rather*. Page 207. Time: 10–15 minutes

In a question, either the word *or* or the word *than* can follow *would rather.*

Would you rather eat fruit or candy?
Would you rather eat fruit than candy?

In a negative question, only the word *than* is possible for a preference.

Wouldn't you rather eat fruit than candy?

- Write the title of the chart on the board as a heading.
- Begin by asking students what activities they prefer or like better. For example:

  Would you rather study modals or math?
  Would you rather go out for dinner than make dinner at home?

- Write students' answers on the board.

  Vincenzo would rather study modals than math.
  Fatimah would rather go out than eat at home.

- In a similar fashion, illustrate the past (*would rather have* + past participle) and progressive (*would rather* + *be* + ____*-ing*) form by using student-generated information.

▸ EXERCISE 45. Looking at grammar. Page 207. Time: 10 minutes

- Have students complete the sentences as directed.
- Review as a class, correcting after students read their contributions aloud.

▸ EXERCISE 46. Let's talk: interview. Page 207. Time: 10 minutes

- Ask students to get up, move around, and ask other students the questions.
- Tell students to take notes, as they will report on the preferences of their classmates.
- Review as a class and discuss peoples' preferences while correcting for accuracy.

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CHART 10-11. Summary Chart of Modals and Similar Expressions. Page 208. Time: Varies

By the time students reach this chart, most will be very familiar and comfortable with its contents. The chart summarizes what they have been studying since Chapter 9, and it is largely used for reference.

The term *similar expressions* in the chart title indicates phrasal modals.

- Explain that students should use this chart for their own reference and that they should certainly ask if they have specific questions about any one item.

▸ EXERCISE 47. Let's talk. Page 210. Time: 10–20 minutes

In addition to providing a review of grammar, this kind of exercise gives students the opportunity to develop their speaking skills by explaining grammar rules they already know and understand. This challenges students to express themselves in spoken English. Encourage students to invent possible contexts as a way of explaining differences in meaning. In some items, there is no difference in meaning; in other items, there are distinct differences in meaning. In still other items, there may be subtle differences in politeness or forcefulness.

- Stress to students that all the sentences are correct; they just describe different situations.
- Ask leading questions to elicit student interpretation of meaning. Be prepared to rephrase your questions in many ways in order to prompt student responses.

▸ EXERCISE 48. Looking at grammar. Page 211. Time: 10–15 minutes

- Give students time to complete the items as seatwork.
- Correct and discuss as a class.

▸ EXERCISE 49. Listening. Page 212. Time: 10 minutes

- Have the audio and listening script ready to use.
- Read the direction line and make sure students understand that in some cases, both answers may be possible.
- Play the audio while students select the most appropriate statement.
- Review and correct as a class, using the listening script as needed for clarification.

▸ EXERCISE 50. Let's talk. Page 212. Time: 10 minutes

- Have students put themselves in groups and select topics to debate.
- Have students take notes as they debate, and circulate to help keep the conversations lively.
- As a class, discuss each topic and allow a natural class discussion to take place if it presents itself.
- Have students write their key points on the board for each topic.

▸ EXERCISE 51. Check your knowledge. Page 212. Time: 10 minutes

- Have students read and correct sentences.
- Ask students to explain their corrections.

▸ EXERCISE 52. Reading and writing. Page 213. Time: 15–20 minutes

Part I

- Have students read the passage to themselves making notes as they do so.
- If it seems more suitable for your group, ask students to take turns reading aloud, and pose frequent comprehension questions.

Part II

- Ask students to discuss in groups and write questions to help review the content.

Optional Vocabulary

common practice	graphs
highlighting	road map
passive skill	high blood pressure
effective	specific focus
interact	annotation
techniques	margin
efficiently	summarize
material	key concepts
headings / subheadings	method
charts	

▸ EXERCISE 53. Reading and writing. Page 213. Time: 10–15 minutes

Part I

- Have students read the summary that synthesizes the previous reading and comment on it.
- Invite students to critique it and discuss what could be improved.

Part II

- Assist students in locating "how-to" information in prose form.
- For homework, have them make notes and then write a summary of their own, providing source material.
- Ask students to refer to the writing tips to improve and edit their writing.

Optional Vocabulary

compulsory	annuals
chaperone	perennials

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CHAPTER 11 The Passive

CHAPTER SUMMARY

OBJECTIVE: In speaking and writing, about one sentence in eight uses the passive structure. In scientific, academic, and informative reporting, usage increases to about one in every three sentences. The passive allows one to focus on actions and the receivers of actions, but it does not require identification of the agent because often it is not important or necessary to know who did something. Although the passive is a useful structure, learners should be encouraged to continue using active sentences for direct, forceful, or persuasive purposes when the agent is known.

APPROACH: Students are given plenty of practice in forming and using passive sentences throughout the chapter. Special attention is given to passive modals, the verb *get* as a passive, and the often confusing participial adjectives (e.g., *interested* vs. *interesting*). With the charts and tenses, students learn to use various tenses with the passive and to decide whether to use the passive or active form.

TERMINOLOGY: It is assumed that students understand the grammatical terms "subject," "object," and "(in)transitive verb." The *by*-phrase is used for the prepositional phrase that includes the agent of the verb's action.

PRETEST. What do I already know? Page 215.
Time: 5–10 minutes

- Remind students that they may immediately realize that a particular phrase is wrong without fully understanding why. This is a good thing!
- Give students time to complete the pretest on their own, determining whether sentences are either correct or incorrect.
- Ask students to explain, to the best of their abilities, why certain sentences are incorrect and/or correct, as best they can.

▸ EXERCISE 1. Warm-up. Page 215.
Time: 5–10 minutes

- For clarity's sake, have students write the warm-up sentences on the board, and with the help of your students, identify which is the subject, the object, and the verb. For example, for item 1:

Subject	***Verb***	***Object***
The girl	*hit*	*the ball.*

And with item 2:

Subject	***Verb***	***by*-phrase**
The girl	*was hit*	*by the ball.*

Expansion
Teaching passive voice provides an opportunity to physically demonstrate and then discuss the grammar. Before or after Exercise 1, you can demonstrate the passive in all the tenses. Ask students to assist you, and then include their actions in your sentences. For example:

(Omar touches his book, then takes his hand away.)

You: *Omar touched the book.*

Students: *The book was touched by Omar.*

(You touch the book and keep your hand on it.)

You: *I am touching the book.*

Students: *The book is being touched by you.*

Continue to work through all the tenses in the same manner.

CHART 11-1. Active vs. Passive. Page 216.
Time: 15–20 minutes

Students must understand the difference between transitive and intransitive verbs in order to be able to use passive voice. The following steps allow you to demonstrate the difference visually and emphasize that no intransitive verb can become passive. Other languages have very different understandings and uses of transitivity that can lead students to make mistakes in English.

Incorrect

The accident was happened.

My shoe was fallen off.

- Write the heading *Active vs. Passive* on the board.
- To teach the form and show why passive voice even exists, create a fictional sentence with the help of your students, using their names and the context of your class. Have the sentence be about one student doing an action to another one. For example:

  You: *Let's suppose that one student punched another student.*

- Write an example on the board.

  Mari punched Hyun Seok.

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- Ask a student to come up to the board and identify the subject, verb, and object by writing *S, V,* and *O* over the appropriate words. For example:

  S ***V*** ***O***

  Mari punched Hyun Seok.
- Explain to students that passive voice makes the object, or recipient, of an action the new subject and de-emphasizes the role of the original "doer" of the action.
- Ask students who received the action or who was the object in the original sentence, and write this as the new subject.

  S

  Hyun Seok
- E plain that passive is formed by using the helping verb *be* in the same tense as the active voice sentence + the past participle.
- Write the key words *be* + past participle on the board so that students can easily refer to it when forming the passive.
- Have students tell you the remainder of the new passive voice sentence, and label the subject and verb accordingly.

  S ***V***

  Hyun Seok was hit.
- Take sufficient time to discuss <u>why</u> passive voice is used.

1) There are many situations in which the speaker does not want to reveal who did an action.

   The protest was stopped. (The people who stopped the protest may not want to take responsibility.)

2) There are also cases in which who did the action is completely unimportant and can be ignored entirely.

   When a nuclear reaction occurs, atoms are split. (The action is more important than any other aspect.)

3) There are also cases in which the person who did the action is so obvious, no mention is needed.

   Soybeans and rice are grown. (It is understood that these are grown by farmers.)

- Look back at your example sentence and explain that the *by*-phrase, indicating who did the action, is often not used. The *by*-phrase, including the actual agent or doer of the action, is not included because it is not always desired.
- To drive the above point home, ask "Mari" if she would like the *by*-phrase to be added to the example above. Whether she does or doesn't wish to include this, emphasize that responsibility for the action falls to her once we put in the *by*-phrase. Without this, we don't know and perhaps we don't care, who did the punching.
- Write the terms *Transitive* and *Intransitive* on the board.
- Write a sample sentence beneath each one. For example:

  <u>*Transitive*</u>

  S ***V*** ***O***

  Pierre ate lunch.
- You can draw an arrow in the above example from the subject to the verb and explain that the action is transferred from one to the other.
- E plain that intransitive verbs such as *come, die, happen, fall,* and *exist* cannot take an object and that, because of this, these verbs cannot ever have a passive structure.
- Write the following example:

  <u>*Intransitive*</u>

  S ***V***

  Somaya fell down.
- Again, begin drawing an arrow from the subject, but show that as there is no object to transfer the action to, so the arrow simply goes around the subject itself.
- E plain that with intransitive verbs, the action simply revolves around the subject itself, and it goes nowhere else.
- Review Chart 1-1.

▸ EXERCISE 2. Looking at grammar. Page 216. Time: 10–15 minutes

- Read through the direction line and the two completed examples.
- Have students complete the exercise as seatwork.
- Review as a class.

Optional Vocabulary

premiere discounts blockbuster

▸ EXERCISE 3. Looking at grammar. Page 217. Time: 10 minutes

- Lead students through the exercise.
- Discuss any challenging items as a class.

Optional Vocabulary

speeding calmed paleontologists

▸ EXERCISE 4. Warm-up. Page 217. Time: 5 minutes

- Remind students that in every case of passive voice, no matter what the tense, the past participle follows the verb *be.*
- Complete the warm-up as a class.

CHART 11-2. Tense Forms of the Passive. Page 217. Time: 15–20 minutes

The purpose of this chart is to allow students to see the transformation of each active tense to its passive counterpart. In reviewing these tense forms, ask students to change some of the statements into questions or negatives. This focuses students' attention on the required use of the auxiliary in every passive sentence.

- Before referencing this chart, enlist students to come up with an active sentence for each tense and form its passive versions. Doing so will reinforce the contents of Chart 11-1 and will highlight the necessary passive changes.

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- Pick two students' names and create a simple present sentence "starring" these two students. Write the simple present tense on the board. With the help of your students, transform each tense to passive voice.
- Remind students that they need to change each part of the helping verb to the appropriate tense but that the participle remains the same.
- Create a chart similar to Chart 11-2 on the board. Write the name of each tense on the far left and label both an *Active* column and a *Passive* column, accordingly.
- Underline the verb transformations. Highlight the *by*-phrase.

	Active	*Passive*
Simple Present	*Tim loves Sue.*	*Sue is loved by Tim.*

- Review each tense in the chart carefully and take time to also teach passive voice questions. For example:

Simple	*Past*
The room was cleaned by Anna.	*Who was the room cleaned by?*

▸ EXERCISE 5. Looking at grammar. Page 218. Time: 10 minutes

- Give students time to carefully rewrite all the sentences on the left as passive voice sentences.
- When having students read the passive voice sentences aloud, ensure they carefully pronounce each part of the helping verb and the past participle.
- Stress that being able to hear the past participle is very important in order to be understood when using passive voice.

▸ EXERCISE 6. Let's talk. Page 218. Time: 10 minutes

- Have students work in small groups.
- Circulate among the groups, assisting with content and pronunciation.
- Correct overtly and immediately to ensure that students are clearly saying each element of the helping verb and the past participle, particularly the final consonant of the past participle. Exaggerate pronouncing the final consonant so that students gain the habit of emphasizing this sound.

Optional Vocabulary

collects	taxes	supervising

▸ EXERCISE 7. Looking at grammar. Page 218. Time: 10 minutes

- Have students work with partners.
- Students should decide which sentences are correct and explain why incorrect sentences are ungrammatical.
- Remind students of the concept of intransitive verbs.

Optional Vocabulary

scored	appeared	destroyed
developed	suspect	

▸ EXERCISE 8. Warm-up. Page 219. Time: 5–10 minutes

- Read the direction line to your students.
- Ask each individual student to tell you where one of his/her possessions (clothing, jewelry, bag or backpack, electronics, etc.) was made, when it was made, and, if interesting, who it was made by.
- If you like, you can have students write short sentences on the board.
- The remainder of the class decides whether adding the *by*-phrase (who made each item) is necessary or too uninteresting or obvious to be included. For example:

  Marly: *My watch was made in Switzerland about three years ago.*

  Sultan: *My sweater was knitted by my grandmother.*
- Have students suggest when it is important to know who made the item of clothing or possession.

CHART 11-3. Using the Passive. Page 219. Time: 15–20 minutes

Point out that a combination of factors determines when the *by*-phrase is omitted. It is not used:

—when it can be easily assumed who, in general, performs such an action. (*Rice is grown "by farmers." Calculus is taught "by teachers."*) In such cases, the *by*-phrase is implied.

—when the speaker doesn't know who performed the action. (*The house was built in 1890 "by some unknown house builders." My shoes were made in Italy "by some unknown shoemakers."*)

—when the focus is on the action and it is not at all important to know who performed the action. (*This olive oil was imported from southern Spain "by people who work in a company that imports olive oil."*) It is not important to know who these people are. The focus is solely on the origin of the olive oil.

—when the speaker does not want anyone within hearing to consider who did the action. (*Taxes were raised "by the government." Homes were foreclosed on "by the mortgage company."*) The goal here is to avoid blame and thus, the *by*-phrase is not used in the hopes that blame will be avoided.

COMPARE: The active voice is usually used when the agent is specifically known and/or the speaker wants to emphasize the doer of the action. (*Mr. Lee grows apples in his orchard and makes cider. Mr. Faatz teaches earth science in middle school. The Wentworth Company imports wine and olive oil from Spain.*)

The *by*-phrase is included (in other words, the passive voice is used even when there is an acceptable active equivalent with a known agent) when the speaker wants to focus attention on the receiver of the action, rather than the doer of the action.

- Write the heading *Using the Passive* on the board.

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- Before looking at Chart 11-3, ask students *What items are produced in your countries?* and write the question on the board. These items can include food, oil, electronics, clothing, building materials, minerals, etc.
- Ask students to come up with passive voice sentences to describe the items produced in their countries.
- They should come up with variations on the following, which you can then write on the board. For example:

  Coffee and cocoa are grown in Colombia.

  Electronics are manufactured in Korea.

  Iron ore is mined in Russia.
- Ask students who grows Colombian coffee, and emphasize that because the answer (*coffee plantation workers*) is not specific and can easily be assumed, there is no reason to include the *by*-phrase.
- Ask students to give you a passive voice sentence in response to your questions:

  Who writes books?

  Who writes lyrics to pop songs?
- Write students' responses on the board.

  Books are written by authors.

  Pop songs are written by songwriters like Adele.
- Elicit whether the *by*-phrase is necessary or useful.
- Next, ask students who wrote their grammar book. Have them give you a passive voice sentence and the correct *by*-phrase.
- Write their responses on the board.

  This book is written by Betty Azar and Stacy Hagen.
- Explain that the *by*-phrase is meaningful when there is a specific actor or agent involved, and elicit more examples of appropriate *by*-phrase use from students.
- Ask students to read examples (a)–(d) from the chart aloud and review the notes included.
- Ask other students to read (e)–(f) aloud and discuss why passive is fitting in these sentences.

▸ EXERCISE 9. Looking at grammar.
Page 220. Time: 5–10 minutes

Lead this activity, asking students to provide complete explanations of why the passive was used.

Expansion

This activity can be done for homework, or if you have access to a pile of newspapers or magazines, students can locate passive voice sentences in print while in class. Ask students to collect a list of 10 passive voice sentences in print and when possible to present the original material they found. If they find passive voice on a sign or on the Internet, they can take screen shots or pictures on their phone, but they should be prepared to describe precisely where they found their sentences.

Have students either write on the board or (swap among themselves, if the group is too large to do this as an entire class) 2–3 passive voice sentences. Based on each actual sentence presented to classmates, the remainder of the class has to guess its original source. Write three column headings on the board to give students a framework for discussing each particular use of the passive structure. For example:

Specific Agent Not Known

De-emphasize Agent

Emphasize Process

Next, have students decide which category each passive voice sentence belongs to. For example:

Specific Agent Not Known	*Technology was developed.*
De-emphasize Agent	*Nuclear weapons were sold.*
Emphasize Process	*No animals were harmed.*

Sample rationales and explanations could include:

If the sentence comes from a magazine describing the building of hybrid cars, it is likely that specific and individual agents are simply not known. They can be assumed to be engineers of some sort, but we don't know which engineers.

If the phrase describes an unpopular action taken by a government, the passive voice is used to avoid responsibility. The passive can obscure or hide the fact that a particular organization or government agency took an unpopular stance or action.

If the content is a scientific process that describes a technique, passive voice is used to stress the process itself because it is the process that is of most importance and interest.

▸ EXERCISE 10. Reading and grammar.
Page 220. Time: 5–10 minutes

- If students are struggling with pronouncing the final consonant of necessary past participles, have them take turns reading sentences in this passage aloud.
- C rrect pronunciation immediately and helpfully.
- Answer the comprehension questions as a class.

Optional Vocabulary

chief	rubbed	various
papyrus	smooth	substances
ancient	surface	soot
parchment	material	tree bark
widely	invented	formulas
stretched		

▸ EXERCISE 11. Looking at grammar.
Page 221. Time: 5–10 minutes

- Allow students time to complete as seatwork.
- Have students read their completed sentences aloud.
- Explore any challenging items on the board.

Optional Vocabulary

package	dress code
crosswalk	uniforms

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▸ EXERCISE 12. Looking at grammar. Page 221. Time: 5–10 minutes

- Lead this exercise from the center of the classroom, with students taking turns.
- Have students explain why the sentences not chosen are wrong. Have them use key words to explain.

▸ EXERCISE 13. Looking at grammar. Page 222. Time: 5–10 minutes

- Choose a typical headline from the day's news (one which omits all helping verbs and *by*-phrases) and write it on the board.
- Ask students to tell you which exact parts of speech are missing from each abbreviated headline you have written.
- Elicit from students that it is helping verbs, articles, and sometimes the *by*-phrase that are omitted, and explain that the reason is that newspaper space (when new, it was actually taking up space on paper) was limited, and headlines needed to grab attention in the most abbreviated way possible.
- Put students into groups to complete the exercise and read the expanded sentences aloud.

Expansion
Ask students to write their life story in abbreviated headline form. They should come up with at least five headlines to narrate the main events of their lives. Then, in pairs, they should trade their headlines and have a partner expand these headlines back into complete sentences. In order to do so correctly, students will have to ask one another questions using passive voice and also learn more about one another. You can stop there or have partners share headlines or sentences with the class by way of introducing one another. Circulate and help while students are working on this. For example:

Educated in U.S. and abroad
Hired to teach English—Greece, 1990
Married 1995
Employed as school principal 2010
Asked to write teacher's guide 2016

▸ EXERCISE 14. Looking at grammar. Page 222. Time: 10–15 minutes

- Have students work in pairs.
- Remind students that not all verbs used are transitive.
- Walk around the room, helping each pair.
- Ask partners to write the possible passive voice sentences on the board, and correct as a class.

▸ EXERCISE 15. Game. Page 223. Time: 10–15 minutes

- Divide students into teams.
- Read the direction line aloud and specify all the elements of the correct sentences that must be included.
- Heighten the sense of competition by telling teams that the goal is to create the new sentence quickly and perfectly.
- Each team completes the matches and writes the new sentence grammatically.
- Have each team choose a writer to go to the board and write the correct sentences.
- Have those who haven't written anything check other groups' work, and review needed corrections together.

Optional Vocabulary

satellites	lightning	surround

▸ EXERCISE 16. Listening. Page 223. Time: 10 minutes

- Have the audio ready to go and the listening script handy.
- Play the audio once while students have their books closed.
- Play the audio a second time while students complete the cloze.
- C rrect as a class.

Optional Vocabulary

stone age	grind / ground down
volcano / volcanic	reflective
lava	

▸ EXERCISE 17. Looking at grammar. Page 224. Time: 10 minutes

- Ask students to complete this autonomously as seatwork.
- Correct as a class by having students read their completed sentences aloud.
- Write any challenging items on the board for further discussion.

▸ EXERCISE 18. Let's talk: interview. Page 224. Time: 10–15 minutes

- Put students into small groups and read the direction line aloud.
- Have students take notes while their partners answer each question using passive voice correctly.
- Walk around and help students with alternative verbs to use passive voice. (For example: *You can say "I am troubled by headaches."*)
- Ask each student in each group to write a passive voice sentence about one of their partners and give it to you. Make sure you have one sentence from each student.
- Read the sentences aloud without saying the students' names. Class members have to both correct the form of the sentence and determine who the sentence is about.

Optional Vocabulary

bothers	deal with
confuses	insomnia

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▸ EXERCISE 19. Warm-up. Page 225. Time: 5–10 minutes

- Have students work through the sentences on their own.
- Compare student responses, focusing on content as well as form.

CHART 11-4. The Passive Form of Modals and Phrasal Modals. Page 225. Time: 15–20 minutes

This chart assumes that students are familiar with the meanings of modal auxiliaries (Chapters 9 and 10).

Remind students that modals are always immediately followed by the simple form of the verb; in the chart they are followed by *be* and *have.*

Add examples that are relevant to students' lives to the chart content, and ask students to practice changing from passive form to active form while you write the changes on the board. For example:

Passive Voice	*Active Voice*
This room has to be cleaned.	*Someone has to clean this room.*
Olga should be told about the test.	*Someone should tell Olga about the test.*

- Write the chart heading on the board.
- Remind students that like transforming any other active sentence to passive, the important point is to ensure that the modal itself (which in this case *is* the main verb) is correct. Passive modals precede the verb *be* + past participle, which remain constant.
- Ask students to give you an active voice sentence that refers to a context familiar to all in the class. For example:

  Our teacher has scheduled our final exam for the last day of class.

- Now write all the modals from the chart on the board, and assist students as they create passive forms using each modal and the information included in the example sentence.
- Explain that past-passive modal forms are simply the passive versions of past modals such as *should have, must have, could have,* and *ought to have.*
- Go over examples (i), (j), (k), and (l) in the chart. Have students change those sentences to active voice. Doing so will help students recognize that they have, in fact, worked with all the modals before.

▸ EXERCISE 20. Grammar and speaking. Page 225. Time: 10 minutes

- Have students work in pairs.
- Explain that students should underline the complete verb in each sentence and decide what the job is and whether it would be a good job for them.
- Discuss as a class.

Optional Vocabulary

staff	strictly
random drug testing	observed
respect	interact

Expansion

Ask students to think of a job that they can describe by using passive voice modals. Students come up with 5–8 sentences using passive voice modals to describe the job. Then, they read their sentences aloud to the group, and others have to guess what the job is.

If you imagine it would be hard for your group to think of jobs for this expansion, write the following jobs on separate index cards and hand one to each student to get the ball rolling. Jobs can include:

advertising director	military member
baker	musician
chef	nature conservationist
dancer	nurse
dental hygienist	personal trainer
doctor	pilot
dog walker	plumber
farmer	police officer
firefighter	politician
flight attendant	salesperson
hairdresser	software engineer
lawyer	taxi driver
librarian	teacher
mail carrier	writer
maintenance person	

▸ EXERCISE 21. Looking at grammar. Page 226. Time: 10–15 minutes

- Give students ample time to work through the exercise on their own, forming active or passive modals as needed.
- Have students take turns reading the completed sentences aloud.
- Provide overt and immediate correction.
- Write any particularly challenging items on the board for further discussion.

Optional Vocabulary

spoil	chores
painted shut	belated

▸ EXERCISE 22. Let's talk. Page 227. Time: 10–15 minutes

- Have students work in pairs or small groups.
- Circulate around the room prompting vocabulary and correcting pronunciation while students work.
- Instruct students to make two new passive voice rules based on each of the rules given.
- Have students come back together as a group and as students read their passive voice rules, write these on the board.
- Ask students whether all the rules seem reasonable to them and why the rules exist. This should prompt spontaneous and further discussion using passive modals and other non-targeted structures.

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▸ EXERCISE 23. Looking at grammar. Page 227. Time: 10–15 minutes

- Give students time to complete on their own as seatwork.
- Have students read completions aloud, and provide prompt and clear correction as needed.

▸ EXERCISE 24. Let's talk. Page 228. Time: 10–15 minutes

Part I

- Arrange students into pairs or small groups.
- Ask students if they have ever rented an apartment, and if so, whether it was a pleasant or unpleasant experience. Write related vocabulary on the board and engage students in the topic.
- Have groups complete the sentences provided and discuss the completions.

Part II

- Have students come up with more sentences on the topics of renting an apartment, getting housing, or buying a car, using passive modals.

Expansion

Write the heading *Getting a Decent Job* on the board. Ask students what *decent* means and why it is used with *job*. (Are there jobs that are not *decent,* or completely undesirable?) Have students use passive modals to describe all the steps that go into moving from unemployment to being successfully employed. You can start the discussion by writing sentences like the following:

Job postings must be found, read, and categorized.

Cover letters and résumés have to be sent.

▸ EXERCISE 25. Let's talk. Page 228. Time: 10 minutes

- Have students continue working with partners or small groups, or rearrange them into new groups / partners.
- With your students, look at the first photo and the example sentences that describe it.
- Have students add to the two example sentences with additional passive modal sentences as they are created. Write them on the board. For example:

  The office must have been designed by someone who doesn't like his job.
- Have students complete the exercise, and discuss as a group.

▸ EXERCISE 26. Listening and grammar. Page 229. Time: 10 minutes

Part I

- Engage students in the listening topic by asking if they remember any other countries where tsunamis have struck (e.g., Japan in 2011).
- Write related vocabulary on the board.
- Have the audio cued and the listening script ready to refer to.
- Ask students to close their books and listen to the lecture once.

Part II

- Ask students to choose all the grammatically possible sentences.

Part III

- Play the audio again and have students complete the cloze with the verbs they hear.
- Correct Parts II and III as a class, referring to the listening script as necessary.

Optional Vocabulary

subsequent	aftershocks
Richter scale	destruction

▸ EXERCISE 27. Warm-up. Page 230. Time: 5 minutes

- Have students respond to the questions using complete sentences and the words in blue.
- Ask students additional questions about the classroom, and have them respond using past participles (stative passive). For example:

  Are the blinds shut?

  Are the desks arranged in a specific way?

  Is my chair placed under my desk?

CHART 11-5. Stative (Non-Progressive) Passive. Page 231. Time: 10–15 minutes

The non-progressive or stative passive is frequently used in both spoken and written English.

In Exercise 28, item 7 shows that the non-progressive passive can also show an existing state in the past (*was torn / is torn*). The chart itself only shows present-time examples, so you should mention usage in the past time while discussing the chart, and point out that it is also common. For example:

Tim tried to open the door last night, but it was locked. = Someone had locked it before Tim tried to open the door.

- To demonstrate the difference between regular passive and non-progressive passive, close your book and say *I just closed my book.*
- Write this sentence on the board.
- Have your students transform the original sentence into passive voice, and write this new sentence on the board.

  The book was closed by me.
- Introduce a new sentence by describing the condition or state of the book, and explain to students that this new sentence uses the stative passive.

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- Say and write *The book is closed.* Emphasize that this sentence describes the book's current condition and is not concerned with the action taken prior but only with the state of the book now.
- Next, have a student tear a piece of paper.
- Say and write the following sentences to describe the action and then the state of the paper.

  Ali tore the paper. (active)

  The paper was torn by Ali. (passive)

  The paper is torn now. (stative)
- Write the chart title on the board.
- Underneath the words *Stative (Non-Progressive),* write the words *state / condition.*
- Explain that when the past participle of a verb is used as an adjective to describe a state or condition, the form is called *stative* or *non-progressive passive.*
- Have students take turns reading the example sentences (a)–(p) in the chart, and review the explanatory notes.

▸ EXERCISE 28. Looking at grammar. Page 231. Time: 10–15 minutes

- Give students time to complete the sentences with non-progressive passive forms. Remind them that they can use either the past or present forms.
- Have students read the completed "problems" aloud, taking turns.
- Provide immediate and overt correction, and encourage students to pronounce the ending of the stative passive forms correctly.
- Have students decide, as a class, which problem is the least troublesome and which is the worst. They should share their rationale when ranking the problems.

▸ EXERCISE 29. Looking at grammar. Page 232. Time: 10–15 minutes

- Lead this exercise from the center of the classroom, calling on students to complete each sentence with the given words and correct form.
- Correct student completions and write notes or words on the board for clarity.

Optional Vocabulary

divorced	latch	bazaar
power	plumber	domed

▸ EXERCISE 30. Reading and grammar. Page 233. Time: 10 minutes

- Students can read the blog and underline on their own, or if they need pronunciation practice, have students take turns reading sentences aloud.
- Check that students have located all of the past participles.
- Discuss the importance of context as demonstrated through the content of the passage, and have students reread it once they know the title is "Washing Clothes."

▸ EXERCISE 31. Warm-up. Page 233. Time: 10 minutes

Be ready to explain to students that there is no grammatical reason why some stative passives take certain prepositions. It is simply the way the English language developed. Verb + preposition combinations, or in this case, stative passive + preposition combinations, can frustrate students, as there is no clearly discernible pattern to help them predict which preposition follows which form.

- Have students work with a partner, and have each partner respond to each prompt with two answers.
- C me together as a class and have partners reveal what things the other is *interested in, annoyed by,* etc.
- Engage students in repeating the structures by then asking specific students why they are *interested in, annoyed by*, etc., various things.

CHART 11-6. Common Stative (Non-Progressive) Passive Verbs + Prepositions. Page 234. Time: 10–15 minutes

Choosing correct prepositions can be difficult for students; therefore, these phrases should be learned as whole units. The following exercises help students learn these combinations, but perfection at this stage of learning should not be expected. The list in this chart is intended for reference and not for rote memorization. Some students may set about memorizing the list on their own while others will simply give it a minimal glance and put their learning emphasis into the exercises.

Learning prepositions is definitely worth students' time and attention and particularly with regard to American English, but it is not worth fretting over. Thus, the accompanying exercises are intended to help students "educate their ears" so that after some time, they will be able to readily recognize which prepositions "sound right," and this knowledge will inform their choice of prepositions.

You may wish to try to explain subtle differences, such as the one between *tired of* and *tired from. Tired of* is used to express that one has had enough of something and is now actually so annoyed he does not wish to continue (e.g., *I am tired of cleaning up after everyone in this house!*). *Tired from* expresses that a person is physically tired from doing a certain activity (e.g., *I am tired from biking so far today. I will sleep well tonight!*)

Compare using the same verb with different prepositions:

I am tired of watching movies. (I have become bored with watching movies, and I don't want to watch any more.)

I am tired from watching moves. (I am physically tired and sleepy from looking at a screen so long. I want to go to sleep.)

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- Write the chart title on the board and illustrate the target structure with a few examples:

  Common Stative / Non-Progressive Passive Verbs + Prepositions

	Non-Progressive Passive	*+ Preposition*	
Ronaldo	*is concerned*	*about*	*taking the TOEFL.*
Miyuki	*is interested*	*in*	*learning to ski.*

- Discuss with students the fact that all learners (no matter what their background) struggle with learning and using preposition combinations correctly. In fact, correct use of prepositions is one of the last things students acquire in their fluency.
- Explain that correct usage will come with time and experience. Students can refer to Chart 11-6 for reference in the meantime, but simply reading, speaking, and listening to English as much as possible will also help.
- Reassure students that by doing grammar exercises, reading, and listening, they will begin to quickly recognize which prepositions are right. This recognition will grow, and soon students will be able to pick the right preposition without thinking about it, and they will come to know the correct combinations over time.

▸ EXERCISES 32–36. Pages 234–236.
Time: 10–15 minutes each

Exercises 32–36 all deal with using prepositions correctly. The following are suggestions for practicing prepositions and reinforcing correct use of them.

- Ask students to say and hear the whole preposition combination in context. They can learn better from this than from simply focusing on only the preposition needed.
- At the end of an item, ask another student to repeat the information included without looking at the book by asking him/her to repeat the correct combination. Ask leading questions such as for Exercise 32, item 1:

  What is Maya excited <u>about</u>?
- At the conclusion of each exercise, review the content orally after students have closed their books. Read each item up to the blank, and have students supply the preposition. For example:

  You: *Maya is excited …*

  Class: *about*

  You: *Maya is excited <u>about</u> creating toys that children enjoy.*
- You can also use the items in the exercises or chart to ask students about their lives. For example:

  Kuong Won, is there something in your future that you are very excited <u>about</u>?
- Finally, give one student a past participle to use in a question posed to another student. For example:

  You: *accustomed*

  Speaker A: *Kim, are you accustomed to the food in the U.S.?*

  Kim: *No, I am not accustomed <u>to</u> this kind of cooking. In fact, I dream about Korean food all the time!*

▸ EXERCISE 37. Writing. Page 237.
Time: 10–15 minutes

- This exercise can be particularly effective if modeled by you first. Prepare a piece of paper with an extensive description of an object, and include several passive voice phrases. For example, the following does not include the name of the item, which is a *remote control*.

  This object is found in most homes. It is usually located in the living room, and it is often fought over by family members. It is not very big, and it is used to change something. It is also employed to increase and decrease volume. It is usually black or metallic, and colored buttons are found on it.
- Hand the paper out to students and have them decide what the object is.
- Then have students write about an object of their own choosing.

Optional Vocabulary

segregation	pediatric nurse
refused	tuxedo

▸ EXERCISE 38. Warm-up. Page 237.
Time: 5–10 minutes

- Go around the room, having students complete the sentences.
- Students will most likely be familiar with using *get* as it is in this exercise, but they may not be able to articulate the common form of the word following *get* until they have completed the exercise.
- Discuss the forms following *get* as a class (past participle or adjective).

CHART 11-7. The Passive with *Get*. Page 238.
Time: 10–15 minutes

Get has a meaning that is similar to *become.* In other words, it signals a changing situation or an altered state. Students at this level are generally quite familiar with this use of *get* though they may not have fully realized that the form is passive.

The passive with *get* is common, especially in spoken English. It is a somewhat informal structure although it can, at times, be found even in formal writing.

- Write the chart title on the board and underneath the word *get* write *similar to "become."*
- Create sample sentences on the board with students, using student information. If you can utilize their actual experiences learning English, that is ideal. For example:

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We are getting excited about the upcoming holidays.

Sometimes students get anxious about learning prepositions, but they are not worth getting worried about.

- To further discuss the meaning of *get,* have students make up their own sentences using *get* + adjective. Have students use adjectives from the chart, almost all of which students will already be familiar with. They may also use appropriate past participles.
- Write some of their sentences on the board and highlight the correct use of *get.* For example:

  Tanya gets angry when her roommate borrows her clothes without telling her.

  Victor got full before he could finish the whole pizza.

  It's getting too warm in here. Could you open the window?

- Explain that, as with the previous chart, students are not expected to learn all the adjectives and past participles that are combined with *get.* Rather, they should use this chart as a reference and focus on the accompanying exercises as opportunities to train their ears.
- Have students read through example sentences (a)–(f) and the explanatory notes as a class.

▸ EXERCISE 39. Looking at grammar. Page 238. Time: 10 minutes

- Lead this exercise from the center of the classroom, and have students take turns completing items.
- Ask students to explain why the words not chosen are incorrect.

▸ EXERCISE 40. Looking at grammar. Page 239. Time: 10 minutes

- Have students work through this exercise independently as seatwork.
- Correct and review as a class.
- Provide overt and immediate correction of words following *get.*

▸ EXERCISE 41. Let's talk: interview. Page 240. Time: 10 minutes

- Have students get up and move around the classroom as they interview one another.
- Instruct students to take notes on one another's responses. Tell them they will be asked to report back at least one specific response from a classmate.
- Circulate and participate in the interview as you feel is appropriate and helpful. If students are shy and reluctant to speak, you may need to keep the conversation going.
- Write notes so you can provide later correction, and draw in students who have not said much by asking them about specific comments they may have made.
- When students have gathered sufficient information, have each one report back to the class and describe what they learned about one another.
- In order to make sure that each student's information is discussed, lead the discussion with questions like:

  Can someone tell me about a student who got hurt in an accident?

  Can someone tell me about a time when one of us got very scared?

- Continue in this way until each student has spoken and each student has been reported on.

▸ EXERCISE 42. Looking at grammar. Page 240. Time: 5–10 minutes

- Have a student read the first item including the example aloud.
- Lead the exercise from the center of the classroom, having students take turns completing the sentences.
- Write the various uses of *get* + past participle on the board as you work through the exercise.

▸ EXERCISE 43. Warm-up. Page 240. Time: 5–10 minutes

- Have students choose which description requires *movie* and which requires *audience.*
- Replace *bored* and *boring* with appropriate participial adjectives such as *tired* and *tiring* or any others that you can think of that will match the picture.
- Have students try to articulate the difference between an *-ing* adjective and an *-ed* adjective.

CHART 11-8. *-ed/-ing* Adjectives. Page 241. Time: 10–15 minutes

The active meaning of the present participle (the *-ing* form) is also observed in the progressive, as explained in earlier chapters.

A frequent error learners make is the substitution of an active participle (e.g., *interesting*), where a passive, or past participle, (e.g., *interested*) is required.

This grammar point is dealt with in this chapter because it is a structure in which a passive meaning is compared with an active meaning.

- Write the chart title on the board.
- Write two sentences about your class using a student's name and containing both active and passive participial adjectives.

  Miguel is boring in grammar class.

  Miguel is bored in grammar class.

- Ask students which sentence is a comment about you, the teacher, and which is a comment about Miguel, the student.
- Explain that if Miguel is boring, he causes other people to be bored. In contrast, if he is bored, others cause him to feel that way.

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- Review the chart with your students by having students take turns reading example sentences (a)–(f) aloud, and discuss the explanatory notes.
- Reiterate that the point of the chart is to highlight that both forms of participial adjectives are possible, but their meanings are very different.

▸ EXERCISE 44. Looking at grammar. Page 241. Time: 5–10 minutes

- Before students begin, let them know that some sentences match neither picture.
- Review and correct as a class.

▸ EXERCISE 45. Looking at grammar. Page 241. Time: 10 minutes

This is a simple, straightforward exercise that helps students understand the basics of the information in the chart. One might say this exercise is "too easy," but something is easy only if one already knows how to do it. For some students, this is a difficult grammar point, and many students confuse the active and passive participial adjective forms. This exercise helps you and your students see how much they already understand before proceeding.

Often a person feels an emotion and is described with the passive and past participle. Similarly, when a thing or event causes an emotion, it is described by the active *-ing* form of the participle, but this is by no means a hard and fast rule.

- Encourage students to ask questions and discuss meanings while working through this exercise.
- Reiterate that the present participle has an active meaning ("giving" or "causing") but that the past participle has a "taking" or "receiving'" meaning.
- Be prepared to rephrase questions from the items. For example:

  Who is excited?

  What excites them?

Optional Vocabulary

sought	exhausted
comfort	shade

▸ EXERCISE 46. Let's talk. Page 242. Time: 10 minutes

This exercise is designed to reinforce students' understanding of the concepts underlying the use of participial adjectives.

To review grammar in real contexts, ask students "real" questions, using the verbs in the exercise. For example:

Roberto, can you tell us something you have found depressing?

Ibrahim, what kind of noises do you find annoying?

What events in your life have truly shocked you?

- Have students keep their books closed during this exercise so that they can respond more spontaneously.
- Lead this exercise from the center of the classroom, and take the roles of Teacher and Speaker A for the first few items to model the task.

▸ EXERCISE 47. Listening. Page 242. Time: 10 minutes

- Be well provisioned by having the audio cued and the listening script handy.
- Tell students they will hear complete sentences and will need to choose the words they actually hear. They must listen carefully for endings and be aware of the context.
- Ask students to explain the meanings of the words included as choices.

▸ EXERCISE 48. Looking at grammar. Page 242. Time: 5–10 minutes

- Give students an opportunity to complete as seatwork.
- Have students read their own completions aloud and correct as a class.

Optional Vocabulary

thief	abandon
cabinet	hemispheres
necessities	coincidences
spoiled	

▸ EXERCISE 49. Listening. Page 243. Time: 5–10 minutes

- Be completely provisioned by having the audio cued and the listening script ready.
- Play the audio through once while students select the words they hear.
- Correct as a class.

▸ EXERCISE 50. Let's talk: interview. Page 244. Time: 10–15 minutes

- First, have students create the correct questions from the cues.
- Have students circulate and ask at least two students each question.
- Reconvene as a class and ask students to report on what they learned. Ensure that each student in the class is represented in the discussion.

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▸ EXERCISE 51. Listening. Page 244. Time: 10–15 minutes

Part I

- As always, be completely provisioned with the audio ready and the listening script handy for reference.
- Play the audio through once while students keep their books closed.
- Have students decide "T" for true or "F" for false for the three statements that follow.

Part II

- Have students open their books before replaying the audio.
- Have students complete the cloze with missing words as they listen to the audio.
- Correct as a group, referring to the listening script as needed.

Optional Vocabulary

showcase	purposes	olive leaves
established	spectators	statue
considered	wreath	fame

▸ EXERCISE 52. Check your knowledge. Page 245. Time: 10 minutes

- Give students time to complete as seatwork.
- While reviewing as a class, ask students to provide complete explanations for why they corrected the sentence in the manner they did.

▸ EXERCISE 53. Reading, grammar, and writing. Page 246. Time: 10–15 minutes

Part I

- Have students take turns reading sentences in the passage aloud. Remind students to pronounce the endings of passive forms clearly.
- Ask students to underline all passive verbs, and discuss why passive voice is so prevalent in this passage (the process is more important than the people doing the process).

Part II

- Remind students that passive voice is extremely common when describing any scientific or common process.
- Have students write about a process they know well, using passive voice as appropriate.
- Ask students to refer to the writing tip as they work.

Part III

- Lead students through effective editing of their own or others' writing.
- Have students check for all the elements in the checklist.

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CHAPTER 12 Noun Clauses

CHAPTER SUMMARY

OBJECTIVE: One of the most common needs when speaking and writing is to report what was said by someone else. Another very common purpose is to express an opinion about, or reaction to, some situation. Therefore, speakers begin many sentences with "he / she / they said" and "I think that" or the equivalent, followed by a noun clause. The objective of this chapter is to learn to recognize and correctly form noun clauses, which, as stated above, are necessary to converse successfully. Learners should pay special attention in this chapter to the order of words in a noun clause.

APPROACH: The chapter focuses attention on the words that introduce noun clauses. It begins by focusing on the use of question words and the confusing similarity between noun clauses and questions. The students transform questions into noun clauses. Then many of the variations in the use of *that*-clauses are presented. Next, the students learn to punctuate quoted speech and then to make adjustments in verb form and pronouns as they change quotes into reported speech. Added to the end of the chapter is a section on the subjunctive in noun clauses.

TERMINOLOGY: Noun clauses are referred to variously as "embedded sentences, embedded questions, indirect speech, nominal clauses" or certain kinds of complements. Words used to introduce noun clauses are labeled conjunctions in most dictionaries. Question words are also called *wh*-words or "interrogatives (interrogative pronouns, interrogative adjectives, interrogative adverbs)." Information questions are also called "*wh*-questions."

PRETEST. What do I already know? Page 247.
Time: 5–10 minutes

- Students should feel encouraged when they recognize an incorrect form, whether they can articulate what the error is precisely or not.
- Give students time to complete the pretest on their own, determining whether sentences are either correct or incorrect.
- Ask students to explain, to the best of their abilities, why certain sentences are incorrect and/or correct.

EXERCISE 1. Warm-up. Page 247.
Time: 5–10 minutes

- To engage students, ask them if they know any sets of triplets or sets of twins. Ask if multiple births are becoming more common in their countries. (They are in the U.S. because of fertilization drugs.) Ask students what the difference between identical and fraternal twins / triplets are.
- Ask students what elements are required for a group of words to be a complete sentence.
- Elicit that a subject and verb must exist in order to make a complete sentence.
- You can also lead students to give you more "requirements" for a complete sentence. For example:

  starts with a capital letter and ends with a period

  is a complete thought

  is an independent clause and can stand alone
- Ask students to take turns reading through each warm-up item aloud and decide whether it is a complete sentence.

CHART 12-1. Introduction. Page 248.
Time: 10–15 minutes

- Write the heading *Clause* on one side of the board and *Sentence* on the other.
- Write the following items (or variations adapted to your students' lives) on the board.

  Suzanna left the room quickly.

  That Suzanna left the room quickly.
- Ask a student to go to the board and label the subject and verb in the first item. Ask another student to do the same with the second item.

  S ***V***

  Suzanna left the room quickly.

  S ***V***

  That Suzanna left the room quickly.
- Ask students which item sounds like a complete sentence. Almost all students will agree that the first one sounds complete and that because of the word *that* included in the second item, it sounds incomplete.
- Explain that clauses that can stand alone and don't require another clause to make sense are independent clauses, and independent clauses can be sentences.
- Go over the chart with your students by having them take turns reading items (a)–(i) aloud. Read and discuss the accompanying explanatory notes.
- Reiterate that a noun clause can take the place of an object or subject, and write your own example on the board.

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- Illustrate the point clearly by replacing the noun with a noun clause in the examples you write on the board.
- Repeat yet again that a noun clause can take the place of either a subject noun or an object noun.
- Write the following examples on the board:

  Pablo's dinner smelled delicious.

  What Pablo was eating smelled delicious.

- In the second sentence, ask a student to mark the subject and verb of the noun clause by using small letters.

  s ***v***

  What Pablo was eating smelled delicious.

- Referring to the same sentence, have another student mark the subject and verb of the sentence containing the noun clause with an uppercase *S* and *V*.

  S ***V***

  What Pablo was eating smelled delicious.

- Stress that in a sentence containing a noun clause, there are two clauses, and only the main clause is independent. The noun clause, altogether, is either the subject or object of a complete sentence.

▸ EXERCISE 2. Looking at grammar. Page 248. Time: 10 minutes

- Lead this exercise from the center of the classroom.
- Have students say the clauses they are underlining in turn and explain which is the noun clause and which is the main clause.

▸ EXERCISE 3. Looking at grammar. Page 248. Time: 10 minutes

- Explain to students that they will find completely separate sentences within the same line of text. Students should be aware of this when adding punctuation and capitalization.
- Give students time to complete the exercise on their own, and instruct them to take the time to read the words quietly to themselves. This will help students hear natural pauses and points of punctuation.
- Have students read the separated, correctly punctuated and capitalized sentences aloud.
- Put any particularly challenging items on the board, and label the noun clause elements and main clause elements in each one.

▸ EXERCISE 4. Warm-up. Page 249. Time: 10 minutes

- Ask students to remind you of normal question word order, and write a typical *wh*-question on the board.

  V ***S***

  Where is Li-Chen?

- Have students take turns reading the warm-up items aloud. Congratulate them on "hearing" that question word order within noun clauses sounds wrong.

CHART 12-2. Noun Clauses with Question Words. Page 249. Time: 10–15 minutes

> It can be useful to substitute the words *something / someone* for noun clauses in order to make it clear to your students that the function of the noun clause is exactly that of a noun.

Something was interesting.

What he told us was interesting.

I heard something.

I heard what he said.

- Write the chart title on the board.
- Demonstrate when and how to use noun clauses introduced by question words.
- Ask one student to come to the front of the room and overtly tell him / her a secret "something." The "something" message can be very simple and ordinary, such as *We are learning noun clauses*. Or you can make it sillier and thus, somewhat memorable.
- Now write what you just did on the board:

  I just told Armando something. Now Armando knows something.

- Explain that because the contents of "something" are completely unknown, we can best describe it with a noun clause that begins with a question word.
- Write the appropriate noun clause below the words *something* and then stress that the word order remains the same as that used in any statement (even though a question seems implied).

  Armando knows something.

  Armando knows what I said.

- Have a student go to the board and label the subjects and verbs. Tell students to use capital ***S*** and ***V*** for the subject and verb of the whole sentence and to use lowercase ***s*** and ***v*** to indicate the subject and verb of just the noun clause.
- You should now have an example similar to this one on the board.

  S ***V*** ***s*** ***v***

  Armando knows what I said.

- Ask the first student, Armando, to tell a second student what you said, and write appropriate sentences on the board to describe this. For example:

  Armando told Sultan what Martha said.

  Sultan also knows what Martha said.

- Now have yet another student label the subjects and verbs correctly, and discuss the role of *what Martha said* is in the sentences above (as an object of the main clause).
- Go over the chart, and have students take turns reading example sentences (a)–(i) aloud.
- Discuss the explanatory notes and spend as much time as is needed to ensure students understand.
- Explain that just as nouns themselves can be both subjects and objects, noun clauses can, too.

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▸ EXERCISE 5. Looking at grammar. Page 249. Time: 10 minutes

- Lead this exercise from the center of the classroom, and have students take turns changing each question to a noun clause.
- Correct word order immediately and clearly by using the board.
- When students struggle, remind them that the noun clause is simply replacing the noun, and when needed, coach them by using the two-step "something" process illustrated earlier.

Optional Vocabulary

break off engagement mystery

▸ EXERCISE 6. Looking at grammar. Page 250. Time: 10–15 minutes

- Give students time to work on this exercise independently as seatwork.
- Remind them to pay close attention to word order as they work.
- Correct and review as a class. Make sure students say the complete sentence aloud and not just the noun-clause elements.

Expansion

Before going into class, prepare a set of index cards with 5–6 specific settings that students can develop questions about. Settings can include:

doctor's office
bank
movie theater
airport
local transportation
gym / fitness center

Each group comes up with 6–8 questions that may be heard in a typical setting and passes them to another group. The second group has to turn these questions into noun clauses that are introduced by *Can you tell me,* as in Exercise 6. Finally, have all groups read their *Can you tell me* questions aloud. The group that originated the context questions should correct each question if necessary as it is read.

▸ EXERCISE 7. Looking at grammar. Page 251. Time: 10–15 minutes

- Give students time to complete this exercise on their own as seatwork.
- Have one student read the question aloud and another read his/her noun clause aloud.
- Students will be tempted to simply repeat question word order, so ask additional questions and use wait time to help students self-correct.
- Provide immediate and clear correction, and write challenging items on the board.

▸ EXERCISE 8. Let's talk. Page 252. Time: 15–20 minutes

This exercise has an uncomplicated and user-friendly pattern and lends itself to pairwork.

If you lead this exercise from the center of the classroom, you might want to change some items to relate more directly to students' lives and/or add questions of your own. This exercise should start slowly so that students can be aware of the changes they are making when using noun clauses, but it can readily get faster as students become accustomed to the pattern. Allow and encourage spontaneous discussions and exchanges to develop as you circulate among the pairs, helping and encouraging for maximum understanding and participation. Among the several ways to review and correct the exercise is to call on students at random instead of a predicted order and have the entire class respond in chorus for a change of pace.

Alternative formats:

1) Have students instruct you to ask someone else to answer.

You: *Where does Ali live?*

Student: *I don't know. Ask Ali where he lives.*

2) Start a chain involving three students.

You: *Maria, what is your favorite color?*

Maria: *I don't have a favorite color. Matts, ask Wiparat what her favorite color is.*

Matts: *OK. Wiparat, what is your favorite color?*

Wiparat: *Purple.*

You can write this pattern on the board and have students use it during this and other pairwork exercises.

A: *(question)* ____ *?*
B: *I don't know, ask* ____ *(B).*
C: ____ *. Ask* ____ *(C).*
D: *(answer)* ____ *.*

- Explain to students that though the pattern is easy, repeating it and changing it will help them become familiar with the way noun clauses sound and will help them to self-correct.
- Teach students that when asking personal or somewhat sensitive questions, we often use the following phrases to soften the abruptness of direct questions.

Would you mind telling me …
Do you mind if I ask …
Could I ask you …

- Try to incorporate the alternative approaches when leading this exercise.

▸ EXERCISE 9. Let's talk. Page 252. Time: 10–15 minutes

- Before putting students into pairs or groups, ask them to underline the noun clause in each sentence and decide whether the statement is true for them or not.

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- Have students discuss all six items with partners or group members while you walk around the room, taking notes and helping groups and pairs participate fully.
- Come back together as a group and ask students to share their partners' responses. Ask students for specific examples to support their opinions.
- Provide immediate correction of word order, etc. as needed.

Optional Vocabulary
celebrities behave admirable

▸ EXERCISE 10. Looking at grammar. Page 252. Time: 10–15 minutes

This exercise highlights dialogues containing very typical noun-clause uses. Point this out to your students and encourage them to self-correct before they share their responses.

- Give students time to complete on their own as seatwork.
- Correct as a group, having students provide the completed noun clauses or questions as needed.

▸ EXERCISE 11. Let's talk: interview. Page 253. Time: 10–15 minutes

This exercise asks for information that many students will consider common knowledge. If students don't know the actual information, they can still readily form the correct structures required.

- Ask students to get up, walk around the room, and engage with at least three other students in the course of completing this interview.
- Remind students to use correct word order as you listen to them discussing each item, and ask them not to immediately seek information on their phones but to wait until the class has reviewed together to see what others know.
- Come together as a group and have students pose questions in the correct form while other students respond.

▸ EXERCISE 12. Warm-up. Page 253. Time: 5–10 minutes

- Have students underline all the noun clauses.
- Ask students to locate the words that are added when the *yes* / *no* question becomes a noun clause.

CHART 12-3. Noun Clauses with *Whether* or *If*. Page 253. Time: 10–15 minutes

The word *whether* always implies a choice — in this case the choice is between *yes* and *no*.

To avoid problems with the formal sequences of tenses in the noun clauses, the main verbs in any material you might add or use for examples should not be put in a past form until the students reach Chart 12-7, when they cover reported speech.

- Write the chart title on the board.
- E plain that *whether* and *if* noun clauses can be made from simple *yes* / *no* questions.
- E plain that *whether* and *if* clauses indicate that the noun clause may or may not be true, with equal likelihood in either case.
- Explain that the verb *wonder* is commonly used with noun clauses in this way. It means, "I am considering both the *yes* and the *no* version of the noun clause equally."
- Model an example with students:

  I wonder whether (or not) the economy will improve under the new president.

  I don't know if the economy will improve under the new president or not.
- Ask students to think of questions about the future that they really don't know the answer to. Have them put their questions in noun-clause forms, beginning with *whether.*
- Have two students write their sentences on the board. Now ask other students to identify the subjects and verbs of both the main clause and the noun clauses. For example:

  S V s v
  I wonder whether or not Colombia will beat Argentina in the upcoming match.

  S V s v
  I don't know whether I will return to Boston or not.

▸ EXERCISE 13. Looking at grammar. Page 254. Time: 10 minutes

- Lead this exercise from the center of the classroom and have students change the questions to noun clauses.
- Go around the room, having students take turns. Correct word order immediately and overtly.

▸ EXERCISE 14. Let's talk. Page 254. Time: 10–15 minutes

- Have students work in pairs.
- They should take turns and respond using *I wonder.*
- Correct and review by having students take turns reading the questions aloud and having students provide individual responses.

Optional Vocabulary
car trouble extinct

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▸ EXERCISE 15. Let's talk: interview. Page 254. Time: 10–15 minutes

- Ask students to stand and walk around the classroom while asking one another questions.
- Walk around the classroom, taking notes and assisting those who need help in keeping a conversation going.
- Correct the word order of the noun clauses that you hear while you talk with students.
- Once it seems most students have had the opportunity to ask and answer most questions, come together once again as a group.
- Have students take turns reading the original questions and repeating what they learned about their classmates.

Optional Vocabulary
felt embarrassed talent

▸ EXERCISE 16. Let's talk: pairwork. Page 255. Time: 10–15 minutes

- Ask students to work with a partner they have not worked with in some time.
- For each situation, have Partner B keep the book closed so that he/she has to create noun clauses on the spot.
- Review as a class, asking students to share noun-clause sentences with the group.

Optional Vocabulary
bike rack briefcase

▸ EXERCISE 17. Let's talk. Page 255. Time: 10–15 minutes

- Ask previous pairs to refigure themselves into small groups.
- Have one group member record possible answers given.
- Come back together as a class and compare possible answers, correcting word order immediately.

Optional Vocabulary
return policy late fee

▸ EXERCISE 18. Warm-up. Page 256. Time: 10 minutes

Students at this level have probably heard question words followed by infinitives. This warm-up helps students learn where this structure came from originally. By seeing the full noun clause followed by just the question word followed by the infinitive, students will better understand this structure.

- Lead this warm-up from the center of the classroom.
- Then challenge students to form new sentences with question words followed by infinitives in response to the complete noun clauses below.

None of us knows when we should arrive.
None of us knows ____ .

Everyone knows where we should go.
Everyone knows ____ .

Most students understand how they should pay their bills.
Most students understand ____ .

Kim wondered what she should do next.
Kim wondered ____ .

CHART 12-4. Question Words Followed by Infinitives. Page 256. Time: 10–15 minutes

This grammar point is among many examples of language flexibility that we find in English — there is more than one way to say exactly the same thing. The emphasis here is on the meaning of the infinitives within this structure.

- Write the chart title on the board.
- Write a sentence about one of your students using the following format:

Tran cannot decide what she should do about her vacation plans.

- Ask a student to go to the board, underline the noun clause, and mark the subjects and verbs of the noun clause as well as the main clause with corresponding subject and verb markers.

S ***V*** ***s*** ***v***

Tran cannot decide <u>what she should do</u> about her vacation plans.

- Explain to your students that this noun clause can be shortened to a question word and an infinitive.
- Rewrite the entire sentence using just the question word and the infinitive.

Tran cannot decide <u>what to do</u> about her vacation plans.

- Pose another sentence about another student to the class, and have students rewrite it using just the question word and an infinitive. For example:

Min's family cannot decide <u>whether they should go</u> skiing or not.

Min's family cannot decide <u>whether to go</u> skiing or not.

- Have students read the chart example sentences (a)–(h) aloud. Read and discuss the explanatory notes.
- Write additional examples on the board as needed.

▸ EXERCISE 19. Looking at grammar. Page 256. Time: 10 minutes

- Lead this exercise from the center of the classroom after modeling the example item with one student.

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- Have students change each noun clause into a sentence with a question word and infinitive.
- Correct immediately and put any challenging items on the board.

Optional Vocabulary

plumber	excuse
leak	get his life turned around
sink	

▸ EXERCISE 20. Looking at grammar. Page 256. Time: 10 minutes

- Have students complete each cloze on their own first.
- Have students take turns reading their completed clozes aloud. Correct overtly and promptly, and put on board as needed.

▸ EXERCISE 21. Warm-up. Page 257. Time: 10 minutes

- Ask students to take turns reading the items aloud and deciding as a class if each one is correct.

CHART 12-5. Noun Clauses with *That*. Page 257. Time: 10–15 minutes

Using *that* in sentences such as the following is more common in writing than in everyday, spoken English.

It was apparent that the suspect was lying.

Compare the following uses of *that* in order to be fully prepared for presenting the chart to students.

1) *This is my coat. That coat / that one / that is yours.*

   In this example sentence, that *is a demonstrative adjective or pronoun.*

2) *I don't have a coat. That is a problem in this very cold weather.*

   Here we have a demonstrative pronoun that refers to a complete sentence.

3) *I bought a coat that has a hood. I showed my best friend the coat that I bought.*

   In this case, we have an adjective pronoun that refers to the noun coat.

4) *I think that Bob bought a new hat.*

   That, *in this sentence, marks a noun clause and links the noun clause (which is the object of* think*) to the main clause. On its own, in this example,* that *has no independent and semantic meaning.*

- Write the heading of the chart on the board, and use the same approach as in Chart 12-2, substituting "something" for the noun clauses.
- Inform students *that* does not need to be included. Including it just allows people to better understand the noun clause, but it is very often omitted altogether.
- Make up two example sentences (one in which the noun clause replaces the subject and one in which it replaces the object). Make your students and their lives the topics of these examples. Write the sentences on the board.
- It may be easier for students to understand if you present the simpler form, the noun clause taking the place of the object, first. For example:

  Our class hopes something.

  Our class hopes (that) Vilmer will bring us all donuts again.

- Now give students an example with a noun clause taking the place of the subject noun.

  Something is anticipated by all of us.

  That Maria had a lovely time with her family is anticipated by all of us.

- Have students take turns reading the chart example sentences (a)–(g) and explanations aloud. Write the example sentences on the board.

▸ EXERCISE 22. Let's talk. Page 258. Time: 10 minutes

- Anticipate that it may feel a bit more unnatural for students to create subject noun clauses than object noun clauses.
- Have students work in pairs and circulate, helping students to produce the needed language and providing encouragement, vocabulary, and correction as needed.
- Review by asking students to take turns reading their *that*-clauses aloud within the context of the complete sentences.
- You can also have individual students write complete sentences on the board, and other students can correct them.
- Make sure to provide immediate and clear correction, especially in these early controlled production stages.

▸ EXERCISE 23. Let's talk: interview. Page 258. Time: 15–20 minutes

Students might produce some interesting personal statements in this exercise. If you anticipate students being too shy to share in this exercise, you could make it a written exercise, and students could write their personal responses just for you to read.

If students are enjoying this interview, choose 1 or 2 items to then discuss as a group in an open dialogue and with you playing the role of facilitator and corrector. Help keep the conversation lively by asking leading questions, writing on the board, and providing opportunities for more sophisticated vocabulary use and thought.

- Ask students to stand up and move around, engaging with as many of their peers as possible.

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- Such interview exercises are often made more productive by the addition of music. If you play music (not too loudly) while students are talking to one another, they often feel less self-conscious and thus take more risks with vocabulary and tangential lines of thought.
- Give students ample time to gather and share information.
- Come together as a group and go around the room, starting with one student.
- Ask the entire class to share something that they learned about the first student you have named. Remind them that their answers should take the form of *He* / *She* + *be* + adjective + *that*-clause. For example:

  Lindsay is annoyed that she doesn't have a new job.
- Correct the forms of the sentences you hear from students, and write them on the board in corrected form as useful.

▸ EXERCISE 24. Looking at grammar. Page 258. Time: 10–15 minutes

- Read the direction line to your students and model the example sentences.
- Have them refer to the blue word box to match appropriate phrases for the concepts in items 1–8.
- Give students time to complete both versions, and then have students take turns providing both for the rest of the class.
- Correct promptly and write any challenging items on the board.

▸ EXERCISE 25. Game. Page 259. Time: 10–15 minutes

- Put students into teams of 3–4.
- Explain that the task for each team is two-fold. They must first determine which sentences are true and which are not true. Then they must put the right introduction, turning each "statement" into a noun clause beginning with *that.*
- The team with the most correct (both in terms of information and grammar) sentences wins.

Optional Vocabulary

colorblind	substance
source	chlorophyll

Expansion

If your students enjoy this kind of activity, prepare index cards with sets of eight sentences on each one. Four should be true and four should be false. Teams take these additional statements and turn them into noun clauses that follow the main clauses as modeled in the exercise. Teams can then exchange their index cards with other groups and continue.

▸ EXERCISE 26. Looking at grammar. Page 259. Time: 5–10 minutes

- Have students create these restatements while you lead from the center of the classroom.
- Call on those students who participate less readily to complete the restatements aloud.
- Correct as needed using the board.

Optional Vocabulary

undeniable	miracle

▸ EXERCISE 27. Warm-up. Page 259. Time: 5–10 minutes

- Have one student read the speech bubble included in the picture.
- Read the direction line aloud, and have students circle the quotation marks and explain any observable rules for capitalization and final quotation marks within the quotation marks.
- Draw students' attention to the comma at the end of the quotes in item 3.
- As students respond or ask questions, write their exact words on the board and then with the help of other students, write students' words as actual quoted speech, within complete sentences.

CHART 12-6. Quoted Speech. Page 260. Time: 10–15 minutes

A major task in teaching correct punctuation is to make something students can only "see" also something students can "hear." Because students first have to learn all the conventions of punctuating quoted speech correctly, boardwork is essential. By also pausing, changing intonation, and de-emphasizing reporting speech (by making your voice less animated than when reading actual quotes), you will help your students "hear" correctly punctuated quoted speech.

As an example of the importance of using quotation marks correctly, write the following (or a similar sentence you come up with) on the board. Ask students to add quotation and punctuation marks.

My dog said Mary needs a new collar.

If the punctuation is incorrect, the dog could appear to be speaking.

INCORRECT: *My dog said, "Mary needs a new collar."*

CORRECT: *"My dog," said Mary, "needs a new collar."*

In the chart, *said* and *asked* are used as reporting verbs. There are many other reporting verbs that students can begin using as their vocabulary grows: *agree, beg, complain, confess, cry, exclaim, mutter, promise, reflect, remark, shout, state, suggest, whine, whisper,* etc. The chart contains more, and students can find still others by looking at a thesaurus.

- Write the chart title on the board.
- Ask students how they are feeling, and quote them on the board, carefully including correct punctuation. For example:

  Xavier said, "I feel tired."

  "I feel happy. My boyfriend will arrive this coming weekend," Paloma said.

  "How do I feel?" asked Kazumi.

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- Stress the importance of using correct punctuation by taking the example repeatedly used in the chart and writing it on the board, slowly putting all the correct punctuation required.
- Have students take turns reading through the chart example sentences (a)–(l). Discuss the meanings of the additional reporting verbs used.

▸ EXERCISE 28. Looking at grammar. Page 260. Time: 10 minutes

- Read the direction line and have students add correct punctuation as seatwork.
- Ask various students to write their correctly punctuated sentences on the board while other students correct them.
- Take ample time to go over each correction needed. Again, help students anticipate how to punctuate quoted speech correctly by saying sentences with pauses, intonation to show quotation, etc.

▸ EXERCISE 29. Reading and writing. Page 261. Time: 15–20 minutes

Part I

- Engage students in the topic by writing the word *fable* on the board and asking students whether they know what a fable is and if they can give you some examples of one.
- Provide the following phrases to get the conversation going, and write any student contributions on the board.

  stories that teach "moral" lessons
  "moral" of the story
  usually involve animals
  oral traditions
  Aesop

- Once students seem warmed up to the topic, have them work with a partner and explain why each quotation in the fable needs the punctuation that it has.
- Have one partner from every pair write the moral of the story on the board.

Part II

- Have students write a fable they are familiar with in simple terms, using correct quotation marks and punctuation.
- Ask students to read their fables aloud to the group.

Expansion

Make copies of cartoons from a newspaper or magazine (e.g., *The New Yorker*) with the thought and speech bubbles whited out. Distribute these to pairs or groups of students, and have students come up with their own dialogues to go with the cartoon. Have students write the dialogue first in the thought/speech bubbles and then transcribe these words into an actual quoted speech dialogue. If you have access to an overhead projector, you can do this activity as a class, using one cartoon strip or scene with all the words removed and projected onto the board. Students can then independently (or in groups) create their own dialogues for class comparison.

Optional Vocabulary

lazy	hopping	grains
industrious	dragged	snug
chirping	seeds	starving

▸ EXERCISE 30. Warm-up. Page 261. Time: 10 minutes

- Ask students to take turns reading the three sentences aloud.
- Discuss the meaning of *just* in the first sentence.
- Ask students why the third sentence is in past progressive; which time word indicates that past progressive should be used?

CHART 12-7. Reported Speech. Page 262. Time: 10 minutes

Changes in noun-clause verbs to a past form are called "the formal sequence of tenses in noun clauses" in some grammar books. While this phrase is somewhat abstract, you do want to convey to students that because reporting speech happens after the speech has been made, the tenses change accordingly.

Tense use in noun clauses with reported speech is not as regular or consistent as this chart indicates. Rules for the sequencing of tenses are helpful, but there are many exceptions, and in spoken English, rules are often ignored. Encourage students to practice the sequence of tenses as presented in this chart, but accept any sensible responses while working through the exercises.

- Write the chart title on the board.
- Explain the general principle by stating that the quoted speech mirrors the actual words said and the actual time frame when they were said.
- Tell students that reported speech is a much more natural and conversational way to explain what someone else has said. Reported speech also uses tense changes rather than quotation marks.
- In order to show that the original speech occurred in the past (and before the moment it is reported to someone else), the verbs in noun clauses change to a past form.
- Write some basic notes on the board to show the differences between quoted and reported speech:

Quoted Speech	*Reported Speech*
quotation marks	*no quotation marks*
verbs in real time	*noun clause used*
no change in tense	*frequent tense changes*

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- Demonstrate changing one simple present quoted speech sentence to a reported speech sentence by reporting something an actual student has recently said.
- If you use an example from a recent exercise in this chapter, remind students of the context before reporting it. For example:

  OK, the other day when we were practicing using that with noun clauses, I heard Jun talk about what parents want for their children. I am going to write what he said in quoted speech first:

  Jun: *"All parents want to have happy children."*

  Now I will write this sentence as reported speech, changing the verb tense and using a reporting verb:

  Jun said that all parents wanted to have happy children.
- Go through the chart slowly and carefully, noting each verb change and highlighting the different tenses needed when reporting later versus reporting immediately after someone has said something.
- Have students take turns reading sentences (a)–(l), and carefully discuss the reported version of each.
- To give students additional practice, have Student A read the quoted speech sentence in the chart and then have Student B paraphrase it in reported speech, while keeping the book closed. Invite comments from the class about grammatical differences.

▸ EXERCISE 31. Looking at grammar. Page 262. Time: 10 minutes

This exercise requires that students form noun clauses and then adjust verb tenses according to time of reporting.

- Do this exercise as a class, giving individual students turns to read aloud and participate.
- Provide immediate and clear correction, and write the corrected sentences on the board.

Optional Vocabulary

engaged passing

▸ EXERCISE 32. Let's talk. Page 263. Time: 10 minutes

The direction line for this exercise asks students to complete sentences with noun clauses. This means they can initiate each new sentence with the reporting verb that came just before.

- Model the example item clearly so that students know what is expected of them, and put students into pairs.
- When students make mistakes, ask other students if they can correct the noun clauses given.
- Write reported sentences (with the noun clauses) on the board for clarity.

▸ EXERCISE 33. Looking at grammar. Page 263. Time: 10 minutes

This exercise looks at reported speech for *yes/no* and information questions.

- Ask a student to read the example aloud.
- Have students take turns saying the new reported-speech statements aloud, and write any challenging items on the board.

▸ EXERCISE 34. Looking at grammar. Page 263. Time: 10 minutes

Before you begin, have students explain their understanding of the difference between *say* and *told* as reporting verbs. Key concepts are that *told* is followed by an indirect object and then noun clause object (reported speech sentence). *Say* is followed by a direct quote or noun clause object (reported speech sentence). Emphasize that though following the verb *say* with an indirect object *me* (*He say me*) is a very common mistake it is always ungrammatical.

- Give students a few minutes to complete the exercise on their own.
- Correct as a class by having students read their completed sentences aloud.

Optional Vocabulary

ratings newscast corruption
dropping investigative

▸ EXERCISE 35. Warm-up. Page 264. Time: 5 minutes

Students may already be familiar with how some modals change (and some don't) in reported speech.

- Ask one student to read what Alicia says and another to read what George says.
- On the board, complete the cloze sentences below the illustration. Have students correct the sentence as you go.

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CHART 12-8. Reported Speech: Modal Verbs in Noun Clauses. Page 264.
Time: 10 minutes

This chart helps students become used to changing modal verbs as needed. You can help your students by highlighting the three modals that don't change at all (*should / ought / might*) and the one, *must,* which changes to *had to.*

- Write the chart title on the board.
- Ask individual students modal questions, and ask them to respond using a complete modal and full sentence.
- Write this exchange on the board as the student responds.

  You: *Abrar, can you lend me your book?*

  Abrar: *Yes, I can lend you my book.*
- Tell students that you are going to report what Abrar said.

  You: *Abrar said that she could lend me her book.*
- Point out the necessary changes in pronouns.
- Using this same pattern, create a unique sentence for each modal, and write the sentences generated with various students as above.
- Once you have demonstrated the formation of each past modal change and/or emphasized that no change is needed, return to the chart.
- Have students take turns reading example sentences (a)–(i) aloud and review the accompanying notes.

▸ EXERCISE 36. Let's talk. Page 264.
Time: 10–15 minutes

- Lead this exercise from the center of the classroom, calling on pairs of students randomly to take the roles of Students A and B.
- Correct the reported modals immediately and very clearly. Write the correct modals on the board as often as needed.

▸ EXERCISE 37. Looking at grammar.
Page 265. Time: 10–15 minutes

- Give students time to work through the exercise as seatwork.
- Call on students to read their completions aloud.
- Correct tenses, reporting verbs, and pronouns immediately.

Optional Vocabulary

scheduled	apply	retire

▸ EXERCISE 38. Listening. Page 265.
Time: 10–15 minutes

- Be prepared by having the audio cued and the listening script handy.
- Play the audio and ask students to complete the sentences by using the past forms of the verbs they hear.
- Correct as a group and refer to the listening script as needed.

▸ EXERCISE 39. Looking at grammar.
Page 266. Time: 10–15 minutes

- Have students complete as seatwork.
- Review and correct as a class.

Optional Vocabulary

engineer	alternate	steppingstone
affect	obstacle	prove yourself

Expansion

Play "Telephone" with your students. Break the class into two groups and ask them to line up in two lines. Explain that you are going to say the same sentence to the two students at the front of the each line. They should then whisper what you have told them to the person who is next in line, and so on until the same message has been whispered all the way through both lines. The last person in each line should write down the message using reported speech. Then the two sentences can be handed to you for comparison.

To make this activity more challenging, include a variety of tenses and/or modals in the original sentence. Make sure that students know to begin passing the message on by saying *Our teacher said that … / Martha said that … .*

Students should keep the name of the original speaker throughout.

If the activity seems to work and students enjoy it, have students originate new sentences themselves. You can compare by having the last person in each line to hear the sentence be responsible for writing it on the board using reported speech.

▸ EXERCISE 40. Writing. Page 266.
Time: 10–15 minutes

- Have students work independently.
- Ask students to read each of the three situations and write brief reports of each one. They do not need to repeat exactly what was said, but they should paraphrase the main ideas.
- Choose three students to write their reported speech summaries on the board while those at their seats correct the boardwork.

▸ EXERCISE 41. Warm-up. Page 267.
Time: 5 minutes

Students will be inclined to simply pick simple present tense for both warm-up questions. Be ready to explain that subjunctive is a formal use and not one that many people recognize the need for.

- Complete the sentences as a class.

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CHART 12-9. The Subjunctive in Noun Clauses. Page 267. Time: 10-15 minutes

Because it is uncommon in spoken English and is never conjugated or changed (no third person -*s*), the subjunctive may seem strange to most students. Tell them not to overthink it by explaining it is used only in special cases and only after certain expressions of urgency and/or importance.

- Write the chart title on the board.
- Explain that certain verbs (there is a list at the bottom of the chart) are followed by the subjunctive form and that you will now write some subjunctive sentences using students' information.
- Start by asking your students what they *demand* or *require* of a boyfriend / girlfriend / spouse / partner.
- Emphasize how much stronger *demand* and *require* are, in terms of meaning, than simply *want / like / prefer.*
- Using student-generated information, write a subjunctive sentence:

  Carlos requires that his spouse remain faithful no matter what.
- Ask students what the third person simple present of *remain* is: *remains.*
- Stress again that because the verb preceding the noun clause requires subjunctive, *remain* is not conjugated.
- Have students read example sentences (a)–(f) aloud and review the explanatory notes.
- Review the verbs at the bottom of the chart, and help students understand their nuanced meanings.

▸ EXERCISE 42. Looking at grammar. Page 268. Time: 10 minutes

- Lead this from the center of the classroom, having students respond as you call on them.
- When students read the beginning of each sentence aloud, remind them that the verb used does take the subjunctive.
- Correct students as soon as they have finished reading their completions, and put corrections on the board.

Optional Vocabulary

court clerk verdict

▸ EXERCISE 43. Looking at grammar. Page 268. Time: 10 minutes

- Lead from the center of the classroom, and have students provide the correct verb as you call on them.
- Ensure students pay attention to whether the verb is passive or active.

Optional Vocabulary

requested insisted suggested

▸ EXERCISE 44. Looking at grammar. Page 268. Time: 10–15 minutes

- Read the direction line aloud.
- Ask students to complete the exercise on their own as seatwork.
- Correct as a class and write any troubling items on the board.

Optional Vocabulary

critical imperative
vital purposes

▸ EXERCISE 45. Check your knowledge. Page 269. Time: 10 minutes

- Have students complete the activity as you ask various students to respond.
- Ask students to provide the corrected version.
- For each item, ask other students to explain why the original was incorrect.

Optional Vocabulary

intend drowned

▸ EXERCISE 46. Reading and writing. Page 269. Time: 10 minutes

Part I

Because plagiarism is such a culturally-specific topic, ask students a few questions to engage them in the reading:

What value is placed on original academic work in your country? Are university students expected to write an original thesis?

If you want to refer to information you gained from a book, journal, or the Internet, how do you cite it?

When a university student writes a paper and doesn't explain where he got his / her information clearly, are there any negative consequences?

- Ask students to take turns reading the passage aloud.
- Have students underline the three noun clauses and tell you which one of these has the subjunctive.

Part II

- Ask students to research plagiarism or explore a similar academic convention in their countries.
- Have students write a paragraph about this topic.

Optional Vocabulary

intend plagiarism expel
radiation commit honor code
extensive strict policy

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▸ EXERCISE 47. Reading and writing.
Page 270. Time: 15 minutes

Part I

- Have students take turns reading aloud the sentences comprising the paragraph about cell phones and the brain.
- Ask them to tell you the main ideas in their own words.

Part II

- Have students compare the two paraphrases of the paragraph and decide which one uses the writer's own words and structure.

Part III

- Ask students to research a topic of interest to them and write a very short paraphrase of what they have understood from it.
- Tell students to copy the paragraph they looked at so they can share with classmates. Have students exchange paraphrase work and paragraphs with one another to determine how well students have used their own structure and words.
- Ask students to refer to the writing tip as they work.

Part IV

- Lead students through effective editing of their own or others' writing.
- Have students check for all the elements in the checklist.

Optional Vocabulary

tumor acoustic

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CHAPTER 13

Adjective Clauses

CHAPTER SUMMARY

OBJECTIVE: To help students express increasingly complex relationships among ideas within the same sentence. Even for learners with a limited vocabulary, the ability to use dependent clauses to identify nouns allows for much more sophisticated expression through English. The ability to use adjective clauses easily increases communicative competence in English, which in turn builds confidence.

APPROACH: The chapter begins with exercises on adjective clause pronouns used as the subject of a main clause. It then presents patterns of restrictive adjective clauses using subject pronouns, object pronouns, and possessive pronouns (*whose*). Then *where* and *when* are added, followed by a series of exercises that practice all these patterns. The use of commas in punctuating restrictive and nonrestrictive clauses is explained next, and then some less frequent uses of adjective clauses are explored. Finally, using reduced adjective clauses (phrases) is practiced. The chapter is very dense with challenging structures and your students will benefit from your connecting each new use to what they have already looked at.

TERMINOLOGY: A "clause" is defined as "a structure containing a subject and a verb." Clauses can either be independent / main (a simple stand-alone sentence) or dependent subordinate (not meaningful or complete unless attached to a main clause). A "phrase" is defined as a "multiword structure that does not contain a subject-verb combination." There are many kinds of phrases.

The term "relative pronoun" is not used in the text. Relative pronouns (e.g., *whom, who, which*) are called "subject pronouns" to emphasize their connection to personal pronouns (e.g., *she, he, it*). Subject pronouns share the same role that personal pronouns do within each dependent clause.

The terms "restrictive" and "nonrestrictive" are footnoted but are not otherwise used. Restrictive / essential / identifying clauses are referred to as clauses that don't need commas. They provide information that is relative to know which noun is being discussed. Nonrestrictive / nonessential / nonidentifying clauses are called "clauses that need commas."

The term "subordination" is not always easy to explain, but you can demonstrate it to your students by writing dependent clauses on the board. The relative pronouns in these clauses should signal to students that they cannot stand or function alone. In literature and academic publications, writers often construct very complicated sentences with multiple clauses in order to highlight some information while putting other details in the same sentence but in the background. Most students and nonacademic writers don't need to use such complicated sentences, but they should understand that the concept of subordination involves clauses that can stand alone as sentences and clauses that cannot make sense without another clause present. For intermediate students, the most important task is to learn to control an independent clause that has only one dependent clause closely attached to it. For advanced students, the task is to review the basic forms of adjective clauses so that they can correct possible problems in their own usage of them.

PRETEST. What do I already know? Page 272.
Time: 10 minutes

Students will recognize correct forms without even knowing why they recognize them. Encourage this skill and compliment them on the competence this demonstrates.

- Give students a few minutes to identify which items are already correct.
- Discuss how students anticipate correcting the items that have errors in them.

EXERCISE 1. Warm-up. Page 272.
Time: 10 minutes

- Have students take turns reading each sentence aloud.
- Students should identify which nouns the pronouns in blue refer to.
- Write example sentences on the board as needed, circling the pronoun and drawing arrows back to their antecedents.

Optional Vocabulary

floated	undersea

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CHART 13-1. Adjective Clause Pronouns Used as the Subject. Page 273. Time: 15 minutes

The verb *modify* means "change" or "limit / narrow the meaning of" with regard to adjectives. Point out that an adjective changes or narrows the meaning of a noun (*an old woman* is a narrower category than simply *a woman*). Likewise, an adjective clause changes or narrows the meaning of a noun, but it does so using an entire descriptive clause (a *woman who is old* is also a narrower category than simply *a woman*). When we have appropriate descriptive adjectives, we don't need adjective clauses, but very often a description is so particular to a given situation, that only a clause can adequately describe the noun referred to. For example, compare:

That old woman is my parents' friend.

That old woman who was wearing a purple coat at the funeral is my parents' friend.

The second sentence gives an explicit, definitive description.

Be prepared to emphasize this point again and again. The important function of adjective clauses is to add defining details about a noun in the main clause and thereby make the sentence more meaningful and descriptive.

Stylistically and idiomatically, *who* is usually preferred to *that* when the noun being modified is a person. When the subject is not a person, *that* is preferred to *which* when used as subject relative pronouns. At this point, students are asked to learn all the possible correct patterns.

Point out that the adjective clause comes immediately after the noun it modifies. This may interrupt the main clause. Advise students that an adjective clause should be placed as close as possible to the noun it modifies, but at times there may be an interrupting phrase that is necessary for clarity. Often the phrase is a modifying prepositional phrase. For example, look at the underlined phrases below. These are modifying prepositional phrases.

I didn't recognize the man <u>in the blue suit</u> who waved at me.

The student <u>from Rome</u> who lives down the hall has invited us to a party.

- Write the chart title on the board.
- Demonstrate the function of simple adjectives by writing sentences about your students.

  The tallest student is Sultan.

  The level 8 grammar students are the most amusing students in the whole school.

  Our grammar text is the blue Azar-Hagen book.
- Underline the adjective phrases in each sentence. Elicit from students that these phrases limit and better define the meaning of the nouns they modify. The adjective phrases tell us which noun (among several) the main clause is about.
- Then use each adjective or adjective phrase to create a related adjective clause to be used as a subject. Illustrate this clearly by writing the new adjective clause directly below the original noun. For example:

  The <u>tallest</u> student is Sultan.

  The student <u>who / that is tallest</u> is Sultan.

  The <u>level 8 grammar</u> students are the most amusing students in the whole school.

  The students <u>who / that are in level 8 grammar</u> are the most amusing students in the whole school.

  <u>Our grammar</u> text is the blue Azar-Hagen book.

  The text <u>which / that we use in grammar</u> is the blue Azar-Hagen book.
- Explain to students that sometimes it works better to use an adjective clause (particularly if the adjective phrase — *like level 8 grammar* — is a bit awkward to form).
- Have students take turns reading the chart example sentences (a)–(f) aloud.
- Discuss the explanatory notes.
- Return to the examples on the board as often as you need to.

▸ EXERCISE 2. Looking at grammar. Page 273. Time: 5 minutes

- Lead this exercise from the center of the classroom, calling on students to tell you all the correct options for each item.
- Remind students that in the subject position, *who / that / which* are all possible.

Optional Vocabulary

identity theft hacking

▸ EXERCISE 3. Looking at grammar. Page 273. Time: 10 minutes

- Have students complete the exercise as seatwork. Remind them that in each item, the second sentence gets changed to an adjective clause.
- When students have finished, have volunteers write their combined sentences on the board.
- Correct on the board immediately and very obviously. Cross out what is incorrect and explain why the corrections are needed.

▸ EXERCISE 4. Let's talk. Page 274. Time: 10 minutes

- Read the direction line aloud.
- As students make sentences, have them dictate to you to write on the board and correct as a class. Provide prompt and definitive correction.

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▸ EXERCISE 5. Listening. Page 274.
Time: 10 minutes

Part I
- Ensure that you are fully provisioned by having the audio cued and the listening script ready for quick reference.
- Explain the direction line to students.
- Play the audio and discuss the full versions of the contracted verbs.

Part II
- Play the audio.
- Tell students to write the complete and uncontracted version of the verbs that they hear.
- Correct and refer to the listening script as needed.

▸ EXERCISE 6. Game. Page 275.
Time: 10–15 minutes

- Arrange students in teams.
- Working as teams, students create essential adjective clauses about the nouns in the left-hand column by matching them with definitions in the right-hand column.
- When students have matched definitions and created adjective clauses, have each team send a team member to the board to write one complete sentence on the board.
- Students at their seats provide correction.

Optional Vocabulary

dental hygienist	filling	device
cavity	artificial	pediatric

Expansion

Prepare index cards with everyday vocabulary from different categories listed. These items can be related to one another or not at all. (The samples included below show completely unrelated items.) Put students into pairs and teach them how to play a version of Password, which was an old TV game show in the U.S. Students need to come up with adjective clauses on the spot that define the words that are on their index card.

Partner A describes each of the nouns on the card, using adjective clause sentences but without ever saying the name of the noun. As soon as Partner A has gotten Partner B to name the first noun (by describing it well), he/she moves on to the second noun and so forth until Partner B has said all the nouns on Partner A's card. It is then Partner B's turn to give clues in the form of adjective clauses.

While students are "playing" this game, walk around the room and help pairs by providing more refined clues. Encourage students to use correct adjective clause form when describing the words, and take notes on common mistakes so that you can later correct them.

Feel free to adapt these sets of nouns or create different ones. It is important that the noun in question be something both partners are familiar with and know how to describe. If you like, you can make each noun begin with the same letter (see the first three below) or have another similar feature.

Sample Index Cards

mustard	rats
Madonna	riots
Morocco	Rio de Janeiro
mouthwash	rodeos
medical records	Russia

anger
apples
acid wash jeans
Abraham Lincoln

dental floss	a combination lock
a brontosaurus	flour
a presidential election	an attic
rice	a paperclip
a closet	a shovel
a remote control	

Harry Potter	Paris
a nail salon	the 1960s
an SUV	a pediatrician
moisturizer	an office supply store
a clown	pudding
hunger	childhood

▸ EXERCISE 7. Warm-up. Page 275.
Time: 10 minutes

- Ask a student (or students) to read the passage aloud.
- Ask students about the term *stay-at-home dad* and write it on the board.
- Engage students by asking if it is common for fathers to remain at home with children while mothers work outside the home. Ask students what they think of the idea, and ask both the women and the men in your class if they would consider this arrangement and why or why not.
- You may want to write other related words while you are discussing the topic. For example:

traditional	*gender role*
nontraditional	*flexible*
lifestyle	*stereotypes*

CHART 13-2. Adjective Clause Pronouns Used as the Object of a Verb. Page 276.
Time: 10–15 minutes

Review the difference between "subject" and "object." If necessary, enlist students' help in doing so. Also, reiterate that the symbol ø means "nothing," indicating that no pronoun or word is needed.

Discuss informal versus formal usage (e.g., informal is everyday conversation, a letter to a friend; formal is for a business or school report, academic journals, legal correspondence, job applications, résumés, etc.). Ask your students when and if they ever need

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to use formal English in their daily lives. The object form *whom* is just for formal English and is used primarily in formal writing. Even in nonrestrictive clauses, which are presented in later charts, *who* seems to be preferred to *whom* by native speakers. For example: *My best friend, who no one else seems to like, needs to learn to get along with other people.*

In everyday English, an object relative pronoun is usually omitted from a restrictive clause. Students need to learn how to use all possibilities so that they can fully understand what form they are omitting. Also, they will learn in Chart 13-8 that they cannot omit the object pronoun in nonrestrictive clauses.

Some languages connect clauses similar to these with a conjunction, not a pronoun. Those languages, therefore, keep the object pronoun in its normal position in the dependent clause. For some students, transferring this pattern may lead to an ungrammatical sentence in English. It can help your students to be aware of this.

INCORRECT: *The book that I read it yesterday was enjoyable.*

- Write the chart title on the board.
- Ask a student to first explain what the subject of a verb and object of a verb are, and where they usually appear. For example:

  subject = noun or pronoun that does the action of a verb

  subject = usually the first noun in the sentence, comes before the verb

  object = noun or pronoun that receives the action

  object = usually comes after the verb
- Have students generate a simple example based on their lives and write it on the board, labeling the subject, verb, and object, respectively. (You will need to adapt your presentation to the actual sentence your students produce.) For example:

  Subject + Verb + Object

  Makiko assisted Hans with his homework.
- E plain that if we didn't know Hans's name or know who assisted Makiko, we could have simply described Hans as *the student Makiko assisted.*
- Write the various options this example presents:

  The student who / whom Makiko assisted was Hans.

  The student that Makiko assisted was Hans.

  The student (ø) Makiko assisted was Hans.
- Review the rest of the chart with your students, having students taking turns reading (a)–(g) aloud and discussing the explanatory notes as a group.

▸ EXERCISE 8. Looking at grammar. Page 276. Time: 5–10 minutes

- Lead this exercise from the center of the classroom, calling on students to decide whether the word in blue is a subject or object pronoun.
- Write sentences on the board as students discuss them, and draw arrows from the subject to the verb or from the verb to the object.
- Discuss any particularly challenging combinations and correct clearly and overtly.

Optional Vocabulary

online reviews	product
fake customers	five stars

▸ EXERCISE 9. Looking at grammar. Page 276. Time: 10–15 minutes

- Have students complete this as seatwork.
- Ask students to read their completed items aloud, using each possible combination in doing so.
- Write completions on the board, and label the parts of speech and their functions appropriately.

Optional Vocabulary

downloaded	village

▸ EXERCISE 10. Looking at grammar. Page 277. Time: 10 minutes

- Have students combine and then read the sentences aloud.
- Write completed sentences on the board, and have students name parts of speech and functions (by drawing arrows, etc.).

Optional Vocabulary

consumer guide	plumber
advised	

▸ EXERCISE 11. Warm-up. Page 277. Time: 10 minutes

- Ask students to take turns reading the pairs of sentences aloud.
- Write the differences students tell you on the board.
- Ask students which sentence sounds better to them (knowing that both are correct).

CHART 13-3. Adjective Clause Pronouns Used as the Object of a Preposition. Page 278. Time: 10 minutes

When using adjective clause pronouns as the object of prepositions, several mistakes are common:

1) Repeating the preposition:

   the woman about whom I told you about

2) Omitting the preposition:

   the music that we listened last night

Older grammar books used to maintain that a sentence can never end with a preposition. This was because a preposition must always have an object and therefore, might not clearly do so if it was the last word in a sentence.

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However, languages change over time, and today it is acceptable to end a sentence with a preposition as seen in chart examples (b)–(d), except in very formal writing. Writers should make sure that the object of the preposition has been clearly established before ending the sentence with one, but it is acceptable to do so and often less awkward.

- Write the chart title on the board.
- Explain that because some verbs require a preposition directing the action to the object (for example, *listen to music*), adjective clause pronouns can serve as the object of a preposition.
- Under the heading *Preposition,* write on the board all the prepositions that students can think of on the spot, and briefly discuss their meanings.
- With your students, create a few sentences that include verbs that are followed by prepositions, and write these on the board.
- Lead students in creating the following examples by first writing simple prompts on the board and setting a scene.
- For example, say:

  We all know that Axel's birthday is next week. We are planning a birthday party for him.

  Then write:

  Axel / be / student + We / plan / party / him.
- With these cues, help students create the example sentences below. You may have to get students started by writing *Axel* first and then leading them through the first combinations slowly and deliberately. Write sentences and label parts of speech as students provide them. As you did in the previous chapter, you can use uppercase letters (*S, V, O*) to indicate the subject, verb, and object of the main clause and lowercase letters (*s, v, o*) to do the same for the adjective clause. You will need to distinguish the object of the preposition from the object of the verb, as shown below.
- B ardwork, such as shown below, takes time and preparation (you need to be able to put example sentences on the board and label parts of speech confidently, without hesitation). However, it is very valuable to students struggling with complicated patterns (such as this one, in which the sentence has three distinct objects). For example:

S V O O of PREP s v O Of V

Axel knows the student for whom we are planning a birthday party.

Axel knows the student who we are planning a birthday party for.

Axel knows the student that we are planning a birthday party for.

Axel knows the student ø we are planning a birthday party for.

- Draw students' attention to the last example and the fact that the object of the preposition has been omitted entirely.
- Try the same approach with the following example, or create one that is more relevant to your class members. Say:

  Pablo and Joo Ahn seem to be discussing some news.

  Ahmed just told them about the news.
- Now write the following cues on the board:

  Pablo / Joo Ahn / discuss / news + Ahmed / tell / them / it.
- Again, help students come up with the following possibilities, and write them on the board. Have students identify the multiple subjects, verbs, and objects within each one.

  Pablo and Joo Ahn are discussing the news about which Ahmed told them.

  Pablo and Joo Ahn are discussing the news which Ahmed told them about.

  Pablo and Joo Ahn are discussing the news that Ahmed told them about.

  Pablo and Joo Ahn are discussing the news ø Ahmed told them about.
- Review the chart with your students. Have them take turns reading the example items (a)–(h) aloud and discuss the explanatory notes.

▸ EXERCISE 12. Looking at grammar. Page 278. Time: 10–15 minutes

- Lead this exercise from the center of the classroom, having students provide all correct completions.
- Decide which sentences seem the most formal.
- Write the sentences on the board, and label parts of speech as necessary.

Optional Vocabulary

scholarship	counselor
applying for	essays

▸ EXERCISE 13. Looking at grammar. Page 278. Time: 10–15 minutes

- Call on students to combine the sentences into one.
- Ask additional students to provide other correct combinations, and write them on the board with parts of speech identified.

▸ EXERCISE 14. Looking at grammar. Page 278. Time: 10–15 minutes

- Give students time to complete this exercise as seatwork first, and have one student read the example completions aloud.
- Correct as a class by having students read completions aloud.
- Write challenging items on the board, label parts of speech, and refer back to the chart as needed.

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▸ EXERCISE 15. Check your knowledge. Page 279. Time: 10 minutes

Tell students that because these uses of adjective clauses require understanding the roles of multiple parts of speech in both the adjective clause itself and the main clause, this brief mid-chapter review is intended to help them solidify what they have learned.

- Have students correct the errors and explain why the error is incorrect.
- Put challenging items on the board and correct as a class for clarity.

Optional Vocabulary

amateur	starvation
estimate	malnutrition

▸ EXERCISE 16. Let's talk: pairwork. Page 279. Time: 10–15 minutes

- Have students get with a partner.
- Ask students to make complete and personally true sentences by combining the phrases in the three columns appropriately. Have students write down all possible combinations that are true for them.
- Circulate while students are working in pairs, providing encouragement and extra vocabulary as needed and helping students move from one sentence to the next easily.
- Take notes on mistakes that you hear while students are producing new sentences.
- Ask students as a class to tell you sentences made by their partners, and write them on the board, taking time to label parts of speech, etc.
- Put commonly heard mistakes on the board and have students correct them.

▸ EXERCISE 17. Warm-up. Page 280. Time: 5–10 minutes

- To briefly engage students in topic, write the phrase *purpose in life* on the board, and ask students to explain the phrase and to share theirs with the class if they feel comfortable doing so.
- Depending on the language level and maturity of your class, discuss altruism and name famous people whose purpose in life is to help others. Is altruism always a good thing, etc.?
- Have students select all the correct responses in Exercise 17 as seatwork.
- Ask students to read each item aloud and state whether it is grammatical or not.

CHART 13-4. Using *Whose*. Page 280. Time: 5–10 minutes

Whose can be troublesome for students. It has a relatively low frequency, so most learners aren't as familiar with adjective clauses containing *whose* as they are with adjective clauses as presented in the preceding chart. Emphasize that *whose* functions as a possessive adjective and needs to be paired with a noun.

- Write the chart title on the board.
- Ask students to explain the meaning and function of possessive adjective pronouns (they show belonging).
- Explain that *whose* has the same meaning and function as all other possessive adjective pronouns, and write the following adjective pronouns on the board (*his, her, our, my, its,* etc.). Because all of these words, including *whose* are adjectives (and not pronouns replacing the nouns they precede) they all must be followed by a noun.
- Ask students to remind you how we normally form a possessive adjective. Lead students to say that we need to add *an apostrophe and an "-s."*
- Explain that we cannot simply use an apostrophe and an *-s* with *who* because it would lead to confusion with *who's* (the contraction of *who* + *is*).
- Illustrate this further by showing students that *whose* truly is a possessive adjective by reminding them of how we show the possessive of *it* versus the contraction of *it* + *is.* Write the following on the board:

  it's = it is — *its = possessive of "it"*

  who's = who is — *whose = possessive of "who"*

- Using information about your students and the context of your particular classroom, come up with a couple of examples to demonstrate the use of *whose* and write them on the board.

  The woman whose hair is very curly is Ariana.

  The man whose wife is arriving from Saudi Arabia later today is Abdulrahman.

  The student whose passion is baking is Sook Min.

- Ask students to go to the board to mark the adjective clause in each sentence. They should write lowercase *s* and *v* above the subjects and verbs within the adjective clauses and uppercase *S* and *V* above the subjects and verbs in the main clauses.
- Ask students to take turns reading aloud the example sentences from the chart (a)–(f).
- Discuss the explanatory notes and write more examples using *whose* on the board.

▸ EXERCISE 18. Looking at grammar. Page 280. Time: 5–10 minutes

Word order in this structure can be challenging for students. Take time with this exercise and use the board so that students can become used to the pattern.

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- Call on students to first read both sentences aloud and then combine the two (subordinating the second sentence to the first by using *whose*).
- As students combine the sentences, write the combined sentences on the board exactly as students say them.
- C rrect the boardwork, and involve all students in determining whether the combinations are correct and what may need to be changed, as well as why it needs to be changed.

Optional Vocabulary

co-worker bonus temporarily

▸ EXERCISE 19. Looking at grammar. Page 281. Time: 5–10 minutes

- Read the direction line aloud and remind students that in order for *who* to be used, a verb must follow it.
- Give students a few minutes to complete each item as seatwork.
- Have students read their completions aloud. Correct immediately and overtly.

▸ EXERCISE 20. Let's talk: pairwork. Page 281. Time: 10 minutes

- Arrange students in pairs and explain the direction line.
- Write the following prompt on the board and draw students' attention to it:

  There is the ____ whose ____.
- As students make new sentences and use adjective clauses with *whose* to identify subjects, circulate and assist, encouraging and correcting each pair as necessary.
- Read through all the completed sentences as a class, and correct immediately and overtly by putting items on the board.

Expansion

Prepare a set of index cards before class, one card for each student. First, create sentences about very famous people, places, events, or things (they must be famous enough that all are immediately recognizable to your students). Each sentence should contain an identifying *whose* adjective clause. The first half of each sentence should be on one card, and the second half should be on another card.

Distribute one card to each student, and have them talk with one another until they find the matching main clauses and adjective clauses needed to create one complete sentence. Once both halves of the sentence have been matched, partners remain with each other and read their complete sentence to the class. Students confirm that the sentence is correct in content and grammar.

Possible index card matches include:

Albert Einstein was a physicist	whose work changed modern warfare.
Broadway is a street in New York City	whose theaters are well known.
Water is a liquid	whose composition includes two elements.
The president of the U.S. is a person	whose residence is very famous.
Shanghai is a city	whose architecture is very modern.
Shakespeare was a playwright	whose plays remain popular today.
Coffee is a beverage	whose aroma is unmistakable.
Facebook is a social media site	whose users number in the millions.
Martin Luther King, Jr. was a person	whose speaking style was inspiring.
Marie Curie was a scientist	whose work was groundbreaking.
Southern California is an area	whose weather is very consistent.
Egypt is a country	whose pyramids are iconic.

▸ EXERCISE 21. Looking at grammar. Page 281. Time: 10 minutes

- Give students time to combine the pairs of sentences as seatwork.
- Correct by having students read new sentences aloud.
- Write sentences on the board for clarity, and provide overt and immediate correction.

▸ EXERCISE 22. Listening. Page 281. Time: 10–15 minutes

- Be completely provisioned with the audio cued and listening script handy.
- Explain that students will hear two similar-sounding words and will need to distinguish which one they hear.
- Write the two possibilities on the board:

  whose *who's*
- Play the audio while students select and circle the correct word.
- C rrect as a group, referring to the listening script as needed.

▸ EXERCISE 23. Listening. Page 282. Time: 10–15 minutes

- Tell students that they will now distinguish among three similar-sounding words or phrases: *whose, who's,* and *who has.*
- Write these three words or phrases on the board.

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- Now ask students what kind of phrases they expect to follow each one, and ask students to create sentences for each category before playing the audio. For example:

  whose

  I know someone whose hair is red.

  who is

  I have a friend who is an actor.

  who has

  I admire a person who has integrity.
- Play the audio through once without stopping. Then play it again, stopping after each item.
- When reviewing the correct answers, write the correct and uncontracted form of the answer on the board.

▸ EXERCISE 24. Warm-up. Page 282. Time: 5–10 minutes

- Engage students in the sentence content by asking them where they grew up and whether they enjoyed growing up there.
- Write the following simple questions on the board, and discuss and compare "hometowns."

  Do you have happy memories of the city or town you grew up in? How would you describe the city or town you grew up in?

  Do you still live in the city or town you grew up in?

  Would you ever move back to the city or town you grew up in?

  Why or why not?
- Have students read the Exercise 24 sentences aloud and discuss the differences they see in the corresponding adjective clauses.
- Ask students to decide which form sounds most natural.

CHART 13-5. Using *Where* in Adjective Clauses. Page 282. Time: 15 minutes

> *Where* (and *when*) substitute for prepositional phrases and serve as a link between an adjective clause and the noun that modifies it.
>
> Note the special rules for prepositions in all chart examples.

- Write the chart title on the board.
- Underneath the word *where,* write a reminder that this modifies a place.
- If you feel confident that students are happy with the school or program where they are studying, use the school or program as the main focus of this presentation.
- Ask students to think about their school or program, and tell them that, together, you will create sentences describing it. Write these on the board as you come up with them. For example:

  Boston University is a place where students from all over the world meet one another.

  Our school is a place where the teachers seem to enjoy their jobs. Many have been teaching here for over 15 years!

  The school where we study English is located in Harvard Square.
- Review each item in the chart with students by having students read example (a) aloud and all the options included under (b).
- Emphasize that all options under (b) have the same meaning but that some are less common.
- For example, the following sentence sounds formal and awkward though it is correct:

  The school <u>in which we study</u> is located in Harvard Square.
- The last two options under (b) are the most common, and students should become familiar with producing and recognizing these forms.

▸ EXERCISE 25. Looking at grammar. Page 282. Time: 10 minutes

- Lead this exercise from the center of the classroom, and model the example item for students. Write the pair of sentences on the board and then combine by using the second sentence as an adjective clause. Write all the possibilities on the board.
- Follow this same procedure for the remaining three items. Have students read the sentences aloud while you write them on the board.
- Together, carefully create the new combined sentence and write it on the board.
- Highlight errors immediately, and explain what is missing or incorrect as soon as students provide an incorrect combination.
- If students struggle, make sure to label all the subjects and verbs, both in the main clause and in the adjective clause.

▸ EXERCISE 26. Looking at grammar. Page 283. Time: 10–15 minutes

- Have students take turns reading the examples aloud.
- Give students time to complete the whole exercise as seatwork.
- Have students then read completed answers aloud, and provide immediate and clear correction.
- Put any challenging items on the board.

▸ EXERCISE 27. Looking at grammar. Page 284. Time: 10 minutes

- Give students time to complete on their own.
- Have students complete each sentence with one of the words designated in the direction line.
- Encourage students to go off topic and discuss any other related terms and/or compare these nouns to names of similar places or people in students' native countries.

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Expansion
Give students an opportunity to create their own descriptions of one another using the targeted adjective clause format. Make a copy of the class roster to hand out (if the class is relatively small) and ask class members to come up with one descriptive (and kind) sentence for each of their peers. If the class is too large for this, divide it into four groups and instruct each group member to write a sentence about every other member. Let students know that these sentences will be read aloud, and the rest of the class will be asked to guess which classmate each sentence describes. This information should put them on notice that their sentences should be kind, professional, and descriptive. Additionally, each sentence should be ambiguous enough to make the activity interesting and challenging. For example:

This student is the one whose new hobby is American football.

This student is a Spanish woman whose passion is fashion.

This student lives in a house where three other students from our school also reside.

Optional Vocabulary

euphemism	sanitation engineer	corrections facility
pre-owned	gentle	fired
appealing	indirect	let go
landfill	corrections officer	
dump		

▸ EXERCISE 28. Warm-up. Page 284. Time: 10 minutes

- Engage students in the sentence content by asking them if they remember the day when they learned to ride a bike or drive a car.
- Write the following simple questions on the board and discuss these "firsts."

  Can you remember the day when you first rode a bike (or drove a car)?

  Can you remember the day when you first went to school?

  What are your specific memories of the day you first rode a bike, drove a car, or went to school?
- Have students read the Exercise 28 sentences aloud and discuss the differences they see in the corresponding adjective clauses.
- Ask students to decide which form sounds most natural.

CHART 13-6. Using *When* in Adjective Clauses. Page 284. Time: 15 minutes

- Write the chart title on the board.
- With students' help, write on the board an extensive list of nouns that describe a particular period of time, and encourage students to add to this list however creatively. For example:

century	*minute*	*second*
day	*moment*	*week*
decade	*month*	*weekend*
hour	*season*	*year*

  events: *birthday, party, celebration, meal, wedding, honeymoon, anniversary, holiday, vacation, trip, schedule, rotation / shift, funeral, visitation / wake*

  historical: *age, epoch, era, period, score, turn of the century, the twenties / thirties, war, depression, revolution, coup, election*

  times of life: *infancy, childhood, adolescence, young adulthood, middle age, old age, retirement*
- With your students, create sentences that define some of these time nouns, and write them on the board.
- Begin by having a student say (for example) *An anniversary is a day when couples celebrate their wedding and marriage.*
- Once students get this pattern, write their definitions on the board. Encourage creativity. For example:

  A revolution is when there is an uprising against the existing government.

  A funeral is when families and friends honor a recently deceased person and say a formal good-bye.
- Have students take turns reading all the options (a)–(d) included in the chart and read the explanatory notes.

▸ EXERCISE 29. Looking at grammar. Page 284. Time: 10–15 minutes

Before assigning Part I, review prepositions with time words and phrases.

One approach is to describe the relative brevity of the period of time mentioned. A month, a week, and a year are big periods of time. You can envision them as big and three-dimensional space of significant duration. The preposition *in* is used. A day on the calendar, a holiday, and a birthday can be seen as two-dimensional — smaller than the previous group but longer than one specific moment on a clock. We use the preposition *on* with days. Discreet and very small measures of time (one particular time on a clock) are so short in duration, they can be seen as one point on an x/y axis graph. We use the preposition *at* for clock times or specific moments.

- Write *in, on,* and *at* as headings on the board, and have students put appropriate time words underneath each heading. For example:

In	*On*	*t*
1976	*the day you were born*	*5:37 P.M.*
the dinosaur age	*Christmas*	*dawn*

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Part I
- Give students an opportunity to complete the exercise on their own as seatwork.
- Have students take turns reading the completed items aloud.

Part II
- Read the example combined clauses in item 1 aloud.
- Have students combine the remaining items, and correct them immediately and overtly.

▸ EXERCISE 30. Looking at grammar. Page 285. Time: 10 minutes

- Explain the direction line to students.
- Correct by having students read aloud.

▸ EXERCISE 31. Let's talk: interview. Page 285. Time: 10 minutes

- Model the example with a few students, or ask students questions of your own that elicit the use of adjective clauses.
- Have students get up from their seats, move around the room, and interact with as many other classmates as possible.
- Instruct students to take notes on their classmates' responses.
- Review the questions as a class, asking students to share responses they heard.
- Provide prompt and overt correction, writing sentences on the board as is useful.

▸ EXERCISE 32. Listening. Page 285. Time: 15 minutes

- Be provisioned with the audio cued and listening script handy.
- Review the example with students.
- Play the audio while students choose all meanings that are correct.
- Correct as a class.

▸ EXERCISE 33. Grammar and writing. Page 286. Time: 15 minutes

- Have students combine the short sentences into longer sentences containing adjective clauses.
- Ask students to write a complete paragraph containing combined sentences in logical order.

Optional Vocabulary

oceanographer	iceberg
discovered	memorial plaque
remains	

Expansion

Give students the opportunity to practice the skill of combining short sentences into longer ones, and then into a complete paragraph, by selecting 3–4 short paragraphs about a variety of topics. The paragraphs should include sentences with adjective clauses. Each group will take their complete paragraph, write down the 5–8 main facts included in the paragraph but in short sentence form. The sentences are handed to another group, who then recreates the original paragraph from the short sentences given. Groups then compare the paragraph they created from simple sentences with the original paragraph itself.

▸ EXERCISE 34. Warm-up. Page 286. Time: 10 minutes

- Read the direction line to your students.
- Have them underline and indicate the word modified.
- Review as a class.

CHART 13-7. Using Adjective Clauses to Modify Pronouns. Page 287. Time: 20 minutes

While adjective clauses are often used to modify indefinite pronouns (*someone, everybody*), they are not used to modify personal pronouns. Remind students that when using personal pronouns, the speaker has already established who the pronoun refers to and therefore, the personal pronoun should not need to be further described. Sometimes students become enthusiastic about gaining control of adjective clauses, and they begin using them everywhere, even in situations where they don't belong. For example: *I, who am a student from Malaysia, am studying English.* Stress that though such sentences are grammatical, they are almost never appropriate idiomatically.

This chart is included in the text for these reasons.

1) Adjective clauses modifying indefinite pronouns are both common and useful.
2) The patterns in examples (g) and (h), though less common, are also very useful.
3) The use of adjective clauses to modify personal pronouns is not common, and the text shows this.

- Write the chart title on the board.
- Underline the word *pronouns,* and discuss with students the types of pronouns most likely to be modified by adjective clauses.
- Remind students that the main point of using adjective clauses is to describe and identify nouns. Therefore, indefinite pronouns are most in need of further definition.
- Ask students to start by thinking of their first day in your class, before they knew their classmates or the school staff. You can suggest the following sentences and have students complete them with their impressions. For example:

  When I first came to this school, I could hardly understand anything I heard.

  Everybody I met was friendly and helpful.

  Chien-Hsieh was the only one I knew in the whole school.

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- Though it may seem repetitive, have students identify the main subjects and verbs as well as the subjects and verbs of the adjective clauses.
- Now, in order to help students use adjective clauses with regard to the members of their own class, ask specific questions that lead them to produce the targeted grammar. Write questions on the board. For example:

  Who did you first notice when you sat down in this class? What did you specifically notice about this person?

  What was your first impression of your roommate?

  When you first arrived at the school, who helped you to enroll in classes? What is your memory of this person?
- Help students form responses to the above questions using adjective clauses, and write these on the board. You may need to slowly prompt each word or phrase. For example:

  When Arabella first entered the class, she met someone who is very tall and very talkative. Who is it?

  When Trad came to this class, he met two Thai students who seemed to be good friends already. Who are they?
- Review the chart by having students read the example sentences (a)–(h) aloud and discuss the explanatory notes.

▸ EXERCISE 35. Looking at grammar. Page 287. Time: 10–15 minutes

Since using adjective clauses to modify indefinite pronouns is a very common pattern, students should have no trouble providing natural completions to items 2–8.

- Go over the example, and then encourage students to complete each item on their own with the first adjective clause that naturally comes to mind.
- Write student responses on the board and discuss them.
- To further engage students, ask them about who they turn to when they have a problem they need help with.

▸ EXERCISE 36. Let's talk. Page 287. Time: 10–15 minutes

- Put students into pairs or small groups.
- Ask a student to read the examples aloud.
- Have students engage with the content of each item and offer alternative responses. Provide points of discussion that they can use when working with partners. For example:

  Is the ideal job one where you can have a flexible schedule? What other factors need to be considered? What if you can have a flexible schedule, but because of this, the pay is not sufficient and it is hard to predict what your working hours will be?
- Walk around the room, taking notes and providing support to any students struggling to formulate their thoughts.
- Review by inviting 2–3 students to read their group / partner responses to each prompt.
- Write sentences on the board for correction and clarification.
- Encourage lively discussion / argument. In doing so, you are providing reasons for students to use the target grammar, and going off on tangents should be encouraged.
- Discuss any common errors you heard and review as boardwork.

Optional Vocabulary

ideal	trust	flexible

▸ EXERCISE 37. Warm-up. Page 288. Time: 10 minutes

- Ask students to read the two sentences aloud, and write them on the board.
- Have students respond to the questions following the sentences.
- Lead students to the conclusion that the use of two commas (like the use of parentheses) indicates that the information is additional and <u>not</u> necessary to understand which noun is referred to.

CHART 13-8. Punctuating Adjective Clauses. Page 288. Time: 15-20 minutes

Most students at this level will have encountered identifying and nonidentifying adjective clauses before, and the preceding warm-up gives students an opportunity to demonstrate what they already know. However, the distinction between these two types of adjective clauses and the punctuation required for each type can prove challenging even for native speakers. Therefore, be prepared to spend ample time on this one point.

Stress that commas that set off adjective clauses are similar to parentheses (____). Commas are placed before and after additional, but not essential, information. When we read these commas, we naturally take a breath and pause, to show that the information contained is <u>not</u> essential.

The chart contains several important points. Spend time discussing these points, and provide immediate and very clear correction as you present and work through the chart. Being definitive with students sets them up for success.

- To demonstrate the difference between a necessary and unnecessary adjective clause, write on the board the adjective clause category headings and two closely related sentences about someone in your class. For example:

<u>Necessary Information</u>	<u>Extra Information</u>
The student in our class <u>who is tall</u> is Joe.	*Joe, <u>who is tall</u>, is in our class.*
(The adjective clause is necessary to understand who we are talking about.)	(The adjective clause is not necessary. We already know who Joe is.)

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- Point out that the commas are used like parentheses.
- Have students take turns reading the example sentences (a)–(h) aloud and discuss each of the explanatory notes.
- Do not worry about seeming repetitive; students appreciate having this challenging distinction spelled out for them, and immediate reinforcement of correct usage helps them.

▸ EXERCISE 38. Looking at grammar. Page 289. Time: 10 minutes

- Read the direction line aloud.
- As students read the sentences with and without the adjective clauses, it should be apparent in which sentences the adjective clauses are needed (items 2 and 3) in order to define the subject.

▸ EXERCISE 39. Grammar and listening. Page 289. Time: 10 minutes

- Be provisioned with the audio cued and listening script handy.
- Explain the direction line to students.
- Put students into pairs to decide which clauses contain additional information and which contain necessary information.
- Play the audio.
- Have students correct answers and refer to the script as needed.

Optional Vocabulary

rowed	tropical disease
staple food	brain damage

▸ EXERCISE 40. Pronunciation and grammar. Page 290. Time: 10 minutes

- Have students continue working with partners.
- In pairs, students read the sentences aloud and answer the questions.
- Correct as a class, and write challenging items on the board. When correcting, exaggerate pausing where there are commas when the information is additional.

Optional Vocabulary

flood	warning	escaped

▸ EXERCISE 41. Looking at grammar. Page 290. Time: 10 minutes

- Have students complete the exercise autonomously as seatwork.
- C rrect by having students read the punctuated sentences aloud.
- Put challenging items on the board for further discussion as needed.

▸ EXERCISE 42. Listening. Page 290. Time: 10 minutes

- Have the audio cued and the listening script handy.
- Play the audio.
- Students decide which sentence correctly represents the sentence heard.
- C rrect as a class, and write particularly challenging items on the board for further discussion.

▸ EXERCISE 43. Reading and grammar. Page 291. Time: 15–20 minutes

Part I

- Ask students what famous names they associate with the computer industry (*Steve Jobs, Bill Gates,* etc.).
- Have students answer the two questions listed, and expand on them by asking the following as well:

  What are the two main competitors in the computer world?

  What are Macs known for? What are PCs known for?

  What is an operating system?

  Can any computer use any operating system?

  What kind of computer do you use? What do you like / dislike about it and its operating system?
- Ask students to take turns reading sentences from the passage aloud.
- Help them refine their intonation and pausing when reading adjective clauses aloud. Stress that listeners should be able to tell whether the information in the adjective clause is necessary or unnecessary.
- Before turning to the content questions, go through vocabulary and ask students questions that give them an opportunity to speak spontaneously.

Part II

- Have students read the passage and complete the questions independently as seatwork.
- Once they have finished, discuss their answers as a group and have students state whether the clause has necessary or unnecessary information.

▸ EXERCISE 44. Warm-up. Page 292. Time: 10 minutes

- Have students take turns reading each of the two statements and possible choices aloud.
- Discuss how students correctly reached the conclusion that not all of either group (children or dresses) are being discussed.

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CHART 13-9. Using Expressions of Quantity in Adjective Clauses. Page 292. Time: 15 minutes

This chart illustrates a useful pattern, but because it is not a very commonly used structure, you don't need to spend too much time on it. You can explain to students that they are far more likely to read this kind of sentence than need to generate it themselves.

- Write the chart title on the board.
- E plain that the structure is used in writing when an author wants to put many statistics and/or a lot of data within as few sentences as possible.
- Look around the room and decide on some possession and/or article of clothing that many (but not all) of your students have. You can also focus on gender and/or nationality to give you easily observable examples to highlight in this structure.
- Come up with three or four sentences using expressions of quantity in adjective clauses.
- Write your example sentences on the board, and underline the expressions of quantity in each one of the adjective clauses. For example:

  There are twelve students in this class, <u>four of whom are wearing blue jeans at this moment</u>.

  There are five women in this class, <u>two of whom are Brazilian</u>.
- Ask students to take turns reading (a)–(c) aloud and review the accompanying explanatory notes.

▸ EXERCISE 45. Looking at grammar. Page 292. Time: 10–15 minutes

- Go over the example sentence with students.
- Call on students to first read the sentences exactly as they are written and then combine the second sentence to make an adjective clause.
- Write the sentences as students produce them, and correct immediately and very overtly.

Optional Vocabulary

mall	reasonable
sales	side by side
discounts	

▸ EXERCISE 46. Grammar and writing. Page 292. Time: 10 minutes

- Give students time to complete this exercise on their own as seatwork.
- Have students read their completions aloud, and correct them immediately and clearly.
- Write any particularly challenging items on the board.

▸ EXERCISE 47. Warm-up. Page 293. Time: 10 minutes

- Invite two students to go to the board and write the sentences they see in the warm-up on the board.
- After the sentences have been written onto the board, ask other students to circle what the adjective clauses are modifying.
- It may take several tries for students to successfully realize that the adjective clauses modify the entire independent clause that precedes them.
- When students realize this, let students know that this structure is commonly used.

CHART 13-10. Using *Which* to Modify a Whole Sentence. Page 293. Time: 10–15 minutes

Make sure that students understand that *this / that* are used here as demonstrative pronouns that refer to a whole sentence.

This pattern is very common in spoken English, especially when discussing ideas and opinions. *Which* is used as a connector of ideas. Usually, speakers pause before they add this *which* clause to what they have just said.

- Write the chart title on the board.
- Explain that this structure is very useful, especially when discussing ideas and opinions.
- In order to demonstrate this use, ask students to state an opinion they hold, and ask other students whether they agree or disagree with the sentence given. It is best not to pick anything too controversial so that the grammar structure is not overshadowed by the topic. For example:

  You: *Peter, what do you think the best age to get married is?*

  Peter: *I think that 30 is the best age to get married.*

  You: *Mimi, what do you think?*

  Mimi: *I agree that 30 is the best age to get married.*

  You: *Peter thinks 30 is the best age to get married, <u>which Mimi agrees with</u>.*

▸ EXERCISE 48. Looking at grammar. Page 293. Time: 10 minutes

- Read the example sentences and combined example sentence aloud.
- Have students read the two sentences in each item aloud.
- Ask students to then combine the two sentences, turning the second sentence into an adjective clause.
- Have students call out where they have placed the comma.

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- Correct immediately as you go through the items, and write any challenging items on the board.

Optional Vocabulary

upset	lucky
unfortunate	appreciate

▸ EXERCISE 49. Looking at grammar. Page 293. Time: 10 minutes

- Give students time to complete each item as seatwork.
- Correct as a group, and provide very clear instruction regarding punctuation as students read their new sentences aloud.
- Put any challenging items on the board.

Optional Vocabulary

considered	longevity	widespread
heredity	phobia	significant

▸ EXERCISE 50. Reading and grammar. Page 294. Time: 10–15 minutes

- Tell students they will be identifying either complete sentences / ideas or noun phrases by the adjective clauses that modify them.
- Students should take turns reading aloud the sentences that comprise this paragraph and then identify the whole clauses or nouns modified.
- If there is time, students can take turns writing items on the board and then drawing arrows to the clauses or words that are being modified. Doing so will prompt accurate self-correction and correction by peers — and this activity can also lead to further engagement of the topic itself.

Optional Vocabulary

commutes	necessary
ferry	reimburse

▸ EXERCISE 51. Warm-up. Page 295. Time: 10 minutes

- Have individual students read each pair of sentences.
- Ask students to state whether the meaning of both sentences is the same.
- Have students identify which words have been removed from the second sentences, and reconfirm that the removal of these words has not changed the meaning of the original sentence.

Optional Vocabulary

genetics

CHART 13-11. Reducing Adjective Clauses to Adjective Phrases. Page 295. Time: 10–15 minutes

The structures featured in this chart are relatively common and students probably already hear them and respond to them appropriately (by expanding them into complete descriptive adjective clauses in their minds). Conversationally, students are exposed to reduced structures all the time, and students understand how these reductions are formed and work far better than most can easily articulate. Because students are more familiar with these than they themselves realize, they are more prepared to produce them than they know.

Recognizing and understanding these structures is critical for reading comprehension. Readers need to be able to identify <u>what</u> nouns are being modified by <u>which</u> phrases and clauses to fully understand the meaning of sentences containing these reductions.

Some other terms that are useful to students becoming familiar with these structures are:

- modifying participial phrases: *The man <u>talking to Ali</u> … the ideas <u>presented in that book</u> …*
- appositive: *George Washington, <u>the first president</u>, was the only founding father to free his slaves.*

In these exercises, all of these types are simply called "adjective phrases."

- Write the chart title on the board.
- Write the words *Clause* and *Phrase* on the board, and ask students to explain how these terms differ.
- Students should be able to explain that clauses always contain both subjects and verbs. They may be less quick to articulate that phrases are simply groups of related words.
- Elicit the following explanations, as included under each heading. For example:

Clause	*Phrase*
• *has subject and verb*	*doesn't contain subject and verb*
• *expresses a complete idea, with action*	*group of related words*
• *independent clause: can be a sentence*	*not an independent clause: can't be a sentence*

- Now write a sentence on the board containing an adjective clause that can be reduced. Use your students' lives to engage them in the grammar. For example:

  Students who are studying in this class are some of the most intelligent people I have ever met.

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- Have a student go to the board, underline the adjective clause, and label the subject and verb of both the adjective clause and the main clause.
- Explain that only those adjective clauses that have a subject pronoun (*who, which, that*) can be reduced.
- Show students that in the case of the above sentence, both *who* and *are* can be omitted by crossing them out and having a student read the remaining (now reduced) clause aloud. For example:

  The students ~~who are~~ studying in this class are some of the most intelligent people I have ever met.

- Review the chart with your students.
- Have students read example items (a)–(k) aloud, and go over the corresponding explanatory note.

▸ EXERCISE 52. Looking at grammar. Page 296. Time: 10 minutes

- To engage students in the topic, ask students what the following saying means:

  "If at first you don't succeed, try, try again."

- Ask students about successes they had which did not come easily to them, and discuss the value of persistence.
- Have students determine how to reduce each adjective clause on their own.
- Give students board markers, and have them write the reduced sentences on the board.
- Those seated should correct the reduced versions.
- Discuss specific corrections as a class.

Optional Vocabulary
public office
inventor

▸ EXERCISE 53. Looking at grammar. Page 296. Time: 10 minutes

- Ask one student to read the example item aloud, and make it clear that students have to expand from the reduced form back into a complete clause.
- Provide immediate and clear correction.

Optional Vocabulary
dome-like
structure

▸ EXERCISE 54. Listening. Page 296. Time: 10–15 minutes

- Be prepared with both the audio cued and the listening script on hand.
- Let students know that in some of the items they will listen to, both sentences may be correct.
- Play the audio and have students choose the correct sentence.
- Correct and refer to the listening script if needed.

▸ EXERCISE 55. Game. Page 297. Time: 15–20 minutes

- Put students into groups or teams.
- Read the direction line aloud.
- Have teams discuss how to complete the prompts using the information in the blue box.
- Teams should ask one member to write the completions down as accurately as possible on a separate piece of paper.
- The first team to finish brings their paper to you, and you collect the others as they finish as well.
- In order for any team to get a point, the sentence written must be correct and accurate in every way.

Optional Vocabulary
surface populous

▸ EXERCISE 56. Reading and grammar. Page 298. Time: 10–15 minutes

- Have students work through this exercise independently as seatwork.
- Students need to identify the adjective clauses where relative terms (*who, that, which*) have been omitted.
- Students need to rewrite these as complete adjective clauses.
- To correct, have students write their expanded clauses on the board while others correct.
- Go over as a class all content of the passage.

Optional Vocabulary
genius sought trauma
unconscious altered

▸ EXERCISE 57. Looking at grammar. Page 298. Time: 10–15 minutes

- Have students change all the adjective clauses to adjective phrases and adjective phrases to adjective clauses.
- Give students time to do this as seatwork.
- Ask students to take turns reading their changes aloud, and provide immediate and overt correction.

Optional Vocabulary
overlooks preserve habitats

▸ EXERCISE 58. Looking at grammar. Page 299. Time: 10–15 minutes

- Emphasize how the example item follows the direction line: The first sentence is the independent clause, and other clauses are built around it.
- Call on students to combine sentences, using adjective clauses and phrases.
- C rrect clearly and overtly.

Optional Vocabulary
basin prosperous empires

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▸ EXERCISE 59. Check your knowledge. Page 300. Time: 10–15 minutes

- Have students take time to correct all items as seatwork.
- Ask students to read their corrected items aloud, and ask them to clearly explain what was wrong with the original sentence.

Optional Vocabulary

mumbling	steep
narrow	spectacular

▸ EXERCISE 60. Grammar and writing. Page 301. Time: 10–15 minutes

Part I

- Have students take turns reading sentences that comprise the paragraph aloud.
- Discuss vocabulary and content as students read and ask questions to further engage them in the topic.

Part II

- Have students read the direction line and questions to consider aloud.
- Ask students to identify what questions the example paragraph answers and how these are answered.

Part III

- Explain that students have examined a paragraph on cancer that is an extended definition.
- Have students select a topic they can describe because they already have knowledge of it. Encourage them to write as naturally as possible.
- Ask students to refer to the writing tip as they work.

Part IV

- Have students exchange their writing (when possible) and work through the editing checklist.
- Students use the list to check and improve their own or the work of others.

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CHAPTER 14

Gerunds and Infinitives, Part 1

CHAPTER SUMMARY

OBJECTIVE: Gerunds and infinitives are very common forms of verbs that function as nouns and are used in speaking and writing, as the following underlines demonstrate. A person who tries t speak English without using gerunds and infinitives will produce very unnatural-sounding sentences. Learning to understand and use these structures fluently is very important for all students of English.

APPROACH: This chapter begins with gerunds and their functions, before moving on to infinitives. The text then tackles special groups of verbs that are followed by infinitives, gerunds, or both. The chapter emphasizes the importance of becoming comfortable with using both gerunds and infinitives through practice rather than rote memorization. Reference lists are included, but rote memorization is not recommended.

TERMINOLOGY: Like many traditional terms in grammar, "gerund" and "infinitive" were borrowed from analyses of the Latin language. These terms are useful, but they do not fit English grammar nearly as well as they do Latin grammar. In this text, the combination *to* + simple form of the verb includes no indication of tense or number. A gerund is the base form of the verb + *-ing.* Gerunds function like nouns and are quite frequently the subjects of sentences. Focus students' attention on recognizing gerunds and infinitives rather than the form names and/or the meaning of the terms

PRETEST. What do I already know? Page 302. Time: 10 minutes

Students have been hearing gerunds and infinitives correctly combined with verbs since they began studying English and therefore, they may be quite good at identifying which of these items are correct and which need to be amended.

- Give students a few minutes to identify which items are already correct.
- Discuss how students would correct the items that have errors in them.

Optional Vocabulary

clearing walkways fluently

▸ EXERCISE 1. Warm-up. Page 302. Time: 10 minutes

- Have students complete the three items according to their own preferences.
- Explain to students that when a subject of the sentence is needed (as in sentence 3), a gerund is more commonly used.

CHART 14-1. Gerunds and Infinitives: Introduction. Page 303. Time: 10–15 minutes

Students should learn that "gerund" is the name of a noun form derived from a verb. Like a noun, a gerund can function either as a subject or an object (or it can be the object of a preposition). In Chapter 1, students learned that certain verbs (for example, *know, need, want*) are very rarely used in the progressive form. Because students understand that these verbs don't have an *-ing* form, they may be reluctant to use the gerund form for them. Point out that though these verbs are rarely used in the progressive, they can be used as gerunds. For example:

INCORRECT: *I am knowing John.* (progressive form of *know* not possible)

CORRECT: *Knowing John is a pleasure.* (gerund as the subject of the sentence)

CORRECT: *I insist on knowing the truth.* (gerund as the object of the preposition)

Because a gerund is based on a verb form, it can have an object and can be modified by an adverbial phrase. For example:

I play games. (verb + object)
Playing games is fun. (gerund + object)

We play in the park. (verb + prepositional phrase)
Playing in the park is fun. (gerund + prepositional phrase)

Playing games in the park is fun.
(gerund + object + prepositional phrase)

These structures are sometimes called "nominals."

- Write the chart title on the board.
- Ask several students what they plan to do this coming weekend and/or after class. Ask students to also tell you why they want to do those activities.
- Write students' responses on the board in the following way, by underlining the activity:

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What?

Tariq is going to play soccer this weekend with other students from his dorm.

Why?

Tariq likes sports.

- Now explain that we can talk about Tariq's activities and preferences by using gerunds (from *play soccer*).
- Explain that every gerund is a noun form based on a verb and that gerunds can have the same functions as nouns.
- Write an explanatory note on the board. For example:

  gerund = verb form but noun function

- Ask students what other functions nouns can have, and help students articulate that a noun can be the subject of a verb, object of a verb, or object of a preposition.
- Return to the above information, as provided by a student (or in the above case, Tariq), and write three new sentences on the board:

  Playing soccer is Tariq's plan.

  Tariq likes playing soccer.

  Tariq talked about playing soccer.

- Ask a student to go to the board and underline the new gerund form used as a subject.

  Playing soccer is Tariq's plan.

- Ask another student to go to the board and underline the new gerund form used as the object of the verb.

  Tariq likes playing soccer.

- Ask a third student to go to the board and underline the new gerund form used as the object of a preposition.

  Tariq talked about playing soccer.

- One student may be able to do all three underlining tasks above if you prefer. The point is to demonstrate the three distinct functions or uses of the gerund *playing*.
- Have other students take turns reading the chart examples (a)–(e), and discuss the explanatory notes.

▸ EXERCISE 2. Looking at grammar. Page 303. Time: 10 minutes

- Read the direction line to your students, and make sure they understand that gerunds are not part of the progressive tense.
- Ask a student to read the examples aloud.
- As a class, identify the function of all the *-ing* words.

Optional Vocabulary

scheduling electrolytes

▸ EXERCISE 3. Looking at grammar. Page 303. Time: 10 minutes

- Read the direction line aloud.
- Review the examples, and distinguish subject and object infinitives from the preposition *to.*
- Ask students to complete the exercise on their own as seatwork and review together.

Optional Vocabulary

committed to mentor

▸ EXERCISE 4. Warm-up. Page 304. Time: 10 minutes.

- Ask students to expand on the list of gerund phrases to include other things they like or don't like doing.
- Write some student-generated combinations on the board.

  Sasha enjoys surfing the Internet and posting on social media.

  Po-Hsin avoids watching TV news and talking about politics.

CHART 14-2. Common Verbs Followed by Gerunds. Page 304. Time: 10 minutes

This chart and the following exercises present just a few of the many verbs that are always followed by gerunds. Some students, depending on their learning style, may want to memorize this list or those that follow. Explain to students that learning all the lists they will encounter will be more effective if they use them to practice the verbs orally and in writing, while working on recognizing the gerund combinations that "sound right."

- Write the chart title on the board.
- Explain that gerunds are the objects of certain verbs, and tell students that they will already know or be familiar with many of these combinations.
- Ask students to put checkmarks next to the verb + gerund combinations they already know well.
- Using the verbs students are most familiar with, ask them to describe their own likes, dislikes, and/or other actions.
- Write sentences produced by students on the board:

  Samaya enjoys reading fiction in English.

  Seek-Min appreciates making Mexican food at home from fresh ingredients.

  Alejandro keeps working out at his Cross Fit gym.

  Francois postponed leaving for the train station until the weather improved.

- Now ask students to go the board and identify the subject, verb, and object in each sentence.

  S V O

  Samaya enjoys reading fiction in English.

- Have students take turns reading through the chart example sentences (a)–(c).
- Spend adequate time explaining that *stop doing* something means "quit an activity altogether; for example: *stop smoking* means "quit smoking."

Optional Vocabulary

avoid postpone

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▸ EXERCISE 5. Looking at grammar. Page 305. Time: 10 minutes

- Engage students in the topic by asking them about the process of applying to colleges and universities in their countries and how college and university education is funded.
- Possible discussion questions include:

  What do you know about applying for colleges or universities in your country?

  Who is responsible for funding higher education in your country?

  How is the application process different from the process in the U.S.?
- Depending on students' level of interest, discuss the fact that the application process itself is known to be a challenging one for students.
- Have students take turns completing each item.
- Provide immediate and overt correction.

Optional Vocabulary
college application essay convinced
appreciated

▸ EXERCISE 6. Looking at grammar. Page 305. Time: 10 minutes

- Give students time to work through the exercise as seatwork.
- Correct as a class, and write any challenging items on the board for further analysis.

▸ EXERCISE 7. Let's talk. Page 306. Time: 10 minutes

- Have students work with a partner.
- Ask students to make sentences using any tense and subject.
- Circulate around the room and assist students in producing sentences. Correct students as necessary.
- Have students take turns reading their sentences aloud.

▸ EXERCISE 8. Listening. Page 306. Time: 10-15 minutes

- Be provisioned for the listening activity by having the audio ready and the script handy.
- Play the audio while students complete the sentences.
- Provide immediate and overt correction.

▸ EXERCISE 9. Warm-up. Page 306. Time: 10 minutes

- Ask students to take turns reading all the sentences aloud; the incorrect forms should jump out at students because they sound so wrong.
- Correct immediately and overtly.

CHART 14-3. Common Verbs Followed by Infinitives. Page 306. Time: 15–20 minutes

Remind students that, as with gerunds, they have probably encountered the infinitive form many times before. (The infinitive form is usually introduced with the base form, when students first begin learning regular verbs. Many students first use infinitives to explain what they want or like to do.)

Spend ample time demonstrating that the negative form cannot be contracted, so students need to get used to the following form: *I promise not to* + base form.

- Write the chart title on the board.
- Write *verb* + *infinitive* on the board, and explain to students that they will help you create example sentences for this structure.
- Choose six of the more common infinitives, and write on the board the beginnings of sentences using your students' names as subjects. For example:

  Valeria hopes to _____

  Mattheus promised to _____

  Ah-Ram plans to _____

  Victor agreed to _____

  Lei-Wen offered to _____

  Our teacher pretended to _____
- Ask six students to go to the board and complete a sentence with specific information about their classmates.
- Ask another six students to identify the parts of each sentence. For example:

  S V + Infinitive

  Valeria hopes to travel this weekend.
- Ask students to take turns reading chart examples (a)–(c) aloud.
- Discuss the explanatory notes.

▸ EXERCISE 10. Let's talk: interview. Page 307. Time: 10 minutes

- Because this exercise follows a pattern of production that students have seen before in this text, ask them to personalize their sentences as much as possible.
- Stress that by using their own ideas, students will be gaining meaningful practice of the structures presented in this chart.
- Have students read their completed sentences aloud, and provide immediate and clear correction.
- Write students' examples on the board.

▸ EXERCISE 11. Looking at grammar. Page 307. Time: 10 minutes

- Introduce the exercise by saying that you want to learn students' opinions on what makes a good employee in a number of common professions.

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- Have students complete each sentence on their own as seatwork.
- Review as a class, compare responses, and confirm grammatical form.

▸ EXERCISE 12. Looking at grammar. Page 307. Time: 10 minutes

- First, introduce the concept of "small talk" and ask students to discuss what small talk consists of.
- Have students take turns reading sentences and completing the dialogue with either gerunds or infinitives.

Optional Vocabulary
electronic devices broke
usher

▸ EXERCISE 13. Warm-up. Page 308. Time: 10 minutes

- Have students add *you* in the right place in each sentence.

CHART 14-4. Infinitives with Objects. Page 308. Time: 15 minutes

- Write the chart title on the board.
- Explain that this construction is usually used when giving instructions or asking / telling someone to do something.
- Write the chart section heading *Verb + Object + Infinitive* on the board.
- Write an example sentence taken from the context of your class on the board.

  Martha told us to open our books.

- Identify the parts of speech, and write them on the board as students tell you which word is which part of speech.

  S V O + Infinitive

  Martha told us to open our books.

- If there is time, ask a student to come up with a new example, and write it on the board, identifying parts of speech as you do so.

  S V O + Infinitive

  Pablo asked me to repeat the answers.

- Next, write the heading *Verb + Infinitive* / *Verb + Object + Infinitive* on the board.
- Explain that verbs in this category can have both the patterns described above. They can be followed by an infinitive, or they can be followed by an object, and then an infinitive.
- Write two examples of both combinations (using the same verb) on the board. For example:

  Chen-Wu asked to leave class early.

  Chen-Wu asked the professor to leave class early.

- Have a student go to the board to identify and contrast the differences. For example:

  S V + Infinitive

  Chen-Wu asked to leave class early.

  S V O + Infinitive

  Chen-Wu asked the professor to leave class early.

- Remind students that, as with most grammatical patterns and certainly with gerunds, students will benefit most from reading and hearing infinitive combinations in actual speech.
- Have students take turns reading Chart 14-4 examples (a)–(f) aloud, and review the explanatory notes.

▸ EXERCISE 14. Looking at grammar. Page 309. Time: 10 minutes

- Remind students that both forms (*to leave* or *me to leave*) are possible with many of the verbs.
- C rrect students immediately as needed, and write correct forms on the board to emphasize the order of words / parts of speech.
- Because students should have a good understanding of the various verbs included, ask them to provide synonyms or explanations as you go. For example:

  You: *What is a synonym for "permit" in this exercise?*

  Students: *Allow.*

▸ EXERCISE 15. Looking at grammar. Page 309. Time: 10–15 minutes

- Explain the direction line to students.
- Give students ample time to complete the exercise as seatwork.
- Have students read their completions aloud, and correct immediately and clearly.

▸ EXERCISE 16. Looking at grammar. Page 310. Time: 10 minutes

The correct answers to these items are in the form of reported (or indirect) speech. The cues are in quoted (or direct) speech. Stress that *verb + infinitive* is a way of reporting what someone has said. You may wish to point out the equivalency between modals / imperatives in quoted speech. Or you may not wish to discuss the concept of quoted versus reported speech, depending on your students' level and preparedness.

- Show students how item 1 was produced by changing the quote into a different *reporting verb + infinitive.*
- Give students time to write their answers while you circulate, helping as needed.
- Review students' answers orally as a class, having students read their answers aloud.
- Write any particularly difficult items on the board for further discussion.

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▸ EXERCISE 17. Let's talk: interview. Page 310.
Time: 15–20 minutes

- Have students get up and move around to interview one another.
- Tell students to take notes and be ready to ask for further details when their classmates respond to questions.
- After students have spent at least 15 minutes gathering information, come together again as a class and work through all nine questions.
- Write students' contributions on the board and review grammar along with content.

▸ EXERCISE 18. Warm-up. Page 310.
Time: 10 minutes

- Have students read the pairs of sentences aloud.
- Ask students immediately after one pair is read whether the meaning is essentially the same or not.
- Students may say that they think the first and fourth pair do have differences in meaning. Rather than telling them they are wrong, simply say that native speakers use both gerund and infinitives with *begin* and *love* interchangeably.
- Students may not be able to articulate the difference between the following pairs, but they are likely to have a sense that there is a difference.

  remember to do and remember doing

  forget to do and forget doing

  stop to do and stop doing

- Before moving to the chart, ask students to give you real-life examples of whatever differences they sense.

CHART 14-5. Common Verbs Followed by Either Infinitives or Gerunds. Page 311.
Time: 15 minutes

The complex history of the English language, which has elements from German, French, Norse, etc., has produced the parallel forms that are included in Group A. Learners should be confident that using either the infinitive or the gerund with these verbs causes no substantial change in meaning that would in any way interfere with effective communication. However, mention that native speakers don't always agree on their uses of the forms listed in Group A. The differences are mainly the result of regional or social variations, and even personal preferences.

In contrast, the differences in meaning with Group B verbs are substantial. Students need practice in order to understand and use these verbs appropriately. Using an infinitive instead of a gerund with one of these causes a significant change in meaning, and students should be taught what these changes are.

Plan to spend plenty of time on this chart. These distinctions are important, and students can find them challenging. Before class, create many real-life examples for Group B that very clearly illustrate the differences when using the verbs with an infinitive versus when using them with a gerund.

- Write the chart title on the board.
- Present the Group A verbs by writing on the board:

  Gerund OR Infinitive: NO DIFFERENCE in meaning

- Illustrate the fact that there is no difference by providing examples on the board, using your students' names and lives as content. Use an infinitive with the first example and then the same verb but with a gerund. For example:

  Hye Won loves to ski.

  Hye Won loves skiing.

- E plain to students that they will undoubtedly meet native speakers who argue that there is a difference in meaning. However, most native speakers couldn't explain what that subtle difference is and therefore, any difference is too minimal to worry about. Stress that for students' purposes, the usage and meaning is exactly the same with Group A verbs.
- Ask students to read through chart examples (a)–(c) aloud, and read through the explanatory notes with students.
- Now introduce the Group B verbs by writing on the board: *Gerund OR Infinitive: BIG DIFFERENCE in meaning.*
- An effective way to introduce Group B is by asking one student to volunteer to help you. Ask the volunteer to stand up, jump up and down, walk around, or do a particular physical action.

  You: *Max, can you stand up and jump up and down, please?*

  Max: *OK. (does what is asked)*

- Next, ask the volunteer to stop the previous action.
- Ask the rest of the class to help you write what they just observed.

  Max stopped jumping up and down.

- Now ask another student to stand up and walk around the room.

  You: *Takuya, could you please stand up and walk around the room?*

  Takuya: *OK. (does what is asked)*

- Tell the student to stop walking. After he stops, ask him to pick up a book.
- With your students' help, write on the board what they have just observed in this second demonstration. For example:

  Takuya was walking around the room.

  Takuya stopped walking.

  Takuya stopped walking (in order) to pick up a book.

- E plain that *stop to do something* means stop doing one action in order to do a second action.
- Have students take turns reading examples (d)–(m) aloud, and ask various students to make their own examples with various common verbs as they go along.
- Review the explanatory notes.
- Take plenty of time, even at the risk of being repetitive, to have students create example sentences, and write these on the board. Go over examples thoroughly, and ask students questions that push them to demonstrate their understanding.

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▸ EXERCISE 19. Looking at grammar. Page 311. Time: 10 minutes

- Lead this exercise, having students complete each sentence while reading them aloud.
- In order to break up the exercise, frequently ask students to provide synonyms for words that arise in the sentences. Also ask students to provide alternatives to the response they provided.
- Spend ample time on item 5 to explain the patterns with *prefer*.
- Correct grammatical form, pronunciation, and usage. Be very definitive and prompt with corrections.

Optional Vocabulary

freshwater	runway	exact
suffer	loan	burp
homeless	approved	

▸ EXERCISE 20. Looking at grammar. Page 313. Time: 10 minutes

- E plain the direction line, and let students know that they are explaining the meaning of the sentences on the left. The exercise is not concerned with what action verbs were used but whether the subject stopped, started, forgot, etc., doing an action.
- Give students time to read through the sentences and find the appropriate explanation on the left to match.
- Correct and discuss as a class.
- When students disagree, write the original sentences on the board and discuss.

▸ EXERCISE 21. Listening. Page 313. Time: 10 minutes

- Be fully provisioned with the audio cued and the listening script handy.
- Remind students they will be choosing the sentence that has the same meaning (but may sound different from what they have heard).
- Play the audio.
- C rrect as a class.
- Refer to the script for clarification as needed.

▸ EXERCISE 22. Looking at grammar. Page 313. Time: 10 minutes

- Have students work through this as seatwork.
- Correct by having students read their completed sentences aloud.

▸ EXERCISE 23. Let's talk. Page 314. Time: 10–15 minutes

- Set the scene for the picture by reading the direction line aloud.
- Put students in groups of 3–4.
- Ask students to use their imagination and come up with five sentences to describe the picture using the verbs in the box.
- C rculate around the room, helping groups create sentences.
- Have each group read their sentences aloud and compare the stories the sentences tell.

▸ EXERCISE 24. Looking at grammar. Page 314. Time: 10–15 minutes

- Remind students that by readily completing sentences from prompts, they will better train their ear for which verb + gerund or infinitive combinations sound correct.

Optional Vocabulary

volunteered	anniversary present

▸ EXERCISE 25. Warm-up. Page 315. Time: 10 minutes

- Ask three students to read the items aloud.
- Have students describe the forms that follow prepositions (*always gerunds*).
- Ask students what verb + preposition combinations they already know. At this point, students should know many such combinations.

CHART 14-6. Using Gerunds as the Objects of Prepositions. Page 316. Time: 15 minutes

A gerund can immediately follow a preposition but an infinitive cannot. Demonstrate this by simply using a verb + preposition combination followed by an infinitive — it is too cumbersome (and incorrect) to say:

He is worried about to travel to France.

The exception that proves the rule is *be about to*. This is the one idiom in which a preposition is followed by an infinitive and not by a gerund. It means "ready for an immediate action." For example:

I <u>am about to open</u> my book.

You may want to have students check off the phrases they already know in the list of common preposition combinations followed by gerunds. Doing so will remind them that they are already familiar with many of these combinations and will help them concentrate on expressions they haven't heard and don't know.

Remind students that their mastery of gerunds and infinitives will increase with actual use. Some students may be tempted to memorize lists and combinations, but reassure your students that they will learn these and other lists by using and hearing their contents frequently. For this reason, Chapters 14 and 15 contain numerous speaking exercises.

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- Write the chart title on the board.
- Elicit from students a sentence containing a preposition, and write this on the board. For example:

  Ibrahim is tired of discussing politics.
- Choose a few common phrases that have prepositions and that precede a gerund from the list in Chart 14-6, and write them on the board. For example:

  be interested in

  be passionate about

  be looking forward to

  Ask three students to go to the board and create sample sentences, using the above phrases and three gerunds.

  We are interested in meeting the new students.

  They are excited about traveling to a different country.

  They are looking forward to practicing their language as much as possible.
- Explain to students that it can be challenging to learn the idiomatic and prepositional phrases that precede gerunds and that they should not attempt to memorize the list included in the chart.
- Have students refer to this list as often as they like.
- Go over the remainder of the chart, reading items (a)–(g) aloud and reviewing explanatory notes.
- Have students pay special attention to the negative form.

▸ EXERCISE 26. Looking at grammar. Page 316. Time: 10–15 minutes

- Give students time to complete the items as seatwork.
- After students have completed the items, have students read their responses aloud.
- Provide complete and prompt correction.

▸ EXERCISE 27. Looking at grammar. Page 317. Time: 10 minutes

- Read the direction line aloud.
- Call on students to complete each item with an appropriate preposition and the verb in parentheses.
- Correct and write any challenging items on the board.

Optional Vocabulary

stormy	version
excuse	innocence

▸ EXERCISE 28. Let's talk. Page 317. Time: 10–15 minutes

- Have students work with partners.
- Read the direction line, and determine who will be Partners A and B in each pair.
- Each partner will need to use the verbs included in the question in combination with prepositions to respond to the question.
- Circulate and ask each pair specific questions to prompt them and help them maintain a flow in this oral exercise.

▸ EXERCISE 29. Looking at grammar. Page 318. Time: 10 minutes

- Ask students to take turns reading aloud and filling in the blank with a preposition and gerund form.
- Put any challenging items on the board.
- Remind students that this repeated practice assists them in becoming familiar and comfortable with using prepositions and verbs together.

Optional Vocabulary

promotion	participated
capable	administrative assistant
expert	prohibited

▸ EXERCISE 30. Listening. Page 319. Time: 10 minutes

- Have the audio cued and listening script handy.
- Read the direction line.
- Play the audio and have students complete the summary sentences.
- Correct by having students read the completions aloud.

▸ EXERCISE 31. Let's talk. Page 319. Time: 10–15 minutes

This is a great exercise to get students speaking as freely as possible. You can also prepare more index cards with a variety of phrases around one theme as an expansion activity.

- Read the direction line to students.
- Have students work in pairs or small groups.
- Walk among the pairs or groups, encouraging students to speak by prompting with questions and vocabulary.
- Correct immediately to enhance accuracy, and also collect common mistakes to discuss as a class.

Optional Vocabulary

quench	satisfy	stain

Expansion

Prepare index cards before class. Each index card should contain 3–4 unusual tasks. After students receive their index cards, they should get up and walk around the room, interacting with other students. Students need to form *How can you ____?* or *How would you ____?* questions from the prompts listed on each index card. These questions will be answered with the *by* + ____*-ing* form as targeted in this exercise. Then, as each student prepares questions from the card prompts, he/she interviews other students and records their answers. At the end of the exercise, each student should share one interesting response that they learned from their classmates.

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Possible prompts and answers include:

How … ?

get elected to public office

By joining local committees, by attending community events, by campaigning tirelessly, by caring about people's concerns

improve your health

By eating less fat, by cutting down on alcohol, by getting more sleep, by learning to meditate, by having regular checkups

save an unhappy marriage

By going for marriage counseling, by taking vacations together, by learning to enjoy one another's hobbies, by taking classes together

ensure you have a pleasant retirement

By saving money and working hard now, by investing wisely, by not spending money on unimportant things, by ensuring you have good health when older, by not getting into debt

expand your understanding of the global economy

By taking a course, by reading the Wall Street Journal *and the* Economist*, by learning economic theories, by studying global business trends, by watching the news and following the stock market*

keep your mind sharp

By doing crossword puzzles, by learning a new language, by practicing a musical instrument, by trying to do projects around the home yourself

build upper body strength

By doing yoga daily, by lifting weights, by carrying groceries, by doing pull-ups

break a bad habit

By replacing it with a good habit, by rewarding yourself if you manage to stop your bad habit, by distracting yourself with a good book, by spending more time out with friends

▸ EXERCISE 32. Let's talk: interview. Page 320. Time: 10–15 minutes

- Engage students in the topic by asking them how they express emotions. Read the direction line aloud.
- Ask students what differences may exist when people express emotions and which of the following can impact the way people express emotions:

age	*personality*
gender	*economic situation / social position*
language	*mood*
nationality	*details of specific incident*
culture	

- Have students work in pairs or groups while you promote active discussion.
- Review as a class.

▸ EXERCISE 33. Reading and speaking. Page 320. Time: 10–15 minutes

Part I

- Read the direction line.
- Have students take turns reading the sentences that comprise the passage.
- Discuss the phrases in bold.
- Review the responses the giver might provide.

Part II

- Model the conversation with a student who will take the role of Speaker B.
- Have students continue to work in pairs and respond to the gifts they have received appropriately.

Optional Vocabulary

awkward	generic	exchange
loss for words	discomfort	enthusiastically
souvenir	design	gracefully
knick-knack		

▸ EXERCISE 34. Warm-up. Page 321. Time: 10 minutes

Students will probably be somewhat familiar with phrases like *go skiing.* Be ready to remind them that in such cases, there is never a *to* after *go.*

- Have students take turns reading the sentences and making them true for themselves by circling the gerunds that apply to them.

CHART 14-7. *Go* + Gerund. Page 321. Time: 10–15 minutes

Some grammarians disagree about the nature of these *-ing* words—are they gerunds or participles? For your students, terminology is much less important than idiomatic use. We will call these structures "gerunds," but you can remind students that the name is not so critical.

Definitions of some vocabulary items in the chart:

birdwatching = the activity of identifying birds in their natural habitats

bowling = a sport in which a heavy ball is rolled toward nine or ten wooden pins in order to knock them down

camping = going somewhere in the countryside or near a mountain, lake, ocean, or river and living in a tent, cooking over a fire, and enjoying nature

canoeing = floating or paddling on a river or lake in a small simple boat called a *canoe*

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hiking = walking vigorously in the mountains or countryside, possibly while carrying equipment for camping in a backpack; also called *backpacking*

jogging = running for exercise

sailing = traveling on a lake, river, or ocean in a boat with a sail (and sometimes a motor); moving by catching wind in the sail

sightseeing = touring or traveling to look at beautiful buildings, natural wonders, or other sights

sledding = in winter, going down a snowy hill using a sled (which is a wooden or plastic device that slides down the snow)

snorkeling = swimming with a face mask and breathing tube in order to watch fish and marine life

window shopping = looking into shop windows but perhaps not intending to buy anything

A phrase similar in structure is *to go missing,* which means "to disappear." This is not an activity but a misfortune, and it is more often used in British English. However, your students might find it of interest.

- Ask students to look through the list of activities and check off the activities they enjoy and/or have tried.
- Ask a few students to write sentences on the board about activities they have done. For example:

  Mariella and I went sailing on the Charles River.
- Have another student come to the board and correctly label the parts of speech presented in this sentence. For example:

  S ***V*** ***O***

  Mariella and I went sailing on the Charles River.
- Remind students that by using these *go* + gerund combinations frequently, they will become used to the pattern.

▸ EXERCISE 35. Let's talk. Page 322.
Time: 10–15 minutes

- Have students get into groups and ask one another the questions.
- Students should respond with complete sentences.
- Encourage students to ask for more details about why they wanted or didn't want to try certain activities by doing so yourself.
- Compare responses as a class.

▸ EXERCISE 36. Reading. Page 322.
Time: 10–15 minutes

- Ask students to read the passage and respond to the questions on their own as seatwork first.
- Correct and review by having students complete the questions and point out where they found the information.

Optional Vocabulary

active	relaxing	invite
calm	fishing rod	

▸ EXERCISE 37. Let's talk. Page 322.
Time: 10–15 minutes

- Read the direction line and model the example item.
- Instruct students to first make complete statements from the prompts and then discuss them.
- Ask students to report on their partners' preferences.

▸ EXERCISE 38. Warm-up. Page 323.
Time: 10 minutes

- Have students take turns responding to the statements and offering an explanation of why they chose *yes* or *no.*
- Have students articulate the commonality among the verbs in blue.

Optional Vocabulary

waste (money)	unnecessary

CHART 14-8. Special Expressions Followed by *-ing*. Page 323. Time: 15 minutes

In examples (a) and (b), the verb *have* means "to experience something."

The *-ing* verbs are labeled "gerunds" in some grammar texts. The argument, however, for labeling them "present participles" is strong. This text chooses to simply call them *-ing* forms.

Certain verb phrases are followed by the *-ing* form. The verbs and expressions in this chart share this characteristic.

- Write the chart title on the board.
- Explain to students that some of these *-ing* expressions originally come from clauses containing present participles. For example, *We had a good time while we were playing soccer* can also be reduced to *We had a good time playing soccer.* There is no difference in meaning.
- Remind students that the name or classification of these expressions does not matter nearly as much as the end goal of being able to easily use them.
- Ask students to go through the list and check off those expressions that they are already familiar with.
- Write some of the common expressions on the board, and then have students come to the board to complete each sentence with information that is true for them. For example:

  I had a good time going out with my friends.

  I had difficulty getting all my work done in time, before my vacation.

  I had some trouble phoning my parents in Saudi Arabia last night.

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I spend a lot of time reading books in English and writing emails to my English-speaking friends.

I wasted a lot of time watching cat videos on YouTube.

- Review the remainder of the chart by asking students to read items (a)–(i) aloud. Review the explanatory notes.
- Stress that students can learn these patterns best by actively speaking and listening as much as possible.

▸ EXERCISE 39. Looking at grammar. Page 324. Time: 10–15 minutes

- Have students complete the sentences without prior preparation. They should just start in with each student reading an item and completing it on the spot.
- Correct immediately, and put items on the board to correct overtly and definitively.

Optional Vocabulary

to offer	release
quite	rowboats
shade	for rent
catch	

▸ EXERCISE 40. Grammar and speaking. Page 324. Time: 10 minutes

- Give students time to complete the sentences on their own, giving thought to their responses.
- Put students in pairs or groups to discuss their responses with one another.
- Walk around the room, helping students as they discuss the sentences and encouraging them by asking further questions.
- Reassemble as a group, and invite students to share their completions with the group.

▸ EXERCISE 41. Listening. Page 325. Time: 10 minutes

- Be completely provisioned for this exercise by having the audio and listening script ready.
- Read through the example item with students.
- Review and correct with your class and discuss.

▸ EXERCISE 42. Warm-up. Page 325. Time: 10 minutes

- First, engage students in the content of the sentences by asking them about their own accents and how they have or have not changed during their study of English.
- Ask students whether they know English language learners who speak without an accent, and discuss the ages of those people.
- Ask three students to take turns reading each of the three sentences.
- D scuss the content of the sentences and whether students agree with the statements.
- Ask students to decide which sentence sounds best and/or most natural to them.

CHART 14-9. *It* + Infinitive; Gerunds and Infinitives as Subjects. Page 325. Time: 15 minutes

You may need to point out that a gerund subject is singular and requires a singular form (for example, *Playing games is fun.*).

The emphasis in Chart 14-9 and the exercises that follow is on the *it* + infinitive structure, a frequent pattern in both speech and writing.

Of course, *it* + gerund is also possible, and students may produce some examples. Also, an infinitive can be the subject of a sentence. Commend students if they use these correctly, but return their attention to the more common *it* + infinitive or a gerund as subject patterns in this lesson.

- Write the chart title on the board, and tell your students that you will be looking at *it* + infinitive first.
- Students will probably be quite familiar with common expressions that have this *it* + infinitive structure. To get them started, write the following common expressions on the board, and prompt students to respond as naturally as possible, calling on their opinions and experiences to complete these.

  It is important to ____.

  It is easy to ____.

  It is almost always fun to ____.

  It is important to ____.

- Write student-generated sentences on the board.

  It is easy for Mei-Wen to play soccer; she has been playing since she was six years old.

  It is exciting to meet people from other countries.

- Read example (a) aloud and discuss the explanatory notes.
- Now explain that using gerunds as subjects is very common, and call students' attention to (b) and the notes in the chart.
- Give students other examples of gerunds as subjects, and write a few on the board. For example:

  Eating ice cream is great, especially on hot days.

  Sleeping late is one of the pleasures of the weekend.

- Write a number of common gerunds on the board, and ask students to expand them into sentences.

  studying

  driving

  doing yoga

  reading English before falling asleep

  cooking

  calling your parents

- Then have a student read example (c), and discuss the explanatory note.
- Finally, read the example sentences in (d) aloud. Discuss at length, as this syntax can be quite challenging.

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▸ EXERCISE 43. Grammar and speaking. Page 326. Time: 10 minutes

- Have students work in pairs, and ask what advice they have either given or received, depending on their ages.
- Ask students to come up with several sentences for each cue.
- Ask students to write some of their sentences on the board, and discuss whether other students agree or disagree with the advice. For example:

  It is important for teens to have a job to learn the value of money.

  versus

  It is important for teens to have enough time to study.

▸ EXERCISE 44. Looking at grammar. Page 326. Time: 10 minutes

This exercise has two purposes. One is to emphasize the correct location of the *for* (*someone*) phrase between the adjective and the infinitive. (It is highly unusual to say *For me, it is important to* ____.)

The other purpose is to demonstrate the meaning and use of the *for* (*someone*) phrase. It limits the meaning of the general statement. *It is easy to speak Spanish* indicates that it is easy for everyone to speak Spanish. In order to limit this statement, and render it accurate, the *for* (*someone*) phrase is used. For example:

It's easy for Roberto to speak Spanish because he already speaks Portuguese fluently. It is not easy for Ahmad to speak Spanish because he is not yet familiar with the alphabet.

- Read the direction line aloud.
- Have students take a few minutes to complete the sentences on their own.
- Ask students to share their true statements.

Expansion

Before class, write pieces of advice for particular situations on index cards. Ask students to work in pairs. Students have to expand the cues into full sentences and then, in pairs, they must guess what situation the advice applies to. If it works for your group, have students write the expanded sentences on the board, while other students correct the grammar of each sentence and determine what the situation is. For example:

save money for a down payment	*To do this, it is important to save money for a down payment.*
create a good credit history	*To do this, it is also critical to create a good credit history.*
watch interests rates	*To do this, it is helpful to watch interest rates.*
This is advice for ____.	*Buying a house.*

Possible situations and advice include:

Getting healthy
- *eat nutritiously*
- *sleep enough*
- *exercise regularly*

Learning a second language
- *speak only the second language*
- *watch movies in the second language*
- *read fiction in the second language*

Getting your dream job
- *write cover letters*
- *send résumés*
- *prepare for the interview*

Traveling around the world
- *save enough money*
- *decide what part of the world to visit*
- *research flights*

Cooking a gourmet meal
- *choose a recipe*
- *buy required ingredients*
- *invite friends for dinner*

▸ EXERCISE 45. Let's talk: pairwork. Page 326. Time: 10 minutes

- Have students work in pairs.
- Explain the directions.
- Walk around the room and assist in keeping the conversation exchange going.

CHART 14-10. Reference List of Verbs Followed by Infinitives. Page 327. Time: 10 minutes

CHART 14-11. Reference List of Verbs Followed by Gerunds. Page 328. Time: 10 minutes

CHART 14-12. Reference List of Preposition Combinations Followed by Gerunds. Page 329. Time: 10 minutes

These lists are for students to refer to, not for them to memorize. The exercises that follow, and the Workbook provide a lot of practice, but learners don't need to learn the lists by heart. Some students, however, will want to sit down and try to memorize every word of the lists, despite your reminders.

These lists are not exhaustive, but they do represent many of the most frequently used words that fall into patterns.

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- Write the chart headings on the board, and tell students that they will gain most from these lists by referring to them.
- Tell students that familiarity with these reference lists can help them incorporate new vocabulary and the gerund or infinitive forms into everyday speech.
- Ask and answer any questions about vocabulary. When you do, give your students sentences with meaningful contexts.

Expansion
Create oral exercises using these charts. Select some of the sentences at random, and ask students to put the verbs in their proper gerund or infinitive forms. For example:

You: *(choosing item 9 from Chart 14-10): Many students can't stand ____.*

Students: *Many students can't stand taking tests, though some like them.*

You: *(choosing item 11 from Chart 14-11): We finally completed ____.*

Students: *We finally completed studying this chapter today.*

▸ EXERCISE 46. Let's talk: pairwork. Page 330. Time: 10 minutes

- Have students work in pairs.
- E plain the directions.
- Walk around the room and assist in keeping the conversation exchange going.

▸ EXERCISE 47. Game. Page 330. Time: 10–15 minutes

- Arrange students in teams.
- Choose verbs from Charts 14-10 to 14-12. Have students work as teams to complete the sentences with *to do it* or *doing it,* or with their own words.
- Reward one point for each correct answer. The team with the most points wins.

▸ EXERCISE 48. Looking at grammar. Page 331. Time: 10 minutes

- Ask students to work in pairs.
- Have students choose all the correct sentences.
- To review, have students share which sentences are incorrect, which part of the incorrect sentences is wrong, and how each incorrect sentence could be changed.

Optional Vocabulary

convince	fur	commute

▸ EXERCISE 49. Check your knowledge. Page 331. Time: 10 minutes

- Give students time to correct the errors on their own as seatwork.
- C rrect by having students tell you what the particular error was and how it can be corrected.

Optional Vocabulary

tutor	thrill	fiancé

▸ EXERCISE 50. Reading, grammar, and writing. Page 332. Time: 15–20 minutes

Part I
- Ask students to take turns reading both the thank-you note and the passage about writing thank-you notes aloud.
- As students read aloud, ask students to define vocabulary words and/or paraphrase sentences after they are read.

Part II
- Have students respond to whether a gerund or infinitive should follow the phrases given.
- Discuss why a gerund or infinitive is needed (e.g., a gerund must follow a preposition).

Part III
- Students can respond to either of the two prompts in writing. Before students choose a prompt, have a student read aloud the thank-you key phrases that are included in the writing tip.

Part IV
- Have students edit their writing by using the checklist.

Optional Vocabulary

opportunity	culture of the company
skills	rule of thumb
associate's degree	previously
automotive technology	nice touch
work ethic	specific

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CHAPTER 15

Gerunds and Infinitives, Part 2

CHAPTER SUMMARY

OBJECTIVE: To learn some special uses of gerunds, infinitives, and the simple form.

APPROACH: The chapter begins with the infinitives of purpose and common structures that require infinitives. Then passive forms are presented. Next, some classes of verbs that are accompanied by other simple *-ing* forms are presented. Finally, a set of exercises provides a comprehensive review of both Chapters 14 and 15.

TERMINOLOGY: The traditional term "infinitive" is used for *to* + a verb in its simple (i.e., non-finite or uninflected) form. A "gerund" is defined as a word that ends in *-ing* and functions as a noun.

PRETEST. What do I already know? Page 334. Time: 10 minutes

Because this is the second of two chapters devoted to gerunds and infinitives, students may be more primed for this pretest than for the previous one. In addition, and as is true throughout the text, students will have a familiarity with these forms that they may not even be aware of.

- Give students a few minutes to identify which items are already correct.
- Discuss how students would correct the items that have errors in them.

EXERCISE 1. Warm-up. Page 334. Time: 10 minutes

- Have students take turns reading each of the items aloud.

Optional Vocabulary
clown nose
cheer up
relax

CHART 15-1. Infinitive of Purpose: *In Order To.* Page 335. Time: 10–15 minutes

Additional examples for the chart footnote:

General: *An encyclopedia is used for locating facts and information.*

Specific: *I used the encyclopedia to locate facts about India.*

General: *Knives are used for cutting or slicing.*

Specific: *My brother used a knife to cut his birthday cake.*

- Write the chart title on the board.
- Ask students where they went the previous weekend and why or what they went to this location *in order to do.*
- Write the simple *Why* question on the board, and then immediately underneath it, write a restatement using *in order to.* For example:

  You: *Juan, why did you go the airport this past weekend?*

  You: *What did you go to the airport in order to do?*
- Explain that this question can be asked and answered without stating *in order.* Write the resulting question and answer on the board. Remind students that the infinitive of purpose follows a subject / verb clause. For example:

  You: *Juan, what did you go to the airport to do?*

  Juan: *I went to the airport <u>to meet</u> my sister.*
- Generate similar examples with students, and have others go to the board to underline or highlight the infinitives of purpose. For example:

  Malaika went to the mall <u>to buy</u> a new pair of sunglasses and some sunscreen for her vacation.

  Yu-Ting took the train to New York <u>to spend</u> time with his uncle, who has been sick.

  Somaiya and her children went to the beach <u>to relax and enjoy</u> themselves.
- Explain that the preposition *for* is used before a noun, but it also expresses purpose.
- Give students repeated examples showing the differences between how *for* and *to* are used to show purpose.

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▸ EXERCISE 2. Looking at grammar. Page 335. Time: 10 minutes

This exercise is basic, but students often struggle with expressing purpose and may simply use a translation of *for* + verb. Remind students that *for* must be followed by a noun object because it is a preposition.

- Have students read each item aloud.
- Put the correct completions on the board.

Optional Vocabulary

executives	long-term

▸ EXERCISE 3. Looking at grammar. Page 335. Time: 10 minutes

- Remind students that *for* precedes a gerund and *to* precedes verb forms.
- Give students time to complete the exercise on their own.
- Correct as a class.

▸ EXERCISE 4. Looking at grammar. Page 336. Time: 10 minutes

- Remind students that *in order to* can only be used to show purpose and that they need to distinguish the purpose from the preposition *to* that may precede a noun phrase.
- Give students time to complete the exercise.
- Review and correct as a class.

Optional Vocabulary

relief	allergic	impress
toothache	Novocain	pastry
checkups	decorated	

▸ EXERCISE 5. Let's talk: interview. Page 336. Time: 15 minutes

- Lead this exercise without giving students time to prepare responses ahead of time.
- Students should take turns giving two purpose statements in response to the six prompts.
- Write the most unusual responses on the board for further discussion.

Expansion

Create "Top Ten Reason" lists for all six items in Exercise 5 after students have completed the initial exercises. Students who have been exposed to American pop culture may have some familiarity with this format, but help students present the top ten reasons for each prompt, counting down with number 10 being the least common and number 1 being the most common. Remind students that they can use both *in order to* and *for* phrases.

Sample Top Ten Reasons List:

Why People Go to Hawaii for Vacation

10. *Some people go to Hawaii in order to attend a luau.*
9. *Some people go to Hawaii in order to wear a grass skirt.*
8. *Some people go to Hawaii for the amazing food.*
7. *Many people go to Hawaii in order to see a volcano.*
6. *Lots of people go to Hawaii for an exotic vacation.*
5. *Many people go for the sun and beach.*
4. *Lots of serious surfers go to Hawaii to surf the big waves.*
3. *Many people go to Hawaii to celebrate their honeymoon or anniversary.*
2. *Lots of people go to Hawaii to learn about the native Hawaiian culture.*
1. *People go to Hawaii to visit Diamond Head, Pearl Harbor, and Waikiki Beach.*

To give students extra practice with these structures, give them additional topics. You can write each one on an index card beforehand and invite students to work in pairs.

What are two reasons why some people ____ ?

get married
have children
travel very far from home
never leave their hometown
volunteer to help others
climb Mount Everest
take risks
email (instead of making a phone call)
make a phone call (when they could have emailed)
run a marathon
use alternative health-care practices (acupuncture, herbal medicine, chiropractic)
eat frozen or fast food
become vegetarian
wear expensive labels and designer clothing

▸ EXERCISE 6. Warm-up. Page 336. Time: 5–10 minutes

- Ask students to take turns reading the sentences.
- Ask students if they have an image of a car dealer in their minds, whether the image is positive or not, and why or why not.
- Have students discuss what comes before the adjectives in blue (forms of the verb *be*) and also what comes directly after (infinitives).
- Ask students to discuss what buying a car is like in their countries, and make sure they can understand the following phrases:

be certain to *be unlikely to*

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CHART 15-2. Adjectives Followed by Infinitives. Page 337. Time: 5–10 minutes

This list is not complete; other examples can be found in reference books on grammar, but these are among the most common combinations. Many of these adjectives can be followed by other structures. For example:

I was *happy about visiting* my friends. (preposition + gerund)

I was *happy watching* TV with Rolf. (present participle)

It is not necessary or useful to mention these other structures following adjectives at this point because students' focus should remain on just the adjective + infinitive combinations.

If students wonder why these particular adjectives, unlike others, are followed by infinitives, explain that it is simply a traditional pattern. There are many structures that do not have a grammatical justification but rather developed over time and are accepted in the English language.

- Tell students they have already heard many of the adjectives followed by infinitives that are included in the chart's list.
- Ask students to scan the list to see which of the phrases they already know well. Some of the more common phrases follow:

glad to	*lucky to*	*sorry to*
happy to	*ready to*	*surprised to*

- Write one example on the board, using a student's name. For example:

  Han Na was surprised to meet her neighbor from Seoul here.
- Following this model, give each of five students one of the most common expressions above and ask them to create sentences using the adjective expression. They should write their sentences on the board.
- Those who haven't gone to the board should correct their peers' work.
- Involve students who didn't go to the board by having them read items (a) and (b) from the chart aloud.
- Pick some of the more unusual adjective phrases included, and invite students to make up a related sentence on the spot. For example:

  You: *eager to*

  Panut: *I am eager to finish this chapter.*

▸ EXERCISE 7. Let's talk. Page 337. Time: 5–10 minutes

- Have students work in groups of 3–4.
- In groups, students should first read the description of each situation and discuss the meaning.
- Have students complete both situations in groups, and then ask students to read their completions aloud.
- Correct immediately and overtly, and encourage peers to explain how to correct individual errors.

▸ EXERCISE 8. Writing or speaking. Page 338. Time: 10–15 minutes

- Have students work on this exercise autonomously as seatwork.
- Encourage students to complete each item using adjective + infinitive patterns and to be imaginative in doing so.
- Remind students to check their completions carefully.
- Correct as a class, and write students' completions on the board to compare content.

Optional Vocabulary

family reunion	is up to (be up to)
supportive	not believe my ears
desperately	

▸ EXERCISE 9. Let's talk: interview. Page 338. Time: 10–15 minutes

- Instruct students to first create complete questions with the words in parentheses.
- Tell them to then ask two classmates each question and write down their classmates' responses.
- After ample time, have students share their responses.

▸ EXERCISE 10. Warm-up. Page 338. Time: 10–15 minutes

- Have students think specifically about food and the fact that different people have preferences that are unique to them.
- Ask students what kinds of foods they find *too hot,* etc., and list them on the board. For example:

too hot	*too bland*	*too sour*
too cold	*too bitter*	*too rich*
too spicy	*too sweet*	

- Let students know that in all these cases, when people say that a food or drink is *too sour,* e.g., *to eat* or *to drink* is implied. For example:

  A lemon is too sour to eat.
- Point out the infinitive form used with *too* + adjective.
- Now have students take turns reading through the conversation in Exercise 10.
- Ask students to complete the sentences that follow, and discuss the meaning of these.

CHART 15-3. Using Infinitives with *Too* and *Enough*. Page 339. Time: 15–20 minutes

Learners of English may fail to understand that *too* before an adjective has a negative meaning. This form means that some quality is excessive and brings about a negative result. The speaker gives very different information when he uses *too* and when he uses *very.* It is important to make this distinction clear by having students produce lots of examples.

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- Using your students' lives as contexts, create examples and write them on the board.
- Ask your students clear questions about the results or consequences of *too* versus *very.* For example:

  Pablo enjoys extreme sports very much.

  Pablo enjoys extreme sports too much.

- Explain that we can use the adverb *very* to strengthen an adjective or adverb.
- C ntrast *very* with *too.* Explain that when we use *too* in front of an adjective or adverb it does more than strengthen the meaning; by contrast, it makes the meaning of the adjective or adverb negative by making the meaning excessive.
- Now add to the above examples.

  Pablo enjoys extreme sports very much. He spends much of his winter extreme-skiing.

  Pablo enjoys extreme sports too much. He went extreme-skiing in poor conditions and had a terrible accident last year.

- Write the following reminders on the board:

  Mr. Nagy is very excited to go to Paris.

  very = a lot, positive

  Mei is too tired to come with us.

  too = an excessive amount, a negative consequence

- Ask students to take turns reading through items (a) and (b) while also discussing explanatory notes.
- Introduce the concept of *enough* by asking students what they have enough strength or intelligence to do.

  You: *Maki, what do you have enough intelligence to do?*

  Maki: *I have enough intelligence to use advanced English grammar.*

  You: *Rose, what do you have enough strength to do?*

  Rose: *I have strength enough to run a marathon.*

- Stress that *enough* can be positioned either before or after the adjective.
- Ask students to read items (c)–(e) aloud, and discuss the explanatory notes.
- It is important to stress that what follows is a common error and that students should not be repeating *it* after using this expression.

  INCORRECT: *That car is too expensive to buy ~~it~~.*

  CORRECT: *That car is too expensive to buy.*

▸ EXERCISE 11. Looking at grammar. Page 339. Time: 10–15 minutes

- Explain the direction line to students.
- Have students complete the exercise on their own as seatwork.
- Correct by having students read each completion aloud; require accurate pronunciation.

Optional Vocabulary

severe	expose
contagious	injure

▸ EXERCISE 12. Let's talk. Page 339. Time: 10–15 minutes

- Put students into pairs or small groups.
- Be ready to explain *big enough to hold*.
- Ask students to be as detailed and specific as possible while discussing the questions with one another.
- Move around the room, correcting and encouraging students.
- Review questions as a group and encourage any spontaneous conversation that arises.

▸ EXERCISE 13. Listening. Page 340. Time: 10–15 minutes

- Be provisioned with the audio and listening script.
- Explain to students that they will hear a sentence and be asked to pick the option that has the same meaning as the sentence they have heard.
- C rrect as a class and refer to the listening script as needed.

Expansion

Prepare a set of index cards before you come to class.

These index cards should have been divided into two groups, one containing phrases with *too* + adjective and a corresponding amount containing *to* + infinitive. You will give adjective cards to half the group and infinitive cards to the other students. Students have to talk with one another until they find a natural-sounding match and can create a sentence using both cards. Creative and justifiable sentences will be accepted but ridiculous sentences will not be.

Index card combinations can include:

The weather is too uncertain to go to the beach.

The currency is too unstable to cash our traveler's checks this week.

Some Indian food is too spicy to eat.

The concert started too late to attend.

I got up too late to run before work.

Anna was too exhausted to respond immediately.

The news is too sensational to take seriously.

Politicians are too self-interested to trust.

Olympic athletes are too committed to ruin their bodies with drugs.

The Internet is too insecure to put important personal information on.

Cake is too sweet to eat for breakfast.

▸ EXERCISE 14. Warm-up. Page 340. Time: 10 minutes

This warm-up may prove challenging for students because passive infinitives and gerunds are rare. Give students time to try out both completions before deciding which one sounds right, and remind them that they are not expected to already be familiar with these forms.

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- Have students take turns reading the items out loud, and decide on the completion as a class.
- Discuss what each item means and why passive voice is used.

CHART 15-4. Passive Infinitives and Gerunds: Present. Page 340. Time: 10–15 minutes

You may wish to briefly review passive in general before presenting this chart. Remind students that there are many passive sentences that do not use the *by* phrase.

Students may want to refer to the lists of verbs followed by infinitives or gerunds as they are concentrating on these structures.

- Write the chart title on the board.
- Using what you know of your students' lives, create an example of a passive infinitive and write it on the board. For example:

  Masashi was delighted to be given a present by the class.
- Now with your students' help, come up with an example of the passive gerund. Remind students they will need to use the correct preposition to go with the gerund.

  Anton was nervous about being asked to compete against the top chess player.
- Ask students to take turns reading each item in the chart aloud, and review the explanatory notes.

▸ EXERCISE 15. Looking at grammar. Page 340. Time: 10 minutes

- Lead this exercise, helping students get used to these somewhat complex structures. Let students know that because of the number of auxiliary verbs needed, they would be wise to work very slowly.
- Help students take turns completing each item, and write the completions on the board if helpful.

▸ EXERCISE 16. Looking at grammar. Page 341. Time: 10 minutes

- Give students time to work through each item on their own.
- Remind them to proceed slowly so that they can be sure to include each auxiliary needed.
- After students have completed all items, correct as a class by having each student take a turn reading a completion aloud.
- C rrect immediately and overtly so that students can hear the auxiliaries required.

Optional Vocabulary

insist helicopter
compositions

▸ EXERCISE 17. Reading and listening. Page 342. Time: 10 minutes

- Be fully provisioned with the audio and listening script ready to go.
- Give students plenty of time to first read the passage and complete the blanks with the words in the box.
- Play the audio through once, and if students prefer, play it a second time before correcting.

Optional Vocabulary

functionally illiterate appropriately

▸ EXERCISE 18. Let's talk. Page 342. Time: 10–15 minutes

- Stress with students that this exercise is intended to give them an opportunity to practice passive infinitives and gerunds in a natural way. Tell them that though these structures are rare in themselves, they do come up in hypothetical situations such as listed here.
- Have students work in pairs, and remind them to form this structure slowly. The challenge is to get the auxiliary verbs in the right position without missing any.
- After students have spent time discussing in groups, reassemble as a class and give ample time for each statement.
- Write challenging phrases on the board, and encourage students to disagree with one another.

Expansion

Prepare these questions on index cards to hand out. Students have to use passive infinitives and passive gerunds in order to state preferences.

Sample cards include:

Would you rather be given a certain amount of time to live, or would you rather not be told when you will die?

Do you prefer being told bad news immediately?

Would you prefer being left a large sum of money all at once, or would you prefer being left an annual inheritance?

Do you expect to be invited to the weddings of all your friends?

Would you prefer being given a handmade gift to any other kind of gift?

Do you like being complimented by strangers?

Do you prefer driving to being driven?

▸ EXERCISE 19. Warm-up. Page 342. Time: 10 minutes

- Engage students in the topic by asking them what they consider to be cheating and how it is dealt with in their countries.
- Ask students whether plagiarism (not citing sources and/or claiming these as your own) is similar to cheating.
- Have students read through all items and discuss which are most common.

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CHART 15-5. Past Forms of Infinitives and Gerunds: Active and Passive. Page 343. Time: 15–20 minutes

This structure is not commonly used, but it is needed in certain circumstances. These past forms distinguish two separate events in the past in a very similar way that past perfect and simple past do when used in combination with one another. It can be helpful to remind students of their knowledge of past perfect combined with simple past before you begin your explanation of this form. You may wish to begin by putting a timeline showing the verb tenses on the board.

- Write the chart title on the board.
- Ask your students if they have understood your explanations of when to use gerunds and when to use infinitives, as presented in this chapter. (You can ask the following questions as prompts, while also writing information on the board.) For example:

  You: *Have you understood my explanations of gerund and infinitive use?*

  Students: *Yes, we have understood your explanations.*

  You: *Great. You seem <u>to have understood</u> my explanations of gerund and infinitive use.*
- Draw a timeline to illustrate this.

Past	***resent***
X	*X*
You understood explanations.	*Now you seem to have understood explanations.*

- This example is similar to example (a) = *to have* + past participle.
- Explain that, in present time, your students seem to have completed the action of understanding—in the past.
- Now, using the same timeline, verbs, and context, work through each example item that you find in the chart.
- The following is similar to example (b) = *to have been* + past participle.

Past Time	***resent Time***
X	*X*
Explanations have been understood.	*Now explanations seem to have been understood by you.*

- The following is similar to example (c) = *having* + past participle.

Past Time	***re Recent Past Time***	***Present Time***
X	*X*	*X*
Students understood explanations.	*Students mentioned having understood explanations.*	

- The following is similar to example item (d) = *having been* + past participle.

Past Time	***re Recent Past Time***	***Present Time***
X	*X*	*X*
Explanations have been understood.	*The teacher appreciated explanations having been understood.*	

- The examples below have the same meaning as those above. Explain to students that rather than trying to figure out exactly when it is best to use each structure. These structures are not that common, and it is more important that students can recognize and respond to them than produce them.

  (e) The students mentioned understanding the explanations.

  The students mentioned having understood the explanations.

  (f) The teacher was happy to be understood.

  The teacher was happy to have been understood.
- Now ask students to read example sentences (a)–(f) aloud, one by one, and go over the explanatory notes.

▸ EXERCISE 20. Looking at grammar. Page 343. Time: 10 minutes

- Have students read the first two items aloud.
- Lead the remainder of the exercise.
- Point out what kinds of verbs are used in these structures, eliciting *seems, mentioned, regret, appears, admitted, claims.* (The verbs share a sense or recollection.)

Optional Vocabulary

overcharged celebrities

▸ EXERCISE 21. Looking at grammar. Page 343. Time: 10–15 minutes

- Give students time to complete both sets by themselves as seatwork.
- C rrect the sentences by having students read their completions aloud.
- Stress that students should be able to recognize these forms, but they don't often need to produce all these forms.

Expansion

Explain to students that they will be using active and passive past forms of infinitives and gerunds to discuss their own memories and recollections.

Before this activity, prepare index cards with various recollection verbs and specific times in a person's life. You can also put the following verbs and specific time phrases on student handouts and give the same prompts to all your students.

recall when I was a child

regret when I was younger

mention one year ago

admit when I first started learning English

claim three years ago

Students should then use past and passive infinitives and gerunds to describe various experiences from their own lives. In order to get students started, give an example from your own life related to the cues above.

I recall <u>having been scared</u> of the dark when I was a child.

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Next, have students work in pairs to come up with sentences from the prompts provided. Walk around the room, encouraging pairs to come up with appropriate sentences and correcting the sentences produced.

After students have practiced the forms with partners, write some of the examples generated on the board and compare students' memories.

▸ EXERCISE 22. Looking at grammar. Page 344. Time: 10 minutes

- Before beginning this exercise, assure students that for the most part, they will need to be able to recognize such correct forms rather than generate them.
- Give students time to complete each item on their own.
- Review the completed items as a class.

▸ EXERCISE 23. Warm-up. Page 344. Time: 10 minutes

- Start by engaging students around what they consider "clean."
- In order to get this conversation going, write some basic questions on the board (or prepare them on a handout and distribute).
- Another way to prompt discussion is to provide students with photos of very clean rooms or homes, cluttered rooms or homes, and/or extremely messy or unclean homes or rooms.
- By passing around photos of different standards of clean, students can be readily prompted to discuss what they consider clean as opposed to what others might.

  For example (some basic questions to get the ball rolling):

  Do you consider yourself a "clean" or "neat" person, or a messy one?

  Have you ever lived with anyone who has a different standard of "clean" than you do?

  Would you prefer to clean your house or room yourself, or have it cleaned by others?
- After students have discussed standards of cleanliness, have them think about what in their life "needs" regular cleaning. You can suggest their whole living space, individual rooms, their cars, their backpacks, purses or backpacks, and so on.
- Finally, have students complete the items in the warm-up.
- Ask students to share their responses.

CHART 15-6. Using Gerunds or Passive Infinitives Following *Need*. Page 345. Time: 10–15 minutes

British English also uses *want* in the same way that example item (c) in the chart does.

For example, in British English, the following is possible:

The house wants painting. (BrE but not AmE).

There are regional differences and different dialects that use different structures. There are also simple native speaker preferences for using gerunds versus passive infinitives after *need.*

- Write the chart title on the board.
- Explain that using the passive infinitive after *need* is more common than using the gerund form.
- Present students with an example of the passive infinitive following *need,* and write it on the board. For example:

  I need to repair my computer.

  My computer needs to be repaired.
- Tell students that a gerund can follow *need.* For example:

  My computer needs repairing.
- Ask students to take turns reading the items in the chart aloud, and discuss the explanatory notes.

▸ EXERCISE 24. Looking at grammar. Page 345. Time: 10 minutes

- Read the direction line aloud.
- Give students time to complete the exercise on their own as seatwork.
- Correct as a class. Put challenging items on the board.

Optional Vocabulary

tractor	hens	ripe
stalls	laid	

▸ EXERCISE 25. Let's talk. Page 345. Time: 10 minutes

- Ask a student to read the situation describing the house that Lawrence and Kara want to buy.
- Discuss the term *fixer upper*. Because valuing old houses is not universal, it could be interesting to find out if any students from other countries would ever want to buy an old house such as that shown in the photo.
- Ask students what kinds of homes are valued in their cultures, prompting vocabulary such as *modern, convenient, economical, stylish, contemporary,* etc.
- Ask students about the house-repair vocabulary in the box. They are unlikely to know all the words. Even when students are familiar with the words, asking them for definitions promotes spontaneous opportunities for discussion.
- Have students work in pairs and/or small groups to discuss the changes and repairs that need to be made to the house.
- Ask students to write their sentences on the board to compare content.

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▸ EXERCISE 26. Reading and speaking. Page 346. Time: 10–20 minutes

- Ask students if they know what *multitasking* means, and put synonyms and phrases they respond with on the board in a word web.
- Have students either read the passage to themselves or take turns reading the passage aloud.
- Ask students about some of the Optional Vocabulary included (listed below).
- Ask students to read the discussion questions aloud and facilitate their comments in response to each question.
- Invite students to say whether their own experience matches the content of this Blue Book Blog.
- Because recently targeted grammar can be well utilized in asking students to describe their own experiences, ask students to use the following verbs and structures in sharing their responses:

  recall / remember / regret + gerund

  recall / remember / regret + having + past participle

Optional Vocabulary

capable	routine	deal with
tasks	deleting	technique
batches		

▸ EXERCISE 27. Warm-up. Page 346. Time: 10 minutes

- Ask a student to read the description of "verbs of perception" aloud.
- Have students read the correct sentences aloud in each item and compare these to the incorrect ones.

CHART 15-7. Using Verbs of Perception. Page 347. Time: 10–20 minutes

The five physical senses are sight, hearing, touch, smell, and taste. This chart deals with the patterns of complimentary verb use with the list of "verbs of perception" that express four of the five senses—all but taste.

Since both the simple form and the *-ing* form are correct and often interchangeable, it is sometimes difficult to explain that there can be a difference in meaning. The chart attempts to make the difference easier to grasp, but for some students the distinction may seem unnecessarily subtle.

New users of English can't really make any sort of substantial communication error by using one form rather than another, so the grammar points in this chart are not crucial. However, for those interested in the subtleties of how form affects meaning and how choice of form can make meaning more precise, the information in this chart will be of interest.

In the terminology used in this text, the "simple form" of a verb is the form that is usually listed in the dictionary, the form with no tense or endings, i.e., the uninflected form.

SIMPLE FORM: *go, accept*

SIMPLE INFINITIVE: *to go, to accept*

- Write the chart title on the board.
- E plain to students that you are going to present two ways of using verbs of perception.
- With your students' help, create sentences using verbs of perception followed by the simple form of the verb based on what they can actually observe in class at the moment. For example:

  Paulo is listening to his teacher explain the grammar.

  Susana sees Miguel take notes in class every day.

- E plain that it is also possible for these same verbs to be followed by the *-ing* form of the verb.
- Write the same observations from above but this time with the *-ing* form. For example:

  Paulo is listening to his teacher explaining the grammar.

  Susana sees Miguel taking notes.

- Explain that the *-ing* form shows a subtle emphasis on duration.
- Illustrate this point by writing an example in which the *-ing* form is similar to a reduction of a *while*—clause.
- Write the following example on the board:

  Susana sees Miguel (while he is) taking notes.

- Explain that in some cases, given the actual context and how long actual actions take, it makes sense to use either a simple or an *-ing* form.
- Tell students that if a verb takes very little time to perform (e.g., *slam a door*), it is more appropriate to use the simple form.
- Explain to students that if an action is already in progress when the subject observes it, it may make sense to use the *-ing* form. Write an example of this on the board.

  When I arrived in my English class late, I saw my teacher handing out our exams.

- Explain that if the emphasis is on perception of a complete action or performance, it makes most sense to use the simple form. Write an example of this on the board.

  Keiko saw Coldplay perform last night.

- Have students read the chart examples aloud.
- Review the explanatory notes.

▸ EXERCISE 28. Let's talk. Page 347. Time: 10 minutes

- Have students work in small groups or pairs.
- Give students a chance to carry out the instructions and describe actions to one another using verbs of perception.
- Review as a class.

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▸ EXERCISE 29. Looking at grammar. Page 347. Time: 10 minutes

- Read the direction line.
- Ask students if they know what an earthquake is and if any of them have experienced one.
- Lead the exercise and call on different students to complete each item.

▸ EXERCISE 30. Looking at grammar. Page 347. Time: 10 minutes

- Have students work through this exercise on their own as seatwork.
- Stress that there is not always a distinction between using the simple versus the *-ing* form.
- Ask each student to explain his/her choices to the class.

Optional Vocabulary
slammed auditorium diploma

Expansion
Take your students to another location (either outside the school itself or another area within the building), and have them observe and describe their perceptions, using the verbs discussed above. Encourage students to observe carefully and then describe in detail.

You could also assign this activity as written homework. Have students describe their observations of any setting they choose. The more action they observe the better, so a crowded area (café, university, library, gym) may work best. They can read their observations aloud without stating the venue and then have other students guess what the venue is. Students can write their assignments in the present tense and finish with "Where am I?" For example:

I hear weights being lifted onto machines. I see people stretching and lifting things repeatedly. I see people both running and walking on treadmills. I can smell sweat and Gatorade.

Where am I? (The gym.)

▸ EXERCISE 31. Warm-up. Page 348. Time: 10 minutes

- Remind students that among their most important grammar "skills" is the ability to recognize what sounds right.
- Ask students to take turns reading each item aloud.
- Decide, as a class, whether each item is grammatical based on the way each one sounds.

CHART 15-8. Using the Simple Form after *Let* and *Help*. Page 348. Time: 10–15 minutes

The American English preference (with reference to the chart) is (d), using the simple form after *help.* The British English preference is (e), the infinitive after *help.*

In the contraction *Let's* (c), the apostrophe indicates omission of the letter *u* in *Let us.* Note that there is no other instance in English in which an apostrophe + *-s* represents a contraction of *us.*

- Write the chart title on the board.
- Explain that *let* has the meaning of "allow." It is followed first by an object (usually a proper noun or pronoun) and then the simple form of the verb.
- Write the following pattern on the board:

  subject + let / help + pronoun + simple verb

- Ask students to help you think of sentences about their classroom practices using *let,* and write them on the board. For example:

  Our teacher lets us drink coffee in class.

  Our teacher doesn't let us use our cell phones in class.

- Explain to students that this pattern can also be used with the verb *help*. Refer to the pattern on the board.
- With students, come up with examples to illustrate *help* followed by the simple form.
- Write the examples on the board:

  Jung Woo helped his mother wash her car.

  Jung Woo didn't help his mother wash her car.

- Go over the chart with students. Reiterate that example (e) is more common in British English, but it is also possible in American English.

▸ EXERCISE 32. Looking at grammar. Page 348. Time: 10 minutes

- Lead this exercise, giving students time to complete each item.
- As students complete each item, ask them to also provide you with other grammatical options.

Optional Vocabulary
advisor credit card statement
challenge a course

Expansion
For additional practice, lead the following activity, which will allow students to come up with sentences using the target structure and prompts generated by other students.

Hand students blank index cards or pieces of paper and ask them to count off, 1, 2, 3, repeatedly. Ask all the 1's to write the name of a person or a pronoun on their card or slip of paper. Ask the 2's to write the simple form of any verb on their card or slip of paper. Now ask

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each 1 and 2 to give their cards to the number 3 person on their right. This person uses the subject and verb he/she has been given to come up with a sentence using all the words given with either *let* or *help*. That student must then write his/her sentence on the board while the rest of the class corrects it.

Index Card from #1	Index Card from #2
my mother	*clean*

Possible sentence generated by number 3 and written on the board:

My mother helps my married sister clean her house every Saturday.

▸ EXERCISE 33. Warm-up. Page 349. Time: 10 minutes

- Have students take turns reading each of the (a)–(c) statements aloud.
- As a class, have students match the statements to the descriptions of the actions below.
- Lead students by asking pointed questions, but make sure they know what *weeding* and *dandelions* are. For example:

  You: *In all three scenarios, who weeded the dandelions?*

  Students: *Andy's son.*

  You: *Who caused the weeding to happen? Who initiated it?*

  Students: *Andy.*

CHART 15-9. Using Causative Verbs: *Make, Have, Get*. Page 349. Time: 15–20 minutes

A causative verb sounds like its function. These verbs are used to describe situations in which a subject "causes" an action to take place but does not perform the action. This may be a difficult concept in some cultures, and languages express the notion of causation in very different ways. You can start introducing the chart by discussing the notion of causation with your students.

The method of causation is expressed by choosing one of three verbs:

make = use force

have = request or order

get = use persuasion or perhaps dishonesty

- Write the chart title on the board.
- E plain that *causative* is a combination of both active and passive voice. *Causative* is, in a simple sense, one-half active and one-half passive.
- Remind students that in a typical active sentence the subject also performs, or does, the action. In a causative sentence (like an active sentence), the subject causes the action to take place but does not actually carry it out. Like in a passive sentence, the subject of the verb does not do the action.
- Ask students the following question and write it on the board:

  What was something your parents caused you to do when you were younger?
- Write a list of student responses on the board. You may need to prompt the class by offering some suggestions.

  go to school

  take the trash out

  clean my room

  finish my household chores or tasks

  take care of my little sister or brother

  do my homework

  go to bed earlier than I wanted

  write thank-you notes
- E plain that in English, there are three verbs that are used to express the idea of a subject causing an action to happen (but not also doing the action).
- Each of the three verbs below has slightly different meanings. Write the following on the board:

  make + simple form = no choice

  have + simple form = request

  get + infinitive = persuade
- Have students look at the list of tasks on the board again and ask them:

  You: *Did you parents make you do something?*

  Student: *Yes, they made me go to school.*

  You: *Did your parents request that you do something?*

  Student: *Yes, they had me take care of my little brother.*

  You: *Did your parents persuade you to do something?*

  Student: *Yes, they got me to write thank-you notes when I got birthday presents.*
- To make sure students get these patterns, write more model sentences on the board, and ask students if they had the same experience you did. For example:

  My parents made me go to bed earlier than I wanted.

  My parents had me take out the trash every evening.

  My parents got me to eat vegetables by promising me ice cream later.
- It is hoped that the use of the causative and this presentation will spur discussion of child-rearing practices across cultures. Ask questions to further an active discussion. By having students immediately use the grammar in a meaningful way (by getting engaged in a topic), they are more likely to understand its usefulness and initiate the form on their own.
- Keep reinforcing the correct form by writing student-generated sentences on the board.
- Explain that causative is also used when the subject initiates an action that another person does to or for him/her.
- Ask students if they generally cut their own hair, prompting the response "no."
- Ask students who decides when they schedule a haircut or when they need a haircut, prompting the response "I do."

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- E plain that the particular form used for scheduling a haircut, a repair to your car or computer, or another service to be done is *have / get* + object + past participle.
- Write the following example on the board:

  Josefina had / got her hair cut last weekend.

- Review the chart by having students read the sets of examples (a)–(k) aloud, and go through the explanatory notes.

▸ EXERCISE 34. Looking at grammar. Page 350. Time: 10–15 minutes

- Have students take turns reading each of the conversations aloud.
- Ask students to match each one to the appropriate causative form below.
- Have students refer to specific language that informs their decisions.
- Correct and review as a class.

▸ EXERCISE 35. Looking at grammar. Page 350. Time: 10 minutes

- Give students time to complete this exercise on their own.
- Review as a class and have students explain their responses, referring to specific words and their understanding of the situation.

Optional Vocabulary

composition	satisfied

▸ EXERCISE 36. Looking at grammar. Page 350. Time: 10 minutes

- Have students continue to work on their own.
- Ask students to read their completions aloud, and provide immediate and clear correction.

▸ EXERCISE 37. Let's talk. Page 351. Time: 10 minutes

- Lead this exercise by asking students to make sentences from the prompts on the spot.
- Have students compare the many tasks that can be done in shopping areas, and also introduce other services that can be provided there. For example:

  Can you also get your car washed there?
  Can you have clothing altered there?
  Can you have small appliances fixed there?
  Can you get a guitar restrung there?

▸ EXERCISE 38. Let's talk. Page 351. Time: 10–20 minutes

- Have students work in pairs or small groups.
- Walk around the room, helping students respond to questions. Encourage them by correcting / providing form, pronunciation, and vocabulary.
- Review the questions as a group and write student responses on the board, comparing them with others.

▸ EXERCISE 39. Warm-up. Page 352. Time: 5 minutes

- Ask students which form seems correct and natural and which one seems more formal.

CHART 15-10. Using a Possessive to Modify a Gerund. Page 352. Time: 10 minutes

- Explain that using the possessive adjective to modify a gerund is not common and is formal, but it is worthwhile to become familiar with.
- Ask a student to yawn or stretch their limbs in class. For example:

  You: *Ibrahim, could you please yawn.* (Ibrahim yawns.)
  You: *Kumiko, did you notice Ibrahim's yawning? How does his yawning make you feel?*
  Kumiko: *His yawning makes me feel sleepy, too!*

- Ask students to read (a)–(d) aloud, and review the explanatory notes.

▸ EXERCISE 40. Looking at grammar. Page 352. Time: 10 minutes

- Have students complete each item with the formal and informal pronouns required on their own as seatwork.
- Review as a class, reiterating which forms are common.

Optional Vocabulary

interfering	celebration	reception

▸ EXERCISE 41. Looking at grammar. Page 353. Time: 10 minutes

- Have students complete each item as you call on them.
- Discuss any challenging items by putting them on the board and referring back to the chart used to present each structure.

Optional Vocabulary

revolution	fortunate	identify

▸ EXERCISE 42. Looking at grammar. Page 353. Time: 10 minutes

- Give students time to complete as seatwork.
- Ask students to share their responses while also explaining their choices.

Optional Vocabulary

awkward	cockroaches
handle	pest control

▸ EXERCISE 43. Looking at grammar. Page 354. Time: 10 minutes

- Ask students to complete each item as you go around the room calling on students.
- Discuss all possible completions and review the forms used.

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▸ EXERCISE 44. Check your knowledge. Page 354. Time: 10 minutes

- Give students time to complete this exercise as seatwork.
- Correct as a class.

▸ EXERCISE 45. Reading and writing. Page 355. Time: 10 minutes

Part I

- Read the direction line and ask students to take turns reading the passage aloud.
- Discuss vocabulary as students read, giving them an opportunity to describe vocabulary spontaneously.

Optional Vocabulary

sulfur	foolproof
spray	weakens
understatement	safety goggles
remedies	foolish

Part II

- Have students choose a problem from the list included or come up with a problem of their own.
- Ask students to write possible solutions for their problems using infinitives and gerunds. Refer students to the writing tip box for some extra help on using gerunds and infinitives.

Part III

- Have students either use the editing list to edit their own work or exchange with another student and do peer editing.

Expansion

- Prepare index cards with a few "problems" on each one. Put students into groups.
- In groups, students come up with solutions for their problems and write them down. Instruct students to use as many of the forms targeted in the last two chapters as possible, so a combination of *by*-phrases + gerunds, causatives, and infinitives is ideal.
- A representative of each group presents possible solutions to the class, while the class identifies what the problem is. For example:

  You can try to talk to her yourself.

  You can ask a mutual friend to explain that you didn't mean to upset her.

  You shouldn't start by denying it.

  The problem: You were complaining about a friend, and she overheard you and became upset.

  Possible problems (3–4 per index card) could include:

  You borrowed a car and had an accident in it.

  You twisted your ankle.

  You dropped your cell phone in water.

  You have an upset stomach, but you have to go on a long flight.

  You are sick, but you have an important presentation to make at school or work.

  You have a friend who is in a terrible situation, and you don't know how to help him/her.

  One of your bosses is rude to you in front of other employees.

  You are trying to lose weight but having a hard time cutting down on sweets.

  You want to look for a new job, but you don't have much time.

  You want to give up coffee, but you keep getting headaches.

  You have a fever.

  You cannot honor an important commitment, and you don't know how to explain this.

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CHAPTER 16

Coordinating Conjunctions

CHAPTER SUMMARY

OBJECTIVE: This chapter gives students more choices for expressing related ideas. They will learn how English connects pieces of information that are in a relationship of equality.

APPROACH: Essentially, the chapter deals with the concept of parallelism. Two or more simple pieces of information should be expressed in similar grammatical forms. This is more a matter of style than grammar, but by helping students realize how "balanced" written English sounds when the writer uses parallel structure and coordinating conjunctions appropriately, you will help students understand the reason for this preferred format. The chapter teaches the use of coordinating conjunctions and their required punctuation.

TERMINOLOGY: A "conjunction" is a function word that serves as a connector or a linking word to join words, phrases, or clauses. This chapter deals with coordinating conjunctions, words that are used to create compound structures (e.g., compound subjects, compound verbs, compound sentences). In this text, correlative conjunctions (e.g., *both … and*) are called "paired conjunctions." Subordinating conjunctions (e.g., *when, because, if*) are used to create complex sentences and are dealt with in the following chapter.

PRETEST. What do I already know? Page 357.
Time: 10 minutes

Because this topic more commonly relates to written rather than spoken English, students may not recognize correct forms here quite as readily as they may recognize other structures. As students review each item, emphasize the balanced quality of parallel structure and write / highlight parallel elements on the board.

- Have students work through pretest autonomously.
- Tell students that while listening for what sounds correct is often enough to help them identify grammatical structures, they will want to read through each item a few times before deciding in each case.

Optional Vocabulary
obeying refund
manager

EXERCISE 1. Warm-up. Page 357.
Time: 10 minutes

- Lead the warm-up by having students take turns reading each item and then identifying the parts of speech, as in the example.
- Point out that the exact same parts of speech are seen on each side of the conjunction.

Optional Vocabulary
waterfall swayed
rocked

CHART 16-1. Parallel Structure. Page 358.
Time: 15–20 minutes

Using parallel structure is an economical way to include several pieces of information in a single phrase or clause. The ability to use parallel structure is highly valued in spoken and written English because conciseness is a cultural value in English-speaking countries. Other cultures may have other values with regard to the expression of ideas in speaking and writing.

Problems with parallel structure are common in student writing, and sometimes it is hard for students to anticipate how to write clearly and concisely.

To understand parallel structure, students need to understand the idea of ellipsis: that certain words have been omitted from a sentence. The sentence can be understood without the omitted words because these words themselves are redundant. English rhetoric does not value redundancy or repetitiveness.

For example, the following sentence includes unnecessary words.

Steve is coming to dinner and his friend is coming to dinner.

In ellipsis, the repeated words (*be + coming to dinner*) are omitted, and the verb is made to agree with the compound subject: *Steve and his friend are coming to dinner.*

- Write the chart title on the board.
- Introduce the concept of parallel structure by explaining that the English language has a stylistic preference for concise expression whenever possible.

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- Next, write some intentionally repetitive sentences on the board. For example:

  The man is wearing a hat and the man is wearing a coat.

  The woman is wearing her hat and the woman is holding her coat.

- Ask students to cross out and omit whatever they can without changing the meaning of the sentence. Have a student or students go to the board to demonstrate this. For example:

  The man is wearing a hat and ~~the man is wearing~~ a coat.

  The woman is wearing her hat and ~~the woman is~~ holding her coat.

- Explain to students that this concise approach is the grammatical source of the targeted parallel structure they will now learn.
- Tell students that making sure that sentences have parallel construction is similar to balancing the equations that illustrate chemical reactions (an academic task many of them have done in a high school chemistry class).
- Even if you cannot remember how to balance equations very well yourself, the process is quite similar to making sentences "balanced" by using parallel structure. Your students are very likely to be familiar with this concept. Write the following on the board:

  $2\ H_2 + O_2 \rightarrow 2\ H_2O$

- Explain that the task of creating parallel structure is similar to balancing an equation. When using parallel structure, learners need to account for each necessary part of speech on either side of the conjunction.
- Write the following example on the board, and ask students to identify which part seems unbalanced. You may need to read the sentences aloud and emphasize certain words so that students can appropriately hear the error. For example:

  Michael likes to eat pizza and watching movies.

- Students should be able to identify that *and watching movies* sounds wrong because it doesn't match the parts of speech used in *eat pizza.*
- Rewrite the sentence using parallel structure, identifying the elements of parallel structure as in the example below.

  S ***V*** ***Infinitive + O*** ***Infinitive + O***

  Michael likes to eat pizza and (to) watch movies.

- Reiterate that the above sentence has the same verb forms on both sides of the conjunction.
- Have students take turns reading example sentences (a)–(e) aloud, and review the explanatory notes.

▸ EXERCISE 2. Looking at grammar. Page 358. Time: 10 minutes

- Explain the direction line.
- Ask students to take turns reading first the word in italics and then choosing all the parallel words.

Optional Vocabulary

contacted	chatting

▸ EXERCISE 3. Looking at grammar. Page 358. Time: 10 minutes

- Have a student read the completed example aloud.
- Ask another student to name the part of speech needed for parallel structure in the completed example (adjective).
- Have students now take turns reading through each item, identifying the part of speech needed, and choosing the correct completions.
- Write any challenging items on the board as they arise.

Optional Vocabulary

admirable	tidy

▸ EXERCISE 4. Looking at grammar. Page 359. Time: 10 minutes

- Have students read through the completed example.
- Ask students to complete the remainder of the exercise autonomously.
- Review as a class, providing immediate and clear correction.

Optional Vocabulary

ran a stop sign	crosswalk
pedestrian	custody
shocked	

▸ EXERCISE 5. Warm-up. Page 359. Time: 10 minutes

- Have students identify on their own the sentences that are already punctuated correctly.
- Review as a class.

CHART 16-2. Parallel Structure: Using Commas. Page 359. Time: 10–15 minutes

In a series of items, the very last item is preceded by a conjunction (usually *and* or *or*). Many people place a comma before that conjunction (e.g., *an apple, a banana, and a pear*), but this last comma in the series is a matter of choice or style. This final comma is often called an "Oxford comma" or a "serial comma." Grammar books and style guides disagree on whether this final comma should be included or not. This text uses the final comma so that students can see more clearly each element of a serial parallel structure. In addition, spoken English patterns usually have a pause before the conjunction in this instance, and the comma reflects the pause.

- Write the chart title on the board.
- Explain to students that certain uses of commas are grammatically required and that other uses are stylistic choices.
- Using your students' names and experiences, write a sentence on the board that uses *and* to connect two parts of a parallel structure. For example:

  Miguel and Kwong Min were late for class.

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- Explain that if you added a third student, you would clearly separate all three by using commas.

  Miguel, Kwong Min, and Viktor were all late for class.
- Tell students that the third comma in the example is not required, but it does reflect the necessary pause in speech needed to effectively complete the exercise.
- Repeat each sentence and exaggerate the pause so that students can readily hear it.

▸ EXERCISE 6. Looking at grammar. Page 360. Time: 10 minutes

- First have students complete the exercise independently as seatwork.
- Tell students to read through their punctuated sentences by making obvious pauses to indicate where commas should be placed.
- Confirm where commas should have been placed, writing the students' versions on the board as they read them aloud.
- This approach should better help students "hear" where commas should be placed and train their ears to anticipate punctuation.

Optional Vocabulary

balcony	options	concierge
buffet	suspense	attentive
adjoining	bellhop	courteous

▸ EXERCISE 7. Looking at grammar. Page 360. Time: 10–15 minutes

- Ask a student to read through the direction line aloud. Because it emphasizes the reason for using parallel structure (avoiding repetition of the same words), it is useful for students to hear this before completing the exercise.
- Ask another student to read the completed example aloud.
- Give students plenty of time to complete the exercise as seatwork.
- Correct the exercise as a class, and write any particularly challenging items on the board.

Optional Vocabulary

trustworthy	hard of hearing

▸ EXERCISE 8. Looking at grammar. Page 361. Time: 10 minutes

- Complete this exercise in small groups.
- Have a student read the sentences and combinations in the example item aloud.
- After group members have completed each item, come together as a class and correct all the completions by having each group share.
- Put particularly challenging items on the board.

Optional Vocabulary

curvy	narrow	reputation
steep	climate	integrity

▸ EXERCISE 9. Let's talk. Page 361. Time: 10–15 minutes

- Put students into pairs.
- Walk around the room while students are taking turns completing each sentence. Encourage by providing correction and vocabulary, and ask leading questions to keep the discussion moving.
- Ask each partner to share one of their classmate's responses with the class.
- As always, if a natural discussion arises, allow it to happen and facilitate by also pointing out how to form opinion sentences using parallel structure.

▸ EXERCISE 10. Warm-up. Page 362. Time: 10 minutes

- Have students identify which sentences are correct.
- Encourage students to explain why those items that are not correct are ungrammatical.

CHART 16-3. Punctuation for Independent Clauses; Connecting Them with *And* and *But*. Page 362. Time: 15 minutes

The punctuation of independent clauses is <u>not</u> simply a matter of style. It is ungrammatical for independent clauses (i.e., complete sentences) to be connected using only a comma, and it will serve your students best if you are very clear about this point. This very common error is called a "comma splice." When several independent clauses are put together using only commas to separate them, it is also called a "run-on sentence." Run-on sentences (which go on and on) and comma splices are common writing problems among both native and non-native writers.

Advanced students may be interested to know that it is possible to use commas between independent clauses when there is a series of more than two clauses.

CORRECT: *Janet washed the windows, Bob swept the floor, Carlos made a casserole, and I set the table.*

INCORRECT: *Janet washed the windows, Bob swept the floor.*

- Write the chart title on the board.
- Ask students to define *independent clause,* and write the best parts of their definition on the board. For example:

  independent clause = + V

  (can stand alone as its own sentence)
- E plain that two independent clauses cannot be separated by only a comma.
- Write an incorrect example (comma splice) on the board and, in an exaggerated fashion, cross it out. For example:

  INCORRECT: *Juan plays tennis, Marco prefers golf.*

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- E plain that an independent clause can either:
  1) be separated by a period (with capitalization of the new sentence, of course);

     CORRECT: *Juan plays tennis. Marco prefers golf.*

  2) OR be joined by a conjunction (in this particular case, either *but* or *and* would work, but this depends on the meaning of the whole sentence).

     CORRECT: *Juan plays tennis, and Marco prefers golf.*

     CORRECT: *Juan plays tennis, but Marco prefers golf.*
- Review the chart by asking students to read the example sentences (a)–(h) aloud.

▸ EXERCISE 11. Looking at grammar. Page 362. Time: 10 minutes

- Read the direction line, and ask a student to read item 1 aloud.
- Give students time to complete the exercise as seatwork.
- Correct by asking students to go to the board and write their correct sentences clearly.
- You can have other students correct by changing the answers written on the board, or you can discuss these.

Optional Vocabulary

push-ups	assistant
demonstrated	available

▸ EXERCISE 12. Looking at grammar. Page 363. Time: 10 minutes

- Continue with this exercise in the same fashion as Exercise 11.
- Give students time to complete the exercise as seatwork.
- After students write their corrected sentences on the board, invite their classmates to correct each one.
- Make sure you cite the reason certain punctuation is incorrect. Clear and immediate correction will help students anticipate their own errors.

▸ EXERCISE 13. Looking at grammar. Page 363. Time: 10 minutes

- Ask students how often they write emails, and ask them to discuss the characteristics of emailed communication.
- Some students might be under the impression that because email is so commonly used, and certainly less formal than written letters, poor grammar is accepted. Discuss whether this is the case and why it is important to be grammatical even in more informal writing.
- Ask students to take turns reading the sentences in the email aloud, and have them say whether a correction is needed or not, and if so, what the correction should be.

▸ EXERCISE 14. Reading and grammar. Page 363. Time: 10–15 minutes

- Have students work with partners.
- Ask students to locate and correct all errors. They should be prepared to explain what the error was in detail.
- Review as a class.

Optional Vocabulary

ziplining	cable	hair-raising
impassible	strung	strive
canyons	harness	appeal
thrilling	strapped	
soar	platform	

▸ EXERCISE 15. Warm-up. Page 364. Time: 10 minutes

- Explain to students that all sentences in the warm-up are correct.
- Ask students to read the examples to themselves.
- Have students give you the "rules" or practices they have deduced from the sentences they have read.
- Put these "rules" as students have said them on the board, and leave them on the board as you move to the presentation of paired conjunctions. For example:

  The verb has to agree with the noun that comes immediately before it.

CHART 16-4. Paired Conjunctions: *Both … And; Not Only … But Also; Either … Or; Neither … Nor.* Page 364. Time: 10–15 minutes

There are two important grammar points discussed in this chart.

subject-verb agreement
parallel structure

Both are practiced in exercises following the chart. Significantly, both points are hard to teach and harder to learn because many native speakers regularly make subject-verb agreement mistakes and fail to use parallel structure. Because these forms are not regularly modeled by native speakers, students have a harder time learning to use them.

In actuality, native speakers often use plural verbs, even though both subjects may be singular, when using any of the paired conjunctions presented here.

For example, students are just as likely to hear <u>both</u> of the following sentences though only the second one is correct:

Neither my sister nor my brother are coming with us.

Neither my sister nor my brother is coming with us.

The text doesn't discuss all the mistakes students will hear because doing so would be unnecessarily confusing. Tell your students to default to making the verb agree with the subject that comes immediately before it.

Another point mentioned in the text is that when there are two independent clauses connected by *not only … but also,* the first clause usually has inverted subject-verb word order. This happens in other sentences that begin with a negative adverb. For example: *Not only* ***does John love*** *sports, but he also loves music.* Chart 16-4 provides a good opportunity to introduce this inversion to your students (or to remind them of it if they have already encountered it).

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- Write the chart title on the board.
- Write the following pairs of conjunctions on the board:

  not only … but also

  both … and

  either … or

  neither … nor

- Ask students whether they are already familiar with *either … or* and *neither … nor.* Many may already know how to use these, and if so, you can ask them for sample sentences to write on the board. For example:

  Pablo likes neither chocolate nor vanilla ice cream.

  Stephy has been to neither France nor Italy.

  Bruno will either go to New York City or stay here this weekend. He hasn't decided.

  Xiao-Liang is happy to try either a French or a Vietnamese restaurant. She doesn't want to have Chinese food.

- After you have written student-generated sample sentences on the board, underline the phrases that follow each paired conjunction, demonstrating that the parts of speech are the same.
- Reiterate that these phrases occur in pairs, so if students see the first word or phrase of a paired conjunction, they should anticipate the word that completes the pair. For example, if students see *either,* they should anticipate *or.* When they read *not only*, they should anticipate *but also.*
- Write some simple sentences on the board incorporating various paired conjunctions and requiring completion, such as:

  Not only the students but also ____ enjoy a day off from school.

  Both my mother and ____ bake delicious pies.

- Using these patterns, create more cloze examples on the board and as students complete each one, remind them which noun determines whether the subject is singular or plural.
- Ask students to take turns reading example sentences (a)–(i) aloud and review the accompanying explanatory notes.

▸ EXERCISE 16. Looking at grammar. Page 364. Time: 10–15 minutes

- Without prereading each item, ask students to take turns reading aloud and deciding whether a singular or plural verb is needed.
- S udents should hear whether the noun before the verb is singular or plural and use that as their guide.
- Provide prompt and clear correction.

▸ EXERCISE 17. Looking at grammar. Page 365. Time: 10–15 minutes

- Give students time to combine the short sentences in Part I and Part II in succession, using the paired conjunctions specified for each as seatwork.
- Students read their combined sentences aloud.
- Correct students immediately and overtly, and write any complicated items on the board.

▸ EXERCISE 18. Looking at grammar. Page 365. Time: 10–15 minutes

- As for Exercise 17, students combine the sentences in Part I and Part II with the specified paired conjunctions as seatwork.
- Students read their combined sentences aloud.
- Correct students immediately and overtly, and write any complicated items on the board.

▸ EXERCISE 19. Listening. Page 365. Time: 10–15 minutes

- Be completely provisioned for the listening by having the audio cued and listening script handy.
- Read through the completed example item with students and remind them that they are not looking for the sentences that sound the most like what they hear. They are looking for the sentence that has the closest meaning to what they hear. Be clear about this distinction.
- Play the audio and have students choose which sentence is the most accurate restatement.
- Review as a class, referring to the listening script as needed.

▸ EXERCISE 20. Looking at grammar. Page 366. Time: 10–15 minutes

- Read the direction line aloud.
- Give students time to correctly combine the sentences using the paired conjunctions specified.
- Correct as a class.

▸ EXERCISE 21. Grammar and listening. Page 367. Time: 10–20 minutes

- Be provisioned with audio and listening script.
- Students work through the passage, selecting the correct part of speech for each parallel structure sentence presented.
- Play audio for students and have them correct their own work.
- Read through the passage, asking students to take turns reading aloud and incorporating their corrections.

Optional Vocabulary

creatures	rabies	destruction
symbols	pollinating	gentle
unreasoned	overripe	prefer
tangle	flourish	avoid
carriers	destroy	

▸ EXERCISE 22. Reading, grammar, and speaking. Page 367. Time: 15–20 minutes

Part I

- Have students take turns reading the sentences aloud and discussing content and vocabulary.

Part II

- Ask students to underline all the parallel structures while working in pairs.

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- Ask students to paraphrase (say in their own words) each idea. Encourage them to explain whether they agree or not and if / how they see evidence that Dr. King's beliefs are working today.
- Walk around the room, assisting students in understanding the quotes. Refer to the list of abstract nouns in optional vocabulary below.
- Come back together as a group and discuss, writing the most important concepts on the board and asking students for examples they can see at present.
- Congratulate students on simplifying and understanding dense passages in English.

Optional Vocabulary

civil rights movement	nonconformists	overcome
segregation	dedicated	oppression
discrimination	justice	resorting
inspiring	ultimate	evolve
secure	convenience	reject
livable	controversy	aggression
	crucial	retaliation

▸ EXERCISE 23. Check your knowledge. Page 368. Time: 15–20 minutes

- Ask students to locate the errors in each sentence as seatwork.
- Have students read corrected versions of each sentence aloud. Ask students to explain why the original was wrong.
- Put any challenging items on the board for further analysis.

Optional Vocabulary

cautious	ample	aftershocks
intention	supply	endurance
crops	soil	archaeologists
suitable climate	subsequent	

▸ EXERCISE 24. Writing. Page 368. Time: 20 minutes

Part I

- Discuss social media posts looking for jobs, roommates, or live-in situations. Ask students if these are common and whether they have ever looked for a certain situation in this way.
- Have students read the post aloud, taking turns.

Part II

- Have students read and discuss reminders for clear posts on social media.
- Remind your students to keep clarity and brevity in mind when writing their ads.
- Ask students to refer to the writing tip as they work.

Part III

- Ask students to edit either their own or a partner's work, using the editing checklist.

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CHAPTER 17 Adverb Clauses

CHAPTER SUMMARY

OBJECTIVE: Learning to use adverb clauses correctly and readily allows for increasingly sophisticated expression. The objective here is to help students become comfortable and confident when using adverb clauses so that students can easily communicate complex information and show relationships between ideas.

APPROACH: This chapter focuses on the common functions of adverb clauses. By reminding your students that adverb clauses do exactly what adverbs do (supply information about why, how, when, where, etc. an action took place), you can help students understand the function of these clauses. Adverb clauses are used to express relationships of 1) time, 2) cause and effect, 3) contrast, and 4) conditions. (Please note that contrary-to-fact conditionals are covered in Chapter 20.)

TERMINOLOGY: As explained in the footnote to Chart 17-1, in this text, "subordinating conjunctions" (e.g., *when, because,* etc.) are called "words that introduce adverb clauses." Coordinating and correlative conjunctions (Chapter 16) link equal, parallel elements; subordinating conjunctions link a dependent structure to an independent one.

PRETEST. What do I already know? Page 370. Time: 10 minutes

Compared to acquiring parallel structure as presented in the previous chapter, recognizing and using adverb clauses should be a bit easier for most students.

- Give students time to read through the exercise and identify the incorrect sentences.
- Ask students to explain their choices when correcting as a class.

Optional Vocabulary

inherited	only child

▸ EXERCISE 1. Warm-up. Page 370. Time: 10 minutes

In order to remind students what adverb clauses do, put the following question words on the board:

where	*why*
when	*how*

- Have students read through the warm-up items and decide which question word is most appropriately answered by these question words.
- Ask students to comment on the placement of the adverb clauses in relationship to the comma included.
- Help students articulate the rule observed in this warm-up: *If the adverb clause comes first, a comma is needed.*
- You can point out to students that this rule of adverb clauses, as written above, is in itself an example of this punctuation placement.

CHART 17-1. Introduction. Page 371. Time: 10–15 minutes

Because students were introduced to adverb clauses both in earlier chapters of this text, and very early on during the presentation of past tenses when they first began studying English, students should not find this chapter particularly difficult. By relying on what students already know and reminding them of this repeatedly, you can help students become more comfortable with using adverb clauses.

Chart 17-1 expands on students' knowledge of adverb clauses by defining the term "adverb clause," describing its form, and focusing on some of its features in written English, such as punctuation and sentence completeness. You might note for students that the comma usually reflects a pause in speaking.

The use of a comma in a sentence begun by an adverb clause is less common in British English than in American English. And even in American English, the comma may be omitted at times. This text focuses on providing a pattern that students can use as a guideline in their own production—without getting into too many refinements too soon.

Students have learned about two other kinds of dependent clauses: adjective clauses (Chapter 13) and noun clauses (Chapter 12). Review the characteristics of dependent clauses; they must contain a subject and a verb but cannot stand alone as sentences.

Incomplete sentences consisting of a single adverb clause are a very common problem in student writing.

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INCORRECT: *He went to bed. Because he was sleepy.*

However, such incomplete sentences are common in conversation in response to a *why*-question. For example:

A: *Why did he go to bed?*

B: *Because he was sleepy.*

- Write the chapter title on the board.
- Ask students what the characteristics of a dependent clause are, and write these on the board as a reminder.

  Dependent Clause

  must contain a subject + verb

  cannot stand alone as a sentence

- Remind students that they already use simple adverb clauses of time with the simple past and past progressive and with *when* and *while*.
- Ask students to give you an example sentence using *when,* and write it on the board. Then change the adverb clause placement.

  The test had already started when Juana arrived for class.

  When Juana arrived for class, the test had already started.

- For both sentences, ask students to go to the board to underline the adverb clause.

  The test had already started when Juana arrived for class.

  When Juana arrived for class, the test had already started.

- Explain that adverb clauses have four main functions. List the functions on the board as column headings.

  Time Cause and Effect Contrast Condition

- Then ask students to add words to each function without looking at their texts. If students have difficulty starting, you may want to provide one word for each function.
- Students are likely to be familiar with many words used to introduce adverb clauses, so have them try to exhaust their existing knowledge. After students have supplied a number of words for each category, add the following title above the list:

  Words Used to Introduce Adverb Clauses

Time Cause and Effect Contrast	*Condition*
when because although	*if*

- Explain that words in the list they created come at the beginning of an adverb clause.
- Ask students to open their texts and compare the words on the board with the ones in Chart 17-1.
- Review the chart by having students read items (a)–(f) aloud along with the explanatory notes.

▸ EXERCISE 2. Looking at grammar. Page 371. Time: 10 minutes

- Give students time to checkmark the correct sentences on their own.
- Correct the sentences by having students read the items aloud and supplying corrections for those items that are incomplete.

▸ EXERCISE 3. Looking at grammar. Page 372. Time: 10 minutes

- Give students time to add punctuation, change capitalization, and correct these items without adding any words.
- C rrect as a class, writing any challenging items on the board.

Optional Vocabulary

blizzard	stranded

▸ EXERCISE 4. Looking at grammar. Page 372. Time: 10–15 minutes

- Have students work in pairs.
- Read the direction line to students and then circulate among pairs.
- Correct by having pairs write out the paragraphs, correctly punctuated, on the board.
- Remaining students check the corrections.

Optional Vocabulary

paralyzed	service dog
competed	avoid obstacles
tournaments	hard of hearing

▸ EXERCISE 5. Warm-up. Page 372. Time: 10 minutes

- Have a student read the direction line and example item aloud.
- Give students time to complete the other items on their own.
- Have four students go to the board to write one corrected sentence each.
- Remind students that they have been using adverb clauses to show time practically since they began learning English.
- Finish correcting as a class.

Optional Vocabulary

catch (the meaning of)	encourages
translate	figure out the meaning

CHART 17-2. Using Adverb Clauses to Show Time Relationships. Page 373. Time: 15–20 minutes

- Write the chart title on the board.
- Ask students to come up with an all-purpose main clause that can be used with a variety of dependent time clauses. Write the clause on the board. (It helps to make this clause humorous and somewhat of an in-joke for your class, as they will have more fun working with it. For example, the whole class knows that Yukiko loves to shop and always talks about going shopping. Yukiko freely admits to being something of

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a shopaholic. An appropriate main clause could be based on this fact.)

Yukiko goes shopping.

- Elicit time words and phrases from the class and write these on the board. For example:

after	*when*
as soon as	*whenever*
before	*while*

- Now ask students to come up with dependent time clauses (adverb clauses) to follow each time word or phrase. For example:

After …

After the sun rises

- Next, add the main clause to the time (adverb) clauses that students have generated.
- Continue using the same main clause, but change the tense. Exaggerating and repeating the theme can both make this presentation more fun for students and also help them manipulate the adverb clauses easily. For example:

After the sun rose, Yukiko went shopping.

As soon as she wakes up, Yukiko goes shopping.

Before the sun sets, Yukiko will go shopping.

When she woke up, Yukiko went shopping.

Whenever she is awake, Yukiko goes shopping.

While she is not sleeping, Yukiko goes shopping.

- Continue until you have introduced and used all the time words and example sentences (a)–(z).
- Go back and review the explanatory notes included with each time word or phrase.
- Tell students that the best way to use this chart is as a reference tool.

▸ EXERCISE 6. Looking at grammar.
Page 374. Time: 10 minutes

- Give students time to work through the exercise individually.
- Have students take turns reading their completions aloud.
- When there is any question about which part of the sentence is the adverb clause, write the sentences on the board and have students come up and put brackets around the adverb clause.

Optional Vocabulary

chores	password
protect	identity theft

▸ EXERCISE 7. Looking at grammar.
Page 374. Time: 10 minutes

- Help students focus on the context of the sentences by asking the following discussion questions:

Do you like to fly? Why or why not?

What is your favorite part of flying? Is it when the plane is soaring in the sky, taking off, or coming in for the landing?

Do you know anyone who is afraid to fly? What does he/she do when he/she needs to fly somewhere?

When you get on a plane, do you talk to the person next to you or not?

Have you ever had a scary or uncomfortable flight? Describe it using time clauses.

- Write students' responses on the board, and whenever possible, encourage them to use adverb clauses of time. For example:

I like to fly, and my favorite part is when the plane is taking off.

My sister-in-law is afraid to fly. When she has to fly, she takes anti-anxiety medication.

I once took a flight to Asia, and there was a lot of turbulence before we landed. I was very frightened until we were safe on the ground.

- Have students combine the sentences while working on their own.
- Ask students to read their combined sentences aloud, specifying where commas should be placed.

Optional Vocabulary

baggage	earplugs
take off	passenger-loading zone
fasten	stretch
hit turbulence	

▸ EXERCISE 8. Looking at grammar.
Page 375. Time: 10 minutes

- Have students begin reading each item aloud in turn without first preparing on their own.
- As students choose the correct completion, ask them to explain their responses.
- When students don't immediately select the correct completion, write the example on the board.
- Using these adverb clauses correctly requires a strong understanding of the tense system. Invite all students to participate in explanations.

Optional Vocabulary

lottery	won his heart
homesick	humid

▸ EXERCISE 9. Looking at grammar.
Page 376. Time: 10 minutes

- Before completing the exercise as a class, ask students to articulate (without looking at Chart 17-2) the differences among the time words and phrases included as items 1–6.
- Have students independently take time to make sentences using the time phrases to introduce adverb clauses.
- Ask students to read their sentences aloud and discuss the sequence of events.

Optional Vocabulary

frustration

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▸ EXERCISE 10. Let's talk. Page 376.
Time: 10 minutes

- Put students in pairs or small groups.
- Encourage students to complete each adverb clause prompt with a main clause that is true for their life at present.

Expansion

Before class, prepare a set of index cards with well-known daily tasks written on them. Put students in either pairs or small groups. Beneath each task on the index card, write a series of time words and phrases that can be used to introduce adverb clauses used in a sequence of actions. It can be most challenging to have each task (and pair or group) use the same time words / phrases to introduce adverb clauses in the same order. In groups or pairs, students should describe the sequence of events in the ordinary task they have been given. The more mundane the tasks you choose, the better, as the tasks themselves give students an opportunity to compare how things are done in their country, city, or family with how those same tasks are done in other settings. Finally, have each pair or group share the steps of the task they are describing with the class as a whole.

Possible index cards:

setting the table for a dinner party	cleaning the bathroom
after	after
as soon as	as soon as
before	before
once	once
when	when
booking airline tickets online	planning a surprise party
after	after
as soon as	as soon as
before	before
once	once
when	when
putting in contact lenses	doing a load of laundry
after	after
as soon as	as soon as
before	before
once	once
when	when
packing for a beach vacation	
after	
as soon as	
before	
once	
when	

Sample student-generated sentences to describe *setting a table for a dinner party:*

After you have decided what time you will eat, clear the table of any unnecessary items.

As soon as you have cleared any unnecessary items, wipe the table and decide whether you will put a cloth on the table or use placemats.

Once you have placed either the tablecloth or placemats on the table, take out the silverware or cutlery you will use.

Before you put the silverware on the table, make sure it is clean and that there are no water spots on the knives and forks.

When you have finished putting the knives, forks, napkins, and glasses on the table, bring out the plates and place each plate between the fork and knife at each setting.

What are we describing? Setting a table for a dinner party!

▸ EXERCISE 11. Reading, grammar, and writing. Page 377. Time: 15–20 minutes

Part I

- Before beginning this exercise, write the phrase *Cultural Misunderstandings* on the board.
- Ask students to explain their understanding of the phrase in their own words, and write any synonyms or related vocabulary they produce on the board. You can also ask students to describe how the following words fit in with this topic:

accent	*embarrassing*
bias	*miscommunication*
cross-cultural	*stereotype*

- Ask students to tell you any stories or experiences they have had that relate to this topic, and try to get as many students sharing anecdotes as you can before turning to the exercise itself.
- Have students take turns reading the paragraphs aloud.
- Ask students to restate sentences or paraphrase using their own words.
- Asks students to take turns responding to items 1–5.
- Review vocabulary as needed.

Part II

- Give students time to write a brief paragraph about a cultural misunderstanding they have experienced.
- Ask students to edit their own writing and then share it with the class.

Optional Vocabulary

memorable
native speaker
oddly
snapped his fingers
server

▸ EXERCISE 12. Warm-up. Page 377.
Time: 5–10 minutes

- Ask students to read each item aloud.
- Have students identify which sentences show a cause-and-effect connection and which words in those sentences convey that idea.

Optional Vocabulary

illustrator

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CHART 17-3. Using Adverb Clauses to Show Cause and Effect. Page 378. Time: 10–15 minutes

There are differences among the ways to say "because." *Because* is used to make the most direct or explicit cause-and-effect statement. *Since* means "because it is a fact that" or "seeing that it is true that." For example, *Since you have done this before* (a known fact), *could you please show me how? Because,* but not *since,* can ask about an unknown cause. For example: *Did he stay home because he was tired? Now that* is particularly used for present time and when reasons are known by all who are reading or hearing the information. It indicates a situation that has recently changed.

Punctuation follows the same guidelines with these adverb clauses as with others. (And, it is important to note, that these are guidelines rather than hard and fast rules. There are wide stylistic variations in comma usage with adverb clauses. This text simply presents the most common patterns.

Other cause-and-effect subordinating conjunctions you may wish to introduce in an advanced class are *as, so long as,* and *insomuch as.* They are similar to *since*: they express a cause that is a known fact. *As* has many uses. Students might be interested in knowing that one use is to express cause and effect. In their own writing, however, they might prefer to use *because, since,* or *now that* in order to ensure clarity. *Insomuch as* is generally only found in formal writing and is relatively infrequent.

- Write the chart title on the board and underline the words *Cause and Effect*.
- Have students explain to you in their own words what *cause* and *effect* mean, and write their explanations on the board.
- Tell students that English has a number of words that can be used to show cause and effect.
- As a class, create two sentences that can be linked by *cause-and-effect* phrases, and write them on the board. (The two sentences should be able to make sense with *now that* and *since,* as well as with *because*.)
- Identify the cause and the effect on the board. For example:

  Ahmed's company is opening a branch in London. = *cause*

  Ahmed needs to learn English. = *effect*

- Now have students put these clauses together with *because* and dictate the whole sentence to you while you write. Have students give you two sentences, one beginning with the adverb clause and one ending with the adverb clause.

  Because Ahmed's company is opening a branch in London, he needs to learn English.

  Ahmed needs to learn English because his company is opening a branch in London.

- Now demonstrate the same sentences using *now that,* which only makes sense with recent / present tense causes. Write the new sentences on the board.

  Now that Ahmed's company is opening a branch in London, he needs to learn English.

  Ahmed needs to learn English now that his company is opening a branch in London.

- Explain that when using *now that,* the speaker is saying that this cause is a present or a recent development that is only just now a factor or cause.
- Ask students to explain or demonstrate the use of *since.* They should be able to explain that we use *since* with present perfect tense to describe an action that began in the past and continues in the present.
- Write a student-generated example of this time use on the board, such as:

  Jae Hyeon has been swimming competitively since he was 10 years old.

- You may want to remind students that *since he was 10 years old* is a time adverb clause and does not show cause and effect, despite the fact that *since* can be used for this purpose.
- Explain that *since* also has the cause and effect meaning of "because it is a known fact that."
- Demonstrate this new meaning of *since* by using the same example sentence as you started with in this presentation.

  Since Ahmed's company is opening a branch in London, he needs to learn English.

  Ahmed needs to learn English since his company is opening a branch in London.

- Ask students to read example sentences (a)–(g) aloud and review the accompanying explanatory notes.

▸ EXERCISE 13. Looking at grammar. Page 378. Time: 10 minutes

- Ask a student to read item 1 aloud, first reading each independent clause and then correctly combining the two in the example.
- Have students work through this exercise without having time to prepare first.
- As students take turns, write any incorrectly generated sentence combinations on the board right away.
- Discuss the correct combinations and how cause and effect is expressed in each item.

▸ EXERCISE 14. Looking at grammar. Page 378. Time: 10 minutes

- Though you just discussed this, ask students to remind you what is indicated by the special use of *now that*.
- Ask a student to read the completed example aloud.
- Give students a few minutes to determine which sentences can be written with *now that* and have students do so.
- Correct by having students go to the board to write the new sentences while students remaining at their seats correct them.

▸ EXERCISE 15. Warm-up. Page 379. Time: 5–10 minutes

- Ask students to decide which sentence shows an unexpected result and to also tell you which word(s) indicate this.

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CHART 17-4. Expressing Contrast (Unexpected Result): Using *Even Though*. Page 379. Time: 10–15 minutes

The category of "contrast" is defined as "unexpected result" here to help students compare *because* with *even though.* Also, this chart helps students understand that an unexpected result differs from direct contrast, which will be presented later in this chapter. Other forms of *even though* are *although* and *though*.

- Write the chart title on the board.
- As a class, create a simple cause-effect sentence and write it on the board. It will help your students better understand the concept of unexpected result if the cause-effect link of your initial sentence is very clear.

  Because it is so hot today, Sultan, Tanako, and Daniella won't go running.
- Highlight how normal and predictable this cause-effect relationship is. Help students to articulate in their own words that when it is very hot outside, it is uncomfortable to go running, and so the decision not to go running is very understandable and, importantly, predictable.
- Then explain that an unexpected result is an outcome we didn't or couldn't predict.
- C ange the example sentence into an unexpected result by using *even though* and writing the new sentence on the board:

  Even though it is so hot today, Sultan, Tanako, and Daniella will go running.
- Emphasize that grammatically, the sentence introduces a clause in exactly the same place that a cause-and-effect word (*because*) would. Write related sentences on the board:

  Most people don't want to go running when it is very hot outside.

  It is very hot outside. Sultan, Tanako, and Daniella will go running.

  This action (result) is unexpected.
- As a class, create a few more sentences expressing unexpected results and write these on the board.

  Gina and Mauricio had to arrive at the airport at 6:30 A.M.

  They went out dancing until 4:00 A.M. in the morning.

  Even though Gina and Maurcio had to arrive at the airport in 6:30 A.M., they went out dancing until 4:00 A.M.
- Ask students to now switch the order (whether the adverb clause comes first or not) to ensure that they have control over both forms.

▸ EXERCISE 16. Looking at grammar. Page 379. Time: 10 minutes

- Have students read aloud and complete the sentences as you call on them.
- Reiterate the main contrast between cause-effect and unexpected results as students complete the exercise.

▸ EXERCISE 17. Looking at grammar. Page 379. Time: 10 minutes

- Give students time to complete each item as seatwork.
- Have students read the completed exercise aloud to check answers.
- After students have completed and read each item, ask them to reverse the order of the adverb clause and the main clause.

Optional Vocabulary

support	survived
drowning	alternate
rescued	

▸ EXERCISE 18. Looking at grammar. Page 380. Time: 10 minutes

- Put students in pairs or small groups.
- Read the direction line aloud and model the statements of Speaker A and Speaker B with a student.
- As students are working through the speaking exercise and responding to the questions asked, walk around the room. Encourage students who are stuck for vocabulary or require help to keep the conversation going.
- After students have worked through item 8, have partners change roles and continue.
- Discuss some of the items as a class, and revisit items that were challenging.
- Review and clarify any questions about the use of *anyway.*

Optional Vocabulary

accepted	hacked
rehearsed	backed up
account	files

▸ EXERCISE 19. Warm-up. Page 380. Time: 10 minutes

- Ask students what they understand by the term *contrast*.
- State that *contrast* means "a bold and obvious difference."
- Have students discuss which sentences show contrast and what words are key in students' understanding of this.

CHART 17-5. Showing Direct Contrast: *While*. Page 381. Time: 10–15 minutes

Because *while* is more commonly used to express an action taking place over some time, this use of *while* may be a bit challenging for your students. When using *while* for direct contrast, it can be placed at the beginning of either clause without changing the meaning.

While (he was) swimming, Darius became very tired.

While fire is hot, ice is cold.

In British English, *whilst* is another form of *while. Whilst* is even more formal than *while.*

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- Write the chart title on the board.
- Using what you know about your students and the context of your classroom, create a simple sentence showing obvious and direct contrast by using the conjunction *but*.

  Teerapat loves country music, but Marina cannot stand it.
- Explain that *while* can be used to introduce adverb clauses that show direct contrast. Explain that direct contrast indicates that the information in the adverb clause is exactly the opposite of what came before.
- Next, change the given example by using *while* in place of *but.*

  Teerapat loves country music, while Marina cannot stand it.
- Explain that because *cannot stand* is considered the complete opposite of *love,* it makes sense to use *while* for direct contrast.
- Ask students to read example sentences (a)–(e) aloud, and review the explanatory notes as a group.

▸ EXERCISE 20. Looking at grammar. Page 381. Time: 10 minutes

- Give students time to complete the cloze exercise on their own.
- Have students take turns reading the completed cloze items aloud.
- Ask students to pinpoint the precise words that contrast with other words in the correct sentences.

Optional Vocabulary

village	conversationalist
abundance	bores
cavities	

▸ EXERCISE 21. Let's talk. Page 381. Time: 10–15 minutes

- Have students work in groups or pairs.
- With a partner, students prepare contrast sentences.
- Students may need to ask you questions about the words themselves.
- Have pairs share their contrast sentences, and discuss their content and form.

Optional Vocabulary

peninsula	refugee
tap water	immigrant
filtered water	

▸ EXERCISE 22. Warm-up. Page 382. Time: 5–10 minutes

It is helpful to remember that students have been using simple conditionals since they began to explore tenses very early on in their English-learning career. Remind students of how sentences introduced by *if* work and whether these sentences require *will* or not.

- Have students read through the sentences and decide which one is grammatically correct.
- Challenge students to articulate why item 2 is correct but 1 and 3 are not.

CHART 17-6. Expressing Conditions in Adverb Clauses: *If*-Clauses. Page 382. Time: 10–15 minutes

As with adverb clauses of time, it is incorrect to use the future tense (e.g., *will / be going to*) in an *if*-clause. An exception occurs when the speaker is trying to arrange an equal exchange of promises: *If you'll do it, I'll do it.*

All of the examples and exercise items in this unit on "conditions" (Chart 17-6 through Chart 17-11) are in present and/or future time. Chapter 20 picks up on the use of the other verb forms in conditional sentences.

- Write the chart title on the board.
- Elicit a student-generated example of an adverb clause with *when* (which students can be reminded is also <u>not</u> followed by the future tense), and write it on the board. For example:

  When Rieko and Natsuko return to Japan, ____.
- Have students complete the sentence with a main clause that makes sense. Write the completion on the board. For example:

  When Rieko and Natsuko return to Japan, they will speak English very fluently.
- Now explain that *if*-clauses are formed in the same way (followed by simple present verbs) and are also combined with main clauses that have *will*-future verbs.

  If Rieko and Natsuko return to Japan, they will speak English very fluently.
- Underline the tenses used in both clauses.

  If Rieko and Natsuko <u>return</u> to Japan, <u>they will speak</u> English very fluently.
- Ask students *Will Rieko and Natsuko return to Japan?* You should get a variety of responses that range from *probably* to *maybe* to *I don't know.*
- Explain that the *if*-clause refers to a situation that hasn't happened yet but that might happen. It is a possibility. Write the word *possibility* above the *if*-clause and write *result* above the main clause.

  possibility result

  If Rieko and Natsuko <u>return</u> to Japan, they <u>will speak</u> English very fluently.
- Ask your students to come up with a few *if* + present tense clauses and write them on the board, leaving a blank for the main clause. Underline the present tense in the adverb clause. For example:

  If Joachim wins the lottery tomorrow, ____.

  If Ahn goes hiking on Saturday, ____.

  If Matts gets his dream job, ____.

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- Now have students go to the board to complete the sentences with main clauses, using future tense. For example:

  If Joachim wins the lottery tomorrow, he will take a trip around the world.

  If Ahn goes hiking on Saturday, she will enjoy the sunny weather.

  If Matts gets his dream job, he will become a commercial pilot and fly all over the world.

- Engage students in reading through the chart, and highlight the explanatory notes.

▸ EXERCISE 23. Looking at grammar. Page 382. Time: 10 minutes

- Read through the example with students.
- Challenge students to provide two different completions to each prompt.
- Give students time to complete the exercise as seatwork.
- Correct as a class, putting student sentences on the board as appropriate.

Expansion

Before class, prepare sets of complete conditional sentences by writing the *if*-clauses on one card and the main clauses on another card. Explain to students that you will be giving each student either an *if*-clause or the main clause written on separate index cards, and that their task is to find the other "half" of their sentence by saying (not showing) their clause to one another. Make each complete sentence complex and detailed enough that it cannot be completed by any other clause that may be handed out. Ensure there is one correct match for each partial sentence.

Have students say (and again, stress that they should not simply show) their clause to one another until matches have been found. Then review all the sentences as a class, correcting as you do so.

What follows are possible complete sentences (split onto two index cards). It is best if you create your own sentences based on your actual students, current events, and common topics of conversation in the class.

If enough new voters participate in the national election,

If you don't take care of your teeth and gums now,

If people simply understand they have more in common than not,

If parents hold their kids to high standards of behavior,

If people decide to prioritize their health when young,

If I don't ever take any risks in life,

the current party will lose power.

you will regret it later in life.

the world will be a better place.

they will be more confident in life.

they will enjoy better-quality lives.

I will never know what I can do.

▸ EXERCISE 24. Reading and grammar. Page 382. Time: 10–15 minutes

- Explain the direction line.
- Have students work autonomously.
- To check answers, have students take turns reading sentences from the passage aloud, correcting as they go.
- Write challenging items on the board for analysis.
- Use this topic as a springboard to discuss what academic and / or other titles are used in your students' countries. Title use can vary widely across cultures, and it can be interesting for students to learn that even elementary school teachers are called by an academic title or other form of address in certain countries.

Optional Vocabulary

acceptable	technically
title	contact
prefer	approach
Ph.D. degree	

▸ EXERCISE 25. Warm-up. Page 383. Time: 10 minutes

- Have students mark the correct and logical sentences.
- Ask students to expand the shortened forms they have said are correct back into the original long forms, requiring students to say which word the helping verbs have replaced.

CHART 17-7. Shortened *If*-Clauses. Page 383. Time: 15 minutes

Explain that English has many "shorthand" or reduced phrases that take the place of longer structures. With conditional sentences, where the context is understood, it is very common to use these when speaking, especially when giving directions.

Students may be familiar with the concept of a flow chart. It can help to present these shortened *if*-clauses as having the same function as a flow chart.

- Write the chart title on the board.
- Write a question followed by *if*-clauses on the board. It will be more meaningful for your students if you can base this presentation on instructions that you have actually given your students. For example:

  Did you finish reviewing the chart?

  If you did finish reviewing the chart, please begin working on the exercise below.

  If you did not finish reviewing the chart, please finish reviewing the chart now.

- Underline how many times the phrase *finish reviewing the chart* is used in the above sentences. Exaggerate the repetitiveness to help students understand the need for abbreviated versions. Tell students that this sort of repetition is not common in English and that there are many ways to shorten these phrases.

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- Write the reduced options on the board:

  Did you finish reviewing the chart?

  If you did finish reviewing the chart, please begin working on the exercise below.

  If you did, please begin working on the exercise below.

  If so, please begin working on the exercise below.

  If you did not finish reviewing the chart, please finish reviewing the chart now.

  If you did not, please finish reviewing the chart now.

  If not, please do so now.

- Ask students to read the sentences included in (a) and (b) aloud, and review the explanatory notes.

▸ EXERCISE 26. Looking at grammar. Page 383. Time: 10 minutes

- Read the direction line.
- Make sure students understand that they should complete each exercise using either *so* or *not,* then using a helping verb or main verb.
- Then students should expand the sentence to its full meaning.
- Give students time to complete the exercise on their own as seatwork.
- C rrect as a class by having students take turns providing every form described above.

▸ EXERCISE 27. Warm-up. Page 384. Time: 10 minutes

- Ask a student to read the situation aloud.
- Encourage students to find ways to express the meaning of these two sentences together. For example:

  Either way, David will be happy.

- Many students may already be familiar with *whether or not* and may try to use this form.

CHART 17-8. Adverb Clauses of Condition: Using *Whether Or Not* and *Even If*. Page 384. Time: 15 minutes

Be prepared to explain that *whether or not* is used when whatever the condition may be will have no effect on the result. You can ask your students to describe some of the unconditional truths in their own lives. For example, parents love their children unconditionally. This means that parents love their children *whether or not* the children obey their parents, do well in school, agree with their parents, etc.

Students sometimes wonder about the difference between *even though* and *even if. Even though* describes an actual, present-time event or state of being; *even if* is used for future conditions. Contrast the following:

Even though it is raining today, we will go running.

Even if it is raining tomorrow morning, we will go running.

Sometimes and particularly when discussing personal preferences, the use is a bit blurred or combined. For example:

Even if you don't like scary movies, you should see The Mummy.

- Write the chart title on the board.
- Begin by asking your students about some aspect of their lives that does not depend on any condition whatsoever. You can always start by writing one of your own.

  Whether or not my daughter does what I want her to do, I will always love her.

- Write similar sentences provided by students on the board. As students share their information, provide the correct form before writing the sentences on the board.

  Roberto will marry his girlfriend <u>whether or not</u> his parents approve of the marriage.

  Mei will complete her education in the United States <u>whether or not</u> she is accepted at Harvard.

  Mehmet and Amalia will run the marathon <u>whether or not</u> it is hot that day.

- E plain that *whether or not* can be placed before the entire clause. In addition, this phrase can be split and the *or not* part can be placed after the clause. Using one of the sentences above, write this new order on the board. For example:

  Roberto will marry his girlfriend <u>whether</u> his parents approve of the marriage <u>or not</u>.

- Next, explain that *even if* is used in front of a possible future condition rather than a current one.
- Using your students' lives as material, come up with meaningful sentences and write them on the board.

  <u>Even if</u> he doesn't get a high TOEFL score, Seung Jin won't take the test again.

- Ask students to read items (a) and (b) from the chart aloud.
- Review the explanatory notes.

▸ EXERCISE 28. Looking at grammar. Page 384. Time: 10 minutes

- Read the example item aloud, and ask a student to explain why the second choice is correct (and has the same meaning as the original sentence).
- Have students take turns reading the other items and deciding the sentence that has the most similar meaning.
- Put any challenging items on the board for further discussion as needed.

Optional Vocabulary
reception

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Expansion

Prepare index cards with sentences using *whether or not* and *even if.* Write the adverb clause of condition on one card and the main clause on another. Hand cards out to students, explain that they each have one half of a complete sentence, and tell them they must find their match. Instruct students to get up out of their seats and say the contents of their card to other students until they find their other half. They should not simply have other students read what is on their card. Circulate and participate, helping students find their matches.

Possible sentences are provided below, but it will be more enjoyable and engaging if you create sentences based on your students and their lives.

Whether or not I agree with what you say,
Even if things don't go as planned,
Whether my kids agree with me or not,
Whether you vote for the winning candidate or not,
Even if you worry that you won't know what to say,
Whether or not you feel confident speaking,

I will defend your right to free speech.
traveling is a wonderful way to educate yourself.
I will always love them.
it is important to vote in every election.
you should express condolences after a death.
you will benefit from using a foreign language.

▸ EXERCISE 29. Looking at grammar. Page 384. Time: 10 minutes

- Read through Situation 1 with students.
- Ask students to complete Situations 2–7 on their own.
- Correct as a class, having students take turns reading their completions aloud.

▸ EXERCISE 30. Warm-up. Page 385. Time: 10 minutes

- Have students read the lead-in sentence and choose the sentence that matches the meaning.
- Write *When you have a problem* on the board, and ask students to explain the assumption behind this phrase (point out that it is assumed there will be a problem).

CHART 17-9. Adverb Clauses of Condition: Using *In Case*. Page 386. Time: 10 minutes

In case is used to explain that something may possibly happen and that if this event happens, other actions should be taken accordingly. For example:

I will take my purse with me in case we decide to stop at the store.

In other words, the reason I am doing one thing (taking my purse) is that something else may also happen (we may stop at the store).

Some scientific and philosophical texts use *in case* to mean: "in the specific circumstance or example." This is often followed by a *that*-clause.

- Write the chart title on the board.
- Ask students to explain why they bring umbrellas or rain jackets with them on cloudy days. They will probably explain (or they may need your help to do so) that though it may not rain, it also may rain. So they want to be prepared in case it rains.
- Ask students to name other items that people carry primarily *in case* they need them. Write a list of items on the board and why people carry them with them when in the car or outside or going anywhere on public transport. Discuss the relative usefulness and likelihood of need for each item, and in what circumstances they could be needed. For example:

  ID—*in case you lose consciousness while running outside*
  umbrella—*in case it rains*
  flashlight—*in case you are caught in the dark*
  Swiss army knife—*in case you need a knife or cork screw*
  book—*in case you end up sitting and waiting for a meeting or appointment to begin*
  cell phone—*in case you need to call someone; in case you are bored*
  medical alert bracelet—*in case you cannot speak but need to tell someone about your condition*
  aspirin or acetaminophen—*in case you get a bad headache*
  gum—*in case you have bad breath*
  wallet with ATM cards—*in case you need money*
  spare tire—*in case you get a flat tire while driving*
  a pen and paper—*in case you need to write something down*
  extra can of gas—*in case you run out of gas*
  a rubber ball—*in case you see a great place to play*
  a blanket in your car—*in case you have an accident and have to wait for help*
  water—*in case you don't have access to water*
- Expand the list as much as possible; encourage students to talk about funny or idiosyncratic things they like to have with them at all times that others may think are odd or unnecessary.
- Have students create complete sentences for the board. For example:

  I always carry aspirin in my handbag in case I get a bad headache.
- Have a student read example item (a) from the chart and discuss the explanatory notes.

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▸ EXERCISE 31. Looking at grammar. Page 386. Time: 10 minutes

- Model item 1 with a student.
- Have students attempt the combinations without individual preparation.
- Put challenging items on the board.

▸ EXERCISE 32. Looking at grammar. Page 386. Time: 10 minutes

- Put students into groups.
- Have students provide multiple completions to each prompt.
- Walk around the room and encourage students to be creative in their completions.

▸ EXERCISE 33. Warm-up. Page 386. Time: 10 minutes

- Have students complete each sentence with the correct word.
- Read through the completions as a group.
- Ask students to articulate a "rule" based on the correct completions.

CHART 17-10. Adverb Clauses of Condition: Using *Unless*. Page 387. Time: 10–15 minutes

Trying to distinguish between *until* and *unless* can be difficult for some students. *Unless* expresses a condition that is required for a particular result. *Until* expresses a time relationship—but also expresses a condition required for a result. It is no wonder that students may be confused when they encounter the following:

You can't drive unless / until you are 16.

Class can't start unless / until the teacher arrives.

I don't eat unless / until I am hungry.

The verb in the *unless*-clause is usually affirmative, but it could be negative. For example:

A: *Will I see you at the theater tonight?*

B: *Yes, unless I can't go.*

- Write the chart title on the board.
- Write the following note on the board:

  unless = if not
- Explain that *unless* is another way to say *if not.*
- Write the following sentences, underlining the target structures.

  Paulo will go to a movie tonight <u>unless</u> he has a lot of homework to do for his grammar class.

  Paulo will go to a movie tonight if he <u>doesn't have</u> too much homework for his grammar class.
- Ask students to tell you something they plan to do <u>unless</u> a particular condition is not met. Write their responses on the board.
- Help students get started by writing the following on the board:

  I will go out with my friends this weekend unless ____ .
- Have students go to the board and write a few possible completions.
- Have a student read from the chart aloud. Go over the explanatory notes.

▸ EXERCISE 34. Looking at grammar. Page 387. Time: 10 minutes

- Model the first item with a student.
- Give students time to complete the remaining items as seatwork.
- Correct as a group and write challenging items on the board.

▸ EXERCISE 35. Looking at grammar. Page 387. Time: 10 minutes

- Put students in groups.
- Model the first completion with a student or students.
- Walk around the classroom working with groups and encouraging students to complete imaginatively.
- C rrect by putting items on the board.

Optional Vocabulary

manager	penalties
permanently	increase
interest	

▸ EXERCISE 36. Warm-up. Page 387. Time: 10 minutes

- Ask a student to read the situation aloud.
- Ask each student to read each of the items aloud and as a class, respond.
- Invent additional and somewhat silly questions to emphasize the use of *only.* For example:

  You: *Does Scott close his bedroom window if a flock of flying monkeys tries to get in?*

  Does Scott close his bedroom window if noxious gas is released into the environment and zombies are taking over his town?

  Students: *<u>No!</u> Scott <u>only</u> closes his window if it is raining hard.*

CHART 17-11. Adverb Clauses of Condition: Using *Only If*. Page 388. Time: 10–15 minutes

No commas are used when *only if / only when / only in* clauses begin a sentence.

Some students may be familiar with the expression "if and only if," which expresses the same idea in mathematics: Only one particular condition will result in a particular effect.

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- Write the chart title on the board.
- E plain to students that in many ways, this concept is an easy one to understand. If this one condition is not met, the result will not take place.
- Write a simple sentence on the board to illustrate. For example:

  Miyako will be able to buy a new car only if she can find the money to do so.

- Now explain that when the sentence begins with *only if*, the word order of the subject and verbs in the main clause is inverted.
- Write an example on the board, and highlight the inversion by underlining:

  Only if Miyako can find the money, will she be able to buy a car.

- Have students read examples (a) and (b) aloud, and discuss the explanatory notes.

▸ EXERCISE 37. Looking at grammar. Page 388. Time: 10 minutes

- Read the situation aloud.
- Have students decide which sentences are true for the situation, and then read them aloud.

Optional Vocabulary

requirement	(day) off

▸ EXERCISE 38. Looking at grammar. Page 388. Time: 10 minutes

- Put students in pairs or small groups.
- Have students discuss each situation and provide different completions to the prompts.
- Review as a class and discuss other options.

Optional Vocabulary

condition under	freeze
admitted	stadium
student visa	screen time
chew	

▸ EXERCISE 39. Looking at grammar. Page 389. Time: 10–15 minutes

- Ask students to work through this exercise as seatwork after you read the first example item aloud.
- Encourage students to provide as many restatements as possible and to expand on the vocabulary used.
- Correct as a class, and put a variety of correct restatements on the board, comparing nuances.

Optional Vocabulary

virus	sick time
prescription	pharmacy

▸ EXERCISE 40. Looking at grammar. Page 389. Time: 10–15 minutes

- Have students create sentences using all the phrases listed.
- Put a variety of student sentences on the board.

▸ EXERCISE 41. Check your knowledge. Page 390. Time: 10–15 minutes

- Give students time to correct the errors in each sentence.
- Have students read corrected sentences aloud and invite others to state why the correction is needed.

Optional Vocabulary

bills	tenants
nearby	promotion
siblings	relocate

▸ EXERCISE 42. Reading, grammar, and writing. Page 390. Time: 10 minutes

Part I

- Have students take turns reading the passage aloud and discussing the vocabulary used.
- Ask students to paraphrase certain sentences and also, as they are engaged in learning, discuss their own opinions of the author's perspective.

Part II

- Ask students to complete the sentences independently after reflecting on the content presented in the passage.
- Have students share their own perspectives.

Part III

- Have students write a personal paragraph explaining how they learn best.
- Ask students to particularly consider how they learn English best.
- Ask students to refer to the writing tip as they work.

Part IV

- Using the editing checklist, have students review and edit their own passages.
- If it works for your group, have students review and edit one another's work by utilizing the editing checklist.

Optional Vocabulary

depends on	verbally
noted	effective
regarding	involved
presented	

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CHAPTER 18

Reduction of Adverb Clauses to Modifying Adverbial Phrases

CHAPTER SUMMARY

OBJECTIVE: To learn the meaning and use of adverbial phrases that modify the subject of a sentence. These phrases are primarily a feature of written English, rather than spoken English.

APPROACH: This chapter draws a parallel with Chapter 13, where adjective phrases are introduced. Adverb clauses and reduced adverbial phrases are illustrated and practiced with special attention to avoiding dangling modifiers.

TERMINOLOGY: A "dangling participle" is one type of dangling modifier.

Aware of the crowd staring at him, *the right words stuck in Bob's throat as he tried to respond.*

The sentence above has a dangling modifier and so is not grammatically correct. *Aware of the crowd staring at him* should be placed immediately before the person (*Bob*) who is aware. *Bob* should be the subject of the clause.

Being nervous, *the right words stuck in Bob's throat as he tried to respond.*

The sentence above has a dangling participle. A participle (*being*) is included in the phrase that precedes the main clause. But in this case too, the participle does not refer to the subject of the sentence (*Bob*) and so is incorrect.

In general terms, both can be called "dangling modifiers."

PRETEST. What do I already know? Page 392.
Time: 10 minutes

Because the reduction of adverb clauses is used more when writing than when speaking, students may not as readily "hear" incorrect structures. Encourage students to read carefully and look for the subject of the main clause.

- Give students time to read through the exercise and identify the incorrect sentences.
- Ask students to explain their choices when correcting as a class.

Optional Vocabulary

mud puddle	express delivery
paramedic	promotion
sunscreen	genetics

▸ EXERCISE 1. Warm-up. Page 392.
Time: 10 minutes

- Give students time to read through each sentence.
- Remind students to locate the subject of the sentence.
- Tell them that doing so should help them see which sentences are correct.
- Discuss as a class.

CHART 18-1. Introduction. Page 393.
Time: 15 minutes

It is important for students to understand that reducing adverb clauses to phrases is only possible if the subject of the adverb clause is the same as the subject of the main clause. Students make many mistakes because they don't understand that having two different subjects (one for the adverb clause and a different one for the main clause) makes such reductions grammatically impossible.

The modifying phrases presented in this chart are often called participial phrases because the main word is a present participle (-*ing* form) or sometimes a past participle (-*ed* form, which indicates a passive meaning). If the phrase doesn't modify the subject of the main clause, the incorrect result is a dangling participle. In this case, the participle is dangling because it isn't connected to a subject to modify. For example:

While walking by the lake, a fish jumped out of the water and frightened Natalia.

Obviously, the fish could not have been walking by the lake, and this is a good example of the participle being unrelated to the subject of the main clause.

The way to correct this is to make *Natalia* the subject of the main clause, and use passive voice. Doing so makes the sentence grammatical and scientifically possible. For example:

While walking by the lake, Natalia was frightened by a fish that jumped out of the water.

- Write the chart title on the board and tell students that in order to reduce an adverb clause, its subject has to be the same as that of the main clause.
- On the board, write the following sentence:

  While Dmitry was studying with his classmates here in Boston, his son was being born in Kiev.

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- Ask students to name the subject of both clauses.
- Once students say that *Dmitry* is the subject of the adverb clause but *his son* is the subject of the main clause, tell them that reducing the adverb clause is simply not possible.
- Invite them to try to reduce the adverb clause, and write the resulting incorrect sentence on the board:

  While studying with his classmates here in Boston, his son was being born in Kiev.

- Explain that this implies that his son was studying in Boston at the same time that he was being born in Kiev, which is scientifically impossible.
- Have students try to correct the sentence by changing the subject and verb of the main clause to a sentence that paraphrases the meaning of the original. For example:

  While studying with his classmates here in Boston, Dmitry learned his son was being born in Kiev.

- Have students take turns reading the chart examples (a)–(h) aloud.
- Review the explanatory notes.

▸ EXERCISE 2. Looking at grammar. Page 393. Time: 10 minutes

- Remind students that the reduced adverb clause must refer to a subject that is the same as in the main clause.
- Have students work through the exercise on their own as seatwork.
- Correct as a class.

Optional Vocabulary

dizzy	contacted
suddenly	sold out
by accident	

CHART 18-2. Changing Time Clauses to Modifying Adverbial Phrases. Page 394. Time: 10–15 minutes

In Chart 18-2, the word *since* has a time-related meaning rather than a cause-and-effect meaning. Learners can become confused about this, so continue to stress that in these cases, *since* indicates time. Students already know words that have two completely different meanings and uses (such as *fall* = *autumn* and *fall* = *drop to the ground*)

Call attention to example (f) in the chart so that students can see that a phrase can either precede or follow the main clause.

- Write the chart title on the board.
- Ask students what the main condition is for being able to reduce an adverb clause. They should be able to state that the subject of the main clause and the adverb clause must be one and the same.
- Using students' lives and shared classroom experiences, come up with sentences that have the same subject in the adverb clause as in the main clause, and write these on the board. Ask students to make the adverb clauses about real time or sequenced events. For example:

  Since she came to the United States, Inez has emailed her family in Colombia every afternoon.

  After Ruhsan takes the TOEFL exam, she will apply to graduate school.

  While Birgitt has been studying here in New York, she has also been taking yoga classes.

- Ask students to go to the board and change the adverb time clauses to modifying adverbial phrases.
- As a class, correct the changes made on the board and discuss each one.
- Have students read chart examples (a)–(h) aloud and discuss the accompanying notes.

▸ EXERCISE 3. Looking at grammar. Page 394. Time: 15 minutes

- Have students work through the exercise carefully as seatwork. Remind them to first identify the subjects in each sentence.
- Tell students that when the subject is the same in the time and main clauses, they can change the time clause to a phrase.
- Ask students to identify which sentence cannot be changed.

Optional Vocabulary

insurance company	contract
flights of stairs	ache
beverage	

▸ EXERCISE 4. Let's talk: interview. Page 395. Time: 15–20 minutes

- Have students move around the room talking to as many classmates as possible.
- Using the time phrases included in the exercise, students share what they do in relation to each time prompt.
- Tell students to write notes so they can report on one another's shared habits.

Expansion

Prepare index cards containing split sentences. On one card, there will be reduced time phrases that should match with detailed main clauses. Each time phrase and main clause should have enough details that students can readily match them with one another. Sample sentences (split into two parts) could include the following. It will be more interesting for your

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students if you also make sentences based on their lives and preferences.

Before shaving your head,	*you should think of what you may look like with no hair.*
After skiing,	*we took off our ski boots and had a drink at the lodge.*
While running,	*Suzette tries to run quick intervals as well as slower miles.*
When studying,	*Megan likes to have all her textbooks around her on her bed.*
Before baking a cake,	*I make sure I have all the ingredients.*
Whenever running late,	*Ahn calls to let his parents know not to worry.*
Before delivering mail,	*the postal worker puts on her most comfortable walking shoes.*
After getting up,	*Ahmad makes coffee for his wife and himself.*

▸ **EXERCISE 5.** Warm-up. Page 395. Time: 5–10 minutes

- Give students just a few minutes to read and answer the questions.
- Review as a class.

CHART 18-3. Expressing the Idea of "During the Same Time" in Modifying Adverbial Phrases. Page 395. Time: 10 minutes

Contrast using modifying participial phrases at the beginning of a sentence with using gerund subjects. This is sometimes confusing for learners. Be sure to give students some examples of gerunds as subjects. For example, write the following on the board so students can see the gerund as subject and the verb *be* that agrees with it.

Walking that street at night is dangerous.

Hiking through the woods is an enjoyable way to get exercise.

- Write the chart title on the board.
- Leave the room for a few moments and reenter it, discussing the target grammar as you do so. When you get to the board, write the following sentence on it:

  Entering the room, I was describing how to use reduced adverb clauses.

- Explain that you were both *entering the room* and *describing how to use reduced adverb clauses* simultaneously. Your use of the participial adverb phrase shows that both were happening at once. Since *I* remains the subject of both *entering the room* and *describing how to use reduced adverb phrases,* this reduction is clear and indicates that they were happening at the same time.
- Now ask students to create sentences about one another, and write these on the board. For example:

  Clicking his pen repeatedly, Antonio concentrated on the new grammar structure.

  Furrowing her brow, Hiroko was listening to the explanation.

  Smiling, Maethus asked Sultan if he could borrow a piece of paper.

- Ask students to read sentences (a)–(c) aloud and review the explanatory notes.

CHART 18-4. Expressing Cause and Effect in Modifying Adverbial Phrases. Page 395. Time: 10–15 minutes

The important point for learners to understand is that the grammatical structure itself (without function words) often expresses a cause-and-effect construct. In many cases, the reason to use the reduced form of the adverb clause is to show the idea that the action described causes / caused the main clause to take place. Sometimes, the meaning combines both "at the same time" and "because of" as will be clear in some of the examples below.

To illustrate that *being* shows cause-and-effect in this structure, contrast the two meanings of the following sentences:

Chicago, a large city, has a significant crime problem.

In the above sentence, *a large city* is an appositive. It is a reduced adjective clause that gives extra information. It does not state a cause-and-effect (though this is implied). Primarily, the appositive phrase further identifies the subject of the sentence.

Chicago, being a large city, has a significant crime problem.

In the above sentence, the structure states that it is because Chicago is a large city that it has a significant crime problem.

- Write the chart title on the board.
- E plain that Charts 18-3 and 18-4 are being presented together to highlight the difference in usage. This distinction might be confusing to some students—Chart 18-3 shows two actions happening at once, and Chart 18-4 shows one action causing the other.
- Demonstrate this by describing an observable student action and writing a *because* structure on the board. For example:

  Because Hyon Jung was hungry, he bought a large sandwich before class.

- Then illustrate that this sentence can be reduced as follows:

  Being hungry, Hyon Jung bought a large sandwich before class.

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- Now explain that to change the tense of the above sentence to the past perfect, *having* + past participle is used. Change the original sentence to the past perfect and show how to reduce this step-by-step.

  Because Hyong Jung had been hungry, he bought a large sandwich before class.

  Having been hungry, Hyong Jung bought a large sandwich before class.
- Write some other examples for students.

  Because Niels had eaten at that restaurant before, he didn't want to dine there again.

  Having eaten at that restaurant before, Niels didn't want to dine there again.
- Have students take turns reading chart examples (a)–(k) aloud, and review the explanatory notes slowly and carefully.

▸ EXERCISE 6. Looking at grammar. Page 396. Time: 10 minutes

- Ask a student to read the example sentence aloud.
- Ask students to tell you which words in the model sentence indicate the meaning of "while."
- Without further preparation, have students read each of the sentences aloud and decide whether *while, because,* or both are the answers.
- In each sentence, ask students to refer to particular words to show the meaning.
- Discuss any challenging items by using the board.

Optional Vocabulary

widow	in store	handrail
wander	tapping	slipped

▸ EXERCISE 7. Looking at grammar. Page 396. Time: 10 minutes

- Point out that all the sentences here have the meaning of "because."
- Have a student read the example aloud.
- Ask other students to read the remaining sentences aloud, reducing the *because*-clause as they do so.

▸ EXERCISE 8. Looking at grammar. Page 396. Time: 10–15 minutes

- Ask one student to read the completed example aloud and discuss.
- Give students time to work through the remaining items as seatwork.
- C rrect by having students read aloud as a class.

Optional Vocabulary

formula	gained
impressed	ears popped
terrain	marketing
fame	sales representative

▸ EXERCISE 9. Looking at grammar. Page 397. Time: 10 minutes

- Read the direction line aloud.
- Ask a student to read item 1 aloud.
- Give students time to complete the exercise on their own.
- Have students read their combined sentences aloud. Discuss necessary changes.

Optional Vocabulary

freshman	commuting	convinced
dorm room	stung	ability
siblings	embarrassed	encouraged

▸ EXERCISE 10. Game. Page 398. Time: 10–15 minutes

- E plain the direction line to students.
- Put students into groups to work together.
- Tell students that the group that gets the most right answers in the shortest time wins.
- Correct by having students write correctly combined sentences on the board.
- Groups remaining at their seats correct the boardwork.

Optional Vocabulary

offspring	expect
crawl	extensively
indestructible	

▸ EXERCISE 11. Looking at grammar. Page 398. Time: 10–15 minutes

- Read the direction line and have students complete the exercise as seatwork.
- C rrect by asking students to read each sentence aloud and state whether it is correct as is.
- If the sentence is not correct as is, students should provide the corrected version.
- Discuss as a class.

Optional Vocabulary

intersection	ambulance
picnic	honking
exact	

▸ EXERCISE 12. Reading and grammar. Page 399. Time: 15 minutes

- Have students take turns reading through the passage aloud.
- C rrect pronunciation as students read.
- Ask students to paraphrase the information they read, and ask them questions about their own learning strategies and whether they will try those presented here.

Optional Vocabulary

blog	space out	retain
highlight	adjusts	longhand
strategies	common	comprehend
the latter	technique	summarize
cramming / cram	flashcards	automatic
focused	force	
	concepts	

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▸ EXERCISE 13. Warm-up. Page 399. Time: 10 minutes

- Ask students to read all three sentences.
- Have them explain the timing of hearing the news and crying.

CHART 18-5. Using *Upon* + *-ing* in Modifying Adverbial Phrases. Page 399. Time: 10 minutes

Students should know that this construction is more common in writing than in speaking. It sounds too formal for everyday conversation.

- Write the chart title on the board.
- Ask students where they have heard the word *upon* used before to indicate time. (Try to get someone to say *Once upon a time …*).
- Relating this structure *once upon a time* to introduce a story or fairy tale is helpful because it reminds students that this structure is used in writing — not in everyday speech.
- Ask students to tell you some age-related ceremonies or rites of passage that they are familiar with from their countries and cultures. Once they have described a few, create sentences that show the relationship between the time and the event by using *upon,* and write them on the board. For example:

  When Mexican girls turn 15, they are given a special party called a "quinceañera."

  When Turkish boys turn 18, they have to serve in the military.
- You can also offer examples of your own age-related rites of passage that are common in the United States. For example:

  When kids in the US turn 18, they often register to vote in the next election.

  When my daughter turns 16, she will get her driver's license.
- Now transform the above sentences to ones that utilize *upon,* and write the resulting sentences on the board.

  Upon turning 15, Mexican girls are given a special party called a "quinceañera."

  Upon turning 18, Turkish boys have to serve in the military.

  Upon turning 18, kids in the US often register to vote in the first election.

  Upon turning 16, my daughter will get her driver's license.
- Ask students to read aloud items (a)–(c) from the chart and discuss the notes.

▸ EXERCISE 14. Looking at grammar. Page 400. Time: 10 minutes

- After going over the example, ask students to make *upon* sentences whenever possible by rewriting the items in a notebook.
- Give them time to complete this as seatwork.
- Correct as a class by having students share their sentences.

Optional Vocabulary

marathon	contain
broke into	excitement
collapsed	announced
exhaustion	

▸ EXERCISE 15. Looking at grammar. Page 400. Time: 10–15 minutes

- Read the example item with a student. Have students explain why no change is possible in item (b).
- Give students time to change the adverb clauses they can, and instruct them to make the new sentences completely correct in punctuation, capitalization, and word order.
- Have students read the reduced adverb clauses sentences aloud and explain exactly why certain sentences could not be changed.

▸ EXERCISE 16. Let's talk. Page 400. Time: 10–15 minutes

- Put students into small groups.
- Have a student read item 1 aloud.
- Review the advice offered.
- Tell students to provide very specific advice for each item.
- Walk around the room, interacting with each group and providing vocabulary and ideas as needed.
- Review as a class.

Optional Vocabulary

visa	itinerary
immunizations	

Expansion

While students are still in their groups, ask them to think of questions about one another's lives — their goals and dreams. Prompt them by putting the following questions on the board for them to think about, and ask students to contribute related questions.

What is important for you to do before dying?

Why do people often have regrets when facing the end of their lives?

What can you do to avoid feeling regretful when coming to the end of your life?

What should people experience before settling down (getting married, having kids, etc.)?

If you are going anywhere in the world, what do you have to do before leaving home?

When do you decide how valuable an experience is to you — before doing it, while doing it, or after doing it?

Once groups have come up with 3–6 questions of their own, have students write them on index cards. Then ask each group to pass their cards to another group to answer while also receiving questions from a different group. Have students further discuss these questions for about 10–15 minutes before coming back together to share the contents of the discussion as a class.

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▸ EXERCISE 17. Listening. Page 401. Time: 10–15 minutes

- Be provisioned by having the audio ready to go and the listening script handy for reference.
- Have students read the completed example and discuss why the circled choice is the appropriate restatement.
- Have students select the correct sentences as they listen to the audio.
- Correct as a class, referring to the script as needed.

Optional Vocabulary

fearing	relieved	candidate
gathering	research	

▸ EXERCISE 18. Reading and grammar. Page 401. Time: 15 minutes

- Ask a student to read the direction line aloud.
- Discuss what it means to summarize.
- Have students read the passage aloud and discuss its tone and style.
- Now have students read the summary of the passage to themselves and underline all the modifying phrases.
- Correct by having students read you the modifying phrases.
- Discuss the difference between the two passages and the ways in which modifying phrases can create a smoother and more enjoyable summary.

Optional Vocabulary

invented	appreciated
attempt	revolutionary
spilled	nature
acid	practical
rushed	application

▸ EXERCISE 19. Reading and writing. Page 402. Time: 15–30 minutes

Part I

- Ask students to first read the passage quietly to themselves, noting the most important events.

Part II

- Instruct students to use modifying phrases to summarize the passage.
- Ask students to refer to the writing tip as they work.

Part III

- Have students use the editing checklist to improve their own or a classmate's writing while reviewing the summaries.

Optional Vocabulary

keyboard	typist
placement	succession
glance	demonstrated
logical	longevity
typebars	efficient
crashed	

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CHAPTER 19

Connectives That Express Cause and Effect, Contrast, and Condition

CHAPTER SUMMARY

OBJECTIVE: To practice combining ideas into compound and complex sentences using various connectives. This ability gives students flexibility in communication and especially when they are writing. Their familiarity with how these connectives work enables them to read increasingly sophisticated materials with greater ease and understanding.

APPROACH: This chapter presents many ways to show relationships among ideas. This is a semantic approach, as well as a grammatical approach focusing on the meanings of certain conjunctions. The first section gives an overview of connectives. The second section deals with cause-and-effect relationships. Matters of punctuation are also included. The chapter continues with a section that focuses on direct contrasts. Ways of expressing a condition and outcome are presented in a section that anticipates the focus of Chapter 20. At the end of the chapter, Chart 19-9 summarizes the structures and connectives presented in Chapters 16 through 19.

TERMINOLOGY: The term "connective" includes expressions that serve to connect independent clauses to other coordinate or subordinate structures. This broad term includes words and phrases that are variously called "adverbial transitions," "subordinating conjunctions," "subordinators," "coordinating conjunctions," "conjunctive adverbs," "logical connectors," and "conjuncts" of various types.

PRETEST. What do I already know? Page 404.
Time: 10 minutes

Compared to acquiring parallel structure as presented in the previous chapter, recognizing and using adverb clauses should be a bit easier for most students.

- Give students time to read through the exercise and identify the incorrect sentences.
- Ask students to explain their choices while correcting as a class.

Optional Vocabulary

consequently	tipped
deli	reserved

EXERCISE 1. Warm-up. Page 404.
Time: 10 minutes

- Have students underline the connecting words.
- Ask students to try to replace the connecting word they have underlined with another connective word they know or may be more familiar with.

Optional Vocabulary

hot-air balloon	stunning

CHART 19-1. Introduction. Page 405.
Time: 15 minutes

This overview should help students understand the many ways that connectives are related to one another. Though they differ in terms of grammatical structures and they have different functions, their shared role is to connect clauses.

- With your class, come up with a few sentences that should be about your class and your students. For example:

  Hee-Jung wants to attend graduate school in Boston. She is preparing to take the GRE.

  Ramon enjoys studying English. He finds homework annoying.
- Rather than using the exact sentences from the chart, use the sentences on the board to demonstrate each category of connectives and its function.
- Write the words *because* and *even though* on the board under the two sentences. Tell students that these are adverb-clause words.
- Remind students that they have experience connecting two ideas by making one a subordinate adverb clause.
- Ask a student to go to the board and insert *because* and *even though* to change the two independent clauses to complex sentences. Remind students to make all the necessary changes (punctuation, capitalization, etc.).

  <u>Because</u> Hee-Jung wants to attend graduate school in Boston, she is preparing to take the GRE.

  <u>Even though</u> Ramon enjoys studying English, he finds homework annoying.
- Ask students to specifically describe the difference between *because* and *even though,* prompting them to state that *because* shows cause and effect, and *even though* shows contrast or an unexpected result.
- Erase the sentences students revised on the board, and come up with two new sets of sentences, not yet connected, based on students' lives. For example:

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Marta loves to run. She was excited to participate in the famous Boston Marathon.

Cong usually gets up very early and never misses grammar class. He is not in class today.

- E plain that another way to connect two clauses is by using transition words. These words connect two clauses but do not make one clause dependent on the other.
- Write the transition words *however* and *consequently* on the board.
- Ask students which of these words shows cause and effect (*consequently*) and which shows contrast (*however*).
- Have students go to the board and put the correct transitions into the sentences appropriately by making any changes they need to.

  Marta loves to run. Consequently, she was excited to participate in the famous Boston Marathon.

  Cong usually gets up very early and never misses grammar class. However, he is not in class today.
- Explain to students that *consequently* is a transition word form of the adverb-clause word *because.*
- E plain to students that *however* is a transition word form of the adverb-clause phrase *even though.*
- C ntinue this pattern of presentation, using new sets of student-based sentences to introduce the conjunctions and prepositions that next appear in the chart.
- Reiterate how the conjunctions and then prepositions included in the chart also mirror the function of *because* and *even though.*
- Though this presentation may seem slow and deliberate, it will help students understand the categories among connectives and their related roles, and it will give a useful basis for students to explore more connectives from.
- After appropriately presenting the conjunctions and preposition using sets of student-related sentences, have students refer to Chart 19-1 in their text.
- Ask students to take turns reading sentences (a)–(h) aloud, and review the explanatory notes.

▸ EXERCISE 2. Reading and grammar. Page 405. Time: 10 minutes

- Write the phrase *distracted driver* on the board, and discuss the topic.
- Ask students what *distracted* means and whether they ever look at their phones while driving.
- Have students read the passage on their own as seatwork.
- Ask students to underline each connecting word they encounter.
- C rrect by asking students to read sentences aloud, identifying the connectives.
- Encourage students to paraphrase the connectives in their own words.

Optional Vocabulary

glanced	upright	insurance rates
briefly	shaken up	

▸ EXERCISE 3. Warm-up. Page 406. Time: 10 minutes

- Ask a student to read the original situation and result aloud.
- Then have other students read each subsequent sentence in turn and have students together decide whether the sentence conveys the same meaning as the original situation and result.
- When a student reads item 5 aloud and concludes that this sentence does not mirror the original situation and result, ask the class what this sentence means.

CHART 19-2. Using *Because Of* and *Due To*. Page 406. Time: 15 minutes

A common error is for a learner to begin an adverb clause with *because of*.

INCORRECT: *He stayed home because of he was ill.*

A phrasal preposition as a phrase that functions as a single preposition, and both *because of* and *due to* fall into this category.

Traditionally, a distinction had been made between *because of* and *due to.*

Because of is used adverbially—following the verb. For example:

He stayed home because of illness.

Due to is used adjectivally and following the verb *be* or a non-progressive verb. For example:

His absence is due to illness.

This distinction has been minimized in current usage. *Due to* is also used with and following action verbs. For example:

He stayed home due to illness.

Because of is not used adjectivally following *be.*

INCORRECT: *His absence is because of illness.*

Owing to is used in the same ways as *because of* and *due to,* more in spoken than in written English.

Note that punctuation rules are the same for these phrases as for adverb clauses.

- Write the chart title on the board.
- Explain that *because* always introduces a clause, complete with a subject and verb.
- Write a sentence on the board containing a *because*-clause and a main clause and punctuate it. For example:

  Because we are studying advanced English grammar, we are learning ways to connect complex ideas.
- Remind students that just as prepositions always precede nouns, the phrasal preposition *because of* must also come before a noun.
- Next, transform the *because*-clause on the board into a phrasal preposition.
- Have students help you change *we are studying advanced English grammar* into a noun phrase, and write the resulting new sentence on the board. Underline the new structure. For example:

  <u>Because of our advanced English grammar studies,</u> we are learning ways to connect complex ideas.

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- Now substitute *due to* for *because of* in order to demonstrate that these phrases are interchangeable in the example sentence.

  Due to our advanced English grammar studies, we are learning ways to connect complex ideas.

- Have students take turns reading example sentences (a)–(e) aloud and review the explanatory notes.

▸ EXERCISE 4. Looking at grammar. Page 406. Time: 10–15 minutes

- Write the term *accomplishments* on the board.
- Ask students to provide related synonyms, and ask students to share some of their own accomplishments. Write both vocabulary and students' accomplishments on the board. For example:

victories	*triumphs*
achievements	*attainment*

Rieko finished her Ph.D. and got a job as a professor.
Biru renovated her house all by herself.
Francisco finished reading War and Peace.
Giovanna sold her first painting.

- Ask students to identify the cause and effect in each sentence and combine the sentences using *because.*
- Correct by having students read their newly combined sentences aloud.

Optional Vocabulary

homesick	intake
reduced	promoted

▸ EXERCISE 5. Looking at grammar. Page 406. Time: 10 minutes

- Have students identify which sentences are not correct and don't logically make sense in both sets of sentences.
- Ask students to share the sentences that do not make sense, and together as a class, rephrase those sentences.

▸ EXERCISE 6. Looking at grammar. Page 407. Time: 10 minutes

- Ask students to jump right in, reading the sentences aloud and completing with either *because of, because,* or *due to.*
- Put any challenging items on the board.

Optional Vocabulary

postponed	delayed	jogging
chlorinated	flights	sprained

▸ EXERCISE 7. Looking at grammar. Page 407. Time: 10 minutes

- Give students time to complete this on their own as seatwork.
- Correct as a class.

Optional Vocabulary

alternate	circumstances
advised	beyond their control
absentee	donors

▸ EXERCISE 8. Warm-up. Page 408. Time: 10 minutes

- Write the given sentence on the board.
- Have students read each possible subsequent sentence aloud and explain why or why not the sentence they have read is correct and logical.

Optional Vocabulary
produce

CHART 19-3. Cause and Effect: Using *Therefore, Consequently,* and *So*. Page 408. Time: 15 minutes

This chart focuses on the fact that *therefore* and *consequently* are placed as transitions between sentences or in the second of two related sentences. This differs from the use of *so,* which is a conjunction.

Students sometimes ask *Why are "therefore" and "consequently" used differently from "so" if they mean the same thing?* There is no satisfactory answer except that it is traditional in English to use them in certain ways. Languages develop patterns and though it is useful to be able describe the "science" behind grammar, some grammar rules are simply just practices and cannot be easily explained. Certain words fit certain patterns and certain words do not.

Have students identify in Chart 19-3 which of the related ideas in the example sentences is the "cause" and which is the "effect" (*not studying* is the cause, and *failing* is the effect).

If students are advanced and are interested in the conventions of formal writing, you could include the use of the semicolon at this point. Otherwise, using semicolons can just remain a footnote in Chart 19-3 as a minor point of information.

- Write the chart title on the board.
- Underneath *Therefore, Consequently* write:

  Transitions: Transitions come between or in the second of two related sentences.

- Underneath *So* write:

  Conjunctions: Conjunctions connect two independent clauses.

- Explain that all three are used to show cause and effect, and write this on the board as well.
- Now take an example based on your students' lives, and demonstrate the use and placement of the transitions (*therefore, consequently*) and the conjunction (*so*).
- Write the sentences you create (with the help of your students) on the board.

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- As you write, highlight the different options for placement of the transitions and the use of *so* as a conjunction. For example:

  Transitions: "Therefore" / "Consequently"

  Pablo was late for his doctor's appointment.

  Therefore / Consequently, the doctor couldn't see him.

  The doctor, therefore / consequently, couldn't see him.

  The doctor couldn't see him, therefore / consequently.

  Conjunctions: "So"

  Pablo was late for his doctor's appointment, so the doctor couldn't see him.
- Ask students to read sentences (a)–(g) aloud, and review the explanatory notes.

▸ EXERCISE 9. Looking at grammar. Page 408. Time: 10 minutes

- Read the direction line aloud.
- Have students rewrite the given sentence using the connectives.
- Ask students to write their sentences on the board.
- Correct as a class.

Optional Vocabulary

compete blade

Expansion

Put students into groups and have them compose three cause-and-effect sentences using *because.* Each group should write their set of sentences on an index card or piece of paper and give the sentences to another group. With the set of *because* sentences, each group has to rewrite the sentences using *therefore, consequently,* and *so.* When finished, sentences should be handed to a third group for correction. At any point, you can ask a student to go to the board and write a corrected sentence on the board for class attention and correction.

▸ EXERCISE 10. Looking at grammar. Page 409. Time: 10 minutes

- Have students work independently.
- Then give different students board markers, and have them write their corrected sentences on the board.
- Students who have not gone to the board correct the sentences presented there.

▸ EXERCISE 11. Looking at grammar. Page 409. Time: 10–15 minutes

- Have students punctuate and add capitals as seatwork.
- Review as a class, and correct by putting items on the board.

Optional Vocabulary

freezing rain forecasting
slippery damaged
branches

▸ EXERCISE 12. Warm-up. Page 409. Time: 10 minutes

- Have students take turns reading each sentence aloud.
- Have students state as a group whether a correction is needed and what that correction should be.

CHART 19-4. Summary of Patterns and Punctuation. Page 410. Time: 15 minutes

In this chapter, students are learning structural distinctions in the use of coordinating conjunctions, subordinating conjunctions, adverbial prepositional phrases, and conjunctive adverbs by using cause-and-effect sentences as models. The patterns and terminology ("conjunction," "adverb clause," "preposition," "transition") students are learning here will transfer to the following sections on opposition and condition. The term "conjunction" in this chart is used to refer to "coordinating conjunctions"; include the term "coordinating" in your discussion if you think it helps students make distinctions among the differing patterns.

A wall chart, cards, or a transparency of the patterns and punctuation may prove useful not only here but also for charts and exercises in the rest of the chapter. For example:

Adverb clause, ____.	Prepositional phrase, ____.
____, adverb clause.	____, prepositional phrase.
____. Transition, ____.	____, conjunction ____.
____. ____, transition.	
____. ____, transition, ____.	

When some students discover the semicolon, they tend to try to use it everywhere. You might point out that it is not often used, even by professional writers. (If your students overlook it, tell them to look at any English text and see how many semicolons they can find. Chances are they will find very few.) Many native speakers are unsure about its correct use. A period (full stop) is usually preferable.

You can also call attention to the relationship between a comma in written English and a slight pause in spoken English.

(Riddle: *What's the difference between a cat and a comma?* Answer: *A cat has claws at the end of its paws, and a comma is a pause at the end of a clause.*)

- Write the chart title on the board.
- Because this chart is a summary, have students give you examples of each item presented in the chart.
- Begin by writing *Adverb Clause* on the left side of the board. Elicit from students an example of an adverb clause beginning with *because.*
- After you write the sentence under the heading on the board, ask another student to remove the *because* clause and rewrite the sentence.
- With students' help, write any important notes or reminders to the right of the examples.

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- The above step-by-step instructions can be used to elicit all the patterns and the punctuation options presented in the chart. By calling on students to give you the examples you need, you will engage them in using and manipulating recently acquired grammar and learn where further clarification is needed. For example:

  Adverb Clauses

  Because Emi loves baseball, her father took her to a game.

  (If the adverb clause comes first, use a comma.)

  Emi's father took her to a game because she loves baseball.
- Once students have successfully demonstrated their knowledge of the patterns, have students read items (a)–(i) aloud and review the explanatory notes.
- Finally, go over anything from the chart that you have not yet discussed.

▸ EXERCISE 13. Looking at grammar. Page 410. Time: 10 minutes

- Give students time to read through and choose the correct sentences on their own.
- Ask students to share the correct sentences and explain why, specifically, the incorrect sentences are ungrammatical.

Optional Vocabulary

stubborn	opinionated

▸ EXERCISE 14. Looking at grammar. Page 411. Time: 10 minutes

- Use this as a speaking exercise, in which students respond right away to the sentences.
- Write the two sentences in bold on the board.
- Have students take turns using each given connective to combine the two sentences. Ask students to exaggerate pauses (to indicate commas) and to provide alternative clause orders.

▸ EXERCISE 15. Looking at grammar. Page 411. Time: 10–15 minutes

- Give students time to combine each pair of ideas with the words in parentheses on their own as seatwork.
- Have students take turns sharing their combined sentences aloud. Ask students to be as clear as possible, pausing to indicate where commas should be.
- As a class, correct the combinations students provide.

Optional Vocabulary

desert	ivory
consider	extinction
consumer demand	conceivably
slaughtered	venture
ruthlessly	

▸ EXERCISE 16. Warm-up. Page 411. Time: 10 minutes

- Tell students they should combine the phrases on the left with the ones on the right.
- Ask students to read the resulting combinations aloud.
- Ask students which combinations are expressions they have actually heard and whether they find them humorous or not.

CHART 19-5. Other Ways of Expressing Cause and Effect: *Such … That* and *So … That*. Page 412. Time: 10–20 minutes

Often in conversation we do not add a clause with *that* after using *so.* We use *so* alone, to mean "very" with added emphasis. For example:

A: *Did you enjoy that book?*

B: *Yes, it was so interesting.*

This implies a clause with *that,* such as:

*It was **so** interesting **that** I couldn't stop reading until I finished the whole book.*

Other examples:

I'm so tired. I've never been this tired before!

I'm so glad to meet you. I am glad I didn't miss this opportunity.

Everyone was so relieved when the hurricane changed course and went back out to sea.

This colloquial use of *so* is common in speaking but is not normally seen in professional, expository writing.

Such *can also be used to mean "very." It's such a beautiful day today! = It's a very beautiful day today.*

- Write the chart title on the board.
- Using what you know of your students' interests and habits, write a cause-and-effect sentence on the board using *because.* For example:

  Because Elisa enjoys skating a lot, she is planning to attend the Winter Olympics.
- Explain to students that you can express the same general idea by using *such / so that* and making different word choices.
- C mpose *such / so … that* versions of the example you have written on the board.
- In order to clearly show the transformations that are taking place, draw an arrow from the first sentence (with *because)* to the new one.
- Start with *such … that,* and tell students that they need to find a way to describe the *because*-clause as a combination of adjective and noun. For example:

  Elisa is such a / an ____ that she is planning to attend the Winter Olympics.
- Ask students what nouns are used for a person who really enjoys a certain sport, music, or activity.
- If students don't readily come up with the word *fan* or *enthusiast,* you may have to supply the word.

  Elisa is such a skating fan that she is planning to attend the Winter Olympics.

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- Tell students that you also need an adjective because *such … that* encloses a modified noun.
- Once students have come up with a suitable adjective, complete the sentence on the board with it.

  Elisa is such a / an committed / enthusiastic / huge fan that she is planning to attend the Winter Olympics.

- Now go through the same process with *so … that.* This may be easier for students since they can keep the same verb and add *much* to restate the original idea. For example:

  Elisa enjoys skating so much that she is planning to attend the Winter Olympics.

- Have students take turns reading sentences (a)–(o) aloud and review the explanatory notes.

▸ EXERCISE 17. Looking at grammar. Page 412. Time: 10 minutes

- Give students time to complete the items on their own as seatwork.
- Ask students to read their completions aloud.
- Correct immediately and overtly and write any challenging items on the board.

Optional Vocabulary

homesick elderly

▸ EXERCISE 18. Let's talk. Page 412. Time: 10–15 minutes

- Put students into groups.
- Have students discuss the term *exaggeration*, and write their explanations / related phrases on the board. For example:

  humorous, extreme example to make a point

  over the top

  not realistic but emphasizes the point

- Go over the example item as a class
- Ask students to, in their groups, complete all the prompts with exaggerations.
- Each group should respond to each item using their favorite exaggerations.

Expansion

Give each student an index card. Ask students to write a sentence that typifies what other students know about them using the *so / such … that* structure. They should use the first person but not identify themselves. You can also write a sentence on the board that gives them an idea of what to write. For example:

I loved reading so much as child, that I studied English in college and eventually became an ESL teacher.

Once students have written their first person sentences using *so / such … that,* collect their index cards. Take the cards and either redistribute them to other students or keep them. In either class, the *I* statements should be read aloud, and students should guess who wrote each sentence.

▸ EXERCISE 19. Looking at grammar. Page 413. Time: 10 minutes

- Go over the example.
- Have students combine the sentences on the right with those on the left, making all necessary changes.
- Correct as a class, and discuss any of the challenging combinations.

Optional Vocabulary

postponed force
struck

▸ EXERCISE 20. Warm-up. Page 414. Time: 10 minutes

- Have students identify which of the sentences in this exercise show purpose or reason for having taken an action.
- D scuss all the sentences as a class, and identify the meaning of the sentences that do not show a purpose.

CHART 19-6. Expressing Purpose: Using *So That*. Page 414. Time: 10–15 minutes

In conversation, it is common for a dependent *so that* clause to be used in answer to a *why*-question.

A: *Why did you skip classes yesterday morning?*

B: *So that I could study for my final exam tomorrow.*

In writing, a dependent clause must never stand alone; it must be joined grammatically to an independent clause:

I skipped class so that I could study for my final exam.

The word *that* does not have full pronunciation as a conjunction does. This is why it is so often omitted. It is said quickly and in a low tone, and the vowel is reduced to a very short sound /ðæt/.

The difference between the coordinating conjunction *so* and the subordinating conjunction *so* (*that*) is a little tricky to explain. Students generally don't confuse the two in their own production. To avoid unnecessary confusion, the text does not compare the two: some students get so involved in trying to distinguish "purpose" from "cause and effect" that general confusion can result, at least in the experience of the writers of this book.

Advanced students may want to know that *so as to* is a more formal and less frequent alternative to *in order to*. Example: *The law was changed so as to protect people more equitably.*

- Write the chart title on the board.
- As discussed in the notes above, students may be confused about the difference between the concept of cause-and-effect and purpose. Demonstrate this distinction briefly in the following way, but don't worry if students can't access the distinction.

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- Write the following explanation on the board (in columns and side-by-side), asking students to contribute as much as possible.

  Cause and Effect / Purpose

  Because I was tired, / In order to get enough rest,

  Main Clause

  I went to bed early.

- Now using your students' experiences, ask them about their recent activities and what the purpose of each was.
- Write sentences on the board using both *in order to* and *so that*. For example:

  Olivia is traveling to Seattle this weekend in order to / so that she can take the TOEFL test.

  Bengt is going to the mall after class in order to / so that he can buy a birthday present for his mother in Sweden.

  Layla took her niece to the zoo in order to / so that she could show her the baby panda.

- Read chart examples (a)–(g) aloud and review the explanatory notes.

▸ EXERCISE 21. Looking at grammar. Page 414. Time: 10 minutes

- Ask two students to read items 1 and 2 aloud.
- As they do so, discuss the time / tense in each combined example sentence.
- Without individual preparation, have students take turns combining and reading their answer aloud.
- In each case, have students also tell whether the *so* (*that*) answer refers to a future or past purpose.
- Write any challenging items on the board.

Optional Vocabulary

turn down — distractions
spoil

▸ EXERCISE 22. Looking at grammar. Page 415. Time: 10 minutes

- Read the direction line.
- Give students time to complete each item on their own.
- Correct by having students read aloud, and ask students to also say whether *in order that* or *therefore* is meant.

Optional Vocabulary

concentrate — paperwork

▸ EXERCISE 23. Warm-up. Page 416. Time: 10 minutes

- Before beginning this warm-up, write the words *expected* and *unexpected* on the board. Write a couple of sentences on the board describing easily understood situations, and ask students what behavior is *expected* in each situation and which behaviors would probably be unexpected. Use students' names and your knowledge of them to keep them engaged.

  Marina was completely exhausted.

  Expected Behaviors

  She took a long nap.

  She stayed home on a Friday night to go to bed early.

  She drank three large cups of coffee to stay awake during grammar class.

  Unexpected Behaviors

  She ran 50 miles.

  She decided to go dancing at midnight.

  She stayed up all night studying contrast connectives.

- After you have discussed why the first set are expected and the second are unexpected, turn to the exercise.
- Have students take turns reading each item aloud and, as a class, decide whether the behavior is expected or not.

CHART 19-7. Showing Contrast (Unexpected Result). Page 416. Time: 15–20 minutes

This chart presents a number of synonyms and similar phrases, all of which can be employed to show unexpected results. Point out their semantic similarities and grammatical differences. It is assumed that students understand these structural differences and grammatical labels from their study of Chapters 16 and 17 and the previous charts included in this chapter.

There are many common errors made with these structures, and your identifying these for your students will help them avoid them. One of the most common errors is to use both *although* and *but* within the same sentence.

INCORRECT: ***Although** it was raining, **but** we went to the zoo.*

Though possible, the text does not mention that *though* can be used as a final-position adverb. This positioning is not common but is more common in spoken English. For example:

I was very hungry. I didn't eat anything, though. I knew we would have a big meal later.

Nonetheless is infrequently used and primarily appears in written English.

- Write the chart title on the board.
- Tell students that there are four different ways / means to express an unexpected result and that they should use one of these ways per sentence.
- Students will already be most familiar with showing unexpected results by using adverb clauses and conjunctions. Write these categories on the board first, and ask students to give you examples of them. For example:

  Adverb Clause — *Although I was hungry, I didn't eat anything while we were out.*

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Conjunction	*I was hungry, but I didn't eat anything while we were out.*

- Ask students to now look back at Chart 19-3.
- Remind students that the placement / location of transitions and prepositions between two clauses is exactly the same as they have already studied when showing *cause-effect* relationships between clauses.
- Stress that what is different is simply the function of the transitions and conjunctions themselves. These are put in the same place but show *contrast / unexpected result* rather than *cause-effect.* The placement is the same.
- Explain that the transitions *nevertheless, nonetheless,* and *however … still* are placed between sentences just the way other transitions (*therefore*) are, but these transitions show *unexpected result.*
- Explain that the prepositions and prepositional phrases *despite, in spite of, despite the fact that,* and *in spite of the fact that* are placed in front of noun phrases or clauses in exactly the same way *because of* is. They simply have the opposite meaning.
- With students' help, follow the pattern on the board using the transitions and prepositions included in the chart.

Transition	*I was hungry. Nevertheless, I did not eat while we were out.*
Preposition	*Despite my hunger, I did not eat anything while we were out.*

- Ask students to take turns reading items (a)–(m) aloud from the chart, and discuss the explanatory notes.

▸ EXERCISE 24. Looking at grammar.
Page 416. Time: 10 minutes

- Read the direction line to students and write the words *inside* and *outside* on the board.
- Ask students to explain the expected correlation between weather and where a couple might have a wedding. Put their ideas on the board. For example:

  good weather = wedding outside

  bad weather = wedding inside

- Have students take turns completing each item aloud with the logical place adverb, *outside* or *inside.*

▸ EXERCISE 25. Looking at grammar.
Page 417. Time: 10 minutes

- Ask a student to read the direction line aloud.
- Remind students that this exercise is just like the one before. Here they have to determine whether *was* or *wasn't* is appropriate.
- Give students a few minutes to complete on their own.
- Correct by having students read their completions aloud.

Optional Vocabulary

24-hour shift	wide-awake

▸ EXERCISE 26. Looking at grammar.
Page 417. Time: 10 minutes

Part I

- Complete this exercise together as a class.
- Write the words *but, even though,* and *nevertheless* on the board.
- Have students identify the parts of speech these words belong to: (conjunctions, adverb-clause words, transitions, etc.) first.
- Have students take turns attempting the completions, and as they respond, have them remind the class what the part of speech is.

Part II

- Using the same approach as above, have students complete each sentence and discuss.

▸ EXERCISE 27. Looking at grammar.
Page 417. Time: 10 minutes

- Read the direction line and example item aloud.
- Give students time to add commas, periods, and capital letters as required.
- Have students write their corrected sentences on the board, and discuss as a class.

▸ EXERCISE 28. Looking at grammar.
Page 418. Time: 15 minutes

- Put students into pairs or groups.
- Write the bolded sentences on the board.
- Ask groups to use all the items (1–6) to combine these two ideas.
- Review as a class, perhaps by having students write items on the board.

Expansion

Prepare index cards before class with pairs of sentences. Each index card should have five pairs of sentences on it and ideally all the sentences will differ from one another so that each group or pair of students can have its own unique set. Have students remain in the groups or pairs they were in above.

Distribute the index cards to each group or pair. Tell them that just as in Exercise 28, they need to combine each pair of sentences. They can also expand on these and use other conjunctions, transitions, prepositions, and adverb-clause words.

Once students have had time to connect all five of their sentences in many ways, ask them to read the one way that seems best and most natural to them, as a pair or group, aloud to the rest of the class.

Possible index cards / sentence sets:

He is not in love with his fiancée.
He is going to marry her.

The politician is notoriously corrupt.
He was re-elected to public office.

The actress is extremely rude and dismissive of her fans.
She has a huge fan base.

Jacqueline is in great debt.
She continues to buy a lot of luxury items on her credit card.

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The weather in Scotland is very rainy and often cold, too.
Scotland is a popular tourist destination.

Many people are afraid of flying but not of driving.
Driving is statistically far more dangerous.

Pit bulls are considered an aggressive breed of dog.
Pit bulls are very popular.

Tornado chasing is extremely dangerous.
More and more people chase tornadoes every year.

Most cars function very well for at least ten years.
Most Americans purchase brand-new cars every three years.

Acupuncture is one of the oldest medical treatments in the world.
Acupuncture is often called a "new age" therapy.

▸ EXERCISE 29. Warm-up. Page 418. Time: 10 minutes

- Read the direction line aloud.
- Have students take turns reading all the items aloud.
- After each item, discuss whether direct contrast is shown.
- Ask students what *while* indicates in item 2.

CHART 19-8. Showing Direct Contrast. Page 418. Time: 15 minutes

Clarify for your students how the *contrast of unexpected results* differs from the simplicity of *direct contrast* shown in this chart.

Students may notice that *however* is included in both Charts 19-7 and 19-8. *However* can express *unexpected result* and *direct contrast.* It can have the same meaning as *on the other hand.*

- Write the chart title on the board.
- Illustrate the concept of *direct contrast,* emphasizing that in order to use this structure, the contrast must be complete. For example, the following verbs are too close in meaning for direct contrast to be expressed:

  INCORRECT: *Martha loves going to the movies, while Maria likes it.*

- In the above sentence *love* and *like* are not opposites, so direct contrast isn't achieved.
- Have students restate the example with a verb that appropriately shows direct contrast.

  CORRECT: *Martha loves going to the movies, while Maria hates it.*

- Go on to demonstrate using both transitions and conjunctions with the very same content.

  CORRECT: *Martha loves going to the movies, but Maria hates it.*

  Martha loves going to the movies. Maria, on the other hand, hates it.

- Ask students to read items (a)–(h) aloud. Discuss other examples.

▸ EXERCISE 30. Looking at grammar. Page 419. Time: 5–10 minutes

- Ask students to work independently after you read the direction line.
- Have students read their new sentences aloud, and correct as a class.

▸ EXERCISE 31. Looking at grammar. Page 419. Time: 5–10 minutes

- Ask a student to read the completed example item aloud.
- Have students come up with alternatives to the completion provided.
- Go around the room and have students complete the additional items and discuss them.

▸ EXERCISE 32. Speaking or writing. Page 419. Time: 10–20 minutes

Part I

- Write the words *extroverts* and *introverts* on the board.
- Before students do the exercise, discuss whether they consider themselves extroverts or introverts.
- Then have students read the examples and the list under each category, directly contrasting the two categories and using *but, however, on the other hand,* or *while* to make complete sentences.
- When students are finished, have them read their contrasting sentences aloud.

Part II

- Have students work in pairs or small groups.
- Have students directly contrast their introversion or extroversion with one another and write sentences comparing themselves.
- Discuss as a class, and lead students to ask themselves whether their classmates perceive them in the same way they perceive themselves.

▸ EXERCISE 33. Let's talk. Page 420. Time: 15–20 minutes

- Put students into different groups.
- Using all the categories included in the exercise, have students compare their own countries to the United States.
- As a class, discuss the contrasts and similarities students have articulated.

▸ EXERCISE 34. Warm-up. Page 420. Time: 10 minutes

- Engage students by asking them what they need to ingest / do in the morning in order to feel "awake."

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- In addition to drinking coffee, you could suggest drinking tea, having a shower, exercising, checking the day's news headlines, etc.
- Have students take turns choosing the logical verb for each sentence, and then write on the board some related sentences concerning students in your class. For example:

  If Efrain doesn't have a shower, he can't fully wake up.

  Unless Marissa drinks a cup of tea, she doesn't feel awake.

  Haruki must eat something before he leaves home; otherwise, he cannot have a good day.

CHART 19-9. Expressing Conditions: Using *Otherwise* and *Or (Else)*. Page 420. Time: 15–20 minutes

As a transition word, *otherwise* is common in contrary-to-fact conditional sentences. Its use is discussed further in Chapter 20.

Otherwise can also function as an adverb meaning *differently*. For example:

John thinks Mars is inhabited by human-like creatures.

I believe otherwise.

Otherwise can also mean *except for that / other than that.* For example:

I have a broken leg, but otherwise I am fine.

The text asks students to focus on the use of *otherwise* only as a conjunctive adverb here, but advanced students may be interested in its other functions.

- Write the chart title on the board.
- Remind students that they have already studied previous charts that compare the uses of adverb clauses, transitions, and conjunctions to perform the same job in a sentence. What they will study next is also presented in this format.
- Write the following simplification on the board:

  otherwise / or else = if not

- Now write the term *Adverb Clause,* and add a sentence beginning with *If I don't.* Ask students to help you complete the sentence with natural continuations. For example:

  <u>Adverb Clause</u> *If I don't drink coffee before work, …*
  If I don't drink coffee before work,
  <u>I am in a bad mood all day.</u>

- Now introduce the transition word *otherwise* and explain that it can be used to express the same idea.
- Write the same sentence above but using *otherwise.* For example:

  <u>Transition</u> *I always drink coffee in the morning.*
  Otherwise, I …
  I always drink coffee in the morning.
  <u>Otherwise, I am in a bad mood all day</u>.

- Finally, introduce the conjunction *or (else*). Add the heading *Conjunction* to what you have written on the board, and restate the example you are already using.

  <u>Conjunction</u> *I always drink coffee in the morning, or (else) …*
  I always drink coffee in the morning,
  <u>or else I am in a bad mood all day.</u>

- Reiterate that now students have practiced expressing *if not, then* in three distinct but related ways.
- Ask students to read items (a)–(i) aloud, and discuss the explanatory notes and examples.

▸ EXERCISE 35. Looking at grammar. Page 420. Time: 10 minutes

- Read the example item 1 aloud.
- Give students time to insert *otherwise* into items 2–8 on their own.
- Correct by reading the completed items as a class and putting challenging items on the board for further discussion.

▸ EXERCISE 36. Looking at grammar. Page 421. Time: 10 minutes

- Do this exercise together as a class.
- Take turns and have students come up with a variety of completions as you go around the room.
- Discuss the completions that sound most natural.

▸ EXERCISE 37. Listening. Page 421. Time: 10 minutes

- Be provisioned by having audio ready and the listening script handy.
- Explain to students they will need to pick the logical conclusion to each item heard.
- Correct as a class, referring to the audio or script as needed.

▸ EXERCISE 38. Game. Page 422. Time: 15–20 minutes

- Put students into teams.
- Read the direction line and remind students to use present and future tenses.
- Walk around the room while students combine the ideas using all the connective combinations below.
- The team with the most number of correct sentences wins.

▸ EXERCISE 39. Grammar, reading, and listening. Page 422. Time: 10–15 minutes

- Be provisioned for the listening by having the audio cued and the listening script handy.
- Explain that students will be completing the text with the words in the box and that they need to listen for where these words should be placed.
- Play the audio once through.
- Play it again while students check their completions.

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Optional Vocabulary

popular	evolved
contagious	signaling
alert	

▸ EXERCISE 40. Check your knowledge. Page 423. Time: 10–15 minutes

- Give students time to correct the errors on their own.
- Review as a class, asking students to also verbally explain what the error was when helpful.

Optional Vocabulary

expired	overdue
renew	deadline

▸ EXERCISE 41. Reading, grammar, and writing. Page 424. Time: 20 minutes

Part I

- Engage students in the topic by writing the title of the passage on the board and asking students for synonyms and related words.
- Create a word web of vocabulary as students share phrases and vocabulary that come to their mind. For example:

optimist	*pessimist*
positive	*negative*
glass half full	*glass half empty*
advantages	*disadvantages*
best	*worst*
lucky	*unlucky*
fortunate	*unfortunate*
blessed	*cursed*
success	*failure*

- Ask students to reveal whether they consider themselves to be optimists or pessimists, and ask them what examples they can give.
- Ask students to also discuss what a *realist* is and to consider and share how perspectives and subjective experiences can color objective experiences.
- After students have had some time to discuss the basic ideas and their own perspectives, ask students to take turns reading sentences in the passage aloud.
- Engage students by asking them to paraphrase ideas as they go along, and ask them to explain random vocabulary items to keep them involved in the text.

Optional Vocabulary

events	upbringing	patterns
occurrence	tendency	automatic
string	conscious	outlook
trait	reframe	

Part II

- Ask students to complete the sentences on their own as seatwork.
- Review as a class and again ask students whether they agree or not with the simplistic premise presented. For example, is it realistic that people either are optimistic or pessimistic across the board?
- Before turning to the writing task, ask students to consider how changeable or fixed personality traits may be. Can they be fixed in time or attached to unfortunate and/or fortunate events?

Part III

- Ask students to write about their own general perspective (be it optimistic, pessimistic, or a mix of the two).
- Tell students that among their tasks is to connect shorter sentences with the connecting words presented in this chapter.
- Ask a student to read the writing tip aloud, and discuss examples.
- Have students write either in class or for homework.

Part IV

- Remind students that editing is writing, and that the ability to go back to a piece of writing and edit well is a valuable academic skill.
- Ask students to use the editing checklist provided as support.
- You can have students do peer editing if your class lends itself to this.

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CHAPTER 20

Conditional Sentences and Wishes

CHAPTER SUMMARY

OBJECTIVE: Conditional forms are necessary for expressing suppositions and what-if scenarios. Students who learn to use these forms correctly will add a very important dimension to their ability to understand and use sophisticated English. Because the grammar and tense use is complex, expressing conditionals grammatically can be a challenge. By presenting step-by-step instructions to students, you can help them better master these structures.

APPROACH: Since verb forms are used for distinctions of meanings in conditional sentences, the chapter begins with a summary of their use in presenting both factual and contrary-to-fact information. Variations in conditional sentences are introduced. The chapter ends with a section on expressing wishes. Many of the exercises in this chapter provide opportunities for students to communicate their own ideas.

TERMINOLOGY: An *if*-clause is also called a "clause of condition."

PRETEST. What do I already know? Page 426.
Time: 10 minutes

Though students may not have mastery of the mechanics of conditional sentences, they are likely to recognize what sounds "correct." In addition, because conditionals are so common, students will have attempted to form conditionals throughout their English language learning and speaking lives.

- Give students time to read through the exercise and identify the incorrect sentences.
- Ask students to explain their choices while you correct as a class.

Optional Vocabulary
lend
college major
connecting flight

▸ **EXERCISE 1.** Warm-up. Page 426.
Time: 10 minutes
- Read the direction line aloud.
- Ask students to read both sentences aloud, and discuss which sentence is possible and which is unreal.
- Highlight that in the first item, the reason to use *lived* instead of *live* is that it is impossible for humans to live underwater.

Optional Vocabulary
marine
coral reefs

CHART 20-1. Overview of Basic Verb Forms Used in Conditional Sentences. Page 427.
Time: 10–15 minutes

This chart summarizes the information in the next three charts. It is helpful to have a wall chart or transparency of these verb forms for you to point to and for students to refer to during discussion of the exercises. When information about using progressives and other modals is introduced in later charts, this basic chart can be expanded to include them.

It is assumed that students are somewhat familiar with conditional sentences. You might introduce this chapter with an oral exercise in which you ask leading questions (and then write them on the board).

What would you do if there were a fire in this room?

What would you have done if you hadn't come to class today?

What would you do if I asked you to stand on your head in the middle of the room?

If you were a bird / cat / mouse, etc., how would you spend your days?

Students may be inclined to think that conditionals are not commonly used. However, you can remind them that one of the qualities that makes humans unique and designed for language use is that we can conceptualize situations that are <u>not</u> current, factual, and present. Most of what we deem worthy of discussing is what will happen in the future under certain conditions or even what could have happened in the past had conditions been different. Not only are conditionals extremely common, they are the only way to express so many human ideas. One common context for conditionals is sports broadcasting. For example:

If the catcher hadn't struck out, the Red Sox would have won the World Series.

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- Write the chart title on the board.
- Tell students that understanding and using conditionals is a fundamental part of their general facility with the language, particularly when speaking.
- E plain that much of what humans like to talk about is "unreal." People most love to talk about what will happen in certain cases, what could happen in the future, and what could have happened but didn't.
- Emphasize that without being able to understand and use conditionals, students can't participate in these natural speech functions.
- Remind students that they already have studied and used basic conditionals.
- Write an *if*-clause on the board and have students complete the sentence with a main clause. For example:

  If I continue to study English, ____.

- Ask students for a variety of completions in the correct tense (future with *will*), and write some of these on the board.

  If I continue to study English, I will be eligible to apply for a new job in my company.

  If I continue to study English, I will be prepared to move to the UK.

  If I continue to study English, I will continue to improve.

- Because conditionals should be review for some students, write the column headings of Chart 20-1 on the board. Ask students to give you examples of each heading, and write them beneath.
- Now with your students, create examples with *if*-clauses in the required tense and result clauses in the required tense.
- C ntinue replicating as much of the chart as possible by eliciting information from students, writing the terms, and creating examples for both *unreal in the present / future* and *unreal in the past* scenarios.
- Go over the chart in the text as a class.

▸ EXERCISE 2. Looking at grammar. Page 427. Time: 10 minutes

- Have students decide which conditions are *real* and which are *unreal.*
- Ask students how they can determine that a condition is *unreal.*
- Discuss which sentences allow for volunteering.

Optional Vocabulary
volunteer
animal shelter

▸ EXERCISE 3. Looking at grammar. Page 427. Time: 10–15 minutes

- Give students time to work through this exercise autonomously.
- C rrect by having students read the completed sentences aloud.
- Have students discuss the time frames for all three scenarios. Which item is completely impossible and unreal?

▸ EXERCISE 4. Warm-up. Page 428. Time: 10 minutes

- Ask students to read each item aloud.
- In each case, ask students whether the item describes a particular time in the future or a general rule of thumb about the baby's sleeping habits.

CHART 20-2. Expressing Real Conditions in the Present or Future. Page 428. Time: 10–20 minutes

Conditional sentences express a "truth value" in the mind of the speaker. The *if*-clause contains a condition under which, in the speaker's opinion, an expected result may or may not occur. The result clause is the speaker's prediction of an outcome.

Like adverb clauses of time, an *if*-clause usually does not contain a future verb tense (either *will* or *be going to*). Students can remember this structure from the first basic time clauses they learned to use, which combine *if / when* with simple present to indicate the future.

You may want to incorporate the following sentence into your teaching of this chart: *I would if I could, but I can't, so I won't.* It captures the distinction between the conditional and factual.

- Write the chart title on the board.
- Start by reviewing time clauses using *when* and the fact that these clauses are followed by the simple present tense.
- With students' help, write a *when* time clause on the board.

  When Fabiana returns to Brazil, she will work in her mother's business.

- Explain that *if*-clauses function in the same way. Elicit an *if*-clause from your students and write it on the board.

  If Ahmad stays up too late, he ____ tired tomorrow.

- Write the appropriate variations of the verb *become* on the board, and illustrate the possible result-clauses tenses when a specific time has been determined.

  If Ahmad stays up too late, he will / could / may become tired tomorrow.

- Ask students to take turns reading examples (a)–(g) from the chart aloud, and discuss the explanatory notes.

▸ EXERCISE 5. Looking at grammar. Page 428. Time: 10 minutes

- Ask different students to read each pair of sentences aloud.
- As a class, determine which sentence indicates a future result and which merely expresses a habitual truth or scientific fact.

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- It can sometimes be hard for students to easily distinguish between structures that are so similar. Help them by reminding them of how we express common truths about the world (with simple present).
- Provide additional sentences that demonstrate the difference between a specific future and a habitual truth. In order to emphasize the difference, add specific time words. For example:

  If the weather is good, I run outside.

  If the weather is good this weekend, I will run outside.

▸ EXERCISE 6. Looking at grammar. Page 428. Time: 10 minutes

- Give students time to work through each item as seatwork.
- C rrect as a class.
- Have students explain exactly why they chose one verb over another, and discuss why, in some cases, both are correct.
- Emphasize that with such constructions, it may not always be completely clear whether an actual future or a general truth is being described. Remind students that their ability to see more than one possible verb is a good thing. It demonstrates a more sophisticated understanding of grammar, as is needed in this exercise where more subtle differences are discussed.

▸ EXERCISE 7. Let's talk. Page 429. Time: 15 minutes

- Write the word *superstition* on the board.
- Ask students what the word means, and write all the words they come up with in a word web. For example:

lucky	*phenomenon*
unlucky	*habits*
good fortune	*irrational belief*

- Ask students if they are superstitious and whether they have any personal habits that are superstitions. Do they do any particular actions in the same order and/or way in order to ensure "good luck"?
- Have students get into pairs or groups and write conditional sentences that answer the questions about superstitions.
- Have groups present their *if*-statements in response to the questions.
- C rrect the exercise as a class.

Expansion

Write additional superstitions on index cards, split into two parts. Write the *if*-clause on one card and the result clause on another. Distribute the cards among students and have them get out of their seats and walk around explaining what is on their card until they find a "match." When all students have found their matches, have each pair present their superstitions, and discuss whether the class is familiar with the superstition and if they know anything about its history.

Additional superstitions include:

If you find a horseshoe,	*you will have good luck.*
If you blow out all the candles on your birthday cake,	*you will get whatever you wished for.*
If you break a mirror,	*you will have seven years of bad luck.*
If a bird flies in your window,	*you will have bad luck.*
If a sailor wears an earring,	*he cannot drown.*
If your palm itches,	*money will come your way.*
If you open an umbrella indoors,	*you will have bad luck.*
If you weren't born in October,	*you shouldn't wear opals.*
If you knock on wood,	*you will ward off bad spirits and bad luck.*
If your nose itches,	*someone will come to visit you.*

▸ EXERCISE 8. Listening. Page 429. Time: 10 minutes

- Be completely provisioned by having the audio cued and the listening script handy.
- Explain to students that this exercise will help them distinguish *if*-clauses when they hear them spoken naturally in their reduced form.
- Tell students that their task is to write the full and unreduced *if*-clause that begins each sentence.
- Play the audio through once.
- After students have written the clauses they hear, correct as a class.

Optional Vocabulary

shocked	succeed

▸ EXERCISE 9. Warm-up. Page 429. Time: 10 minutes

- Read this warm-up as a class.
- Ask a student to read each *if*- sentence, and discuss the correct verbs for the choices.

CHART 20-3. Unreal (Contrary to Fact) in the Present or Future. Page 430. Time: 10–15 minutes

Untrue does not mean that the speaker is lying, of course. It means that he or she is speaking of some situation that does not or cannot truly exist. The situation is hypothetical and not real. Untrue is defined as "contrary to fact" or "the opposite of what is true and real."

- Write the chart title on the board.
- Start by making a statement about yourself that lends itself to this structure. Write the statement on the board. It should describe an action you won't take or a plan you won't carry out. For example:

  I won't move to Thailand to teach English.

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- Elaborate on this by stating under what conditions you would complete this action, even though you know this condition will not occur. Write this as an *if*-clause conditional. For example:

  If I had a friend to accompany me, I would move to Thailand to teach English.

- E plain to students that the *if*-clause in this case is in the past and the result clause is formed with *would* + base form of the verb.
- Highlight the verb forms in both the *if*-clause and the result clause.
- Write the real situation, in two sentences, beneath the conditional.

  If I had a friend to accompany me, I would move to Thailand to teach English.

  I don't have a friend to accompany me.

  Therefore, I won't move to Thailand to teach English.

- Now ask students to think about dreams they would like to realize if the right conditions were present. Encourage them to be imaginative.
- Write an example on the board, using the same steps as above.
- Highlight the verb forms, and reiterate the real situation beneath the new conditional sentence. For example:

  If Adriana was / were the president of the United States, she would create a universal health-care plan.

  Adriana is not the president of the United States.

  Therefore, she won't create a universal health-care plan.

- Give other students the chance to talk about their ideas in this way, and write them on the board.
- Ask students to read example sentences (a)–(e) aloud, and discuss the explanatory notes.

▸ EXERCISE 10. Looking at grammar. Page 430. Time: 10 minutes

- Lead this exercise by having students take turns reading each sentence aloud and discussing whether each is real or unreal.
- Ask students to explain exactly how they know if each one is real or unreal.

▸ EXERCISE 11. Looking at grammar. Page 430. Time: 10–15 minutes

- Ask a student to read the completed example item aloud and discuss.
- Give students time to complete the exercises as seatwork.
- Correct as a class.

▸ EXERCISE 12. Looking at grammar. Page 431. Time: 10 minutes

- Have students complete the exercise as you call on them.
- Ask students to articulate the connection between *had* and *would / could.*

▸ EXERCISE 13. Let's talk: interview. Page 431. Time: 15–20 minutes

- Ask students to get up and walk around to interview one another.
- If you like, you can organize students into rotating pairs, and you can certainly play background music to help set a fun atmosphere.
- Tell all students to be prepared to talk to each classmate and also to report back on one thing each classmate said.
- Circulate and help students with vocabulary and keeping the conversation lively.
- Come together again as a class, and write the word *hypothetical* on the board.
- Discuss the questions aloud, and ask students to provide the most interesting responses they heard. Make sure answers provided by all classmates are discussed.

Optional Vocabulary
five senses (have students name them)
shoplift
septuplets
desert island

Expansion
Prepare either discussion sheets with many of the questions below or index cards with one or two such scenarios to provide each pair of students. These questions provide opportunities to discuss ethical and social dilemmas and to use the grammar focused on in this chart.

Write the term *ethical* on the board, and ask students what it means. Explain to students that this expansion deals with ethical decisions. Discuss the fact that sometimes different circumstances influence whether a situation is 100 percent right or wrong. You may want to also teach the terms *black and white* and *gray areas,* as these ideas can be helpful when talking about hypothetical and ethical scenarios.

Have students get into pairs. Give them ample time to discuss the handout questions, and then come together as a class. The livelier the discussion the better, so focus on facilitating this by writing vocabulary on the board and asking questions that further the discussion.

Keep the following sentence on the board. Remind students to use conditional sentences to explain under which exact conditions they would take certain actions.

If ____, I would ____.

Possible situations:

A homeless person asks you for money on the street. You have extra money with you and you can afford to give it to this person.

A friend tells you that she lost the expensive camera you just lent her.

At the movies, the people next to you are talking loudly and you cannot hear the movie.

A guest in your house opens the refrigerator and takes whatever food he wants without asking.

At the park, you see a babysitter slapping the toddler she is caring for.

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You are at a dinner party and someone tells a very racist and unkind joke.

You have been waiting in a long line for 15 minutes. A person asks to go ahead of you.

You have seen your best friend's boyfriend or girlfriend on a date with a stranger. Should you tell your best friend?

You are on a very crowded bus and you are standing up. An older person gets on the bus, but no one offers him or her a seat. You see a young person continuing to sit comfortably while the older person struggles to stand.

You are preparing for an exam and you inadvertently find the answers to it.

▸ EXERCISE 14. Looking at grammar. Page 431. Time: 10–15 minutes

- Give students ample time to complete the exercise as seatwork.
- Correct and review as a class.

Optional Vocabulary

pour	hibernate	opposable
boil	scarce	utensils
atmosphere	paws	securely
vapor		

▸ EXERCISE 15. Warm-up. Page 432. Time: 5–10 minutes

- Ask students to read each sentence aloud.
- Have students decide the time frame for each.
- Write the word *regret* on the board and discuss how *regret* is linked to this structure.

CHART 20-4. Unreal (Contrary to Fact) in the Past. Page 432. Time: 15 minutes

Looking back at past time, we easily know whether events actually occurred or not. Using conditional sentences, we can talk about the hypothetical past and results that would have occurred had certain circumstances been present.

It is possible to use *would* in *if*-clauses in the following ways, but they are not very common. These uses are considered nonstandard and not appropriate for formal writing. It is important that your students master the standard version before they use these forms.

If you <u>would</u> try harder, you would succeed.

If you <u>would have told me about it</u>, I could have helped you.

The sentence above is usually expressed as *If you <u>had told me about it</u>, I could have helped you.*

- Write the chart title on the board.
- Write the expression below on the board and with your students, discuss its meaning. You will need to break down *hindsight* and discuss how vision is evaluated.

  Hindsight is 20/20.

- Ask students how often they think about how their life would be different now if they had had more information at the time of making a big decision in the past. Specifically, ask what would have happened if the conditions had been different.
- Ask a few students to share examples from their own lives. If no one feels comfortable doing so, share one from you own life or write one that is considered to be general knowledge on the board. For example:

  If I had known my parents would die so young, I would have spent more time with them.

- Write the verb tenses used under the *if*-clause and result clause of this conditional.

  <u>If I had known</u> my parents would die so young,
  (past perfect tense)

  <u>I would have spent</u> more time with them.
  ("would have" + past participle)

- Make sure that your students understand that both the first clause and the second clause are contrary to fact.
- Reiterate that both parts of this sentence are in the past.
- Write the real situation beneath each clause.

  <u>If I had known</u> my parents would die so young,

  (I did not know my parents would die so young.)

  <u>I would have spent</u> more time with them.

  (I didn't spend more time with them—and I regret that.)

- Ask students to share their own examples, and write them on the board.
- Ask students to read chart examples (a)–(e) aloud, and discuss the explanatory notes.

▸ EXERCISE 16. Looking at grammar. Page 432. Time: 10–15 minutes

- Have students work on this as a class, reading each item aloud and choosing the phrase on the right.
- Write the completed sentences on the board.
- Stress that both clauses are in the past because the time for both clauses is over.

▸ EXERCISE 17. Looking at grammar. Page 433. Time: 10 minutes

- Have a student read the completed example item aloud.
- Ask students to take turns completing the other items, and discuss.

▸ EXERCISE 18. Let's talk: pairwork. Page 433. Time: 10–15 minutes

- Have students work in pairs.
- Make the direction line clear to students.
- Walk around the classroom, interacting with each pair of students and supporting them in continuing the dialogue.

Optional Vocabulary

broke	pay bills
allergic	

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▸ EXERCISE 19. Listening. Page 433.
Time: 10–15 minutes

- Be provisioned by having the audio and listening script ready.
- Discuss the reduced pronunciations "would-uv" and "would-a," and write the full form on the board.
- Explain that students will hear this reduced pronunciation but should write the complete and grammatical phrases they hear.
- Play the audio while students write the sentences with the non-reduced forms.
- Correct as a class, referring to the script as needed. Write challenging completions on the board.

Optional Vocabulary

recently	foolish	respect
trust	shocked	

▸ EXERCISE 20. Looking at grammar.
Page 434. Time: 15 minutes

- Ask a student to read the completed item aloud. Explain that by analyzing the sentence carefully, they will better understand the tense use.
- Discuss each subsequent question (a)–(c) and its answer.
- Give students time to complete the exercise autonomously.
- Correct as a class by having students read their answers aloud.

Optional Vocabulary

discount	senior citizen	lonely

▸ EXERCISE 21. Looking at grammar.
Page 435. Time: 10 minutes

- Explain the direction line to your students.
- Give them time to complete the exercise autonomously.
- Review as a class.

▸ EXERCISE 22. Looking at grammar.
Page 435. Time: 10 minutes

- Lead this exercise without having students prepare first.
- Ask a student to read the completed example item.
- Have students complete the remainder of the *if*-clauses with the appropriate result clauses.
- Ask students to discuss why the specific result clauses are the ones needed.

▸ EXERCISE 23. Looking at grammar.
Page 435. Time: 10 minutes

- Give students time to complete the items independently.
- Review as a class.

▸ EXERCISE 24. Looking at grammar.
Page 436. Time: 15 minutes

- Give students time to complete the items independently.
- Correct as a class, with students taking turns reading their completions aloud.
- Put any challenging items on the board.

Optional Vocabulary

poses	bother	crops
seeds	drought	

Expansion

Ask students to write three unreal, contrary-to-fact (past) conditionals about themselves. Instruct students to make only one conditional be true and the others untrue. Give students about 10 minutes to be creative and come up with three sentences. Have each student read his/her set of conditionals aloud, and other students identify untrue statements. For example:

If I had not come to the US to study English, I would have gone to France to study French.

If I had not come to the US to study English, I would have remained in Saudi Arabia and worked with my family.

If I had not come to the US to study English, I would have gone to London to study English.

▸ EXERCISE 25. Listening. Page 437.
Time: 10–15 minutes

- Be provisioned with the audio cued and the listening script handy.
- Ask a student to read the completed example.
- Play the audio while students complete each item.
- Review and correct as a class.

Optional Vocabulary

immediate	carpenter	collapse
attention	withstand	

▸ EXERCISE 26. Looking at grammar.
Page 437. Time: 10–15 minutes

- Read the direction line aloud.
- Review the examples.
- Ask students to take turns completing each item.
- C rrect immediately and overtly.
- Put any challenging items on the board.

Optional Vocabulary

helium	blimp
float	infected

▸ EXERCISE 27. Warm-up. Page 438.
Time: 5–10 minutes

- Ask a student to read Olga's statement and a different student to read Yoko's statement.
- As a class, respond to questions 1 and 2.
- Ask students to explain how they decided their responses.

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CHART 20-5. Using Progressive Verb Forms in Conditional Sentences. Page 438.
Time: 15–20 minutes

> If students are unsure about the function and meaning of progressive verb forms, conduct a review of the related parts of Chapters 1–3. A "progressive" situation is one in which an activity is (was / will be) in progress during or at a particular time.

- Write the chart title on the board.
- Elicit an example of the form to write on the board. The simplest way to do this is to ask the class what they would be doing right now if they were not sitting in an English class learning about conditionals.
- Write the *if*-clause on the board, and have students complete it with responses in progressive forms. For example:

  If I weren't sitting in English class right now, I would be lying on the beach, enjoying the beautiful weather.
- With student input, write alternative completions on the board.

  If I weren't sitting in English class right now, I would be riding my bicycle by the river.

  If I weren't sitting in English class right now, I would be working in my office.
- As you write such sentences on the board, reiterate the "real" situation by asking students what they are doing right now.
- E plain that *were not* + ____ *-ing* is used to make the present conditional unreal and that *had not been* + ____ *-ing* is used to make the past conditional unreal.
- Ask students to take turns reading chart examples (a)–(d) aloud.

EXERCISE 28. Looking at grammar. Page 438. Time: 10 minutes

- Give students time to complete the exercise on their own.
- Correct as a class, immediately and overtly. Write items on the board for emphasis.

EXERCISE 29. Looking at grammar. Page 439. Time: 10 minutes

- Have students read the prompts and then produce the new conditional, without further preparation.
- Correct immediately and clearly.
- Write items on the board as students complete them.

EXERCISE 30. Looking at grammar. Page 439. Time: 10–15 minutes

- Discuss the two completed examples.
- Give students time to complete the remaining items on their own.
- Correct as a class by having students read the conditionals aloud.

Optional Vocabulary

arrived	rear-ended	vacuum

EXERCISE 31. Warm-up. Page 440.
Time: 10 minutes

- Have students read the items and choose the time word.
- E plain to students that sometimes, "mixed" conditionals are needed. These mixed conditionals are useful to realistically represent when a realization linked to a condition actually occurrs.

CHART 20-6. Using "Mixed Time" in Conditional Sentences. Page 440.
Time: 10–15 minutes

> Many grammar texts do not point out this particular usage. However, it is common in both speaking and writing and needed to accurately describe the time when realizations linked to conditionals happen. It is assumed that by this point, most students will have gotten very comfortable with the conditional forms included in Chart 20-1 and are ready to practice variations that are common in actual usage.

- Write the chart title on the board.
- Start by writing half a conditional sentence on the board, and having students complete the information with an expected main clause. For example:

  If I had studied for the exam, I would have been prepared for the exam.
- Above both clauses, write *past time* to indicate that the time and tense for the condition has already passed. In addition, the time for the result has passed.

past time	*past time*
If I had studied for the exam,	*I would have been prepared for the exam.*

- Emphasize that both clauses are in past time by asking:

  Is the time for studying in the past? (Yes.)

  Is the time for the exam in the past? (Yes.)
- Introduce *Mixed Time* by asking students to imagine that they have no more time to study but haven't yet taken the exam and are just about to.
- E plain that to represent the real situation, the *if*-clause is in the past, but the main clause is in the unreal present.
- Demonstrate the differences between *Unmixed Time* and *Mixed Time* by writing the following on the board:

Unmixed Time

past time	*past time*
If I had studied more,	*I would have been prepared for the exam. (I didn't study, and I wasn't prepared for the exam.)*

Mixed Time

past time	*present time*
If I had studied more,	*I would be prepared for the exam now. (I didn't study, and I am not prepared for the exam.)*

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- Read examples (a)–(d) from the chart and discuss the explanatory notes.

▸ EXERCISE 32. Looking at grammar. Page 440. Time: 10 minutes

- Lead this exercise without having students work on their own first.
- Have students read the sentences and decide which time frame is appropriate for each clause.
- Discuss each one carefully and spend adequate time to establish the time for each.

Optional Vocabulary

renewed	organized	fine
semester	misplaced	

▸ EXERCISE 33. Looking at grammar. Page 440. Time: 10 minutes

- Read the direction line aloud.
- Have students work through this exercise autonomously.
- Ask students to read their restatements aloud. Provide immediate correction.

Optional Vocabulary

reasonable	plumbing
project	leak

▸ EXERCISE 34. Reading and grammar. Page 441. Time: 15 minutes

- Have students read the passage and respond to the comprehension questions on their own.
- Then ask students to read sentences from the passage aloud, and ask students to paraphrase main points.
- Have students read the questions aloud, and encourage different students to respond.

Optional Vocabulary

extinct	collided	dust
theories	disastrous	blocked
asteroids	tsunami	survive

▸ EXERCISE 35. Warm-up. Page 441. Time: 10 minutes

- Have students take turns reading each pair of sentences.
- Call attention to the structures, which sometimes show an inversion of subject and verb.

CHART 20-7. Omitting *If*. Page 441. Time: 10 minutes

Of the three examples in this chart, the one with *had* (b) is the most commonly used in both conversation and writing.

The example with *should* (c) is somewhat formal and uncommon usage.

The example with *were* (a) is less frequent than the others, especially in conversation. *Was* is not substituted for *were* in this pattern.

- Write the chart title on the board.
- Write a complete conditional on the board in which you can replace the *if*-clause with *had,* which is the most commonly used form of these omissions. For example:

  If I had known English was so easy, I would have studied it years ago.

- Cross out the *If I had* to show how the inversion is made.

  ~~If I had~~ known English was so easy, I would have studied it years ago.

- Rewrite the *if*-clause as an inversion.

  Had I known English was so easy, I would have studied it years ago.

- Review the chart.

▸ EXERCISE 36. Looking at grammar. Page 442. Time: 10 minutes

- Read the direction line aloud.
- Ask a student to read the example item aloud.
- Give students time to complete the exercise on their own.
- Correct as a class.

▸ EXERCISE 37. Looking at grammar. Page 442. Time: 10–15 minutes

- Review the example item aloud and discuss.
- Have students work with a partner to choose all the sentences that express the meaning of each original sentence.
- Review as a class.

▸ EXERCISE 38. Warm-up. Page 443. Time: 10 minutes

- Ask a student to read the passage aloud.
- Have students decide which sentences correctly reflect the passage.

CHART 20-8. Implied Conditions. Page 443. Time: 10 minutes

These examples show one of the most common uses of conditional verb forms. A result clause does not always come neatly attached to an *if*-clause. Many of the uses of *would* and *could* in daily conversation express results of implied conditions. In writing, one condition expressed near the beginning of a composition can affect word forms throughout.

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- Write the chart title on the board.
- Underline the word *implied* and ask students to explain its meaning.
- Use this as an opportunity to explain that in many cases, the condition is present but isn't overtly tied to an actual *if*-clause that we can see.
- Have students read the examples (a), (b), and (c) aloud in turn, or you can make up three new examples using students' lives.
- For each example, ask students to restate the original as a typical conditional sentence, and write these on the board as students read them to you. For example:

  (a) Sylvie would have come to the party, but she had to meet her mother at the airport.

  If Sylvie hadn't had to meet her mother at the airport, she would have come to the party.

  (b) I couldn't have done it without you.

  If I didn't have you, I couldn't have done it.

  (c) Leo took a cab. Otherwise, he would have been late for work.

  If Leo hadn't taken a cab, he would have been late for work.
- Review the chart and have students provide additional examples based on the chart.

▸ EXERCISE 39. Looking at grammar. Page 443. Time: 10 minutes

- Ask students to read the completed example items aloud.
- Give students time to complete the remaining items on their own.
- Correct as a class, asking students to read their *if*-clauses.

▸ EXERCISE 40. Listening. Page 443. Time: 10–15 minutes

- Have the audio cued and the listening script ready.
- Read the direction line and example to your students.
- Play the audio while students decide which answer is correct or whether both are correct.
- Correct as a class, using the script as needed.

▸ EXERCISE 41. Looking at grammar. Page 444. Time: 10–15 minutes

- Give students time to complete this exercise as seatwork.
- Correct as a class by having students read their completions aloud.
- Discuss any particularly challenging items, analyzing on the board if needed.

Optional Vocabulary
suffocating
breeze
attached
unthinkable

▸ EXERCISE 42. Let's talk. Page 445. Time: 10–20 minutes

- Have students work in pairs or small groups.
- Direct students to switch between Speaker A and Speaker B.
- Walk around the room, connecting with pairs and encouraging conversation by providing needed vocabulary and by reframing questions.
- After students have worked through the exercise, discuss as a class and decide what the best ways to manage each situation are.

Optional Vocabulary
catch what someone is saying
can't stand
cheating
attempt
avoid
swerved

▸ EXERCISE 43. Warm-up. Page 445. Time: 5 minutes

- Have students respond to the sentence content by deciding if the sentences are true for them.
- Discuss the tenses used.

CHART 20-9. Wishes About the Present and Past. Page 445. Time: 10–20 minutes

Noun clause verbs following *wish* are in a past form. The past form signifies, "contrary to fact" — just as it does in conditional sentences in *if*-clauses. You may want to discuss verb relationships as presented below:

Real Situation	"Wish" Situation
simple present	simple past
present progressive	past progressive
simple past	past perfect
present perfect	past perfect
will	*would*
am / is / are going to	*was / were going to*
can	*could*
can + simple form	*could* + simple form

- *Wish* can also be followed by an infinitive, for example:

  I wish to know the results of the test as soon as possible.

In this instance, *wish* is usually a more formal way of saying *want* or a more direct (possibly impolite or imperious) way of saying *would like.* This use is quite rare.

The subjunctive use of *were* instead of *was* with *I / he / she / it* is considered formal by some but standard by others. Students who will take the TOEFL exam need to recognize and be able to work with the subjunctive using *were.*

Some teachers like to compare *hope* and *wish.* See notes in the Teacher's Guide for Chart 20-10.

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- Write the chart title on the board.
- Explain that the verb forms following *wish* are noun clauses and that the general pattern changes the tense in the clause to past time.
- Point out or ask if students have seen a similar pattern when learning reported speech, which is also formed from noun clauses.
- Write a simple sentence about a real condition in the future on the board.

  Dana will return to India at the end of this month.
- Underline the future *will* and write the word *future* above the sentence.

  future

  Dana will return to India at the end of this month.
- C ntinue with step-by-step presentations for wishes about the present and wishes about the past, writing on the board to clearly show the changes made as you go.
- You may wish to remind students again of the similarities with reported speech tense changes, as students have already mastered those, and they are so much alike.
- Review examples (a)–(g) as a class and discuss the explanatory notes.

▸ EXERCISE 44. Looking at grammar. Page 446. Time: 10 minutes

- Give students time to complete the exercise as seatwork.
- C rrect carefully and deliberately as a class, putting challenging items on the board for further analysis.

▸ EXERCISE 45. Looking at grammar. Page 446. Time: 10 minutes

- Lead this exercise without having students prepare ahead of time.
- Review the completed examples so that students understand that the completion is an auxiliary verb,
- Correct as a class.

▸ EXERCISE 46. Reading and grammar. Page 447. Time: 15–20 minutes

Part I
- Have students read the passage on their own,
- Discuss the vocabulary and content of the passage, asking students to paraphrase to demonstrate comprehension.

Part II
- Have students identify the time frame and whether the conditions are real or unreal.
- Correct as a class.

Part III
- Have students discuss their own habits in a group and talk about what they can do to not feel "stuck."

Optional Vocabulary

points to	brain scans	unlock
wander	decades	pop into
task	hobby	daydream
concentrating	project	stuck
creative		

▸ EXERCISE 47. Warm-up. Page 448. Time: 5 minutes

- Have students decide which sentences are correct and have them explain why.

CHART 20-10. Wishes About the Future; Use of *Wish* + *Would*. Page 448. Time: 10–15 minutes

When speakers want something to happen in the future and think it is possible, they usually use *hope* to introduce their idea:

I hope they will come.

When speakers want something to happen but think it is unlikely, they use *wish*. *I wish they would come.*

A common mistake is the use of *will* in the noun clause following *wish*.

INCORRECT: *I wish they will come.*

- Write a situation on the board that students, in general, wish to change. For example:

  We have a problem with global warming right now.
- Explain to students that when they want to make a wish about the future, which is not simply a restatement of the opposite of the current condition, they should use *would* to do so.
- Elicit a new wish about the future, based on the example on the board. Write the new wish on the board. Underline *would*.

  present

  We have a problem with global warming right now.

  I wish the situation would improve.
- Have students take turns reading (a)–(f) aloud from the chart. Review the explanatory notes.

▸ EXERCISE 48. Looking at grammar. Page 448. Time: 10–15 minutes

- Read the completed example item aloud.
- Have students complete the remainder of the exercise independently.
- Review as a class.

▸ EXERCISE 49. Let's talk. Page 448. Time: 10–15 minutes

- Have students work with partners or in small groups.
- Have a student or students first read through the example item.

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- Focus on the use of *wish* + *would*
- Ask students to work through the other two situations while you circulate.
- As a class, discuss what Anna, Helen, and Judy wish and why.

▸ EXERCISE 50. Looking at grammar.
Page 449. Time: 10 minutes

- Review the completed example by having a student read it aloud.
- Have students complete each sentence with a word from the word box.
- C rrect as you go, having students paraphrase any situations that need further explanation.

▸ EXERCISE 51. Let's talk: interview.
Page 449. Time: 15 minutes

- Students get up and move around the room, asking at least two classmates each question.
- Come back together as a group, and have each student explain the responses of other students.

▸ EXERCISE 52. Check your knowledge.
Page 450. Time: 10 minutes

- Give students time to complete the exercise on their own.
- Correct by having students read their corrected sentence aloud, explaining what the errors were.

Optional Vocabulary

advice	available
manager	symptoms

▸ EXERCISE 53. Reading and writing.
Page 450. Time: 20 minutes

Part I

- Have students read the passage to themselves and underline those words used to introduce hypothetical situations.
- Have students take turns reading the passage aloud. Ask comprehension questions on the spot and ask about vocabulary.

Part II

- Ask students to think about what life would be like without one of the items listed and to imagine the pros and cons of such a life.
- Have students write a paragraph using conditionals.
- Ask students to refer to the writing tip as they work.

Part III

- Ask students to use the editing checklist to check their own writing or that of their peers, if you decide to do peer editing.
- Read some of the student work aloud and discuss.

Optional Vocabulary

agonizing	untold	risking
suffering	nightmare	lifesaving
throbbing	injuries	requires
inability	slide	outcomes

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CHAPTER 1 Present and Past; Simple and Progressive

Pretest, p. 1.

1. I Air **consists** of oxygen, nitrogen, and other gases.
2. C (*no change*)
3. I **Is** the copy machine working right now?
4. I We **don't know** Sami's wife.
5. I My cell phone network **is often** slow. (*Note: This is a state, not a temporary behavior.*)
6. C (*no change*)
7. I I turned on the stove, **boiled** the water, and **forgot** to put in the rice.
8. I A few children **drew** some pictures this morning while the teacher was talking.
9. I When I turned the key, the car **didn't start**.
10. C (*no change*)

Exercise 1, p. 1.

1. c
2. a
3. b

Exercise 3, p. 2.

1. b. washes
2. a. sits
   b. is sitting
3. a. works
   b. is working
4. a. is shining
   b. shines … wakes
5. a. grow
   b. is growing
6. a. am trying
   b. tries

Exercise 5, p. 3.

1. a
2. b
3. a
4. b
5. c
6. a
7. c
8. a

Exercise 6, p. 4.

1. right now
2. in the winter, every April
3. every year
4. right now, today
5. every summer, in the spring
6. this week
7. every summer

Exercise 7, p. 4.

1. beat**s**
2. pump**s**
3. carr**ies**
4. remove**s**
5. laugh**Ø**
6. go**es**

Exercise 8, p. 5.

1. doesn't
2. does
3. Is

Exercise 9, p. 5.

2. Is
3. Are
4. Do
5. Are
6. Is
7. Does
8. Do
9. Is
10. Do
11. Is
12. Does
13. Do
14. Is

Exercise 10, p. 5.

2. causes
3. falls
4. doesn't freeze
5. grow
6. don't become
7. are dividing
8. blinks
9. doesn't spoil
10. uses
11. isn't revolving
12. is getting

Exercise 11, p. 6.

1. occur
2. have
3. stretches
4. form
5. are not
6. meets
7. make
8. pick up
9. flies
10. cause
11. doesn't last
12. is forming
13. are seeking
14. are getting
15. are listening
16. Are you
17. Do you

Exercise 12, p. 7.

1. b
2. b
3. a
4. a

Exercise 13, p. 8.

Underlined verbs: wants, believes, understand

1. appl**ies**
2. provide**s**
3. teach**es**
4. learn**Ø**
5. give**s**
6. look**s**

Exercise 14, p. 8.

1. a. *smell* describes a state that exists, i.e., the flowers have a smell and that smell is good.
   b. *is smelling* describes the action of using one's nose.
2. a. *think* means "believe" in this sentence and describes a state.
   b. *am thinking* is an action; thoughts are going through the speaker's mind.
3. a. *look* means "appear or seem to be" and describes an apparent state that exists: You are apparently cold.
   b. *am looking* describes the action of using one's eyes.
4. a. *see* describes a perception that exists right now as a result of the speaker using his/her eyes.
   b. *is seeing* a doctor means "is going to a doctor for help," a general activity in progress at present.
   c. *are seeing* means they are dating each other, a general activity in progress at present.

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5. a. *remember* describes a state that exists.
   b. *am remembering* describes an activity in progress: memories are going through my mind.
6. a. *are* describes a state that exists.
   b. *are being* describes a temporary behavior: The children are acting awfully quiet.
7. a. *are appearing* describes the action of performing on stage in a theater, a general activity in progress at present.
   b. *appears* means "seems" and describes an apparent state that exists.
8. a. *is being* means "is acting." It describes a temporary behavior.
   b. *isn't* refers to his character. It is a state; it is not temporary.
9. a. *is feeling* describes the action of using one's sense of touch. The baby is using her hands to touch the grass. The activity is in progress at the present moment.
   b. *feels* describes a state that exists, the state of the grass; i.e., it is soft.
   c. *am not feeling* describes the speaker's physical feelings of illness, in progress at the present. [*Note:* The simple present is also possible here with little difference in meaning (*I don't feel well today*) to describe a state that exists.]
   d. *feel* means "think or believe" in this sentence and describes a state.

Exercise 15, p. 9.

2. a
3. b
4. b
5. a
6. a

Exercise 17, p. 10.

1. A: are you looking
   B: look
   A: Do you think … resemble
   B: I see
2. A: Do mosquitos exist
   B: know
3. am sitting … is texting … is opening … is taking … is staring … seems … is thinking … do you think … is doing

Exercise 18, p. 10.

1. is
2. am standing
3. is shining
4. are enjoying
5. is
6. are looking
7. looks
8. are forming
9. is moving
10. are forecasting
11. think
12. is

Exercise 19, p. 10.

1. don't have … don't own … is wearing … wear
2. is doing … is being … doesn't want … is always
3. am looking … looks … has … isn't having
4. A: do you like … Does it need
   B: tastes … reminds

Exercise 20, p. 11.

The Fugitive is an action-packed, edge-of-your-seat movie. The police unjustly accuse Dr. Richard Kimball, the main character, of his wife's murder. A court finds him guilty and sentences him to death. On the way to jail, the prison bus crashes and Kimball escapes. A U.S. marshall, Samuel Gerard, vows to catch Kimball. Several times he almost succeeds, but Kimball stays one step ahead of Gerard. In one incredible scene, Kimball jumps from the top of a dam into a river to escape.

Kimball doesn't want Gerard to catch him, but he also wants to solve the murder of his wife. His search for answers takes him to Chicago. He finds upsetting information about a friend and the friend's work with a pharmaceutical company. After many suspenseful scenes, Kimball finds the real killers and leads Gerard to them.

(The present tense is used to describe the action.)

Exercise 22, p. 13.

1. ordered
2. realized … needed
3. tried … answered … was
4. worried … was
5. emailed … explained
6. responded … fixed
7. relaxed … received

Exercise 24, p. 14.

1. woke up
2. didn't feel
3. ached
4. took
5. had
6. didn't leave
7. ate / had
8. spoke to
9. made / scheduled
10. spoke
11. introduced
12. filled
13. didn't leave
14. confused

Exercise 25, p. 14.

1. happy, good about my decision
2. two classes, at night
3. the car with gas
4. with colored pencils, several faces, for several hours
5. in the woods, some money
6. from math class, some money from the bank
7. my hand, some rice
8. these jeans, my shirt
9. at the sad ending, when the play finished
10. over the fence, very quickly, in a sunny spot

Exercise 26, p. 15.

Part I

In 2011, at the age of 100, Fauja Singh did something incredible: he ran a 26-mile (42 km.) marathon! He was the first 100-year-old to ever run a marathon. Singh decided he wanted to compete in races when he saw a marathon race on TV. He was 89! He didn't know much about training and showed up for his first session in a suit and tie.

Originally from India, Singh moved to England in the 1990s after his wife and son died. At the time, he said he felt more dead than alive. He was very depressed and later believed that long-distance running saved him.

He competed in his first marathon in London at the age of 89. He prepared for it in only ten weeks. His best time was at the 2003 Toronto Waterfront Marathon. He ran it in five hours and 40 minutes. Singh became world-famous and even carried the Olympic torch in 2012. In 2013, he decided to retire from long-distance running and completed his last marathon in Hong Kong.

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Part II

2. wore
3. left
4. ran
5. felt
6. was
7. carried
8. retired

Exercise 27, p. 16.

1. b
2. a

Exercise 28, p. 17.

2. 2, 1
3. 1, 2
4. 2, 1
5. 2, 1

Exercise 29, p. 18.

1. was thinking … wasn't listening
2. was shining … was blowing
3. stopped … wasn't … was sitting … didn't get
4. were arguing … walked
5. was waiting … opened … found
6. was reading … fell … covered … sneaked / snuck

Exercise 30, p. 18.

1. a
2. b
3. a
4. a

Exercise 31, p. 18.

2. b, c
3. a, b, c
4. b
5. c
6. a
7. a, b
8. a, c

Exercise 32, p. 19.

1. A: did you break
   B: slipped … was crossing
2. B: was looking
   A: Did you find
   B: parked
3. A: Did you ask … saw
   B: was working … looked … decided
4. A: Were you
   B: missed … didn't want … was giving
5. B: happened
   A: got
   A: was driving … wasn't paying … didn't see … kept

Exercise 33, p. 20.

Part I

1. F
2. F
3. F
4. T
5. F
6. F

Part II

1. had
2. burst
3. broke
4. woke
5. heard
6. shook
7. hid
8. came
9. heard
10. sped
11. saw
12. ran
13. got
14. caught
15. felt
16. upset

Exercise 34, p. 21.

1. yes
2. yes
3. no
4. yes

Exercise 35, p. 21.

1. b, c
2. a, b
3. a, b, c
4. a, c
5. b

Exercise 37, p. 22.

1. Breakfast is an important meal. **I** always eat a big breakfast.
2. While I was working in my office yesterday, my cousin **stopped** by to visit me.
3. Yuki **stayed** home because she **caught** a bad cold.
4. My brother **looks** like our father, but I **resemble** my mother.
5. Jun, are you **listening** to me? I am **talking** to you!
6. While I was surfing the Internet yesterday, I **found** a really interesting website.
7. Did you **speak** English before you **came** here?
8. I **do** not agree with your opinion.
9. My roommate usually **watches** television, **listens** to music, or **goes** out in the evening.
10. Right now Sally **is** in the kitchen eating breakfast.
11. While I **was** driving home last night, I **heard** a strange noise in the engine.
12. Why **are** you talking about me? **I don't** appreciate that.
13. Yesterday, while I was sitting at my computer, Shelley suddenly **came** into the room. I **didn't know** she was there. I was **concentrating** hard on my work. When she suddenly **spoke**, I **jumped**. She **startled** me.

Exercise 38, p. 23.

Note: The directions should say: *Underline the past tense verbs.*

Today was my first day at the university, and I was late for class. I didn't remember the name of the building and went to the wrong one. After about ten minutes of confusion, I finally found the right class and walked in somewhat embarrassed. A girl with a friendly smile moved her books off the chair next to her. I sat down. The professor was going over the syllabus. I didn't have a copy, but I didn't want to interrupt him. The girl next to me shared hers. The course looked interesting but difficult. I wondered if all my classes had this much work. Then the teacher announced study groups. My new friend and I were in the same group. She introduced herself during the break, and I felt very comfortable when I spoke with her. Maybe the class is going to be OK after all.

Self-Study: Gerunds and Infinitives 1, p. 24.

Test Yourself

2. to go
3. going
4. to go / going
5. to go
6. to go
7. going
8. to go / going

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CHAPTER 2 Perfect and Perfect Progressive Tenses

Pretest, p. 25.

1. I How long have you **known** my sister?
2. C (*no change*)
3. I **Have** you ever seen a ghost?
4. I How **have** you been? I haven't seen you for a while.
5. I Jonas **has** owned his home since last year, but his parents helped him buy it.
6. I How long **have you** been waiting for me?
7. I I **have been** watching TV since I got home.

8.–10. C (*no change*)

Exercise 1, p. 25.

1. lived
2. spoken
3. done

Exercise 3, p. 28.

2. … spoken English?
3. … known our teacher?
4. … studied English?
5. … had a passport / visa?
6. … owned … ?
7. … been awake?
8. … lived in this town?
9. … participated in sports?
10. … played … ?

Exercise 7, p. 30.

… *since*	… *for*
the beginning of March	a long time
December	two days
last week	most of the month
New Year's Day	days
yesterday	over a week
you got here	ages

Exercise 8, p. 30.

1. have lived … moved
2. was … has loved
3. has wanted … went
4. have seen … bought
5. left … have felt

Exercise 9, p. 31.

1. already (unspecified)
2. yet (unspecified)
3. never (unspecified)
4. lately (unspecified)

Exercise 10, p. 32.

1. traveled, taught, ridden, flown
2. finished, worked on, spent time on, looked at, discussed
3. done, tried, paid for, gotten, communicated, bought, decided, researched

Exercise 11, p. 32.

Sample answers:

2. slept
3. taught
4. owned
5. witnessed
6. aced
7. played
8. showed / shown
9. developed
10. become

Exercise 12, p. 33.

1. A: Have … met (unspecified time)
   B: haven't (unspecified time)
2. B: haven't watched (unspecified time) … haven't had (unspecified time)
3. A: has been (from the beginning of the week up to now) … 've had (from the beginning of the week up to now)
4. A: haven't eaten (from the beginning of the day until now) … 've had (unspecified time)

Exercise 13, p. 33.

1. has been
2. has ever received
3. has wanted
4. took
5. came
6. has met
7. has discovered
8. has also heard
9. has learned

Exercise 15, p. 34.

Part I

The phrase "bucket list" has become popular because of a movie of the same name: *The Bucket List.* In the movie, two cancer patients, one a playboy and the other a family man, become roommates in the hospital. Neither has a good prognosis. They spend a lot of time together and talk about what they want to do before they "kick the bucket." *Kick the bucket* is an idiom for "die." So the two friends make "a bucket list": a list of things they want to accomplish before they kick the bucket.

Now many people have made bucket lists. Activities often include traveling to exotic places and doing exciting sports like skydiving or bungee jumping. There are books and websites with hundreds of suggestions.

Think about your life. What haven't you done but would like to do?

Part II

1. She has ridden in a hot-air balloon already.
2. She hasn't learned how to write computer code yet.
3. She has eaten at a 5-star restaurant already.
4. She hasn't found a job she never wants to quit yet.
5. She hasn't sung in front of a live audience yet.
6. She hasn't discovered a cure for her insomnia yet.
7. She hasn't slept on a beach under the stars yet.
8. She has swum with the dolphins.
9. She has traveled to Antarctica already.
10. She has had an interesting conversation with a famous person already.

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Exercise 17, p. 35.

1. is
2. has
3. have
4. is
5. has
6. is
7. have
8. have

Exercise 19, p. 37.

Sample past tense sentences:
Jin's parents left Hong Kong in 1990.
His parents started a new life in 1990.
His parents started a restaurant in 1992.
Jin started at the University of Melbourne in 2013.
Jin left Australia in 2015.

Sample present perfect sentences:
Jin's parents have lived in Australia since 1990 (OR for ____ years).
Jin's parents have been in Sydney since 1991 (OR for ____ years).
His parents have worked in Sydney since 1991 (OR for ____ years).
Jin has been / has lived in Hong Kong since 2015 (OR for ____ years).
Jin has studied Chinese since 2015 (OR for ____ years).

Exercise 20, p. 37.

1. has never seen … saw
2. had … went … have not had
3. has been … was
4. has just occurred … occurred
5. A: have known
   B: knew
6. have gotten … saw … have also gotten

Exercise 21, p. 38.

Have you ever used flashcards to study grammar or vocabulary? Have you made flashcards to study the past participle forms that you saw at the beginning of this chapter? Research has shown that using flashcards with spaced-repetition practice is a very effective way to memorize information.

Spaced repetition means spacing out your practice over a period of time. For example, after you study a list of vocabulary words, you wait a few days to review them. If you get the words correct, you wait longer before you review them again. On the other hand, for words you missed, you practice them over shorter periods of time. There are many apps for spaced-repetition flashcard practice. I personally like AnkiApp because it's very user-friendly. Anki follows your progress and chooses the flashcards for you to study each day.

Why is memorizing this way effective? Think about learning basic math. If you know your times tables (e.g., 5×1, 5×2, 5×3), then your mind is free to do more complex math because you don't have to figure out these basic equations. The answer is right there for you to use. We can think of grammar in a similar way. If you know your past participles automatically, you don't need to think about the form before you try to express your ideas.

For English grammar, I think spaced repetition is especially useful for learning irregular past tense and past participle forms; gerunds and infinitives; prepositions; and two- and three-word verbs. You can try out this technique with the past participles that we have studied in this chapter or with the gerunds and infinitives at the end of Chapter 1. See what you think. You may be pleasantly surprised by your progress. Good luck!

present perfect	*simple past*
have used	saw
have made	missed
has shown	
have studied	

Exercise 23, p. 39.

I have just learned from my friend Robert Shaw that he has **decided** to leave his position as tour guide and that you need to find a summer replacement quickly. I would like to apply for the position.

I **came** to this city two years ago to study at Columbia University. I **have been** a student in history and economics since that time. I am a hard worker and have held several part-time jobs at the college: tutor, library researcher, and History Department teaching assistant.

I am originally from Mexico City and speak fluent Spanish and English. My father is an English professor, and I **learned** to speak English as a child. When I lived in Mexico, I **worked** at my uncle's hotel. I **helped** tourists with their travel arrangements in the city. I also **gave** city tours in both Spanish and English. I have a good sense of humor, and my tours were a lot of fun.

Because of my history background, I **have been** very interested in this city since I arrived. I have done a lot of reading and have discovered many fascinating stories about it.

I think I have the qualifications to make an excellent tour guide. Would it be possible to speak with you about the job at a convenient time? I thank you in advance.

Exercise 24, p. 39.

1. a, c
2. a, c

Exercise 25, p. 41.

1. are … have been
2. is … has been
3. is … has been

Exercise 26, p. 41.

1. has been looking
2. has been helping
3. have been working
4. haven't been getting
5. have been traveling
6. has been doing

Exercise 27, p. 41.

1. been standing outside in the cold.
2. been driving around the city.
3. been drinking a milkshake.
4. been working for six hours straight.
5. been trying to fix a leak.
6. been listening to music with my headphones on.
7. been admiring your new hairstyle.
8. been swimming in the pool.

Exercise 28, p. 42.

4. has been waiting
5. have liked

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6. has been watching
7. has been teaching / has taught
8. has been sleeping
9. have been playing … has been playing / has played

Exercise 29, p. 42.

1. have you been
2. I've been taking
3. haven't been working
4. how are
5. haven't seen
6. They're doing
7. They're traveling
8. have they been
9. It's been
10. they've been traveling
11. They've been staying
12. spending
13. they're enjoying

Exercise 30, p. 43.

1. I have had this camera for 8 months now. It takes great pictures. I haven't had any problems with it. It's a little complicated to learn at first, but the instructions help. I have ordered other products from this site and have had great service.
2. I have been taking these vitamins since last year. They're incredible! My memory has improved. I have had more concentration and have been doing better in school. I have lost weight and I haven't even been trying! This product is fantastic!
3. I don't know why this company is in business. I have never been so disappointed with a product in my life. My laptop arrived with a dead battery. The customer service is terrible. I have emailed and called* the company numerous times, but they haven't responded. I have asked for a refund and now am waiting for a response. Order from this company only if you want a defective product.

   [*Note: *have* is implied: *(have) called*]

Exercise 31, p. 44.

1. 1st event: Someone had knocked on the classroom door.
2. 1st event: The teacher had written my name there.

Exercise 32, p. 45.

1. felt … had taken / took
2. had already given … got
3. left … got … was … had already dried
4. made … put … had … had already eaten

Exercise 33, p. 45.

1. looked … had forgotten … felt … offered
2. ran … hadn't talked … didn't recognize … had lost
3. decided … had never seen … went

Exercise 35, p. 46.

1. is … had
2. had
3. had
4. had
5. would

Exercise 36, p. 46.

1. a. have
   b. had
2. a. has
   b. had
3. a. would
   b. had
4. a. had
   b. have

Exercise 37, p. 47.

1. b
2. a
3. a
4. b

Exercise 38, p. 47.

1. a, b
2. a, d
3. b, c, e
4. b, e

Exercise 39, p. 48.

1. a
2. b
3. a
4. a
5. b

Exercise 40, p. 48.

2. a. have been studying
   b. had been studying
3. a. had been daydreaming
   b. has been daydreaming
4. a. have been sleeping
   b. had been sleeping
5. a. had been working
   b. has been working

Exercise 41, p. 49.

2. Mr. Sanchez
3. Alice
4. Carlos
5. Jane
6. Mr. Fox
7. Dan
8. Ken
9. Robert

Exercise 42, p. 49.

1. is
2. have
3. were
4. have
5. had
6. was … had
7. has
8. had
9. had … had
10. is … has
11. have

Exercise 43, p. 50.

1. a
2. b
3. b
4. a
5. a

Exercise 44, p. 51.

1. Since I came to this country, I **have learned** / **have been learning** a lot about the way of life here.
2. I **arrived** here only a short time ago. I **have been** here since last Friday.
3. How long **have** you **been** living here? I **have** been here for almost two years.
4. Why **haven't you** been in class for the last couple of days?
5. I **have been** coaching a soccer team for the last two months.
6. When I was a child, I **lived** with my aunt instead of my parents. My uncle **had died** / **died** before I **was** born, so I never knew him. My aunt raised me alone.
7. I **have been** living in my cousin's apartment since **I arrived** here. It **is** very small, and we are sharing the bedroom. I **need** my own place, but I **haven't found** one so far.
8. My grandfather **lived** in a small village in Italy when he was a child. At the age of 19, he **moved** to Rome, where he **met** and **married** my grandmother in 1957. My father **was** born in Rome in 1960. I **was** born in Rome in 1989.

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CHAPTER 3 Future Time

Pretest, p. 53.

1. I The storm will **start** after midnight. It is going to last through the morning.
2. C (*no change*)
3. C (*no change*)
4. I As soon as the snow **stops**, we will leave.
5. C (*no change*)
6. C (*no change*)
7. I By the time Violet retires, she will **have** worked as a nurse for 40 years.

Exercise 1, p. 53.

1. d
2. b
3. e
4. c
5. a

Exercise 2, p. 54.

Predictions: 2, 3, 6, 7

Exercise 3, p. 55.

Answers will vary.

1. is / isn't
2. will / won't
3. are / aren't
4. will / won't
5. are / aren't
6. will / won't
7. will / won't
8. is / isn't

Exercise 4, p. 55.

1. You will need
2. We are going to review
3. test will have
4. There will be
5. You will have
6. nobody will finish
7. It is going to be
8. results will be

Exercise 5, p. 55.

1. b
2. a, d
3. c

Exercise 6, p. 56.

1. B: c
2. A: c
   B: b
3. B: a
4. B: b
5. B: c
6. B: a

Exercise 7, p. 57.

2. prediction
3. willingness
4. plan
5. prediction
6. plan
7. willingness
8. plan

Exercise 8, p. 57.

3. will meet … will see
4. am going to meet
5. will do … will do
6. is going to erase
7. won't tell
8. won't open

Exercise 9, p. 58.

1. a
2. b
3. a
4. b
5. a

Exercise 12, p. 59.

They are all in the present tense.

Exercise 13, p. 60.

1. stops
2. quit
3. go
4. is going to clean … has
5. is cleaning … is going to listen
6. will look … finishes

Exercise 14, p. 60.

1. am going to listen … am sleeping
2. am going to wait … comes
3. stops … am going to walk … buy
4. graduates … is going to enter … is going to go … gets

Exercise 15, p. 61.

1. What are you going to do as soon as class ends today?
2. Before you go to bed tonight, what are you going to do?
3. What are you going to do after you wake up tomorrow?
4. What are you going to do when you have free time this weekend?
5. After you complete this course, what are you going to do?

Exercise 16, p. 61.

Tia **needs** to leave work early. She is going to prepare for her business trip when she **gets** home. After she **packs** her suitcase, she **is going to*** rehearse her PowerPoint® presentation for her clients. Her father is going to come over and watch her presentation after he **finishes** dinner. While he **is watching**, Tia is going to ask him to give her honest feedback. After she **practices** several times, she will not feel so nervous about her presentation. She will **pay** some bills and **send** a few work emails before she **goes** to bed. After she gets into bed, she is going to fall asleep quickly because she **knows** that she is **going to be** / **will be** very tired.

[*Note: *going to* is used because it's a prior plan. However, *will* is more common in writing, so *will* is also acceptable here.]

Exercise 17, p. 61.

1. future meaning
2. future meaning
3. future meaning

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Exercise 18, p. 62.

2. A: now
   B: now … habitually
3. A: future
   B: habitually
4. A: future
   B: habitually

Exercise 19, p. 62.

Sample answers:

2. am taking / am catching
3. am stopping / am quitting
4. am seeing
5. are driving

Exercise 20, p. 63.

This coming Saturday, I am beginning my "vacation of a lifetime." The first place I'm going to is Bali. My plane leaves at six-thirty Saturday morning. I arrive in Bali late that afternoon. I'm staying at the Nusa Dua Beach Hotel. I leave Bali on the fifteenth and travel to Thailand. While I'm there, I'm staying with some friends. We'll take a boat tour in Bangkok and then travel to the countryside. There is a national park, and we'll do some hiking. Finally we'll finish in Phuket. It'll be nice to relax on the beaches and go windsurfing too. This will be my first trip to these places.

Exercise 21, p. 63.

They all are forms of the progressive.

Exercise 22, p. 64.

1. is going to be studying / will be studying … am going to be finishing / will be finishing
2. is going to be seeing / will be seeing … is going to be doing / will be doing … is going to be talking / will be talking

Exercise 23, p. 64.

1. arrive … will be waiting
2. get … will be shining … will be singing … will still be lying
3. A: will be skiing
   B: will be thinking
4. B: will be visiting
5. B: will be working

Exercise 24, p. 64.

Jill has some medical tests tomorrow and won't be attending school. Please let me know if there will be any homework to pick up. I'll be picking up my other children at 3:00 and can get the assignments then.

Exercise 25, p. 65.

1. will work
2. will have worked
3. will have been working

Exercise 26, p. 65.

1. will stay
2. will have stayed
3. will go
4. will have been
5. will need
6. will have had
7. will have helped

Exercise 27, p. 66.

1. a. have been
   b. had been
   c. will have been
2. a. get … will already have arrived / will have already arrived
   b. got … had already arrived
3. a. have been sitting … had been sitting … will have been sitting
   b. will have begun … will have been teaching

Exercise 28, p. 66.

Items 2 and 4 have verbs that express continuing activities (*driving* and *swimming*). It is more natural to use a progressive tense with continuing activities.

Exercise 29, p. 67.

1. Marnie will **make** a good project manager. She has strong leadership skills.
2. Where **will you** be tomorrow after the game finishes?
3. The car **won't** start. Maybe it has a dead battery.
4. I **am** going to look for a new apartment when my roommate **moves** out.
5. After the movie **ends**, we are going to go out for ice cream.
6. By the time I am 60, my daughter will **have** finished medical school.
7. Don't worry, honey. Your dad **will pick** / **will be picking** you up soon.
8. My appointment is for 10:15 tomorrow. What time will we **leave** / **be leaving** here?
9. As soon as the term **is** over, I **am going to** apply for a part-time job.
10. By their next anniversary, my parents **will have been** together for 43 years.

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CHAPTER 4 Review of Verb Tenses

Pretest, p. 70.

1. I It's so noisy right now. Everyone **is** shouting and making a lot of noise in the halls.
2. I I haven't been in this town very long. I just **got** here two weeks ago.
3. I I'm really glad you **are going** to come / you **are coming** to my hometown next year.
4. I Why **did** you **decide** to become a nurse?
5. I I **have been** in Australia for the last four months. During this time, I **have** done many things and **seen** many places.
6. C (*no change*)

Exercise 1, p. 70.

1. is studying … is also taking … begin
2. had already gotten up … rang
3. works … always eats … leaves … doesn't usually have
4. called … didn't answer … was attending
5. will attend / will be attending
6. got … was sleeping … had been sleeping
7. is sleeping … fell … has been sleeping
8. has … is going to meet / will meet … will have had … meets

Exercise 2, p. 71.

1. b
2. a
3. b
4. c
5. a

Exercise 4, p. 72.

1. is … will
2. has
3. has
4. am … will
5. were
6. had
7. has … have
8. was … had
9. has
10. had … are

Exercise 6, p. 72.

In 1985, my parents **emigrated** to the United States from Brazil. They **had** never traveled outside of Brazil and were excited by the challenge of relocating to a foreign country. Eventually, they **settled** in California. My twin sister and I were born ten years later and **grew** up there. Last year, I **went** to Brazil for the first time to meet extended family. I had always **wanted** to learn more about my family's background. My dreams finally **came** true.

Exercise 7, p. 73.

1. *Sample sentences using the present perfect progressive:*
   He has been cooking some food.
   He has been fixing the table.
   He has been memorizing vocabulary.
   He has been planting flowers.
   He has been vacuuming.
   He has been washing the windows.
2. *Sample sentences using* ***yesterday*** *plus the simple past:*
   He cooked some food yesterday.
   He fixed the table yesterday.
   He memorized vocabulary yesterday.
   He planted flowers yesterday.
   He vacuumed yesterday.
   He washed the windows yesterday.
3. *Sample sentences using* ***just*** *plus the present perfect:*
   He has just cooked some food.
   He has just fixed the table.
   He has just memorized vocabulary.
   He has just planted flowers.
   He has just vacuumed.
   He has just washed the windows.
4. *Sample sentences using the past perfect progressive:*
   By the time Tom finished, he had been working for five hours.
   Before Tom ate dinner, he had been cleaning for several hours.

Exercise 9, p. 74.

1. started
2. has been reading / is reading
3. has
4. hasn't finished
5. has finished
6. had read
7. has ever read
8. is going to start / will start / is starting

Exercise 11, p. 74.

1. a
2. a
3. b
4. a
5. b
6. b

Exercise 12, p. 74.

1. c
2. a
3. c
4. b
5. c
6. a
7. c
8. b
9. a
10. b

Exercise 13, p. 75.

Part I

1. F
2. F
3. F
4. T

Part II

1. got
2. took
3. put
4. didn't open
5. tried
6. knocked
7. opened
8. didn't see
9. saw
10. had been trying
11. apologized
12. went
13. felt
14. had done

Exercise 14, p. 76.

1. got
2. have been trying
3. have been
4. have had
5. has been staying
6. have been spending
7. have been
8. went
9. watched
10. have barely had
11. is
12. am sitting
13. have been sitting
14. leaves
15. decided
16. am writing
17. am getting
18. am going to take
19. get
20. are you getting
21. are

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CHAPTER 5 Subject-Verb Agreement

Pretest, p. 78.

1. I **Babies** cry when they are hungry or tired.
2. I **Chickens**, **ducks**, and **turkeys** lay eggs.
3. I Erica **misses** her mother and father.
4. I Robert sings when he **takes** a shower.
5. C (*no change*)
6. C (*no change*)
7. I Every employee in this building **needs** a security badge.

8.–10. C (*no change*)

Exercise 1, p. 78.

1. singular, verb
2. plural, verb
3. plural, noun
4. singular, noun

Exercise 2, p. 79.

4. bush**es**
5. hat**s**
6. rise**s**
7. season**s**
8. develop**s**
9. touch**es**
10. cough**s**
11. method**s**
12. language**s**

Exercise 3, p. 79.

1. A teacher teaches.
2. A freezer freezes.
3. A ball bounces.
4. A door closes.
5. A boxer boxes.
6. A mosquito bite itches.
7. A boss manages.
8. A snake hisses.
9. A soldier marches.
10. A coach coaches.

Exercise 4, p. 80.

Sample answers:

1. Sometimes it's better to have fewer people do a job.
2. Do things today. Don't wait until tomorrow.
3. You need to practice a lot if you want to do something well.
4. Our actions are more important than our words.
5. People are different and that's OK.
6. You will have more success if you are early or first.
7. Big is not always better. Small things can be good too.
8. When we don't hear from someone, it means that everything is OK.

Exercise 5, p. 80.

1. a. fruit
   b. apples
2. a. Vegetables
   b. Eating

Exercise 7, p. 81.

1. a. are
   b. was … was
   c. was
   d. is
2. a. are
   b. surprises
   c. approves
   d. Do
   e. is
3. a. is
   b. needs
   c. needs
4. a. do
   b. were
   c. Is
5. a. are
   b. are … is
   c. isn't
   d. is
   e. Is

Exercise 8, p. 82.

1. is
2. is
3. want
4. has
5. releases
6. produces
7. seek out
8. is
9. enjoy
10. fear

Exercise 9, p. 82.

A group of people is clapping loudly for the performers. People are clapping excitedly. The audience is asking for an encore.

All of the subjects refer to more than one person.

Exercise 10, p. 83.

1. a, b
2. a
3. a, b

Exercise 11, p. 83.

1. Ø
2. members
3. Ø
4. members
5. members
6. Ø

Exercise 12, p. 83.

1. book
2. books
3. books
4. book
5. One
6. Each
7. book
8. books

Exercise 13, p. 84.

Part I

1. Every one of
2. A number of
3. The number
4. Financing
5. all
6. None of
7. cars
8. One

Part II

1. a. were
   b. was
   c. was
2. a. has
   b. has
3. a. is
   b. aren't

Exercise 14, p. 85.

1. lives
2. are
3. is
4. is
5. calls
6. orders
7. gives
8. touches
9. goes
10. puts
11. turns
12. sits
13. touches
14. happens
15. dawns
16. is
17. runs
18. turns
19. overcomes
20. pleads
21. is
22. disappears
23. becomes
24. loves

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Exercise 16, p. 86.

Answers will vary.

1. is / isn't
2. are / aren't
3. are / aren't
4. are / aren't
5. is / isn't
6. are / aren't
7. is / isn't

Exercise 17, p. 86.

1. There are
2. There is
3. Is there
4. Are there
5. there are
6. Is there
7. There are
8. there is

Exercise 18, p. 87.

1st text	*2nd text*
1. treat	1. is
2. is	2. takes
3. covers	3. take
4. tend	4. uses
5. do not last	5. enters
6. is	6. seems
7. get	7. have
8. stand	8. don't make
9. is	

Exercise 20, p. 89.

2. is
3. is
4. are
5. is
6. is
7. want
8. is … isn't it
9. are
10. Do
11. is
12. provides

Exercise 21, p. 89.

2. Linguistics is
3. Diabetes is
4. English is
5. are … Canadians
6. 70% … is … 1% … is
7. is 256
8. The Netherlands is
9. Fish are
10. is … one million
11. Harrods … is

Exercise 23, p. 90.

1. All the people in the exercise class need to wear athletic shoes.
2. One of the best ways to prevent injury is to warm up first.
3. Recent fitness news suggests that exercising with a buddy improves motivation.
4. Exercise in the water is easy on knee and hip joints.
5. Unfortunately, a lot of people don't exercise.
6. Does the exercise routine feel comfortable?
7. Different types of exercise affect the muscles differently.
8. Is 30 minutes of exercise a day enough?
9. Every person at the gym needs to wear appropriate clothing.
10. Do the elderly use the gym?
11. Exercising too much is dangerous.

Exercise 24, p. 90.

1. has
2. is
3. need
4. needs
5. is
6. is
7. is
8. are

Exercise 25, p. 91.

2. All of the windows in our house **were** broken in the earthquake.
3. A lot of the people in my class **work** during the day and **attend** class in the evening.
4. (*no change*)
5. Studying a foreign language often **leads** students to learn about other cultures.
6. One of the most common names for dogs in the United States **is** "Rover."
7. (*no change*)
8. Forty percent of the people in the state of New York **live** in New York City.
9. A group of students **is** waiting for the advising office to open.
10. (*no change*)
11. Unless there **is** a dramatic and comprehensive change in government policies soon, the economic conditions in that country will continue to worsen.
12. (*no change*)
13. While I was in Paris, some of my favorite meals **were** in small out-of-the-way cafés.
14. Most of the mountain peaks in the Himalayan Range **have** snow year round.

Exercise 26, p. 92.

Tipping **is** a common practice throughout the world although the custom can differ considerably among countries. Visitors new to a country **are** often unsure about how much to tip in restaurants, hotels, and airports. Technology **has made** the practice easier. There **are** apps that tell how much to tip in each country for various services.

In the United States and Canada, workers in service industries such as restaurants, airports, and taxi driving commonly **receive** tips. In general, customers tip more when they are happy with the service and less when they are not. The amounts generally **range** from 10–20% of the bill, and the tip is based on the pre-tax amount, not the total bill.

In restaurants, 15% **is** average. Many restaurants now **include** suggested amounts at the bottom of the receipt. Some restaurants have a mandatory service charge if there is a large group (typically six or more people). It's important to ask about this charge because it is usually 15–20%. Some carry-out or take-out restaurants and coffee shops **have** tip jars that some customers use.

Skycaps at airports and bellhops at hotels also **expect** tips. Generally the number of bags the traveler has **determines** the tip. The amount per bag **varies**, so it's good to check online before you travel. Tips for a taxi driver **are** usually based on a percentage of the fare, and 10–20% is common.

There **are** other service employees that rely on tip income: housekeeping, valet and concierge staff at hotels; food delivery drivers; hairdressers; and tour guides, to name a few. Many employers base their employees' pay on the belief that most customers will leave tips, and they set the pay lower for that reason. Employees **see** tipping as part of their wages, not as an extra.

Before you visit a country, it's a good idea to research tipping practices so you can make informed decisions about tipping.

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CHAPTER 6 Nouns

Pretest, p. 94.

1. I The **knives** in the drawer aren't sharp.
2. C (*no change*)
3. I Their three-**year**-old son is already reading.
4. I I live in a **brick** house from the 1920s.
5. C (*no change*)
6. I Both my **boys'** beds need new mattresses.
7. I I'm staying at **my brother's house** for the summer.
8. I Do you have the **interview** questions?
9. I Jeffrey will **need luck** on his test.
10. C (*no change*)
11. C (*no change*)
12. I Every **employee** at this company receives comprehensive health insurance.
13. I Many of **the** online reviews complained about the quality of the work.

Exercise 1, p. 94.

1. bookshelf
2. video
3. curriculum

Exercise 2, p. 96.

-s

chiefs
clouds
kilos
memos
mosquitos
photos
videos
zeros
zoos

-es

boxes
classes
fishes
(*possible, but rare*)
heroes
matches
mosquitoes
tomatoes
zeroes

-ves

halves
leaves
lives
loaves
scarves
wolves

no change

deer
fish
sheep

Exercise 4, p. 96.

3. men
4. attorneys
5. discoveries … laboratories
6. data
7. beaches … cliffs
8. pianos
9. phenomena
10. media

Exercise 5, p. 97.

Plural nouns: cartridges, packages, boxes, pens, pencils

Exercise 6, p. 97.

1. Bacteria … organisms … cell
2. Bacteria … creatures
3. thousands … bacteria … human beings
4. Viruses … organisms … cells … things … cell … times
5. Viruses … diseases … humans
6. virus … period … sentence

Exercise 7, p. 98.

1. computer error
   computer screen
   computer skills
2. airplane passenger
   airplane pilot
   airplane ticket

Exercise 8, p. 98.

2. flowers … flower
3. beans … bean
4. babies … baby
5. children … child
6. salads … salad
7. mosquitoes / mosquitos … mosquito
8. two-hour … two hours
9. ten years old … ten-year-old
10. three-letter … three letters

Exercise 10, p. 99.

1. college
2. colleges
3. professors
4. professor
5. assistant
6. assistants

Exercise 11, p. 100.

2. a. taxis
   b. taxi drivers
3. a. Managers … offices
   b. office managers
4. a. Schools … activities
   b. school activities

Exercise 12, p. 100.

In the U.S. and Canada, a popular way to get rid of used **items** is through a garage sale. The owner chooses a day or two, usually over a weekend, and sells miscellaneous **stuff** from the garage, driveway, or yard.

Popular items at garage sales include **books**, old **magazines**, art, clothes, jewelry, wood furniture, and **toys**. Usually the **prices** are very low, and often the buyer can bargain with the seller.

Some **things** you don't want to buy for safety and health **reasons** include bicycle helmets, child car **seats**, **tires**, **mattresses**, upholstered furniture, **cribs**, **baby** bottles, old cookware, and stuffed **animals**. The equipment might be outdated, and anything with upholstery or stuffing might have bugs.

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Occasionally people find valuable **merchandise** at garage sales. In 1999, a man in the U.S. paid $29 for a **painting** by Martin Heade. It turned out the painting was worth over $800,000! Another man bought a **picture** frame for $4.00. Inside was a rare copy of the Declaration of Independence, worth over $2 million!

Exercise 13, p. 101.

1. one
2. more than one
3. more than one
4. one

Exercise 14, p. 101.

1. b. more than one
2. a. manager, offices
   b. one
3. a. cousin, grandparents
   b. one
4. a. judges, decision
   b. more than one
5. a. women, restroom
   b. more than one

Exercise 15, p. 102.

1. a. boys'
   b. boy's
2. a. children's
   b. child's
3. a. baby's
   b. babies'
4. a. Bess's / Bess'
   b. Mrs. Thomas's / Mrs. Thomas'
   c. Jack and Larry's

Exercise 17, p. 102.

2. Psychologists have developed many different kinds of tests. A "personality test" is used to evaluate an **individual's** personal characteristics, such as friendliness or trustworthiness.
3. Many fairy tales tell of **heroes'** encounters with giants or dangerous animals. In one story, the **hero's** encounter with a dragon saves a village from destruction.
4. Play is an important part of **children's** lives. It teaches them about their environment while they are having fun. For instance, they learn from playing with miniature boats that boats float, and they can practice ways to make boats move across water.

Exercise 18, p. 103.

Common usage:

1. a
2. a
3. b

Exercise 19, p. 104.

1. a
2. a
3. a
4. b
5. b
6. a
7. b
8. a

Exercise 20, p. 104.

1. b
2. a
3. a
4. b
5. b
6. a
7. d

Exercise 21, p. 104.

1. 11
2. Lucy
3. Ricky
4. Jake
5. The boy's mother

Exercise 22, p. 105.

A: b
B: a, c, d

Exercise 23, p. 105.

2. jewelry (NC) … rings (C) … bracelets (C) … necklace (C)
3. mountains (C) … fields (C) … lakes (C) … scenery (NC)
4. car (C) … engine (C) … furniture (NC) … refrigerator (C) … junk (NC)
5. Gold (NC) … iron (NC) … metals (C)
6. iron (C)

Exercise 24, p. 105.

1. some … some
2. some
3. some
4. A
5. a
6. An

Exercise 26, p. 106.

1. garbage**Ø**
2. reality**Ø**
3. garbage**Ø**
4. newspaper**s**
5. container**s**
6. bottle**s**
7. bulb**s**
8. batter**ies**
9. appliance**s**
10. area**s**
11. bin**s**
12. meter**s**
13. cit**ies**
14. Pharmac**ies**
15. leader**Ø**

Exercise 27, p. 106.

Noncount nouns: sunshine, smog, smoke, fog, thunder, lightning

Exercise 28, p. 108.

2. rivers
3. symphonies, music
4. trucks, traffic
5. computers, equipment
6. problems, homework
7. vocabulary, definitions
8. This information
9. advice
10. progress

Exercise 29, p. 108.

1. sand
2. physics
3. Arabic
4. gravity
5. wool
6. soccer
7. steam
8. psychology
9. blood
10. snow

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Exercise 30, p. 109.

1. a. homework
   b. assignments
2. a. times
   b. time
3. a. advice
   b. suggestions
4. a. words
   b. vocabulary
5. a. glasses
   b. Windows … glass
   c. glasses … poor eyesight
   d. a sight

Exercise 31, p. 109.

1. visitor**s**
2. stuff**Ø**
3. thing**s**
4. newspaper**s**
5. magazine**s**
6. furniture**Ø**
7. box**es**
8. public**Ø**
9. home**Ø**
10. house**Ø**
11. garbage**Ø**
12. problem**s**
13. area**Ø**
14. decision**s**
15. thing**s**
16. condition**Ø**

Exercise 32, p. 110.

1. two, a couple of, both, several, some, a lot of, plenty of, too many, a few, a number of, hardly any, no
2. some, a lot of, plenty of, too much, a little, a great deal of, hardly any, no

Exercise 33, p. 110.

1. A: items, snacks
   B: chocolate, sweets, candy, junk food
   A: control, limits
2. A: homework
   A: questions, requests
3. A: messages, emails
   B: time, money, gas in the car, clean clothes
4. A: stress, anxiety
   B: help, assistance, advice, support

Exercise 34, p. 111.

2. many … bill**s**
3. much
4. are … many … hour**s**
5. much
6. many … many friend**s**
7. isn't much
8. is … much

Exercise 35, p. 111.

2. stamps, rice, stuff, things
3. money, advice, time, Ø
4. Ø, loaves of bread, Ø, jars of honey
5. novels, Ø, poems, Ø
6. orange juice, light bulbs, hardware, computer software
7. sleep, information, facts, help
8. women, movies, scenes, Ø
9. shirts, Ø, pens, Ø
10. patience, wealth, Ø, Ø
11. ideas, theories, hypotheses, Ø
12. Ø, salt, equipment, Ø

Exercise 37, p. 113.

1. a
2. b

Exercise 38, p. 113.

3. little
4. a little
5. few
6. a few
7. Few
8. A few

Exercise 39, p. 114.

2. A: few
   B: a little … a few
3. A: little
   B: a few … little
4. A: a little
   B: little
   A: a little
   B: a little
   A: a little
   B: little

Exercise 40, p. 114.

2. b
3. a
4. b
5. a
6. b

Exercise 42, p. 115.

1. country
2. countries
3. country … country
4. countries

Exercise 43, p. 116.

1. child
2. children
3. goalie
4. players
5. players
6. child
7. children
8. parent
9. parents

Exercise 44, p. 116.

3. The teacher gave each of **the** students / **each student** a test paper.
4. (*no change*)
5. Every **chair** in that room is uncomfortable.
6. One of the **pieces of** equipment / One **piece of** equipment / **Some** of the equipment / One of the **machines** in our office is broken.
7. Each of the **women** / **Each woman** in the room has an interesting story to tell.
8. One of my favorite **places** in the world is an island in the Caribbean Sea.
9. (*no change*)
10. It's impossible for one human being to know every **language** in the world.
11. I found each of the **errors** / **each error** in this exercise.
12. Vietnam is one of the **countries** I want to visit.

Exercise 45, p. 117.

4. Ø
5. of
6. of
7. of

Exercise 46, p. 118.

1. of
2. of
3. Ø
4. Ø
5. of
6. Ø
7. of
8. of
9. Ø
10. Ø
11. of … Ø
12. of

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Exercise 48, p. 119.

1. Ø
2. Ø
3. Ø
4. of
5. of
6. of
7. of
8. Ø
9. of

Exercise 51, p. 120.

1. That magazine **contains** many different **kinds** of **stories** and **articles**.
2. In my country, there **are a lot** of language schools.
3. Alicia is always willing to help her friends in every possible **way**.
4. Your country has one of the best-trained **armies** in the world.
5. There **is** a lot of **equipment** in the research laboratory.
6. I have a **five-year-old** daughter and a **three-year-old** son.
7. Most of **the** people / **Most people** in my **apartment** building **are** friendly.
8. **Dennis'** / **Dennis's** family lives on a sailboat.
9. We had two **difficult** tests in chemistry last week.
10. Almost **all** students / Almost **all of the** students / **Most** (**of the**) students in my class are from Asia.
11. It's difficult for me to understand English when people use a lot of **slang**.
12. George works in research and development at an **airplane** company.

CHAPTER 7 Articles

Pretest, p. 122.

1. C (*no change*)
2. I **The price** of rice and flour is increasing.
3.–6. C (*no change*)
7. I **The sun** sets around 7:00 P.M. tonight.
8. C (*no change*)
9. I Who is going to clean **the** windows?
10. C (*no change*)
11. I **The** Nile River flows through several countries.

Exercise 1, p. 122.

1. c
2. b
3. a

Exercise 2, p. 123.

1. indefinite
2. indefinite
3. definite
4. indefinite
5. definite

Exercise 3, p. 123.

3. Do you have **some** time to pay them?
4. (*no change*)
5. There's **some** spilled coffee under the chair.
6. … I have **some** things to add.
7. … There are **some** leftovers.

Exercise 4, p. 124.

2. the … a … Ø
3. an … The … The … Ø
4. Ø … Ø Smoke … The

Exercise 6, p. 124.

Incorrect sentences:

3. My favorite fruits **are apples** and oranges. (Reason: *Apples* and *oranges* are plural. Do not use *an* with plural nouns.)
4. Do all living things **need oxygen**? (Reason: *Oxygen* is noncount. Do not use *an* with a noncount noun.)
6. I need **a** coin / some coin**s** for the bus fare. (Reason: *Coin* is a singular count noun. Do not use *some* with singular count nouns.)

Exercise 7, p. 125.

1. Ø
2. an
3. Ø
4. a
5. an
6. a
7. Ø
8. Ø

Exercise 8, p. 125.

1. 20
2. 12
3. 52 … 36

All three statements are generalizations.

Exercise 9, p. 126.

1. a. plural
   b. plural, generic
   c. singular, generic
   d. plural
2. a. plural, generic
   b. singular, generic
   c. plural, generic
   d. plural

Exercise 10, p. 126.

Sentences 1, 2, 4

Exercise 11, p. 126.

1. a
2. b
3. b
4. a
5. a

Exercise 13, p. 127.

3. Water
4. Tennis
5. Tennis players
6. A tennis player
7. An island
8. Islands
9. Gold
10. A bridge
11. Health
12. Adjectives
13. Sentences
14. A sentence
15. Apples

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Exercise 14, p. 127.

1. Ø … Ø … Ø … a … an ostrich
2. Ø … Ø … a … Ø **P**eople … Ø … Ø … Ø … a plant / a tree
3. Ø … Ø … Ø … Ø … Ø … Ø … a … tears

Exercise 15, p. 128.

Sentence 2

Exercise 16, p. 128.

Specific nouns: news, situation

Exercise 17, p. 129.

1. b (This is one program at the company; there are others.)
2. a (There are many movie tickets. This is one.)
3. a (This is one detail; there are others.)
4. b (There are many sports. This is one.)

Exercise 18, p. 129.

2. the … a … Ø
3. Ø … the
4. the … a … Ø
5. the … Ø … a … the

Exercise 19, p. 129.

1. a
2. a
3. Ø **C**ell … Ø
4. a
5. the
6. Ø **J**ewelry … Ø … Ø
7. an
8. Ø
9. The
10. The
11. Ø **G**olf … an

Exercise 20, p. 130.

Conversation 2

Exercise 21, p. 130.

3. B: the
   A: a
4. A: a
   B: Ø
5. B: the … the
6. A: the
   B: The

Exercise 22, p. 131.

1. The
2. a
3. a
4. the
5. a
6. the
7. the
8. the
9. an

Exercise 23, p. 131.

1. I always like to **have rice** in my cupboard. I eat it every day.
2. I **buy junk** food. I know it's not healthy, but I buy it anyway.
3. **My favorite** food **is fruit**. I have **an** apple or (**an**) orange every day.
4. I'm on **a** diet, so I don't really enjoy shopping right now!
5. Hmmm. That's **an** interesting question. Probably anything with sugar. I have **a** sweet tooth.

Exercise 24, p. 132.

Sample story:

I recently read an interesting article about a long-distance swimmer and an amazing experience he had during a race.
The man was swimming off the coast of New Zealand.
The area had sharks.
During the race, he looked down and saw a shark swimming under him.
Fortunately, ten dolphins were swimming nearby.
The dolphins made a protective circle around the swimmer.
The shark didn't fight them and left.
The man survived because of the dolphins' protection.
The dolphins continued to swim with him and guided him for more than an hour.

Exercise 25, p. 132.

1. c. Ø
   d. A … a
   e. Ø **C**aps … Ø
   f. The
2. a. Ø **B**eef
   b. The
   c. Ø
3. a. An
   b. the … the … an
   c. the
   d. the … an

Exercise 26, p. 133.

1. a
2. a
3. a
4. a
5. a
6. The
7. a
8. the
9. an
10. the
11. the
12. a
13. the
14. the
15. a

Exercise 27, p. 133.

1. Ø … the
2. a … the
3. Ø … the
4. a … the
5. a
6. a … the
7. an
8. a … the
9. the

Exercise 28, p. 133.

1. The Gulf Islands … Vancouver Island
2. The Canadian Rockies
3. Mount Robson

Exercise 29, p. 134.

1. **The** French Alps
2. **Ø** Indonesia
3. **The** Amazon River
4. **Ø** Brazil
5. **The** Caspian Sea
6. **The** Czech Republic
7. **the** United Arab Emirates
8. **Ø** Antarctica

Exercise 30, p. 135.

1. Ø … Ø
2. The … Ø
3. Ø … Ø

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4. Ø … Ø … Ø … Ø
5. the
6. Ø … Ø … Ø
7. Ø … Ø … Ø … Ø

Exercise 32, p. 136.

Part II

Sample answers:

1. The voyage began in Holland.
2. The destination was New York.
3. A freak wave hit the boat.
4. The containers went to the bottom of the sea.
5. LEGO® building bricks were inside the containers.
6. People have found the plastic pieces on beaches around the world.
7. Fish eat the plastic pieces. Plastic harms sea life.
8. Plastic has toxic chemicals.
10. No. There is so much plastic in the oceans, and the plastic toy pieces are small.

Exercise 33, p. 136.

2. I want to live in **a** warm place after I graduate from college.
3. When I was **a** high school student, I took my first airplane ride overseas.
4. Seoul is **the** capital city of South Korea.
5. I had **a** very strange experience at a party last night.
6. Is it **a** good idea to put plastic in **a** microwave oven?
7. At the store, **a** / **the** salesperson ignored me. I bought my clothes elsewhere.
8. What are some differences **between men and women**?
9. Is **the** cost of living very high in your country?
10. I need to tell you about **a** very important problem in society today.
11. **The photos** you took **are very** beautiful.
12. **Orange** juice is on sale at the store.
13. Everyone **seeks happiness in life**.

CHAPTER 8 Pronouns

Pretest, p. 139.

1. I The manager asked for a meeting with Bill and **me**.
2. C (*no change*)
3. I I enjoy dessert after dinner. Do you enjoy **it** too?
4. I **Students** need to check their work carefully. OR A student needs to check **his or her** work carefully.

5.–7. C (*no change*)

8. I Let me tell you **the** other reason I need to borrow some money.
9. C (*no change*)
10. C (*no change*)
11. I I'd prefer that you don't tell anyone. In **other** words, I would like to keep this secret.

Exercise 1, p. 139.

A: S … S
B: O
A: O
B: O

Exercise 2, p. 141.

	pronoun	*antecedent*
2.	They	Nancy and Thomas
	her	daughter
3.	She	Grandma('s)
	her	Grandma('s)
	she	Grandma('s)
	him	cat
4.	he	Emil
	they	colleges
	him	Emil
5.	It	surgery
	she	Mom('s)

Exercise 3, p. 141.

1. them
2. her
3. me
4. Ella and I … her
5. me

Exercise 4, p. 141.

2. She
3. her … her
4. Her
5. She … her … her
6. her
7. I
8. me
9. me
10. my
11. mine

Exercise 5, p. 142.

2. my … mine
3. hers
4. it
5. Our … our … ours … theirs
6. their … hers … his
7. our … They … them … them
8. our … them

Exercise 6, p. 142.

1. a. Mine … it's
   b. mine … his
2. a. Ours … them
   b. it … It's … ours … our

Exercise 7, p. 143.

2. b, c
3. a, c
4. b, c
5. a, b
6. a, c

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Exercise 8, p. 143.

A: its
A: it's
B: it's … its
A: It's
B: It's

Exercise 9, p. 144.

1. It's
2. It … its … its
3. It … it … it
4. It's … them

Exercise 10, p. 144.

1. A: him
   B: he's
   C: him
   D: his
   E: his … he's … he'll
2. A: Does she
   B: Is she
   C: they
   D: their … he's
   E: them
   F: it's (it is) … mine … it's (it has)

Exercise 12, p. 145.

3. (**All**) students in Biology 101 **have** to spend three hours per week in the laboratory, where **they do** various experiments with **their** lab partners.
4. (*no change*)
5. She said **citizens have** two primary responsibilities. **They** should vote in **every election** (*also possible:* **all elections**) and **they** should serve willingly on juries.

Exercise 13, p. 146.

Most common answers:

2. they (informal) … want
3. his or her
4. them (informal)
5. their (informal)
6. his or her
7. his or her

Exercise 15, p. 146.

Part I

1. a. = individual members; b. = whole group
2. a. = whole group; b. = individual members

Part II

1. a. It
   b. they … They
2. a. They are … them
   b. It … has
3. a. They sit
   b. It makes (*Also OK:* They make)

Exercise 16, p. 147.

1. themselves
2. herself
3. himself

Exercise 17, p. 148.

Part I

2. herself
3. himself
4. themselves
5. ourselves
6. yourself
7. yourselves
8. oneself

Exercise 18, p. 148.

Part I

2. A: himself … himself
   B: herself
3. A: themselves
   B: myself
4. A: themselves
5. B: yourself
6. A: himself
   B: myself
7. A: yourself … himself … myself … ourselves … themselves

Exercise 19, p. 149.

	reflexive pronoun	*antecedent*
Paragraph 1	we	ourselves
Paragraph 2	They	themselves
Paragraph 3	they	themselves
Paragraph 4	we	ourselves

Exercise 20, p. 150.

2. enjoy himself
3. proud of yourselves
4. pat yourself
5. killed himself
6. entertained themselves
7. introduced myself
8. feeling sorry for yourself
9. talking to yourself
10. laugh at ourselves
11. promised herself
12. angry at himself

Exercise 21, p. 151.

1. yourself
2. myself
3. ourselves
4. himself
5. themselves
6. herself

Exercise 22, p. 151.

MRS.: you = Mr. Cook
MR.: He = Jack Woods … it = car
MRS.: it = car
MR.: they = people in general … you = people in general … you = people in general
MRS.: One = people in general … one = people in general

Exercise 23, p. 151.

2. a. people in general
   b. Alex
   c. Sonya
3. a. people in general
   b. people in general
4. They = airline company; you / your = people in general

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Exercise 24, p. 152.

1. When someone is old, he or she doesn't want to learn new things.
2. You may be successful, but not every time.
3. You can do the job best. Don't expect other people to do a job as well as you.
4. You can provide an opportunity for someone, but you can't force him or her to take it.

Exercise 25, p. 152.

Sample revision:

Many parents have concerns about the impact of social media on their children. One danger is Internet addiction: kids want to have their phones or computers with them at all times. They become anxious if they can't answer an email or message immediately. They want to do their homework while they are chatting with friends. Teenagers say **they** can concentrate and still check social media. However, parents worry that their children need constant interaction and cannot handle quiet time.

Another problem is that social media takes away from in-person contact. Children and teenagers are at risk of interacting with screens more than they interact with one another. Texting and chatting online are not the same as actual conversation. **Children and teenagers** (OR **Kids**) need to learn how to initiate and engage in extended conversations with people. Additionally, when **people** don't have much human contact, **they** can become isolated.

A third concern is that social media exposes children and teens to potentially inappropriate content. Parents can monitor their posts, but **they** can't control other people's posts. There's a good chance **their** child will see something before **the parents** even know about it.

Exercise 26, p. 153.

1. Picture B
2. Picture A

Exercise 27, p. 154.

1. a. Another … Another … the other
   b. The other
2. a. the other
   b. another
3. a. Another … The other
   b. another
4. a. Others
   b. Other
   c. The other
   d. The others

Exercise 28, p. 154.

1. Helen
2. Mai
3. Susie's
4. Thursday

Exercise 30, p. 155.

2. Another … The other
3. others
4. other
5. other
6. others
7. another
8. Another … Others
9. others
10. Another … Others … other
11. the other
12. the others
13. another
14. Another

Exercise 31, p. 156.

1. a
2. a
3. b
4. b

Exercise 32, p. 156.

1. another
2. the other
3. the others
4. the other
5. Others
6. another

Exercise 33, p. 156.

1. T
2. F
3. F
4. T

Exercise 34, p. 157.

2. Another … other
3. each other
4. the other
5. other … other
6. other
7. others … other … others
8. each other … each other … each other … other
9. other
10. other
11. another
12. the other / another

Exercise 36, p. 158.

1. a
2. b
3. b
4. a
5. b

Exercise 37, p. 159.

2. When we were in school, my brother used to play tennis with my sister and **me** every day after school.
3. My cousin and her husband moved to **another** city because they don't like cold weather.
4. If you want to pass your exams, you need to study very hard for **them**.
5. I like to travel because I like to learn about other countr**ies** and custom**s**.
6. When I lost my passport, I had to apply for **another** one.
7. When I got to class, all of the **other** students were already in **their** seats.
8. In hot weather, you need to water the plants every other **day**.
9. I live in a two-room apartment. **It's** too small for **my** family.
10. A child needs to learn how to get along with **other** people, how to spend **his or her** time wisely, and how to depend on **himself or herself**. OR
    Children need to learn how to get along with **other** people, how to spend **their** time wisely, and how to depend on **themselves**.
11. Other **than** Tom, everyone has responded to the wedding invitation.

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12. After work, Mr. Gray asked to speak to Mona and **me** about the company's new policies. He explained **them** to us and asked for **our** opinions.
13. My cousins asked to borrow my car because **theirs** was in the garage for repairs.
14. The players were looking at one **another**, trying to find their weakest opponent.
15. The manager introduced Manual and **me** to the other employees in the new branch office.
16. A hippopotamus spends most of **its** time in the water of rivers and lakes.

Exercise 38, p. 160.

Checking text messages in a meeting sends a negative message. First, it is disrespectful. When people check messages, they aren't paying attention to others in the meeting. It is impossible to read messages and listen to the speaker at the same time. Another problem is that the speaker expects the other members to participate in some way. Maybe they are at the meeting because they need to learn new information or perhaps they need to help problem-solve an issue. They can't participate when they are looking at their phone. Finally, when people check messages, they send the message that their lives are more important than the content of the meeting. This superior attitude can make other people resentful.

CHAPTER 9 Modals, Part 1

Pretest, p. 161.

1. I Applicants **must fill** in the forms in ink.
2. I **We have** / **We've** got to finish this project before we go home tonight.
3. I The bus doesn't come for a half hour. We don't need to hurry. We **don't have to** / **don't need to** run.
4. C (*no change*)
5. I What time **are** we supposed to be at the train station tomorrow?
6. C (*no change*)
7. C (*no change*)
8. I It **may** / **might** snow tomorrow night. There is a 50% chance.
9. C (*no change*)
10. I **Would** / **Will** / **Could** / **Can** you help me?
11. I Would you mind **turning** up the heat?
12. C (*no change*)

Exercise 1, p. 161.

Correct sentences: 1, 4, 5, 6

Exercise 2, p. 162.

B: to
B: Ø
B: Ø
A: Ø
B: to

Exercise 3, p. 163.

1. everyday conversation
2. formal writing
3. everyday conversation

Exercise 4, p. 163.

1. b
2. a
3. a
4. b

Exercise 5, p. 164.

1. must
2. has to
3. have to
4. must
5. have to
6. Does Vicki have to
7. must
8. Does our neighbor have to
9. must
10. Do we have to

Exercise 6, p. 164.

1. What do you have to do after class today?
2. What do you have to do first thing in the morning?
3. What do students in this class have to pay attention to?
4. What time do you have to be in your first class?
5. What are some rules that students must follow?
6. What are some requirements that students must complete … ?

Exercise 7, p. 165.

b, c

Exercise 8, p. 165.

2. buy; We don't have to buy groceries on the way home.
3. wait; You don't have to wait for Martha.
4. offer; The city doesn't have to offer more public transportation options.
5. fill out; You don't have to fill out the application form by tomorrow.
6. work: Jin doesn't have to work overtime this weekend.

Exercise 9, p. 166.

1. b. must not
   c. don't have to
2. a. don't have to
   b. must not
   c. don't have to
3. a. must not
   b. must not
4. a. doesn't have to
   b. doesn't have to

Exercise 15, p. 169.

Sample answers:

2. a. should
   b. should
3. a. has to / must
   b. have to / must
4. a. have to / must
   b. should
5. a. should
   b. has to / must

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Exercise 17, p. 171.

1. b
2. a
3. a, b
4. a, b
5. b

Exercise 20, p. 172.

2. The movie should be over now.
3. Aja should hear about the job offer soon.
4. Your advisor should have a solution for you.
5. Our flight should take off on time.

Exercise 22, p. 173.

1. b
2. a
3. a
4. b
5. b
6. a

Exercise 23, p. 173.

1. b
2. a
3. b
4. a

Exercise 24, p. 173.

Part I

1. Larry is able to start a fire without matches.
2. I'm not able / unable to send a text.
3. Are you able to read the doctor's handwriting?
4. Thomas isn't able to drive without glasses.
5. I'm not able to remove the stain on your white shirt.
6. Every employee is able to do CPR.

Part II

1. Larry knows how to start a fire without matches.
5. I don't know how to remove the stain on your white shirt.
6. Every employee knows how to do CPR.

Exercise 26, p. 174.

Part II

1. can't come
2. can count
3. can take
4. can't cook
5. Can't you come
6. can drive

Exercise 27, p. 175.

Sentences 2 and 3

Exercise 28, p. 175.

1. a (There is a chance.); b (It's generally possible.)
2. a (There is a chance.)
3. a (It's generally possible.); b (There is a chance.)
4. b (There is a chance.)

Exercise 30, p. 176.

1. a, b, d
2. a, b, c, e

Exercise 31, p. 176.

1. Can / Could / Will / Would
2. Can / Could / May

Exercise 33, p. 177.

1. Speaker B
2. Speaker A

Exercise 34, p. 178.

2. a. Would you mind if I left early?
   b. Would you mind leaving early?
3. a. Would you mind talking to Andrew?
   b. Would you mind if I talked to Andrew?

Exercise 35, p. 178.

2. if I stayed
3. if I opened / opening
4. if I asked
5. smoking
6. speaking
7. if I changed / changing

Exercise 36, p. 178.

1. b
2. b
3. b
4. b
5. b
6. b

Exercise 40, p. 181.

Freshman year can turn out to be the most challenging time in college for students. The transition from high school to college or university involves many changes. One of the biggest differences is the amount of freedom you must learn to manage.

In high school, your life is very structured, and you generally can't choose how you spend your day. It begins and ends at the same time. Teachers take attendance and check homework. They tell you (or your parents) about missing assignments and low grades. Many give daily homework so that there is not too much work at one time.

However, college life is much more unstructured. The class schedule might not be the same every day. You can sleep in one morning and have to be up early the next. If you decide to skip a class, there is probably no one there to say you can't do that.

College professors don't have to take attendance or check whether their students have completed assignments. Instructors may have all their assignments on a syllabus and not even mention them in class. They might not remind you about deadlines or missing work. You may hear an instructor say, "I am not your parent." Or even, "I am not a babysitter."

You may find you have large blocks of unscheduled time. There are fewer classes each day than in high school, and you will probably not have every class every day. A two- or three-credit class may meet only once or twice a week. Instructors view these longer stretches of time between classes as valuable opportunities for studying. They often assign hefty amounts of reading, but with so many extra-curricular activities available, not to mention social media and Internet distractions, this study time can quickly evaporate. Your grades may suffer if you can't manage time well. Sometimes students don't realize they are in trouble until it is too late.

With an understanding of the challenges ahead, you can prepare in advance. Most colleges offer programs to help students with their transition, and there are many online resources available. The key is to remember that the responsibility for time management rests with you, not with your parents or teachers.

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Exercise 42, p. 182.

2. A film director must **have** control over every aspect of a movie.
3. I'm sorry. I don't have training in this area. I'**m** / I **am** not able **to** help you. OR I'**m** / I **am unable to …**
4. You **must not** have your cell phone on during the test. If you do, you will fail.
5. We **are** supposed to bring our books to class every day.
6. You can **have** a very good time as a tourist in my country. However, my country has many different climates, so you **had** better plan ahead before you **come**.
7. **Could** / **Would** / **Can** you please help me with this?
8. The janitor **is** supposed to unlock the building doors.
9. During class the students **must sit** quietly.
10. **May** / **Could** / **Can** I leave a few minutes early today? I have a doctor's appointment.
11. I'm **supposed** to be at the meeting. I suppose **I'd** / **I had** better go.
12. When you visit a big city in my country, you **must pay** attention to your wallet in a crowded place because a thief **may** / **might** try to steal it.

Exercise 43, p. 183.

A fast heartbeat, a blank mind, and racing thoughts — these are but a few of the symptoms of test anxiety. It is not unusual for students to feel nervous before tests, but some people become so nervous that they can't think clearly. During the test, they aren't able to understand the questions, and they can't retrieve information they already know. Some students might actually begin to feel physically sick. Nausea, cramping, and headaches are a few of the symptoms that students may have during or even days before a test. In some cases, anxiety can be so severe that otherwise successful students are unable to pass tests.

CHAPTER 10 Modals, Part 2

Pretest, p. 184.

1. C (*no change*)
2. C (*no change*)
3. I Sorry I'm late. I **had to** drop my mom off at the mall.
4. I Last night the chef at the restaurant **made** our favorite dessert.
5. C (*no change*)
6. C (*no change*)
7. I I can't find my wallet. It may have **fallen** out of my purse.
8. C (*no change*)
9. I Roger jumped when the teacher asked him a question. He must have been **daydreaming**.
10. (*no change*)
11. My husband **would** rather cook dinner at home tonight than go out to a restaurant.

Exercise 1, p. 184.

The meanings are the same.

Exercise 2, p. 185.

1. a, b
2. a
3. a, b
4. a
5. a, b

Exercise 3, p. 185.

2. would visit / used to visit … would give / used to give
3. used to like
4. used to be … would start / used to start
5. would ask / used to ask
6. would take / used to take

Exercise 4, p. 186.

1. used to live
2. would take / used to take
3. would wake / used to wake
4. would hike / used to hike
5. would see / used to see
6. used to be
7. would get / used to get
8. would spend / used to spend
9. would find / used to find
10. would gather / used to gather

Exercise 5, p. 186.

1. a
2. b
3. b

Exercise 6, p. 187.

1. had to leave
2. had to get
3. had to have
4. Did you have to retake
5. did we have to register
6. did it have to rain

Exercise 7, p. 188.

2. She had to take a shower.
3. He had to wait at the airport.
4. She had to rewrite it.
5. He had to sign a contract.
6. He had to make a reservation online.

Exercise 8, p. 188.

Sample answers:

2. I shouldn't have opened the window.
3. I should have gone to the grocery store.
4. I shouldn't have bought a box of candy with peanuts in it.
5. I should have returned his call.
6. I shouldn't have ignored his call.

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Exercise 10, p. 189.

1. b
2. b
3. a
4. a

Exercise 11, p. 189.

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

Exercise 12, p. 190.

2. Ray was supposed to work overtime yesterday.
3. Mr. Robbins was supposed to be absent. He was supposed to go to the doctor.
4. They were supposed to have exams.
5. She was supposed to get up at 5:00 A.M.

Exercise 13, p. 190.

2. should have landed (*also possible:* come)
3. should have picked
4. should have gotten
5. should have finished

Exercise 14, p. 190.

a, c, d

Exercise 15, p. 191.

Part I

Sentences 1, 3, 5

Part II

1. Most students finished …
2. When I was younger, I could hold …
3. We took care of …
4. …When he was a child, he could do …
5. I gave …

Exercise 16, p. 191.

1. a, b
2. a, b
3. a, b
4. b
5. b

Exercise 17, p. 192.

1. b
2. c
3. a

Exercise 18, p. 192.

2. must have the wrong number
3. may / might / could be at a meeting
4. may / might / could fit Jimmy
5. must miss them very much

Exercise 21, p. 193.

1. Rob
2. Linda, Hamid
3. Lucy

Exercise 23, p. 194.

Sample answers:

2. may / might not feel well.
3. must not be thirsty.
4. may / might not have his phone with him.
5. must not have many friends.
6. may / might not be good.

Exercise 25, p. 195.

1. might have left
2. couldn't have left
3. must have left

Exercise 26, p. 196.

2. couldn't have been
3. must have been
4. must not have gotten
5. may / might / could have gotten

Exercise 27, p. 196.

Sample answers:

2. It may have been David because he met with his girlfriend's parents two nights ago.
3. It must have been Dylan because he took a diamond ring with him.
4. It couldn't have been Dick because he is going to wait to get married until he has a better job.
5. It must not have been Doug because he isn't sure if he's ready for marriage.

Exercise 29, p. 197.

2. must not like
3. must have been
4. must have been
5. must not speak
6. must have hurt
7. must mean
8. must have been
9. must have misunderstood
10. must be

Exercise 30, p. 198.

1. should ask
2. shouldn't ask
3. may have upset
4. should try
5. shouldn't have stayed
6. had better have
7. could have told
8. must have known

Exercise 31, p. 199.

1. 50%
2. 100%
3. 50%
4. 90%
5. 50%

Exercise 32, p. 199.

1. Ned
2. Marco
3. Linda

Exercise 33, p. 199.

3. must
4. should / ought to / will
5. should / ought to
6. will
7. must
8. should / ought to / will
9. should / ought to / will
10. must be

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Exercise 34, p. 200.

4. Beth
5. Ron
6. Stacy
7. Barb
8. a rat
9. a cat
10. a mouse
11. Mark
12. my neighbor
13. Carol
14. Janet
15. Stephanie
16. Bob
17. Andre

Exercise 35, p. 201.

Sentences 3 and 4

Exercise 36, p. 201.

3. must be burning
4. may / might / could be working
5. must be playing
6. may / might / could be staying … may / might / could be staying
7. should be studying / ought to be studying
8. must be joking
9. may / might / could have been joking
10. must have been joking

Exercise 38, p. 203.

2. must be waiting
3. shouldn't have left
4. might have borrowed
5. must have been watching … must have forgotten
6. may have been attending (*also possible:* may have attended)
7. must have left
8. might be traveling
9. must not have been expecting
10. must have been daydreaming … should have been paying … shouldn't have been staring

Exercise 40, p. 204.

2. b
3. a
4. c
5. b
6. a
7. b
8. c
9. a
10. b
11. b
12. b

Exercise 41, p. 205.

Correct sentences: 3, 4, 5, 6

Exercise 42, p. 206.

2. have to be able to
3. must not have been able to
4. would rather not have to
5. should not have to

Exercise 48, p. 211.

2. could / would / can / will you hand
3. don't / won't have to go
4. can already say / is already able to say
5. must / have to attend
6. had to wait
7. could / might go
8. must not have seen
9. can't / couldn't / must not be … may / might / could / must belong
10. can't / must not / may not go
11. shouldn't have laughed
12. could / might / may be

Exercise 49, p. 212.

1. a
2. b
3. a, b
4. a
5. a, b

Exercise 51, p. 212.

2. If you can't find your coat, you **should go** to the lost-and-found office.
3. When I was a child, I **could** climb to the roof of my house and **see** all the other houses and streets.
4. It **may snow** tomorrow. I hope so!
5. We need to reschedule. I won't **be able to** see you at the time we scheduled for tomorrow.
6. I **broke** my leg in a soccer game three months ago.
7. Many students would **rather study** on their own than **go** to classes.
8. Why did Joe **have to** have surgery last week? He looked so healthy.
9. When you visit a big city in my country, you **must pay** attention to your wallet when you are in a crowded place because a thief **may** / **might** try to steal it.
10. We **were** supposed to review for the test today, but we ran out of time.
11. Our team **won** / **was able to** win the soccer championship last week.

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CHAPTER 11 The Passive

Pretest, p. 215.

1. I A car **accident occurred** in front of my office yesterday.
2. I The tax bill **was** checked by the accountant last week.
3.–5. C (*no change*)
6. I The exams will be **read** by two different teachers.
7. I Your homework should have **been** done before you went to your friend's.
8. I Sorry, the project isn't quite **finished** yet.
9. I Did you know that Alexa is **married** to Khalifa?
10. C (*no change*)
11. I Tomas is two hours late. I'm **getting** nervous.
12. I The speaker had a monotone voice. We were really **bored**.

Exercise 1, p. 215.

1. A
2. A
3. B
4. B
5. A

Exercise 2, p. 216.

	be	*past participle*	*passive*
3.	was	shown	yes
4.	are	sold	yes
5.	will be	sold	yes
6.	will be	Ø	no
7.	are	given	yes
8.	are	Ø	no
9.	will be	Ø	no
10.	was	sold	yes

Exercise 3, p. 217.

1. c. A
   d. A
2. a. A
   b. P
   c. A
3. a. A
   b. P
   c. P

Exercise 4, p. 217.

1. will be
2. were
3. are
4. have been

Exercise 5, p. 218.

2. is being opened
3. has been opened
4. was opened
5. was being opened
6. had been opened
7. will be opened
8. is going to be opened
9. will have been opened
10. Was … opened
11. Will … be opened
12. Has … been opened

Exercise 7, p. 218.

Correct sentences:

2. a, c, d
3. b, c
4. a, c
5. a, b, c
6. b, d
7. b, c

Exercise 10, p. 220.

The chief writing material of ancient times was papyrus. It was used in Egypt, Greece, and other Mediterranean lands. Parchment, another writing material that was widely used in ancient times, was made from the skins of animals, such as sheep and goats. After the hair had been removed, the skins were stretched and rubbed smooth to make a writing surface. Paper, the main writing material today, was invented by the Chinese.

Ink has been used for writing and drawing throughout history. No one knows when the first ink was developed. The ancient Egyptians and Chinese made ink from various natural substances such as berries, soot, and tree bark. Through the centuries, thousands of different formulas have been developed for ink. Most ink today is made from synthetic chemicals.

1. Papyrus and parchment were used for writing.
2. Parchment was made from the skins of animals, such as sheep and goats.
3. The hair was removed, and the skins were stretched and rubbed smooth.
4. The Chinese first used paper.
5. No one knows when ink was first used.
6. Natural substances such as berries, soot, and tree bark were used for ink.
7. Chemicals are in ink today. OR Ink is made from chemicals.

Exercise 11, p. 221.

1. b. It was sent to the wrong address.
   c. We sent it back.
2. a. Maria taught her son to use the crosswalk for the first time.
   b. She was taught by her parents when she was six.
3. a. The pickpocket almost disappeared into the crowd.
   b. He was caught by an alert police officer.
4. a. Tony cut down a dead tree.
   b. The tree fell to the ground with a crash.
   c. Fortunately, no one was hurt.
5. a. Something very sad happened yesterday.
   b. A deer was hit by a truck.
   c. It was killed instantly.
   d. It died instantly.
6. a. When I was in elementary school, we were required to wear uniforms.
   b. Later, my high school required students to follow a dress code.
   c. I didn't agree with the dress code.
   d. Now my children are required to wear uniforms.

Exercise 12, p. 221.

2. b, c
3. b
4. a, c
5. c
6. b, c

Exercise 13, p. 222.

1. were killed by tornadoes
2. will be announced / is going to be announced
3. are consumed
4. have been recalled
5. will be delayed / are going to be delayed

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Exercise 14, p. 222.

1. I was asked to be a judge for a design contest at a nearby university.
2. (*no change*)
3. Many different classes are offered in graphic design.
4. (*no change*)
5. The introductory class is being taught by a visiting professor.
6. Students have been asked to submit their best work from the course.
7. Applicants will be judged on originality and their use of color.
8. The winner is going to be announced at the end of the term.
9. Designs have already been submitted by several top students.
10. A scholarship will be awarded to the winner.

Exercise 15, p. 223.

2. j An island is **surrounded** by water.
3. f Some forest fires are **caused** by lightning.
4. b Is ID theft **growing** because of poor smartphone security?
5. a The *-ing* form of *sit* is **spelled** with a double "t."
6. c Weather satellites orbit the earth and **send** back images.
7. e Coins were first **used** around 1000 B.C.
8. i Will taxes always **be collected** by governments?
9. k Students have long **been confused** by English grammar.
10. g People with numerophobia are **frightened** by math.
11. d Are wedding rings **worn** by more women than men?

Exercise 16, p. 223.

1. have been used
2. were made
3. was needed
4. is found
5. was ground
6. was polished

Exercise 17, p. 224.

2. is produced
3. is exposed … affects
4. was introduced … was invented … have been developed
5. was sent … sent … are sent
6. have been collected … were required
7. was recognized … was asked … took … knew … multiplied … came

Exercise 20, p. 225.

4. You <u>will be expected</u> to work some weekends.
5. You <u>may be called</u> in for emergencies.
6. You <u>may be subjected</u> to random drug testing.
7. Jewelry <u>may not be worn</u>.
8. The animals <u>must be treated</u> with respect.
9. All safety rules <u>must be (strictly) observed</u>.
10. You <u>will be expected</u> to interact with the public and answer questions about the animals.

Job: Zookeeper / Worker at a zoo or another place for animals

Exercise 21, p. 226.

2. a. must be kept
   b. must keep
3. a. can't be opened
   b. can't open
4. a. ought to be divided
   b. ought to have been divided
5. a. have to be returned
   b. has to return … will have to pay
6. a. may be offered
   b. may offer
   c. may have already been offered / may already have been offered
   d. may have already offered / may already have offered
7. a. had better be finished
   b. had better finish
8. a. is supposed to be sent
   b. should have been sent
9. a. must have been surprised
   b. must be surprised

Exercise 22, p. 227.

Sample answers:

1. Cell phones must be turned off.
   Cell phones have to be turned off.
2. Computers must be used for schoolwork only.
   Only schoolwork may be done on computers.
3. Computer games may not be played.
   Computer games cannot be played.
4. Music cannot be downloaded from the Internet.
   Music must not be downloaded from the Internet.
5. The printer must be used for schoolwork only.
   The printer cannot be used for any work except schoolwork.

Exercise 23, p. 227.

1. a. Many lives will be saved with the new medical procedure.
   b. The procedure will save many lives.
2. a. Shoppers can look for product information on the Internet every day.
   b. Product information can be found on the Internet.
3. a. People should test smoke alarms once a month.
   b. Smoke alarms should be tested once a month.
4. a. The typhoon may have killed hundreds of villagers yesterday.
   b. Hundreds of villagers may have been killed in the typhoon yesterday.
   c. Hundreds of villagers may have died in the typhoon yesterday.
5. a. Medical supplies had better be delivered soon.
   b. Villagers had better receive medical supplies soon.

Exercise 24, p. 228.

Sample answers:

2. will be required
3. may / might / could / will be required
4. may / might / could / will be needed
5. must be signed
6. should / ought to / must be understood
7. must be disclosed
8. can / may be broken
9. should / ought to / must be explained

Exercise 26, p. 229.

Part II

2. a
3. b, d
4. b, c
5. a, c
6. a, b
7. a

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Part III

1. were hit
2. were changed
3. was measured
4. has ever been recorded
5. was followed
6. were destroyed
7. were swept
8. died
9. were killed
10. were left
11. continued
12. could have been lessened
13. existed
14. didn't reach
15. have worked
16. will not experience

Exercise 28, p. 231.

2. is closed
3. was turned
4. is locked
5. was locked
6. isn't finished
7. is torn
8. isn't set … aren't done
9. are lost
10. is gone

Exercise 29, p. 232.

1. b. am confused
   c. was born
   d. am married
2. a. is spoiled
   b. is stuck
   c. is clogged
   d. is not / wasn't qualified
   e. is scheduled
   f. wasn't plugged in
3. a. is located
   b. is … crowded
   c. are exhausted
   d. are covered

Exercise 30, p. 233.

How important is context to reading? Extremely! In the 1970s, a famous study was conducted by Bransford and Johnson. Participants were asked to listen to a passage and then answer questions. The passage was similar to the following. Take a minute to read it:

> This is a fairly easy process. It can be completed at home or at a different place if the necessary machinery isn't available. First, items are put into different groups. But if there isn't too much to deal with, one group may be enough. It's important to look at everything carefully; a mistake could ruin a group. This first phase doesn't take very long, especially the more times you do it. The next phase goes faster. Once it is taken care of, it won't require your attention until it is finished. At that point, the items will be separated again. These groups will determine where everything goes. Once things are put away, you have finished until the process is repeated the next time.

Did the reading make sense to you? If you were confused, you are not alone. It's difficult to make sense of. Then participants were given the title "Washing Clothes" and asked to read it again. Try this now.

As you can see, context makes a significant difference. That is why you have probably already learned how helpful it is to look at chapter heads and subheads when you are reading a textbook. And don't forget to look at photos and other illustrations even before you start to read — or do an exercise. All of this information will help you read more efficiently.

Not used in the passive: finished, learned
Participle that functions as an adjective: confused

Exercise 32, p. 234.

2. for
3. of
4. with
5. to
6. in
7. in / with
8. about

Exercise 33, p. 235.

1. of
2. with
3. to
4. in
5. for
6. to
7. about
8. with

Exercise 34, p. 235.

2. She was devoted **to** the sick and is known as the founder of modern nursing … Florence Nightingale
3. He was discriminated **against** because of the color of his skin and fought for freedom for black people in his country … Nelson Mandela
4. She was married **to** Romeo in Shakespeare's tragedy. … Juliet Capulet
5. He was known **for** his comedies, but he was well-acquainted **with** depression. … Robin Williams
6. She was related **to** King Ptolemy. … Cleopatra
7. He was associated **with** technological innovation. … Steve Jobs
8. This singer was dressed **in** black so often that he was called "The Man in Black." … Johnny Cash
9. She was opposed **to** segregation laws in the American South and refused to give up her seat on the bus to a white person. … Rosa Parks
10. Her life was dedicated **to** science, and she was the first woman to win the Nobel Prize. … Marie Curie

Exercise 35, p. 236.

1. about
2. about
3. to
4. with / by
5. to
6. to

Exercise 36, p. 236.

2. is finished with
3. is addicted to
4. is not satisfied with
5. is engaged to
6. is divorced from
7. is related to
8. is dedicated to
9. is dressed in
10. is committed to
11. A: done with
    B: prepared for

Exercise 37, p. 237.

a bell

Exercise 38, p. 237.

1. lost
2. wet
3. dressed
4. hungry
5. hurt
6. fixed
7. dirty

Exercise 39, p. 238.

2. b
3. a, b
4. c, d
5. a, b, d
6. b
7. c

Exercise 40, p. 239.

2. got wet
3. get nervous

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4. is getting dark
5. is getting better
6. Get well
7. get accustomed
8. get done
9. got depressed
10. got hired
11. got fired
12. got engaged … got married … got divorced … got remarried
13. get paid
14. Did … get invited

Exercise 42, p. 240.

2. The TV didn't get turned off.
3. The car didn't get washed.
4. Your old photos haven't gotten put away.
5. The floor is getting all wet.

Exercise 43, p. 240.

1. audience
2. movie

Exercise 44, p. 241.

1. B
2. A
3. A
4. neither
5. neither
6. B

Exercise 45, p. 241.

2. a. exciting
   b. excited
3. a. surprising
   b. surprised
4. a. frightened
   b. frightening
5. a. exhausting
   b. exhausted

Exercise 47, p. 242.

1. frighten
2. scary
3. excite
4. thrilling
5. finished
6. thrilled

Exercise 48, p. 242.

2. embarrassing
3. injured
4. challenging
5. expected
6. printing
7. Experienced
8. growing … balanced
9. spoiled
10. sleeping
11. thrilling
12. abandoned
13. Polluted
14. furnished
15. dividing
16. elected
17. amazing

Exercise 49, p. 243.

1. shocked
2. shocking
3. delightful
4. delightful
5. confused
6. confusing

Exercise 50, p. 244.

Questions:

2. What are you tired of?
3. What (or who) are you pleased with?
4. What do you get really nervous about?
5. What do you want to be remembered for?
6. What is exciting to you?
7. What do kids get excited about?
8. What is confusing to students?
9. What are you confused by?
10. What is confusing to children?

Exercise 51, p. 244.

Part I

1. F
2. F
3. T

Part II

1. began
2. were established
3. were allowed
4. were not even permitted
5. was
6. were not invited
7. was crowned
8. could be placed
9. Winning
10. were treated
11. brought

Exercise 52, p. 245.

2. Two people got **hurt** in the accident and were **taken** to the hospital by an ambulance.
3. The show was so **boring** that we fell asleep after an hour.
4. The students **were** helped by the clear explanation that the teacher gave.
5. The winner of the race hasn't been **announced** yet.
6. When and where **was** the car invented?
7. My brother and I have always been **interested** in learning more about our family background.
8. I **do not** / **don't** agree with you, so let's agree to disagree.
9. It was late, and I was getting very **worried** about my mother.
10. Many strange **things happened** last night.
11. I didn't go to dinner with them because I had **already eaten**.
12. In class yesterday, I was **confused**. I didn't understand the lesson.
13. My grandmother was walking on an icy sidewalk and **fell** down
14. When we were children, we **were** very afraid of caterpillars. Whenever we saw one of these monsters, we **ran** to our house before the caterpillars could attack us. I still get **scared** when I **see** a caterpillar close to me.

Exercise 53, p. 246.

There are ten passive verbs:
is made
have been roasted
is pressed
is called
is separated
has been done
is left
is known
is ground (up)
are added

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CHAPTER 12 Noun Clauses

Pretest, p. 247.

1. I At the hotel on the lake where we went for our summer vacation, (**there are so many outdoor activities**).
2. I I don't know where **she goes** after work.
3. I He didn't understand at all what I **said**.
4. C (*no change*)
5. C (*no change*)
6. I I wasn't sure where **to** look for the information.
7. C (*no change*)
8. C (*no change*)
9. I **"**No cell phone use during class,**"** our teacher said.
10. I I asked Elias what he was doing. He told me he **was** waiting for me.
11. I Roberta said she **had** to work late last night.
12. C (*no change*)

Exercise 1, p. 247.

Complete sentences: 1, 2, 3, 5, 6

Exercise 2, p. 248.

2. What did you say?
3. No one knows where Tom went.
4. Where did Tom go?
5. I'd like to know where Tom went.
6. How do you know where Tom went?

Exercise 3, p. 248.

3. What does Alex need**?** **D**o you know**?**
4. Do you know what Alex needs**?**
5. We talked about what Alex needs**.**
6. What do you need**?** **D**id you talk to your parents about what you need**?**
7. My parents know what I need**.**

Exercise 4, p. 249.

1. a
2. b

Exercise 5, p. 249.

2. where he lives
3. when it starts
4. what time I am leaving / we are leaving
5. whose phone numbers those are
6. who left the stove on
7. who those people are
8. what happened
9. Why she broke off her engagement with Thomas
10. where they went
11. what we are doing (in class)
12. what you and Mom said / Mom and you said

Exercise 6, p. 250.

2. Can you tell me what this means?
3. Can you tell me what my grade was?
4. Can you tell me who I am supposed to talk to?
5. Can you tell me when our next assignment is due?
6. Can you tell me how much time we have for the test?
7. Can you tell me when classes end for the year?
8. Can you tell me where our class is going to meet?
9. Can you tell me what time the computer lab closes?

Exercise 7, p. 251.

2. Why is he coming? … why he is coming.
3. What/Which flight will he be on? … what/which flight he will be on?
4. Who is going to meet him at the airport? … who is going to meet him at the airport?
5. Who is Jim Hunter? … who Jim Hunter is.
6. Where does he live? … where he lives.
7. Where is Tom right now? … where Tom is right now.
8. Why is he there? … why he is there?
9. Who does he work for? … who he works for?
10. How long has he worked for them? … how long he has worked for them?

Exercise 9, p. 252.

1. What my family thinks of me is very important to me.
2. I always pay attention to what other people think of me.
3. Where we live is exciting.
4. How we eat is healthy.
5. I think how most celebrities behave is admirable.
6. I usually don't believe what I read in advertisements.

Exercise 10, p. 252.

2. A: is my eraser
   B: it is
3. A: didn't Franco lock
   B: he didn't lock
4. A: has he been
   B: he has been
5. A: are we supposed
   B: we are supposed

Exercise 11, p. 253.

1. Do you know how many minutes (there) are in 24 hours? (1,440 minutes)
2. Do you know who won the Nobel Peace Prize last year? OR … who the winner of the Nobel Peace Prize was last year?
3. Do you know where Buddha was born? (northern India — which is now part of Nepal)
4. Do you know how far it is from the earth to the sun? (about 93 million miles/149 million km.)
5. Do you know when the first man walked on the moon? (1969)
6. Do you know how long it takes for the moon to rotate around the earth? (about a month — 27 days, 8 hours)

Exercise 12, p. 253.

I wonder whether the mail has arrived.
I wonder whether or not the mail has arrived.
I wonder whether the mail has arrived or not.
I wonder if the mail has arrived or not.

Whether, *if*, and *or not* are added to *yes/no* questions.

Exercise 13, p. 254.

1. Let me know if the financial report is ready.
2. Let me know if it will be ready tomorrow.

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3. Let me know if the copy machine needs paper.
4. Let me know if someone is waiting for me.
5. Let me know if we need anything for the meeting.
6. Let me know if you are going to be there.
7. Please check whether they got my message.
8. Please check whether the copy machine is working.
9. Please check whether there is any paper left.
10. Please check whether this information is correct.
11. Please check whether the fax came in.
12. Please check whether we are going to have Monday off.

Exercise 14, p. 254.

Partner A:

1. I wonder where Tom is.
2. I wonder when he is coming.
3. I wonder if/whether he's having car trouble.
4. I wonder how long we should wait for him.
5. I wonder if/whether anyone called him.
6. I wonder if/whether he forgot.

Partner B:

1. I wonder what causes earthquakes.
2. I wonder when the first book was written.
3. I wonder why dinosaurs became extinct.
4. I wonder if/whether there is life on other planets.
5. I wonder how life began.
6. I wonder if/whether people will live on the moon someday.

Exercise 16, p. 255.

1. Let's ask where the bus station is.
2. Let's ask how much the city bus costs.
3. Let's ask if/whether there is a bike rack on the bus.
4. Let's ask if/whether this bus schedule is correct.
5. We need to figure out how far it is from here to town.
6. We need to figure out how much it costs to take a bus from here to downtown.
7. We need to figure if/whether there is free Wi-Fi available.
8. I don't know where I/you left my/your keys.
9. I don't know if/whether my/your keys are in my/your bag.
10. I don't know where my/your shoe is.
11. I don't know what I/you did with my/your briefcase.
12. I'll find out if/whether he is single or married.
13. I'll find out what he does.
14. I'll find out where he works.
15. I'll find out if he'd (he would) like to come to dinner.

Exercise 17, p. 255.

Sample answers:

1. Do you know if/whether the restaurant is open yet?
2. Could you tell me what the homework was?
3. I'll find out what the date is.
4. I haven't heard if/whether it is supposed to be sunny.
5. Could you tell me how many days I have to return the coat?
6. I don't care if/whether we go to a movie or watch one at home.
7. It doesn't matter to me if/whether you bring your dog.
8. I'd like to know why I have a late fee on my bill.

Exercise 18, p. 256.

1. to do
2. to get

Exercise 19, p. 256.

2. The plumber told me how to fix the leak in the sink.
3. Please tell me where to meet you.
4. Robert had a long excuse for being late for their date, but Sandy didn't know whether to believe him or not.
5. Jim found two shirts he liked, but he wasn't sure which one to buy.
6. I've done everything I can think of to help Andy get his life turned around. I don't know what else to do.

Exercise 20, p. 256.

Sample answers:

2. to speak Chinese
3. to get … to get her perfume … to give her a gift card
4. to stay … to do

Exercise 21, p. 257.

Correct sentences: 2, 3

Exercise 24, p. 258.

Sample answers:

2. It's too bad that Tim hasn't been able to make any friends. OR That Tim hasn't been able to make any friends is too bad.
3. It's a fact that the earth revolves around the sun. OR That the earth revolves around the sun is a fact.
4. It's true that exercise can reduce heart disease. OR That exercise can reduce heart disease is true.
5. It's clear that drug abuse can ruin one's health. OR That drug abuse can ruin one's health is clear.
6. It's unfortunate that some women do not earn equal pay for equal work. OR That some women do not earn equal pay for equal work is unfortunate.
7. It's surprising that Irene, who is an excellent student, failed her entrance examination. OR That Irene, who is an excellent student, failed her entrance examination is surprising.
8. It's a well-known fact that English is the principal language of business throughout much of the world. OR That English is the principal language of business throughout much of the world is a well-known fact.

Exercise 25, p. 259.

3. It's a fact that …
4. It isn't true that … (It's about 55–78%, depending on body size.)
5. It isn't true that … (It's sunlight.)
6. It's a fact that …
7. It isn't true that … (It went online in 1992 and was developed by British computer scientist Tim Berners-Lee.)
8. It's a fact that … (The average pregnancy is 22 months.)
9. It isn't true that … (They were made out of tree trunks — 3500 B.C.)
10. It's a fact that …
11. It's a fact that …

Exercise 26, p. 259.

2. The fact that traffic is getting worse every year is undeniable.
3. The fact that the city has no funds for the project is unfortunate.

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4. The fact that the two leaders don't respect each other is obvious.
5. The fact that there were no injuries from the car accident is a miracle.

Exercise 27, p. 259.

1. "Watch out!" Mrs. Brooks said.
2. "Are you OK?" she asked.
3. "You look like you're going to fall off that ladder," she said.

The punctuation is inside the quotation marks.
A comma is used at the end of a quoted statement.

Exercise 28, p. 260.

1. Henry said, "**T**here is a phone call for you."
2. "There is a phone call for you," he said.
3. "There is," said Henry, "a phone call for you."
4. "There is a phone call for you. **I**t's your sister," said Henry.
5. "There is a phone call for you," he said. "**I**t's your sister."
6. I asked him, "**W**here is the phone?"
7. "Where is the phone?" she asked.

Exercise 29, p. 261.

Sample answer:
And the moral of the story is to work hard and prepare for your future needs.

Exercise 31, p. 262.

Note: The use of *that* is optional for all the sentences.

1. b. Jason and Liz are engaged
   c. Jason and Liz were engaged
2. a. not many in the class had a passing grade
   b. not many in the class have a passing grade
   c. not many in the class have a passing grade
3. a. there are 1,440 minutes in a day
   b. there are 1,440 minutes in a day

Exercise 32, p. 263.

2. Mustafa said he was having the special.
3. My parents said they went / had gone there for their anniversary.
4. My dad said he went / had gone to school with the chef.
5. Noor said she was going to join us for lunch.
6. Noor said she is going to join us for lunch.
7. Mustafa said he had never tasted such a delicious dessert.
8. A customer said there was a mistake on their bill.

Exercise 33, p. 263.

2. Maria asked if/whether we had seen her notes.
3. Oscar asked me what I was/we were talking about.
4. David asked if/whether the decision needed to be made today.
5. Lillian asked if/whether everyone was sure this was the right decision.
6. Ricardo asked me if/whether what I was saying was true.

Exercise 34, p. 263.

1. said
2. said
3. said
4. told
5. said
6. told

Exercise 35, p. 264.

Alicia said *s*he **couldn't** find her glasses and that she **had** to leave.

Exercise 37, p. 265.

1. was scheduled
2. could
3. was snowing
4. had
5. had applied
6. was going to continue

Exercise 38, p. 265.

2. couldn't lend … was
3. was wearing … was giving
4. would meet … promised
5. was considering … thought … should do
6. were going to be … had to attend

Exercise 39, p. 266.

2. that she was excited about her new job and that she had found a nice apartment.
3. that he expected us to be in class every day and that unexcused absences may/might affect our grades.
4. that Highway 66 would be closed for two months and that commuters should seek alternate routes.
5. that every obstacle was a steppingstone to success and that I should view problems in my life as opportunities to improve myself.

Exercise 40, p. 266.

Sample answers:

1. Alex asked Lea what she was doing. She replied that she was drawing a picture.
2. Asako asked Marta if she wanted to go to a movie Sunday night. Marta said that she would like to but that she had to study.
3. Johnny asked Mrs. Robinson how old she was. She told him that it was not polite to ask people their age. He also asked her how much money she made. She told him that was impolite too.

Exercise 41, p. 267.

1. be
2. speak

Exercise 42, p. 268.

2. turn off
3. dress
4. tell
5. explain
6. be

Exercise 43, p. 268.

1. provide
2. be given
3. choose
4. be named
5. be allowed

Exercise 44, p. 268.

1. show up
2. wear
3. share
4. be shared
5. be turned off
6. lock
7. use

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Exercise 45, p. 269.

1. Tell the taxi driver **where you** want to go.
2. My roommate came into the room and asked me why **I wasn't** in class**.** I said (that) I **was** waiting for a telephone call from my family. OR I told him (that) …
3. It was my first day at the university, and I **was** on my way to my first class. I wondered who else **would** be in the class **and what** the teacher would be like**.**
4. My professor asked me **what I intended** to do after I **graduated.**
5. **What a patient tells** a **doctor is** confidential.
6. What my friend and I **did was** our secret. We didn't even tell our parents what **we did**. (*also possible:* **had done**)
7. The doctor asked **if**/**whether** I felt OK. I told him that I **didn't** feel well.
8. I asked him what kind of **movies he liked. He said to me** / **He told me** (that) **he liked** romantic movies.
9. **"Is it** true (that) you almost drowned**?"** my friend asked me. **"**Yes**,"** I said. **"**I'm really glad to be alive. It was really frightening**."**
10. **The fact** that I almost drowned makes me very careful about water safety when I go swimming.
11. I didn't know where **I was** supposed to get off the bus, so I asked the driver **where the science museum was**. She **told** me the name of the street. She said she **would** tell me when **I should** get off the bus.
12. My mother did not live with us. When other children asked me **where my mother was**, I told them (that) she **was** going to come to visit me very soon.
13. When I asked the taxi driver to drive faster, he said **he would** drive faster if **I paid him** more. OR When I asked the taxi driver to drive faster, he said**, "**I will drive faster if you pay me more**."** At that time I didn't care how much **it would cost**, so I told him to go as fast as he **could**.
14. My parents told me **it** is essential to know English if I want to study at an American university.

Exercise 46, p. 269.

1st paragraph: that the information is very clear
2nd paragraph: What Simon has just done
3rd paragraph: that every student know (subjunctive)

CHAPTER 13 Adjective Clauses

Pretest, p. 272.

1. C (*no change*)
2. I The gift **that is on the coffee table is for you**.
3. I A movie a friend **recommended turned** out to be very entertaining.
4. C (*no change*)
5. I I spoke with a couple **whose son** created a popular social media app.
6. I Each hotel room has a safe **in** which you can keep your valuables. (*also possible:* safe which you can keep your valuables **in** / safe **where** you can keep your valuables.)
7. C (*no change*)
8. I Anyone **who** wants to volunteer is welcome to come.
9. C (*no change*)
10. I Indonesia, **which** consists of thousands of islands, is the fourth most populated country in the world.
11. C (*no change*)
12. I The apartment building has ten floors and no elevator, **which will** be a challenge for me.

Exercise 1, p. 272.

1. diver
2. ring

The noun determines the pronoun.

Exercise 2, p. 273.

2. a, b
3. a, b
4. b

Exercise 3, p. 273.

2. The guy who/that is talking loudly on his phone is in my math class.
3. The passenger who/that is sitting next to me is from Argentina.
4. The students who/that are standing behind us are from Turkey.
5. We are going on a route that is very crowded in the mornings.
6. The train that we are on often breaks down.

Exercise 5, p. 274.

Part I

2. who is
3. who has
4. who are
5. who have
6. who had
7. who would
8. who has

Part II

1. will be
2. would like
3. is moving
4. have asked
5. are asking
6. have worked
7. had been stealing

Exercise 6, p. 275.

2. g who/that cleans teeth.
3. a that is decayed.
4. c that is put into a cavity
5. I that numbs the tooth area so the patient doesn't feel pain.
6. h that is put around a tooth.
7. b that straightens teeth.
8. f who/that put braces on teeth.
9. d who/that treat children.

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Exercise 7, p. 275.

Note: which can be used in place of *that* although *which* is more common in British English.

1. He is looking for a job that leaves him free on weekends.
2. He is not looking for a job that requires him to work on weekends.
3. He is not looking for a job that includes a lot of long-distance travel.
4. He is not looking for a job that has a long commute.
5. He is looking for a job that is close to home.
6. He is looking for a job that has flexible hours.

Exercise 8, p. 276.

1. S
2. O
3. S
4. S
5. O

Exercise 9, p. 276.

2. b, e
3. a, b, d, e
4. b, e
5. b, e
6. b, e
7. a, b, d, e

Exercise 10, p. 277.

2. I bought the TV that / Ø a consumer guide rated highly.
3. The doctor who(m) / that / Ø you advised me to see was very helpful.
4. The tour guide recommended a restaurant that / Ø his cousin owns.
5. I didn't like the plumber who(m) / that / Ø my friend told me to call.

Exercise 11, p. 277.

In the a. sentences, the preposition comes at the end of the adjective clause.
In the b. sentences, the preposition comes before *whom/which* (at the beginning of the adjective clause).

Exercise 12, p. 278.

1. a, b, e
2. a, b, d, f

Exercise 13, p. 278.

1. The man who I was telling you about is standing over there.
   The man whom I was telling you about is standing over there.
   The man that I was telling you about is standing over there.
   The man I was telling you about is standing over there.
   The man about whom I was telling you is standing over there.
2. I must thank the people who I got a present from.
   I must thank the people whom I got a present from.
   I must thank the people that I got a present from.
   I must thank the people I got a present from.
   I must thank the people from whom I got a present.
3. The meeting that Omar went to was interesting.
   The meeting to which Omar went was interesting.
   The meeting Omar went to was interesting.
   The meeting which Omar went to was interesting.

Exercise 14, p. 278.

2. a. who / that / Ø
   b. who / that
3. a. that
   b. that / Ø
4. a. who / that / Ø
   b. who / that
5. a. that
   b. that / Ø

Exercise 15, p. 279.

1. In our village, there were many people **who/that** didn't have much money.
2. I enjoyed the book that you told me to **read.**
3. I still remember the man **who taught** me to play the guitar when I was a boy.
4. I showed my father a picture of the car I am going to **buy as** soon as I save enough money.
5. The man about **whom** I was **talking walked** into the room. OR The **man whom** I was talking about walked into the room. I hope he didn't hear me.
6. The people **who/that** appear in the play are amateur actors.
7. I don't like to spend time with people **who/that lose** their temper easily.
8. In one corner of the marketplace, an elderly **man was** playing a violin.
9. People who **work** in the hunger **program estimate** that 45,000 people worldwide die from starvation and malnutrition-related diseases every single day of the year.

Exercise 17, p. 280.

Correct sentences: 1, 2

Exercise 18, p. 280.

1. whose parents
2. whose department
3. whose health-care workers are on strike

Exercise 19, p. 281.

1. a. whose
   b. who
2. a. who
   b. whose
3. a. whose
   b. who

Exercise 20, p. 281.

3. There is the girl whose mother is a surgeon.
4. There is the person whose picture was in the newspaper.
5. There is the woman whose car was stolen.
6. There is the woman whose keys you found.
7. There is the teacher whose class you are in.
8. There is the author whose book you read.

Exercise 21, p. 281.

2. I have been assigned a roommate whose parents teach at this school.
3. The people who live on my dorm floor seem nice.
4. I have a professor who won a prestigious award.
5. I met the man whose wife is the president of the college.

Exercise 22, p. 281.

1. who's
2. who's
3. whose
4. who's
5. whose
6. who's
7. who's
8. whose

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Exercise 23, p. 282.

1. who is
2. whose
3. who has
4. whose
5. who is
6. whose
7. who has
8. who is

Exercise 25, p. 282.

2. This is the mattress where my grandmother hid some money.
   This is the mattress under which my grandmother hid some money.
   This is the mattress which / that / Ø my grandmother hid some money under.
3. That is the drawer where Johnny keeps a supply of candy.
   That is the drawer in which Johnny keeps a supply of candy.
   That is the drawer which / that / Ø Johnny keeps a supply of candy in.
4. Here is the safe where my mom locks up her jewelry.
   Here is the safe in which my mom locks up her jewelry.
   Here is the safe which / that / Ø my mom locks up her jewelry in.

Exercise 26, p. 283.

1. a. which
   b. where
   c. in which
2. a. where
   b. in which
   c. which
3. a. which
   b. where
   c. in which
4. a. which
   b. where
   c. in which

Exercise 27, p. 284.

1. that
2. that
3. where
4. who / that
5. that
6. who / that
7. who / that
8. where
9. who / that

Exercise 29, p. 284.

Part I

1. on
2. at
3. in
4. in

Part II

2. 7:05 is the time when their plane arrives.
   7:05 is the time at which their plane arrives.
3. 2010 is the year when I last saw them.
   2010 is the year in which I last saw them.
4. July is the month when the weather is usually the hottest.
   July is the month in which the weather is usually the hottest.

Exercise 30, p. 285.

3. This used to be a movie theater when I was young.
4. We liked that restaurant where you could get a good meal for a great price.
5. The bakery where they made the best chocolate cake is no longer there.
6. There was a time when there were no stoplights.
7. The house where I was born is now an office building.

Exercise 32, p. 285.

1. a, b
2. a, c
3. b
4. b, c
5. a, b
6. b

Exercise 33, p. 286.

Sample paragraph:

Robert Ballard is an oceanographer who made headlines in 1985. He led a team that discovered the remains of the *Titanic*. The *Titanic* was an "unsinkable" passenger ship that has rested on the floor of the Atlantic Ocean since 1912 when it struck an iceberg. After Ballard had finished his examination of the ship, he left a memorial plaque that honored all those who died on that terrible night.

Exercise 34, p. 286.

1. someone at the top who understands our jobs
2. ones who seem to know everything
3. everything they want to do

Exercise 37, p. 288.

The adjective clause in sentence 1 can be omitted without changing the meaning.
The commas are used to set off additional information.

Exercise 38, p. 289.

1. Mercury, which is the nearest planet to the sun, is also the smallest planet in our solar system.
2. Research has shown that children who watch violent video games may become more aggressive.
3. People who live in glass houses shouldn't throw stones.
4. In a children's story, Little Red Riding Hood, who went out one day to visit her grandmother, found a wolf in her grandmother's bed.

Exercise 39, p. 289.

2. a. necessary: Did you hear about the man who rowed a boat across the Atlantic Ocean?
   b. additional: My uncle, who loves boating, rows his boat across the lake near his house nearly every day.
3. a. additional: Rice, which is grown in many countries, is a staple food throughout much of the world.
   b. necessary: The rice which we had for dinner last night was very good.
4. a. necessary: The newspaper article was about a man who died two weeks ago of a rare tropical disease.
   b. additional: The obituary said that Paul O'Grady, who died two weeks ago of a sudden heart attack, was a kind and loving man.
5. a. additional: Tea, which is a common drink throughout the world, is made by pouring boiling water onto the dried leaves of certain plants.
   b. necessary: Tea which is made from herbs is called herbal tea.
6. a. necessary: Toys which contain lead paint are unsafe for children.
   b. additional: Lead, which can be found in paint and plastics, is known to cause brain damage in children.

Exercise 40, p. 290.

3. a
4. b
5. a
6. b

Exercise 41, p. 290.

Note: When reading aloud, pause slightly after each comma.

1. a. (*no change*)
   b. We enjoyed Mexico City, where we spent our vacation.

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2. a. One of the most useful materials in the world is glass, which is made chiefly from sand, soda, and lime.
   b. (*no change*)
3. a. You don't need to take heavy clothes when you go to Bangkok, which has one of the highest average temperatures of any city in the world.
   b. Bangkok, where my father was born, is known as the Venice of the East.
4. a. Mr. Trang, whose son won the spelling contest, is very proud of his son's achievement.
   b. (*no change*)
5. a. (*no change*)
   b. (*no change*)

Exercise 42, p. 290.

1. b
2. a
3. a
4. b

Exercise 43, p. 291.

Sample answers:

1. developed QDOS.
2. Tim Paterson worked for.
3. meant "quick and dirty operating system."
4. was developing a personal computer.
5. was looking for an operating system, bought Paterson's.
6. became known as MS-DOS.

Exercise 44, p. 292.

1. b
2. b

Exercise 45, p. 292.

2. I went to a few sales, only one of which had good discounts.
3. There are many clothing stores, the majority of which are for women and teenage girls.
4. I tried on five dresses, two of which I liked.
5. The movie theater is showing four movies, none of which sound good.
6. There are several ethnic restaurants in the food court, all of which have reasonable prices.
7. There are two cafés side by side, both of which serve excellent coffee.

Exercise 47, p. 293.

Which refers to:

1. The soccer team worked very hard to win
2. Some of the athletes attended practice during vacation

Exercise 48, p. 293.

2. She usually came to work late, which upset her boss.
3. So her boss fired her, which made her angry.
4. She hadn't saved any money, which was unfortunate.
5. So she had to borrow some money from me, which I didn't like.
6. She has found a new job, which is lucky.
7. So she has repaid the money she borrowed from me, which I appreciate.
8. She has promised herself to be on time to work every day, which is a good idea.

Exercise 49, p. 293.

2. The blue whale, which can grow to 100 feet and 150 tons, is considered the largest animal that has ever lived.
3. The plane was met by a crowd of 300 people, some of whom had been waiting for more than four hours.
4. In this paper, I will describe the basic process by which raw cotton becomes cotton thread.
5. The researchers are doing case studies of people whose families have a history of high blood pressure and heart disease to determine the importance of heredity in health and longevity.
6. At the end of this month, scientists at the institute will conclude their AIDS research, the results of which will be published within six months.
7. According to many education officials, "math phobia" (that is, fear of mathematics) is a widespread problem to which a solution can and must be found.
8. The art museum hopes to hire a new administrator under whose direction it will be able to purchase significant pieces of art.
9. The giant anteater, whose tongue is longer than 30 centimeters (12 inches), licks up ants for its dinner.
10. The anteater's tongue, which can go in and out of its mouth 160 times a minute, is sticky.

Exercise 50, p. 294.

(2) city
(3) 6:00
(4) parking lot
(5) bus
(6) reports
(7) coffee
(8) commuting for an hour and a half

Exercise 52, p. 296.

2. **Walt Disney, the creator** of Mickey Mouse and the founder of his own movie production company, once was fired by a newspaper editor because he had no good ideas.
3. **Thomas Edison, the inventor** of the light bulb and the phonograph, was believed by his teachers to be too stupid to learn.
4. **Albert Einstein, one** of the greatest scientists of all time, performed badly in almost all of his high school courses and failed his first college entrance exam.

Exercise 53, p. 296.

2. Ecosystems are biological communities that/which contain living things and non-living things that/which are found in one particular environment.
3. The ecosystems that/which are being studied in our class include a tropical rain forest and Antarctic islands.
4. An optional trip to the Montreal Insectarium, which is considered North America's leading museum of insects, is also being offered.
5. Students who/that do not want to see insects can spend more time at the Biodome.

Exercise 54, p. 296.

1. a
2. b
3. a, b
4. a

Exercise 55, p. 297.

2. , the capital of Iraq.
3. , sensitive instruments that measure the shaking of the ground.

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4. **,** the lowest place on the earth's surface**,**
5. **,** the capital of Argentina.
6. **,** devices that produce a powerful beam of light.
7. **,** the northernmost country in Latin America**,**
8. **,** the most populous country in Africa**,**
9. **,** the largest city in the Western Hemisphere**,** … **,** the largest city in the United States**,**

Exercise 56, p. 298.

1. He saw geometric pattern in the objects that/which he looked at.
2. Water that/which was pouring from a faucet had crystal structures.
3. These were details that/which he had never seen before.
4. He began to draw complex patterns, some (of) which/some that took him weeks to finish.
5. Eventually he went to Finland to meet Dr. Berit Brogaard, who is/was a specialist in brain injuries.
6. Dr. Brogaard used a special MRI machine to study Padgett's brain and discovered that the part of the brain that/which is used for math was more active.
7. He also wrote a book, *Struck by Genius*, in which he described the trauma that/which he went through.

Exercise 57, p. 298.

1. Diamond Head, which is a mountain near Waikiki, was formed by a volcano 300,000 years ago.
2. Scientists studying Diamond Head say it is no longer an active volcano.
3. Visitors can hike the Diamond Head Trail, located inside the volcano's crater.
4. The trail, which leads hikers to a 360-degree view at the top, is 2.25 kilometers (1.4 miles) long.
5. Tourists planning to hike to the top should bring sunscreen and water because there is no shade on the trail.
6. The path, ending with 250 steps, is very steep.
7. At the top is an observation point overlooking Honolulu and the ocean.
8. Signs that/which are posted on the trail warn hikers not to leave the trail.
9. The trails can become very crowded. Some people are asking for changes allowing more access for tourists.
10. Many people who/that want to preserve the natural habitats oppose this change.

Exercise 58, p. 299.

Sample answers:

2. Disney World, an amusement park located in Orlando, Florida, covers a large area of land that includes lakes, golf courses, campsites, hotels, and a wildlife preserve.
3. The Republic of Yemen, located at the southwestern tip of the Arabian Peninsula, is an ancient land that has been host to many prosperous civilizations, including the Kingdom of Sheba and various Islamic empires.

Exercise 59, p. 300.

1. Baseball is the only sport in which I am **interested.** OR Baseball is the only sport (**which**) I am interested **in.**
2. My favorite teacher, **Mr. Chu**, **was** always willing to help me after class.
3. It is important to be polite to people who **live** in the same building.
4. My sister has two children, **whose names** are Ali and Talal.
5. Paulo comes from Venezuela**,** (**which is**) a Spanish-speaking country.
6. There are some people in the government (who **are**) trying to improve the lives of the poor.
7. A myth is a story **expressing** traditional beliefs. OR A myth is a story **that** / **which expresses** traditional beliefs.
8. There is an old legend (**which is** / **that is**) **told** among people in my country about a **man who lived** in the seventeenth century and saved a village from destruction.
9. An old **man fishing** (OR **who** / **that was fishing**) next to me on the pier was mumbling to himself.
10. The road that we **took through** the **forest was** narrow and steep.
11. There are ten universities in Thailand, seven of **which** are located in Bangkok**,** (**which is**) the capital city.
12. At the national park, there is a path **leading** (OR **that** / **which leads**) to a spectacular waterfall.
13. At the airport, I was waiting for some relatives **who** / **that** / **whom** / **Ø** I had never **met before**.
14. It is almost impossible to find two persons **whose opinions** are the same.
15. On the wall, there is a colorful poster **that**/**which consists** of/**consisting** of a group of young people (who **are**) dancing.
16. The sixth member of our household is Pietro**, who** is my sister's son.
17. Before I came here, I didn't have the opportunity to speak with people **whose native tongue is English**. OR … people **for whom English** is their native tongue.

Exercise 60, p. 301.

Part I

A cancer is a group of cells <u>that divide and grow abnormally</u>. In normal cell activity, new cells divide to replace old or damaged cells. With cancer, the cells grow out of control. Sometimes they spread to other places in the body. At this point, the cancer is malignant and often incurable. A cancer is named after the organ <u>where it began</u>. For example, a cancer <u>beginning in the lungs</u> is called lung cancer.

Part II

It mainly answers the question "What happens?"

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CHAPTER 14 Gerunds and Infinitives, Part 1

Pretest, p. 302.

1. C (*no change*)
2. I I appreciated **hearing** the news about your family.
3. I The professor decided **not** to give a long final exam.
4. I The team captain encouraged the players **to** work harder at practices.
5. C (*no change*)
6. I Who is responsible **for clearing** ice from the walkways?
7. C (*no change*)
8. C (*no change*)
9. I It can be deadly **to drive** a car and text at the same time.
10. C (*no change*)
11. C (*no change*)
12. I Instead of **having** a quiet night at home, why don't we invite a few friends over?

Exercise 2, p. 303.

With gerunds: 1a, 2b, 2c, 3a

Exercise 3, p. 303.

With infinitives: 3, 4, 5, 7

Exercise 5, p. 305.

Sample answers:

2. paying
3. going
4. deciding
5. making
6. applying
7. having
8. being
9. dropping

Exercise 6, p. 305.

Sample answers:

2. getting
3. having
4. cleaning … cleaning … cleaning
5. going
6. doing
7. being

Exercise 8, p. 306.

2. hoping
3. working
4. going
5. doing
6. leaving

Exercise 9, p. 306.

1. b
2. a

Exercise 10, p. 307.

Questions:

1. What do you need to do today?
2. What would you like to do this weekend?
3. What do you plan to do with English?
4. What should people refuse to do?
5. What shouldn't people pretend to do?
6. What should students expect to do?

Exercise 12, p. 307.

1. texting … to stop … to turn off … to tell
2. to join … lending … to help … to pay … talking … to see … to have
3. getting … to wait … to be … taking … hearing

Exercise 13, p. 308.

1. We told **you** to call us.
2. Did Sami invite **you** to the party?
3. I warned **you** to drive more slowly.

Exercise 14, p. 309.

4. to leave
5. to leave / me to leave
6. to leave
7. to leave / me to leave
8. me to leave
9. to leave
10. to leave
11. to leave
12. me to leave
13. to leave / me to leave
14. me to leave
15. me to leave
16. me to leave
17. to leave
18. to leave

Exercise 15, p. 309.

1. a. advised
   b. was advised
2. a. was forced
   b. forced
3. a. was encouraged
   b. encouraged
4. a. are not allowed
   b. do not allow
5. a. warned
   b. was warned

Exercise 16, p. 310.

Sample answers:

2. Roberto reminded me to take my book back to the library.
   I was reminded (by Roberto) to take …
3. The Dean of Admissions permitted me to register for school late.
   I was permitted (by the Dean of Admissions) to register …
4. The law requires every driver to have a valid driver's license.
   Every driver is required (by law) to have …
5. My boss told me to come to the meeting ten minutes early.
   I was told to come …

Exercise 18, p. 310.

Same meaning: 1 and 4; different meaning: 2, 3, 5

Exercise 19, p. 311.

1. b. swimming / to swim
2. a. seeing / to see
   b. watching / to watch
   c. reading / to read
3. a. moving / to move … racing / to race
   b. to move … to race
4. a. lecturing / to lecture
   b. talking
5. a. driving … taking
   b. driving / to drive … taking / (to) take

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6. a. to inform
   b. not following
7. a. remaining / to remain
   b. crying … holding … feeding … burping … changing

Exercise 20, p. 313.

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

Exercise 21, p. 313.

1. b
2. a
3. b
4. b
5. a

Exercise 22, p. 313.

1. b. to do
   c. to turn
   d. doing
   e. to lock
   f. locking
2. a. to do
   b. to do
   c. watching
3. talking
   b. to get
   c. drinking

Exercise 24, p. 314.

1. b. me not to be late for the meeting
   c. me not to be late for the meeting
2. a. to carry the suitcases
   b. to carry the suitcases
3. a. quitting our jobs and opening our own business
   b. quitting our jobs and opening …
4. a. to take a check
   b. me to pay cash
5. a. looking at the teacher / answering the question
   b. not to look at the teacher / not to answer the question
6. a. me not to smoke
   b. me not to smoke
   c. me not to smoke
7. a. working on my paper
   b. working on my paper
   c. working on my paper
8. a. talking to his friends
   b. talking to his friends
   c. talking to his friends
9. a. to buy his wife an anniversary present
   b. to buy his wife an anniversary present

Exercise 25, p. 315.

Each is a gerund.

Exercise 26, p. 316.

2. about going
3. in going
4. about going (*also OK:* to go)
5. to going
6. from going
7. from going
8. about going

Exercise 27, p. 317.

2. to being
3. about flying
4. for spilling
5. about having
6. for being
7. for flying
8. from standing
9. of stealing
10. for taking
11. for doing
12. from taking
13. of listening
14. in convincing

Exercise 29, p. 318.

2. of doing
3. to getting
4. for giving
5. on taking
6. in being
7. of working
8. for not coming
9. in finding
10. for coming
11. to wearing
12. to working
13. from making
14. to … leaving
15. having
16. to doing
17. for running
18. from using

Exercise 30, p. 319.

Sample answers:

2. in finishing the project early / in getting the project done
3. about doing housework
4. for helping (out)
5. for not finishing his report
6. to eating spicy food
7. from going away for the (holiday) weekend

Exercise 34, p. 321.

Each is a form of the verb *go*.

Exercise 36, p. 322.

2. go fishing
3. go sailing
4. went swimming
5. went biking
6. going dancing

Exercise 39, p. 324.

1. exploring
2. walking
3. listening
4. relaxing
5. reading
6. sleeping
7. getting
8. watching
9. doing
10. finding
11. to go
12. leaving
13. to go

Exercise 41, p. 325.

1. remembering his children's birthdays
2. hiding his report card
3. eating her breakfast
4. learning foreign languages
5. sitting in traffic
6. singing songs on the bus trip
7. studying in the library
8. waiting in line to buy movie tickets [*Note:* Some speakers of American English say "on line."]

Exercise 46, p. 330.

1. to do it.
2. to do it.
3. to do it.
4. to do it.
5. to do it.
6. doing it.
7. doing it.
8. to do it.
9. doing it.
10. doing it.
11. to do it.
12. to do it.
13. to do it.
14. doing it.

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15. doing it.
16. to do it.
17. to do it.
18. to do it.
19. doing it.
20. doing it?
21. doing it.
22. doing it?
23. doing it?
24. to do it.
25. doing it.
26. doing it.
27. to do it.
28. doing it.
29. to do it.
30. doing it?
31. doing it.
32. to do it.
33. to do it.
34. to do it.
35. doing it.
36. to do it.
37. to do it.
38. doing it.
39. doing it?
40. doing it.
41. doing it.
42. to do it.
43. doing it.
44. to do it
45. to do it.
46. doing it?
47. to do it.
48. doing it?
49. doing it.
50. to do it.

Exercise 48, p. 331.

2. b
3. a, b
4. b, c
5. b
6. a, c
7. a

Exercise 49, p. 331.

1. I don't mind **having** a roommate.
2. **It is** hard for me **to** understand people who speak very fast.
3. Learning about another **country is** very interesting.
4. I tried very hard **not to make** any mistakes.
5. **Finding** an English tutor wasn't difficult. (An infinitive is also OK, but the gerund is more common.)
6. All of us needed to **go** to the ticket office before the game yesterday.
7. I'm looking forward **to going swimming** in the ocean.
8. **Skiing** in the **Alps was** a big thrill for me.
9. Don't **keep asking** me the same questions over and over.
10. During a fire drill, everyone is required **to leave** the building.
11. I don't **enjoy playing** card games. I prefer to spend my **time reading** or **watching** movies. OR I **prefer spending** my **time reading** or **watching** movies.
12. When I entered the room, I found my young son **standing** on the kitchen table.
13. Instead of **working**, Katie was lying on her bed **thinking** about her fiancé.

Exercise 50, p. 332.

Part II

1. gerund
2. gerund
3. infinitive
4. gerund

CHAPTER 15 Gerunds and Infinitives, Part 2

Pretest, p. 334.

1. I Yasmin is returning **home to complete** her medical studies.
2. C (*no change*)
3. I Your little puppy seems very eager to **please**.
4. I The baby isn't **tired enough** to sleep right now.
5. I It's easy to be **fooled** by Jordan's charm.
6. C (*no change*)
7. C (*no change*)
8. I The car is really dirty. It needs to be **washed**.
9. C (*no change*)
10. I Could you help **me carry** the groceries inside? There are several bags.
11. I Rafael lets his young **children stay** up past midnight on weekends.
12. C (*no change*)
13. C (*no change*)

Exercise 1, p. 334.

Sentences 2, 3, 5

Exercise 2, p. 335.

3. for
4. to
5. to
6. to
7. for

Exercise 3, p. 335.

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

Exercise 4, p. 336.

Use *in order* with:

1. a, e
2. a, b, d

Exercise 6, p. 336.

The *be* verb comes before the adjectives; infinitives come after the adjectives.

Exercise 10, p. 339.

1. too … to
2. enough … to

Exercise 11, p. 339.

1. a. too
   b. enough
2. a. enough
   b. too
3. a. too
   b. enough
4. a. too
   b. enough
5. a. enough
   b. enough
6. a. too
   b. enough

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Exercise 13, p. 340.

1. b
2. a
3. b
4. b
5. a
6. b

Exercise 14, p. 340.

1. to be given
2. being diagnosed
3. being seen
4. to be seen

Exercise 15, p. 340.

2. to be invited
3. to be invited
4. being invited
5. being invited
6. to be invited

Exercise 16, p. 341.

3. being understood
4. to be handwritten … to be typed
5. to be called
6. being told
7. to be elected
8. to be given

Exercise 17, p. 342.

1. able to read
2. being
3. to read
4. to be understood
5. to solve
6. using

Exercise 20, p. 343.

3. Mr. and Mrs. Sanchez regret having missed your wedding.
4. Nicholas appears to have gotten a new job.
5. The mechanic admitted having overcharged for repairs.
6. Mariah claims to have met several celebrities.

Exercise 21, p. 343.

1. c. meeting
   d. meeting
   e. met
2. a. survive
   b. survived
   c. survive
   d. survived
   e. surviving
   f. survived

Exercise 22, p. 344.

1. b
2. a
3. a, b
4. b, c
5. a, b
6. a, b
7. b, c

Exercise 24, p. 345.

2. to be fed / feeding
3. to clean
4. to gather
5. to be washed / washing
6. to be watered / watering
7. to pick them
8. to be repaired / repairing

Exercise 25, p. 345.

Sample answers:

1. The porch needs to be rebuilt / needs rebuilding.
2. The foundation needs to be replaced / needs replacing.
3. The siding needs to be painted / needs painting.
4. The roof needs to be fixed / needs fixing.

Exercise 27, p. 346.

They take the simple or *-ing* form, not the infinitive.

Exercise 29, p. 347.

Sample answers:

2. yell / yelling
3. fall / falling
4. run / running
5. ask about / asking about
6. help / helping

Exercise 30, p. 347.

2. slam
3. snoring
4. playing
5. call
6. walking
7. calling

Exercise 31, p. 348.

Correct sentences: 1, 3, 4

Exercise 32, p. 348.

1. challenge
2. (to) figure out
3. sit
4. (to) move
5. forget
6. (to) clear
7. cook

Exercise 33, p. 349.

1. c
2. a
3. b

Exercise 34, p. 350.

1. b
2. a
3. c

Exercise 35, p. 350.

1. c
2. a
3. b
4. a
5. b
6. c

Exercise 36, p. 350.

3. cashed
4. to cook
5. shortened
6. fixed
7. to do
8. take … taken

Exercise 39, p. 352.

You will probably hear/see sentence 2 more, but sentence 1 is correct in formal English.

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Exercise 40, p. 352.

1. a. my b. me
2. a. her b. her
3. a. our b. us
4. a. their b. them
5. a. your b. you
6. a. his b. him

Exercise 41, p. 353.

2. a, c
3. a
4. c
5. d
6. c
7. c
8. b, d (**T**elling)
9. a
10. c

Exercise 42, p. 353.

2. thinking
3. to have … to know … to handle
4. having … adjusting
5. play / playing … joining
6. to let … run
7. staying … getting
8. being forced / to be forced … to leave … to study … to have
9. ask … to join
10. coming … leaving
11. chewing … grabbing … holding … tearing … swallow
12. to get … run / running … having … sprayed

Exercise 43, p. 354.

1. to commute … moving … to be (meaning: in order to be) … doing
2. feel … to get … sneezing … coughing (or coughing … sneezing) … to ask … go

Exercise 44, p. 354.

2. Barbara always makes me **laugh**. She has a great sense of humor.
3. The teacher opened the window **to let** some fresh air into the room.
4. You shouldn't let children **play** with matches.
5. I traveled to **Osaka to** visit my sister.
6. My parents made **me promise to** contact them once a week.
7. I asked my roommate to let me **borrow** his sleeping bag for my camping trip.
8. I heard a car **door open** and **close**.
9. I had my **friend lend** me his car.
10. I've finally gathered enough information **to begin** writing my research paper.
11. My parents **want me to** marry soon.
12. Lilly deserves to be **told** the truth about what happened last night.
13. I went to the pharmacy **to have** my **prescription filled**.
14. Stop telling me what to do! Let **me make** up my own mind.
15. Victoria didn't like her school photo, so she had it **taken** again.
16. Look at the kitchen windows. They really need **to be washed** / **washing**. Will you do it?
17. I saw Omar sitting on a park bench **looking** at the ground. The blank expression on his face made **me worry** about him.

Exercise 45, p. 356.

Gerunds: cutting, coming, trying, washing, refrigerating, crying, cooking
Infinitives: to say, to wash, to keep, to avoid
Gerunds that begin a sentence: cutting, washing, refrigerating
No infinitives begin a sentence.

CHAPTER 16 Coordinating Conjunctions

Pretest, p. 357.

1. I By obeying the speed limit, we can save energy, lives, and **money**.
2. I My home offers me a feeling of security, **warmth**, and love.
3. I On my vacation, I lost a suitcase, broke my glasses, **and missed** my flight home.
4. I My sister**,** brother-in-law**,** (*optional comma*) and I wanted to see a movie. The three of us went to the theater, but the line was too long.
5. I I appreciate your help**. I** was feeling overwhelmed by all the work I had to do.
6. I I refused Alicia's help**. S**he became very angry and shouted at me. (*also possible:* … help**, and** she …)
7. I Either the salesclerk or the manager **has** your refund.
8. C (*no change*)

Exercise 1, p. 357.

2. adjectives; and
3. adjective; but
4. verb; and
5. infinitive; or

Exercise 2, p. 358.

1. to listen, to decide
2. friendly, nice, honest
3. chatting, sending
4. fast, slowly

Exercise 3, p. 358.

2. b
3. c
4. b
5. b
6. a
7. a
8. c

Exercise 4, p. 359.

2. upset
3. rudely
4. strong
5. took

Exercise 5, p. 359.

Correct sentences: 3, 4

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Exercise 6, p. 360.

2. The price of the room includes Wi-Fi**,** buffet breakfast**,** and use of the exercise room.
3. (*no change*)
4. We got an adjoining room for our son**,** his wife**,** and their daughter.
5. (*no change*)
6. My wife called room service**,** asked about vegetarian options**,** and ordered a meal.
7. We searched for an on-demand movie with action**,** adventure**,** and suspense.
8. (*no change*)
9. The front desk clerk**,** the bellhop**,** the concierge**,** and the housekeeping staff were very attentive and courteous.

Exercise 7, p. 360.

2. She is opening the door and greeting her guests.
3. She is taking their coats and hanging them up in the closet.
4. Molly is kind, generous, and trustworthy.
5. Since she is hard of hearing, please try to speak loudly and clearly.
6. Her boyfriend has come to the party with flowers, candy, and a ring.
7. He has knelt down in front of her, taken her hand, and asked her to marry him.
8. Molly is calm enough to listen and (to) say yes.
9. They talked about getting married in June or (in) August.
11. Molly was surprised but not shocked.
12. They had discussed getting married at some point but not this year.

Exercise 8, p. 361.

Sample answers:

2. the noise
   I dislike living in a city because of the air pollution, (the) crime, and (the) noise.
3. flowers
   Hawaii has a warm climate, beautiful beaches, and many interesting tropical trees and flowers.
4. is a good leader
   Mary Hart would make a good president because she works effectively with others, has a reputation for integrity and independent thinking, and is a good leader.

Exercise 10, p. 362.

Correct sentences: 1, 3, 4

Exercise 11, p. 362.

2. Some members did push-ups**,** and some members lifted weights.
3. The teacher demonstrated correct form**. A** group of new members watched.
4. The teacher demonstrated correct form**,** and a group of new members watched.
5. An assistant was available to help**,** but only a few people needed him.
6. An assistant was available to help**. O**nly a few people needed him.

Exercise 12, p. 363.

Correct sentences: 2, 4

1. I'd like to help**. L**et me know what you need**.**
3. It's really hard to know what to do**. W**e don't have much information yet.
5. Let's wait to see what happens**. W**e don't want to make a decision prematurely.

Exercise 13, p. 363.

Sample rewrite:

Thank you for offering to drive students to the track meet. We are still hoping we can get a bus, **and** we will know later today. The first race starts at 4:00**. T**he boys will be leaving school around 1:15**, but** the girls can leave at 1:30 since their race is at 4:30. We always appreciate parent volunteers**. T**hanks again for contacting me**, and** I will be back in touch soon.

Exercise 14, p. 363.

Ziplining began as a way to get people across impassible places like canyons **and rivers**. But in the 1980s, Costa Rica, with its emphasis on eco-tourism, turned it into a thrilling adventure. The opportunity to soar over spectacular scenery has made ziplining one of Costa Rica's top tourist attractions.

The concept is very simple**. A** cable is strung across a scenic area, for example, a lush forest or fast-moving river**. O**ne end of the cable is higher than the other. A harness for the rider hangs from the cable**. R**iders are strapped tightly into the harness. They climb to a platform, jump off, and **fly** through the air.

Ziplining's popularity has spread worldwide**. T**he longest zip line is in Sun City, South Africa, where one cable is 1.2 miles (2 km) long. Average speeds are 75 miles (120 km) per hour! Not all zip line rides are as hair-raising**. C**ompanies around the world strive to provide exciting and **safe** rides that will appeal to a variety of experience levels and age groups.

Exercise 15, p. 364.

Agreement is determined by the noun that directly precedes the verb.

Exercise 16, p. 364.

2. is
3. is
4. are
5. is
6. are
7. are
8. are

Exercise 17, p. 365.

2. Yes. Both passengers and the driver were injured in the bus accident.
3. Yes. The government is increasing both taxes and spending.
4. Yes. The city suffers from both air and water pollution.
6. Yes. Our team lost not only its first but also its second game.
7. Yes. Some tech companies need not only more workers and but also more office space.
8. Yes. The city is building not only a new freeway but also a new subway.

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Exercise 18, p. 365.

2. Yes. Either Jonas or William is going to take care of the neighbor's cat.
3. Yes. Either my sister or brother is driving Ms. Androv to the airport.
4. Yes. We can use either the front or back stairs.
6. No. Neither her children nor her husband speak**s** English.
7. No. They have neither an air-conditioner nor fan in their apartment.
8. No. The window washers were neither fast nor slow.

Exercise 19, p. 365.

1. b
2. a
3. a
4. b
5. b

Exercise 20, p. 366.

3. Both Rika and Bettina enjoy shopping during sales.
4. Neither Matt nor Taka is joining us.
5. Both Matt and Taka are sick.
6. Neither this store nor that store has the size I need.
7. We can either eat lunch here or look for other restaurants.
8. Both the manager and the assistant manager were helpful.
9. You need either your receipt or your credit card for a return.
10. Both the shops and the food court close at 10:00.
11. We can take either the bus or (the) subway home.

Exercise 21, p. 367.

2. harmless
3. beneficial
4. tangle
5. attack
6. eating
7. destroy
8. trainable

Exercise 22, p. 367.

Note: Parallel structures that are found within a larger parallel structure are underlined twice.

1. justice, peace, and brotherhood
2. where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy
3. not the words of our enemies, but the silence of our friends
4. political and moral question … oppression and violence … oppression and violence … revenge, aggression, and retaliation

Exercise 23, p. 368.

1. Slowly and **cautiously**, the firefighter climbed the burned staircase.
2. Janice entered the room and looked around**. S**he knew no one.
3. Derek made many promises**,** but he had no intention of keeping any of them.
4. The pioneers hoped to clear away the forest and **plant** crops.
5. When Nadia moved, she had to rent an apartment, make new friends, **and find** a job.
6. All plants need light**, a suitable climate**, and an ample supply of water and minerals from the soil.
7. Both the main earthquake and subsequent aftershocks **were** devastating to the town.
8. With their sharp eyesight, fine hearing, **and strong sense of smell**, wolves hunt mainly at night.
9. Not only speed but also endurance **determines** a runner's success in a race.
10. The ancient Egyptians had good dentists**. A**rchaeologists have found mummies that had gold fillings in their teeth.

CHAPTER 17 Adverb Clauses

Pretest, p. 370.

1. I The first time I met your parents at the party for Nicholas and his girlfriend**, (I thought they were very nice**).
2. I After the movie ended**, the** audience stayed in their seats for a few minutes.
3. I **When** Josh died, his family was very sad.
4. I Rosa inherited a large amount of money from her parents **because** she was an only child.
5. I Now that I **have** graduated, I need to look for a job.
6. C (*no change*)
7. I While some people enjoy being online a lot, others **don't**.
8. C (*no change*)
9. C (*no change*)
10. I Even if he invites me to the party, I **won't** go. OR Even if he **doesn't invite** me to the party, I **will** go.
11. C (*no change*)
12. C (*no change*)
13. I Only if Abdul's foot is better **can he** play in the soccer match next month.

Exercise 1, p. 370.

The adverb clause can be placed at the beginning or end of the sentence. When it comes before the main clause, there is a comma. If it comes after the main clause, there is no comma.

Exercise 2, p. 371.

1. d, e, f
2. a, d, e

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Exercise 3, p. 372.

2. Adolfo planned to stay with his cousins when he came to Chicago.
3. As soon as the plane landed, a blizzard began.
4. A blizzard began as soon as the plane landed.
5. Once the plane landed, a blizzard began.
6. Adolfo didn't go outside the airport until it stopped.
7. When it stopped, Adolfo went outside.
8. When he went outside, there weren't any taxis.
9. He was stranded at the airport until the roads were cleared.
10. As soon as the roads were cleared, he left the airport.

Exercise 4, p. 372.

1. Paulo is a member of a championship basketball team. **H**e is a wheelchair athlete. Paulo's legs are paralyzed. **W**hen he plays, he moves around the basketball court in a wheelchair. **H**e has competed in many tournaments, and his team often wins.
2. Fritz is a golden retriever. **H**e appears to a typical dog except he has an important job. **H**e is a service dog. **H**e has been trained to help a blind person. **W**henever his owner needs to go downtown, Fritz assists him. Fritz can help him cross streets, get on buses, go down stairs, and avoid obstacles.
3. Sometimes when people speak to someone who is hard of hearing, they shout. **S**houting is not necessary. **I**t is important to face the person and speak clearly. **P**eople who are hard of hearing can often read lips. **M**y father is hard of hearing, but he can understand me when I look at him and say each word clearly.

Exercise 5, p. 372.

2. **The next time** the teacher speaks too fast, Oscar is going to ask her to slow down.
3. **While** Oscar is listening to English, he tries not to translate from his language.
4. His teacher encourages students to figure out the meaning **before** they check their dictionaries.
5. **Ever since** Oscar began studying English, he has wanted to speak fluently.

Exercise 6, p. 374.

Sample answers:

1. b. [after I do my homework.]
   c. [before I went to my friend's house.]
   d. [By the time you get home,] … will have cooked
2. a. [Ever since I was a child,] … have been afraid
   b. [when I petted it.]
   c. [Whenever I see spiders,]
   d. [as I was getting dressed this morning.]
   e. [By the time I stopped screaming,] … had run away
3. a. [The last time I went overseas,] … [The next time I go,]
   b. [Whenever I create a password for a website,]
   c. [Ever since I learned about identity theft,]

Exercise 7, p. 374.

2. After the passengers got on the plane, the flight attendant closed the door.
3. The passengers got on the plane before the flight attendant closed the door.
4. Malea feels nervous whenever she flies.
5. While the plane was climbing, we hit turbulence.
6. Just as I was falling asleep, the pilot made an announcement.
7. I fell asleep as soon as he finished.
8. Just after I stood up to walk to the restroom, the flight attendant told us to fasten our seat belts.
9. We had to stay in our seats until the pilot turned off the seat belt sign.
10. Since we had lunch, the person next to me has been talking non-stop.
11. The next time I fly, I will bring earplugs.
12. I will text you as soon as we land.
13. Just as soon as I get my bags, I will meet you in the passenger-loading zone.
14. The first time I flew this airline, my bags were lost.
15. I will be happy to stretch my legs once we get off the plane.
16. By the time we land, we will have been on the plane for ten hours.

Exercise 8, p. 375.

2. d
3. c
4. d
5. d
6. a
7. b
8. c
9. b
10. b
11. b
12. a
13. b
14. d

Exercise 9, p. 376.

Sample answers:

1. Just after Judy returned to her car, she called the police.
2. Just as the police arrived, Judy began crying in frustration.
3. When Judy returned to her car, she discovered that her car had been broken into.
4. While Judy was buying jeans, a thief broke into her car.
5. By the time Judy returned to her car, the thief was gone.
6. As soon as Judy got back to her car, she called the police.

Exercise 11, p. 377.

Sample answers:

1. he thought the person was asking him about leaving.
2. she gave a long answer.
3. he won't snap his fingers.
4. they have learned that cultural misunderstandings are a normal part of learning another language.
5. they just smile.

Exercise 12, p. 377.

Idea of "because":

1. Now that I've finished art school,
3. Since I've had formal training,

Exercise 13, p. 377.

2. We can compare hotel prices since they are posted online.
3. Now that we have read the online hotel reviews, we can choose our hotel.

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4. There is little chance we will get lost because we have GPS on our phones.
5. Since people post online reviews instantly, customer service has improved.
6. We won't get so homesick because we can video chat with our families.

Exercise 14, p. 378.

2. Now that my grandmother lives alone, …
5. Now that she is 90, …

Exercise 15, p. 379.

Sentence 2

Exercise 16, p. 379.

2. a
3. b
4. a

Exercise 17, p. 379.

2. a. Because
   b. Even though
3. a. because
   b. even though
4. a. even though
   b. Because
5. a. Even though … because
   b. Because

Exercise 18, p. 380.

1. Yes. Even though I stayed up all night, I went to work anyway.
2. No. Even though my sister has a new baby, I haven't met her yet.
3. Yes. Even though the food was terrible, I ate it anyway.
4. Yes. Even though I didn't study, I passed the test anyway.
5. No. Even though the weather is terrible today, I didn't stay home.
6. No. Even though I fell down the stairs, I didn't get hurt.
7. No. Even though I sent in an excellent college application, I didn't get accepted.
8. Yes. Even though I rehearsed my speech several times, I was nervous.
9. No. Even though I told the truth, no one believed me.
10. No. Even though I bought a brand-new air conditioner, it doesn't work.
11. Yes. Even though I changed my password, my account still got hacked.
12. No. Even though I have a new cat and dog, I don't have enough pets.
13. Yes. Even though my grandfather is 100 year old, he is still young at heart.
14. Yes. Even though I didn't understand the joke, I laughed anyway.
15. No. Even though my friends gave me a surprise birthday party, I wasn't surprised.
16. No. Even though I backed up my computer files, I couldn't find all my documents.

Exercise 19, p. 380.

Sentences 1, 3

Exercise 20, p. 381.

2. d
3. c
4. c
5. a
6. b

Exercise 22, p. 382.

Sentence 2

Exercise 23, p. 382.

1. If I stay up all night, …
2. If I am sick tomorrow, …
3. If I wake up tomorrow and speak English fluently, …
4. If the power is out for 24 hours, …
5. If the government puts a 20% tax on snack food, …

Exercise 24, p. 382.

It's your first day of class, and you're not sure what to call your teacher. Is the first name acceptable or too informal? If you use a title, should it be *Dr*. or *Professor*?

At the college level, many teachers actually prefer to use first **names because** it feels friendlier and less formal. They prefer not to have the psychological distance that a title creates.

While many teachers prefer first names, some would rather use titles. *Dr*. is for someone with a Ph.D. degree. It is important to know that not all instructors have Ph.D.s. In that case, *Professor* is more **appropriate as long as** the teacher has the following job title: *Professor, Associate Professor*, or *Assistant Professor*. Note that the last name, not first name, is used with *Dr*. and *Professor*.

Even though many graduate students teach college courses, **they** are not professors. One option for addressing them is *Ms*. or *Mr*. + last name. But most prefer first **names since** they are still technically students.

You can always ask your teacher: "What would you like to be called?" or "How would you like to be addressed?" Teachers like to have contact with students, and knowing your teacher's preference may make it easier for you to approach him or her.

Exercise 25, p. 383.

Correct sentences: 1, 2, 3, 4

Exercise 26, p. 383.

2. a. so
   b. are
3. a. not
   b. don't
4. a. so
   b. are
5. a. so
   b. did
6. a. not
   b. can't

Exercise 27, p. 384.

True sentences: 1, 4, 5, 6

Exercise 28, p. 384.

2. b
3. a
4. a
5. b
6. b

Exercise 29, p. 385.

2. a. they are funny
   b. they aren't funny
3. a. you are finished
   b. you aren't finished
4. a. he gets a scholarship
   b. he doesn't get a scholarship

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5. a. the weather is cold
   b. the weather is hot
6. a. you approve
   b. you don't approve
7. a. it snows
   b. it snows

Exercise 30, p. 386.
Sentence 1

Exercise 31, p. 386.
2. In case you (should) need to see me**,** I'll be in my office tomorrow morning around ten.
3. In case you (should) need any more information**,** you can call me.
4. In case you (should) have any more questions**,** ask Dr. Smith.
5. In case the dentist calls (should call)**,** come get me.
6. In case you aren't happy with your present**,** you can return it to the store and get something else.

Exercise 33, p. 386.
1. isn't
2. is
3. better
4. worse

Exercise 34, p. 387.
2. You can't travel to that country unless you have a visa.
3. Unless you sign up for the test by Monday, you can't take it next month.
4. It's difficult to return a product to that store unless you have a receipt.
5. You can't get a motorcycle license unless you have passed a special training course.
6. The store won't accept your credit card unless you have ID with you.
7. Traffic fines increase unless you pay them right away.

Exercise 36, p. 387.
1. No.
2. No.
3. No.
4. Yes.

Exercise 37, p. 388.
True sentences: 1, 3

Exercise 38, p. 388.
2. you have an invitation.
3. you have a student visa.
4. chews gum
5. will go to the movie
6. the temperature reaches 32°F / 0°C.

(Notice subject-verb inversion for sentences 7.–10.)
See Chart 17-11 fn., p. 388.)
7. will you pass the exam.
8. can you get into the soccer stadium.
9. can he have screen time.
10. will I have enough money to go to school.

Exercise 39, p. 389.
2. The doctor will give you a prescription only if you see her in person.
   The doctor won't give you a prescription unless you see her in person.
3. You can go back to work only if you don't have a fever.
   You can go back to work unless you have a fever.
4. I will leave for a few hours only if you don't need my help.
   I will leave for a few hours unless you need my help.
5. You can take sick time only if you have a doctor's note.
   You can't take sick time unless you have a doctor's note.
6. Your prescription will be ready on time only if you call the pharmacy now.
   Your prescription won't be ready on time unless you call the pharmacy now.
7. You will get well quickly only if you take your medicine.
   You won't get well quickly unless you take your medicine.

Exercise 40, p. 389.
1. Even if it rains, the party will be held outdoors.
   Even if it doesn't rain, the party will be held indoors.
2. Whether or not it rains, the party will be held outdoors/indoors.
3. In case it rains, the party will be held indoors.
4. Unless it rains, the party will be held outdoors.
5. Only if it rains will the party be held indoors.
   Only if it doesn't rain will the party be held outdoors.

Exercise 41, p. 390.
1. Once **we pay** our bills, we'll have a little money left over for the holidays.
2. **In case** there is an emergency, call the number on this paper.
3. (*no change*)
4. Unless you have a doctor's note, you **can't** take sick time from work.
5. If **tenants have** any questions about the apartment, they need to contact the manager.
6. Only if you help me **will I** clean the apartment.
7. When Yusef finished medical school at the age of 21**,** (**people were very surprised**).
8. The last time we were at the theater on a holiday weekend**,** (**it was very crowded**).
9. Even **if** I get a promotion to manager, I won't relocate to another city.
10. I care about you **whether** or not you believe me.

Exercise 42, p. 390.
How do people learn best? There is not one answer since much depends on individual learning styles and needs. Over 300 years ago, however, the noted inventor Benjamin Franklin made some observations regarding learning that still hold true for a great many learners today: "Tell me and I forget. Teach me and I remember. Involve me and I learn."

Imagine that you are learning how to fold a paper airplane. Before you ever pick up a piece of paper, the person says the following:
- Take a piece of paper.
- Fold it in half.
- Open the paper.
- Look at the crease in the middle.
- Now take one corner and fold it down along the crease.

All of the information is presented verbally. How well are you going to learn how to fold a paper airplane so long as the instructor continues in this manner?

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Now imagine that your instructor is standing before you with paper and gives the directions while she folds the paper herself. Will this help you more?

Finally, imagine that both you and your instructor have paper. Every time she gives you instructions, both you and she fold your own papers.

Of the three methods, which one will be the most effective in helping you learn how to fold a paper airplane?

It's interesting to think about Benjamin Franklin's quote in relation to learning English. How do you learn English best? Is "being told" effective for you? What about "being taught"? How about "being involved"?

Tense: simple present

CHAPTER 18 Reduction of Adverb Clauses to Modifying Adverbial Phrases

Pretest, p. 392.

1. C (*no change*)
2. I Before **Joseph accepted** the job, the company offered **him** additional vacation days. OR Before accepting the job, **Joseph was offered** additional vacation days.
3. C (*no change*)
4. I Since **coming** to this country, I have experienced some interesting cultural traditions.
5. C (*no change*)
6. C (*no change*)
7. I Not **having** spent much time with her grandparents when she was younger, Lauren was happy about their summer visit.
8. I **Needing** the package by the weekend, Barry paid for express delivery.
9. C (*no change*)
10. C (*no change*)

Exercise 1, p. 392.

Correct sentences: 1, 2

Exercise 2, p. 393.

1. b
2. b
3. a
4. a
5. b
6. b

Exercise 3, p. 394.

2. a. Before I came to class, I stopped in a café for a cup of coffee. / Before coming to class, I stopped in a café for a cup of coffee.
   b. Before the students came to class, they met at a café for lunch. / Before coming to class, the students met at a café for lunch.
3. a. Since Alberto moved here, he has been taking business classes. / Since moving here, Alberto has been taking business classes.
   b. Since Alberto opened his new business, his family hasn't seen much of him. / (*no change*)
4. a. Omar's wife drove Omar to his downtown office after he (had) finished breakfast. / (*no change*)
   b. Omar walked up ten flights of stairs to his office after he (had) entered the building. / Omar walked up ten flights of stairs to his office after entering the building.
5. a. When the waiter took my order, I forgot to order a beverage. / (*no change*)
   b. When I order coffee, I always ask for extra cream and sugar. / When ordering coffee, I always ask for extra cream and sugar.
6. a. You should always read a contract carefully before you sign your name. / You should always read a contract carefully before signing your name.
   b. Before I signed my name, I had a lawyer look over the contract. / Before signing my name, I had a lawyer look over the contract.
7. a. After Karl had been climbing for several hours, his muscles began to ache. / (*no change*)
   b. After Karl slipped and lost his footing, he held onto the ledge with all his strength. / After slipping and losing his footing, Karl held onto the ledge with all his strength.

Exercise 5, p. 395.

1. Alan
2. a bear

Exercise 6, p. 396.

Modifying adverbial phrases:

1. b. Being a young widow with three children (because)
2. a. Sitting on the airplane and watching the clouds pass beneath me (while)
   b. Tapping her fingers loudly on the tray table in front of her (while)
3. a. Having guessed at the answers for most of the test (because)
   b. Realizing that I didn't know much (because / while)
4. a. Walking down the icy stairs without using the handrail (because / while)
   b. Having broken her arm in the fall (because)

Exercise 7, p. 396.

2. Not having tasted the soup, his girlfriend didn't realize how bad it was.
3. Believing that honesty can be hurtful, David doesn't tell her how he really feels.
4. Being a better cook, David does most of the cooking for them.

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Exercise 8, p. 396.

2. a, c
3. a, b
4. a, b, c
5. a, c
6. b, c
7. b, c
8. b
9. a, b

Exercise 9, p. 397.

2. a. Having made a "Welcome Home" sign, my younger siblings were excited to see me.
   b. (*no change*)
3. a. Living a long distance from her job, my mom has to leave early every morning.
   b. (*no change*)
4. a. Hearing / Having heard that my cousin was in the hospital, I called my aunt to find out how she was doing.
   b. (*no change*)
5. a. (*no change*)
   b. Not wanting to yell, my brother began taking deep breaths.
6. a. Recognizing my neighbor but having forgotten his name, I just smiled and said, "Hi."
   b. (*no change*)
7. a. (*no change*)
   b. Convinced that she had the ability, I encouraged her to keep trying and not give up.

Exercise 10, p. 398.

2. e. Having done very well in her studies, Nancy expects to be hired by a top company after graduation.
3. h. (Having been) Born two months early, Monique needed special care for the first few weeks of her life.
4. d. Having done everything he could for the patient, the doctor left to attend other people.
5. a. Having never eaten / Never having eaten Thai food before, Marta didn't know what to expect when she went to the restaurant for dinner.
6. c. Having no one to turn to for help, Sayid was forced to work out the problem by himself.
7. f. (Being) Extremely hard and nearly indestructible, diamonds are used extensively in industry to cut other hard minerals.
8. b. (Being) Able to crawl into very small places, mice can hide in almost any part of a house.

Exercise 11, p. 398.

Incorrect sentences:

3. While **I was** walking across the street at a busy intersection, a truck nearly hit me. / While walking across the street at a busy intersection, **I was nearly hit by a truck**.
5. After **I arrived** at a picnic with my cousins, it began to rain quite hard.
6. While **I was** waiting for my husband at the mall, a friend from high school called out my name.
8. Being from out of town, **visitors were confused by** two streets that had the exact same name.

Exercise 12, p. 399.

There is a lot of interesting research that addresses how students can become more successful learners. In this blog, I'd like to highlight a few strategies for you to think about. <u>While reading</u> them, ask yourself if these strategies would be helpful to you.

1. **Space your practice:** <u>When deciding</u> whether to cram for a test or spread the review out over several days or weeks, you will benefit more by doing the latter, according to researchers. Cramming is very popular with students, but one problem is that it takes more energy to stay focused as the hours pass by. This energy is better used for learning. More important, cramming uses short-term memory. When you space out the practice over time, you activate your long-term memory and learn the material more deeply.
2. **Take a test:** <u>Before beginning</u> to learn new material, test your existing knowledge. For example, take a pretest like the one that opens each chapter of this book. You may get all the answers wrong, but interestingly enough, this doesn't matter. Many scientists believe that pretests help prepare the brain to take in new information. One theory is that our thinking somehow adjusts so that we better know what to look for <u>when learning</u> new material.
   You can also benefit from self-testing. There are many ways to do this, but here are a few common ones. <u>After reading</u> a passage, try to recall the key points from memory. Or, make your own practice questions to answer. Another helpful technique is to quiz yourself frequently with flashcards that you create. These types of self-quizzing force you to use your long-term memory and help you remember better.
3. **Handwrite, rather than type, your notes.** A study at Princeton and UCLA found that students who wrote out their lecture notes were better able to understand concepts and retain information than students who used a laptop. <u>When writing out</u> notes in longhand, students have to think more. They can't write every single word, so they have to comprehend and summarize as they write. With typing, it can become more of an automatic task, and all the words can be included without students' really thinking about them.

Adverbial clauses:

(Introduction) While reading = While you are reading

1. When deciding = When you are deciding
2. Before beginning = Before you begin
   when learning = when we learn
   After reading = After you read
3. When writing out = When they write out

Exercise 13, p. 399.

All three sentences have the same meaning.

Exercise 14, p. 400.

1. b. Upon crossing the marathon finish line, Tina collapsed in exhaustion.
2. a. Upon looking in my wallet, I saw I saw I didn't have enough money to pay my restaurant bill.
   b. (*no change*)
3. a. Upon finishing the exam, bring your paper to the front of the room.
   b. Upon finishing the exam, I decided to check all my answers again.
4. a. Upon hearing the good news, the kids jumped up and down with joy.
   b. (*no change*)

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Exercise 15, p. 400.

3. a. (*no change*)
   b. Before leaving on her trip, Jane worked two jobs to earn enough money for a three-week stay.
4. a. My parents reluctantly agreed to let me attend the concert after talking / having talked it over.
   b. Not having checked if I had my ticket with me, I arrived at the concert empty-handed.
5. a. (*no change*)
   b. Being very popular, forest campsites are often taken by mid-morning.
6. a. After having to wait / having had to wait for more than half an hour, we were finally seated at the restaurant.
   b. Discovering that I had left my wallet in the car, I told my friends to order without me while I went to get it.

Exercise 17, p. 401.

1. a
2. b
3. b
4. a

Exercise 18, p. 402.

A small accident helped Alexandar Graham Bell with his invention of the telephone. While running a test to create a machine for voices, Bell spilled acid on his coat. He called to Mr. Watson, his assistant, who was in a different room. Watson heard Bell's words coming out of their new machine. Upon realizing what had happened, Watson and Bell knew that the invention was successful. Bell told the world about his discovery after testing the machine multiple times. Scientists understood the value of his work, but the general public, believing the phone was more of a toy, paid little attention to his announcement.

CHAPTER 19 Connectives That Express Cause and Effect, Contrast, and Condition

Pretest, p. 404.

1. C (*no change*)
2. I **Because the** roof was leaking, the living room had water on the floor.
3. C (*no change*)
4. I Because most large grocery stores have delis**,** we have been cooking less. (*Note*: A comma has been added.)
5. C (*no change*)
6. I The waiter was **so** helpful that I tipped him extra.
7. C (*no change*)
8. C (*no change*)
9. I The weather was sunny and warm. Nevertheless, we **didn't go** to the beach. OR The weather was sunny and warm. **So** / **Therefore** / **Consequently**, we went to the beach.
10. I Despite **the fact** that Andreas is a hard worker, he can't seem to keep a job for more than a few months.
11. C (*no change*)
12. I We need to hurry. Otherwise, we **won't** catch our plane. OR Otherwise, we'll **miss** our plane.

Exercise 1, p. 404.

1. Even though
2. so
3. consequently

Exercise 2, p. 405.

Connecting words: Even though … nevertheless … Although … so … Now that … However

Exercise 3, p. 406.

Sentences 1, 2, 3, 4

Exercise 4, p. 506.

2. Martina feels homesick. (E) Martina moved to a new town. (C)
   Because Martina moved to a new town, she feels homesick.
3. Vivian worked very hard. (C) Vivian won a scholarship. (E)
   Because Vivian worked very hard, she won a scholarship.
4. Victor has lost weight. (E) Viktor reduced his sugar intake. (C)
   Because Viktor reduced his sugar intake, he has lost weight.
5. Sanae increased her department's profits. (C) She was promoted to manager. (E)
   Because Sanae increased her department's profits, she was promoted to manager.

Exercise 5, p. 406.

1. a, c
2. b, c

Exercise 6, p. 407.

1. because of / due to
2. because
3. because
4. Because of / Due to
5. Because
6. because of / due to

Exercise 7, p. 407.

2. the flu
3. loud noises at the beach
4. circumstances beyond their control
5. generous donors

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Exercise 8, p. 408.
Sentences 1, 4, 6

Exercise 9, p. 408.

1. The runner wears a special blade attached at his knee. Therefore, he can compete in races. OR He, therefore, can compete in races. OR He can compete in races, therefore. OR The runner wears a special blade attached at his knee; therefore, he can compete in races.
2. The runner wears a special blade attached at his knee. Consequently, he can compete in races. OR He, consequently, can compete in races. OR He can compete in races, consequently. OR The runner wears a special blade attached at his knee; consequently, he can compete in races.
3. The runner wears a special blade attached at his knee, so he can compete in races.

Exercise 10, p. 409.

1. Because it was cold, she wore a coat.
2. (*no change*)
3. Because of the cold weather, she wore a coat.
4. (*no change*)
5. The weather was cold. Therefore, she wore a coat. OR The weather was cold; therefore, she wore a coat.
6. The weather was cold. She wore a coat, therefore. OR The weather was cold; she wore a coat, therefore.
7. The weather was cold, so she wore a coat.

Exercise 11, p. 409.

1. Freezing rain fell on the city. It was unsafe to walk outside because of slippery streets and falling branches.
2. Due to improvements in weather forecasting, people knew about the storm well in advance.
3. The storm damaged the power lines. Consequently, the town was without electricity. OR The storm damaged the power lines; consequently, the town was without electricity.
4. Due to the snowstorm, only two students came to class. The teacher, therefore, canceled the class.

Exercise 12, p. 409.
Correct sentences: 3, 4

Exercise 13, p. 410.

1. b, c
2. a, b
3. a
4. b

Exercise 14, p. 411.

1. The weather was bad. Therefore, we postponed our trip. OR We, therefore, postponed our trip. OR We postponed our trip, therefore. OR The weather was bad; therefore, we postponed our trip
2. Since the weather was bad, we postponed our trip. OR We postponed our trip since the weather was bad.
3. The weather was bad, so we postponed our trip.
4. Because of the bad weather, we postponed our trip. OR We postponed our trip because of the bad weather.
5. The weather was bad. Consequently, we postponed our trip. OR We, consequently, postponed our trip. OR We postponed our trip, consequently. OR The weather was bad; consequently, we postponed our trip.
6. Due to the fact that the weather was bad, we postponed our trip. OR We postponed our trip due to the fact that the weather was bad.

Exercise 15, p. 411.

1. Due to the fact that a camel can go completely without water for eight to ten days, it is an ideal animal for desert areas. OR A camel is an ideal animal for desert areas due to the fact that it can go completely without water for eight to ten days.
2. A tomato is classified as a fruit, but most people consider it a vegetable since it is often eaten in salads along with lettuce, onions, cucumbers, and other vegetables. OR Since it is often eaten in salads along with lettuce, onions, cucumbers, and other vegetables, a tomato is considered a vegetable.
3. Due to a consumer demand for ivory, many African elephants are being slaughtered ruthlessly. Consequently, many people who care about saving these animals from extinction refuse to buy any item made from ivory. OR Many people who care about saving these animals from extinction, consequently, refuse to buy any item made from ivory. OR Many people who care about saving these animals from extinction refuse to buy any item made from ivory, consequently.
4. Because most 15th-century Europeans believed the world was flat and that a ship could conceivably sail off the end of the earth, many sailors of the time refused to venture forth with explorers into unknown waters. OR Many 15th-century sailors / sailors of the 15th-century refused to venture forth with explorers into unknown waters because most Europeans believed the world was flat and that a ship could conceivably sail off the end of the earth.

Exercise 16, p. 411.

1. d
2. c
3. a
4. b

Exercise 17, p. 412.

2. a. so
   b. such
   c. so
3. a. so
   b. so
   c. so
4. a. so
   b. so
   c. such

Exercise 19, p. 413.

2. g The radio was so loud that I couldn't hear what Michael was saying.
3. b Olga did such poor work that she was fired from her job.
4. a The food was so hot that it burned my tongue.
5. c The wind was so strong that it blew my hat off my head.
6. f The tornado struck with such great force that it lifted cars off the ground.
7. d So few students showed up for class that the teacher postponed the test.
8. h Charles used so much paper when he wrote his report that the printer ran out of ink.

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Exercise 20, p. 413.
Correct completions: 1, 4

Exercise 21, p. 414.

3. a. Please be quiet so (that) I can hear what Sharon is saying.
   b. I asked the children to be quiet so (that) I could hear what Sharon was saying.
4. a. I'm going to go to a cash machine so (that) I will have / have enough money to go to the store.
   b. I went to a cash machine yesterday so (that) I would have enough money to go to the store.
5. a. Tonight Ann and Larry are going to hire a babysitter for their six-year-old child so (that) they can go out with some friends.
   b. Last week, Ann and Larry hired a babysitter so (that) they could go to a dinner party at the home of Larry's boss.
6. a. Yesterday, I put the meat in the oven at 5:00 so (that) it would be ready to eat by 6:30.
   b. Be sure to put the meat in the oven at 5:00 so (that) it will be / is ready to eat by 6:30.
7. a. I'm going to leave the party early so (that) I can get a good night's sleep tonight.
   b. I'm not going to look at any messages on my phone or computer before I go to sleep so (that) my mind will be free of distractions.
8. a. Tommy pretended to be sick so (that) he could stay home from school.
   b. He held a thermometer under hot water so (that) it would show a high temperature.

Exercise 22, p. 415.

3. I need a visa so **that** I can travel overseas.
4. I needed a visa**,** so I went to the embassy to apply for one.
5. Marta is trying to improve her English so **that** she can become a tour guide.
6. Olga wants to improve her English**,** so she has hired a tutor.
7. Tarek borrowed money from his parents so **that** he could start his own business.
8. I turned off my phone so **that** I can concentrate on my paperwork.

Exercise 23, p. 416.

1. no
2. yes
3. yes
4. no
5. no
6. yes

Exercise 24, p. 416.

1. outside
2. inside
3. outside
4. outside
5. outside
6. outside
7. outside
8. inside

Exercise 25, p. 417.

1. was
2. wasn't
3. was
4. was
5. was
6. wasn't
7. was

Exercise 26, p. 417.

Part I

1. a. Nevertheless
   b. but
   c. even though
2. a. but
   b. Nevertheless
   c. Even though
3. a. even though
   b. but
   c. Nevertheless

Part II

4. a. However
   b. yet
   c. Although
5. a. yet
   b. Although
   c. However

Exercise 27, p. 417.

1. b. (*no change*)
   c. Even though Anna's father gave her some good advice**,** she didn't follow it.
   d. Anna's father gave her some good advice**. S**he did not follow it**,** however.
2. a. Thomas has been broke for months**.** I offered him some money**. H**e refused it.
   b. (*no change*)
   c. Thomas has been broke for months**. N**evertheless**,** he refused the money that I offered him.
   d. Thomas has been broke for months**,** yet he still refused the money that I offered him.

Exercise 28, p. 418.

1. Even though his grades were low, he was admitted to the university. OR He was admitted to the university even though his grades were low.
2. His grades were low, but he was admitted to the university anyway.
3. His grades were low, yet he was still admitted to the university.
4. His grades were low. Nonetheless, he was admitted to the university. OR His grades were low; nonetheless, he was admitted to the university.
5. Despite his low grades, he was admitted to the university.
6. He was admitted to the university despite the fact that his grades were low. OR Despite the fact that his grades were low, he was admitted to the university.

Exercise 29, p. 418.
Sentences 1, 3, 4, 5

Exercise 30, p. 419.
Sample answers:

1. My grandfather is quite active**;** however**,** my grandmother is often in bed. OR My grandfather is quite active. My grandmother**,** on the other hand**,** is often in bed.
2. My grandmother has a sunny personality**;** however**,** my grandfather is more negative. OR My grandmother has a sunny personality**. M**y grandfather**,** on the other hand**,** is more negative.
3. Elderly people in my country usually live with their children**;** however**,** the elderly in the United States often live by themselves. OR The elderly in the United States**,** on the other hand**,** often live by themselves.

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Exercise 34, p. 420.

1. can
2. can't
3. can't
4. can't

Exercise 35, p. 420.

Sample answers:

2. I need to / should / had better / have to wash my clothes tonight. Otherwise, I won't have any clean clothes to wear tomorrow.
3. We need to / should / had better / have to start cooking dinner now. Otherwise, it won't be ready in time.
4. I need to / should / had better / have to change my sheets. Otherwise, I won't be able to sleep.
5. You need to / should / had better / have to help me get ready for the party. Otherwise, I won't have one.
6. We need to / should / had better / have to clear the snow from the walkway. Otherwise, people could slip and fall.
7. I need to / should / had better / have to begin as soon as I get home. Otherwise, I won't get everything done.
8. You need to / should / had better / have to start soon. Otherwise, the weekend will be over!

Exercise 36, p. 421.

Sample answers:

2. I failed the exam because I did not study.
3. Although I studied, I failed / didn't pass the exam.
4. I did not study. Therefore, I failed / didn't pass the exam.
5. I did not study. However, I passed the exam.
6. I studied. Nevertheless, I failed / didn't pass the exam.
7. Even though I did not study, I (still) passed the exam.
8. I did not study, so I failed / did not pass the exam.
9. Since I did not study, I failed / did not pass the exam.
10. If I study for the exam, I will pass it.
11. Unless I study for the exam, I will fail / won't pass it.
12. I must study. Otherwise, I will fail / won't pass the exam.
13. Even if I study, I won't pass / will fail.
14. I did not study. Consequently, I failed / didn't pass the exam.
15. I did not study. Nonetheless, I passed the exam.
16. I will probably fail / I probably won't pass the exam whether I study or not.
17. Only if I study will I pass the exam.
18. I studied hard, yet I (still) failed / didn't pass the exam.
19. You'd better study, or else you will fail / not pass the exam.

Exercise 37, p. 421.

1. a
2. a
3. b
4. b
5. a
6. b
7. a

Exercise 39, p. 422.

1. so that
2. However
3. therefore
4. therefore
5. If
6. While

Exercise 40, p. 423.

1. The hotel had a mistake on its website. The price was very **low, so many** people wanted rooms.
2. Due to **the high cost of medical care** in the U.S., people need to have insurance.
3. The dorm room I was assigned to has a broken heater**;** therefore, I have complained to the office.
4. Because **Jamal waited too long to renew his visa, it** has expired.
5. Jenn had surprisingly low test scores. **Therefore**, the college she chose didn't admit her.
6. Despite **the freezing weather** today, I'm going to take a run in the park.
7. It was such a hard test **that** no one finished on time.
8. We should leave now**;** otherwise, we will get stuck in traffic.
9. The electric bill was months overdue; **therefore**, the power company turned off the power to the home. OR The electric bill was months overdue; nevertheless, the power company **didn't turn** off the power to the home.
10. Please talk more quietly so that we **can** hear the speaker.
11. You should apply for a scholarship soon unless you **want** to miss the deadline. OR You should apply for a scholarship soon **if** you don't want to miss the deadline.
12. Since **many people know your password, you should change it**.
13. My parents bought a house in our neighborhood so that they **can** / **could** be closer to their grandchildren.

Exercise 41, p. 424.

Sample answers:

1. a pessimist thinks negatively about it.
2. she sees it as a single event and believes she will do better on the next one.
3. she sees it as luck.
4. optimists don't.
5. they are happier / they are not so affected by bad events.
6. pessimists see the worst.
7. they can train themselves to respond to events in more positive terms.
8. pessimists can learn to be optimistic.
9. he needs to first become conscious of his behavior.

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CHAPTER 20 Conditional Sentences and Wishes

Pretest, p. 426.

1. I If I had more money right now, I **would** lend you some.
2. C (*no change*)
3. C (*no change*)
4. I I would apply for a scholarship if I **were** you.
5. I School would be easy for me if I **had** your memory.
6.–9. C (*no change*)
10. I The subway was late. Otherwise, I **would have been** here an hour ago.
11. C (*no change*)
12. I I wish you **would** stop complaining.

Exercise 1, p. 426.

Sentence 1 is unreal or a hypothetical situation.
Sentence 2 is a real situation.

Exercise 2, p. 427.

1. R
2. R
3. U
4. U

Exercise 3, p. 427.

1. will do
2. would do
3. would have done

Exercise 4, p. 428.

Sentence 2 = habitual
Sentences 1 and 3 = future

Exercise 5, p. 428.

1. a. habitual
   b. future
2. a. future
   b. habitual
3. a. habitual
   b. future

Exercise 6, p. 428.

1. (*both correct*)
2. will let
3. (*both correct*)
4. (*both correct*)
5. (*both correct*)
6. will recharge

Exercise 8, p. 429.

1. If I'm talking
2. If we get
3. If it's
4. If he's planning
5. If it's not working
6. If she works
7. If I should get

Exercise 9, p. 429.

1. a. isn't
   b. doesn't teach
2. a. doesn't have
   b. isn't

Exercise 10, p. 430.

1. a. unreal
   b. real
2. a. real
   b. unreal
3. a. unreal
   b. real

Exercise 11, p. 430.

2. spend; If they didn't spend so much time shopping, they would save a lot of money.
3. doesn't like; If the boy liked peas, he would eat them.

Exercise 12, p. 431.

2. a. have
   b. had
3. a. will go
   b. would go / could go
4. a. am
   b. were not

Exercise 14, p. 431.

1. will float / floats
2. were … would not be … would not exist
3. will disappear / disappears
4. didn't hibernate … would need
5. had … would have to … wouldn't be

Exercise 15, p. 432.

1. now
2. yesterday

Exercise 16, p. 432.

2. lost, f
3. stayed, a
4. helped, c
5. been, b
6. had, e

Exercise 17, p. 433.

2. had followed … wouldn't have spent
3. hadn't been … would have paid
4. had rented … would have found
5. had listened … wouldn't have driven
6. had taken … would have been

Exercise 19, p. 433.

1. If I had known … I would have acted
2. If we hadn't believed … we wouldn't have felt
3. If you hadn't told … I wouldn't have believed
4. If it had been … I wouldn't have been
5. If he hadn't lied, I would have had

Exercise 20, p. 434.

2. a. no
   b. no
   c. past
3. a. no
   b. no
   c. present
4. a. no
   b. no
   c. present
5. a. no
   b. yes
   c. present
6. a. yes
   b. no
   c. past
7. a. no
   b. no
   c. present

Exercise 21, p. 435.

1. c. U <u>If the weather had been warm</u>, (past)
2. a. U <u>If I had more money</u>, (present/future)
   b. U <u>If I had had more money</u>, (past)

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3. a. R If I don't have to work, (present/future)
   b. U If I hadn't had to work, (past)
   c. U If I didn't have to work, (present/future)

Exercise 22, p. 435.

1. b. I would buy it.
   c. I would have bought it.
2. a. they will call.
   b. they would call.
   c. they would have called.
3. a. he would have asked.
   b. he will ask.
   c. he would ask.
4. a. if it fit.
   b. if it had fit.
   c. if it fits.
5. a. if we have extra time.
   b. if we had had extra time.
   c. if we had extra time.

Exercise 23, p. 435.

1. a. have
   b. had
   c. had had
2. a. would go
   b. would have gone
   c. will go
3. a. had been … would have visited
   b. is … will visit
   c. were … would visit

Exercise 24, p. 436.

1. were … would tell
2. had had . . .would have taken
3. have … will give
4. had … wouldn't have to
5. B: would have come … helped … had told
   A: would have come … had called
6. doesn't rain … will die … die … will go
7. had realized … wouldn't have made
8. would we use … didn't have

Exercise 25, p. 437.

1. a. no
   b. no
2. a. yes
   b. no
3. a. no
   b. yes
   c. no
4. a. no
   b. yes

Exercise 26, p. 437.

4. did
5. weren't
6. had
7. weren't
8. were
9. had
10. didn't
11. hadn't

Exercise 27, p. 438.

1. Yoko
2. Olga

Exercise 28, p. 438.

1. b. were
2. a. hadn't been
   b. had been … would have
3. a. had been … wouldn't have
   b. hadn't been … would have

Exercise 29, p. 439.

2. if you were wearing a coat, you wouldn't be cold.
3. if he hadn't been driving too fast, he wouldn't have gotten a ticket.
4. if I weren't enjoying myself, I would leave.
5. if you hadn't been sleeping, I would have told you the news as soon as I heard it.

Exercise 30, p. 439.

3. weren't drying
4. hadn't been drying
5. were having
6. hadn't been reading
7. weren't vacuuming

Exercise 31, p. 440.

1. earlier … now
2. now … earlier

Exercise 32, p. 440.

1. earlier … now
2. now … earlier
3. now … earlier in the semester
4. in the past … now
5. now … an hour ago
6. today … this morning
7. right now … yesterday

Exercise 33, p. 440.

2. The room is full of flies because you left the door open.
   If you hadn't left the door open, the room wouldn't be full of flies.
3. You are tired this morning because you didn't go to bed at a reasonable hour last night.
   If you had gone to bed at a reasonable hour last night, you wouldn't be tired this morning.
4. I didn't finish my report yesterday, so I can't begin a new project today.
   If I had finished my report yesterday, I could begin a new project today.
5. I'm not you, so I didn't tell him the truth.
   If I were you, I would have told him the truth.
6. I don't know anything about plumbing, so I didn't fix the leak in the sink myself.
   If I knew something about plumbing, I would / could have fixed the leak in the sink myself.

Exercise 34, p. 441.

1. hadn't collided
2. hadn't hit
3. hadn't blocked
4. hadn't collided
5. had survived

Exercise 35, p. 441.

All the sentences are correct.

Exercise 36, p. 442.

2. Were I you, …
3. Were I your teacher, …
4. Should I change my mind, …
5. … had she been better prepared

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6. Had I a choice, …
7. Should you need to reach me, …
8. Had I known what would happen, …

Exercise 37, p. 442.

2. b
3. c, d
4. a
5. a, d
6. b, c
7. c, d

Exercise 38, p. 443.

True sentences: 1, 3

Exercise 39, p. 443.

3. The fire would have spread quickly if the fire trucks had been far away.
4. If I hadn't stepped on the brakes, I would have hit the little girl on the bike.
5. I couldn't have finished my project on time if you hadn't helped me.
6. If my party guests hadn't quieted down, the neighbors would have called the police about the noise.
7. I would have missed my flight if my friend hadn't called and woken me up.

Exercise 40, p. 443.

1. a, b
2. a
3. b
4. a
5. b

Exercise 41, p. 444.

1. would try
2. is finished
3. would have tried
4. would have been here
5. weren't working / didn't work
6. would have worn
7. were … wouldn't be
8. weren't … would be paying
9. hadn't turned on
10. would forget … weren't
11. would be
12. wouldn't ride

Exercise 44, p. 446.

2. were shining
3. had gone
4. knew
5. were wearing / had brought
6. had
7. could meet
8. had come
9. were lying
10. hadn't forgotten
11. had eaten
12. hadn't stayed

Exercise 45, p. 446.

5. did
6. had
7. could
8. would
9. were
10. had
11. did
12. were
13. didn't
14. could
15. had

Exercise 46, p. 447.

Part II

2. now; unreal
3. now; unreal
4. now; real
5. past; unreal
6. past; unreal

Exercise 47, p. 448.

Correct sentences: 1, 3

Exercise 48, p. 448.

2. would lend
3. were coming
4. weren't going to give
5. would tell
6. would happen

Exercise 49, p. 448.

1. (a) Anna wishes Yoko would come to the concert.
   (b) Anna wishes Yoko would change her work schedule / her mind.
2. (a) Helen wishes Judy would pick up after herself, wash her dirty dishes, pick up her clothes, and make her bed.
   (b) Judy probably wishes Helen wouldn't nag her to pick up after herself.

Exercise 50, p. 449.

2. hadn't become … had become
3. had come
4. would tell
5. A: didn't have to
   B: were
6. had worn

Exercise 52, p. 450.

1. If I had **known** more about it, I would have had better advice for you.
2. If **I were** you, I would spend more time outdoors. OR **Were I** you, I would spend more time outdoors.
3. Should my manager **need** to reach me, I'll be at the bank and post office.
4. **If anyone** should ask for me, tell them I'm not available. OR **Should anyone ask** for me, tell them I'm not available.
5. If you continue to drive so fast, I **will** get out of the car.
6. She wishes she **had gone** to the doctor when she first had symptoms.
7. If it were not **snowing** outside, we could walk to the mall.
8. I would have done things differently **had** I received the correct information.
9. They hurried; otherwise, they **would** have missed their train.
10. The team never **would** have won the game yesterday without your help.
11. I hope I **can** meet with you tomorrow.
12. We're really late. I wish you **would** hurry.
13. If I had brought a lunch to work, I wouldn't **be** hungry now.
14. I wish I **had asked** more questions when we reviewed for the exam yesterday.

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Exercise 54, p. 450.

Can you imagine a world where people felt no pain? At first it sounds appealing. You wouldn't know the agonizing suffering that comes from pain. If you had a throbbing headache or toothache, you wouldn't even feel it. But you also wouldn't know to check if the headache or toothache indicated something more serious. Or if you had a different condition, like a broken bone, you wouldn't necessarily know that it needed to be treated.

Some people are born with an inability to feel pain. However, rather than being a positive condition, it causes untold problems. If people can't feel pain, they don't know if they are hurt. For parents of young children, this is a nightmare. How would a child know about the dangers of a hot stove or broken glass? A burn wouldn't be painful and a cut wouldn't hurt.

Parents of these children have to continually watch for injuries. Normal activities like going to the playground aren't at all normal. Suppose a child fell from the top of a slide. He or she might find this fun and try to do it again, risking further injury.

Pain turns out to be lifesaving; it helps us to know if something is wrong and requires treatment. Without it, we would go through life hurting ourselves, possibly with deadly outcomes.

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