Unit Objectives

Students will learn and practice using:
• simple and compound sentences,
• complex sentences, and
• common patterns with nouns that show cause.

1 Grammar in the Real World

Teacher Support Resource Book, General Teaching Suggestions

Vocabulary

| accessible AWL | estimate AWL | consequence AWL | generation AWL | consume AWL | greenhouse | consumption AWL | release AWL | emission | resource AWL |

2 Sentence Structure: Simple and Compound Sentences

Grammar Presentation


Teacher Support Resource Book, General Teaching Suggestions
See suggestions for Grammar Presentations, pages 6–7.

Chart Tip
After going over Charts 2.1–2.3, write each simple sentence pattern on the board, for example: subject verb object

1. Call on students to supply a sentence with the same pattern. Write their sentences under the pattern.

2. Ask students to choose one of the sentences from the board and add a coordinating conjunction and another simple sentence to create a logical compound sentence. Call on individuals to share their ideas.

3. Have students choose one of the simple sentences from the board and write a follow-up sentence using a transition word. Call on individuals to share those ideas.

4. If students rely on the same coordinating conjunctions and transition words (for example, if everyone uses and and however), challenge them to repeat the process using one of the other words.

5. Have students choose a sentence from the board and add another related sentence to it, linked by a semicolon. Call on students to share their ideas with the class.

Grammar Application

Speaking and Writing Expansion
After Exercise 2.1, have students discuss the environment and then practice writing simple and compound sentences.

1. Write several discussion questions on the board. Alternatively, write one or two questions and then have students brainstorm additional questions in pairs.

Possible questions: What are some things governments do to control air pollution? What are some results of overfishing the ocean?

2. Have students discuss the questions in small groups and then write an answer for each question consisting of two simple sentences.

3. Ask groups to pass their sentences to another group. The second group combines the simple sentences into a compound sentence or adds a clause to one of the sentences to create a compound sentence. Correct the sentences as a class.

3 Complex Sentences

Grammar Presentation


Teacher Support Resource Book, General Teaching Suggestions
See suggestions for Grammar Presentations, pages 6–7.

Chart Tip
After going over Chart 3.1, write several clauses on the board. Ask students to work in pairs to write sentences with the clauses. Tell students the sentences should include one independent and one dependent clause. Call on students to share their sentences with the class.
Grammar Application

- Speaking and Writing Expansion After Exercise 3.1B, conduct a class discussion. Call on students to share their knowledge about which species are endangered and why. Take notes on the board as students share. Then have students work in pairs to write sentences with subordinators using the information on the board. Call on individuals to read their sentences to the class.

- Interact After Exercise 3.2, have students write a "collaborative paragraph." Provide them with a generic thesis statement. (Environmental damage is causing a variety of problems.) Have students work in pairs to write one sentence that would logically follow this statement, such as For example, in some places the soil has been eroded and people can no longer farm. Tell them to use a compound or complex sentence structure. Then ask students to pass their paper to another pair. The next pair adds another sentence to continue the sequence. For each pass, remind students that they may want to vary the sentence structure to improve the flow of the final paragraph. Pass the paper four times so that there are a total of five sentences on each paper. Then have each pair meet with another pair to look at the resulting paragraphs. (There will be two papers for each group of four.) Tell groups to correct any errors they see and to decide which of the paragraphs is most coherent. Have each group share their most coherent paragraph with the class. Have students identify the simple, compound, and complex sentences. Vote for the best paragraph.

- Tech It Up Have students look online to find cause-effect language related to the environment. Provide them with several search terms: "results of overpopulation"; "results of overfishing"; "effects of air pollution"; "effects of deforestation." For each topic, tell them to copy at least one sentence that includes a cause-effect relationship. In class, have students share and discuss the sentences in groups.

4 Common Patterns with Nouns That Show Cause

Vocabulary Presentation


Chart Tip After going over Chart 4.1, have students work in pairs to write a sentence based on each of the sentence skeletons in the left column. Tell them to use their own ideas for the sentence content. Call on several pairs to write their sentences on the board.

Data from the Real World
Give students a few minutes to write three sentences, using cause, reason, and factor. Call on students to share their sentences with the class.

Vocabulary Application

- Speaking and Writing Expansion Extend Exercise 4.1B by having students write a short paragraph modeled after the ones about Linda Wong and Pedro Sandoval in Exercise 4.1A. Tell them to write about their partner. Then have students work in groups of four to share their paragraphs. Ask them to decide which of the people they wrote about is reducing carbon emissions the most effectively.

5 Avoid Common Mistakes

- Beware Remind students to watch out for run-on sentences as well as sentence fragments. Emphasize that a comma is not a solution for a run-on sentence. Students can use periods (or sometimes semicolons) to fix run-ons, but more importantly, they should connect ideas with conjunctions.

6 The Writing Process

- Level Down Group students who are weaker writers and work with them as a group for the Choose a Topic and Organize Your Ideas stages. Allow them to use the chart as a basis for writing their paragraph.

The Unit 1 test and answer key can be found on the CD-ROM in the back of the Teacher Support Resource Book.
Unit Objectives
Students will learn and practice using
- subordinators and prepositions that show cause, reason, or purpose;
- transition words and phrases that show effect; and
- common patterns with nouns that show effect.

1 Grammar in the Real World

Teacher Support Resource Book, General Teaching Suggestions

Vocabulary

| affect AWL     | instance AWL     |
| aspect AWL    | psychological AWL|
| aware AWL     | purchase AWL     |
| contrast AWL  | significant AWL  |
| convince AWL  | target AWL       |
| factor AWL    | technique AWL    |
| impact AWL    | unaware AWL      |

2 Subordinators and Prepositions That Show Cause, Reason, or Purpose

Grammar Presentation


Teacher Support Resource Book, General Teaching Suggestions
See suggestions for Grammar Presentations, pages 6–7.

Chart Tip
After going over Charts 2.1 and 2.2, assign one of the conjunctions or prepositions (because, since, because of, so that, due to, as a result of) from the chart to each pair of students. Have pairs write a sentence about consumer behavior and then write them on the board. After you correct the sentences, call on other students to say the sentences with the clauses reversed, and ask them to explain the punctuation changes that happen with the reversed clauses.

Grammar Application

Speaking and Writing Expansion
After Exercise 2.3B, have students review the article in Grammar in the Real World and tell you the factors that influence consumer behavior. Write them on the board (physical factors, social factors, self-image, and experience). Ask students to work in groups to come up with some examples of how businesses and advertisers make use of these influences. For example, because physical factors affect people, a bakery might keep good-smelling items near the window, or a mall might pipe in music to make customers feel relaxed. After the discussion, have students write sentences about the group’s ideas using subordinating conjunctions. (Because social factors are important to consumers, companies try to associate their brands with lifestyles.) Call on various students to read their sentences to the class.

3 Transition Words and Phrases That Show Effect

Grammar Presentation


Teacher Support Resource Book, General Teaching Suggestions
See suggestions for Grammar Presentations, pages 6–7.

Chart Tip
After going over Chart 3.1, write a sentence on the board, for example, The computer company opened attractive, well-lit stores in popular shopping areas. Have students work in pairs to write five possible follow-up sentences, one with each transition word from the chart: consequently, therefore, as a consequence, as a result, and thus. Call on students to read their sentences to the class.

Grammar Application

Speaking and Writing Expansion
After Exercise 3.2B, have students look through Charts 2.1–2.2 and Exercises 2.1–2.3 again and choose sentences from the book or sentences they wrote with subordinating conjunctions. Tell them to write sentences with a similar meaning using a transition word. For example, they might rewrite Because many individuals are educated about their roles as consumers, they make good choices about what to buy...
as Many individuals are educated about their roles as consumers; therefore, they make good choices about what to buy. Have students share their sentences in groups and discuss the difference between the original and the rewritten version.

**Tech It Up** Have students research a successful ad campaign online using the search terms “successful ad campaigns.” If necessary, they can find more detail about a particular campaign by searching for it by name, for example, “Volkswagen Think Small ad.” Tell them to research the purpose of the campaign and why it was successful. Ask them to print out an example from the campaign and to write sentences about it using transition words. In class, have students share their ads and sentences in groups.

**Interact** After Exercise 3.2C, have students prepare a mini-presentation about an ad campaign they like. (They may want to refer to one of the campaigns from the preceding “Tech It Up” activity.) Tell them to be prepared to describe the campaign and to think of cause and effect sentences to explain its success, for example: During the 1950s, most ads were bright and colorful; therefore, the black-and-white Volkswagen ad was very noticeable. People were used to seeing ads about how big and luxurious a car was. Consequently, pointing out the benefits of “thinking small” was unique. Ask students to write their ideas in note form on a small card so that they aren’t just reading sentences aloud. Then have them give their presentations in groups.

### 4 Common Patterns with Nouns That Show Effect

**Vocabulary Presentation**

- **Teacher Support Resource Book, General Teaching Suggestions** See suggestions for Vocabulary Focus, pages 7–8.
- **Chart Tip** After going over Chart 4.1, have students work in pairs to come up with sentences using the skeletons in the left column. Call on individuals to share their sentences with the class.

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**Data from the Real World**

Write a sentence ending on the board, for example, __ has no/little/some/significant effect on the popularity of a restaurant. Give students a few minutes to think. Then call on individuals to complete the sentence using their own idea and the appropriate adjective. *(The type of pots and pans used has no effect on the popularity of a restaurant.)*

Do the same with the adjectives + result.

### Vocabulary Application

- **Speaking and Writing Expansion** After Exercise 4.1B, have students work in pairs to brainstorm a list of consumer types (college students or single, elderly people). As a class, discuss how their situations affect these people’s consumer behavior. Then have students choose a group to write six to eight sentences about using the common noun patterns.

### 5 Avoid Common Mistakes

- **Beware** Students often overuse particular connecting words in their essays and combine formal transition words (*therefore*) with informal transitions (*so, anyway*). Call these issues to their attention before they write.

### 6 The Writing Process

- **Alternative Writing Assignment** Have students consider several different types of writing (a public service announcement, a university recruitment letter, a political ad). Have them choose a topic and write hooks that would work well in each situation.

The Unit 2 test and answer key can be found on the CD-ROM in the back of the **Teacher Support Resource Book**.
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UNIT 3

Cause and Effect 3

Social Responsibility

Unit Objectives

Students will learn and practice using
- present and future real conditionals,
- present and future unreal conditionals, and
- common phrases with unless and if.

1 Grammar in the Real World

Teacher Support Resource Book, General Teaching Suggestions

Vocabulary

| aware AWL | implement AWL |
| benefit AWL | incorporate AWL |
| conduct AWL | instance AWL |
| core AWL | investor AWL |
| corporate AWL | policy AWL |
| ethical AWL | pursuit AWL |
| impact AWL | restricting AWL |

2 Present and Future Real Conditionals

Grammar Presentation


Teacher Support Resource Book, General Teaching Suggestions
See suggestions for Grammar Presentations, pages 6–7.

Chart Tip
After going over Charts 2.3 and 2.4, write skeletons on the board using different modals:
If ___ , ___ might ___ .
If ___ makes ___ , ___ will ___ .

Tell students that a store may donate part of its profits to the local school system. Have them work in pairs to write two sentences about this situation using the skeletons on the board, for example, If they donate money to the schools, customers might feel good about shopping there.

Grammar Application

Speaking and Writing Expansion
After Exercise 2.2C, have the class brainstorm a list of nearby places (the campus, the campus café or bookstore, a local business or restaurant, the city center). Write these places on the board. Have students work in groups to choose one place and write a list of suggestions and possible results expressing ways the place could be improved, for example, If the café stays open later, more students will eat dinner there. Have the groups share their sentences with the class. Discuss the likelihood of the results described in the sentences.

3 Present and Future Unreal Conditionals

Grammar Presentation


Teacher Support Resource Book, General Teaching Suggestions
See suggestions for Grammar Presentations, pages 6–7.

Chart Tip
After going over Charts 3.1 and 3.2, ask students to recall or refer back to the information about Johnny’s Chicken Restaurant in Exercise 2.2.

1. List the facts on the board, for example, The food is not healthy. The restaurant doesn’t support local farmers.
2. Ask students to convert the information into an unreal conditional if clause (If the food were healthy, If the restaurant supported local farmers).
3. Have students work in pairs to write a result for each if clause. Call on students to add their main (result) clause to the if clause on the board.
4. Discuss the difference between these sentences and the future conditionals they wrote for Exercise 2.2B. The future conditionals describe actions that the restaurant can take to improve; the unreal conditionals emphasize situations that don’t exist. If the restaurant owner asked us for suggestions, we might choose the real conditional (although not necessarily). If we were just complaining about the restaurant and had no idea if it might change its practices, we would use the unreal conditional.
Grammar Application

■ Speaking and Writing Expansion Extend Exercise 3.2B by having students work in pairs to write a letter to the mayor about how people could be encouraged to become involved in the community. Have each pair meet with another pair to share their letters. Call on two or three volunteers to read their letters to the class.

■ Interact After Exercise 3.2B, put students in groups and assign each group a topic (business practices, social responsibility, the economy, the environment). Tell the groups to write five if clauses for unreal conditional sentences about their topic, but not to write the result clause. Have them pass their paper to another group. Each group finishes the five sentences they received by writing a main clause expressing a result or effect. Have the groups share the finished sentences with the class. Ask the original writers if the sentences are similar to what they had in mind when they wrote the if clauses.

■ Tech It Up Have students find a quiz or a worksheet by searching online for “present unreal conditional.” Tell them to print the item and bring it to class without completing it. Have them share their worksheets in groups and complete the activities together. Tell the groups to evaluate the activities based on these questions: Was the level appropriate? Were the questions clear? Was the format easy to use? Was the content interesting? Have each group choose the activity they like best to share with the class. Have students write the URLs for the best activities on the board.

Vocabulary Application

■ Speaking and Writing Expansion After Exercise 4.2, have students revisit topics discussed earlier, for example, the environment, air pollution, or problems with the campus / school café. Tell them to work in groups to discuss the changes they think are most necessary in each area. Then have students work individually to write sentences with the expressions from Charts 4.1–4.3. Call on students to write their sentences on the board.

5 Avoid Common Mistakes

■ Beware In many languages, only a few tense sequences are used for expressing conditionals, whereas English uses a variety. Because of native-language interference, even high-level students may have a great deal of difficulty mastering these forms.

6 The Writing Process

■ Level Down Allow lower-level students to write just the introductory paragraph and the first body paragraph. This will give them time to develop a clear thesis statement and topic sentence, and will give you more time to identify common errors and provide feedback.

4 Common Phrases with Unless and If


Vocabulary Presentation


■ Chart Tip After going over Charts 4.1–4.3, have students think once again about Johnny’s Chicken Restaurant from Exercise 2.2. (The structure of the various conditionals can be difficult for students to grasp. Using the same topic/information with different conditionals will help students focus on the structures.) Remind them of a fact about the restaurant: The food is not healthy. Ask students to come up with a conditional sentence about that fact using each of the phrases in the chart. (Unless they offer healthier food, they will lose their customers. Even if they offer some vegetarian choices, people may not be happy with the menu.) Write another fact about the restaurant on the board, and have students repeat the activity individually. Call on students to write their sentences on the board.

The Unit 3 test and answer key can be found on the CD-ROM in the back of the Teacher Support Resource Book.
Unit Objectives
Students will learn and practice using
• -ing participle phrases that show effect,
• -ing participle phrases that show cause, and
• verbs that show cause and effect.

1 Grammar in the Real World

Grammar Presentation

1. Ask students to suggest different ways to combine the sentences to show a cause-effect relationship. (Possible answers: Because there are large windmill farms around the country, wind energy is less expensive for consumers. There are large windmill farms around the country, which makes wind energy less expensive for consumers.)

2. Demonstrate that the adjective clause in that last example can be reduced to form an -ing clause: There are large windmill farms around the country, making wind energy less expensive for consumers.

Grammar Application

Tech It Up After Exercise 2.1B, have students research various energy sources by searching online for “petroleum energy pros and cons,” for example. Tell them to find one pro and one con for each source and write a sentence about it using an -ing clause, for example, Nuclear power plants are relatively cheap to run, thereby saving money that can be used elsewhere. In class, have students share their sentences in groups.

Speaking and Writing Expansion After Exercise 2.1B, have students develop arguments in favor of an energy source.

1. Divide the class into 5 groups (or 10 if you have a class of 30 or more). Assign each group one of the energy sources. (If they did the preceding Tech It Up activity, they can use their online research for support.) Tell students to imagine that they work in the industry for that energy source and want to persuade the class (or the government) to invest in it.

2. Have each group come up with six to ten sentences using -ing clauses providing reasons for or ways to support their cause. (We should offer tax breaks for consumers who install solar panels, thus encouraging middle-class homeowners to install them.)

3. Have groups share their work with the class. Discuss which groups were the most persuasive and why.

2 -ing Participle Phrases That Show Effect

Grammar Presentation

1. Ask students to suggest different ways to combine the sentences to show a cause-effect relationship. (Possible answers: Because there are large windmill farms around the country, wind energy is less expensive for consumers. There are large windmill farms around the country, which makes wind energy less expensive for consumers.)

2. Demonstrate that the adjective clause in that last example can be reduced to form an -ing clause: There are large windmill farms around the country, making wind energy less expensive for consumers.

Grammar Application

Tech It Up After Exercise 2.1B, have students research various energy sources by searching online for “petroleum energy pros and cons,” for example. Tell them to find one pro and one con for each source and write a sentence about it using an -ing clause, for example, Nuclear power plants are relatively cheap to run, thereby saving money that can be used elsewhere. In class, have students share their sentences in groups.

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2. Have each group come up with six to ten sentences using -ing clauses providing reasons for or ways to support their cause. (We should offer tax breaks for consumers who install solar panels, thus encouraging middle-class homeowners to install them.)

3. Have groups share their work with the class. Discuss which groups were the most persuasive and why.

3 -ing Participle Phrases That Show Cause

Grammar Presentation

1. Ask students to suggest different ways to combine the sentences to show a cause-effect relationship. (Possible answers: Because there are large windmill farms around the country, wind energy is less expensive for consumers. There are large windmill farms around the country, which makes wind energy less expensive for consumers.)

2. Demonstrate that the adjective clause in that last example can be reduced to form an -ing clause: There are large windmill farms around the country, making wind energy less expensive for consumers.

Grammar Application

Tech It Up After Exercise 2.1B, have students research various energy sources by searching online for “petroleum energy pros and cons,” for example. Tell them to find one pro and one con for each source and write a sentence about it using an -ing clause, for example, Nuclear power plants are relatively cheap to run, thereby saving money that can be used elsewhere. In class, have students share their sentences in groups.

Speaking and Writing Expansion After Exercise 2.1B, have students develop arguments in favor of an energy source.

1. Divide the class into 5 groups (or 10 if you have a class of 30 or more). Assign each group one of the energy sources. (If they did the preceding Tech It Up activity, they can use their online research for support.) Tell students to imagine that they work in the industry for that energy source and want to persuade the class (or the government) to invest in it.

2. Have each group come up with six to ten sentences using -ing clauses providing reasons for or ways to support their cause. (We should offer tax breaks for consumers who install solar panels, thus encouraging middle-class homeowners to install them.)

3. Have groups share their work with the class. Discuss which groups were the most persuasive and why.
the same: By offering tax breaks on solar panels, the government has made it easier for consumers to buy them.

**Grammar Application**

- **Speaking and Writing Expansion** Extend Exercise 3.2B, by having students work in pairs to discuss how the school could conserve energy. Then have each pair write up a list of recommendations using participle phrases. Call on pairs to share their sentences with the class. Ask students to listen carefully and share only ideas that haven’t been mentioned already. When five or six different ideas have been offered, ask the class which one they think is the best or most realistic. Encourage students who feel strongly about the topic to write a letter with their suggestions to the school authorities.

**4 Verbs That Show Cause and Effect**

**Vocabulary Presentation**

- **Teacher Support Resource Book, General Teaching Suggestions** See suggestions for Vocabulary Focus, pages 7–8.
- **Chart Tip** After going over Chart 4.1, write a phrase on the board such as *Widespread concern about the environment...* Have students complete the sentence in several different ways, using different verbs from the chart (*... has caused problems for the petroleum industry and... has led to experimentation*). Call on individuals to write their completions on the board.

**Vocabulary Application**

- **Speaking and Writing Expansion** After Exercise 4.2B, have students discuss and write on the topic “Things that can be done to make energy more affordable.” Point out that this topic is one of their essay choices for the final writing assignment.
  1. Have students discuss the topic in small groups and brainstorm a list of ideas.
  2. For each idea, tell students to describe an effect using words from the chart. (*Cities can establish parks and green areas, providing residents a place for healthy activities.*)
  3. Have groups share their sentences with the class. Discuss which ideas seem the most useful.
- **Interact** After Exercise 4.2B, put students in groups of three or four. Provide each group with two sets of cards. On one set, write the verbs from Chart 4.1 (*caused by, cause, lead to, produce, contribute to, result in, result from*). On the other set, write environmental problems, for example, *overpopulation or overfishing*. Have students turn the two sets of cards facedown and take turns pulling a card from each stack and saying a sentence using the two words. Point out that these expressions are useful in academic speaking as well as writing.

**5 Avoid Common Mistakes**

- **Beware** Students may need clarification of the differences between *resulting in* (causing), *resulting from* (caused by), and *as a result of* (as a consequence of).

**6 The Writing Process**

- **Level Down** Lower-level students may need additional help incorporating paraphrasing into their essays. Have them explain orally, and without looking at the source or at their notebooks, the ideas they want to include. If it is clear that they understand the ideas, tell them to write their paraphrases without looking at the source material.

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The Unit 4 test and answer key can be found on the CD-ROM in the back of the Teacher Support Resource Book.
UNIT 5

Comparison and Contrast 1

Family Size and Personality

Unit Objectives

Students will learn and practice using
• identifying relative clauses,
• comparatives with as . . . as, and
• common patterns that show contrast.

1 Grammar in the Real World

Teacher Support Resource Book, General Teaching Suggestions


Vocabulary

| accomplished | insightful AWL |
| assume AWL   | maintain AWL   |
| authoritarian | passive AWL    |
| exhibit AWL  | trait          |
| indicate AWL | variation AWL  |

2 Identifying Relative Clauses

Grammar Presentation


Teacher Support Resource Book, General Teaching Suggestions

See suggestions for Grammar Presentations, pages 6–7.

Chart Tip

After going over Charts 2.1 and 2.2, write sentences on the board with different kinds of identifying relative clauses. Have students point out the relative clause and the subject in each sentence. Ask them to explain if the relative pronoun can be omitted and why or why not. (Possible sentences: Not everyone who participated in the study had the predicted personality. Several people have written books that explain the birth-order research in detail. The firstborn children they spoke to tended to be mature and responsible.) You may want to point out that some relative clauses provide additional, nonessential information. These are not identifying relative clauses. (Barack Obama, who became president after George Bush, was also a firstborn.)

Grammar Application

■ Speaking and Writing Expansion

After Exercise 2.2B, have students use their own statements with relative clauses as a springboard for discussion.

1. Write several noun + relative pronoun combinations on the board (parents that, children whose, a home in which, siblings that).

2. Ask students to use the words to write statements with relative clauses. Tell them the statements should reflect their opinions on family matters, for example, Children whose parents give them chores to do become more responsible adults.

3. Have students share their sentences in groups. Ask students to correct any mistakes and then discuss whether they agree or disagree with the sentences. Ask each group to share one or two sentences that they disagreed with. Discuss them as a class.

■ Tech It Up

Have students look online to find birth-order information for five famous people. They can use the search terms “celebrity birth order” or “celebrity oldest and youngest children,” or they can look up biographies of particular famous people (living or dead) who interest them. Tell them to consider the article they found and what they know about the famous people, and to write one or two sentences about each one. (The comedian Jim Carrey, who is very creative and funny, is a youngest child.) In class, have students share their sentences in groups.

3 Comparatives with As . . . As

Grammar Presentation


Teacher Support Resource Book, General Teaching Suggestions

See suggestions for Grammar Presentations, pages 6–7.

Chart Tip

After going over Chart 3.1, write a list of adjectives from Grammar in the Real World on the board (insightful, passive, unique). Ask students to write as . . . as sentences using the adjectives. Call on students to write sentences on the board for each adjective.

Chart Tip

After going over Chart 3.2, copy the skeletons from the left column on the board. Give students a few minutes to think or write; then call on individuals to say their own sentences using the skeletons.

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Grammar Application

- **Speaking and Writing Expansion** Extend Exercise 3.2C by having students compare well-known people.
  1. Have students work in pairs to brainstorm the following: two historical figures, two politicians, two actors, and two writers. Write the ideas on the board.
  2. Have pairs write two comparative sentences about each set of people on the board.
  3. Then have each pair join another pair and share their sentences and discuss whether they agree with each other’s statements as well as their use of comparisons.

- **Interact** After Exercise 3.2C, have students make comparisons about things as well as people.
  1. Seat students in groups of three or four and give each group ten index cards. Tell students to write two specific places or things to compare on each card. To help them come up with ideas, write categories on the board (*two cities*, *two vacation spots*, *two household items*, *two academic subjects*, *two neighborhoods*, *two social networking sites*).
  2. Have groups pass their cards to another group. The second group puts the cards facedown. Group members take turns picking a card and making a comparison between the two things on the card. Monitor and make a note of errors with the comparative to discuss with the class.

4 Common Patterns That Show Contrast

**Vocabulary Presentation**

- **Teacher Support Resource Book, General Teaching Suggestions** See suggestions for Vocabulary Focus, pages 7–8.
- **Chart Tip** After going over Chart 4.1, write two contrasting ideas on the board (*oldest children are responsible and authoritarian; youngest children are creative and manipulative*). Have students use each of the expressions from the left column of the chart and write sentences contrasting those ideas. Tell them to change the wording as necessary. (*Unlike youngest children, oldest children tend to be responsible and authoritarian.*) Discuss which sentences most effectively express this contrast.

Vocabulary Application

- **Speaking and Writing Expansion** Extend Exercise 4.1B by having students write and discuss differences using other topics. Put a list of ideas on the board (*large families vs. small families, siblings 1–2 years apart vs. siblings 5–6 years apart, couples with children vs. couples with no children*). Have students discuss the differences in pairs. Then tell them to write at least one difference for each topic. Call on students to write sentences on the board. When one idea about a topic is up, call for a volunteer who has a different idea to write another sentence. Go over the sentences as a class, correcting the grammar and discussing the content.

5 Avoid Common Mistakes

- **Beware** Another common error with relative clauses is the inclusion of an unnecessary pronoun. (*Barack Obama was another firstborn child who he became president.*)

6 The Writing Process

- **Level Up** In Unit 4, students practiced quoting and paraphrasing. Have higher-level students support their ideas with research and include quoting and paraphrasing in this essay as well.

The Unit 5 test and answer key can be found on the CD-ROM in the back of the Teacher Support Resource Book.
UNIT 6

Comparison and Contrast 2
Men, Women, and Equality

Unit Objectives

Students will learn and practice using
• complex noun phrases,
• parallel structure, and
• common quantifiers.

1 Grammar in the Real World


Vocabulary

| aggressive    | dominant       |
| aspect AWL    | gender AWL     |
| assertive     | participation AWL |
| cooperative AWL | significant AWL |
| corporation AWL | subordinate AWL |
| decade AWL    | whereas AWL    |

2 Complex Noun Phrases

Grammar Presentation


Chart Tip As you go over Chart 2.2, have students practice reducing relative clauses, verb phrases, and verb + be + adjective to complex noun phrases. For example, write these phrases on the board: men who are staying at home, recently trends have been identified, this change is beneficial. Guide students in transforming them to men staying at home, recently identified trends, and this beneficial change.

Grammar Application

Speaking and Writing Expansion Extend Exercise 2.2 to give students more practice using the noun phrases.

1. Ask students to identify the noun phrase in each sentence.

2. Have students work in pairs to write three or four sentences using the noun phrases in sentences that express an opinion on men, women, and equality, or on another topic.

3. Have each pair join another pair to share their sentences. Tell them to correct the grammar of the sentences and then discuss whether they agree with the opinions expressed.

3 Parallel Structure

Grammar Presentation


Chart Tip After going over Chart 3.1, write several sentence openers on the board and have students complete them with parallel structures. (Possible openers: Nowadays, women are expected to get an education, Women in business are encouraged to be diplomatic, The changing role of women has resulted in changes in family life.) Call on several students to write their endings for each sentence on the board. Ask other students to identify the parallel structures as adjectives, verb phrases, noun phrases, or clauses.

Grammar Application

Speaking and Writing Expansion Extend Exercise 3.2C by having students consider how businesses and/or governments influence gender roles or gender equality/inequality.

Interact After Exercise 3.2B, conduct a walk-around activity.

1. Give each student a large index card or sheet of paper. Tell them to write one sentence opener like the ones you wrote during the chart presentation (that is, missing a parallel structure). If necessary, put those sentences back on the board as models. Tell students they should decide how they would complete the sentence with a parallel structure, but they shouldn’t write the ending.

2. Have students move around the class reading their sentence openers to each other and soliciting parallel structures to complete them. Tell them to write down the ideas of at least three classmates.

3. Call on students to share their favorite completed sentence from the class. Ask if anyone heard the ending they had planned.
4 Common Quantifiers

Vocabulary Presentation


- **Teacher Support Resource Book, General Teaching Suggestions** See suggestions for Vocabulary Focus, pages 7–8.
- **Chart Tip** As you go over Chart 4.1, call on students to say sentences using the quantifiers from the chart.
- **Tech It Up** After going over Chart 1.1, have students do “collocations research.” Ask them to type the quantifiers “a great deal of,” “substantially more,” and “significantly fewer” into a search engine. Tell students to copy 10 nouns that they find following each quantifier (relatively more damage). Point out that they will also find adjectives after the quantifiers, but that for the purpose of this exercise, they should copy only the nouns. In class, have students share their sentences in groups.

Vocabulary Application

- **Speaking and Writing Expansion** After Exercise 4.2C, help students prepare for using quantifiers in their unit writing assignment.
  1. Write these three topics and four quantifiers on the board: weddings and marriage, sports, business and family; a few, many of, a great deal of, substantially more. Have students work in pairs to write three sentences, each using a different quantifier, about each of the topics.
  2. Join pairs to form groups of four and have them share their sentences. Tell groups to choose the four most interesting sentences and discuss what makes them interesting. Call on students to share something from the group discussion with the class.

5 Avoid Common Mistakes

- **Beware** Students may make mistakes with prepositions and articles in parallel structures. Point out that prepositions and articles can be repeated in parallel structures (in the home, in the workplace, and in the community) or omitted (in the home, workplace, and community), but that all of the parallel items must receive the same treatment, so in the home, workplace, and in the community is not correct.

6 The Writing Process

- **Alternative Writing Assignment** Have students write their compare and contrast essay from a “public relations” point of view. Tell them to write a point-by-point contrast of two products or services, with the intention of demonstrating that one is better than the other. Clarify that the product or service they choose must be complex enough to merit this treatment, for example, they might be able to compare two computers, but not two toasters.

The Unit 6 test and answer key can be found on the CD-ROM in the back of the Teacher Support Resource Book.
1 Grammar in the Real World

- Teacher Support Resource Book, General Teaching Suggestions

Vocabulary

<table>
<thead>
<tr>
<th>adulthood AWL</th>
<th>element AWL</th>
</tr>
</thead>
<tbody>
<tr>
<td>apparent AWL</td>
<td>perspective AWL</td>
</tr>
<tr>
<td>component AWL</td>
<td>principle AWL</td>
</tr>
<tr>
<td>diverse AWL</td>
<td>sole AWL</td>
</tr>
</tbody>
</table>

2 Comparative and Superlative Adjectives and Adverbs

Grammar Presentation

- Teacher Support Resource Book, General Teaching Suggestions
  See suggestions for Grammar Presentations, pages 6–7.

- Chart Tip
  After going over Charts 2.1 and 2.2, write a related one-syllable adjective, two-syllable adjective, and adverb on the board (clear, vivid, and clearly) and give students a few minutes to write a comparative and a superlative sentence with each one. Call on students to read their sentences aloud.

Grammar Application

- Speaking and Writing Expansion
  Use the chart in Exercise 2.3A for expansion.

1. Have students work in groups to brainstorm ways that the cultural differences from the chart would manifest in particular situations (work, school, home, or social life). Have groups work together to write eight to ten sentences about specific behaviors. (Students in collectivist cultures might be less competitive with their own classmates and more competitive with students from another school or class.)

2. Have each group share its sentences with the class. Ask listening students whether they think the sentences are true.

- Interact
  After Exercise 2.3B, have students use comparatives in speaking.

1. Seat students in groups of four and give each group a set of ten index cards with nationalities on them that students may have some familiarity with. Tell students to “split the deck” and set each half facedown.

2. Have each student pull one card from each “deck” and make a comparative statement about the two countries or nationalities. Tell them they can talk about food, clothing, culture, geography – any point of comparison they are able to make. The rest of the group determines whether they think the statement is grammatically correct and whether it is true. Tell students that if group members don’t agree about a particular comparison, they should write it on the board for discussion after the activity.

3. After the comparison round, have students put the two sets of cards together and shuffle them. Then they take turns drawing one card and making a superlative statement about the country or nationality on the card. Again, have groups write controversial statements on the board.

4. Discuss the sentences on the board. If there are factual statements that remain controversial after the discussion (Japan is larger than the Philippines), assign students the task of researching the information for homework.
3 Articles

Grammar Presentation


- **Chart Tip** After going over Charts 3.1–3.3, write sentences with errors on the board, for example,

There are many families where woman does most of the work at home. Kimchi is the popular dish from Korea. The politeness is very important in my culture. There were many students at the lecture; students were listening carefully. Ask students to work in pairs to identify the errors and explain them using the information from the charts. Go over the answers with the class.

Grammar Application

- **Speaking and Writing Expansion** Extend Exercise 3.1B.
  1. As a class, generate a list of topics touched on by the article in Exercise 3.1A (work, home, college, friendship, invitations, meeting new people). Write the ideas on the board.
  2. Have students work in pairs to discuss another culture they are familiar with and talk about the ways it is similar and different from U.S. culture as discussed in the exercise. Tell them to write 10 sentences about the cultures they are discussing.
  3. Have pairs share their sentences. Tell them to discuss whether they agree with each other’s statements as well as their use of comparatives.

4 Common Expressions That Show Similarity

Vocabulary Presentation

- **Teacher Support Resource Book, General Teaching Suggestions** See suggestions for Vocabulary Focus, pages 7–8.
- **Chart Tip** After going over Chart 4.1, have students work in pairs to write sentences using the skeletons in the left column of the chart. Call on two pairs to write a sentence on the board for each skeleton. Have the class correct the sentences and discuss whether they agree or disagree with the content.

Vocabulary Application

- **Speaking and Writing Expansion** After Exercise 4.1B, have students discuss their own cultures.
  1. Put students in pairs to brainstorm a list of things their cultures have in common. If you have students from different cultures, seat them together. If your students are from the same culture, have them compare their culture to those of surrounding countries or to the United States.
  2. Have each group write 10 sentences using the expressions from Chart 4.1. Tell them that each sentence must express a different idea.
  3. Have groups share their sentences with the class.
- **Tech It Up** Come up with a list of eight to ten countries that are not represented by any students in your class, and assign one to each student. Tell them to search online for “Vietnamese culture,” for example. (Make sure students know the adjective form for the culture they’re researching.) Have them write six to eight sentences comparing that culture to their own, using comparative adjectives, adverbs, and expressions of similarity. In class, form groups whose members researched different countries and have them share their sentences.

5 Avoid Common Mistakes

- **Beware** Students from certain language backgrounds may have particular trouble with one-word adjectives, producing structures like more fast and the most short.

6 The Writing Process

- **Level Down** Group lower-level students and have them work together to choose the same topic and one source in common. Help them choose a reliable source. Take them through the process of summarizing that source before they write the rest of their essay.

The Unit 7 test and answer key can be found on the CD-ROM in the back of the Teacher Support Resource Book.
Unit Objectives
Students will learn and practice using
- adverb clauses of contrast and concession and
- transition words and phrases that show contrast and concession.

1 Grammar in the Real World

- **Reading Note** Training in cross-cultural business practices is itself a big business these days. Many firms hire consultants or send employees to seminars to learn how to interact with business partners and customers from other countries, and there are numerous books and articles on the subject. Encourage interested students to conduct further research and share some of their findings with the class.

Vocabulary
aspect AWL norm AWL
assume AWL outcome AWL
deadline participant AWL
etiquette perception AWL
guideline potential AWL
inappropriate AWL vary AWL
neutral AWL whereas AWL

2 Adverb Clauses of Contrast and Concession

Grammar Presentation

- **Chart Tip** After going over Chart 2.1, write several contrasting statements on the board, for example:

1. In some countries, it’s appropriate to bring a gift. In other countries, a gift may be perceived as a bribe.
2. Many business practices are international. Other practices are country specific.

Ask students to combine the pairs of sentences using while and whereas. Call on several students to write the sentences on the board. Leave these sentences up while you go over Chart 2.2

- **Chart Tip** After going over Chart 2.2, refer students to the sentences on the board. Ask them to combine the statements again using although, even though, and though. Have students write these versions on the board as well.

Grammar Application

- **Speaking and Writing Expansion** Extend Exercise 2.1C.
  1. As a class, brainstorm questions an interviewer might ask about business practices in different cultures. (Is it acceptable to give gifts when meeting a new business partner? If yes, when and what kind of gifts? How do people greet each other at a business meeting?)
  2. Have students work in pairs to ask and answer the questions about two cultures they are familiar with.
  3. If students discussed a variety of cultures in step 2, split the pairs and form new groups of four. Have the groups share the information from their previous conversation. If most students discussed the same two cultures, have them share with the class instead.
  4. Have students work individually to write five more sentences comparing cultures using while and whereas. Call on students to share one or two of their sentences with the class.

3 Transition Words and Phrases That Show Contrast and Concession

Grammar Presentation

Chart Tip
1. After going over Charts 3.1–3.3, assign each student a transition word or phrase (on the contrary, in contrast, instead, on the other hand, or however). Tell students to look through the example sentences in Charts 2.1 and 2.2 and rewrite one of them using an appropriate transition word or phrase instead of an adverbial clause.

2. Call on students to read their sentences to the class. Ask listening students to decide whether the sentences make sense. Explain that although the meaning is the same or similar, a writer might choose to use a transition word or phrase instead of an adverbial to place heavier emphasis on the second clause.

3. Provide practice with instead by putting initial clauses on the board. (North Americans do not plan for a meeting to continue for an indefinite length of time; instead, _____.) Ask students to work in pairs to complete the sentences (they set a time for the meeting to end). Ask several students to write their sentences on the board.

4. Using the sentences on the board, take students through the process of changing instead to instead of. For example, the sentence above could become, Instead of planning for a meeting to continue an indefinite length of time, North Americans set a time for the meeting to end.

Grammar Application

Speaking and Writing Expansion After Exercise 3.1, have students work in pairs to write a list of cultural behaviors. (When people from the United States go to restaurants, they often split the bill.) Tell pairs to pass their list to another pair. The second pair adds a transition word or phrase and a contrasting idea to each sentence. Then have the two pairs meet and share lists.

Tech It Up After Exercise 3.2, have students find “real world” uses of the transition words. Direct them to a (preferable free) e-book site where they can search the contents of books. Tell them to use the search terms “culture and business” and to choose a book on that topic. Ask them to search within the book and copy one sentence for each of the transition words and phrases in Charts 3.1–3.3. In class, have students work in groups to compare the sentences and discuss any questions they have about the use of the transitions.

Interact After Exercise 3.2, provide additional practice with the transition words and phrases. Write a general clause on the board. (There are (not) many international students at this university, _____.) Under the clause, write in a list: although, whereas, while, on the contrary, in contrast, conversely, on the other hand, however, and despite the fact that. In groups, have students take turns completing the sentence using one of the transition words or phrases. The paper goes around the group until each transition word and phrase has been used. Collect the papers and go over errors with the class.

4 Avoid Common Mistakes

Beware First-language interference may lead students to use nonexistent transition expressions (by another side) or to use transitions with an incorrect meaning or focus (on the contrary when however is meant).

5 The Writing Process

Alternative Writing Assignment Have students write a “letter to the staff” from a business owner whose employees will deal with customers from a different country. Tell them that the letter should compare the customers’ cultural expectations with the employees’ and should include recommendations for employee behavior. (Look these customers in the eye and smile to make them feel comfortable.)

The Unit 8 test and answer key can be found on the CD-ROM in the back of the Teacher Support Resource Book.
UNIT 9

Narrative 1
The American Dream

Unit Objectives
Students will learn and practice using
- the past perfect and past progressive,
- past modals and modal-like expressions, and
- common time clauses.

1 Grammar in the Real World


Vocabulary
achievable AWL generation AWL
assure AWL minority AWL
contemporary AWL previous AWL
decade AWL rely AWL
dramatically AWL secure AWL
ethnic AWL stabbed
gender AWL version AWL

2 Past Perfect and Past Perfect Progressive

Grammar Presentation


Chart Tip After going over Chart 2.2, provide students with a list of biographical verbs (grow up, live, graduate, decide, move, work). Have students work in pairs to write seven sentences using any of the verbs and the adverbs in the chart (a different adverb in each sentence). Call on students to write one of their sentences on the board. Leave the sentences on the board.

Chart Tip After going over Chart 2.3, refer students back to the sentences from the previous exercise on the board. Ask them to find any sentences that could be rewritten with the past perfect progressive. Discuss how the use of the progressive changes the sense of the sentence.

Grammar Application

Speaking and Writing Expansion After Exercise 2.2B, have students switch partners and conduct an interview about past experiences.

1. Give students a few minutes to decide whether they will talk about themselves or someone they know and to take notes about what they want to say. Tell them to focus on situations where they or the person they want to talk about faced and overcame challenges.

2. Have students ask and answer questions about their stories. Encourage them to ask follow-up questions and take notes.

3. Have students work individually to write six to eight sentences about their partner (or the person their partner spoke about). Tell them to use the past perfect, the past perfect progressive, and the simple past.

4. Have students meet in small groups and share their sentences.

3 Past Modals and Modal-like Expressions

Grammar Presentation

Chart Tip As you go over Charts 3.1 and 3.2, call on students to provide additional examples with each modal. After Chart 3.3, give students a minute to think of planned or required actions in the past that they or someone else didn’t complete. Then call on students to talk about the actions using was / were supposed to or was / were going to. Have them provide a short explanation about why the action wasn’t completed.

Grammar Application

Speaking and Writing Expansion After Exercise 3.1, have students conduct an interview.

1. Have students work in pairs to talk about themselves or about someone they know. (They can talk about the same person they discussed in the previous
Speaking and Writing Expansion.) Tell students to talk about things they (or the person they are describing) had to do, didn’t have to do, used to do, should have done, shouldn’t have done, could do, couldn’t do, and would do. Have students take notes as their partners are talking.

2. After the interview, have students write eight to ten sentences about their partner or the person their partner described.

3. Have students share their sentences in groups. Ask each group to choose the most interesting set of sentences to read to the class.

4 Common Time Clauses

Vocabulary Presentation


- Chart Tip After going over Chart 4.1, assign a different subordinator to each student. Call on students to write a sentence with the subordinator on the board.

Vocabulary Application

- Speaking and Writing Expansion After Exercise 4.2B, have students work in groups to brainstorm a list of famous people about whom they have some biographical knowledge. Have the groups share their lists with the class. Write all of the names on the board. Have each student choose several people to write two or three sentences using adverbial clauses. Regroup students with new partners and have them share their sentences.
- Tech It Up After Exercise 4.2B, have students research a famous person online. Tell them to use the person’s name and “short biography” as their search terms. For exposure to more formal or academic language, encourage them to look for historical, political, or academic figures rather than celebrities. Tell them to write eight to ten sentences about the person using adverb clauses. In class, have students share their sentences orally in groups. Ask them to pass the papers around the group and, as a group, choose three sentences that they think may have errors to write on the board. Correct the sentences as a class.

- Interact After Exercise 4.2B, have students work in groups to write a short biographical narrative.

1. As a class, brainstorm a list of verbs or events that might appear in a biography (be born, live, graduate, move, study, become, interview, get a job).

2. Write a list of parameters on the board (at least eight verbs, one past perfect verb, two past modals, and four adverb clauses).

3. Have students work in groups of three or four to write a short narrative (about a real or imaginary person) following all of the parameters.

4. As each group shares its story with the class, have the other students listen for the items on the list and take notes. Call on several listeners to repeat the examples of the items they heard.

5 Avoid Common Mistakes

- Beware With number 1, remind students that the past perfect form of had is had had, even if it looks odd to them. With number 2, remind them that stative verbs like own, like, and remember are not usually used with progressive forms.

6 The Writing Process

- Alternative Writing Assignment Have students work in groups to brainstorm traits of good employers. Tell them to write each idea as a topic sentence. (Good employers show respect for employees’ ideas.) Allow them to choose one of the new topics and write an advice-column article that includes a narrative to support the main idea.

The Unit 9 test and answer key can be found on the CD-ROM in the back of the Teacher Support Resource Book.
UNIT 10

Narrative 2

Immigration

Unit Objectives

Students will learn and practice using
• demonstratives and
• common time signals.

1 Grammar in the Real World

Teacher Support Resource Book, General Teaching Suggestions


Reading Note

Although the United States has by far the largest number of immigrants (38.5 million according to the 2009 American Community Survey by the U.S. Census Bureau), there are many countries in which immigrants form a higher percentage of the population.

Vocabulary

approximately AWL, textile
contribute AWL, varied AWL
distinct AWL, welfare AWL
maintain AWL

2 Demonstratives

Grammar Presentation


Teacher Support Resource Book, General Teaching Suggestions

See suggestions for Grammar Presentations, pages 6–7.

Chart Tip

After going over Chart 2.2, provide practice with the summary phrases from 2.2d.

1. Assign one of the following phrases to each pair of students: this approach, this aspect, this development, for this reason, this topic, this controversial argument, this indisputable fact, that questionable claim, and this undisputed fact. Go over the meaning of each phrase.

2. Have pairs write two sentences, using their assigned phrase in the second sentence to refer back to something in the first. Refer them to the right side of the chart for examples. Monitor students' work and make a note of any errors to discuss with the class. Write sentences with errors related to the demonstrative determiner on the board and correct them with the class.

3. If students need additional practice, provide more summary phrases to work with: these changes, this idea, these laws, this policy.

4. Because these practice sentences are likely to be long, you may not have an opportunity to look them all over during class. Tell students to keep the sentences. After they have completed Exercise 2.2B, ask them to look at their sentences again and correct any mistakes. Then collect the papers to look for any more issues you need to review with the class.

Grammar Application

Speaking and Writing Expansion

After Exercise 2.2B, have students write a paragraph about immigration in their native country.

1. Conduct a class discussion about immigration in the country where students are studying or in their native countries. Ask such questions as: Do a lot of immigrants come to (country)? Do a lot of people emigrate from it? What effect does the immigration/emigration have on the economy? On family life? What are some government policies regarding immigration? Write notes on students’ ideas on the board.

2. After the discussion, have students work in pairs to write a paragraph about immigration. Tell them to focus on one area from the notes on the board and write a paragraph of less than 100 words on that topic. Ask them to include one example of this or that to connect ideas.

3. Have pairs meet with another pair and exchange paragraphs. Tell them to circle the this or that in the other pair's paragraph and to identify the referent. Tell them to discuss any unclear referents. Resolve any disagreements.

4. Have students share with the class any interesting or controversial ideas that came up during their group work.

Tech It Up

After Exercise 2.2B, have students look online for referents in authentic texts.

1. Ask them to type several of the phrases from the chart into a search engine. Remind them to use quotation marks so that the engine looks for the exact words. Tell students to find examples for three of the phrases. They should read the surrounding text and identify the referent for the determiner.
2. Have them print the relevant paragraph, underline the determiner and the referent, and come to class prepared to explain the meaning of the sentence. (They may need to look up vocabulary and read more of the article for context.) In class, have students share their findings in groups. Monitor and help as needed.

Interact After Exercise 2.2B, provide practice with using the determiner *that* in academic argument. Put students in groups of four or five. Give each group a topic such as immigration, the environment, or the economy. Tell each student to write a controversial statement of opinion (not necessarily their own opinion) on the topic. *(I think the government should raise the sales tax.)* The first group member reads the opinion statement, and the person to the left responds with *that.* *(That strategy will hurt the poor.)* The group members continue taking turns reading statements and responding. To continue the activity, have groups exchange topics.

### 3 Common Time Signals

#### Vocabulary Presentation

| --- |

- *Chart Tip* After going over Chart 3.1, write the time signals in the left column on the board along with a time *(By the 1990s, Since 2004).* Give students time to write sentences using the time expressions. Call on individuals to share their sentences with the class. If students use colloquial or informal language in their statements, make suggestions for more academic language.

#### Vocabulary Application

- *Speaking and Writing Expansion* Extend Exercise 3.2B.
  1. While students are listening to their partner’s sentences, tell them to take notes and ask follow-up questions.

2. When the pairs have finished speaking, assign each student four time-signal words. You can do this by writing sets of four words or expressions from the left column of Chart 3.1 on index cards and then distributing the cards. Tell students to write their partner’s story and to include all four time words. Don’t allow them to ask follow-up questions while they are writing.

3. Have partners exchange papers. Tell them to check the use of time words and discuss how well their partner remembered their story.

### 4 Avoid Common Mistakes

- *Beware* Many students have difficulty distinguishing between *this* and *these* in oral production.

### 5 The Writing Process

- *Alternative Writing Assignment* Have students write an application essay for a grant, award, or scholarship. Tell them that many applications require an autobiography that illustrates the student’s positive qualities. As a pre-writing task, have students brainstorm personal qualities they feel they have, such as creativity, or determination. Have them choose a quality and write a narrative of a personal experience that helped them develop it. Tell them the narrative support in the essay should include time signals.

The Unit 10 test and answer key can be found on the CD-ROM in the back of the *Teacher Support Resource Book.*
Unit Objectives
Students will learn and practice using
- the passive, and
- common words and phrases used in classification writing.

1 Grammar in the Real World

- Reading Note A job search does not end after the interview. Sending a thank-you note is essential and serves several purposes: it shows that the interviewee is still interested in the job; it allows the interviewee to reiterate the reasons he or she wants the job; it allows the interviewee to add information that he or she forgot to bring up at the interview. A well-written thank-you letter also shows a potential employer that the interviewee has good written communication skills.

Vocabulary
<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
<th>Word</th>
<th>Word</th>
<th>Word</th>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>category AWL</td>
<td>interact AWL</td>
<td>conduct AWL</td>
<td>persuade</td>
<td>conventional AWL</td>
<td>potential AWL</td>
<td>ensure AWL</td>
</tr>
<tr>
<td>evaluate AWL</td>
<td>rigidly AWL</td>
<td>sequential AWL</td>
<td>fictitious</td>
<td>simulate AWL</td>
<td>format AWL</td>
<td>initial AWL</td>
</tr>
</tbody>
</table>

2 The Passive

Grammar Presentation


- Chart Tip After going over Chart 2.3, refer students to the passive sentences on the board. For each sentence, ask if the agent is necessary. Have students explain why or why not. You may prompt the students by asking: Is the agent known, obvious, or important? (In sentences 1 and 4, the agent is known, not obvious, and important, so the agent is necessary. In sentences 2 and 3, the agent is known, obvious, and not important, so the agent is not necessary.) Cross out the by phrase in the sentences that do not require an agent.

Grammar Application

- Speaking and Writing Expansion After Exercise 2.2B, tell students to imagine that a friend has a job interview in a few days and has asked what to expect.

1. Give pairs 10 minutes to discuss what is important for a job seeker to know.

2. After the discussion, tell them to write six to ten passive sentences about what their friend should expect. They should write some sentences in the present, some in the future, and some with modals. Give examples like the following: Some interviews are conducted face-to-face. You might be given a test.

3. Have students change partners and exchange papers. Tell them to imagine that they have just had an interview. Have each partner respond to the sentences they have been given and say whether they experienced what was written. Give an example that corresponds to the examples in step 2. (My interview was/wasn’t conducted face-to-face.)
Tech It Up Have students look up “job interviews” online. They will find many articles about how to prepare for an interview. Tell them to choose an article that includes information not previously discussed in class and write several passive sentences about the new information. (You will be asked about your résumé.) Put students in small groups and have them use the sentences they wrote as a starting point for a discussion on the topic.

3 Common Words and Phrases Used in Classification Writing

Vocabulary Presentation

- Chart Tip After going over Chart 3.1, ask students what the parts of a standard academic essay are (introduction, body, conclusion). Ask them to write three sentences about the structure of an academic essay, using structures from 3.1a. (An essay is composed of an introduction, body, and conclusion.) Ask several students to write their sentences on the board. Discuss and correct any errors.

Vocabulary Application

- Speaking and Writing Expansion After Exercise 3.3B, tell students they are going to classify types of employers and employees.

1. Have pairs brainstorm types of employers and employees for 10 minutes. They can use any criterion for classification, including leadership style, relationship with employees, personality, etc. Then have each student write four to six sentences about the categories they have created, using at least one structure from each section of Chart 3.1, for example, Employers can be divided into two general categories: strict and lax. or Employers can be divided into two general categories: knowledgeable and unknowledgeable.

2. Have students change partners to discuss their categories. Have each student choose four of their partner’s sentences and rewrite them, using different verbs and phrases from Chart 3.1.

3. Circulate as students are writing and provide help as needed. After students have finished, have several of them write their sentences on the board. Since the unit does not focus on punctuation, you may want to bring up specific points about punctuation either before students begin to write their sentences or after they have written them. To do this, put example sentences on the board to illustrate punctuation rules such as colons used to introduce a list of items. (Interviews can be divided into two large groups: remote and face-to-face.)

4 Avoid Common Mistakes

- Beware Remind students that not all verbs have a passive form. In addition to intransitive verbs, certain stative verbs do not have a passive form (cost, equal, fit, lack).

5 The Writing Process

- Level Down Group lower-level students together for the Pre-writing Tasks. Have them choose one of the two topics to write about. Give them 15 minutes to brainstorm how the topic can be categorized, and have them complete Organize Your Ideas with the topic and two categories. Then write the phrases can be divided into, two main types, or other appropriate phrases from the unit on the board. Elicit a sentence that corresponds to the categories for each phrase and correct if necessary.

The Unit 11 test and answer key can be found on the CD-ROM in the back of the Teacher Support Resource Book.
Unit Objectives

Students will learn and practice using
• the language of definition and
• appositives.

1 Grammar in the Real World

Teacher Support Resource Book, General Teaching Suggestions

Reading Note
When making the decision to change careers, people often seek help from a career counselor, a professional trained to guide people in their career search. The career counselor often gives clients a test that asks them about their interests. In 1971, John Holland designed an interest inventory based on the theory discussed in the Reading. In its current form, it is called the Self-Directed Search. It is widely used in counseling and can also be taken online.

Vocabulary

appropriate AWL investigative AWL
assessment AWL oriented AWL
category AWL psychology AWL
compatible AWL repetitive
conventional AWL range AWL
enormous AWL structured AWL
enterprising systematic
insights AWL vocational

2 The Language of Definition

Grammar Presentation

Teacher Support Resource Book, General Teaching Suggestions
See suggestions for Grammar Presentations, pages 6–7.

Chart Tip
Explain that Charts 2.1 and 2.2 introduce different ways of defining people and terms. Point out that it is important to learn the definition terms as collocations (that is, verb + word(s) that follows). Write on the board: A doctor who specializes in children’s health _______ as a pediatrician. Ask students which of the following phrases can be used to complete the sentence.

Write on the board: means, is referred, is known, is called. (The term is known is the only possible answer because it is followed by as.) Write the following skeletons on the board and the defining terms above them in random order:

means is defined is referred is called

1. Enterprising _____ showing initiative and eagerness to start innovative projects.
2. Systematic _____ as doing something in a methodical manner.
3. A student who is in a master’s program _____ to as a graduate student.
4. A person who specializes in job or career-related issues _____ a vocational psychologist.

Give students five minutes to complete the sentences with a partner. Have four students write the answers on the board. As a class, ask students to correct any errors.

Grammar Application

Tech It Up
After Exercise 2.1C, have students search online for “jobs of the future.” They will see some actual jobs and some that do not yet exist. They can use either type for this activity.

1. Tell students to write definitions for four of the jobs they read about using each of the following structures: is defined as, is referred to as, is called, is a person who.
2. In class, put students in small groups and have them share their sentences.

Speaking and Writing Expansion
After Exercise 2.2B, write the words define, be, know, means, call, and refer on the board. Tell students to find four to six terms mentioned in the unit. Have them write a definition for each term using each verb on the board one time. (A person who helps others with their problems is referred to as a therapist.) Tell students they may use an English–English dictionary if necessary to write a definition for the terms they have chosen. After all the students have finished, put them in pairs. Tell them to read each definition to their partner without saying the term being defined. Have the partner say what the term means. If the partner does not know the term, his/her partner can tell it. As a class, have several students write one of their sentences on the board.
3 Appositives

Grammar Presentation


- **Chart Tip** After going over Chart 3.1, refer students back to Grammar in the Real World. Tell students that there is one appositive in the article. Ask where it is. (It is the first sentence: *The most popular of these tests was created by John Holland, a leading researcher in vocational psychology.*)

Grammar Application

- **Speaking and Writing Expansion** After Exercise 3.2, ask students to interview three students and use the information to write appositives. For example, Jee-Hee interviews Julia. Julia now teaches sports at Lincoln High School. Jee-Hee could write: *Julia Herrera, winner of a women's bowling contest, now teaches sports at Lincoln High School.* Tell students to write a sentence about each student they interview. All of the sentences must include an appositive. Remind students that an appositive is a noun phrase.
- **Interact** Give each student an index card.
  1. Tell them to write two things about themselves that other students probably don’t know. The two pieces of information should be related. (*I am an accountant. I hope to own my own business.*)
  2. Gather the cards and shuffle them.
  3. Give each student a card. Make sure that no student gets the card that he/she wrote.

4. One by one, have students read what is on their card to the class. After each card has been read, have the class guess who the card describes.

5. After they have guessed correctly, have students write a sentence with an appositive about the person on their card. (*Bill Rodgers, an accountant, hopes to own his own business.*)

4 Avoid Common Mistakes

- **Beware** Incorrect punctuation of an appositive that occurs at the end of a sentence can result in a comma splice. Make sure there is a comma before a sentence-final appositive.

5 The Writing Process

- **Level Down** Allow lower-level students to write about one type of intelligence rather than two. Have them work in small groups to complete the chart and the writing task.

The Unit 12 test and answer key can be found on the CD-ROM in the back of the Teacher Support Resource Book.
**Unit Objectives**

Students will learn and practice using
- the present perfect and present perfect progressive and
- common noun phrase structures.

**1 Grammar in the Real World**

- **Reading Note** This article argues against genetically modified foods, which have been widely consumed around the world for the last 15 years. Because of the controversy about the potential health risks of these foods, several countries, including Hungary, France, and Venezuela, have banned importing or planting them.

**Vocabulary**

<table>
<thead>
<tr>
<th>alleged</th>
<th>potential AWL</th>
</tr>
</thead>
<tbody>
<tr>
<td>conclusive AWL</td>
<td>publication AWL</td>
</tr>
<tr>
<td>enhanced AWL</td>
<td>sector AWL</td>
</tr>
<tr>
<td>inconclusive AWL</td>
<td>shift AWL</td>
</tr>
<tr>
<td>modify AWL</td>
<td>starch</td>
</tr>
</tbody>
</table>

**2 Present Perfect and Present Perfect Progressive**

**Grammar Presentation**


- **Chart Tip** Before going over Charts 2.1 and 2.2, find out what students already know about the present perfect and present perfect progressive.

1. Ask for a simple present perfect sentence and write it on the board. Discuss the meaning of the sentence. *(I have been to China tells us that the event occurred at an unspecified time in the past.)* Have students provide two more examples with different verbs. Then have them provide three examples of the present perfect progressive. Keep all of the examples on the board to refer to as you go over the charts.

2. Go over Chart 2.1, referring to the sentences on the board where relevant. Point out sentences with the same use of the present perfect, and point out any uses not illustrated by the students’ examples. Ask for possible follow-up sentences using the simple past to focus their attention on the contrast between present perfect and simple past.

3. Go over Chart 2.2, referring to the present perfect progressive sentences on the board. Point out any time words students used, or add time words to their sentences where possible.

4. After going over Charts 2.1 and 2.2, ask students for passive sentences using similar subjects as the sentences on the board, focusing on why they might choose the passive. For example, if a student wrote, *I have read many articles about GM foods*, he or she might come up with this passive sentence: *Many articles have been written about GM foods.*

**Grammar Application**

- **Speaking and Writing Expansion** Extend Exercise 2.1B by conducting a class brainstorm of problems and solutions.

1. Write categories on the board (*economy, environment, politics/government, city, school, society*). Have students work in groups of three or four to brainstorm problems in each category. Ask one group member to take notes.

2. Call on the note takers and write the students’ ideas on the board.

3. Assign one category to each group, and tell the group to write a list of things that people (or entities like governments or corporations) have done to try to solve the problems in that category. Ask them to write these ideas in complete sentences using the present perfect or present perfect progressive. *(The government has offered tax rebates to stimulate the economy.)*

4. Have each group pass their paper to another group. The second group reads the sentences and chooses the solution they like best. Then ask them to check the sentences for errors in the use of the present perfect.
Tech It Up As a follow-up to the preceding Speaking and Writing Expansion or to Exercise 2.1B, have students look up problems online using search terms such as “have solved unemployment problems in India” or “have suffered environmental problems.” Tell students to copy present perfect and present perfect progressive sentences (including any passive uses of these forms) related to specific problems. In class, have students share the sentences in groups of three or four.

3 Common Noun Phrase Structures

Vocabulary Presentation


Chart Tip Go over Charts 3.1 and 3.2 one row at a time.
1. Have students sit in pairs. After going over each row, assign one of the expressions in the left column to each pair and ask them to write a sentence with it. In most cases, there are only a few expressions, so more than one pair of students will write a sentence for each one. Call on several pairs to share their sentences with the class.
2. For Chart 3.2, be sure that students are using the complete noun phrase structure (the fact that or the conclusion that).

Vocabulary Application

Speaking and Writing Expansion After Exercise 3.1B, have students choose a different topic and work in pairs to use the expressions in the box in part A. Have pairs write five to eight sentences about the topic. Then join pairs to share their sentences. Tell them to discuss both the content and the grammar of the sentences.

Interact After Exercise 3.2B, have students use the noun phrase structures from Charts 3.1 and 3.2 in a variety of sentences. Put students in groups of four or five and give each group a set of 10 index cards. Ask them to copy phrases from the charts onto the cards and set the stack aside. Then give them 10 more cards and provide them with topics (solar power, fresh fruit, a healthy diet, university students) to write on the cards, or let them use their own ideas. Tell them to put the two stacks facedown and take turns pulling a card from each and saying a sentence about the topic using the noun phrase structure.

4 Avoid Common Mistakes

Beware Remind students that noun phrase structures cannot use verbs (NOT The benefits of eat local food . . .). In these structures, verbs must be put in gerund form (The benefits of eating . . .).

5 The Writing Process

Alternative Writing Assignment Provide students with a specific purpose and audience for their writing, for example: You are writing to your boss about a problem on the job / to a city official about a problem in town / to a college administrator about a problem on campus. You want the person you are writing to fix the problem. Tell students to use the last paragraph to explain what steps they would like the person to take.

The Unit 13 test and answer key can be found on the CD-ROM in the back of the Teacher Support Resource Book.
UNIT 14

Problem–Solution 2
Children and Health

Unit Objectives

Students will learn and practice using
- reporting verbs,
- adverb clauses and phrases with as, and
- common vocabulary for describing information in graphics.

1 Grammar in the Real World

Teacher Support Resource Book, General Teaching Suggestions

Vocabulary

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>adolescent</td>
<td>participant AWL</td>
</tr>
<tr>
<td>assert</td>
<td>percent</td>
</tr>
<tr>
<td>diabetes</td>
<td>persist AWL</td>
</tr>
<tr>
<td>ensure</td>
<td>portion AWL</td>
</tr>
<tr>
<td>index AWL</td>
<td>range AWL</td>
</tr>
<tr>
<td>indicate AWL</td>
<td>self-esteem</td>
</tr>
<tr>
<td>obesity</td>
<td>stress AWL</td>
</tr>
</tbody>
</table>

2 Reporting Verbs

Grammar Presentation


Teacher Support Resource Book, General Teaching Suggestions
See suggestions for Grammar Presentations, pages 6–7.

Chart Tip
As you go over Chart 2.1, review the difference between a noun phrase and a noun clause (a noun clause contains a verb and expresses a complete idea). Rephrase the sentence in 2.1a Puhl (2011) describes the social discrimination against obese children; ask students to explain the difference in meaning between that sentence and the original.

Data from the Real World
Give students a minute to look at the words in the chart and ask for clarification of any words they don’t understand. Then assign one word to each pair of students and ask them to write a sentence with it using a that clause. Call on students to read their sentences to the class.

Grammar Application

Speaking and Writing Expansion Prepare students for Exercise 2.3 with a class activity.

1. Choose a topic similar to the ones in Exercise 2.3, for example, What limits, if any, should a parent put on the computer use of a 15-year-old? Give your opinions on the topic, speaking for a minute or so and providing a variety of angles. Tell students to take notes about what you say.

2. Have students take turns reporting on what you said, using a different reporting verb each time. For an added challenge, have students line up at the board and take turns writing sentences about what you said instead of reporting verbally.

Interact After Exercise 2.3, play a memory game with the reporting verbs. Seat students in groups of four. Tell each student to write three statements about children’s health or habits. The statements can be opinions or facts. Have each group member read their statements to the group. Then have them take turns reporting one thing another student said. Each person must use a different reporting verb and attribute the idea to the correct group member (ideas can be rephrased as long as they accurately represent the meaning of the original statement). When a student repeats a reporting verb, uses a reporting verb incorrectly, or attributes an idea to the wrong person, he or she is eliminated. The last student left wins “best memory.”

3 Adverb Clauses and Phrases with As

Grammar Presentation

Teacher Support Resource Book, General Teaching Suggestions
See suggestions for Grammar Presentations, pages 6–7.

Chart Tip
After going over Chart 3.1, refer students back to Chart 2.1 and demonstrate how some of the example sentences can be rephrased with as. (The example sentence in 2.1c: As Figure 1 illustrates, there are three levels of influence on children’s health.) Ask students to look through Charts 2.1 and 2.2 and rephrase one or two sentences with as. Call on individuals to share their sentences with the class.
Grammar Application

- **Speaking and Writing Expansion** After Exercise 3.1B, have students work in groups to create their own graphic.
  1. Join pairs to form groups of four and ask each group to come up with one survey question with an easily quantified response. (*How many hours a day do you spend online?*)
  2. Give each group member a colored piece of paper or index card – a different color for each person.
  3. Have students with, for example, a blue card gather in one corner of the room, a green card gather in another corner, and so forth.
  4. Tell students to ask their survey question to everyone in their corner, making a note of just the answers (not the names).
  5. When they finish, have students return to their original groups, compile their answers, and create a pie chart as a group. Tell them to write several sentences about their chart with *as*. Call on a reporter from each group to share the chart and the sentences with the class.

4 Common Vocabulary for Describing Information in Graphics

**Vocabulary Presentation**

- **Teacher Support Resource Book, General Teaching Suggestions** See suggestions for *Vocabulary Focus*, pages 7–8.
- **Chart Tip** After going over Chart 4.1, have students practice combining the adjectives and the nouns. Put a variety of combinations on the board (*a sharp decline, a gradual decline, a slight increase, a steady increase, a dramatic rise*). Have students work in pairs to come up with situations that could be described with the phrases on the board and write two or three sentences. (*There has been a gradual increase in the number of students at this school.*)

5 Avoid Common Mistakes

- **Note** Remind students that although the *that* introducing the noun clause is optional, it should always be included in academic writing.

6 The Writing Process

- **Level Up** Ask higher-level students to write a third paragraph suggesting solutions or calling for action to solve the problem.

The Unit 14 test and answer key can be found on the CD-ROM in the back of the *Teacher Support Resource Book.*
UNIT 15
Problem-Solution 3
Health and Technology

Unit Objectives
Students will learn and practice using
- adverb clauses of purpose and infinitives of purpose,
- reduced adverb clauses and
- common vocabulary to describe problems and solutions.

1 Grammar in the Real World


Vocabulary
| acknowledge AWL | engaged |
| cardiologist | implement AWL |
| collaborative | non-contextualized |
| consultation AWL | phenomenon AWL |
| credible | process AWL |
| diagnose | symptom |

2 Adverb Clauses of Purpose and Infinitives of Purpose

Grammar Presentation


Chart Tip After going over Chart 2.1, write on the board, Some people self-diagnose so that they can avoid going to the doctor. Ask students to identify the adverb clause of purpose (so that they can avoid going to the doctor). Then ask them how the clause can be reduced (delete that). Point out that although it is grammatically correct, it would be unusual to reverse the two clauses. Leave the sentence on the board.

Chart Tip After going over Chart 2.2, ask students to revise the sentence on the board using an infinitive of purpose. (Some people self-diagnose in order to avoid going to the doctor.) Then ask them to complete the following sentence using an infinitive of purpose.

Point out that they may want to use a negative form: The woman didn’t tell her father about her disease _____ . (The woman didn’t tell her father about her disease in order not to / so as not to upset him; in order to protect him). Have students write their sentences on the board.

Data from the Real World
Give students a few minutes to look over the words in the chart and ask for clarification of any they don’t understand. Then assign a different verb to each pair of students and have them write sentences. Have several students read their sentences to the class.

Grammar Application
Speaking and Writing Expansion After Exercise 2.2B, have students work in small groups to discuss the question “What makes a good doctor-patient relationship?” Tell the groups to list six to eight specific behaviors (doctors should spend time listening to patients). After 10 minutes, have each student write four sentences based on their discussion using adverbs and infinitives of purpose. (Doctors should spend time listening to their patients so that they understand their problems.) Have several students each write a sentence on the board. Correct any errors.

3 Reducing Adverb Clauses to Phrases

Grammar Presentation

Chart Tip After going over Chart 3.1, write on the board: The patient asked questions while ____ . Before I take medication, ____ . The doctor saw the patient after ____ . Have students work in pairs to complete each sentence. Then have two students write a completion for each sentence on the board. Ask all students to write a reduced form of each sentence (where possible). Use their sentences to point out that a comma is necessary after the adverbial phrase when it precedes the main clause.
Grammar Application

**Speaking and Writing Expansion** After Exercise 3.2, conduct a brief discussion about medical services in your area. Consider questions such as: Are emergency rooms crowded? Is it easy to find doctors who speak the patients' native language(s)? Are most people privately insured? Is there a well-regarded hospital in the area? After the discussion, ask students to write five sentences about local medical care using adverb phrases, for example: When considering a new job, it's important to learn about the health benefits.

**Interact** Put students in groups of four and give each group 10 index cards. On six of the cards, have them write *when, while, after, before, so that, and in order to.* On the other four cards, write topics, such as *doctors, hospitals, patients, medication.* Tell students to put the cards facedown in two stacks and then take turns pulling one of the adverb cards and one of the topic cards and using the two words in a sentence. Have them go around the group twice.

4 Common Vocabulary to Describe Problems and Solutions

**Vocabulary Presentation**

- **Teacher Support Resource Book, General Teaching Suggestions** See suggestions for Vocabulary Focus, pages 7–8.
- **Chart Tip** After going over Charts 4.1 and 4.2, refer students back to the article in Grammar in the Real World. Have them look at the first paragraph. Point out that the last sentence gives three possible solutions for the problem of cyberchondria. Ask them which phrase in Chart 4.2 is used. (*are . . . necessary . . .*) Then have them rewrite this sentence, replacing the phrase above with other phrases in Chart 4.2, for example, . . . should be considered in order to solve this problem of cyberchondria. or The solution to the problem of cyberchondria lies in . . . Call on students to share their sentences with the class.

**Vocabulary Application**

- **Tech It Up** After Exercise 4.1, have students go online to investigate Internet addiction. Ask them to use the search term “Internet addiction solution.” Tell them to use the information they find to write four to six sentences using structures from Chart 4.1. At least one of the sentences should present the problem of Internet addiction. The rest of the sentences should suggest possible solutions. In class, have students share their sentences in groups of three or four.

5 Avoid Common Mistakes

- **Beware** In reduced adverb clauses, the subject of the main clause must be identical to the subject that has been deleted in the reduced clause. *After diagnosing herself with a rare disease, Mary was treated by her doctor for the flu.*
  
  **NOT** *After diagnosing herself with a rare disease, the doctor treated Mary for the flu.*

6 The Writing Process

- **Level Down** Work individually with lower-level students to write the first sentence of their assignment. Help them state the problem by using one of the phrases in Chart 4.2 to introduce or recommend a solution.

The Unit 15 test and answer key can be found on the CD-ROM in the back of the Teacher Support Resource Book.
Unit Objectives
Students will learn and practice using
- it constructions and
- common transition words to indicate steps of a solution.

1 Grammar in the Real World

- Reading Note While Americans spend $40 billion a year on weight loss programs (Bloomberg News, 2008), diet alone is not the most effective way to lose weight. A 2011 study (McTiernan) showed that women who combined diet with exercise lost an average of 10.8 percent of their starting weight, which was significantly more than those in an exercise or diet only group.

Vocabulary

<table>
<thead>
<tr>
<th>approach</th>
<th>nutrient</th>
</tr>
</thead>
<tbody>
<tr>
<td>commit</td>
<td>reachable</td>
</tr>
<tr>
<td>consume</td>
<td>routine</td>
</tr>
<tr>
<td>contrary</td>
<td>strategy</td>
</tr>
<tr>
<td>drastic</td>
<td>strive</td>
</tr>
</tbody>
</table>

2 It Constructions

Grammar Presentation


- Chart Tip After going over Chart 2.1, assign each pair of students one of the it constructions from the chart and ask them to write a sentence about health. Call on students to read their sentences to the class.

Data from the Real World
Put students in pairs. Give them a minute to look at the words in the chart. Assign two adjectives to each pair and ask them to write sentences with them. Call on students to read one of their sentences to the class.

- Chart Tip After going over Chart 2.2, point out that these passive constructions are often accompanied by a footnote or explained in an endnote. Students may want to avoid naming specific sources in the text of their paper, but all sources should be cited somewhere.

Data from the Real World
Put students in pairs. Assign one word from the first row of the chart to each pair and ask them to write a sentence with it using passive it constructions. Call on students to read their sentences to the class. For each sentence, ask the class if it could be rewritten with a modal.

- Chart Tip After going over Chart 2.3, call on students to make statements using it constructions and one of the adjectives in the chart.

Grammar Application

- Speaking and Writing Expansion Extend Exercise 2.2A. Ask students if they know of other beliefs concerning diet or exercise. (People believe that spending too much time in the sun is not good for one’s skin. In the past, people thought that having a suntan was healthy.) Have students write a sentence for each example using a passive it construction from Chart 2.2 or Data from the Real World. (It has been shown that spending too much time in the sun is not good for one’s skin. In the past, it was suggested that having a suntan was healthy.)

1. Put students in pairs to discuss other beliefs that people used to have or now have. Have them write six to eight sentences that begin People believe / believed . . . as above.
2. Have pairs exchange papers. Tell students to write a sentence for each statement, using a passive it construction
3. Ask several students to write their sentences on the board.
3 Common Transition Words to Indicate Steps of a Solution

Vocabulary Presentation


- Chart Tip After going over Charts 3.1 and 3.2, have students refer back the article in Grammar in the Real World. Have them look at the third paragraph and circle three transition words from Charts 3.1 and 3.2 (first, next, and then). Then put students in pairs to rewrite each sentence that begins with a circled transition word, substituting in a different transition word from Chart 3.1 (transition words from Chart 3.1a, b, d, and e can be used). Have several students write their sentences on the board.

Vocabulary Application

- Interact After Exercise 3.1B, give each pair of students a note card. Tell them to write a health-related problem on the card. (I need to lose 10 pounds.)
  1. Have students exchange cards with another pair of students.
  2. Give pairs 10 minutes to discuss the problem on the note card and write the steps necessary to solve it on a piece of paper. They can use the sample answer in Exercise 3.1A to guide them.
  3. Have each pair exchange the card with a different pair and repeat step 2. If time permits, have students exchange cards again and repeat the process.
  4. Collect the note cards. Select a note card and read the problem to the class. Have one person from each pair read their solution to the problem.
  5. Have the pair that wrote the problem decide on the best solution.

- Speaking and Writing Expansion After Exercise 3.2, put students into pairs to identify a problem they or someone they know has. (I am so stressed out I cannot sleep.)
  1. Have pairs write the steps necessary to reach a solution to the problem, using at least four transition words from Chart 3.1. Tell them they should write the steps to the solution, but they should not identify the problem.
  2. Have students change partners. The partners should tell each other the steps they wrote to solve their problem. Their partner should deduce the problem.
  3. Have students write a paragraph that explains how their partner solved their problem, including vocabulary from Chart 3.1.

- Tech It Up Tell students to choose a problem and find a how-to video on the Internet that shows the steps necessary to solve it. For example, to find a video on how to stop smoking, use the search term “video stop smoking.” Based on the video they find, have students write four to six sentences that explain how to arrive at a solution, using at least four of the transition words from Chart 3.1. Collect the papers and correct them.

4 Avoid Common Mistakes

- Beware Some languages do not require that the subject of the verb be stated. Speakers of these languages may omit it in it constructions. For example, they may say Is clear that exercise is important instead of It is clear that exercise is important.

5 The Writing Process

- Level Down Lower-level students may need help expressing the limitations or drawbacks to the solution. Provide them with specific language used to introduce this part of the essay. Some examples are: Although it has been claimed that / It can be argued that + limitation.

The Unit 16 test and answer key can be found on the CD-ROM in the back of the Teacher Support Resource Book.
Privacy in the Digital Age

Unit Objectives
Students will learn and practice using
- past unreal conditionals and
- common phrases used in summary–response writing.

1 Grammar in the Real World

- **Reading Note** In addition to the crimes mentioned in the article, other common complaints of Internet-related crime include not receiving paid-for merchandise, imposters posing as federal law enforcement officials, malicious software, and various kinds of fraud. Internet crime poses special challenges for law enforcement because often the victim and the criminal live in different states or in countries with different laws.

Vocabulary

<table>
<thead>
<tr>
<th>adjective</th>
<th>noun</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>abuse</td>
<td>padlock</td>
<td>A padlock...</td>
</tr>
<tr>
<td>acquaintance</td>
<td>potential AWL</td>
<td>The potential...</td>
</tr>
<tr>
<td>consequences</td>
<td>revealing AWL</td>
<td>Consequences...</td>
</tr>
<tr>
<td>contention</td>
<td>savvy</td>
<td>The savvy...</td>
</tr>
<tr>
<td>impact AWL</td>
<td>schemes AWL</td>
<td>The schemes...</td>
</tr>
<tr>
<td>insecure AWL</td>
<td>sophisticated</td>
<td>The sophisticated...</td>
</tr>
<tr>
<td>instance AWL</td>
<td>thrill</td>
<td>The thrill...</td>
</tr>
</tbody>
</table>

2 Past Unreal Conditionals

Grammar Presentation


- **Chart Tip** After going over Charts 2.1 and 2.2, provide situations for students to practice writing about.
  1. Write several situations on the board, for example:
     a. John didn’t log out of the library computer. His account number was stolen.
     b. Sara downloaded an attachment from an unknown source. She got a computer virus.
     c. The administration didn’t update the network. Now many students have viruses on their laptops.
  2. Lead students through the process of writing a past unreal conditional sentence about the first situation. First, ask them to identify which clause will be the if clause. Remind them that the if clause verb must be past perfect. Then discuss the possible forms of the result clause (for sentence a: his account number would not have been stolen / could not have been stolen / might not have been stolen). Suggest a present result clause: his account would still be secure. Then have students write sentences for the second two sentences on their own.
  3. Call on two students to write their sentences on the board. Correct the sentences and discuss any possible variations.

Grammar Application

- **Interact** Do Exercise 2.2B as a “walk-around” activity.
  1. Tell students to stand, find a partner, and tell that person one mistake they have made. The partner responds with a statement about how the situation could have been avoided. Then they switch roles.
  2. After one exchange, have partners move on to tell another mistake to a new partner. Continue until everyone has spoken to five partners.
  3. To expand this activity, have students repeat the entire process (with the same five mistakes), talking to all new partners. Then call on individuals to share any examples of completely different responses they heard to the same mistake.

- **Speaking and Writing Expansion** After Exercise 2.2B, have students write sentences about and discuss things that might have been.
  1. As a class, brainstorm news events and historical events to speculate about. Write categories on the board to help students brainstorm (world/historical events, local news, politics, celebrities). Provide ideas for each one: If the ______ earthquake had hit later, more people would have died. If they had fixed the traffic light on ______ Street, that accident wouldn’t have happened. If ______ had run for president, he might have won. If ______ hadn’t been in [movie name], it wouldn’t have been so popular.
2. Ask volunteers to provide a few more ideas. Then have pairs work together to write two more sentences for each category.

3. Have each pair join another pair to share their sentences. Tell them to correct the grammar of the sentences and then discuss whether they agree with the ideas expressed and why.

3 Common Phrases Used in Summary–Response Writing

Vocabulary Presentation

- Chart Tip As you go over Chart 3.1, write some of the summary–response vocabulary from the left side of the chart on the board. Choose words that don’t already have an example sentence in the right column (further explain, conclude, and fail to mention). Ask students to turn back to the article in Grammar in the Real World. Have them work in pairs to write sentences about the article using the words and expressions on the board. Call on individuals to write sentences on the board. Correct them as a class.

Vocabulary Application

- Tech It Up After Exercise 3.1, have students look up an article about technology that they find interesting. They can go to a news aggregator and click on the “technology” topic, or they can look through an online technology news magazine. Tell them to print the article and write five to eight sentences about it using vocabulary from Chart 3.1. In class, have students share their sentences in groups.
- Speaking and Writing Expansion After Exercise 3.1, have students practice using the summary words and phrases in oral language.  
  1. Have students find a short article of interest (see preceding Tech It Up), or find three articles yourself and make enough copies of each to distribute to a third of your students.

2. Explain that formal, academic language like the summary phrases in Chart 3.1 are also used in academic speaking. When students give a classroom presentation or participate in classroom discussion, they may be expected to use this kind of language.

3. Tell students to study the article and make brief notes about its main ideas. Emphasize that the purpose of the notes is to help them remember the article’s contents. They should not include any of the words from Chart 3.1 in their notes.

4. Put students in groups of three (each of whom read a different article) and tell them to give a brief presentation to their partners about the article they read, using the vocabulary from Chart 3.1 as they speak.

5. To follow up, call on students to share something they remember about one of their partners’ articles.

4 Avoid Common Mistakes

- Note Remind students to use the correct complements for verbs from Chart 3.1, that is, a noun phrase after describe and quote and a noun clause after believe and mention.

5 The Writing Process

- Level Down For lower-level students, provide everyone with the same article and conduct a class brainstorm about the main ideas of the article and possible responses. Then have students work individually to write their summary–response.

The Unit 17 test and answer key can be found on the CD-ROM in the back of the Teacher Support Resource Book.
Unit Objectives
Students will learn and practice using
• nonidentifying relative clauses and
• phrases that limit overgeneralization.

1 Grammar in the Real World

Teacher Support Resource Book, General Teaching Suggestions

Reading Note
Many people are under the impression that the amount of time people watch television has decreased as time spent on the Internet has increased, but studies indicate that this is not the case. People are spending more time watching “time-shifted” TV (programs they have recorded on a DVR) and watching TV on computers, laptops, and mobile devices, but the amount of time for overall TV viewing has stayed the same or grown. (Source: State of the Media: Trends in TV Viewing – 2011 TV Upfronts. The Nielson Company, 2011.)

Vocabulary
access AWL monitor AWL
controversial AWL parallel AWL
exhibit AWL regulate AWL
expose AWL restriction AWL
inappropriate AWL

2 Nonidentifying Relative Clauses

Grammar Presentation

Teacher Support Resource Book, General Teaching Suggestions
See suggestions for Grammar Presentations, pages 6–7.

Chart Tip
1. After going over Chart 2.1, have students brainstorm a list of famous people. To encourage academic language, use famous scientists, world leaders, authors, and artists.

2. Have students choose three people they are familiar with and write sentences about them using nonidentifying relative clauses. (Vincent van Gogh, who is now one of the world’s most famous painters, sold only one painting in his lifetime.)

3. Call on individual students to share one of their sentences with the class.

Grammar Application

Speaking and Writing Expansion
After Exercise 2.2B, conduct group “debates.”

1. Put students in groups of three and assign each group member a contrasting position on the issue of television violence (or allow them to choose their own position). (Possible positions: violent programs should only be allowed on pay television; violent programs should only be shown after 10 p.m.; warnings should appear before all violent programs.)

2. Tell students to choose an identity for themselves (media expert, father of three, psychology major) and to come up with at least three arguments in favor of their position.

3. Have each group join another group. Have the panelists take turns explaining who they are and giving their arguments. Encourage them to respond to each other’s ideas politely, using expressions like I have to disagree with that or Another way to look at it is. Tell students to listen carefully and take notes on each other’s arguments.

4. Have students write sentences with nonidentifying relative clauses about the arguments they heard. (Martin Lopez, who has two elementary age children, believes that parents are responsible for protecting their children from violent images.)

5. Call on students to share one of their sentences with the class.

3 Phrases That Limit Overgeneralization

Vocabulary Presentation

Teacher Support Resource Book, General Teaching Suggestions
See suggestions for Vocabulary Focus, pages 7–8.
Chart Tip
1. Write these word/phrases from Chart 3.1 on the board: seem, appear, tend, be likely, typically, mainly, in most cases, according to. Have students work in pairs to write sentences about the school using the expressions. (It seems that most students at this school like to study in the cafeteria.)
2. Call on students to write a sentence on the board for each expression. Go over the sentences as a class.

Vocabulary Application
Speaking and Writing Expansion After Exercise 3.1B, have students write overgeneralizations about other topics.

1. Write the topics for the writing task on the board (benefits to violent entertainment, year-round schooling) and add or brainstorm several other topics, such as requiring high school uniforms, requiring internships/work experience of college students, or blocking social media sites at school.
2. Have students work in pairs to write five or six overgeneralizations about a topic of their choice.
3. Have each pair exchange papers with another pair and add phrases to limit the overgeneralizations.
4. Call on students to write the most interesting or most controversial statement on the board.
5. Correct the statements and then as a class discuss whether students agree or disagree with each one.

Tech It Up After Exercise 3.1B, have students research a local topic of controversy.

1. Have students look online for the local city newspaper or the school newspaper. Tell them to skim through the pages for a topic that is causing controversy. Direct them to the editorial section or letters page, if possible. Tell them to write several sentences about the arguments surrounding the topic. Each sentence should include either one of the phrases to limit overgeneralization or a nonidentifying relative clause.
2. In class, have students share their sentences in groups of three or four.

Interact After Exercise 3.1B, provide additional practice presenting arguments using the language from Charts 2.1 and 3.1.

1. Write eight to ten discussion topics on cards. You can use the topics students came up with for the Tech It Up activity or other topics that have come up in class. You can also ask students to brainstorm a list of topics. Make enough cards to give each group of four a set. (Or write the topics on the board, give blank cards to the groups, and have them copy the topics onto the cards.)
2. Have students set the cards facedown. One student pulls a card and makes a statement about the topic using one of the phrases from Chart 3.1. Each group member takes turns responding to the statement.
3. When one or two groups have gotten through all of their cards, ask students which topics they found the most interesting and why.

Avoid Common Mistakes
Note Remind students that they can use appositive constructions by eliminating the relative pronoun and the verb be. (“The Effects of Video Games on Behavior,” published by The National Institute of Mental Health, establishes the connection between violence in video games and violent behavior.)

The Writing Process
Alternative Writing Assignment Have students write their arguments as a call for action. First, have them identify a responsible party (a government official, a business owner, or the school administration). Tell them to put their arguments into an e-mail to that person, adding a concluding statement asking for action.

The Unit 18 test and answer key can be found on the CD-ROM in the back of the Teacher Support Resource Book.
Living in an Age of Information Overload

Unit Objectives
Students will learn and practice using
- noun clauses with wh- words and if / whether, and
- phrases for argumentation.

1 Grammar in the Real World

- **Reading Note** The term information overload was popularized in 1970 by Alvin Toffler in a book called Future Shock. Information overload occurs when a person faced by too much information finds it difficult to make a decision or understand an issue. Since 1970, rapid advances in communication technology have made information overload a part of everyday life. The article discusses ways in which advances in technology have contributed to problems caused by information overload on both a personal and social level.

Vocabulary

<table>
<thead>
<tr>
<th>Access</th>
<th>Range</th>
<th>Accessible</th>
<th>Reflect</th>
<th>Critical</th>
<th>Sacrifice</th>
<th>Embrace</th>
<th>Sheer</th>
<th>Facilitate</th>
<th>Unlimited</th>
<th>Overwhelm</th>
<th>Via AWL</th>
</tr>
</thead>
<tbody>
<tr>
<td>access AWL</td>
<td>range AWL</td>
<td>accessible AWL</td>
<td>reflect</td>
<td>critical</td>
<td>sacrifice</td>
<td>embrace</td>
<td>sheer</td>
<td>facilitate AWL</td>
<td>unlimited</td>
<td>overwhelm</td>
<td>via AWL</td>
</tr>
</tbody>
</table>

2 Noun Clauses with Wh- Words and If / Whether

Grammar Presentation


- **Chart Tip** After going over Charts 2.1 and 2.2, have students work in pairs to write two questions (each with a different wh- word or yes / no question) about technology and education. While they are working, write the following verbs on the board: wonder, consider, reflect on, don’t know. When they have finished, tell the pairs to write each question as a sentence with a noun clause, using the verbs on the board. Have several students write their sentences on the board.

Grammar Application

- **Speaking and Writing Expansion** After Exercise 2.2B, work as a class to brainstorm topics related to technology and information (technology as a means of communication in the workplace). Have a student write the ideas on the board. Put students in small groups and have each group choose a different topic from the board.
  1. Have groups discuss any issues or problems related to their topic.
  2. Have each person write six to ten sentences that include wh- words and if / whether about their discussion. (We discussed how e-mail can be misinterpreted in office communication.)
  3. Have each group choose one sentence to discuss with the class.

- **Interact** Write a series of sentence openers on the board using if, whether, and what, for example, I wonder whether ____. I don’t know what ____. Many people aren’t sure if ____. You should think about whether ____. You should ___ if ____. Seat students in groups of four or five and tell them to take turns making statements with the sentence openers. Listening students should correct any grammatical errors and respond to the statements in any way appropriate. They can use phrases such as: I wonder about that, too. I disagree with that. You should also ___.

For smaller classes, conduct this as a walk-around activity. Have students stand up, find a partner, and make a statement. Then have them find a new partner. Allow students to circulate until everyone has spoken to at least five partners.

3 Phrases for Argumentation

Vocabulary Presentation

- **Teacher Support Resource Book, General Teaching Suggestions** See suggestions for Vocabulary Focus, pages 7–8.
Chart Tip As you go over Chart 3.1, emphasize the difference in usage between the expressions in 3.1a and 3.1b. Statements using the expressions from 3.1a require a citation.

Chart Tip As you go over Charts 3.2 and 3.3, refer students back to the article in Grammar in the Real World and have them find three logical connectors in paragraphs 2, 3, and 4 (Obviously in paragraph 2, Naturally in paragraph 3, and Clearly in paragraph 4). Help students rewrite the argument in paragraph 2 using one of the phrases from Chart 3.3. (While it is true that finding what we need on the Internet is fast, a person’s critical thinking skills may be overwhelmed by the sheer volume of search results.) Put students in pairs. Ask them to restate the ideas introduced with Naturally and Clearly using phrases from Chart 3.3. Call on several students to read their versions to the class.

Tech It Up After going over Chart 3.3, have students use the Internet to research the pros and cons of multitasking. They can use the search term “pros cons multitasking.”

1. Have students use the information they find to write three or four statements (or pairs of statements) connecting pros and cons of multitasking, for example, Clearly, multitasking allows us to approach more projects. However, it can also make us feel overwhelmed at times.

2. In class, have students share their sentences in groups of three or four. Ask them to correct any grammatical mistakes and then discuss which arguments for or against multitasking they thought were most compelling. Call on one member of each group to share the group’s ideas with the class.

Vocabulary Application

Speaking and Writing Expansion Prepare students for Exercise 3.3.

1. Divide the class into two groups: “pro” and “con.” Have the “pro” students work together in pairs or groups of three to write a list of arguments for their side of each topic in the exercise. If you did the Tech It Up activity, you may want to add Should employees be encouraged to multitask? to the list.

2. Pair students from the “pro” side with students from the “con” side. Tell them to discuss each topic, orally presenting the arguments from their side.

3. Have pairs switch partners, choose a topic, and do Exercise 3.3.

4. Have students work individually to write a paragraph about one of the topics presenting their opinions and acknowledging the counterarguments.

4 Avoid Common Mistakes

Beware In a number of languages, the verb precedes the subject in noun clauses with wh- words. Speakers of these languages may make errors such as I don’t know where can be my computer.

5 The Writing Process

Alternative Writing Assignment Have students write their essays as a “letter of protest.” Restate the provided topics (or students’ own topics) as situations, for example, Your professor is requiring that three of your resources be e-books. Have them write their essay as an e-mail requesting a change in policy.

The Unit 19 test and answer key can be found on the CD-ROM in the back of the Teacher Support Resource Book.
Unit Objectives
Students will learn and practice
• expressing future actions and
• using common words and phrases in persuasive writing.

1 Grammar in the Real World

Teacher Support Resource Book, General Teaching Suggestions

Reading Note
The first social networking sites (SNSs) were launched in the 1990s. Today, over 1.5 billion people use SNSs to remain in contact with old friends and connect with new ones. The article focuses on how the uncontrolled desire to check their SNSs has become both a distraction and a disruption in university classrooms.

Vocabulary
addictive
eventual
aspect
awl
astonishing
block
colleague
digital
excessive
monitor
phenomenon
posting
revolutionize

2 Expressing Future Actions

Grammar Presentation


Teacher Support Resource Book, General Teaching Suggestions
See suggestions for Grammar Presentations, pages 6–7.

Chart Tip
After going over Charts 2.1 and 2.2, write on the board: John hasn’t decided which computer he’s going to get. He _____ a laptop. Ask the students which verb or modal from Chart 2.1 best completes the sentence and have them explain why (could / might / may + buy because the action is not certain). Then ask them which expression from Chart 2.2 best completes the sentence (is considering + buying because it expresses the possibility).

Change hasn’t to has in the sentence above and ask students the same questions. (From Chart 2.1, will / is going to + buy; from Chart 2.2, plans to + buy. These express the most certainty.) Assign one expression from Chart 2.2 to each student and have them write a sentence about SNSs or a technology-related topic using the expression. Have several students write their sentences on the board.

Grammar Application

Speaking and Writing Expansion
After Exercise 2.2, lead the class in a discussion about teenagers bringing cell phones to school.
1. Explain that many high schools do not allow teenagers to use cell phones at school, even during lunch and break times. Put students in pairs. Have them discuss what parents, school administrators, and students might say at a meeting about cell phones in school.
2. Have them write six to ten sentences about possible outcomes of such a meeting, using verbs from Charts 2.1 and 2.2. (The principal intends to take away any cell phones that are used in school.)

Tech It Up
Have students choose an item they think will undergo major changes in the future and find an article on the Internet that explores this topic. Have them use search terms such as “future telephone / computer / technology.” Ask them to read the article once to understand it and again to find six to ten sentences that express future actions. Tell them to write the sentences down word for word.
1. In class, have students explain what topic they read about and share their sentences in groups of three or four. Tell them to discuss whether they think the changes they read about will be good or bad.
2. Have several students write a sentence on the board and explain how the future is expressed in their sentence.

Interact
As a class, discuss the impact that recent changes in technology have had on university-level education.
1. Put students in groups of 4 to brainstorm a list of changes they predict will occur in university education over the next 50 years.
2. After about five minutes, have each group work together to write five to eight sentences based on the
ideas they brainstormed. Have one person write the sentences down. They should use structures from each row of Charts 2.1 and 2.2. Call on a student from each group to read their sentences. As a class, decide on which group’s vision of the future is the most credible.

3 Common Words and Phrases in Persuasive Writing

Vocabulary Presentation

- **Teacher Support Resource Book, General Teaching Suggestions** See suggestions for Vocabulary Focus, pages 7–8.
- **Chart Tip** After going over Chart 3.1, point out that most of the verbs in 3.1b can be followed by either a that clause or a noun. (He acknowledged the claim. He acknowledged that the claim was true.) However, oppose, refute, and support are usually followed only by a noun phrase or a noun + that clause. (Many people support the belief that children should not be allowed to text in class. NOT Many people support that children should not be allowed to text in class.)

Have students write one sentence with a verb that can be followed directly by a that clause and one sentence with oppose, refute, or support.

Go over the meanings of the verbs in 3.1b. It is important for the students to understand which verbs are generally used in persuasive writing to introduce evidence to support an argument (advocate, argue, believe, claim, estimate, oppose, refute, support) and which are used to recognize an opposing point of view before refuting it (acknowledge and admit). Assign each word to pairs of students and have them write sentences with them. Have several students write their sentences on the board.

**Vocabulary Application**

- **Speaking and Writing Expansion** Extend Exercise 3.2 by having pairs discuss all of the topics and complete a written follow-up.
  
  1. Direct pairs to discuss the first topic for three minutes. Then have them switch partners and discuss the second topic for three minutes. Continue until all three topics have been discussed with three different partners.
  
  2. Have students work individually to write a paragraph about one of the topics. Tell them to use the expressions from Chart 3.1.
  
  3. Have students exchange papers with a new partner (not one of the three they have already spoken to). Tell them to underline the words or expressions from Chart 3.1, to point out any grammatical mistakes they see, and to tell their partner whether they agree or disagree with the content.

4 Avoid Common Mistakes

- **Beware** Some languages use a single verb in contexts where several different modals are used in English. This may result in errors like the following: I must take my sister to the movies when the context requires I ought to take my sister to the movies.

5 The Writing Process

- **Level Down** Have lower-level students choose the same topic, conduct individual research, and then share sources to collaborate on the Organize Your Ideas chart. Once students have their charts in good order, have them complete the writing assignment individually.

The Unit 20 test and answer key can be found on the CD-ROM in the back of the Teacher Support Resource Book.