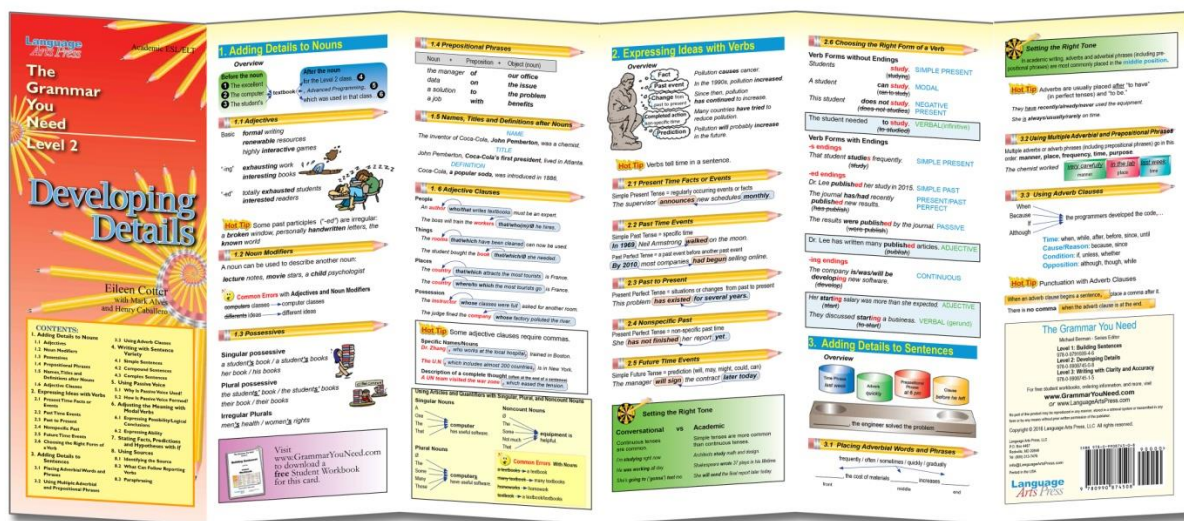


The Grammar You Need Level 2

Developing Details



Student Workbook



Mark Alves ♦ Henry Caballero ♦ Eileen Cotter

Language
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Student Workbook to accompany
The Grammar You Need, Level 2: Developing Details

The Grammar You Need
Series

Level 1: Building Sentences
Level 2: Developing Details
Level 3: Writing with Clarity and Accuracy

Michael Berman
 Series Editor



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Level 2 Workbook Introductory Section (Level 1 Review)

The following activities are designed to check your readiness for the material in **The Grammar You Need, Level 2: Developing Details** card and workbook.

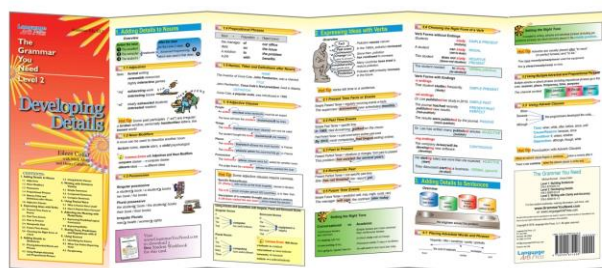
The answers for all of the exercises are located in the **Answer Key** at the end of the workbook.

If you have difficulty successfully completing these introductory activities, you should review and practice the grammar topics in **The Grammar You Need, Level 1: Building Sentences**.

The Grammar You Need, Level 1: Building Sentences

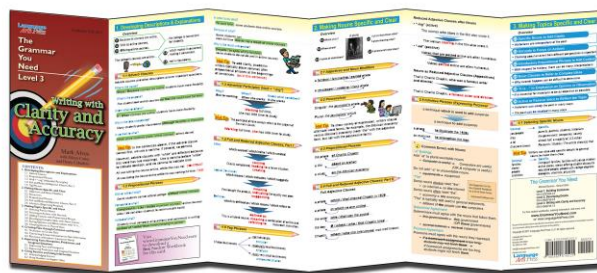


The Grammar You Need, Level 2: Developing Details



And for more advanced students...

The Grammar You Need, Level 3: Writing with Clarity and Accuracy



Name: _____ Date: _____

0.1a Noticing Word Endings

Instructions: Read the following passage and locate 7 nouns, 7 verbs, 5 adjectives, 2 “-ed”/“-ing” adjectives, and 3 adverbs. Write the words in the correct place in the grid.



The American Flag

The flag of the United States currently has 13 stripes and 50 stars. The thirteen red and white horizontal stripes represent the 13 rebelling colonies that declared independence from Great Britain in 1776. The Continental Congress approved the creation of the flag on June 14, 1777. Flag Day is still celebrated on June 14 each year.

The five-pointed white stars in the top left side of the flag represent the 50 states in the country. Although there have always been 13 stripes since the flag was originally created, the number of stars and the design of the stars has changed over the years. At first, there were not only 13 stripes but also 13 stars – one for each of the original states. When the number of states in the country increased, the number of stars also changed.

Nouns	Verbs	Adjectives	“-ed”/“-ing” Adjectives	Adverbs
<i>colonies</i>	<i>changed</i>	<i>original</i>	<i>rebellng</i>	<i>still</i>

Name: _____ Date: _____

0.1b Producing Word Endings 1

Instructions: Use a dictionary to find the correct endings for the different forms of the words in the chart. Write the correct word form in the box. Not all words have all the word forms: “X” means that no word form is commonly used.

Noun	Verb	Adjective	“-ed”/“-ing” Adjectives	Adverb
	x	independent	x	
				originally
popularity			x	
	x	horizontal	x	
	assign	x		x
history	x		x	
	believe	x	x	x
			exhausted exhausting	
	choose			
		creative	x	
	x	continental	x	x
rebel* rebellion	rebel*			

* The noun “rebel” and the verb “rebel” are spelled exactly the same way, but they are pronounced differently. Check your dictionary to see how these words are pronounced.

Name: _____ Date: _____

0.1c Choosing Word Endings

Instructions: Choose the correct form of the word to complete the sentence. Below each sentence, write the part of speech of the word form you selected. The first one has been done for you.

1. The (**America** / **American**) flag has 13 stripes. adjective
2. When the flag was (**origin** / **original** / **originally**) created, there were only 13 stars on the blue background. _____
3. According to a popular story, the Philadelphia woman named Betsy Ross (**sew** / **sewing** / **sewed**) the first flag. _____
4. (**Historical** / **Historians**) no longer believe this story to be true. _____
5. Nicknames for the American flag include "Old Glory," "Stars and Stripes," and the "Star (**Spangles** / **Spangled** / **Spangling**) Banner." _____
6. A 17 year-old student named Robert Heft designed the 50 star flag as part of a high school (**assign** / **assigned** / **assignment**). _____
7. He was first given a grade of B- for the project, but his teacher later changed the grade to an A when President Eisenhower (**choose** / **chose** / **chosen**) the design to be the nation's (**official** / **officially**) design for the flag. _____
8. During the (**history** / **historic**) Apollo space missions to the moon, astronauts left flags behind. Five of the six flags are still standing today. One was blown down by the rocket's (**exhaust** / **exhausted** / **exhausting**) when the astronauts took off to return to Earth.



Name: _____ Date: _____

0.1d Producing Word Endings 2

Instructions: Fill in the blanks with the appropriate form of the word in parentheses (). Use a dictionary as needed.

Background information: *During the War of 1812, when the young country of the United States fought against the British again, the soldiers at Fort McHenry in Baltimore, Maryland raised a giant American flag to celebrate an important victory.*

1. The enormous flag was 30 feet by 42 feet in size and had been (sew) _____ by Mary Pickersgill in 1813.
2. This flag inspired one of the most (patriot) _____ songs in American history.
3. The words for the song, written by Francis Scott Key, became known as "The Star (Spangle) _____ Banner."
4. The words of the song include
 *"And the rocket's red glare, the bombs (burst) _____ in air,
 Gave proof through the night that our flag was still there,
 O say does that Star - Spangled Banner yet wave
 O'er the land of the free and the home of the brave?"*
5. This song (eventual) _____ became the country's national anthem.
6. The flag that flew over Fort McHenry became a (cherish) _____ icon.
7. (Current) _____, that exact flag can be seen at the Smithsonian Museum in Washington, D.C.
8. The American flag was created during the (Revolution) _____ War, but it became a powerful symbol for the country because of Francis Scott Key's song.
9. The American flag is a symbol to express a person's (patriot) _____.
10. It is a source of pride and (inspire) _____ for American citizens.

Name: _____ Date: _____

0.1e Editing Word Endings

Instructions: Cross out the **11 errors** in word endings in the following passage and write the correct form above the error. The first one has been done for you.

Who Flies the Flag? Not Always Who You Might Think: A Closer Look at Patriotism

by Carroll Doherty, Associate Director, Editorial,
Pew Research Center for the People & the Press

America is a patriotic country. Surveys by the Pew Research Center over the past 20 *overwhelming* years have found ~~overwhelmed~~ agreement with the statement “I am very **patriot**.”

For many Americans, demonstrating **patriotic** means showing the flag. Overall, 62% say they display the flag at home, in the office, or on their car, according to the **politics** values survey conducted by the Pew Research Center for the People & the Press (Dec. 12, 2006-Jan. 9, 2007). Moreover, in 2002, less than a year after the 9/11 attacks, 75% said they had **display** the flag. However, this number has fallen since then.

Fly the flag is a much more **commons** practice among some groups in the population than among others. Older Americans – especially those 65 and **old** – are far more likely to say they display the flag than are those under age 30. Racial and political **different** in flag flying also are substantial: 67% of whites say they display the flag, compared with just 41% of African Americans. In addition, 73% of Republicans say they display the flag at home, work, or on their car; this compares with 63% of independents and 55% of Democrats.

In addition, displaying the flag is a somewhat less frequent practice among people with less **educational** and lower annual incomes than among those who are better **education** (and better off).

Excerpted with permission from the Pew Research Center: www.pewresearch.org.
<http://www.pewresearch.org/2007/06/27/who-flies-the-flag-not-always-who-you-might-think/>

Name: _____ Date: _____

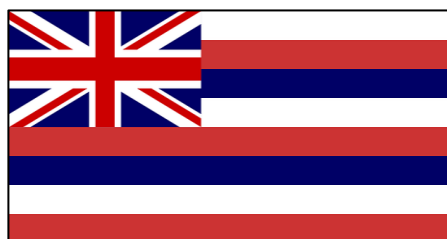
0.2a Noticing Subjects and Verbs

Instructions: The **verb** in each sentence is in bold. Underline the simple subject of the verb in each sentence (see Glossary on page 185). Put parentheses around each (complete subject) of the verb (see Glossary on page 185). The first sentence has been done for you.

1. (Every state in the US) **has** a state flag.
2. These state flags usually **tell** an interesting story about the history of the state.
3. For example, the flag of California **says** "California Republic."
4. Settlers **flew** this flag during a revolt against Mexican rule.
5. The settlers **were expressing** their desire for independence from Mexico.
6. Interestingly, William Todd, the nephew of President Lincoln's wife, **designed** the California flag.



7. The Arizona flag **has** a top half of red and yellow rays and a blue bottom half.
8. The top half **represents** the 13 original states and the western setting sun.
9. It also **has** a copper star in the center.
10. Arizona **produced** the most copper of all the states in the country.



11. Hawaii's state flag **has** the British "Union Jack" symbol in the upper left corner.
12. The eight red, white and blue stripes on the body of the flag **represent** the eight populated islands of Hawaii.
13. The first king of the then independent nation of Hawaii **requested** this design.
14. The design **shows** the historical relationship of the islands with both the United States and Great Britain.

15. Mississippi's state flag **reflects** the state's history in the Civil War of the 1860's.
16. At that time, Mississippi **left** the United States and **became** part of the Confederate States of America.



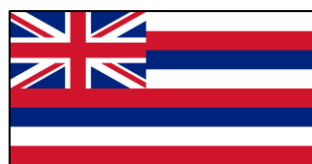
17. The state's current flag **shows** a symbol from the Confederate battle flag.

Name: _____ Date: _____

0.2b Noticing Verbs and Objects

Instructions: The **verb** in each sentence is in bold. Underline the simple object in each sentence (see Glossary on page 185). Put parentheses around the (complete object) in each sentence (see Glossary on page 185). The first sentence has been done for you.

1. Every state in the US **has** (a state flag).
2. These state flags usually **tell** an interesting story about the history of the state.
3. For example, the flag of California **says** "California Republic."
4. Settlers **flew** this flag during a revolt against Mexican rule.
5. The settlers **were expressing** their desire for independence from Mexico.
6. Interestingly, William Todd, the nephew of President Lincoln's wife, Mary Todd Lincoln, **designed** the California flag.
7. The Arizona flag **has** a top half of red and yellow rays and a blue bottom half.
8. The top half **represents** the 13 original states and the western setting sun.
9. It also **has** a copper star in the center.
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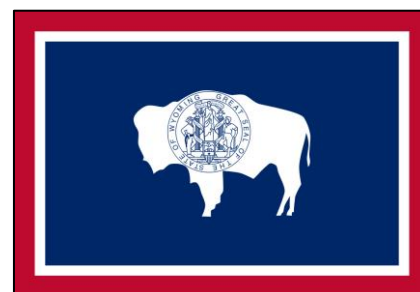
15. Mississippi's state flag **reflects** the state's history in the Civil War of the 1860s.
16. At that time, Mississippi **left** the United States and **became** part of the Confederate States of America.
17. The state's current flag **shows** a symbol from the Confederate battle flag.

Name: _____ Date: _____

0.2c Noticing the Verb “to be” and Complements

Instructions: The verb “to be” in each sentence is in bold. Underline the complement in each sentence (see Glossary on page 185). Put parentheses () around the complete complement in each sentence (see Glossary on page 185). The first sentence has been done for you.

1. There **are** (several state flags with animals on them).
2. The blue and gold state flag of Oregon **is** unusual.
3. It **is** a two-sided flag.
4. Paraguay **is** the only country with a two-sided flag.
5. On the back of the Oregon flag, there **is** a golden beaver.
6. In the early years of the United States, beavers **were** common.
7. These animals **have been** symbols of industry and building.
8. Wyoming **is** another state with an animal on its flag.
9. The animal **is** a bison, or buffalo.
10. These massive animals **were** once widespread across the plains of the US.
11. On the state flag of Louisiana, a mother pelican **is** watchful.
12. Her three young chicks **are** hungry.
13. These large fish-eating birds **are** familiar sights in the Gulf of Mexico, where Louisiana is located.



Name: _____ Date: _____

0.2d Choosing Verb Forms: Subject-Verb Agreement

Instructions: In each of the sentences below, choose the correct verb form. The first sentence has been done for you.

1. The colors of the US flag (**is** / **are** / **am**) red, white, and blue.
2. Many of the state flags (**has** / **have**) the same colors.
3. In fact, only four states in the US (**do not have** / **does not have**) flags with the color blue.
4. One of these states (**is** / **are** / **am**) New Mexico.



5. Its red and yellow flag (**represent** / **represents**) the colors of the Spanish soldiers who conquered the area long before the area became part of the United States.
6. Similarly, the patterns on Maryland's flag (**represent** / **represents**) two founding families of the original colony.

7. On this flag, there (**is** / **are**) four sections.
8. Two of them (**is** / **are**) red and white.
9. The other sections (**is** / **are**) black and gold.



10. Alabama and California (**is** / **are**) the other states whose flags do not contain any blue.

Level 2 Workbook Exercises

The following activities are designed to develop your ability to use the grammar topics in **The Grammar You Need, Level 2: Developing Details** card in your writing.

Challenge Exercises

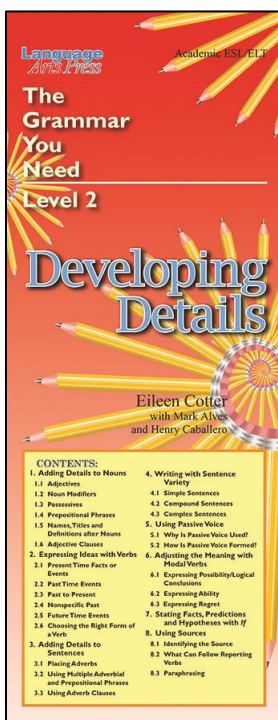


At the end of each section of the workbook, there are challenge exercises designed to advance your skills with the grammar in each section.

Culminating Modules

The skills acquired while completing the workbook exercises are refined in the final section of this workbook. These modules combine a variety of “the grammar you need” to be a fluent writer in academic and professional settings.

*The answers for all the activities are located in the **Answer Key** at the end of this workbook.*



Adding Details to Nouns

In this section, you will practice the following language skills:

- Adding a variety of types of details to nouns
 - Adjectives
 - Noun Modifiers
 - Possessives
 - Prepositional Phrases
 - Names, Titles, Definitions
 - Adjective Clauses
- Distinguishing “ing” and “ed” adjectives
- Using simple subjects and complete subjects
- Using commas with adjective clauses

Questions for Learners to Consider

- What types of modifiers come before nouns?
- What types of modifiers come after nouns?
- Which types of modifiers do you regularly use in your writing?
- What is the difference in meaning between “-ing” and “-ed” adjectives?
- When do you need to put a comma before (and after if it is not at the end of a sentence) an adjective clause?
- In your own words, explain why you would add details to nouns.
- Look at a recent writing assignment. How many details did you add to nouns? What type of modifiers did you use? Can you add some other types?

Name: _____ Date: _____

1a Warm Up 1: Identifying Noun Modifiers

Instructions: Review Section 1 (Adding Details to Nouns) of the **Developing Details** card to see the different types of modifiers that can be added to nouns. Then choose the correct term for the underlined words in the sentences below. The first one has been done for you.

1. My cousin's business sells products online and in stores.
 Adjective Clause Adjective "-ed"/"-ing" adjective Possessive

2. The business school offered several courses in marketing and advertising.
 Noun Modifier Adjective "-ed"/"-ing" adjective Definition

3. New customers frequently go to the wrong office for refunds.
 Title Name "-ed"/"-ing" adjective Adjective

4. The advertising campaign for the new phone was extremely successful.
 Adjective Clause Adjective Prepositional phrase Possessive

5. The advertising campaign for the new phone was extremely successful.
 Possessive Adjective "-ed"/"-ing" adjective Definition

6. Dr. Tulie, President of Adams College, wants to offer an international business degree.
 Possessive Title "-ed"/"-ing" adjective Definition

7. The manager's office, which is on the 5th floor, is open until 6pm.
 Adjective Clause Adjective "-ed"/"-ing" adjective Possessive

8. A customer cannot return used clothes unless they are defective.
 Possessive Title "-ed"/"-ing" adjective Definition

9. The price of the new watch is much higher than had been predicted.
 Adjective Clause Adjective "-ed"/"-ing" adjective Prepositional phrase

10. The recent advertisements for the new restaurant listed some interesting foods.
 Adjective Clause Adjective "-ed"/"-ing" adjective Possessive

Name: _____ Date: _____

1b Warm Up 2: Choosing Noun Modifiers

In English, adjectives do **not** have number.

A. Instructions: Choose the correct modifiers.

1. All the (**company's** / **companies**) trucks have been painted bright green.
2. The company needs to replace all the (**ten-year-old** / **ten-years-old**) machinery.
3. The business school has (**several** / **severals**) courses on marketing.
4. Most international (**businesses** / **business**) people learn the language of their clients.
5. (**Other** / **Others**) cultures may have different ideas about business customs.



“-ing” adjectives are active.

They usually refer to the person or thing that is doing something.

“-ed” adjectives are passive.

They usually refer to the response that people have.

B. Instructions: Choose the correct modifiers.

1. The store was busy all day. The work was (**exhausting** / **exhausted**), and the salesclerks were (**exhausting** / **exhausted**).
2. All of the proposals for the new (**marketing** / **marketed**) plans were very well done.
3. The supervisor asked for (**writing** / **written**) replies to the questions she asked.
4. Because he was new to the country, the restaurant manager was (**confusing** / **confused**) by the driving directions on the web-site.
5. After waiting in line for forty minutes, the customer became so (**frustrating** / **frustrated**) that she dropped her purchases and angrily left the store.

Name: _____ Date: _____

1c Reading: "How to be Successful in International Business"

Instructions: Review Section 1 (Adding Details to Nouns) of the **Developing Details** card to see the different types of modifiers that can be added to nouns. Then read the following text and answer the comprehension questions in complete sentences.

How to be Successful in International Business

A person who wishes to have a successful career in international business needs two basic characteristics.

1. Excellent language and communication skills

*Chevrolet had problems with selling a car, its Chevy Nova, in Latin America since "No Va" in Spanish means "no go." Gerber baby foods had to change its labels in France since the translation of "gerber" in French is "to vomit."*¹

It is important to be able to communicate with foreign businesspeople and customers. If you use the wrong words or sound like you are unsure of what you are saying, you will not be successful in business. If your written proposals sound childlike, you will not get a client's respect. You should find out the important languages in your chosen business or in the geographic area you want to work in so you will be able to develop strong personal relationships with potential clients and co-workers from different countries.

2. Cultural sensitivity

*An American manager in a Chinese-based company gave an award to an outstanding employee – a lovely clock. Unfortunately, in China the gift of a clock signifies oncoming death!*²

Even large corporations have lost tremendous amounts of money because their employees did not understand foreign cultures.

- Is a formal or informal attitude appropriate? Americans frequently use first names quickly. This would be offensive to most Japanese businesspeople. German businesspeople tend to use formal titles and not to talk about themselves or ask about other people's families.
- Some cultures focus on working with groups while others focus on working with individuals. If your job is to write a contract with a foreign company, you need to know if one person in the company is fully in charge or if the company makes contracts by group agreement. How will the final agreement be made?
- Americans usually see a business negotiation as a direct process and want to achieve agreement quickly. Other cultures see the primary purpose of a negotiation as the chance to build a trusting relationship between the two sides. A negotiator who is direct can become very frustrated by a person who speaks indirectly and does not make their position clear.

¹ Source: Wilton, D. and Brunetti, I (2004) *Word Myths*. New York: Oxford University Press.

² Harps, Leslie Hanson, "Global Logistics: Bridging the Cultural Divide" *Inbound Logistics* (March 2003)
<http://www.inboundlogistics.com/cms/article/global-logistics-bridging-the-cultural-divide/>

Comprehension Questions

1. What are two basic characteristics that a person needs if he/she wants to be successful in international business?
2. Were you ever confused by the vocabulary that another person used? What happened?
3. Besides vocabulary and grammar, there are other factors that affect cross-cultural communication. For example, in some cultures, people do not feel comfortable if another person is “too close” to them, while conversations in other cultures occur in very close proximity. Can you think of any other items that are important to remember in cross-cultural communication?
4. Is your personal communication style direct or indirect? Why do you say that?

Name: _____ Date: _____

1d Noticing Details Added to Nouns 1

Instructions: Review Section 1 (Adding Details to Nouns) of the **Developing Details** card to see the different types of modifiers that can be added to nouns. Read the text “How to Be Successful in International Business” on page 22 and fill in the chart below with 7 nouns from the reading with the different types of modifiers listed in the chart. Two have been done for you as examples.

MODIFIER TYPES		NOUNS	
Possessive	<i>a client's</i>	<i>respect</i>	
Noun Modifier			
Adjective			
“-ing / -ed” Adjective			
Prepositional Phrase		<i>problems</i>	<i>with selling a car</i>
Name/Title			
Adjective Clause			

Name: _____ Date: _____

1e Noticing Details Added to Nouns 2

Instructions: Review Section 1 (Adding Details to Nouns) of the **Developing Details** card to see the different types of modifiers that can be added to nouns.

1. Put parentheses () around all the nouns and underline any possessives that modify them.

Turkey's sightseeing industry has been focused on historic sites and waterfront resorts.

The cost of Burger King's Whopper, which is their popular hamburger, is about \$4.

2. Put parentheses () around all the **nouns used as nouns** and underline any **nouns that are used as modifiers**.

Yesterday, the ABC Construction Company completed a project at the city park.

Applications for the job openings must be submitted in April, so job seekers should complete the application process by the end of March.

3. Put parentheses () around all the nouns and underline the adjectives.

In the latest advertisements, the multi-media artist combined many large digital images to illustrate the company's excellent use of modern technology.

The colorful brochure which described all the exciting places where the video company was opening local offices was given out to the job applicants.

4. Put parentheses () around all the nouns and underline the “-ed” / “-ing” adjectives.



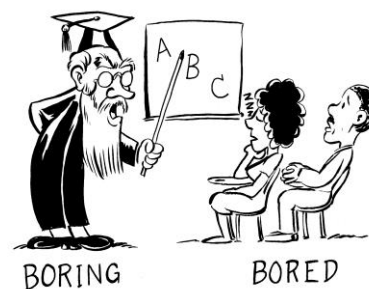
The participle form of verbs (*confusing, confused*) can be used as adjectives.

–**ing** adjectives describe what things or people do

(*a confusing article, a boring instructor*).

–**ed** adjectives describe the effect on people or things

(*a confused reader, a bored student*).



There are interesting charts in the published brochure.

The puzzled customers did not understand the confusing translation of the instructions.

5. Put parentheses () around all the nouns and underline the prepositional phrases that modify them.

The marketing campaign of the telephone company included a video.

The customer service representatives of the credit card company from Italy did not speak all the languages of the customers.



Prepositional phrases are also used to modify verbs: *Six students **walked** into the library.*

6. Put parentheses () around all the nouns and underline any names or titles that are used as descriptors.

The conference was organized by Marcia Polton, owner of Zancy Weblinks.

The Director of the International Monetary Fund in 2015, Christine Lagarde, has both a law degree and a Master's degree in Political Science.

7. Underline all the adjective clauses and put parentheses () around the nouns that the adjective clauses describe.

The data security company, which was hired to protect the data of the international business, was not able to prevent the hacking that compromised thousands of customers' personal information.

Several businesspeople decided to invest in a new company that promised to double their investment in a year.

Since the beginning of the workweek, the employees who drive their cars to work have needed to park their cars in a new parking lot which has just been opened.



Read a page from a magazine and underline at least two adjectives, two “-ed/-ing” adjectives, two prepositional phrases, and one adjective clause.

Name: _____ Date: _____

1f Identifying Subjects

Instructions: These sentences have simple subjects (a noun) and complete subjects (the simple subject with its modifying details). Underline the simple subjects and put parentheses () around the complete subjects. The first one has been done for you.

1. (Most businesses) need to advertise in order to make a profit.
2. An advertising campaign needs to appeal to people who might buy the product.
3. A frozen pizza company probably would not put pictures of a frozen pizza in the ad's picture.
4. Instead, the colorful advertisement would have photos of happy people eating hot pizza.
5. Usually, the people who might buy the product need to remember the name of the product.
6. Therefore, smart advertisers put the name of the product in an ad several times.
7. Memorable TV ads sometimes use the name of the product in a song.
8. That frozen pizza company's ad would also show why their pizza is better than others.
9. Simple but memorable logos, such as Nike's swoosh, McDonald's arches, Apple's apple, and Target's red target, are also important.
10. A clever and creative logo can help make a business successful.

Name: _____ Date: _____

1g Producing Adjective Clauses 1

Instructions: Put the information in Sentence B into Sentence A by using adjective clauses. The first one has been done for you.

1. Sentence A : Tip Top Bakery delivers fresh bread all over town.

which

Sentence B: ~~Tip Top Bakery~~ was started in 1999.

Tip Top Bakery, which was started in 1999, delivers fresh bread all over town.

2. Sentence A: Their delivery truck needs some repairs.

Sentence B: Their delivery truck has over 100,000 miles on it.

3. Sentence A: The truck is now in a parking lot.

Sentence B: The parking lot is 6 miles from the bakery.

4. Sentence A: The truck driver needs help.

Sentence B: The truck driver does not have a cell phone.

5. Sentence A: Ten bakeries are waiting for their orders.

Sentence B: Ten bakeries ordered fresh bread.

Name: _____ Date: _____

1h Producing Adjective Clauses 2

A. Instructions: Complete the sentences below by finishing the adjective clauses.

1. The business that _____ is going to move soon.
2. On TV last night, there was an advertisement which _____
3. Many international businesses require employees who _____
4. The receptionist who _____ leaves every day at 5pm.
5. The advertisement that _____ cost a lot of money.
6. The supervisor who _____ is on vacation.
7. The accountant started working at a company that _____

B. Instructions: Rewrite the sentences by adding one of the adjective clauses from the box into each sentence.

that is near the highway which were on sale for only two hours
 who will begin working next week

1. The store ran out of the TV sets.

2. The store is extremely popular.

3. The young man recently graduated from college.

Name: _____ Date: _____

1i Noticing Adjective Clauses with and without Commas

Some nouns are general, so adjective clauses are **necessary** to identify them. Do **not** use commas around these adjective clauses.

- “*Presidents who have been re-elected might...*” Not all presidents have been re-elected.

In contrast, some nouns are already **specific** and commas **should** be used.

- “*The U.S. president, who gave a speech today, has....*” There is only one person who is currently the US president.

Adjective clauses which modify an entire sentence or idea always use a comma.

- *The US president is in charge of the government and the armed forces, has to campaign for reelection, needs to raise money for himself and his party and has many other responsibilities, which seems exhausting to me.*

Instructions: Put commas around the adjective clauses when necessary. Remember to ask yourself if the noun is general or specific.

1. Her mother who lives nearby does not drive a car. (TIP: How many mothers does she have?)
2. The cashier who is supposed to work the night shift is sick.
3. The IT department chief who was educated in Russia has worked here for six years.
4. Several of the office staff went to a restaurant that serves an inexpensive buffet.
5. The city where he lives is very busy.
6. New York City where he lives is very busy.
7. Mr. Morales whose office is usually crowded is a famous investor.
8. The investor who spoke to the international business students was very famous.
9. Is there a bank nearby which would be able to exchange this foreign currency?
10. The bank that is on 57th Street offers many services to foreign clients.
11. Bank of America which used to be called Nation’s Bank has thousands of branches.
12. Suboth Gupta who is a famous Indian sculptor uses everyday objects in his art.
13. A first class ticket to England costs thousands of dollars which seems expensive.
14. Working in a foreign country which seems fascinating to many people can be difficult if you do not know the language.
15. Work which is physically demanding is often less tiring than work which is mentally difficult.

Name: _____ Date: _____

1j Producing Details Added to Nouns

Instructions: Review Section 1 (Adding Details to Nouns) of the **Developing Details** card to see the different types of modifiers that can be added to nouns. Rewrite the sentences by adding details to the nouns in the sentences. Follow the instructions under each sentence. The first one has been done for you.

The customers entered the store.

1. Add a prepositional phrase to describe the store.

The customers entered the store near the parking lot.

2. Add an adjective to describe the customers and an adjective to describe the store.
3. Add an adjective clause to describe the customers.

Six computers were in the office.

1. Add a noun to describe the office.
2. Add a prepositional phrase to describe the office.
3. Add a participial adjective to describe the computers.

Ms. Martin traveled on the airplane to get to her next worksite.

1. Add a title to describe Ms. Martin.
2. Add a possessive to describe the airplane.
3. Add an adjective to describe the airplane.

Name: _____ Date: _____

1k Adding Details to Nouns Review 1

Instructions: Review the reading “How to be Successful in International Business” on page 22. Then, rewrite each of the sentences below by adding details to the nouns in bold print. Review Section 1 (Adding Details to Nouns) of the **Developing Details** card for ideas. You should use a variety of adjectives, prepositional phrases, and adjective clauses to make the nouns more specific.

1. **Businesses** require **understanding**.

Successful international businesses require understanding of other cultures' customs.

2. A **person** needs **training**.

3. **Countries** are less likely to have **problems**.

4. The **Gerber company** had **problems**.

5. **Customers** may not understand **employees**.

6. The **Chevy Nova** was not popular in **countries**.

7. In **cultures**, it is not polite to use people's first names in **situations**.

Name: _____ Date: _____

11 Writing with Correct Word Order**Instructions:** Put the words in the boxes into sentence order.

1.

often	international businesspeople	Successful	speaking
	of languages	a variety	

2.

the cultural	Knowing	traditions	of the country	a basic requirement	you
	will be	working in	is	for success.	

3.

The meaning	the meaning of	in one language	of a word	may be very
different from	in another language		a similar looking word	

4.

involves	Part of the study	effective advertising	of marketing
learning about	which have been used in the past		techniques

5.

popularity	The worldwide	has made	of the internet
possible	international sales	for many small businesses	

Challenge Exercises: Adding Details to Nouns

In this section, you will develop the following language skills:

- Accurately using “where,” “whom,” “whose,” and “when” in adjective clauses
- Editing noun phrases with adjectives, adjective clauses, and noun modifiers
- Answering questions with clear, complete details in noun phrases
- Fixing the sentence structure in nouns with adjective clauses
- Using correct punctuation with adjective clauses and possessives

Questions for Learners to Consider

Look at a recent writing assignment you completed.

- Where could you add details to nouns to make them clearer?
- What kinds of details should you add?
- How can you make sure to develop your writing in future assignments?

Name: _____ Date: _____

1m Choosing “Which,” “When,” or “Where” in Adjective Clauses

Adjective Clauses beginning with “where” and “when”

The relative pronoun “where” means “**in which**” or “**at which**” or “**on which**.”

The relative pronoun “when” means “**at which**” or “**by which**.”

- The words “where” and “when” mean a preposition **plus** the word “which.”
- Do not use “where” or “when” after a preposition.

The building where the machinery broke is nearby. = The machinery broke **in** the building.



The relative pronouns *where* and *when* do not simply mean *which*. They mean a preposition plus *which*. Do not use *where* every time an adjective clause refers to a place. Do not use *when* every time an adjective clause refers to a time.

The school which is under construction is near my business.
(*which* means *the school* and is the subject of the adjective clause.)

The school where my son goes is near my business.
(*where* means “**to** the school” and is NOT the subject of the adjective clause.)

It is also grammatically correct to write:
*The school **which** my son goes **to** is near my business.*
*The school **to which** my son goes is near my business.*

Instructions: Choose the correct relative pronoun. The first one has been done for you.

1. The advertising company (**which** / where) my friend works is located in New York.
2. The advertising company (**which** / **where**) put the ad in the newspaper is located in Chicago.
3. Several customers were in line before 9 am, (**which** / **when**) the sale was scheduled to begin.
4. Several customers arrived after 10 am, (**which** / **when**) was one hour after the sale began.
5. Some other customers arrived at noon, by (**which** / **when**) time the sale was over.
6. The manager left on Tuesday night, (**which** / **when**) gave him plenty of time to get to the meeting.
7. The other manager left on Wednesday morning, (**which** / **when**) the meeting was scheduled to begin.
8. This manager’s plane was late, so he did not get to the office (**which** / **where**) the meeting was taking place until 11 am.

Name: _____ Date: _____

1n Choosing “Who,” “Whom,” or “Ø” in Adjective Clauses

The relative pronoun “*whom*” is used as the object of the adjective clause.

- It is rarely used in speech.
 - “*Who*” is frequently used instead
- It is most frequently omitted.
- It is also becoming rare in writing. It is usually omitted entirely.
- The exception in writing is after a preposition: “*Whom*” is always used when it follows a preposition.

Here is an example.

The manager ***whom*** ***the customer*** ***called*** was not at her desk.*

object subject

*While this sentence is correct, it is almost always spoken and very frequently written as follows:

The manager the customer called was not at her desk.

Instructions: Choose the correct relative pronoun. The first one has been done for you.

1. The delivery man (**who** / **whom** / **Ø**) works in this neighborhood is always on time.
2. The delivery man (**who** / **whom** / **Ø**) the owner likes is sick this week.
3. The customer (**who** / **whom** / **Ø**) the designer liked made an appointment.
4. The customer to (**who** / **whom**) the designer will give the dress is excited.
5. Several graphic artists gave their designs to the magazine editor (**who** / **whom**) is going to choose the best ones.
6. The editor will give the assignment to the artists (**who** / **whom** / **Ø**) she thinks will work well together.



When the relative pronoun is the object in the adjective clause, it is usually omitted.

The truck (~~that~~) the company sent to New York was late.

In this sentence, *that* means the truck and is the object in the adjective clause.



Name: _____ Date: _____

10 Choosing “Who” or “Whose” in Adjective Clauses

“**Whose**” is English’s only possessive relative pronoun. It must be followed by the possession that is being described.

The man whose car has broken down is upset. = The man owns the car; the car is his possession. He is upset.
The man (owner) is connected to the car (possession) by the word “*whose*.”

Instructions: Choose the correct relative pronoun. The first one has been done for you.

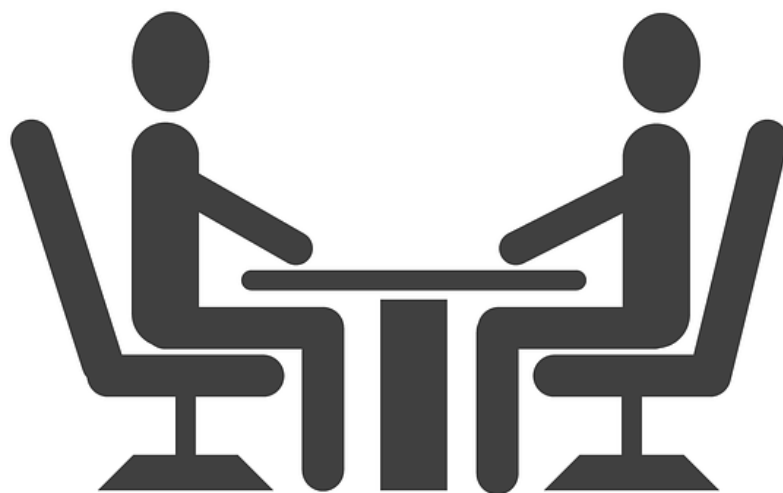
1. The manager (**who** / **whose**) office is next to the elevator always leaves early.
2. The manager (**who** / **whose**) left his office late missed the bus.
3. The sales representative (**who** / **whose**) sold the most products was given a prize.
4. The sales representative (**who** / **whose**) cell phone broke lost the sales contest.
5. The company gave the job to the applicant (**who** / **whose**) spoke several languages.
6. The company gave the job to the applicant (**who** / **whose**) references were extremely strong.



Name: _____ Date: _____

1p Choosing Correct Relative Pronouns: a Review**Instructions:** Use the following words in the sentences below: *who, whose, whom, Ø, which, where, or when*.

1. I applied to a business _____ hundreds of people work.
2. It is a company _____ develops medical software and hardware.
3. When I arrived for my interview, the manager _____ I first met was professional but friendly.
4. The company representative _____ interviewed me asked about my previous training and work experience.
5. The next associate to _____ I spoke told me that I would have to wait a few days to find out whether I would be hired.
6. The candidate would be a person _____ qualifications matched all the requirements.
7. She said they would hire someone _____ had worked at least three years.
8. Eventually, the company _____ hired me turned out to be a different one.
9. It was a company _____ I could work and get experience.





Name: _____ Date: _____

1q Using Commas with Adjective Clauses

Here are the three types of adjective clauses.

- a. **An adjective clause with no commas after a general noun**
 - *Recently, restaurants which/that sell fast food have tried to market healthier food choices.*
- b. **An adjective clause with commas after a specific noun (“which” or “who”, never “that”)**
 - *The company “Subway,” which sells fast food sandwiches, has tried to market healthier food choices.*
- c. **An adjective clause with commas after a sentence (“which” only)**
 - *Consumers today are more concerned about the food they eat, which has influenced businesses.*

Instructions: Add commas wherever they are needed. The first one has been done for you.

1. Dr. Joycelyn Elders, who is the U.S. Surgeon General, has expressed concern about the large amounts of money that fast food companies spend to get children to buy their food.
2. Employees who want convenience frequently go to fast food restaurants to eat which can create health problems.
3. Fast food restaurants which serve healthier food can earn higher profits today.
4. These fast food restaurants which must offer food quickly to stay in business require foods that tend to have more salt and sometimes preservatives.
5. However, today, fast food restaurants where healthier food is sold can earn higher profits.
6. Customers who need low-sodium or low-fat diets may need to avoid eating at restaurants such as McDonald’s which offers primarily high-sodium and high-fat foods.
7. Meat products with nitrate which is a preservative that has been linked to cancer are common in many restaurants.
8. In the end, consumers can choose what they want to eat, which can influence what fast food businesses decide to sell to the public.



Name: _____ Date: _____

1r Editing Commas with Adjective Clauses

Instructions: Some of the sentences have errors in adjective clause punctuation, while others do not. In front of each sentence, write C for 'correct' and 'I' for incorrect. Then fix the incorrect ones. The first one has been done for you.

1. I Dr. Joycelyn Elders, who is the U.S. Surgeon General, has expressed concern about the large amounts of money, that fast food companies spend to get children to buy their food.
2. ____ Employees, who want convenience, frequently go to fast food restaurants to eat which can create health problems if people are not careful.
3. ____ Fast food restaurants, which serve healthier food can earn higher profits today.
4. ____ These fast food restaurants, which must offer food quickly to stay in business, require foods that tend to have more salt and sometimes preservatives.
5. ____ However, today, fast food restaurants where healthier food is sold, can earn higher profits.
6. ____ Customers, who need low-sodium or low-fat diets, may need to avoid eating at restaurants such as McDonald's which offers primarily high-sodium and high-fat foods.
7. ____ Meat products with nitrate, which is a preservative that has been linked to cancer, are common in many restaurants.
8. ____ In the end, consumers can choose what they want to eat which can influence what fast food businesses decide to sell to the public.

Name: _____ Date: _____

1s Reading: "Don't Pay Scammers to Unlock Your iPhone"

Instructions: Read the passage "Scam Alert -- Don't Pay Scammers to Unlock Your iPhone" and then answer the questions below.

Key Vocabulary

- "scams" or "cons" – the action of people tricking others to get their money
- "malware" – software which is intended to harm people's computers
- "computer viruses" – harmful software code that copies itself in computers
- "tech support" – assistance with technology provided by technical specialists
- "pop-ups" – a box message that pops up on a computer screen which is usually a warning or an advertisement

Scam Alert -- Don't Pay Scammers to Unlock Your iPhone

November 24, 2015

Many people think that viruses only affect computers, but scammers are increasingly targeting smartphones with malware scams. Watch out for a con that uses malware to lock victims' phones and asks them to pay to fix it. Currently, this particular scam seems limited to iPhones and iPad users on Safari, but all smartphone users can be targeted.



How the Scam Works

You are using the Internet on your smartphone, and suddenly the browser freezes. A pop-up appears saying, "Warning IOS - Crash Report. Due to a third party application your phone iOS crashed." The pop-up instructs you to call a "customer support" number immediately to fix this issue. If you call, "tech support" staff will offer to fix your phone, but for a fee. Victims report that scammers charge about sixty dollars. This type of malware is known as ransomware. These viruses freeze devices and prompt victims to pay to unlock them.

Protect Your Mobile Phone from Ransomware

The National Cyber Security Alliance offers these suggestions for keeping your mobile device clean of viruses and malware.

- Protect all devices which are connected to the Internet. Computers, smartphones, gaming systems, tablets and other web-enabled devices all need protection from viruses and malware.
- Keep your mobile devices up-to-date. You should download operating system, app, and security upgrades when they are available. You should receive a notification on your device.
- Be cautious. Secure your phone and other devices with a complex password.
- Protect your privacy. Review privacy policies before you download a new app, and make sure you understand what the app can access on your phone, such as contacts, photos, social media, location, and so on.
- Be savvy about Wi-Fi. When you are on-line through an unsecured or unprotected network, be cautious about the sites you visit and the information you release. Limit the business you conduct at hotspots. Do your banking from a secure network.
- When in doubt, don't respond. Scammers may reach out by email, text, voicemail, even social media posts. Be very cautious giving out personal information and never share account numbers.

Source: Better Business Bureau; accessed January 11, 2016; <http://www.bbb.org/council/news-events/bbb-scam-alerts/2015/11/scam-alert-dont-pay-scammers-to-unlock-your-iphone/>

Comprehension Questions

Instructions: Answer the questions below in a few sentences. If you can, discuss them with a classmate.

1. What is the reading about?
2. Have you ever been the victim of a computer virus or hacker? What happened? If not, what other kinds of software scams have you heard about before?

Name: _____ Date: _____

1t Identifying Modifiers of Nouns

Instructions: Review Section 1 (Adding Details to Nouns) of the **Developing Details** card. Look in the passage “Scam Alert -- Don't Pay Scammers to Unlock Your iPhone.” Write samples of the following noun modifiers. Make sure to include quantifiers and articles, such as “a,” “this,” and so on. Examples of each category are provided.

Adjectives	<ul style="list-style-type: none"> • <i>A secure network</i> • • • • • • • •
Noun modifiers	<ul style="list-style-type: none"> • <i>A customer support number</i> • • • • • • •
Possessives	<ul style="list-style-type: none"> • <i>Your mobile devices</i> • • • • • •
Adjective clauses	<ul style="list-style-type: none"> • <i>the sites you visit</i> • • •

Name: _____ Date: _____

1u Editing Modifiers of Nouns

Instructions: Review Section 1 (Adding Details to Nouns) of the **Developing Details** card. Then find the errors in adjectives, noun modifiers, and adjective clauses. There is one error per sentence. The first has been done as an example.

that



1. You should protect all **devices** **are** connected to the internet.
2. Watch out for malware that locks **victims** phones and asks them to pay to fix it.
3. Currently, this **particularly** scam seems limited to iPhones and iPad users on Safari, but all Smartphone users can be targeted.
4. Computers, smartphones, gaming systems, tablets and other web-**enable** devices all need protection from viruses and malware.
5. You should receive a notification on **you** device.
6. Review privacy policies before you download a **newly** app.
7. When you are on-line through an unsecured or **unprotect** network, be cautious about the sites you visit and the information you release.
8. Limit the business **who** you conduct at hotspots.
9. Do your banking from a **securing** network.
10. Be very cautious giving out personal information and never share **accounts** numbers.



Name: _____ Date: _____

1v Adding Details to Nouns Review 2

Instructions: Review Section 1 (Adding Details to Nouns) of the **Developing Details** card. Rewrite each of the sentences below by adding details to the nouns in **bold** print. You should use a variety of adjectives, prepositional phrases, and adjective clauses to make the nouns more specific. You may use more than one modifier per noun. The first has been done as a sample.

1. **Users** are more likely to have **problems**.

*Inexperienced computer **users** who do not understand malware are more likely to have major **problems** with computer viruses.*

2. **Programs** can be harmful to **users**.

3. **Scammers** send fake email **messages**.

4. **Users** need to use **software**.

5. **Victims** can lose **information**.

6. The **article** offers **suggestions**.



Name: _____ Date: _____

1w Adding Details to Nouns Review 3

Instructions: Review Section 1 (Adding Details to Nouns) of the **Developing Details** card. Write answers to the questions below. Use a variety of prepositional modifiers, adjectives, adjective clauses, and noun modifiers to make your ideas clear and complete.

1. What is the definition of ransomware?

The term ransomware is a type of harmful software that freezes a person's cellphone and forces them to pay to open them.

2. Who is more likely to be a victim of ransom ware?

3. What methods do scammers use to trick computer users?

4. What actions can someone take to prevent being a victim of malware?

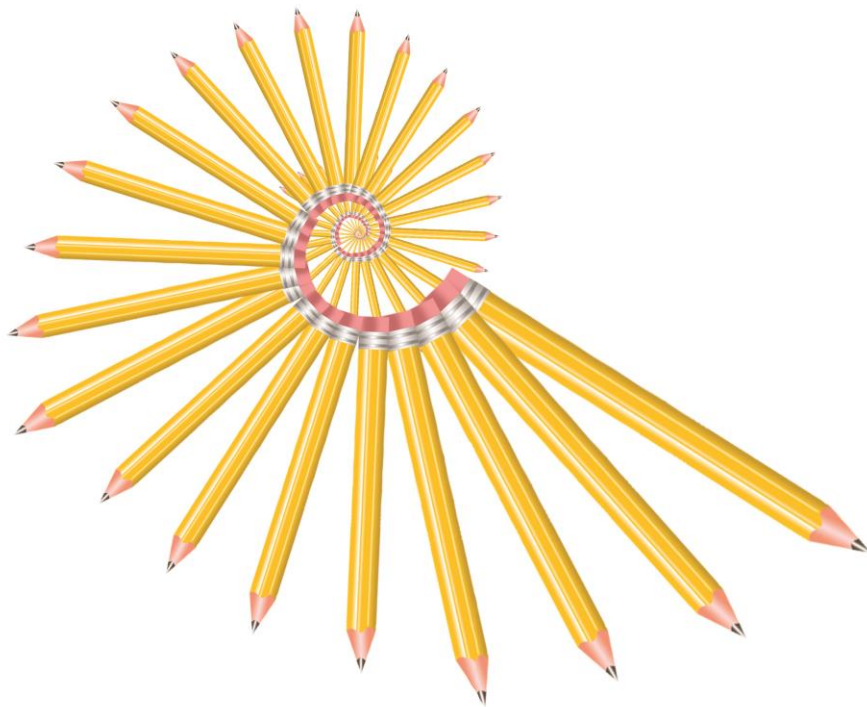
5. What kind of email should a computer user be worried about?

6. How can a computer user know that a message is malware?

Expressing Ideas with Verbs

In this section, you will practice the following language skills:

- Forming different verb tenses
- Choosing commonly used verb tenses
- Noticing the difference between “been” and “being”
- Using Verbals



Name: _____ Date: _____

2a Warm Up: Verb Tenses**Instructions:** Fill in the boxes with the correct verb forms of the verbs *go* and *walk*.ALL VERB TENSES: study

	Simple	Progressive/Continuous	Perfect	Perfect Progressive/Continuous
PAST	He studied	He was studying They were studying	He had studied	He had been studying
PRESENT	I study He studies	I am studying He is studying They are studying	He has studied They have studied	He has been studying They have been studying
FUTURE	He will study	He will be studying	He will have studied	He will have been studying

All VERB TENSES: go

	Simple	Progressive/Continuous	Perfect	Perfect Progressive/Continuous
PAST	He			
PRESENT	I He			
FUTURE	He			

The most **IMPORTANT** VERB TENSES in **Academic Writing**: walk

	Simple	Progressive/Continuous	Perfect	Perfect Progressive/Continuous
PAST				
PRESENT				
FUTURE				

The three simple tenses and present perfect tense are the most important tenses in academic writing. Past perfect and past progressive are also useful. The other tenses are not common in academic writing.

Name: _____ Date: _____

2b Reading: "Identity Theft"**Identity Theft**

One man in New York has spent months trying to fix his credit after someone stole his identity. The thief took a package of new checks and some credit card bills out of the man's mailbox and used the information to buy tens of thousands of dollars of items.

An elderly woman in Florida thought that the nice person on the phone was being helpful, so she gave the man her Social Security number and her date of birth as well as the name of her bank. Before she did this, she had never had a problem with her bills, but since then her bank account has been emptied and her rent on her apartment has not been paid.

An employee of a resort stole the credit card numbers and security codes of almost 2,000 people who had made reservations at the resort. She then sold the information to other criminals. Almost one million dollars of false purchases had already been made before the police discovered the crime.

Identity thieves have begun to steal the Social Security numbers of newborn babies and very young children. They then use these Social Security numbers to set up bank accounts and get credit cards. They spend money and accumulate debt for years and no one notices until years later when the child becomes an adult and tries to take out a loan or get a credit card and is told they owe large amounts of money. The child will not be able to get that loan or credit card without many months of paperwork and trouble.

Every year, more than 15 million people in the United States have their identity stolen. This results in financial messes that often take years to fix – if they are ever fixed.

Here are some tips to help you avoid this nightmare:

1. Your mail needs to be safe. If your mail is left in an unlocked box, you need to be aware of when your credit card bills usually arrive so that any loss will be noticed.
2. Email scams are common. Some thieves send very real-looking emails saying they are from your bank or credit card company. They ask you to give your personal information to verify your account. If you give the information, they will be able to use it illegally.
3. Social Security numbers and other identification numbers are personal. Sometimes thieves will go through garbage cans to find such numbers. It is safer to shred or rip up papers that have personal identification numbers on them.
4. Your passwords for any financial websites need to change frequently.
5. Monitoring your own credit is always a good idea. It is extremely important if your personal information has been stolen. Sometimes hackers get into the databases of large businesses such as department stores and steal the personal information of shoppers. When this happens, the businesses typically offer free credit report monitoring. This is helpful since you are quickly aware if someone is trying to use your information illegally.

Comprehension Questions

1. How secure is your personal information? What can you do to make it more secure?
2. How many major credit reporting agencies are there and what are their names? *(Use the internet to find out if you do not know.)*
3. How can you check to make sure that the emails you get from your bank or other official place are real? *(Use the internet to find out if you do not know.)*
4. Why might it take months and years to fix the mess caused by an identity theft?

Name: _____ Date: _____

2c Identifying Verb Tenses

Instructions: Refer to the chart on page 38 (Warm Up: Verb Tenses) of this workbook to review the tenses of verbs. Then notice the **highlighted** verbs in the sentences from the reading of this section and write down the name of the tense.

1. An elderly woman in Florida **thought** that the nice person on the phone **was being** helpful, so she **gave** the man her Social Security number and her date of birth as well as the name of her bank.

VERB TENSE

thought
was being
gave

2. Before she **did** this, she **had never had** a problem with her bills, but since then her bank account **has been emptied** and her rent on her apartment **has not been paid**.

VERB TENSE

did
had never had
has been emptied
has not been paid

3. An employee of a resort **stole** the credit card numbers and security codes of almost 2,000 people who **had made** reservations at the resort.

VERB TENSE

stole
had made

4. Identity thieves **have begun** to steal the Social Security numbers of new born babies and very young children.

VERB TENSE

have begun

5. The child **will not be** able to get that loan or credit card without many months of paperwork and trouble.

VERB TENSE

will not be

Name: _____ Date: _____

2d Analyzing Verb Tenses

Instructions: Review Section 2.6 (Choosing the Right Form of a Verb) of the **Developing Details** card to answer the questions about the verb tenses in the following sentences.

1. *An elderly woman in Florida thought that the nice person on the phone **was being** helpful...*

What does the “ing” form of the verb indicate? How is it different from saying “...the nice person on the phone **was** helpful.”

2. *Before she **did** this, she **had never had** a problem with her bills...*

There are two actions in this selection. Which happened first? Which happened second?

3. *...since then her bank account **has been emptied** and her rent on her apartment **has not been paid**.*

Why is the present perfect tense used here? What does this tense tell you about the current state of her bank account and her rent payment?

4. *This is helpful since you are quickly aware if someone **is trying** to use your information illegally.*

How does the use of the “ing” form of the verb make this warning more forceful?

5. *It is extremely important if your personal information **has been stolen**.*

Why is present perfect tense used here? How is it different in meaning or tone than “was stolen”?

Name: _____ Date: _____

2e Noticing Verb Tenses: Past and Present Perfect

Instructions: Choose the correct answer. The first one has been done for you.

1. Ten years ago, a person who (**has wanted** / ~~wanted~~ / **wants**) to send money to a family member (~~did not have~~ / **has not had**) many choices.
2. Before mobile devices could transfer money directly from one person to another, money transfers (**have been done** / **were done**) between banks, which took time.
3. Twenty years ago, many people simply (**has sent** / **have sent** / **sent**) checks by mail, but for the past few years, using electronic methods (**became** / **has become** / **have become**) very common.
4. Since the start of online banking, a number of new ways to transfer money (**have appeared** / **appeared**).
5. Checks have become less important as the electronic transfer of funds (**have gradually become** / **has gradually become**) more common.
6. Paypal, GoogleWallet, SquareCash and other electronic means of payment (**have quickly become** / **has quickly become**) popular.
7. Small businesses (**has found** / **have found**) SquareCash easy to use.
8. Venmo (**has become** / **have become** / **becomes**) popular with young users because it combines electronic transfers with social media services.
9. Since it (**have become** / **has become** / **became**) possible to directly transfer money between people and not banks, the main users of these services (**has been** / **have been** / **were**) young persons.
10. For a long time, Facebook (**had** / **has had** / **have had**) the ability to store credit card, banking and other financial information.
11. Since Facebook (**has made** / **have made** / **made**) peer-to-peer payments available to its users in 2015, other social networks (**have set up** / **has set up**) similar programs.
12. In early 2015, Twitter (**has set up** / **set up**) a peer-to-peer payment partnership with a French bank, but it (**did not yet** / **has not yet**) set up other partnerships.

Name: _____ Date: _____

2f Choosing Time Phrases with the Perfect Tense

Past tense is used when a specific point of time in the past is given. **Present Perfect** tense is used when a period of time that began in the past and has continued to the present is given.

A. Instructions: Choose the correct words or phrases to complete the sentences. The first one has been done for you.

1. (In 2013 / Since 2013,) he has applied for three credit cards.
2. (In 2013, / Since 2013,) he applied for three credit cards.
3. (Yesterday, / Since yesterday,) they bought a new car.
4. (Yesterday, / Since yesterday,) they have looked at four different cars.
5. (Last year, / For the last year,) we bought tickets to California.
6. (Last year, / For the last year,) we have lived in Texas.
7. (When the bill arrived, / Since the bill arrived,) I have not had time to pay it.
8. (When the bill arrived, / Since the bill arrived,) I paid it.



Past tense is used when a specific point of time in the past is given. **Past Perfect** tense is used when a period of time that began in the past and finished in the past is given.

B. Instructions: Choose the correct words or phrases to complete the sentences.

1. (In 2013 / Before 2013,) he applied for three credit cards.
2. (In 2013 / Before 2013,) he had applied for three credit cards.
3. (Yesterday, / Before yesterday,) they had looked at four different cars.
4. (Yesterday, / Since yesterday,) they bought a new car.
5. (When she got a new job, / By the time she got a new job,) she applied for a credit card.
6. (When he got a new job, / By the time he got a new job,) he had already applied to get a credit card.

Name: _____ Date: _____

2g Noticing “Being” and “Been”**Both “being” and “been” are participles.**

- “Being” is a present (or active) participle.
- “Been” is a past (or passive) participle.
- Continuous/Progressive verbs use a form of the verb “to be” to show the **time** and the “-ing” participle to show **action or reality**.

*The manager **was** **talking** to the workers for a long time.**She **is** **being** very careful. She **was** **being** very careful.**These sentences use the verb “to be” twice.**They use the verb “to be” both to show the **time** and to show **reality**.*

- Perfect Tenses use a form of the verb “to have” to show the **time** and the past participle to show **action or reality**.

*The manager **has** **talked** to the workers before.**She **has** **been** very careful. She **had** **been** very careful.**These sentences use “been,” the past participle of the verb “to be,” to show the **reality**.*

Contractions (*isn't*, *won't*, *haven't*, *can't*) are very common in spoken English but are generally not used in formal business or academic writing.

Instructions: Read the following sentences. Each sentence has the contraction “...’s” which could mean either “is” or “has.” On the line to the left of each sentence, write down which word is meant. The first one has been done for you.

has 1. The commercial airplane’s been delayed for the past five hours.

_____ 2. The pilot’s been waiting at the airport for the airplane to be repaired.

_____ 3. The mechanic’s been unable to figure out the problem.

_____ 4. The pilot’s being very patient, but he will have to take off soon or the flight may be cancelled.

_____ 5. The pilot’s been talking on the phone to the company that hired the plane.

_____ 6. The company’s business manager’s not being very nice.

_____ 7. It’s been a difficult time for everyone.

_____ 8. The mechanic just announced that the airplane’s being replaced and the pilot will have to wait another two hours for all the boxes to be moved to the new plane.

_____ 9. This delay’s been costly for the company.

_____ 10. The airplane’s not being used again until it is fully repaired.

Name: _____ Date: _____

2h Choosing “Being” and “Been”

Instructions: Read the following sentences. Fill in the blank with either *been* or *being*.

1. The delivery truck has been delayed for the past two hours.
2. The boxes are _____ put on the truck right now.
3. The forms have already _____ completed by the manager.
4. While the forms were _____ completed, the driver was _____ given the directions.
5. Several of the shipments have recently _____ sent to the wrong addresses.
6. As a result, the manager has _____ much clearer in the directions.
7. If the manager had always _____ as careful as he is now, none of the shipments would have _____ lost.
8. Next week, the manager’s performance is _____ reviewed by the owner of the company.
9. The manager is _____ very calm, but everyone is sure he is nervous.
10. He has _____ in his office for hours every night.



Although it is possible to form verbs such as *will have been being*, these are very uncommon. They just sound strange!

Name: _____ Date: _____

2i Identifying Verbs and Verbals

In a sentence, a **verb** has a tense, which means it shows the time. It also has a subject.

Verbals are verbs without a tense or subject. They are not acting as verbs in a sentence. They can act as adjectives or nouns.

Instructions: Notice the highlighted words in the sentences from the first reading of this section. Choose the correct label for each word.

- One man in New York **has spent** months **trying to fix** his credit after someone **stole** his identity.*

has spent	Verb	Verbal
trying to fix	Verb	Verbal
stole	Verb	Verbal
- The thief **took** a package of new checks and some credit card bills out of his mailbox and **used** the information **to buy** tens of thousands of dollars of items.*

took	Verb	Verbal
used	Verb	Verbal
to buy	Verb	Verbal
- Identity thieves **have begun to steal** the Social Security numbers of new born babies and very young children.*

have begun	Verb	Verbal
to steal	Verb	Verbal
- They then **use** their Social Security numbers **to set up** bank accounts and **to get** credit cards.*

use	Verb	Verbal
to set up	Verb	Verbal
to get	Verb	Verbal
- They **spend** money and **accumulate** debt for years and no one notices until years later when the child **becomes** an adult and tries **to take out** a loan or **to get** a credit card.*

spend	Verb	Verbal
accumulate	Verb	Verbal
becomes	Verb	Verbal
to take out	Verb	Verbal
to get	Verb	Verbal
- The child **will not be** able **to get** that loan or credit card without many months of paperwork and trouble.*

will not be	Verb	Verbal
to get	Verb	Verbal
- Monitoring** your own credit **is** always a good idea.

Monitoring	Verb	Verbal
is	Verb	Verbal

Name: _____ Date: _____

2j Producing Verb Tenses 1

Instructions: Complete the sentences with the correct verb tenses or verbal forms of the verbs in parentheses. The first one has been done for you.

Your Credit Rating

Having a good credit score is important for anyone who wishes to take out a loan or sign a lease for an apartment.

1. Having a credit card is one way to establish your credit, but if your credit card history (show) shows late payments or penalties, your credit will be affected.
2. A person who (want, not) _____ to get a credit card can still establish credit.
3. After she takes out a small loan from a bank and makes regular payments on the loan, her credit rating (begin) _____ (build up) _____.
4. Another way (create) _____ a credit rating is to ask someone you know and trust to add you as an authorized user on their account.
5. However, this can be a problem. Your credit rating will reflect their record, so if they have problems, your record (have) _____ the same problems.
6. Another way to start (build) _____ a credit rating is to make sure your rent is reported to the three major credit (report) _____ agencies.
7. Sometimes a landlord does not report rents, but a renter can make arrangements to pay rent through rent payment services. (Report) _____ your rent will help to build your credit.
8. For people who (lose, already) _____ a good credit rating, they need to begin to fix their rating.
9. In 2005, the Merlin family (sign up) _____ for a credit card.
10. For almost three years, they (make) _____ only the minimum payments.
11. As a result, they ended up (owe) _____ a lot of money, so they (begin) _____ to miss the minimum payments.
12. In 2010, the family stopped (use) _____ their card and started (pay) _____ as much as they could every month.
13. However, it (take) _____ until 2015 for them to have a good credit rating.
14. The Merlins (use, not) _____ a credit card since 2010.
15. They now say that they (use, never) _____ a credit card again.

Name: _____ Date: _____

2k Producing Verb Tenses 2

Roman and His Commute					
2012	2013	2014	NOW	2021	2022
buys an expensive new car with a loan; drives it to work everyday	crashes the car; starts to take the bus to work	applies for another loan that is denied due to bad credit	takes the bus to work everyday	corrects credit status	applies for a loan for a used car

Instructions: Use the information in the timeline to complete the sentences. The first one has been done for you.

1. In 2012, Roman bought an expensive new car with a loan.
2. Every day in 2012, Roman _____
3. In 2013, Roman _____
4. Since then, Roman _____
5. After Roman crashed his car, he started _____
6. Before Roman took the bus to work, he _____
7. In 2014, when Roman _____, it was denied due to bad credit.
8. As of now, Roman _____ the bus to work every day for _____
(amount of time)
9. After Roman corrects his credit status in 2021, _____
10. In 2022, Roman _____
11. Roman applied for another loan in 2014 after he _____
12. When Roman _____ for a loan in 2022, hopefully the bank will give him one.
(Read the Hot Tip below.)



When the tense in a main clause is in future tense, the verb in a time clause is in present tense.

Name: _____ Date: _____

21 Editing Verb Tenses

Instructions: Correct the errors in verbs/verbals. There are 13 errors on this page. The first one has been done for you.

Credit Cards vs Debit Cards*are*

A credit card and a debit card ~~is~~ both useful ways to handle your money without having to carried around cash. Although the actual cards look similar there are several important differences.

Debit cards link directly to a bank account so that any purchase price was immediately taken out of the account. There will not be a bill that has to be paid later. Many users of credit cards do not know how much they have spend until the bill arrives at the end of the month. Then they are surprising by the amount they owe. Debit cards do not charging any fees or interest in contrast to many credit card companies which charges annual fees and interest every month.

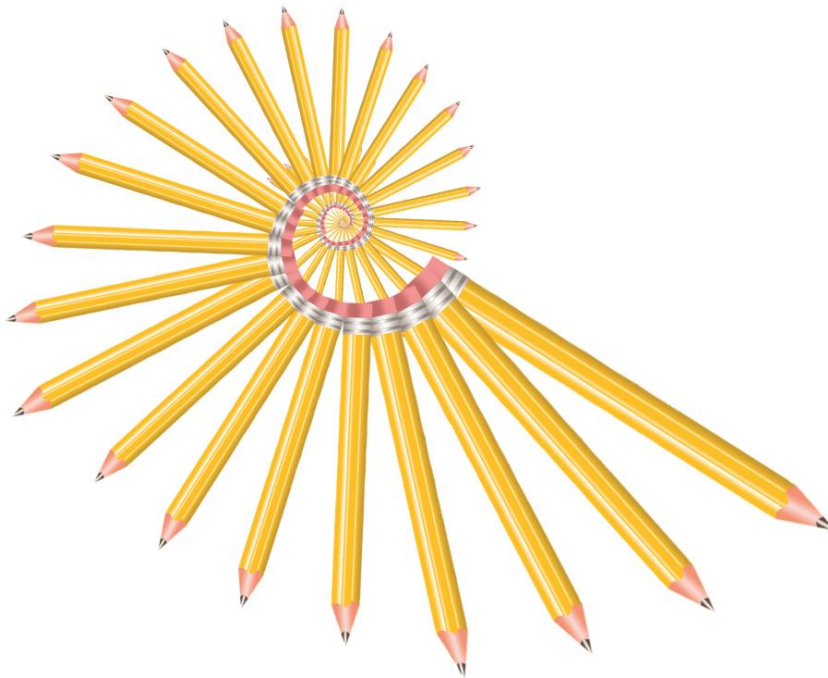
Other consumers prefer credit cards because they can build a good credit rating. They pay the entire bill when it will arrive each month. Other credit card holders like the protection that credit card companies provided. If someone have used a credit card illegally, the real owner of the card is not responsible. With a debit card, if someone uses the card illegally, the money was out of the bank account immediately. In addition, credit card companies frequently offer points or “cash back” awards. Finally, since a business has paying a fee for processing credit cards, there are places that do not accept credit cards or give a discount for cash or debit cards.

If you have already have trouble with paying the charges and interest on a credit card, you need to spend some time learning about the fees and interest. You could use a debit card until you become comfortable with all the credit card rules.

Challenge Exercises: Expressing Ideas with Verbs

In this section, you will develop the following language skills:

- Writing clearly about the past, present, or future
- Editing verb tenses and verb forms
- Answering questions with correct verb tense
- Using the right verb tenses with a chart



Name: _____ Date: _____

2m Identifying Verb Tenses and Modal Verbs

A. Instructions: Review Section 2 (Expressing Ideas with Verbs) and Section 6 (Adjusting the Meaning with Modal Verbs) of the **Developing Details** card. Then, in the passage below, circle the time phrases, and underline the verbs and modal verbs. Finally, write the verb tense or time (for modals) below them. The first three sentences have been done for you.

The United States Census Bureau has collected data on the U.S. population since 1790.

PRESENT PERFECT

In that year, the population was only about 5 million. In the early 1800s, no one could have

SIMPLE PAST

MODAL: PAST

predicted the later dramatic increases. The U.S. population reached 100 million in 1915. In 1970, there were over 200 million U.S. residents, and by 2000, the number had increased to 280 million.

In the future, the U.S. population will continue to grow rapidly. Currently, the population is over 320 million, but in just ten years, the population will increase to approximately 345 million. By 2050, there may be nearly 400 million people in the U.S. Clearly, the population in just a few decades should be significantly higher than it is today.

B. Instructions: In the table below, write the correct verb tenses that match the time phrases.

Time Phrase	Verb Tenses
since 2000	
in 2000	
by 2000	
in 2030	

Sources:

- The U.S. Census Bureau, "Resident Population of the United States", <http://www.census.gov/dmd/www/resapport/states/unitedstates.pdf>
- "Table 1. Projections of the Population and Components of Change for the United States: 2015 to 2060", <http://www.census.gov/population/projections/files/summary/NP2014-T1.xls>

Name: _____ Date: _____

2n Editing Verb Tenses and Verb Forms

A. Instructions: Review Section 2 (Expressing Ideas with Verbs) and 2.6 (Choosing the Right Form of a Verb) of the **Developing Details** card. Then in the sentences below, correct the verb tense or verb form errors above each error. The errors are in **bold print**.

collected (OR been collecting)

The United States Census Bureau **has collecting** data on the U.S. population since 1790. In that year, the population **is** only about 5 million. In 1800, no one **can** have predicted that the U.S. population would **reached** 100 million in 1915, 100 years later. In 1970, there **was** over 200 million U.S. residents, and by 2000, the number **had increase** to 280 million.

In the future, the U.S. population will **to continue** to grow rapidly. Currently, the population **are** over 320 million, but in just ten years, the population **will probably be increase** to approximately 345 million. By 2050, there **may being** nearly 400 million people. Clearly, the population in just a few decades **is** significantly higher than it is today.

B. Instructions: Answer the following questions. Focus on making the verb tense correct.

1. By how much did the U.S. population increase between 1970 and 2000?
2. By 2050, how many more people might live in the U.S.?

Name: _____ Date: _____

2o Reading a Chart: Household Debt 1

Instructions: Write answers to questions 1 and 2 and discuss them with a classmate. Then, look at the chart to see if it supports your guesses.

Thinking Ahead

1. How many people do you think have debt? Why?
2. Do you think more younger people or more older people have debt? Why?

Sentence Patterns Used with Charts

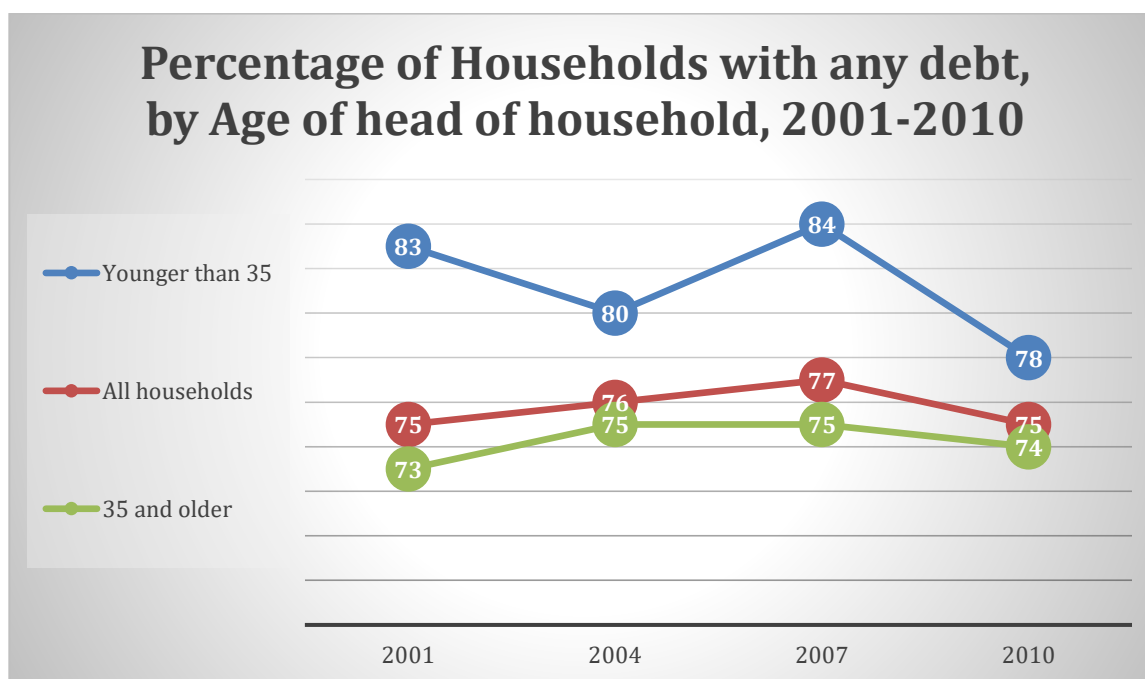
- a. 50 percent of households have debt.

↑
A SPECIFIC NUMBER IS THE SUBJECT

- b. The number/percentage/rate of households with debt was 50 percent.

↑
THE CATEGORY IS THE SUBJECT

↑
A SPECIFIC NUMBER IS THE COMPLEMENT



Source: Pew Research Center: <http://www.pewsocialtrends.org/2013/02/21/young-adults-after-the-recession-fewer-homes-fewer-cars-less-debt/>



Name: _____ Date: _____

2p Using the Correct Verb Tense

Instructions: Review Section 2 (Expressing Ideas with Verbs) of the **Developing Details** card. Use the chart in Exercise 2m to answer each question in complete sentences.

1. In 2001, what percentage of younger households had debt?
2. From 2001 to 2010, how much did the debt of younger households decrease?
3. In 2001, the percentage of older households with debt was 73 percent. How much had the percentage risen by 2010?
4. Between 2004 and 2010, what happened to the number of households with heads older than 35 that had debt?
5. How different were the percentages of debt in younger households from older households in 2010?
6. What might happen to the percentage of households with debt after 2010?



Remember to select verb tenses carefully whenever you are writing answers to questions on tests or assignments. For example, the phrase “by 2010” requires the use of the past perfect.



Name: _____ Date: _____

2q Reading a Chart: Household Debt 2

Pre-Reading

Instructions: Write two or three sentences for each answer to the questions below. Discuss your answers with a classmate.

1. What are the most common reasons why people borrow money?
2. How much debt do you think most Americans have? What do you think is the average amount: \$10,000, \$30,000, \$50,000, or \$80,000?
3. Who do you think is better at reducing their debt: people in their 20s or people in their 40s? Why do you think so?

Think About It! What verb tense did you use in your answers? Why did you choose that verb tense? What problems could occur if you used other verb tenses?

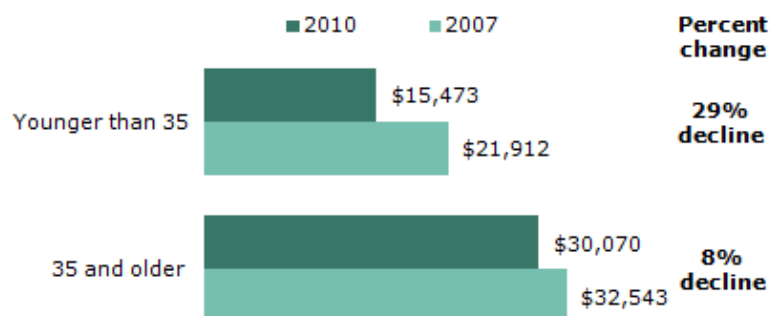


Name: _____ Date: _____

2q (continued) Reading a Chart: Household Debt 2

Median Total Debt of Households, by Age of Head, 2007 and 2010

in 2011 dollars



Note: The median is calculated among all households, including those without any debt.

Source: Pew Research Center tabulations of Survey of Consumer Finances data

PEW RESEARCH CENTER

Excerpted with permission from the Pew Research Center:

<http://www.pewsocialtrends.org/2013/02/21/young-adults-after-the-recession-fewer-homes-fewer-cars-less-debt/>

Reading Comprehension

Instructions: What does the chart show? First, write one sentence to summarize the chart without numbers. Then write one or two sentences with numbers to show changes over time.



Name: _____ Date: _____

2r Selecting the Correct Verb 1

Instructions: First, review Section 2 (Expressing Ideas with Verbs) of the **Developing Details** card. Read the sentences and choose the correct verbs. **Hint:** Pay attention to the time phrases, and consider why the other verbs are incorrect.

1. In 2010, younger households (**have / were having / had**) over 15,000 dollars of debt.
2. By 2010, the debt of households with heads older than 35 (**declined / were declined / had declined**) by 8 percent.
3. The amount of debt of households with heads younger than 35 (**was / were / had been**) almost 22,000 dollars in 2007.
4. There (**had been / were / was**) a 29-percent decline in debt of households with heads younger than 35 between 2007 and 2010.
5. By 2010, households with heads younger than 35 (**reduced / had reduced / were reduced**) their debt by 29 percent.
6. Between 2007 and 2010, the debt of households with heads younger than 35 (**dropped / had dropped / were dropping**) by over 6,000 dollars.
7. According to the chart, the decline in debt of households with heads younger than 35 (**were / was / had been**) much larger than the decline of older households.

Name: _____ Date: _____

2s Selecting the Correct Verb 2

Instructions: First, review Section 2 (Expressing Ideas with Verbs) of the **Developing Details** card. Then, look back at the sentences in Exercise 2r. First, circle all the numerical phrases: dates, percentages, ages, and dollar amounts. Notice (a) phrases and (b) numbers. Next, answer these questions.

1. Where are commas used? Why are they used in these places?

2. There are NO commas in number 4. Why not?





Name: _____ Date: _____

2t Editing Writing about a Chart: Verb Tenses and Comma Usage

Instructions: Read the following sentences about the chart in Exercise 2q. Correct the errors in verb tenses and commas.

1. The chart shows that the amount of debt in U.S. households was falling significantly, between 2007 and 2010.
2. For example, between 2007 and 2010 there had been a 29-percent decline in households with heads younger than 35.
3. By 2010, the median debt had been dropped by over 6000 dollars.
4. In contrast the decrease in median debt in older households were only eight percent in three years.
5. In those three years, the median debt was dropped from about 32,000 to 30000 dollars.

Adding Details to Sentences

In this section, you will practice the following language skills:

- Using different types of information to add details to sentences
- Using a variety of adverbials (adverbs, adverb phrases, adverb clauses) to add details to sentences
- Evaluating the strength of different adverbials
- Distinguishing between factual and hedged statements
- Distinguishing between adjectives/adjective phrases/adjective clauses and adverbs/ adverb phrases/ adverb clauses

Questions for Learners to Consider

- Do you provide enough details to make your ideas clear?
- How can you improve the clarity of your sentences?

Name: _____ Date: _____

3a Strategies for Developing DetailsTo add details, ask yourself **questions** about the sentence:**How** is something done?Adverb: They did it **quickly** / **thoroughly** / **effectively**.Preposition: They did it **by planning** / **with skill**.**How often** is something done?Adverb: **Usually**, the workers arrive on time.Phrase: The workers arrive on time **every day**.Clause: The store closes early **when there is bad weather**.**How long** does something happen?Preposition: The staff in this office have been busy **for a month**.Clause: They will not get paid **until the sale is over**.**When** is something done?Adverb: The manager arrived **early**.Phrase: **Two days ago**, the assistant manager quit.Preposition: The data manager inputs information **at night**.Clause: **After the store closes**, the staff checks the receipts.**Where** is something done?Adverb: The technicians all work **locally**.Preposition: The repairs were done **in the main office**.**Why** does something happen?Preposition: He did not repair his computer **because of the cost**.Clause: He did not repair his computer **because the cost was too high**.**Instructions:** Use a word, phrase, or clause from the box to correctly add details to the sentences.

carefully	usually	frequently	in the store	for a week	two days ago
when the computers are on sale		since 2010	because of the increase in price		

1. *(How long?)* The manager has been working here _____.
2. *(Why?)* The sales of the video game have gone down _____.
3. *(When?)* The newest salesperson was hired _____.
4. *(How?)* The repairs are done _____.
5. *(How often?)* The repairs are done _____.
6. *(Where?)* All the repairs are done _____.
7. *(When?)* More people will come to the store _____.

Name: _____ Date: _____

3b Adding Details to Sentences

A. **Instructions:** Use words, phrases, or clauses from the box to add details to the sentences.

never	always	usually	soon	by herself	with a coworker
for three days	at the office	since last week	before the store opens at 7am	because the bus was late	after she left work at 5:30pm

- The sales manager did not get to work on time _____.
- The graphic designer has worked on the website _____.
- _____ the sales team meets _____.
- The website manager has been out sick _____.
- The top salesperson is _____ ready to help a customer.
- Mr. Zelco left his phone _____.
- The ads for the newest phone will be online _____.
- Ms. Fauret does not like to work _____.
- Ms. Yulist was still working on her phone _____.
- The customer had _____ seen the company's website.

B. **Instructions:** First, write a simple sentence about your job or your class. Then, using the questions listed on activity 3a, write 5 versions of this sentence by adding details.

-
- _____
 - _____
 - _____
 - _____
 - _____

Name: _____ Date: _____

3c Reading: “The Science of Sleep”**Instructions:** Read the following article and answer the questions that follow it.**Important Vocabulary:**

circadian rhythm – A 24 hour cycle or pattern.

Cryptochromes – Light-sensitive cells that synchronize the circadian rhythm to external light.

melatonin – A hormone that helps animals anticipate the length of day and night.

cortisol – A hormone produced in response to stress.

mercury – A poisonous silver metallic element that is liquid at room temperature.

The Science of Sleep: Cortisol, Melatonin, and Unplugging for Better Sleep

by Sarah Cimperman

We’re living in a sea of electromagnetics and microwaves, from computers and cell phones to music players, televisions, and wi-fi hot spots. While these modern conveniences may make our lives easier, research studies show that too much light and electromagnetic radiation can alter production of hormones like melatonin and cortisone, which disrupt our sleep and circadian rhythm. We can’t completely escape electronic devices, and few would want to, but understanding how to minimize their effects is a key to better sleep.

Light at Night

Our bodies contain proteins called cryptochromes that can detect light’s blue spectrum. Cryptochromes are active in our eyes, but they also always exist in our skin. When any part of our skin is exposed to light, even the back of the knee as one study shows, melatonin production is suppressed.¹ Our brain gets the message that it’s time to be awake, so cortisol levels start to elevate or remain elevated. Too much cortisol and not enough melatonin can cause problems falling asleep and staying asleep.

Electromagnetic Radiation

Like light, electromagnetic radiation (EMR) can interfere with sleep by shutting down the production of melatonin and altering cortisol secretion. Studies show that exposure to even “commonly occurring low frequency electromagnetic fields” can significantly reduce the production of melatonin.² Some studies link EMR exposure to high cortisol levels and symptoms like insomnia, while other studies link EMR exposure to low levels of cortisol and symptoms like fatigue and daytime sleepiness.³

Better Sleep

A healthy balance of melatonin and cortisol is essential for a healthy circadian rhythm. If you have trouble falling asleep or staying asleep, follow these tips:

1. After dark, keep your lights as dim as possible, and use light-emitting diode (LED) bulbs because they do not emit radio frequency radiation (RFR) and do not contain mercury.
2. Avoid watching TV and using other electronics after 9 or 10 pm. If you must use electronic devices late at night, keep them as far away from your head as possible and wear glasses with amber, rose, or orange lenses to block blue light.
3. If you have a wireless router in your home, keep it as far away from your bedroom as possible.

4. Remove as many electronic devices from your bedroom as you can. Ideally, you'll only need lamps with dim light and a battery-powered alarm clock that doesn't glow in the dark. If you must use a clock that emits light, pick one that glows red instead of blue. If you can't live without a phone in your bedroom, use a corded land line instead of a cordless or cellular phone.
5. Sleep in complete darkness. Get black-out curtains if any artificial light shines through your windows at night.
6. If you have to get up in the middle of the night, try to avoid turning on the light. If it is necessary, consider using night lights that block blue light.

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1. Omura Y. et al. 1993. Non-invasive evaluation of the effects of opening and closing of eyes, and of exposure to a minute light beam, as well as to electrical or magnetic field on the melatonin, serotonin, and other neuro-transmitters of human pineal gland representation areas and the heart. *Acupuncture and Electrotherapeutics Research* 18(2):125-51.
2. Akerstedt T. et al. 1999. A 50-Hz electromagnetic field impairs sleep. *Journal of Sleep Research* 8 (1):77-81.
3. Mortazavi S.M. et al. 2012. Occupational exposure of dentists to electromagnetic fields produced by magnetostrictive cavitrons alters the serum cortisol level. *Journal of Natural Science, Biology, and Medicine* 3(1):60-4.

Instructions: Review Section 3 (Adding Details to Sentences) of the **Developing Details** card. Then answer the following questions in complete sentences. Use adverbs, adverb phrases, and adverb clauses when appropriate. Underline at least one adverb, one adverb phrase, and one adverb clause that you use.

1. In your bedroom, how many light sources or electromagnetic radiation sources do you have? What are they?
2. How dark is your bedroom when you go to sleep?
3. How does light interfere with sleep?
4. What might this mean for people who work at night and must sleep in the daytime?
5. How does electromagnetic radiation interfere with melatonin production?

Name: _____ Date: _____

3d Noticing Adverbial Modifiers

Instructions: Review Section 3 (Adding Details to Sentences) of the **Developing Details** card . The words, phrases and clauses in the box are all from the reading “Cortisol, Melatonin, and Unplugging for Better Sleep.” These words are all adverbial additions to the basic sentences. Place the words in the correct columns in the chart. Two have been done for you.

While these modern conveniences may make our lives easier, completely
 If you have trouble falling asleep or staying asleep, After dark,
 by shutting down the production of melatonin significantly If it is necessary,
 because they do not emit radio frequency radiation (RFR) and do not contain mercury
 if any artificial light shines through your windows at night through your windows
 at night in our skin If you must use a clock that emits light, in our eyes

Adverb	Adverbial Phrase	Adverb Clause
completely	After dark,	While these modern conveniences may make our lives easier,

Name: _____ Date: _____

3e Choosing Adverbial Modifiers

Some **adverbs** are used to increase or decrease the strength of an idea. The sentence, “*Having enough sleep is **absolutely** important for a student.*” is stronger than “*Having enough sleep is **probably** important for a student.*”

A. Instructions: Choose the correct label for each sentence.

- Keeping lights dim after dark will **perhaps** help you to get to sleep.
Strong Weak
- Of course**, the type of light bulb you use is important.
Strong Weak
- Melatonin production is **certainly** a factor getting enough sleep.
Strong Weak
- Possibly**, the type of clock you have near your bed will affect your sleep.
Strong Weak

Other **adverbs** indicate that the idea in the sentence is not always true or is less than 100% factual. “*Dreams **generally** reflect experiences from the daytime.*” means that most dreams reflect daytime experiences but not all of them do.

B. Instructions: Choose the correct label for each sentence and underline any word that makes the sentence less than 100% factual.

- Electromagnetic radiation (EMR) usually changes the amount of hormones such as melatonin and cortisone.
100% factual generally true but not always
- Our bodies contain proteins called cryptochromes.
100% factual generally true but not always
- When any part of our skin is exposed to light, ...melatonin production is suppressed.
100% factual generally true but not always
- Adolescents need approximately 9½ hours of sleep a day.
100% factual generally true but not always

Name: _____ Date: _____

3f Writing with Adverbial Modifiers 1

Instructions: Review Section 3 (Adding Details to Sentences) of the **Developing Details** card. Add the words in parentheses to the independent clauses. Add capital letters and commas when necessary.

Adolescents and Sleep

1. *American teenagers do not get the amount of sleep they need to be healthy, safe, and academically successful. (according to a 2014 report from the American Academy of Pediatrics)*

2. *Numerous newspaper articles and TV reports have discussed the number of hours that a teenager needs for sleep. (in recent years)*

3. *A child's body rhythm changes. (usually / as she becomes an adolescent)*

4. *An adolescent does not feel tired. (typically / until later at night)*

5. *Her body does not wake up. (easily / when her alarm clock rings)*

6. *Most schools in the US schedule high school start times. (unfortunately / as early as possible)*

Name: _____ Date: _____

3g Editing Adverbial Modifiers

Instructions: Review Section 3 (Adding Details to Sentences) of the **Developing Details** card. There is one error with adverbs, adverb phrases, or adverb clauses in each numbered section. Locate the errors and write the corrections above them. The first one has been done for you.

Sleep Stages and Dreams

Scientists who study sleep have discovered that we sleep in five stages.

when we can easily

1. Stage One is very light sleep ~~when we can easily~~ be awakened.
2. Stage Two is slightly deeper sleep. This is the stage where we spend most of our sleep time. Our breathing slows down and even our body temperature slow decreases.
3. Stage Three is the beginning of very deep sleep. First, the electrical impulses in our brains gradual slow down.
4. Stage Four is very deep sleep. Our heart rate is slow; our breathing is deeply and slow.
5. Our muscles don't in Stage Four move.
6. Stage Five is a very special stage. It is called the REM stage for "Rapid Eye Movements" because our closed eyes are actual moving. Our body seems almost awake because our breathing becomes more rapid and our heart rate increases.
7. Scientists who measure brain waves report a rapid increase of electrical activity. This is the stage when dreaming usual occurs.
8. When we stop being REM sleep, we are again in Stage One, light sleep. Many people awake at this time and can recall their dreams.
9. However, after a minute, because the memory vague, many people cannot remember any of their dreams.
10. Some people keep dream journals. They write as soon as they wake up down everything they remember about their dreams.

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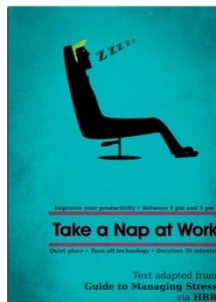
3h Writing with Adverbial Modifiers 2

The Value of Naps

Naps are short periods of sleep during the daytime. While we all realize that babies take several naps a day, did you know that a 20 minute nap can be very helpful for an adult?

A. Instructions: Use the link below to read about naps.

This link will take you to a blog about the value of naps.
<http://michaelhyatt.com/why-you-should-take-a-nap-every-day.html>



After you read the blog, write a paragraph about naps.

Here are some possible ideas:

- *What is your experience with napping?*
- *Could you realistically arrange to take a nap every day? How?*
- *Explain the main reasons why a nap can improve your health.*
- *Explain how napping regularly could improve your productivity at work or school.*
- *What do you think the reaction of your co-workers/students/family would be if you started to take a nap every day?*

As you write the paragraph, make sure you have included adverbs, adverb phrases, and adverb clauses to help make your ideas clear and interesting. Review Section 3 (Adding Details to Sentences) of the **Developing Details** card as needed.

B. Instructions: Use this link to watch a video that briefly gives some scientific reasons why naps are healthy. Use the space on the next page to take notes. Then answer the questions that follow. Try to use adverbs, adverb phrases and adverb clauses in your writing.

This link will take you to a short student produced video for a class at Stanford University.
<https://www.youtube.com/watch?v=vAETBvj14gQ>



Nap Video: While You Watch

Notes

After You Watch: Comprehension Questions

1. What are the five terms that describe the famous people introduced in the video?
2. What is the warning about napping?
3. What are the health benefits of napping?
4. What are the napping guidelines?

Name: _____ Date: _____

3i Identifying Types of Modifiers

Adjectives, adjective phrases, and adjective clauses usually add details to nouns. **Adverbs, adverb phrases and adverb clauses** usually add details to sentences.

Instructions: Circle the correct label for the underlined words.

1. *Even though everyone sleeps, few of us truly understand what our bodies are doing while we are sleeping.*

Detail Added to Noun
Detail Added to Sentence
2. *Even though everyone sleeps, few of us truly understand what our bodies are doing while we are sleeping.*

Detail Added to Noun
Detail Added to Sentence
3. *Although everyone sleeps, few of us truly understand what our bodies are doing while we are sleeping.*

Detail Added to Noun
Detail Added to Sentence
4. *Although everyone sleeps, few of us truly understand what our bodies are doing while we are sleeping.*

Detail Added to Noun
Detail Added to Sentence
5. *...consider using night lights that block blue light.*

Detail Added to Noun
Detail Added to Sentence
6. *...consider using night lights that block blue light.*

Detail Added to Noun
Detail Added to Sentence
7. *A person may seem totally inactive while he is sleeping, but in reality his brain is keeping busy.*

Detail Added to Noun
Detail Added to Sentence
8. *A person may seem totally inactive while he is sleeping, but in reality his brain is keeping busy.*

Detail Added to Noun
Detail Added to Sentence
9. *Sleep is a basic need for all human beings although people of different ages need different amounts of sleep.*

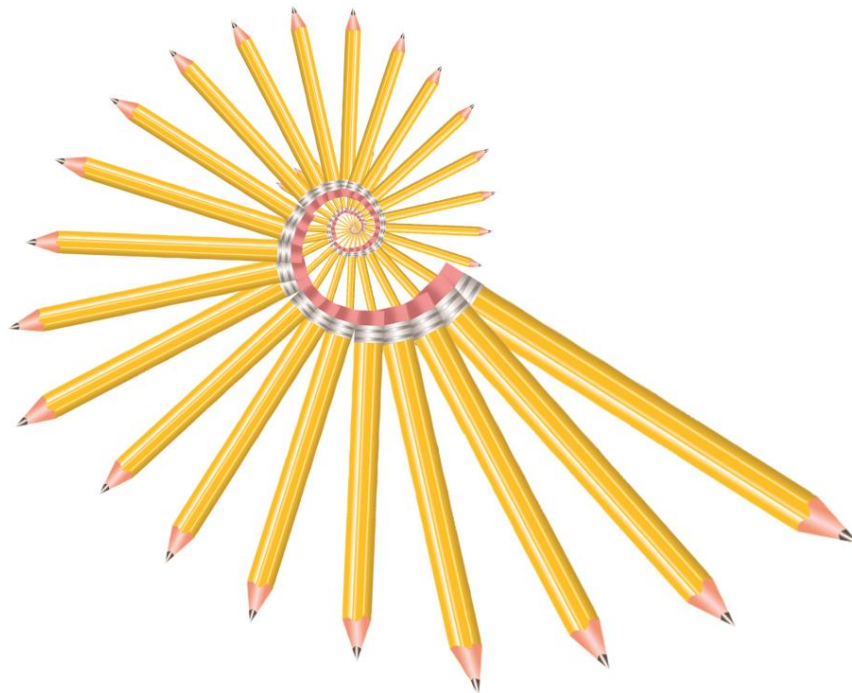
Detail Added to Noun
Detail Added to Sentence
10. *Sleep is a basic need for all human beings although people of different ages need different amounts of sleep.*

Detail Added to Noun
Detail Added to Sentence

Challenge Exercises: Adding Details to Sentences

In this section, you will develop the following language skills:

- Adding details to sentences within a paragraph
- Improving your writing by adding clarifying details



3j Reading: “Clear Communication: Health Literacy”

1. Sometimes, when people visit doctors, they misunderstand what their doctors want them to do. What do you think are some reasons for this problem?

2. What kinds of problems can happen when patients misunderstand information from doctors?

3. How can doctors or other helps patients with these problems?

Communication between and among human beings is complex. It occurs at many levels simultaneously. Doctors, health professionals, and public health communications experts grapple with how best to reach their audiences most effectively. Another concern is the need to inform whole populations about health emergencies, both on an immediate basis and into the future. Much study has gone into the effort to make clear communication, plain language, and visual communication as effective as possible, and this research continues.

- Everyone, no matter how educated, is at risk for misunderstanding health information if the issue is emotionally charged or complex.
- In some cases, patients may believe they have understood directions, but they may be embarrassed to ask questions to confirm their understanding.

- It is increasingly difficult for people to separate evidence-based information, especially online, from misleading ads and gimmicks.
- There are additional challenges in understanding how to select insurance plans and benefits, especially for those who have not previously been insured.

Some goals of a successful health information encounter include these:

- The provider offers a clear understanding of what to do to improve one's health, why it should be done, and, precisely, how to do it.

"This medicine will lower your blood pressure, which will help your heart. You need to take the green tablets, with food. That's one green tablet every day when you wake up with your breakfast, and one green tablet after dinner and before you go to sleep."

The provider needs to confirm that the individual has a fundamental understanding of the information exchange and has shown this more clearly than a nod of the head or an "uh huh." Remember in school the teachers who said, "Any questions?," gave the class no time to think of a question to ask, and moved on?

You will probably remember more warmly the teacher who took the time to probe the question, "What do you think your risk is of having the complications I mentioned? What are you going to do with that information?"

- Using the "teach back" method – having the patient repeat the information back to the provider – can help in ensuring there has been understanding.
- Ideally, skills related to "teach to goal" help the patient improve his or her own self-management. That is, doctors need to help patients develop their own health literacy.
- Health care systems can also address limited literacy. For example, a hospital can create clear, simple instructions for patients or provide hospital staff that can help clearly explain medical issues to patients.

Source: This was adapted from *The National Institutes of Health, Healthy Literacy, Web*, Accessed February 24, 2016.



Name: _____ Date: _____

3k Paraphrasing “Health Literacy”

Instructions: Review 8.3 (Paraphrasing) of the **Developing Details** card. Then, based on the reading “Clear Communication: Health Literacy” in activity 3j, write paraphrased answers on the following topics.

A. Describe three cause of patients’ misunderstanding from “Health Literacy”. Write one sentence for each cause.

- _____

- _____

- _____

B. Describe three ways that doctors and medical personnel can help patients understand medical information. Write one sentence for each way.

- _____

- _____

- _____



Name: _____ Date: _____

3I Answering Questions with Adverbial Clauses and Other Connectors

Instructions: First, review Sections 3.3 (Using Adverb Clauses), and 4.2 (Compound Sentences and Common Academic Connectors), and 4.3 (Complex Sentences) of the **Developing Details** card. Then use the sentence connectors to answer the questions about the ideas in “Clear Communication: Health Literacy.” Refer to your paraphrased answers in activity 3k in this workbook.

1. What are some of the causes of patient misunderstanding? (*when, because, as a result, so*)

a. _____

b. _____

c. _____

d. _____

2. What problem can be caused by a patient who misunderstands a doctor’s information? (*if, thus*)

3. What can be done to help patients? (*if, when*)

a. _____

b. _____



Name: _____ Date: _____

3m Writing with Detail

Instructions: Review the following:

- Section 3 (Adding Details to Sentences) of the **Developing Details** card
- Section 4 (Writing with Sentence Variety), particularly the “Common Academic Connectors” chart
- Appendix 5 (Common Sentence Connectors) on page 203 of this workbook.

Then add details to the sentences below by answering the questions after them. The first one is done as an example.

1. Patients sometimes do not understand medical information. (*Why? What cause?*)

Patients sometimes do not understand medical information **because the vocabulary that doctors use is too advanced for them.**

2. Patients sometimes do not understand medical information. (*With what effect?*)

3. Some doctors ask their patients to explain what the doctor just said to them. (*Why? What purpose?*)

4. There are various ways doctors can help patients understand medical information. (*Such as?*)

5. Sometimes patients do not ask questions about medical instructions. (*Why? What cause?*)

6. Medical labels sometimes have complicated medical instructions. (*So what? With what effect?*)

Writing with Sentence Variety

In this section, you will practice the following language skills:

- Learning different sentence types
 - Simple
 - Compound (Basic)
 - Compound (Academic)
 - Complex
 - Adverb Clauses
 - Adjective Clauses

Questions for Learners to Consider

- Do you use a variety of sentence types in your writing?
- Can you explain the reason for each comma you use?

Name: _____ Date: _____

4a Reading: “Emotional Intelligence”

Instructions: Review Section 4 (Writing with Sentence Variety) of the **Developing Details** card. Then read the selection below and answer the questions that follow it.

Do you know someone who is extremely smart but does not succeed at a job? Do you know someone who was never good at school but who became the most successful graduate in their class?

Ray Kroc turned McDonald’s into the biggest fast-food chain in the world after he dropped out of school at age 15. Ringo Starr could hardly read or write, but he became world famous as the drummer for the Beatles. Will Smith, who has always had trouble reading, has a financial worth of over \$250 million. Paul Orfalea has dyslexia, which is a severe reading disorder. However, he founded Kinko’s, which is a gigantic chain of copy and office supply stores.

Emotional Intelligence is referred to as **EQ**. It is considered by many to be even more important for success in a job or profession than **Intelligence Quotient**, which is referred to as **IQ**. IQ is generally understood as a person’s native intellectual abilities while EQ refers to emotional abilities. EQ can be defined as the ability to be aware of your own and others’ emotions. It also includes the ability to function well in personal relationships. EQ affects your happiness in all you do. Although a high IQ gives a person the capability to succeed, EQ can ensure success.

There are several parts of EQ.

- The first part is self-awareness. A person who is self-aware recognizes their positive and negative emotions. When you are self-aware, you can become more self-confident. Even if you have negative emotions, you recognize them as negative.
- The second part is being able to manage yourself. When you feel like doing something wrong, you can stop yourself. When you just want to stay in bed instead of getting up for class, you can force yourself out of bed.
- The next part is being aware of the emotions of others. You can “read” a situation and recognize how other people are feeling.
- Finally, you can form and continue positive relationships with other people. Whether you are at a job or in a class, you can work well in a team and handle disagreements.

Many companies now try to evaluate applicants’ EQ as well as their skills at a job. Managers have found that workers with high EQ can lead coworkers and handle all the personal complexities that are present in a workplace. It is not always the “smart” person who can get the job done well because work situations are full of people issues. A person who can work well with people can make the workplace function more smoothly.

Comprehension Questions

1. Why might EQ be as important as IQ for people who are working on a team?

2. Do you think that there are some jobs when EQ would not be very important? Name some.

3. What are some of the qualities of successful people that you know?

4. If you were a manager of a business, would you test possible employees for EQ?

5. If a friend were going for a job interview, what is some advice you could give him/her?

Name: _____ Date: _____

4b Noticing Adverb Clauses 1

Instructions: Review Section 4 (Writing with Sentence Variety) of the **Developing Details** card and Appendix 5 of this workbook. Notice the words used at the beginning of adverb clauses. Read the sentences below and underline the adverb clauses. There are 10 sentences with adverb clauses. The first two are done for you.

Personality and Behavior

1. Personality is defined as the usual thoughts, attitudes, feelings and behavior that a person has. (No adverb clause)
2. It can be worrisome when a person behaves differently than they usually do.
3. If a person who is usually on time for work starts arriving late every day, it may mean that something is wrong.
4. There may be a simple reason for this change in behavior.
5. Perhaps her car has broken down, and she cannot get it fixed until she gets a paycheck.
6. However, if this change in behavior has no explanation, the person may be having an emotional problem.
7. It does not mean that her personality has changed because a change in basic personality usually takes place over a long period of time.
8. Personalities can change.
9. As children who are shy get older, they frequently become more confident and more reliable.
10. Although these changes can be important, the person's basic personality is usually not totally changed.
11. In other words, an extremely shy teenager may become more confident when he is in his 30's, but he will probably never be as confident as other people.
12. According to some psychologists, a person's basic personality is set in the first few years of life.
13. A small child who is fearful will become an adult who lacks confidence.
14. Small children who are successful frequently develop a positive outlook on life.
15. As they get older, if most of their experiences are positive, they will keep this positive outlook.
16. Negative experiences over a long period of time can change this positive outlook.
17. Although changing a negative personality to a positive personality is difficult, it is possible.

**Words that Often Begin
Adverb Clauses**

- if
- because
- although
- when
- before
- after
- as soon as
- since
- while
- until
- as
- unless

Name: _____ Date: _____

4c Noticing Adjective Clauses 1

Instructions: Review Section 1.6 (Adjective Clauses) of the **Developing Details** card and Section 1 of this workbook. Note the words used to introduce adjective clauses. Then read the sentences below, which are the same as the previous page, and underline the adjective clauses. There are 5 sentences with adjective clauses. The first one done for you.

**Words that Often Begin
Adjective Clauses**

- that
- who
- whom
- which
- whose
- when
- where
- why

Personality and Behavior

1. Personality is defined as the usual thoughts, attitudes, feelings and behavior that a person has.
2. It can be worrisome when a person behaves differently than they usually do.
3. If a person who is usually on time for work starts arriving late every day, it may mean that something is wrong.
4. There may be a simple reason for this change in behavior.
5. Perhaps her car has broken down, and she cannot get it fixed until she gets a paycheck.
6. However, if this change in behavior has no explanation, the person may be having an emotional problem.
7. It does not mean that her personality has changed because a change in basic personality usually takes place over a long period of time.
8. Personalities can change.
9. As children who are shy get older, they frequently become more confident and more reliable.
10. Although these changes can be important, the person's basic personality is usually not totally changed.
11. In other words, an extremely shy teenager may become more confident when he is in his 30's, but he will probably never be as confident as other people.
12. According to some psychologists, a person's basic personality is set in the first few years of life.
13. A small child who is fearful will become an adult who lacks confidence.
14. Small children who are successful frequently develop a positive outlook on life.
15. As they get older, if most of their experiences are positive, they will keep this positive outlook.
16. Negative experiences over a long period of time can change this positive outlook.
17. Although changing a negative personality to a positive personality is difficult, it is possible.

Name: _____ Date: _____

4d Noticing Adverb Clauses 2

Instructions: Review Section 4 (Writing with Sentence Variety) of the **Developing Details** card and Appendix 5 of this workbook. Notice the words used at the beginning of adverb clauses. Read the sentences below and underline the adverb clauses. There are 7 sentences with adverb clauses. The first two have been done for you.

Emotional Intelligence

1. Emotional Intelligence consists of several valuable skills which can be helpful in both face-to-face and online situations. (No adverb clause)
2. When a person who has weak EQ skills walks into a meeting with unfamiliar people, she may not act appropriately because she might not understand the expectations of the group.
3. When a person with strong EQ skills walks into such a meeting, she would be able to “read” the situation.
4. She would quickly sense the level of formality that the group expected.
5. If the group were very official and formal, she would use the tone and vocabulary that was right for the group.
6. If the group were casual, she would notice the informal joking and side comments that people made.
7. Her behavior would fit in well with any group that she joined.
8. Online, EQ skills are also important since the way a person interacts says a lot about them.
9. LinkedIn, which is a professional networking site, demands more formal postings than a site like Twitter.
10. A person whose EQ skills were weak might talk about parties and vacations on a professional networking site.
11. That person would probably not get job referrals or recommendations when they needed them.
12. If you have a professional contact who asks to become a friend on Facebook, you might want to suggest that you connect on LinkedIn.
13. You might have photos of your weekend on Facebook, or your friends might post photos that you would not want your future boss to see.
14. EQ skills are important for all people who want to be successful in social situations – online or face-to-face.

Name: _____ Date: _____

4e Noticing Adjective Clauses 2

Instructions: Review Section 1.6 (Adjective Clauses) of the **Developing Details** card and Section 1 of this workbook. Then read the sentences below and underline the adjective clauses. There are only 2 sentences without adjective clauses. The first one has been done for you.

Emotional Intelligence

1. Emotional Intelligence consists of several valuable skills which can be helpful in both face-to-face and online situations.
2. When a person who has weak EQ skills walks into a meeting with unfamiliar people, she may not act appropriately because she might not understand the expectations of the group.
3. When a person with strong EQ skills walks into such a meeting, she would be able to “read” the situation.
4. She would quickly sense the level of formality that the group expected.
5. If the group were very official and formal, she would use the tone and vocabulary that was right for the group.
6. If the group were casual, she would notice the informal joking and side comments that people made.
7. Her behavior would fit in well with any group that she joined.
8. Online, EQ skills are also important since the way a person interacts says a lot about them.
9. LinkedIn, which is a professional networking site, demands more formal postings than a site like Twitter.
10. A person whose EQ skills were weak might talk about parties and vacations on a professional networking site.
11. That person would probably not get job referrals or recommendations when they needed them.
12. If you have a professional contact who asks to become a friend on Facebook, you might want to suggest that you connect on LinkedIn.
13. You might have photos of your weekend on Facebook, or your friends might post photos that you would not want your future boss to see.
14. EQ skills are important for all people who want to be successful in social situations – online or face-to-face.

Name: _____ Date: _____

4f Noticing Sentence Variety

Instructions: Review Section 4 (Writing with Sentence Variety) of the **Developing Details** card. Read each sentence and label it *simple*, *basic compound*, *academic compound*, or *complex*.

NOTE: Adjective clauses and adverb clauses are both dependent clauses. Sentences with adjective clauses and/or adverb clauses are complex sentences.

1. _____ Every year, the employees and their supervisors have to take some online training.
2. _____ After each training, everyone has to take a quiz and pass it if they are going to get a satisfactory rating.
3. _____ Several of the employees do not feel comfortable using the computers for training. However, most of the employees and all of the supervisors do not find computers difficult.
4. _____ Some people learn better in groups, and they do not do well working alone on a computer.
5. _____ The head of the Human Resources department had a meeting with the nervous employees.
6. _____ She tried to make these employees feel more comfortable about using computers.
7. _____ When she saw how nervous some of the employees were, she told them they could take the quiz on paper if they did not do well.
8. _____ Because the quiz was very complicated, some of them did not do well on it.
9. _____ Those employees took the quiz again with paper and pencil.
10. _____ Most of them passed the paper quiz, but there were still some who failed.
11. _____ Now these employees are requesting another training session, without computers!
12. _____ If the Human Resources department understands the different learning styles of the employees, they should offer another session, without computers.
13. _____ The online training is very effective for most employees because most people can learn in a variety of ways, but some people actually do need to have instruction in a specific way.



Semicolons (;) are used to connect two short, clearly related sentences when there is no need to add a connecting word to clarify the relationship.

- Semicolons (;) are rarely used before academic connectors (however, therefore, for example). Periods are far more common with this type of connector.

Name: _____ Date: _____

4g Reading: "Personality Tests"**Instructions:** For each question, choose the response that most closely matches your opinion.

Job applicants, students deciding on a major, and even people trying to decide whether to marry someone or not sometimes take personality or emotional intelligence tests because they want to find out how their personality matches the job, the career or the potential spouse. Below are some typical questions that you might find on such a test.

	<i>Strongly agree</i>	<i>Agree</i>	<i>Not sure</i>	<i>Disagree</i>	<i>Strongly disagree</i>
	← X	X	X	X	X →
1. I give help to anyone that I feel needs it and do not want anything in return.	← X	X	X	X	X →
2. I find it difficult to express disagreement with someone's opinion.	← X	X	X	X	X →
3. If someone is acting badly to another person, even if I do not know either person, I will step in.	← X	X	X	X	X →
4. I like to work with a team because I do not want to be solely responsible for the success of a project.	← X	X	X	X	X →
5. Coworkers who are always late make me very angry.	← X	X	X	X	X →
6. I do not like to listen to my friends' problems, but I do like to hear of their successes.	← X	X	X	X	X →
7. I am inspired by biographies of successful people.	← X	X	X	X	X →
8. I find it difficult to settle arguments within my family.	← X	X	X	X	X →
9. I am a good person.	← X	X	X	X	X →
10. Although others may not feel confident, I am usually positive.	← X	X	X	X	X →
11. I often ask questions when I do not understand something.	← X	X	X	X	X →
12. Talking to strangers is hard for me. Therefore, I do not like to go to parties.	← X	X	X	X	X →
13. I prefer to do tasks that have clear directions.	← X	X	X	X	X →

Name: _____ Date: _____

4h Identifying Sentence Types

Instructions: Choose the correct descriptor for each sentence from the personality test. The first one has been done for you.

1. I give help to anyone that I feel needs it and do not want anything in return.
Simple Basic Compound Academic Compound Complex
2. I find it difficult to express disagreement with someone's opinion.
Simple Basic Compound Academic Compound Complex
3. If someone is acting badly to another person, even if I do not know either person, I will step in.
Simple Basic Compound Academic Compound Complex
4. I like to work with a team because I do not want to be solely responsible for the success of a project.
Simple Basic Compound Academic Compound Complex
5. Coworkers who are always late make me very angry.
Simple Basic Compound Academic Compound Complex
6. I do not like to listen to my friends' problems, but I do like to hear of their successes.
Simple Basic Compound Academic Compound Complex
7. I am inspired by biographies of successful people.
Simple Basic Compound Academic Compound Complex
8. I find it difficult to settle arguments within my family.
Simple Basic Compound Academic Compound Complex
9. I am a good person.
Simple Basic Compound Academic Compound Complex
10. Although others may not feel confident, I am usually positive.
Simple Basic Compound Academic Compound Complex
11. I often ask questions when I do not understand something that a person has said.
Simple Basic Compound Academic Compound Complex
12. Talking to strangers is hard for me. Therefore, I do not like to go to parties.
Simple Basic Compound Academic Compound Complex
13. I prefer to do tasks that have clear directions.
Simple Basic Compound Academic Compound Complex

Name: _____ Date: _____

4i Analyzing Sentence Types

Instructions: Answer the following questions about the previous page (page 101).

1. How many Simple sentences did you find? _____
2. What words did you see in the Basic Compound sentences that showed you it was a Basic Compound sentence? _____
3. What punctuation did you see in the Basic Compound sentences that showed you it was a Basic Compound sentence? _____
4. What word did you see in the Academic Compound sentence that showed you it was an Academic Compound sentence? _____
5. How was the Academic Compound sentence punctuated?

6. How many Complex sentences did you find? _____
7. How many Complex sentences had adjective clauses? _____
8. How many Complex sentences had adverb clauses? _____
9. Write the sentence that has both an adverb clause and an adjective clause.

Name: _____ Date: _____

4j Writing with Sentence Variety 1

Instructions: Complete the following sentences.

1. EQ is important in many life activities because

2. IQ is important in many life activities. However,

3. The job outlook for some college majors is not very good. Therefore,

4. Some social networking sites are for professional use while others are not. For example,

5. A job that _____
might require advanced technical skills.

6. A person who _____ would not
do well as a nurse.

7. Before offering a person a job, many companies use personality tests that

8. If a workplace has very strict rules,

9. Because _____, a person may
want to be careful about posting photos online.

10. When a job applicant is writing her resume, she

Name: _____ Date: _____

4k Writing with Sentence Variety 2

Instructions: Write sentences of various types about how different personalities can affect work performance and career choices.

1. Write a Simple sentence in future tense.

2. Write two sentences in past tense with an Academic compound connection.

3. Write a Complex sentence in present tense.

4. Write a Simple sentence in present perfect tense.

5. Write a Complex sentence with the main clause in future tense.

6. Write two sentences in present tense with an Academic compound connection.

7. Write a Complex sentence with one clause in present perfect tense.

Challenge Exercises: Writing with Sentence Variety

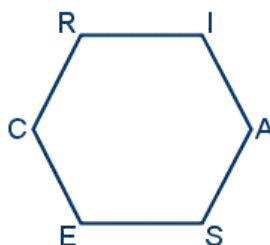
In this section, you will develop the following language skills:

- Writing complex sentences to answer questions completely and clearly
- Editing sentence structure and sentence connecting effectively
- Using standard punctuation to connect sentences, phrases, and words

Questions for Learners to Consider

- In your own writing, how long are most of your sentences?
- Do you have short sentences or do your sentences have multiple clauses and phrases which add details?

Name: _____ Date: _____

4I Reading: “Holland Codes”**HOLLAND CODES**

According to the Holland Codes, there are six basic types of people:

- Realistic (people who do things),
- Investigative (people who think about things),
- Artistic (people who create new things),
- Social (people who like to help others),
- Enterprising (people who can persuade others to do things),
- Conventional (people who can organize).

Part I

Instructions: Use the link below to read about Holland Codes, which are based on a theory of personality types. These codes have been used to help people to choose jobs or careers that best fit their personality. **Take notes in the chart on the next page.**

http://en.wikipedia.org/wiki/Holland_Codes

Part II

Instructions: Use this link to get your personal Holland Code. Use a dictionary if you have trouble with the vocabulary. *After you click “submit,” the Holland Code (a group of 3 multi-colored letters) appears at the top of the results page. **Write the three letters somewhere for future use!**

<http://www.roguecc.edu/Counseling/HollandCodes/test.asp>

Part III

Instructions: Use this link to find possible career matches. You may also use the Wikipedia link from Part I. Add the matches to your notes chart.

<http://www.vista-cards.com/occupations/>

Holland Codes Notes

<u>Personality Type</u>	<u>Characteristics</u>	<u>Professions / Careers</u>
Realistic		
Investigative		
Artistic		
Social		
Enterprising		
Conventional		



Name: _____ Date: _____

4m Writing with Sentence Variety 3

Instructions: First, review sections 3 (Adding Details to Sentences) and 4 (Writing with Sentence Variety) in the **Developing Details** card. Write one or more paragraphs about what you learned about Holland Codes and what you think about the information. Do you agree with your Holland Code? Do you think that this activity could help other people in figuring out a career?

Think about It: Review what you have written. Make sure that your sentences have clear details and that you have used a variety of sentence types.



Name: _____ Date: _____

4n Identifying Complete Subjects and Verbs

A. Instructions: In all of the clauses below, underline the complete subjects and circle the complete verbs. The first sentence has been done for you. (Note: These sentences come from the reading “America’s Changing Religious Landscape” in Exercise 9a. It is recommended that you read it before doing exercises 4n, 4o, and 4p.)

1. The Christian share of the U.S. population is declining, while the number of U.S. adults who do not identify with any organized religion is growing, according to an extensive new survey by the Pew Research Center.
2. Moreover, these changes are taking place across the religious landscape.
3. This affects all regions of the country and many demographic groups.
4. While the drop in Christian affiliation is significant among young adults, it is occurring among Americans of all ages.
5. The drop in the Christian share of the population has been caused mainly by declines among Protestants and Catholics.
6. Each of those large religious traditions has shrunk by approximately three percentage points since 2007.
7. The evangelical Protestant share of the U.S. population also has declined, but at a slower rate, falling by about one percentage point since 2007.

B. Instructions: Look over the categories below. Then write words and phrases from the sentences above that match these categories. One example has been done for you.

1. **Cause and Effect:** _____

2. **Contrast:** _____

3. **Additional Information:** _____

4. **Source of Information:** according to _____

5. **Time:** _____

Name: _____ Date: _____

4o Identifying and Editing Sentence Structure

Instructions: Each sentence has an error in its sentence structure: *a missing noun, a missing relative pronoun* (“that,” “who,” “which,” etc.), *an incomplete verb, or an incomplete sentence*. Check every subject and verb carefully and correct the errors. Then write the type of error in the line before the sentences. The first has been done as an example.

(Note: These sentences come from the reading “America’s Changing Religious Landscape” in Exercise 9a. It is recommended that you read it before doing this exercise.)

1. incomplete verb The Christian share of the U.S. population ^{is} declining.
2. _____ The number of U.S. adults do not identify with any organized religion is growing.
3. _____ Moreover, these changes are taking place across the religious landscape. Affects all regions of the country and many demographic groups.
4. _____ While the drop in Christian affiliation is particularly pronounced among young adults. It is occurring among Americans of all ages.
5. _____ Each of those large religious traditions shrinking by approximately three percentage points since 2007.





Name: _____ Date: _____

4p Writing with Sentence Connectors

Instructions: First, review sections 3 (Adding Details to Sentences) and 4 (Writing with Sentence Variety) in the **Developing Details** card and Appendix 5 on page 203 of this workbook. Then, combine the sentences with the connector words provided. Use correct grammar and punctuation. One has been done as an example.

(Note: These sentences come from the reading “America’s Changing Religious Landscape” in Exercise 9a. It is recommended that you read it before doing this exercise.)

Contrast / Unexpected Result

1. *However / but / although*

Many Americans are Protestants.
The U.S. has a great deal of religious diversity.

a. Many Americans are Protestants. However, the U.S. has a great deal of religious diversity.

b. _____

c. _____

Effect / Expected Result

2. *therefore / so / since / because of*

There has been an increase in the percentage of Americans from non-Protestant religions.
The percentage of Protestants in the U.S. has decreased.

a. _____

b. _____

c. _____

d. _____

Addition

3. *moreover / and / in addition*

The U.S. has larger numbers of Hispanic Christians today.
The numbers of Muslims and Hindus have increased.

- a. _____

- b. _____

- c. _____

Contrast / Unexpected Result

4. *while / in contrast*

Before 1960, less than 2 in 10 Americans were in religiously mixed marriages.
In 2010, 4 in 10 Americans were married to people of different religious backgrounds.

- a. _____

- b. _____

Exemplification

5. *for example* (complete sentence) / *for example* (list of items) / *such as*

Catholicism, Judaism, Islam, and Buddhism all have millions of followers in the U.S.
The U.S. has a large number of different religious groups.

- a. _____

- b. _____

- c. _____



Name: _____ Date: _____

4q Editing Sentence Connectors

Instructions: Review Section 4 (Writing with Sentence Variety) of the **Developing Details** card. Focus on connector words. In the paragraph below, first circle connector words, and then edit the sentence-connecting errors highlighted in **bold** in the sentences below. The first has been done for you.

Preparing for Careers

. However,

Selecting a career can be difficult, ~~however~~ it is very important to know about types of **careers, when** people decide to enter college. Counselors generally tell students to consider their interests, **however** this is not always a simple matter. Young people who lack life experience do not necessarily know their professional **interests, or** the kinds of careers available. **Therefore it** is important for college students to learn about careers and the required training for them. For example, in the online Occupational Outlook Handbook, under the category "Computers," there are ten occupations. **And** under "Healthcare," dozens of careers are described. If someone is interested in **medicine she** has many choices of **career, and** must make the right decisions about the college program that she enters. In the end, college students invest thousands of dollars, **as a result** they must also invest time for their own futures. **For example**, talking with counselors and reading about careers and college programs for those jobs.

Reading Comprehension

Instructions: What are the suggestions in the paragraph about preparing for careers? Answer in one or two sentences.



Name: _____ Date: _____

4r Writing with Sentence Connectors

Instructions: Review the “Common Academic Connectors” chart in Section 4 (Writing with Sentence Variety) of the **Developing Details** card. Answer the questions using logical connector words and correct sentence connecting based on one of the connector words or phrases in parentheses (). Consider the ideas in the reading "Preparing for Careers" in the previous exercise. The first has been done in two different ways as a sample.

1. What happens when people have college degrees? (*as a result, because*)

Some people have college degrees. As a result, they tend to find jobs more easily.

Because some people have college degrees, they tend to find jobs more easily.

2. What is a benefit of choosing a career that is interesting? (*as a result, because, if*)

3. What are two ways people can decide what career to choose? (*in addition, furthermore*)

4. What are the main differences between two careers, such as nursing and computer programming? (*in contrast, on the other hand*)

5. Some people do not plan their college education. Why is that a problem? (*although, however*)

6. Some people do not plan their college education. Why is that a problem? (*therefore, because, if*)

Using Passive Voice

In this section, you will practice the following language skills:

- Forming Passive Voice Verbs
- Distinguishing between Active Voice and Passive Voice verbs
- Deciding when to use Passive Voice
- Producing Passive Voice verbs in sentences based on information in a chart

Questions for Learners to Consider

- What are some common expressions with passive voice, such as “...*was made by...*” or “... *is located in...*” ?
- Why do you sometimes need to use the passive voice?

Instructions: Review Section 5 (Using Passive Voice) of the **Developing Details** card to see how Passive Voice is formed. Then complete the table below. The first table has been done for you.

see

	Simple	Continuous	Perfect	Perfect Continuous
PAST	It <u>was seen</u> . They <u>were seen</u> .	It <u>was being seen</u> . They <u>were being seen</u> .	It <u>had been seen</u> .	<i>The passive voice is not common in the perfect continuous verb tenses.</i>
PRESENT	It <u>is seen</u> . They <u>are seen</u> .	It <u>is being seen</u> . They <u>are being seen</u> .	It <u>has been seen</u> . They <u>have been seen</u> .	
FUTURE	It <u>will be seen</u> .	It <u>will be being seen</u> .	It <u>will have been seen</u> .	

test

	Simple	Continuous	Perfect
PAST	It They	It They	It They
PRESENT	It They	It They	It They
FUTURE	It They	It They	It They

Name: _____ Date: _____

5b Forming Passive Voice 2



Although 12 verb tenses are possible in Passive Voice, only 4 are frequently used: simple past, simple present, simple future, and present perfect.

Instructions: Review Section 5 (Using Passive Voice) of the **Developing Details** card to see how Passive Voice is formed. Then complete the 4 frequently used tenses in the table below.

PASSIVE VOICE - MOST FREQUENTLY USED VERB TENSES

analyze

	Simple	Continuous	Perfect
PAST	It They		
PRESENT	It They		It They
FUTURE	It They		

Name: _____ Date: _____

5c Reading: “Ethical Questions of Ebola”

Instructions: Review Section 5 (Using Passive Voice) of the **Developing Details** card to see how Passive Voice is formed. Underline all the examples of Passive Voice in the reading below. The first sentence has been done for you. Then answer the Comprehension Questions in complete sentences.

Ethical¹ Questions of Ebola and Hospital Safety

Hospitals are responsible for giving the best care to patients, but what happens when doctors and nurses are put in danger if certain types of care are provided? This ethical question arose in some American hospitals during the Ebola outbreak in 2014. American health care workers had been helping in Africa. They were brought back to the U.S. suffering from Ebola. CPR (cardio-pulmonary resuscitation) has been controversial since Ebola is highly contagious. Any contact with bodily fluids must be avoided. There are recent studies which suggest that there is also a small risk that Ebola is spread through the air. A patient who needs CPR needs it quickly. The caregiver needs to wear a full biohazard suit, which takes time to be put on. This places tremendous pressure on the caregiver to hurry, which can be fatal for the caregiver.



A medical technician working in a biohazard suit

Another serious issue involves the many lab tests that are typically collected. The Centers for Disease Control and Prevention recommended that lab testing be used only when absolutely medically necessary. The staff that drew the blood or took the swabs could be endangered. In addition, the technicians who would run the tests could also be put into dangerous situations.

Some hospitals in the US are considering not performing surgery on Ebola patients. They are afraid because the exposure to bodily fluids is considered too risky for the health care workers who are involved. The workers are required to wear biohazard suits. Performing surgery without being exposed to the virus is extremely difficult even for a person in a biohazard suit. There are also risks in moving the Ebola patient to a surgical area. The patients would have to be moved out of their isolation rooms. These isolation rooms have been carefully constructed to decrease the spread of the virus.

These decisions are not easy to make. Not giving maximum care to a patient goes against health care workers' training. However, the hospitals also have a responsibility to protect their workers and the public. Until safe measures to effectively treat Ebola are developed, the questions will not be answered to everyone's satisfaction.

1. *Ethical* means *related to ideas of what is right or wrong*.

Comprehension Questions

1. In your opinion, should all medical workers that work with Ebola patients be volunteers? Should hospitals be able to require workers to work with Ebola patients? Explain your position.
2. What procedures should hospitals follow for Emergency Room (ER) patients who may have Ebola?
3. There have been some controversies when health care workers returning from Ebola-stricken areas in Africa have been forced into quarantine (21 days in strict isolation) before their test results could determine if they actually had Ebola. (Almost all results have been negative.) Should this use of quarantine be continued? Explain your position.

Name: _____ Date: _____

5d Choosing Passive vs. Active Voice 1

Instructions: Review Section 5 (Using Passive Voice) of the **Developing Details** card to see how Passive Voice is formed. Circle the correct choice for each underlined verb.

1. Ebola has caused thousands of deaths in recent epidemics in western Africa.
Active Voice Passive Voice
2. Many scientists believe that Ebola was introduced into humans through infected monkeys.
Active Voice Passive Voice
3. Some other scientists believe that insect-eating bats were the first source of the human illness.
Active Voice Passive Voice
4. Initially, the disease was discovered in the Democratic Republic of the Congo near the Ebola River, which is where the virus got its name.
Active Voice Passive Voice
5. Many people believe that humans can be infected by eating the meat of animals that have been infected by the disease.
Active Voice Passive Voice
6. Richard Preston wrote a prize-winning book, *The Hot Zone*, about the origin of Ebola.
Active Voice Passive Voice
7. *The Hot Zone* was first published in 1994.
Active Voice Passive Voice
8. Ebola and similar viruses are particularly dangerous to humans since they are extremely contagious and frequently fatal.
Active Voice Passive Voice
9. There are no known cures for Ebola at present. However, possible vaccines are being studied.
Active Voice Passive Voice
10. Thousands of healthcare workers have volunteered to participate in the testing of possible vaccines.
Active Voice Passive Voice

Name: _____ Date: _____

5e Producing Passive Voice

Instructions: Review Section 5 (Using Passive Voice) of the **Developing Details** card to see how Passive Voice is formed. Review Section 2 (Expressing Ideas with Verbs) of the **Developing Details** card to review verb tenses. In the sentences below, write each verb in parentheses in Passive Voice. Be careful to note which tense should be used!

1. The first known cases of Ebola, which (name) _____ after the Ebola River in Africa, were recorded in 1976.
2. Since then, periodic outbreaks of the virus in Africa (record) _____.
3. Before 2014, most of these outbreaks occurred in rural areas (away from cities) where hundreds of deaths (record) _____.
4. That changed in 2014, when the virus (see) _____ in cities and thousands of deaths (record) _____ by the end of the year.
5. Sadly, the high death rate is the primary reason that Ebola “burns itself out” of a region – victims (kill) _____ so quickly that they do not have a lot of time to spread the disease.
6. The percentage of Ebola victims who (kill) _____ by the disease is very high, with the fatality rate for some outbreaks reaching 90%.
7. In nature, fruit bats (think/currently) _____ to be the frequent means of transmission of the virus.
8. They can transmit the virus without (affect) _____ by it.
(Note the preposition in front of the verb form)
9. In cities, the virus (can/easily/transmit) _____ to dozens of people, even by a victim’s cough.
10. Hopefully, in the near future, a vaccine (develop) _____ to protect people against this deadly and terrible disease.

Name: _____ Date: _____

5f Choosing Passive vs. Active Voice 2

The subject of a sentence requires the verb to be either in Active or Passive Voice. For this reason, your choice of the subject determines if you use Active or Passive Voice.

- When the subject of a sentence does the action of the verb, it requires Active Voice.
That nurse will help the patients. (The nurse will do the helping.)
 subject verb object
- When the subject of a sentence does NOT do the action but receives the action, it requires Passive Voice.
The patients will be helped by that nurse. (The patients will receive the help.)
 subject verb



Although Active Voice is more common, Passive Voice is sometimes necessary in academic speaking and writing. For example, Passive Voice is commonly used in science because the important information is often not **who did** something but **what was done** or discovered.

The new cancer drug was approved by the medical panel.
 subject verb

Instructions: Rewrite the following sentences in Passive Voice **IF** you feel it would make a better sentence. Explain why you chose to change the sentence. Leave the sentence in Active Voice **IF** you feel that Active Voice is clearer. The first one has been done for you.

1. Some scientists have recently developed an Ebola vaccine.

An Ebola vaccine has recently been developed.

If you changed the sentence, why did you choose to do so? If you did not change it, why didn't you?

The focus of the sentence is the Ebola vaccine.

2. Courageous healthcare workers have opened special hospitals for Ebola victims.

If you changed the sentence, why did you choose to do so? If you did not change it, why didn't you?

3. The hospital will consider all the possibilities for infection before it admits the victims.

If you changed the sentence, why did you choose to do so? If you did not change it, why didn't you?

4. Most states have continued the quarantining of returning health care workers.

If you changed the sentence, why did you choose to do so? If you did not change it, why didn't you?

5. The fatality rate for some Ebola outbreaks reaches 90%.

If you changed the sentence, why did you choose to do so? If you did not change it, why didn't you?

6. In recent epidemics in western Africa, Ebola has caused thousands of deaths.

If you changed the sentence, why did you choose to do so? If you did not change it, why didn't you?

7. Some hospitals in the US are considering not performing surgery on Ebola patients.

If you changed the sentence, why did you choose to do so? If you did not change it, why didn't you?

Challenge Exercises: Using Passive Voice

In this section, you will develop the following language skills:

- Using Passive Voice with correct focus of topics
- Editing Active Voice and Passive Voice verbs

Questions for Learners to Consider

- Think of some times that you chose to use Passive Voice. Can you explain the reasons for your choice?
- How can the use of Passive Voice sometimes make your paragraphs more cohesive?
- Look at samples of your writing. Did you write any sentences in Passive Voice? Why or why not?

Name: _____ Date: _____

5g Noticing Passive Voice

Instructions: Review Section 5 (Using Passive Voice) of the **Developing Details** card to see how Passive Voice is formed. Underline all the examples of Passive Voice in the reading. The first one has been done for you.

The History of Vaccinations



Inoculation was the use of a very small amount of a live virus to infect a person with a contagious disease. The person was made mildly ill in order to bring about immunity to a disease. Vaccination is the use of virus which has been killed or weakened for the same purpose.

The Chinese were the earliest known users of inoculations. This method was also used in Turkey and Africa before the first example of its use in Europe in 1798 by Edward Jenner in England. The practice was met with a tremendous amount of fear and controversy. People became terrified that the use of cowpox (a disease of cows similar to smallpox but much milder) in the inoculation would result in cow parts coming out of patients' bodies.



James Gillray - Library of Congress, Prints & Photographs Division, LC-USZC4-3147 (color film copy transparency), archival TIFF version (4 MB), converted to JPEG with the GIMP 2.4.5, image quality 88.

Eventually, laws were passed in England to force people to be vaccinated. These laws were resisted by many people. By the late 1800s, the vaccination laws had

led to protests of up to 20,000 people. In 1904, riots broke out in Rio de Janeiro, Brazil, on the day a new vaccination law was put into effect. In 1905, the city of Cambridge, Massachusetts announced that all residents had to be vaccinated against smallpox. This law was protested by one man who argued that his personal liberty was being violated. The case eventually went to the U.S. Supreme Court, which agreed with the state. This was the earliest decision in the U.S. giving the states the power to enforce public health laws.



Name: _____ Date: _____

5h Noticing Passive Voice and Choosing Passive vs. Active Voice

A. Instructions: Underline all the examples of Passive Voice in the reading.

Mandatory vaccinations have been resisted for many reasons. Obviously, a major one, as shown in the cartoon, has been the fear of becoming extremely ill. For many parents, this fear is a major issue today. Parents are very concerned about the effects of some vaccines. For example, the measles vaccine has been resisted by many parents because they fear that their child will become autistic if they are vaccinated. Even though the American medical community strongly argues that this is not the case, many parents are still fearful.

In addition to fear, other people resist vaccines because they feel that their personal liberties are being violated. They feel that the government does not have the right to force them to put chemicals into their bodies. Still other people resist vaccines for religious reasons.

The increase in cases of serious illnesses that many people thought had been totally eliminated has brought the anti-vaccine movement into the news. Whooping cough (pertussis) and measles, once diseases that devastated communities, were almost nonexistent in the U.S. because of vaccinations. In recent years, however, many children have become ill with these diseases. As a result, communities are discussing the need for mandatory vaccinations.

B. Instructions: Circle the correct choice for each underlined verb.

1. Mandatory vaccinations have been resisted for many reasons.

Active Voice

Passive Voice

2. Obviously, a major one, as shown in the cartoon, has been fear of becoming extremely ill.

Active Voice

Passive Voice

3. For many parents, this fear is a major issue today.

Active Voice

Passive Voice

4. Parents are very concerned about the effects of some vaccines.

Active Voice

Passive Voice

5. For example, the measles vaccine has been resisted by many parents...

Active Voice

Passive Voice

6. ...because they fear that their children will become autistic if they are vaccinated.

Active Voice

Passive Voice



Name: _____ Date: _____

5i Noticing Passive Voice

The subject is frequently the most important word in a sentence. The topic of a paragraph is the most important idea in the paragraph. As a result, it is frequently the subject of many of the sentences in the paragraph.

A. Instructions: Read these paragraphs from the reading. Underline the subject of each clause. Then notice how many of the subjects are about the topic - Vaccinations/Inoculations. This means they could be the exact word (“vaccination” or “inoculation”), a synonym, or a phrase that means the word.

Inoculation was the use of a very small amount of a live virus to infect a person with a contagious disease. The person was made mildly ill in order to bring about immunity to a disease. Vaccination is the use of virus which has been killed or weakened for the same purpose.

The Chinese were the earliest known users of inoculations. It was also practiced in Turkey and Africa before the first example of its use in Europe in 1798 by Edward Jenner in England. The practice was met with a tremendous amount of fear and controversy. People became terrified that the use of cowpox (a disease of cows similar to smallpox but much milder) in the inoculation would result in cow parts coming out of patients’ bodies.

How many clauses are there? _____

How many of the subjects of these clauses refer to Vaccinations/Inoculations? _____

How many of these clauses are in Passive Voice? _____

Why do you think these clauses are in passive voice? _____

B. Instructions: Read this paragraph. Underline the subject of each clause. Then notice how many of the subjects are about the topic - Vaccination Laws. This means they could be the exact words (“vaccination laws”), a synonym or a phrase that means these words.

Eventually, laws were passed in England to force people to be vaccinated. These laws were resisted by many people. By the late 1800s, the vaccination laws had led to protests of up to 20,000 people. In 1904, riots broke out in Rio de Janeiro, Brazil, on the day a new vaccination law was put into effect. In 1905, the city of Cambridge, Massachusetts announced that all residents had to be vaccinated against smallpox. This law was protested by one man who argued that his personal liberty was being violated. The case eventually went to the U.S. Supreme Court, which agreed with the state. This was the earliest decision in the U.S. giving the states the power to enforce public health laws.

How many clauses are there? _____

How many of the subjects of these clauses refer to Vaccination Laws? _____

How many of these clauses are in Passive Voice? _____

Why do you think these clauses are in passive voice? _____



Name: _____ Date: _____

5j Editing Passive Voice 2

Instructions: Review Section 5 (Using Passive Voice) of the **Developing Details** card to see how Passive Voice is formed. Find and correct the errors in the verbs/verb forms in 7 of the following sentences. The first one has been done for you.

given

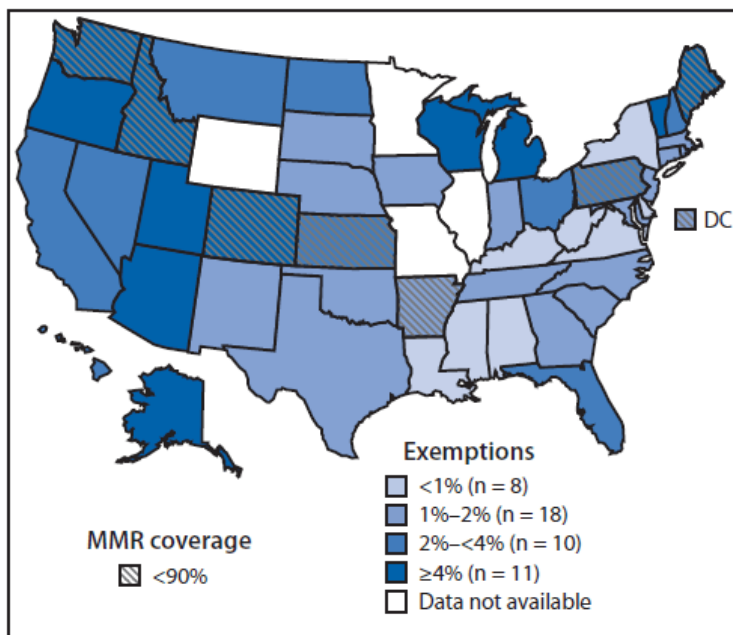
1. Vaccinations are ~~giving~~ to young children to prevent several diseases.
2. Older adults are frequently given vaccinations against shingles and pneumonia.
3. Since the mid-1900s, vaccinations has been required for children before they attend school.
4. Some of the vaccinations for children are usually been given in several doses.
5. When a vaccination is mandatory, it means it is required by law.
6. Communities are again discussing vaccination laws because some diseases not yet eliminated.
7. Parents are very concerned about the effects of some vaccines.
8. The protective quality of some vaccinations seem to decrease over time.
9. Vaccines are been developed for diseases in many countries.
10. A record of a child's vaccinations is frequently recording on school forms.

Name: _____ Date: _____

5k Writing with Passive Voice 1

Instructions: Review Section 5 (Using Passive Voice) of the **Developing Details** card to see how Passive Voice is formed. Refer to the map below to complete the sentences. Use Passive Voice where appropriate.

Statistics on Vaccinations for Kindergarten Children in the U.S.



Source: <http://www.cdc.gov/mmwr/preview/mmwrhtml/mm6341a1.htm>

Centers for Disease Control, a federal agency. (cdc.gov)

Estimated percentage of children enrolled in kindergarten who have been exempted* from receiving one or more vaccines and with <90% coverage with 2 doses of measles, mumps, and rubella (MMR) vaccine — United States, 2013–14 school year

*Exemptions from the state regulations that require children to have several vaccinations in order to attend school are given for medical, religious and philosophical reasons.

- The states in darkest blue show states where _____
- Two of these states are _____
- In California, between 2% and 4% of kindergarten students _____
- The MMR coverage of kindergarten students in Washington, D.C. is _____
- In the state where I live, _____
- In New York state, less than 1% of kindergarten students _____



Name: _____ Date: _____

51 Writing with Passive Voice 2

Instructions: Fill in the blanks with the Passive Voice of the verbs in parentheses.

HERD IMMUNITY

1. "Herd immunity" (define) _____ as the protection of weak individuals in a community by the immunity of the rest of the community.
2. Infants under a year old cannot (immunize) _____ because their systems are not strong enough to handle a vaccine.
3. Even healthy infants are very vulnerable to illnesses like measles and whooping cough, which (spread) _____ through the air.
4. Other individuals have immune systems which (weaken) _____ by other illnesses or conditions and they also cannot (immunize) _____.
5. These individuals (protect) _____ by the safety of "the herd."
6. Even vaccinated individuals (protect, not, totally) _____ since being vaccinated does not offer 100% protection from the disease.
7. When the percentage of vaccinated individuals (lower) _____ by the refusal of persons to get vaccinated even though they are healthy enough to do so, the "herd immunity" (decrease) _____.
8. The 2014 measles outbreak in the U.S. (center) _____ in areas where the rate of vaccination was lower than the national average.
9. The majority of people who got the measles were not vaccinated, but some of the ill children (vaccinate) _____.
10. Whether diseases such as whooping cough and measles again become common in the U.S depends on how the debate on mandatory vaccination (decide) _____.



Name: _____ Date: _____

5m Writing with Passive Voice 3

“By phrases” are sometimes used when **Passive Voice** is used. A “by phrase” can tell who or what did the action. However, a “by phrase” is often not included since the Passive Voice can be used when the doer of the action is not known or is not important.

Instructions: *Change the following sentences to Passive Voice. Decide if you want to use a “by phrase” or if you feel it is unnecessary.*

1. A dictionary defines “epidemic” as “an outbreak of a disease in an area at a particular time.”

2. Doctors cannot immunize people with weakened immune systems.

3. A cholera outbreak in the early 1990s in South America caused 10,000 deaths.

4. In 2015, a sick person visiting an amusement park in California started a measles outbreak.

5. As a result of this measles outbreak, some states have changed laws on exemptions for vaccinations.

6. Most states give exemptions for vaccinations for various reasons.

7. Hospitals require workers to get flu vaccinations every year.

Choose one sentence where you did **not** use a “by phrase” and explain why you chose not to use one.

Name: _____ Date: _____

5n Writing with Passive Voice 4

Instructions: Read the passage below. Then answer each question in your own words. Write one or more sentences for each answer and use Passive Voice when appropriate.

Should pediatricians “fire” unvaccinated patients?

Because some parents are fearful of their children becoming autistic, they will not allow their children to be vaccinated. A few pediatricians (doctors who treat infants and children) in the U.S. have refused to continue to treat children whose parents will not allow them to be vaccinated. These doctors feel that the presence of unvaccinated children in their waiting rooms endangers their other patients, particularly infants who are too young to be vaccinated.

1. Why do some parents not permit their children to be vaccinated?

2. In your opinion, should pediatricians “fire” unvaccinated patients?

3. The decision to “fire” unvaccinated children as patients is based on the theory of herd immunity.
In your own words, explain what herd immunity is.

In a similar situation, many health care workers are required to get flu shots every year. In one example, a nurse in a Boston hospital, who was pregnant and who refused to get a flu shot because she was afraid her unborn baby would be harmed, was threatened with the loss of her job.

4. What is your opinion of such a requirement?

Adjusting Meaning with Modals

In this section, you will practice the following language skills:

- Identifying Modal Verbs and Hedging Vocabulary
- Distinguishing the meaning of specific Modal Verbs and Hedging Vocabulary
- Using Modal Verbs and Hedging Vocabulary appropriately in sentences

Question for Learners to Consider

- Do you use modal verbs or hedging vocabulary to make your sentences clear and more academic?

Name: _____ Date: _____

6a Reading: “Weight Loss Myths”

Instructions: Review Section 6 (Adjusting the Meaning with Modal Verbs) of the **Developing Details** card. Then, underline all the modal verbs. Double underline any “hedging” words (see glossary). The first two have been done for you.

Weight Loss Myths

1. Gary Taubes, author of *Why We Get Fat and What to Do About It*, examines some accepted beliefs about weight loss.
2. Dietary fat, including saturated fat, is not a cause of obesity. Rather, obesity is typically caused by refined and easily digestible carbohydrates that produce high insulin levels. As a result, eating a high-carbohydrate diet should be avoided.
3. Hunger caused by eating a high-carbohydrate diet (or by exercising too much while on a low-calorie diet) is a very strong physiological drive and should not be thought of as something that can be overcome with willpower. Most people may be overweight because of inaccurate medical advice, greed, or laziness, but not because of a lack of willpower or because they lack “moral fiber.”
4. People have different insulin secretory responses. If insulin secretion is slightly out of balance, weight gain can occur.
5. Eating large amounts of a high-sugar, high-fat food such as buttered popcorn is easy. However, the body does not use most of the carbohydrates and fat for immediate fuel. Instead our bodies store much of it as fat. This means that people can eat a lot of this type of food and still feel hungry a short time later.
6. Eating foods that are high in fiber may not leave someone feeling full or satisfied. People need the correct proportion of nutrients, and they will probably stay hungry until they get them.
7. Those advocating low-calorie, high-carbohydrate diets for weight loss and good health are not involved in legitimate science. These approaches are not supported by the evidence.
8. In fact, Taubes observed that the more he studied nutritional theories and research, the more he realized that in the United States today, mainstream nutrition is not a science at all. It’s a set of beliefs handed down from one expert to another with no critical examination, and those who disagree are criticized because they deviate from accepted wisdom.

9. Where did the accepted wisdom come from? In the case of saturated fat and its alleged link to heart disease and weight gain, it comes from the food industry and researchers who were unable to accept the evidence of their own studies.
10. By the 1960s, high-fat, carbohydrate restricted diets had been repeatedly shown to make people lose weight, but by the 1970s, saturated fat had become the official dietary villain. Health authorities argued that saturated fats clog arteries and dietary fat generally makes us gain weight despite ambitious studies of people eating low-fat diets and replacing fatty foods with fruits, vegetables, and whole grains, which showed that weight gain is still a problem.

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Comprehension Questions:

1. Do you think that information about diets is usually confusing? Why or Why not?
2. What are some healthy parts of your own diet?
3. In paragraph 7, what other phrase also expresses the idea: "These approaches are not supported by the evidence?"
4. In paragraph 9, what word does the author use to let the reader know what they feel about the link between saturated fat and heart disease/weight gain?

Name: _____ Date: _____

6b Choosing Modals

Instructions: Review Section 6 (Adjusting the Meaning with Modal Verbs) of the **Developing Details** card. Then choose the correct meaning for each underlined modal verb.

1. People can eat a lot of high sugar and high fat food and still feel hungry a short time later.
a. possibility b. past possibility c. past ability
2. Refined and easily digestible carbohydrates that produce high insulin levels might cause obesity.
a. possibility b. past possibility c. logical conclusion
3. People need the correct proportion of nutrients, and they will probably stay hungry until they get them.
a. possibility b. ability c. neither
4. Most people may be overweight because of inaccurate medical advice, greed, or laziness, but not because of a lack of willpower or because they lack “moral fiber.”
a. possibility b. ability c. neither
5. If insulin secretion is slightly out of balance, weight gain can occur.
a. possibility b. past possibility c. neither
6. Eating a high-carbohydrate diet could be reported as something that is just as dangerous as consuming too much fat.
a. possibility b. past regret c. ability
7. People might have received inaccurate information about consuming carbohydrates to benefit the food production industry.
a. past possibility b. ability c. neither
8. Presently, health conscious people could get nutrition information from many sources.
a. regret b. past possibility c. possibility
9. Doctors should have given more accurate information about dietary fats in the 1970s to avoid all the confusion now.
a. past possibility b. ability c. regret

Name: _____ Date: _____

6c Producing Modals and Hedging Language

- A. Instructions:** Review Section 6 (Adjusting the Meaning with Modal Verbs) of the **Developing Details** card. Use the words in the table below to write the correct past modal form with the verb in quotes. The first one has been done for you.

<u>modal</u>	<u>helping verb</u>	<u>past participle</u>
should	have	eaten
could		
may		
might		

- past possibility + "eat" may have eaten / might have eaten / could have eaten
- past regret + "follow" _____
- past possibility + "cause" _____
- past possibility + "do" _____
- past regret + "be" _____

- B. Instructions:** Review Section 6 and the "Hot Tip" of the **Developing Details** card. Fill-in-the blank with an appropriate / logical modal or hedging word.

- _____ people are concerned that eating food high in fat _____ cause obesity.
(quantity word) (ability modal verb)
- Gary Taubes, author of *Why We Get Fat and What to Do About It*, argues that food industry researchers in the 1970s _____ misinformed the public about dietary fat.
(past possibility modal verb)
- Consuming low-calorie, high-carbohydrate food for weight loss and good health is _____ not supported by evidence.
(modal adverb)
- In the 1970s, health authorities argued that dietary fat would _____ make us gain weight.
(modal adverb)
- Until recently, many people _____ not get accurate information about these health issues.
(past ability modal verb)

Name: _____ Date: _____

6d Producing Modals and Hedging Language 2

Instructions: Review Section 6 (Adjusting the Meaning with Modal Verbs) of the **Developing Details** card. Then, write sentences about diet / health using modals and “hedging words.”

1. Rewrite this sentence using a **possibility** modal verb.
“Those advocating low-calorie, high-carbohydrate diets for weight loss and good health are not involved in legitimate science.”
2. Write a sentence about the possible effect of a high-carbohydrate diet. Use a **possibility** modal verb.
3. Write a sentence about a physical activity you did when you were younger. Use a **past ability** modal verb in your answer.
4. What is something you regret not doing to be healthier now? Use a **past regret** modal verb.
5. Write a sentence about the effects of fat using a **possibility modal** verb and a **modal adverb**.
6. Why do people get confused about nutrition? Use a **possibility** modal verb.

Name: _____ Date: _____

6e Reading: “Healthy at 100”

Instructions: Read the text and answer the questions. Use modal verbs and “hedging” language where appropriate.

Healthy at 100

John Robbins, in his book *Healthy at 100: How You Can--At Any Age--Dramatically Increase Your Life Span and Your Health Span*, states that, in Okinawa, “every city, town, and village has a family register system that has scrupulously recorded births, marriages, and deaths since 1879.” He cites this fact in order to substantiate the finding that “Okinawa is home to the world’s longest recorded life expectancies, and to the highest concentrations of verified centenarians in the world.”

Not only did studies of Okinawan centenarians find that 95 percent were free of major diseases well into their nineties, but also that they were energetic. In addition, the medical research team found “the elders have incredibly young arteries, low risk for heart disease and stroke, low risk for hormone-dependent cancers (healthy breasts, ovaries, prostates, and colons), strong bones, sharp minds, slim bodies, ...low stress levels, and excellent psycho-spiritual health... If North Americans lived more like the elder Okinawans, we would have to close eighty percent of the coronary care units and one-third of the cancer wards in the U.S., and a lot of nursing homes would be out of business.”

What are the factors in Okinawan centenarians’ lives that lead to such longevity and health and fitness until the last year or two of their lives? The Okinawans have respect for elders, and they share and care for one another at all stages of life. They engage in a great deal of physical activity and exercise, and they have a simple, nutritious, and wholesome diet. Some Okinawan proverbs are: “Food should nourish life--this is the best medicine,” and “One who eats whole food will be strong and healthy.” The overall calorie intake of the Okinawan centenarians is low, and their foods are nutrient dense, including the good carbohydrates of whole grains, vegetables, and fruits. They consume no or very little processed or refined foods containing sugar, corn syrup, preservatives, artificial flavors, and other chemicals. And they rely on fresh, in-season foods. The fats they eat come from natural sources, including seeds, nuts, and fish rather than processed oils or margarine.

Based on this information, someone who adopts the “Okinawan” diet and lifestyle might live to the age of 100.

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Comprehension Questions: Use modal verbs and “hedging” language where appropriate.

1. How can someone live a long life?

2. Would you like to live to the age of 100? Why or why not?

3. Rewrite this sentence using a **modal** adverb and a **quantity** word to make the idea more accurate.

According to this information, all people who adopt the “Okinawan” diet and lifestyle will live to the age of 100.

4. Write a sentence about living to be 100 using a **logical conclusion** modal verb.

5. What is something that people can do for longevity? Use a “**quantity word**” and an **ability modal** verb.

Name: _____ Date: _____

6f Editing Modals and Hedging Language

Instructions: Review Section 6 (Adjusting the Meaning with Modal Verbs) of the **Developing Details** card. Then, correct the errors with modal verbs and “hedging” words. Each sentence has one type of error. The first one has been done for you.

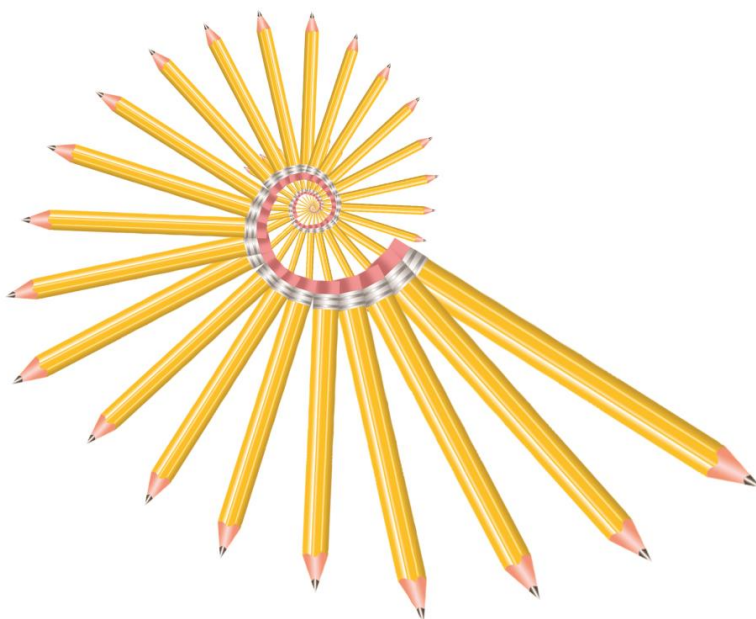
could

1. Researchers in the 1970s ~~can~~ have been better at informing people of the effects of dietary fat.
2. High-carbohydrate diets can caused more health problems than we think, but we do not know for sure.
3. If North Americans lived more like the elder Okinawans, we would closed eighty percent of the coronary care units and one-third of the cancer wards in the U.S.
4. People need the correct proportion of nutrients, and they will stay probably hungry until they get them.
5. Doctors should have gave more accurate information about dietary fats in the 1970s to avoid all the confusion now.
6. A person may becomes overweight because of inaccurate medical advice, greed, or laziness.
7. A person who consumes very little processed or refined foods containing sugar, corn syrup, preservatives, and artificial flavors could lived to be 100 years old.
8. Our body does not use mostly of the carbohydrates and fat for immediate fuel.
9. The body stores the most of excess calories as fat.
10. The Okinawans have traditional respected elders, and they share and care for one another at all stages of life.
11. Okinawans typical engage in a great deal of physical activity and exercise.
12. Having a simple, nutritious, and wholesome diet, like the Okinawans, will give possibly someone longevity.

Stating Facts, Predictions, and Hypotheses with *If*

In this section, you will practice the following language skills:

- Distinguishing “if” clauses from “result” clauses
- Distinguishing Facts, Predictions, Present Hypotheses and Past Hypotheses
- Using Modal Verbs with Facts, Predictions and Hypotheses
- Using appropriate verb tenses in Facts, Predictions and Hypotheses
- Using correct verb forms in Facts, Predictions and Hypotheses
- Using appropriate time words and phrases
- Answering Conditional Questions



Name: _____ Date: _____

7a Warm Up: Facts, Predictions & Hypotheses with *If*

A. Instructions: Review Section 7 (Stating Facts, Predictions, and Hypotheses with *If*) of the **Developing Details** card. In the chart below, the first sentence (*factual present*) has been done for you. Complete the chart using the different verb tenses to show a past fact, prediction, present hypothesis and past unreal hypothesis.

Factual Present	Simple Present <i>If/When teenagers get enough sleep,</i>	Simple Present <i>they do better in school.</i>
Factual Past	Simple Past <i>If/When teenagers got enough sleep,</i>	Simple Past
Prediction	Simple Present	(will/can/should/might) + Base Verb <i>they will/can/should/might do better in school.</i>
Present or Future Unreal Hypothesis	Simple Past <i>If teenagers got enough sleep,</i>	(would/could/should/might) + Base Verb
Past Unreal Hypothesis	Past Perfect	(would/could/should/might) + "have" + Past Participle <i>they would/could/should/might have done better in school.</i>



When the verb in the present hypothesis is "to be", use "were" for "to be." *If I were president, I would hire someone to help me with grammar.*

B. Instructions: Write the sentence from the chart which matches the description.

1. Talking about the past, but the event did not happen

2. Talking about something that did happen in the past

3. Talking about something that really does happen

4. Talking about something that is probably going to happen

5. Talking about something that might happen but is not certain

Name: _____ Date: _____

7b Noticing Facts, Predictions & Hypotheses with *If*

Instructions: Review Section 7 (Stating Facts, Predictions, and Hypotheses with *If*) of the **Developing Details** card. Then, underline all the “if” or “when” clauses and double underline the “result” clauses. The first one has been done for you.

1. If a person is exposed to too much light and electromagnetic radiation, it can alter production of hormones like melatonin and cortisone.
2. A person’s sleep pattern is disrupted when the melatonin and cortisone in their body is altered.
3. When any part of our skin is exposed to light, melatonin production is suppressed.
4. If someone has too much cortisone but not enough melatonin, it can cause sleep problems.
5. A person has a healthy circadian rhythm if their melatonin and cortisone level is balanced.
6. If you must use electronic devices late at night, keep them as far away from your head as possible.
7. If you have a wireless router in your home, keep it as far away from your bedroom as possible.
8. If you must use a clock that emits light, pick one that glows red instead of blue.
9. Use a corded land line instead of a cordless or cellular phone if you can’t live without a phone in your bedroom.
10. Get black-out curtains if any artificial light shines through your windows at night.
11. If you have to get up in the middle of the night, try to avoid turning on the light.
12. If it is necessary, consider using night lights that block blue light.

Name: _____ Date: _____

7c Identifying Facts, Predictions & Hypotheses with If

Instructions: Review Section 7(Stating Facts, Predictions, and Hypotheses with *If*) of the **Developing Details** card. Then, underline the verb in the “if” clauses and the verb in the “result” clauses. Then choose the type of sentence. The first one has been done for you.

1. If your mail is in an unlocked mailbox, you need to know when your credit card bills usually arrive so that any loss will be noticed.
a. fact b. prediction c. present hypothesis d. past hypothesis
2. If thieves send very real-looking emails saying they are from your bank or credit card company, they will probably ask you to give your personal information to verify your account.
a. fact b. prediction c. present hypothesis d. past hypothesis
3. The thieves could use it illegally if you gave them the information.
a. fact b. prediction c. present hypothesis d. past hypothesis
4. It is safer to shred or rip up papers if they have personal identification numbers on them.
a. fact b. prediction c. present hypothesis d. past hypothesis
5. If the woman had changed the passwords for her financial websites frequently, her personal information would not have been stolen.
a. fact b. prediction c. present hypothesis d. past hypothesis
6. Monitoring your own credit is extremely important if your personal information has been stolen.
a. fact b. prediction c. present hypothesis d. past hypothesis
7. When a business is hacked and personal information is stolen, the business typically offers free credit report monitoring for its employees.
a. fact b. prediction c. present hypothesis d. past hypothesis
8. If your credit card history had shown late payments or penalties, the bank would not have approved your loan.
a. fact b. prediction c. present hypothesis d. past hypothesis
9. If a renter has a history of payment problems, the landlord often requires the renter to use a payment service.
a. fact b. prediction c. present hypothesis d. past hypothesis

Name: _____ Date: _____

7d Choosing Clauses for Facts, Predictions & Hypotheses with *If*

A. Instructions: Review Section 7 (Stating Facts, Predictions, and Hypotheses with *If*) of the **Developing Details** card. Then, match the “if” clause with a result clause. The first one has been done for you.

1. D If someone wants to improve their credit rating, A. if a thief used a person’s card illegally.
2. ____ If I had problems understanding the charges and interest of a credit card, B. their credit rating will be harmed.
3. ____ A credit card owner would not be responsible for any charges C. the money would have been taken out of the cardholder’s account immediately.
4. ____ With a debit card, if a thief had used the card illegally, D. they have to pay their credit card debt.
5. ____ If someone does not pay their credit card bills on time, E. I would spend some time learning about fees and interest.

B. Instructions: Write the sentences you matched in Part A in the correct category below.

100% Certain	<i>If someone wants to improve their credit rating, they have to pay their credit card debt.</i>
Almost 100% Certain	
Unproven Present Possibility	
Unproven Past Possibility	

Name: _____ Date: _____

7e Producing Verb Forms for Facts, Predictions & Hypotheses with *If*

Instructions: Review Section 7 (Stating Facts, Predictions, and Hypothesis with *If*) of the **Developing Details** card. Fill-in-the-blank with the correct form of the verb in parentheses to make the sentence logical. Use appropriate modals in main clauses. The first one has been done for you.

1. Emotional Intelligence (EQ) can help someone if they plan to succeed in professional and personal relationships. (help)
2. If a person _____ self-aware, she/he recognizes their positive and negative emotions. (be)
3. When you are self-aware, you _____ more self-confident. (become)
4. If a person with self-awareness had negative emotions, they _____ them as negative. (recognize)
5. A person has self-management if they _____ to do or say something wrong and they can stop themselves. (want)
6. If they wanted to complain about a boss to a co-worker, a person with self-management _____ themselves to keep their mouth shut. (force)
7. Social awareness _____ useful if a person lacks the ability to understand emotions of others. (be)
8. A person _____ someone's emotions if they had self awareness. (recognize)
9. Companies want to know if a job applicant _____ high emotional intelligence. (have)
10. If employees work well with people, they _____ the workplace function more smoothly. (make)

Name: _____ Date: _____

7f Producing Sentences for Facts, Predictions & Hypotheses with *If*

Instructions: Review Sections 6 (Adjusting the Meaning with Modal Verbs) and 7 (Stating Facts, Predictions, and Hypothesis with If) of the **Developing Details** card. Write facts, predictions and hypotheses using the ideas in the items below.

1. **Present fact:** your life now
2. **Past fact:** your previous education
3. **Prediction:** your plans for next year
4. **Present hypothesis:** your life now
5. **Past Hypothesis:** your life last year
6. **Prediction:** your success in learning English
7. **Past fact:** a previous job
8. **Present fact:** your English skills

Name: _____ Date: _____

7g Editing Facts, Predictions & Hypotheses with If

Instructions: Review Section 7 (Stating Facts, Predictions, and Hypotheses with *If*) of the **Developing Details** card. Find and correct errors. There is one error per sentence. The first one has been done for you.

1. Sleep patterns ^{*are*} ~~were~~ disrupted when a person is exposed to electromagnetic radiation from electronic devices in the room.
2. A person should avoid using electronic devices or watching TV if they planned to have a good night's sleep.
3. Employees could manage conflicts well if they possess a high level of emotional intelligence.
4. People demonstrate social awareness at work if they could notice two co-workers who are being confrontational during a meeting.
5. Self-management is critically important if a person will plan to succeed personally and professionally.
6. If hospitals want to help protect the well-being of their workers, they must have trained them about the potential health risks associated with Ebola.
7. If someone becomes infected with the Ebola virus, they should seeks medical help immediately.
8. Many parents fear that their children would have mental problems like Autism if their children are vaccinated to prevent measles.
9. If someone's credit card information were compromised, they will notice strange purchases.
10. People must contact their banks and creditors if their identity and personal information would be stolen.

Challenge Exercises: Stating Facts, Predictions, and Hypotheses with *If*

In this section, you will develop the following language skills:

- Using Modal Verbs with Facts, Predictions and Hypotheses
- Editing Modal Verbs with Facts, Predictions and Hypotheses
- Using appropriate verb tenses and verb forms in Facts, Predictions and Hypotheses
- Using appropriate time words and phrases
- Answering Conditional Questions

Questions for Learners to Consider

- How often do you use predictions or hypotheses in your writing?
- What are common reasons why you need to make predictions or give hypotheses in your writing?



Name: _____ Date: _____

7h Choosing Verb Tenses with Facts, Predictions, and Hypotheses with *If*

Instructions: Review Section 7 (Stating Facts, Predictions, and Hypotheses with *If*) of the **Developing Details** card. Then use the verbs “prepare” and “prevent” in the sentences below. Some of the verbs have already been added.

“PREPARE”

“PREVENT”

FACT

1. If doctors prepare carefully, they generally _____ problems.

PREDICTION

2. If you _____ carefully, you will prevent problems. (100%)
 3. If nurses _____ carefully, they _____ problems. (50%)
 4. If she _____ carefully, she _____ problems. (ability)

PRESENT/FUTURE HYPOTHESIS

5. If she _____ carefully, they _____ problems. (100%)
 6. If technicians _____ carefully, they might prevent problems. (50%)
 7. If you _____ carefully, you _____ problems. (ability)

PAST HYPOTHESIS

8. If people had prepared carefully, they _____ problems. (100%)
 9. If people _____ carefully, they _____ problems. (50%)
 10. If people _____ carefully, they _____ problems. (ability)



Name: _____ Date: _____

7i Producing Sentences for Facts, Predictions & Hypotheses with *If*

Instructions: Review Sections 6 (Adjusting the Meaning with Modal Verbs) and 7 (Stating Facts, Predictions, and Hypothesis with If) of the **Developing Details** card. Write facts, predictions and hypotheses using the ideas in the items below.

1. **Present fact:** Ebola (see the reading in 5c)

2. **Prediction:** Ebola

3. **Prediction:** EQ (see the reading in 4a)

4. **Present hypothesis:** EQ

5. **Past hypothesis:** Ebola

6. **Prediction:** Ebola

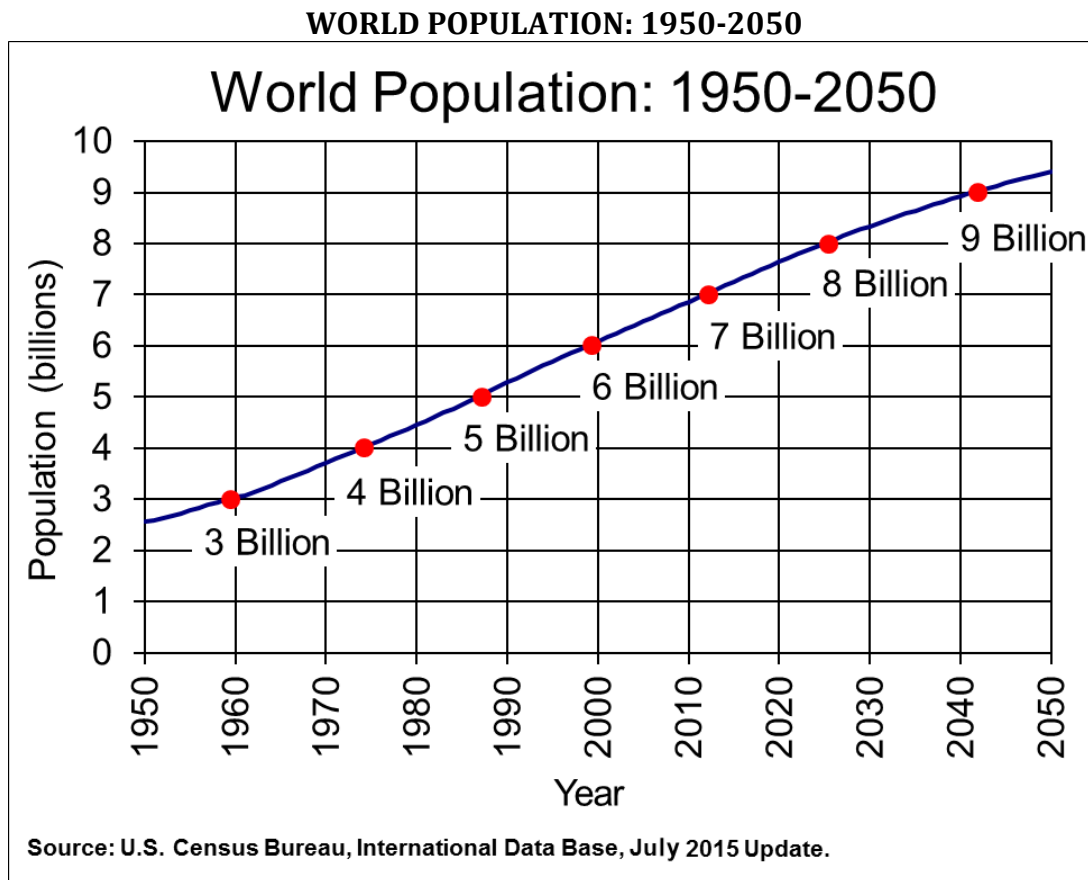
7. **Prediction:** EQ

8. **Present fact:** Sleep (see the readings in 3c or 3f)

Name: _____ Date: _____

7j Reading a Chart and Understanding the Purpose of Information 1

Instructions: Read the chart to answer the questions that follow. Next, underline all the verbs in the questions. Then, review the Overview in Section 2 (Expressing Ideas with Verbs) and choose the purpose of each verb tense. Choose from the following purposes: *fact*, *past event*, *change from past to present*, *completed action*, and *prediction*. The first one has been done for you.



1. What is the world population today? about 7 billion people

Function: fact

2. In what year was the world population about 2.6 billion? _____

Function: _____

3. In what year might the world population be about 8.5 billion? _____

Function: _____

4. In 1960, what was the world population? _____

Function: _____

5. How many billions of people has the world population increased since 1960? _____

Function: _____

6. What might the world population be in 2025? _____

Function: _____



A busy intersection in Hong Kong



Name: _____ Date: _____

7k Identifying Verb Tenses and Noticing Time Words/Phrases in Facts

Instructions: Review Section 2 (Expressing Ideas with Verbs) of the **Developing Details** card. Underline all the verbs and circle all the time words and phrases. Then write the verb tense under each verb. The first one has been done for you.

As shown in “World Population: 1950-2050,” the world population has increased by 5
present perfect

billion since 1950. The world population had increased from 3 billion in 1959 to 6 billion by 1999.

In other words, the population doubled in 40 years. The U.S. Census Bureau's latest prediction is that population growth will continue into the 21st century. The world population is projected to grow from 6 billion in 1999 to 9 billion by 2042. That is, there will be another 3 billion people again in the next 40 years. If the world reaches 9 billion in just 30 years, the world's natural resources may be used up quickly.

Adapted from: The U.S. Census Bureau – Data – World Populations
http://www.census.gov/population/international/data/worldpop/graph_population.php



Name: _____ Date: _____

71 Choosing Verb Tenses and Verb Forms for Factual Statements

A. Instructions: Review Section 2 (Expressing Ideas with Verbs) of the **Developing Details** card. In the sentence below, select the correct verb tense.

1. In 1950, the world population (**was being / was / were / has been**) about 2.5 billion.
2. The number (**was increased / was increasing / increased / had increased**) by 1.5 billion to about 4.5 billion by 1975.
3. The number of people (**was risen / was rising / had risen / rose**) by 1.5 billion between 1975 and 2000.
4. Today, there (**have been / is / are**) 7 billion people in the world.
5. The modern world population (**reached / has reached / was reached**) 7 billion.
6. Since 1965, the number of people (**doubled / was doubled / has doubled**).

Think About It! What is the difference in meaning between “**by** 3 billion” and “**to** 3 billion”?

B. Instructions: Review Section 2 (Expressing Ideas with Verbs) of the **Developing Details** card and complete the sentences with the correct tenses of the verbs in parentheses.

1. In 1950, the world population (be) _____ about 2.5 billion.
2. The number of people (rise) _____ by 3.5 billion between 1975 and today.
3. By 1975, the number (increase) _____ by 1.5 billion to about 4.5 billion.
4. There (be) _____ 7 billion people in the world today.
5. The modern world population (be) _____ 7 billion.
6. The number of people (double) _____ since 1965 alone.

Think About It! What is the difference in the ways commas are used when time phrases are the beginning or end of sentences?



Name: _____ Date: _____

7m Producing Past Facts or Future Predictions

Instructions: Use the words below (subjects, verbs, and time words) to write sentences. Add details from the chart in Exercise 7j. The first has been done for you as an example.

1. there, be, people, in 1980

In 1980, there were 4.5 billion people.

2. the world population, increase, by 1980

3. between 1980 and 2000

4. In 2042

5. Between 2025 and 2042



Name: _____ Date: _____

7n Editing Verb Forms in Factual Sentences

A. Instructions: Review Section 2.6 (Choosing the Right Form of a Verb) of the **Developing Details** card. Correct the errors in verb forms (-s, -ed, -ing). Cross out the error and write the correct verb form above it.

1. The world population **increasing** every year.
2. The Chinese government **does not allows** every family to have two children.
3. Since 1950, the world population **has increase** dramatically.
4. The **grow** world population is a challenge in countries with limited land area.
5. Because the world population **is increase**, governments must plan carefully.

Think About It! What corrections did you make? Why?

B. Instructions: Review Section 2.6 (Choosing the Right Form of a Verb) of the **Developing Details** card. Underline time words or phrases. Then correct the verb form errors in the paragraph below. Each sentence has one verb form error. The first one has been one done for you.

has

According to the chart "World Population: 1950-2050," the world population ~~was~~ increased by 5 billion since 1950. The world population increasing from 3 billion in 1959 to 6 billion by 1999. In other words, the population double in 40 years. The U.S. Census Bureau's latest prediction is that the population will to continue to grow rapidly into the 21st century. The world population are projected to grow from 6 billion in 1999 to 9 billion by 2042. That means there will been another 3 billion people again in the next 40 years. If the world is reaches 9 billion in just 30 years, the world's natural resources may be put at risk.



Name: _____ Date: _____

7o Noticing Facts, Predictions, and Hypotheses

Instructions: Review Section 7 (Stating Facts, Predictions, and Hypotheses with *If*) of the **Developing Details** card. Then read the sentences below, underline all verbs, and label each sentence a *fact*, *prediction*, or *hypothesis*.

1. Today, the world population is over 7 billion. fact
2. In 30 years, the world population may rise to 9 billion. _____
3. If the world population rises to 9 billion by 2040, traffic problems will probably increase.

4. If the world population rose to 9 billion in the next few years, traffic problems would probably increase dramatically. _____
5. When populations increase in cities, traffic problems tend to increase as well.

6. The world's water supply could be limited if the population rises too fast in the future.

7. The world's water supply could be limited if the population rose too fast now.

Think About It! Circle the subjects of the main clauses in the sentences above. Based on that, where are commas used? Where are they not used?



Name: _____ Date: _____

7p Answering Conditional Questions: Fact, Prediction, or Hypothesis

Instructions: Review Section 7(Stating Facts, Predictions, and Hypotheses with *If*) of the **Developing Details** card. Write “If” sentences that answer the questions. Be careful to use the correct verb tenses. Look back at exercises 7n and 7o for ideas to answer the questions.

1. What is a hypothetical example of the effect of a significant increase in the world population today?

If there were a significant increase in the world today, air pollution would probably increase significantly.

2. What generally **happens** when there is overpopulation?

3. What **may** happen if the world population increases significantly in future decades?

4. If the world population **were** 9 billion today, what **would** happen to water supplies?

5. What **would** happen if there were a smaller world population in the future?

6. Predict what environmental damage **might** occur with overpopulation.

7. Give an example of a **typical** effect of an increasing population in farming areas.

Using Sources

In this section, you will practice the following language skills:

- Distinguishing between Quoted Speech and Paraphrases
- Recognizing the punctuation for Quoted Speech
- Knowing words that are used in Paraphrases
- Recognizing the difference between asking a question and reporting a question

Questions for Learners to Consider

- What is Quoted Speech?
- What are Paraphrases?
- What are some punctuation differences between Quotations and Paraphrases?
- What are some words that can be used to indicate Paraphrases?

Name: _____ Date: _____

8a Warm Up: Using Sources

Instructions: Visit the web link below. Read the slide presentation to learn the basics of quoting and paraphrasing. Then answer the questions.



<http://languageartspress.com/Downloads/QuotingvsParaphrasing.pdf>

What are the important tips on using quoted speech?

-
-
-

What are the important tips on using paraphrases?

-
-
-

What can follow reporting verbs?

-
-
-
-

When you are reporting a statement, what word can be used to begin a noun clause?

When you are reporting a Yes/No question, what words can be used to begin the noun clause?

When you are reporting an Information question, what are some words that can be used to begin the noun clause?

What is a frequent error for students learning to report questions?

Name: _____ Date: _____

8b Editing Sentences with Quotes and Paraphrases

A. Instructions: Each example of quoted speech has one error, for example, a missing punctuation mark or the wrong word order. Correct each error. The first one has been done for you.

(add a comma)

1. The hospital chairman stated, “The new hospital will open next year.”
2. The reporter asked, “When will the construction begin?”
3. Another reporter wondered, “Where the patients are going now?”
4. A doctor said, “it will be wonderful to have all the new equipment!”
5. Several nurses asked, “The patients really want a new hospital?”
6. An ambulance driver shouted, to the reporters “Move your cars now!”
7. A technician said, “I want to have a modern lab in the hospital ”
8. Two of the hospital’s volunteers asked, “How many will the hospital have beds?”

B. Instructions: Each example of paraphrasing has one error, for example, the wrong word order, incorrect punctuation, or the wrong verb tense. Correct each error. The first one has been done for you.

would

1. In 2008, the hospital chairman stated that the new hospital ~~will~~ open in 2009.
2. In 2008, the reporter asked, when the new construction would begin.
3. In 2008, another reporter wondered where were the patients going at that time.
4. In 2008, a doctor said if it would be wonderful to have all the new equipment.
5. In 2008, the doctor asked if the patient wanted a different treatment?
6. In 2008, an ambulance driver shouted to the reporters to move his cars immediately.
7. In 2008, a technician said that she want to have a modern lab in the hospital.
8. Two of the hospital’s volunteers asked how many beds would the hospital have.

Name: _____ Date: _____

8c Reading: "Identity Theft"

Instructions: Before you read "Identity Theft," write one or two sentences to answer the following questions or discuss them with classmates.

1. What is identity theft?
2. How do identity thieves get people's personal information?
3. What do criminals do with other people's identity?

Identity Theft

One man in New York has spent months trying to fix his credit after someone stole his identity. The thief took a package of new checks and some credit card bills out of the man's mailbox and used the information to buy tens of thousands of dollars of items.

An elderly woman in Florida thought that the nice person on the phone was being helpful, so she gave the man her Social Security number and her date of birth as well as the name of her bank. Before she did this, she had never had a problem with her bills, but since then her bank account has been emptied and her rent on her apartment has not been paid.

An employee of a resort stole the credit card numbers and security codes of almost 2,000 people who had made reservations at the resort. She then sold the information to other criminals. Almost one million dollars of false purchases had already been made before the police discovered the crime.

Identity thieves have begun to steal the Social Security numbers of new born babies and very young children. They then use these Social Security numbers to set up bank accounts and get credit cards. They spend money and accumulate debt for years and no one notices until years later when the child becomes an adult and tries to take out a loan or get a credit card and is told they owe large amounts of money. The child will not be able to get that loan or credit card without many months of paperwork and trouble.

Every year, more than 15 million people in the United States have their identity stolen. This results in financial messes that often take years to fix – if they are ever fixed.

Here are some tips to help you avoid this nightmare:

- Your mail needs to be safe. If your mail is left in an unlocked box, you need to be aware of when your credit card bills usually arrive so that any loss will be noticed.
- Email scams are common. Some thieves send very real-looking emails saying they are from your bank or credit card company. They ask you to give your personal information to verify your account. If you give the information, they will be able to use it illegally.
- Social Security numbers and other identification numbers are personal. Sometimes thieves will go through garbage cans to find such numbers. It is safer to shred or rip up papers that have personal identification numbers on them.
- Your passwords for any financial websites need to change frequently.
- Monitoring your own credit is always a good idea. It is extremely important if your personal information has been stolen. Sometimes hackers get into the databases of large businesses such as department stores and steal the personal information of shoppers. When this happens, the businesses typically offer free credit report monitoring. This is helpful since you are quickly aware if someone is trying to use your information illegally.

Instructions: After reading “Identity Theft,” write three ways to help avoid being a victim of identity theft.



Name: _____ Date: _____

8d Noticing Quotes and Paraphrases

A. Instructions: The sentences below are related to the reading “Identity Theft” by Eileen Cotter. Identify each sentence as *a direct quote* or *paraphrased information*.

1. direct quote

Cotter writes, “An employee of a resort stole the credit card numbers and security codes of almost 2,000 people who had made reservations at the resort.”

2. _____

In “Identity Theft,” Cotter describes identity theft and ways to protect one’s identity.

3. _____

As Cotter warns, “Some thieves send very real-looking emails saying they are from your bank or credit card company.”

4. _____

The author of “Identify Theft” notes that even children and infants have been victims of identity theft.

5. _____

According to Cotter, “Every year, more than 15 million people in the United States have their identity stolen.”

6. _____

Cotter claims that people need to be careful about the mail at their homes.

B. Instructions: Answer the questions below about the punctuation in the Part A sentences.

- What punctuation is used in direct quotes?

- What punctuation is used in paraphrased information?

- What are two different ways that the sentences begin? What kinds of words or phrases are used?

Challenge Exercises: Using Sources

In this section, you will develop the following language skills:

- Distinguishing between Quoted Speech and Paraphrases
- Using correct punctuation for Quoted Speech and Paraphrases
- Using appropriate verb tenses with Paraphrases
- Producing noun clauses in Paraphrases
- Producing correct word order in Paraphrased questions
- Using citation phrases correctly
- Producing correct paraphrasing of quoted speech
- Using a variety of quantity phrases to paraphrase

Questions for Learners to Consider

- How do you write Quoted Speech?
- How do you report other people's ideas by paraphrasing?
- What grammar do you need to pay attention to when you report information?



Name: _____ Date: _____

8e Editing Quotes and Paraphrased Information

Instructions: Review Section 8 (Using Sources) of the **Developing Details** card. In sentences 1-6 below, correct the problems with the quotes and paraphrases. Consider punctuation and reporting verbs and expressions. In sentences 7-8, notice that the language has been copied from the original text. This is called *plagiarism*. In these two sentences, rewrite the sentences by paraphrasing them.

Original Text

Identity thieves have begun to steal the Social Security numbers of new born babies and very young children. They then use these Social Security numbers to set up bank accounts and get credit cards. They spend money and accumulate debt for years and no one notices until years later when the child becomes an adult and tries to take out a loan or get a credit card and is told they owe large amounts of money. The child will not be able to get that loan or credit card without many months of paperwork and trouble.

Punctuation and Capitalization

1. Cotter notes that "Identity thieves have begun to steal the Social Security numbers of new born babies and very young children."
2. Cotter claims, even small children are the victims of identity thieves.
3. Cotter claims, "Even small children are the victims of identity thieves."

Reporting Verbs and Expressions

4. In "Identity Theft," Cotter **is stated** that parents of these children do not know about the problem until the children get older.
5. **According to Cotter, Cotter claims** that children who are victims of identity thieves may have financial problems when they are adults.
6. The author **describes that** identity thieves steal children's Social Security numbers.

Paraphrasing / Plagiarism

7. Cotter states that identity thieves have begun to steal the Social Security numbers of new born babies and very young children. **Read the first sentence in the paragraph**
8. The author notes that the child cannot get that loan or credit card without months of paperwork and problems. **Read the last sentence in paragraph**



Name: _____ Date: _____

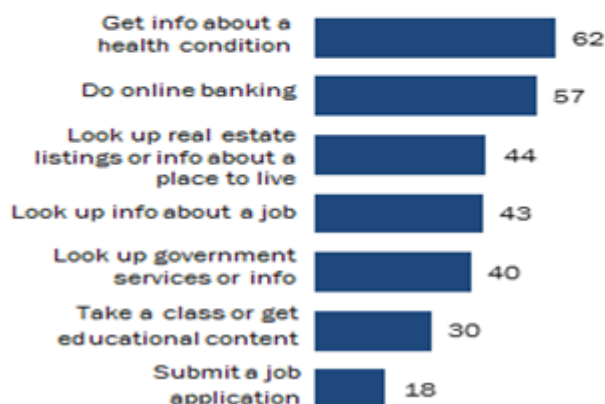
8f Reading: "Smartphone Uses in the US"

A. Instructions: Answer the following question in a couple of sentences.

1. What do you think most cell phone users do on the internet with their phones?
2. Now look at the chart below. Was your guess the same as the table below? Is the table surprising to you? Why?

More than Half of Smartphone Owners Have Used Their Phone to get Health Information, do Online Banking

% of smartphone owners who have used their phone to do the following in the last year



Excerpted with permission from The Pew Research Center: "American Trends Panel survey," October 3-27, 2014.
http://www.pewinternet.org/2015/04/01/us-smartphone-use-in-2015/pi_2015-04-01_smartphones_03/

B. Instructions: Look for count and non-count nouns in the chart. Write all complete noun phrases in the table below. Two have been done as examples.

Count Nouns	Non-count Nouns
a health condition	health information

Name: _____ Date: _____

8g Reading: “Effects of Overpopulation”

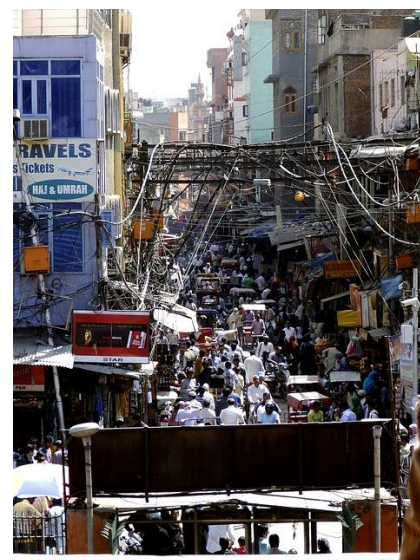
Pre-reading: Think of a crowded city that you know of. What do you think are the most significant consequences of overpopulation there? Answer in a few sentences.

Instructions: Before reading this passage, review the content and vocabulary in exercises 7j-7k.

Effects of Overpopulation

It is commonly assumed that overpopulation can lead to higher levels of pollution, such as air pollution, water pollution, pollution of soil, and noise. Of course, there are other effects of having many billions of people on the planet. According to the World Health Organization, some of the most commonly noted effects of overpopulation include the following:

- Insufficient clean drinking water
- Deforestation
- Less arable land for farming
- Higher chances of contagious diseases
- Damage to forests and ecosystems
- Depletion of fish stocks



New Delhi, India

Source: *Bulletin of the World Health Organization* 2009;87:852-857. doi: 10.2471/BLT.08.062562. Accessed October 7, 2015.

Reading Comprehension

Complete the activities in 8h and 8i on pages 169 and 170.

Name: _____ Date: _____

8h Paraphrasing Information: Effects of Overpopulation

Instructions: Rewrite all of the effects of overpopulation from the reading in Exercise 8g. Use the sample phrases in the box below to paraphrase the effects. You should also try to provide two more effects on the environment. What else could be reduced or harmed by overpopulation? Use a dictionary as needed.

Ways to Say “Not Enough” of Something

- *Not enough X*
- *A lack of X*
- *Fewer X (countable)*
- *Less X (non-count)*
- *A loss of X*

Original	Your paraphrase
<i>Insufficient clean drinking water</i>	
<i>Deforestation</i>	
<i>Less arable land for farming</i>	
<i>Damage to forests and ecosystems</i>	
<i>Depletion of fish stocks</i>	
<i>(another effect)</i>	
<i>(another effect)</i>	

Name: _____ Date: _____

8i Summarizing a Reading: Effects of Overpopulation

Instructions: Review Section 8.3 (Paraphrasing) of the **Developing Details** card. Then write a paragraph of a few sentences: What is the main idea of the reading? What are some important or interesting details that support the main idea? Use your paraphrases from exercise 8h.





Name: _____ Date: _____

8j Summarizing a Reading

Instructions: Review Section 8 (Using Sources) of the **Developing Details** card. Then write one paragraph that summarizes an essay or article that you choose. Your goal is to tell readers the most essential information in the essay or article. Your paragraph must contain the following information.

1. **Main Idea of the Reading:** Start with a topic sentence which paraphrase the main idea. This sentence must include (a) the author (if there is one), (b) the title of the article, and (c) a paraphrased statement of what the author's or article's main idea is.
2. **Main Points of the Reading:** Sentences which paraphrase the main points. The main points must summarize the sections of the essay or article. They must contain essay words and expressions, but the sentences must be completely paraphrased.
3. **Selected Details:** For each main point, write one or two sentences that give relevant details. Select what you think are essential and/or interesting details that explain and exemplify the main ideas of the sections of the essay or article.

Taking Notes: To gather main ideas without copying sentences, use the following table to write essential words and short phrases from the reading, but without sentences or long parts of sentences.

Main idea of the article
Main point of a paragraph or section: Essential details:
Main point of a paragraph or section: Essential details:
Main point of a paragraph or section: Essential details:

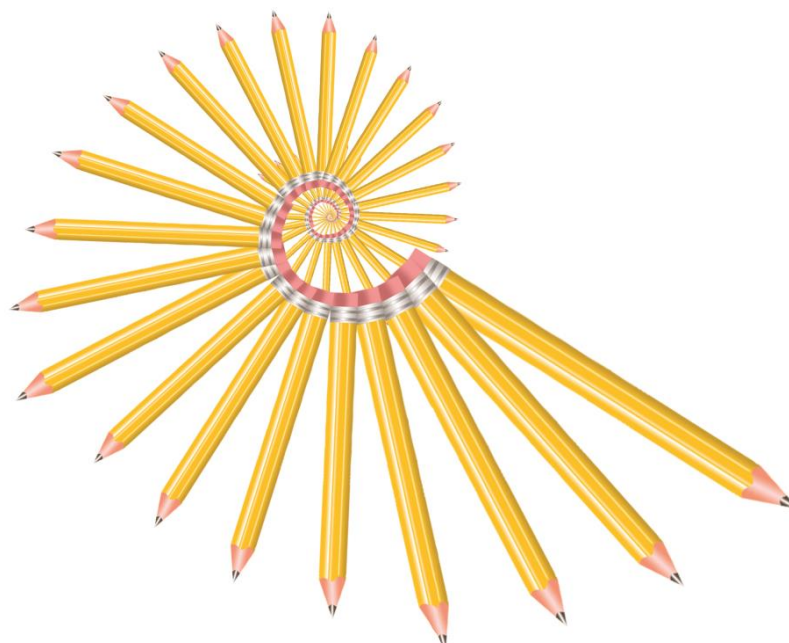
Tips on Writing the Summary

- Write your summary from your notes, not while looking at the reading.
- Do not paraphrase every single sentence. Summarize by reducing the number of sentences and paraphrasing only essential ideas.
- Do not summarize background information before thesis statements.
- Do not summarize the concluding paragraph in a sentence. Instead, use important ideas in the concluding paragraph to write your topic sentence.

Challenge Modules: Multiple Grammar Topics

In this section, you will develop the following language skills:

- Utilizing a variety of grammar structures that you have practiced in this workbook
 - to comprehend readings and graphs
 - to produce accurate and clear answers to questions about sources
- Producing a variety of key verb tenses and verb forms accurately
- Producing detailed and clear noun phrases



Module: America's Changing Religious Landscape



A church survives among tall skyscrapers in Boston, Massachusetts.



Name: _____ Date: _____

9a Reading: “Christians Decline Sharply as Share of Population; Unaffiliated and Other Faiths Grow”

1. The Christian share of the U.S. population has declined, while the number of U.S. adults who do not identify with any organized religion is growing, according to an extensive new survey by the Pew Research Center. Moreover, these changes have taken place across the religious landscape, affecting all regions of the country and many demographic groups. While the drop in Christian affiliation is particularly pronounced among young adults, it has occurred among Americans of all ages. The same trends are seen among whites, blacks and Latinos; among both college graduates and adults with only a high school education; and among women as well as men.
2. To be sure, the United States remains home to more Christians than any other country in the world, and a large majority of Americans – roughly seven-in-ten – continue to identify with some branch of the Christian faith. However, the major new survey of more than 35,000 Americans by the Pew Research Center finds that the percentage of adults (ages 18 and older) who describe themselves as Christians has dropped by nearly eight percentage points in just seven years, from 78.4% in an equally massive Pew Research survey in 2007 to 70.6% in 2014. Over the same period, the percentage of Americans who are religiously unaffiliated – describing themselves as atheist, agnostic or “nothing in particular” – has jumped more than six points, from 16.1% to 22.8%. In addition, the share of Americans who identify with non-Christian faiths also has inched up, rising 1.2 percentage points, from 4.7% in 2007 to 5.9% in 2014. Growth has been especially great among Muslims and Hindus, albeit from a very low base.
3. The drop in the Christian share of the population has been driven mainly by declines among mainline Protestants and Catholics. Each of those large religious traditions has shrunk by approximately three percentage points since 2007. The evangelical Protestant share of the U.S. population also has dipped, but at a slower rate, falling by about one percentage point since 2007.
4. Even as their numbers decline, American Christians – like the U.S. population as a whole – are becoming more racially and ethnically diverse. Non-Hispanic whites now account for smaller shares of evangelical Protestants, mainline Protestants and Catholics than they did seven years earlier, while Hispanics have grown as a share of all three religious groups. Racial and ethnic minorities now make up 41% of Catholics (up from 35% in 2007), 24% of evangelical Protestants (up from 19%) and 14% of mainline Protestants (up from 9%).
5. Religious intermarriage also appears to be on the rise: Among Americans who have gotten married since 2010, nearly four-in-ten (39%) report that they are in religiously mixed marriages, compared with 19% among those who got married before 1960. The rise in intermarriage appears

to be linked with the growth of the religiously unaffiliated population. Nearly one-in-five people who have gotten married since 2010 are either religiously unaffiliated respondents who married a Christian spouse or Christians who married an unaffiliated spouse. By contrast, just 5% of people who got married before 1960 fit this profile.

6. While many U.S. religious groups are aging, the unaffiliated are comparatively young – and getting younger, on average, over time. As a rising cohort of highly unaffiliated Millennials reaches adulthood, the median age of unaffiliated adults has dropped to 36, down from 38 in 2007 and far lower than the general (adult) population's median age of 46. By contrast, the median age of mainline Protestant adults in the new survey is 52 (up from 50 in 2007), and the median age of Catholic adults is 49 (up from 45 seven years earlier).

Excerpted with permission from The Pew Research Center. "America's Changing Religious Landscape: Christians Decline Sharply as Share of Population; Unaffiliated and Other Faiths Continue to Grow", May 12, 2015. Web. <http://www.pewforum.org/2015/05/12/americas-changing-religious-landscape/>

Reading Comprehension

Instructions: Answer the following questions in your own words: What is the main idea of the reading? What are some important or interesting details that support the main idea?



Name: _____ Date: _____

9b Identifying Verb Tenses

Instructions: First, review sections 2.1 to 2.4 (Expressing Ideas with Verbs) of the **Developing Details** card. In the reading from activity 9a, find samples of verbs in the following tenses. List the time word or phrases if there are any.

Verb tense	Time word/phrase
Simple Present (Section 2.1) <ul style="list-style-type: none"> • <i>Non-Hispanic whites <u>account</u> for</i> • • • • • • • 	<ul style="list-style-type: none"> • <i>now</i> • • • • • • •
Simple Past (Section 2.2) <ul style="list-style-type: none"> • • • • • • • 	<ul style="list-style-type: none"> • • • • • • •
Present Perfect (Section 2.3 and 2.4) <ul style="list-style-type: none"> • • • • • • 	<ul style="list-style-type: none"> • • • • • •



Name: _____ Date: _____

9c Noticing Nouns with and without “the”

Instructions: In the reading from activity 9a, find samples of noun phrases with “the” and without “the.” Samples are provided.

CATEGORY	SAMPLES
plural nouns without “the”	Catholic adults
“the” with a noun	the median age of Catholic adults



Name: _____ Date: _____

9d Answering Questions with Accurate Nouns

Instructions: Answer the following questions based on information from the reading in activity 9a. Focus on using nouns accurately.

1. What is happening to the percentage of Christians in the U.S.? (Paragraph 1)

2. What is the situation among different ethnic groups? (Paragraph 1)

3. How many Americans are Christians? (Paragraph 2)

4. What percent of Americans belonged to non-Christian religions in 2014? (Paragraph 2)

5. What percent of Catholics are minority groups? (Paragraph 4)

6. How many Americans have married people from other religious groups? (Paragraph 5)



Name: _____ Date: _____

9e Writing Sentences with Quantity Expressions

Instructions: Write sentences based on the reading in Exercise 9a using the following words.

1. most

2. many

3. few *(Note: not the same as "a few")*

4. a majority of

5. a minority of

6. a large number of

7. a small number of



Name: _____ Date: _____

9f Using Detailed Noun Phrases

Instructions: First, underline the noun phrases and circle the verb. Then answer each question in one sentence. Pay close attention to nouns.

1. What are two of the world's major religions?

2. What is one religion that is growing in size?

3. Where is Hinduism the most common religion?

4. Where do many Christians live?

Module: Religions of the World



What religions do these symbols represent?

Do you know other religious symbols?

Top line: Christianity, Judaism, Hinduism Middle line: Islam, Buddhism, Shintoism Bottom line: Sikhism, Baha'i, Jainism



Name: _____ Date: _____

10a Reading: “The Future of World Religions: Population Growth Projections, 2010-2050”

Instructions: Before reading the information about world religions, answer the following questions.

1. What are some major religions of the world? Write the names of three or more.

2. What religions are the most common in the country where you were born?

3. What are the terms for people and religions that you wrote above? Write these in the table below. The first has been done as a sample. Notice that (a) the first letters of words for religions and members of religions are capitalized and (b) the nouns for people have “-s,” while names for religions are non-count nouns without “the” or “-s.”

Religions	Members of Religions
Catholicism	Catholics

Instructions: Review Section 1 (Adding Details to Nouns) in the **Developing Details** card. Then, read the passage below about world religions in the future. Answer the questions about the reading.

The Future of World Religions: Population Growth Projections, 2010-2050

The religious profile of the world is rapidly changing, driven primarily by differences in fertility rates and the size of youth populations among the world's major religions, as well as by people switching faiths. Over the next four decades, Christians will remain the largest religious group, but Islam will grow faster than any other major religion.

If current trends continue, by 2050 ...

- The number of Muslims will nearly equal the number of Christians around the world.
- Atheists, agnostics and other people who do not affiliate with any religion – though increasing in countries such as the United States and France – will make up a declining share of the world's total population.
- The global Buddhist population will be about the same size it was in 2010, while the Hindu and Jewish populations will be larger than they are today.
- In Europe, Muslims will make up 10% of the overall population.
- India will retain a Hindu majority but also will have the largest Muslim population of any country in the world, surpassing Indonesia.
- In the United States, Christians will decline from more than three-quarters of the population in 2010 to two-thirds in 2050, and Judaism will no longer be the largest non-Christian religion. Muslims will be more numerous in the U.S. than people who identify as Jewish on the basis of religion.
- Four out of every 10 Christians in the world will live in sub-Saharan Africa.

Excerpted with permission from The Pew Research Center: "The Future of World Religions: Population Growth Projections, 2010-2050." Pew Research Centers Religion Public Life Project RSS. N.p., 02 Apr. 2015. <http://www.pewforum.org/2015/04/02/religious-projections-2010-2050/>. 19 Oct. 2015.

Comprehension Questions

Instructions: Based on the reading from activity 10a, answer each question in a sentence or two.

1. What is the main idea of the article?

2. What does “If current trends continue” mean about the numbers in the future?

3. What do you think is the most surprising prediction? Why?

Think About It! Look at the nouns in your answers and compare them with the original article. Did you use plural nouns without “the” for general nouns?



Name: _____ Date: _____

10b Identifying Types of Nouns

Instructions: Enter the types of nouns or nouns phrases from the reading above into the table below. Review Section 1 (Adding Details to Nouns) of the **Developing Details** card. Samples are provided for you

TYPES	SAMPLES
Plural nouns without “the” (find 10 or more)	<i>world religions,</i>
Nouns with “the” but NOT “of” (find 7 or more)	<i>the Hindu and Jewish populations,</i>
Nouns with “the” and “of” (find 5 or more)	<i>the future of world religions,</i>
Countries or continents (find all 5)	<i>India,</i>

Think About It! Compare your answers with a classmate. Where should “the” not be used? What are reasons why “the” is used?



Name: _____ Date: _____

10c Editing Nouns and Noun Phrases

Instructions: Review Section 1 (Adding Details to Nouns) in the **Developing Details** card. Then find and correct the errors in the two bolded words in each sentence. The first sentence has been done for you.

The number

the world

1. **Number** of Muslims will nearly equal the number of Christians around **world**.
2. **Atheist**, agnostics and other people who do not affiliate with any religion – though increasing in countries such as **United States** and France – will make up a declining share of the world’s total population.
3. The global Buddhist population will be about **same size** it was in 2010, while the Hindu and Jewish **population** will be larger than they are today.
4. In the **Europe**, **Muslim** will make up 10% of the overall population.
5. India will retain a **Hindus** majority but also will have **largest Muslim population** of any country in the world, surpassing Indonesia.
6. In the United States, Christians will decline from more than three-**quarter** of the population in 2010 to two-thirds in 2050, and Judaism will no longer be **largest non-Christian religion**.
7. **Muslim** will be more numerous in the U.S. than people who identify as Jewish on **basis** of religion.
8. Four out of every 10 **Christian** in **world** will live in sub-Saharan Africa.



Name: _____ Date: _____

10d Choosing the Correct Noun

Instructions: Choose the correct answers.

The amount of religious diversity around (**world / the world**) is larger than it has ever been in history. The organization “Adherents” claims that 4,200 religions exist. Though several world (**religions / religion**) are dominant in the world, there are certainly (**thousand / thousands**) of smaller religious groups. The exact number of religions is not certain, but there are certainly thousands of (**the denominations / denominations**), or branches, of major religions. Protestantism, Catholicism, and the Russian Orthodox Church are denominations of (**the Christianity / Christianity**). In Islam, the Sunni and the Shi’ah branches are two major (**denominations / denomination**). The United States is (**the country / a country**) with all of the world’s major religions and hundreds of denominations. As a result, changes in the (**amount / number**) of denominations in the world will have an effect on the U.S. (**populations / population**).

Think About It! Why did you choose your answers? What is wrong with the other choices?



Name: _____ Date: _____

10e Answering Questions Using Key Words and Correct Verb Tenses

Instructions: Answer the questions below based on the chart. The first one has been done for you.

Size and Projected Growth of Major Religious Groups

	2010 POPULATION	% OF WORLD POPULATION IN 2010	PROJECTED 2050 POPULATION	% OF WORLD POPULATION IN 2050	POPULATION GROWTH 2010-2050
Christians	2,168,330,000	31.4%	2,918,070,000	31.4%	749,740,000
Muslims	1,599,700,000	23.2	2,761,480,000	29.7	1,161,780,000
Unaffiliated	1,131,150,000	16.4	1,230,340,000	13.2	99,190,000
Hindus	1,032,210,000	15.0	1,384,360,000	14.9	352,140,000
Buddhists	487,760,000	7.1	486,270,000	5.2	-1,490,000
Folk Religions	404,690,000	5.9	449,140,000	4.8	44,450,000
Other Religions	58,150,000	0.8	61,450,000	0.7	3,300,000
Jews	13,860,000	0.2	16,090,000	0.2	2,230,000
World total	6,895,850,000	100.0	9,307,190,000	100.0	2,411,340,000

Source: The Future of World Religions: Population Growth Projections, 2010-2050

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Do not copy specific numbers in your answers. Instead, write generalized numbers, such as “6.8 billion,” not “6,895,850,000.”

1. In 2010, what was the world population?

In 2010, the world population was approximately 6.8 billion.

2. In 2010, what was the approximate number of Hindus?

3. What is the projected world population in 2050?

4. Compare the population of any religious group in 2010 and 2050. Tip: Pay attention to the verb tenses.

Module: Millennials versus Baby Boomers



11a Reading: “Are Today’s Young Adults Better Off Than Their Parents? Yes and No”

- “Baby boomers” (the baby-boom generation) – people who were born after WW II until the early 1960s
- “Generation Xers” (Generation X) – people born from the early 1960s to the early 1980s
- “Millennials” – people who were born from the early 1980s to the early 2000s

1. Do you think young adults in America today have higher or lower incomes than young Americans in 1980? Why do you think so?

2. What percentage of young adults in America do you think live with their parents today? Is it a majority or a minority? Do you think there is a difference between the rate in the present versus the rate in 1980?

Essential Vocabulary and Grammar

Instructions: Look over this vocabulary that you will read and may write about.

<i>adults</i>	<i>a census</i>	<i>data</i>	<i>earn</i>	<i>educated</i>	<i>families</i>
<i>generations</i>	<i>households</i>	<i>income</i>	<i>inequality</i>	<i>percent</i>	<i>poverty</i>
<i>a recession</i>	<i>reflect</i>	<i>reveal</i>	<i>statistics</i>	<i>the 1980s</i>	<i>1980</i>

Instructions: Write the count and non-count nouns, adjectives, and verbs from the list above on the lines below.

- Verbs _____
- Adjectives _____
- Numbers and Quantity Terms _____
- Count Nouns _____
- Non-count nouns _____

Instructions: Read the three sentences below and notice the differences between how “year” is used. Notice the differences among them in terms of parts of speech and punctuation.

a. “She is 30 years old.”

b. “She is a 30-year-old mother.”

c. “There are many 30-year-olds.”

Follow-up: Using different numbers, write three sentences using the underlined phrases above.

a. _____

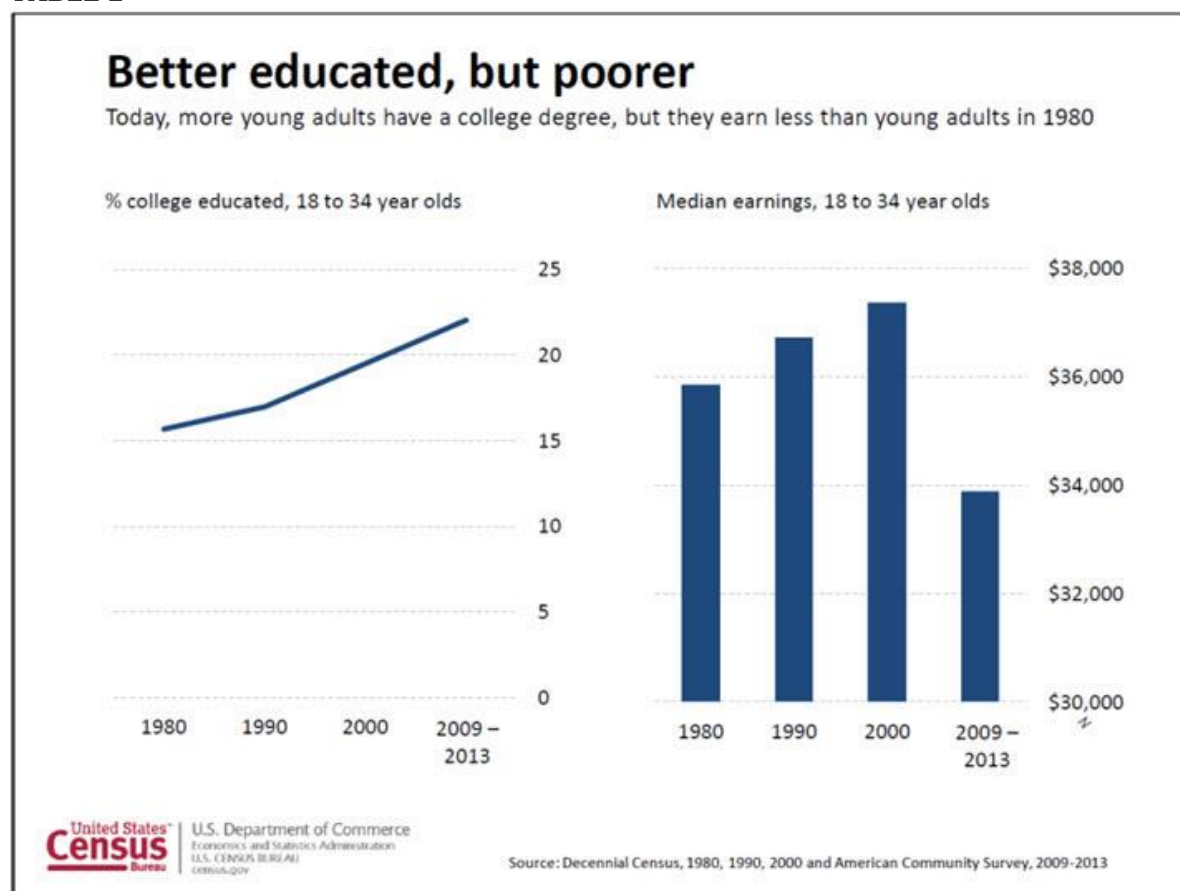
b. _____

c. _____

Reading

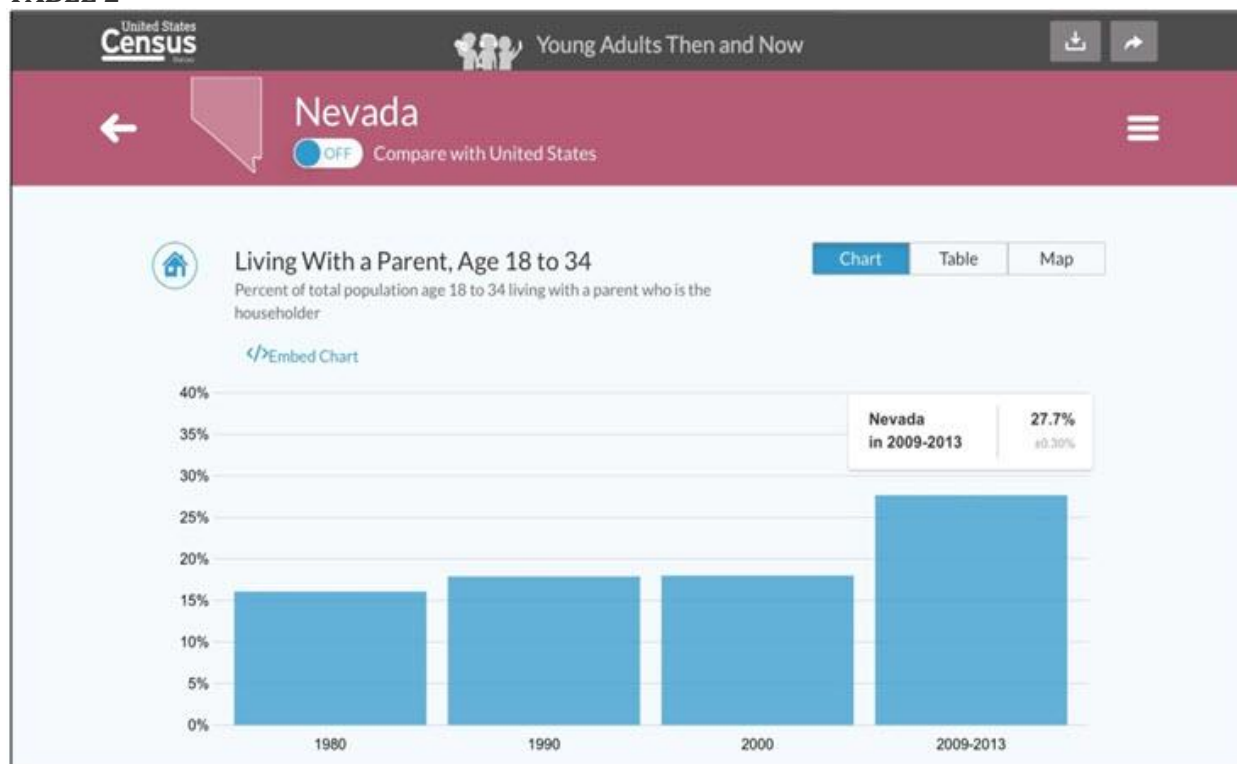
1. Compared with prior generations, young people today, those 18 to 34 years old, are more educated and, in some parts of the country, earn more. However, they are also less likely to be employed and more likely to live in poverty than their counterparts were in 1980.

TABLE 1



2. Although today's typical 18- to 34-year-old earns about \$2,000 less per year (adjusted for inflation) than their counterpart in 1980, the range varies widely across the country. Among the states with the largest growth in earnings for young adults is Massachusetts where they earn \$6,500 more, and Virginia where they earn \$4,100 more than the average young adult earned 30 years ago. Among the lowest are Michigan, Wyoming and Alaska where young adults earn at least \$9,000 less than they did 30 years ago.
3. Similar geographic patterns play out for education, poverty and living arrangements, revealing that the generation of young adults who *are* doing better than their parents are concentrated in certain parts of the country.
4. Young adults' experiences may reflect a rise in inequality. Since the 1980s, income inequality for households and families has gone up at the same time as the country as a whole has become more educated. The picture that emerges from these statistics reveals a generation of young adults who may be, at once, both better and worse off than their parents.

5. The share of young adults who lived in their parents' home stayed about the same level in 1980, 1990 and 2000 (at about a quarter). Since 2000, however, the proportion has shot up, from 23 percent to 30 percent. In states where housing markets collapsed during the recession, such as Nevada, Florida and California, there was a sharp increase in young adults living in their parents' home. Similarly, Michigan, Ohio and Indiana — states also hit hard by the recession — saw some of the biggest growth in young adults living in poverty.

TABLE 2

6. Want to see how today's young adults age 18-34 compare with their counterparts in 1980, 1990 and 2000? Check out "Young Adults: Then and Now," the latest edition of Census Explorer, our interactive data tool. The new edition displays multiple characteristics of young adults over time. Users can "zoom in" to see data variations at the state, county, metro and tract levels.

Excerpted from "Are Today's Young Adults Better Off Than Their Parents? Yes and No" by Jonathan Vespa, December 4, 2014, The United States Census Bureau, <http://blogs.census.gov/2014/12/04/are-todays-young-adults-better-off-than-their-parents-yes-and-no/>



Name: _____ Date: _____

11b Paraphrasing Practice

Instructions: Review Section 8.3 (Paraphrasing) of the **Developing Details** card. Then, summarize in single sentences the following paragraphs from the reading in 11a using the vocabulary indicated.

Paragraph 1 *education, millennials, areas, income, jobs, poor*

Paragraph 2 *millennials, baby boomers, income, a few thousand dollars, varies, regions*

Paragraph 5 *millennials, percentage, increase, stay, their parents' home, some parts of the country*



Name: _____ Date: _____

11c Writing with Statistics

Instructions: Write one or two sentences that answer the questions about Tables 1 and 2 in Reading 11a. Pay attention to verb tenses and comparison-contrast sentence connecting. Also, make sure to use the word “percent” accurately.

TABLE 1

- Choose two years in Table 1 "Better Educated, but Poorer" and contrast the rates of college-educated young adults.

TABLE 2

- Contrast the rates of young adults that lived with their parents in the past versus recent years.



Name: _____ Date: _____

11d Summarizing the Reading

Instructions: Review Section 8 (Using Sources) of the **Developing Details** card. Write a one-paragraph summary of 5 to 7 sentences of the article on pages 170-171. Indent the paragraph once and double space as you write. It must include the following information:

- a. A topic sentence at the beginning which states the title, the author, and a paraphrased main idea of the article
- b. 4 to 6 sentences which summarize the main points of the article and provide a few details, all of which are paraphrased
- c. 1 direct quotation which is a supporting detail, not a main point, either in the supporting details or as a concluding thought

Topic Sentence Patterns for Summaries of Articles

- According to X in "Y," ...
- X claims in the article "Y" that...
- In "Y" by X, it is claimed that...

Direct Quotation Versus Paraphrased Statement

- **QUOTE:** Vespo states, "Similarly, Michigan, Ohio and Indiana — states also hit hard by the recession — saw some of the biggest growth in young adults living in poverty."
- **PARAPHRASE:** Vespo writes that the rates of poverty among young adults were higher in states in the Midwest, where there were economic problems.

Appendix 1 - Writing Checklist



Writing Checklist

Before you hand in your writing assignment, go through this checklist to make sure you have written correct and detailed sentences.

- ☐ Each sentence begins with a capital letter and ends with a period.
- ☐ Every noun is interesting – the vocabulary is specific and details are added to the nouns.
In front of the nouns:
 Adjectives #____
 Noun Modifiers #____
 Possessives #____
 In back of the nouns:
 Prepositional phrases #____
 Names/Titles/Definitions #____
 Adjective clauses #____
- ☐ Every verb shows time.
- ☐ Each subject has a verb and each verb has a subject.
- ☐ Adverbial words, phrases or clauses have been added to verbs/sentences.
- ☐ Passive Voice is used when it improves your paragraph.
- ☐ There are simple, compound (academic) and complex sentences.
- ☐ Commas are used where needed and NOT used when not needed.
 After introductory words #____
 In a series #____
 After a dependent clause that is in the front of a sentence #____
 Separating extra information from a noun #____
- ☐ Hedging has been used to make your writing more accurate.
- ☐ Conditionals and Hypotheticals have been used when needed.
- ☐ If material from outside sources has been used, the sources have been cited and quoted, or paraphrases have been correctly used to present the information.

Appendix 2 - Glossary of Grammar Terms

Adverb Clauses	Adverb clauses answer the questions <i>When? Where? Why? How? To what degree?</i>
Clause	A clause is a group of words that include a subject and verb but may not be a sentence. Independent clauses are simple sentences because they have a subject and verb and express a complete thought. Dependent clauses , which begin with a subordinating word (when, while, before, after, because, if, and others) and have a subject and verb, are not sentences because they do not express a complete thought.
Comma Splice	A comma splice is two simple sentences joined by only a comma. <ul style="list-style-type: none"> ➤ Example: Incorrect - <i>Video games are extremely popular, millions of people play them.</i> Correct - <i>Video games are extremely popular. Millions of people play them.</i>
Complement	A complement can be a noun or adjective. It is connected to the subject by the non-action verb (*see below) of a sentence and completes the idea of the sentence. <ul style="list-style-type: none"> ➤ Example: The new Batman movie is a dark movie.
Complete Complement	A complete complement is all of the quantifiers, adjectives, determiners or phrases that are part of the complement. <ul style="list-style-type: none"> ➤ Example: The new Batman movie is a dark movie.
Complete Object	A complete object is all of the quantifiers, adjectives, determiners or phrases that are part of the object. <ul style="list-style-type: none"> ➤ Example: The new Batman movie has exciting action.
Complete Subject	A complete subject includes all of the quantifiers, adjectives, determiners or phrases that are part of the subject. <ul style="list-style-type: none"> ➤ Example: The new Batman movie is excellent.
Formal/Professional/Academic writing	Formal writing is writing that follows standard grammar rules. It is used for academic and professional writing purposes.
Hedging Words	Hedging words are vocabulary that indicates less than 100% certainty. <ul style="list-style-type: none"> • Examples: might, generally, some.
Informal/Conversational writing	Informal writing is writing the same way we talk. It is not used for academic or professional writing purposes.
Non-Action Verbs	Non-action verbs show existence (<i>to be</i>). They link subjects and complements.
Object	An object is a noun, pronoun or other noun form. It comes after a verb and receives the action of the verb OR it can be after a preposition and part of the prepositional phrase. <ul style="list-style-type: none"> ➤ Example: The new Batman movie has exciting action.

Participle	See Verbals
Phrase	A phrase is a group of words that go together but do not have a subject and verb combination and do not form a complete sentence. Prepositional phrases (<i>on the shelf, in the morning</i>) are a common form of phrases.
Plural	Plural means two or more.
Run-on Sentence	<p>A run-on sentence is two or more simple sentences without proper punctuation or connections.</p> <ul style="list-style-type: none"> ➤ Example: Incorrect - <i>Video games are extremely popular millions of people play them.</i> Correct - <i>Video games are extremely popular. Millions of people play them.</i>
Sentence	A sentence is a group of words with a subject and verb. It communicates a complete thought. Sentences begin with a capital letter and end with a period or other punctuation.
Sentence Fragment	<p>A sentence fragment is a group of words that do not express a complete idea * The most common type of sentence fragment is a dependent clause that is not connected to an independent clause.</p> <ul style="list-style-type: none"> ➤ Example: Incorrect - <i>Because video games are extremely popular.</i> Correct - <i>Because video games are extremely popular, companies make millions of dollars.</i>
Simple Complement	<p>A simple complement is a noun or adjective that follows a non-action verb.</p> <ul style="list-style-type: none"> ➤ Example: My computer is damaged.
Simple Object	<p>A simple object is a noun, pronoun or other noun form. It comes after a verb.</p> <ul style="list-style-type: none"> ➤ Example: They watched the new Batman movie.
Simple Subject	<p>A simple subject is a noun, pronoun or other noun form. It comes before a verb.</p> <ul style="list-style-type: none"> ➤ Example: The new Batman movie is excellent.
Singular	Singular means one.
Subordination	<p>Subordination means the use of adverb clauses, prepositional phrases, and participial phrases to give information about the main clause.</p> <ul style="list-style-type: none"> ➤ Example: Because of the computer virus, I had to call the IT help desk.

Uncountable	<p>Uncountable has no number and cannot be divided into separate parts. When used as a subject, an uncountable noun always takes a singular verb.</p> <p>➤ Example: The cinema is where a lot of magic happens.</p>
Verb	A verb can show action or being. In a sentence, it always shows time. (In a sentence, a verb is sometimes called a predicate.)
Verb Tense	Verb tense describes the time of the action or state of existence. It is identified by the words “present” or “past” or “future.”
Verbals	<p>Verbals are forms of verbs that are not used as verbs in a sentence. They do NOT show time.</p> <ul style="list-style-type: none"> • Gerund – an “-ing” form that is used like a noun: as the subject or object of the main verb or the object of a preposition. • Infinitive – a “to” form that typically shows a planned or hoped for action but not actual action. • Participles – an “-ed” or “-ing” form that is used as an adjective to describe nouns.

Appendix 3 - Commonly Used Irregular Verbs

<u>Present</u>	<u>Past</u>	<u>Past Participle</u>
be	was / were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fit	fit	fit
fly	flew	flown
forget	forgot	forgotten
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
leave	left	left

<u>Present</u>	<u>Past</u>	<u>Past Participle</u>
lead	led	led
let	let	let
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
prove	proved	proven
put	put	put
ring	rang	rung
read	read	read
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shoot	shot	shot
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wear	wore	worn
win	won	won
write	wrote	written


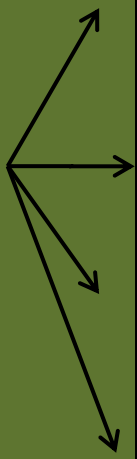


Appendix 4 - Verb Endings

Verb or not a verb?

Explanation: In a sentence, verbs show time (He eats / He ate / He will eat). Some verb forms do NOT show time and cannot be the main verb (~~He eating~~, ~~He eaten~~, ~~He to eat~~).

Verb Forms

Explanation: Verb forms (e.g., support, to support, supporting, supported) express different meanings related to tense, active or passive voice, and parts of speech (verbs, nouns, adjectives).

- ed (past participle)		'to be' passive	The technology will <u>be</u> developed.
		'to have' perfect tenses	Scientists <u>have developed</u> the technology.
		Adjective (doers)	Researchers are very <u>interested</u> in new medical technology.
		Reduced adjective clause (passive)	Researchers must write ideas <u>supported</u> by facts and logic.
- ing (present participle)		Adjective (receivers)	Writers use <u>supporting</u> ideas to make their ideas clear. The article is very <u>interesting</u> to researchers.
		'to be' continuous	Currently, scientists <u>are developing</u> medical technology.
		Reduced adjective clause (active)	Students <u>working</u> on campus usually have more time to study.
		Reduced adverb clause	<u>Having</u> done the research, the scientist published her report.
-ing (gerund)		Noun (subjects and objects)	<u>Saving</u> people's lives is one effect of new medical technology. They discussed <u>doing</u> it.
		Noun (object of preposition)	After <u>completing</u> the research, the scientist published her report.
to + basic verb		Purpose infinitive ("in order to")	Scientists develop medical technology (in order) <u>to save</u> people's lives.

Appendix 5 - Common Sentence Connectors

	Basic Coordination	Academic Coordination	Subordination
	(coordinating conjunction)	(conjunctive adverbs / transition words)	(subordinating conjunctions)
Addition	and nor (Not common; <i>nor</i> is a negative addition.)	moreover also in addition additionally furthermore similarly in the same way	
Choice	or		
Contrast / Unexpected Result	but yet	however nevertheless in contrast on the other hand otherwise	although even though even if though while
Opposition	but		
Effect / Expected Result	so	therefore thus consequently as a result	so...(adj)...that such...(noun phrase)...that
Exemplification		such as (introduces a list of nouns) including (introduces a list of nouns) for example (introduces a list of nouns or a whole sentence) for instance (introduces a list of nouns or a whole sentence)	
Cause / Reason	for		because (<i>because of</i> is a prepositional phrase) since due to the fact that (<i>due to</i> is a preposition)
Purpose			so that (+modal) in order that (+clause)
Condition	or	provided that otherwise alternatively	if unless
Time / Sequence		then afterwards after that first finally eventually recently meanwhile simultaneously subsequently soon	after before as as soon as since until when whenever while by the time meanwhile

Appendix 6 - Basic Prepositions and their Meanings

<u>Meanings</u>	<u>Prepositions</u>	<u>Examples</u>
Location ➤ Point in space	at in on	<i>The security guard stood at the front door.</i> <i>The books are in the box.</i> <i>The telephones will be on the shelf.</i>
Location ➤ Relation of points	above across beside / next to near under	<i>A light was above the table.</i> <i>The restaurant is across the street.</i> <i>My pen is beside/next to my notebook.</i> <i>Two customers are near the cashier.</i> <i>He put a plate under the bowl.</i>
Direction	to into through	<i>The worker walked to the bus stop.</i> <i>Several customers walked into the store.</i> <i>A delivery man walked through the doors.</i>
Time ➤ Point in time	at after before	<i>The store opens at 8am.</i> <i>He went to the movie after work.</i> <i>She can come here before work.</i>
Time ➤ Period of time	since for during	<i>Those people have been here since noon.</i> <i>I have not seen him for two days.</i> <i>I never watch TV during the week.</i>
Purpose	to for	<i>They hope to finish the project soon.</i> <i>She will write the words for the song.</i>
Source	from	<i>The new software came from the I.T. department.</i>
Cause	because of due to for	<i>The class was cancelled because of the poor weather.</i> <i>The computer did not work due to a broken wire.</i> <i>He was hired for many reasons.</i>
Manner	by in with	<i>They arrived by bus.</i> <i>The cashier spoke in a low voice.</i> <i>The boxes were sealed with tape.</i>

7 desks, 15 students, 1 textbook, 1,350 cars in the parking lot...

salt, coffee, chemistry, fog, advice, food,...

Put an article such as “a” or “an” in front of it if it is singular.

Put "s" at the end or change the spelling to show it is plural.

Types of UNCOUNTABLE nouns:

Note: many academic words are uncountable. That makes sense since academic work in college is all about thinking, and these ideas and concepts frequently cannot be counted the way physical objects can.

“The” is a definite article. That means it shows that the noun is specific, not general. “The” can be used in front of countable and uncountable nouns.

Some nouns can be both countable and uncountable. In these cases, the uncountable meaning tends to be abstract/theoretical, while the countable meaning refers to something concrete and specific. Consider these examples:

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Answer Key

The Grammar You Need

Level 2 Workbook Answer Key

0.1a Noticing Word Endings

Nouns	Verbs	Adjectives	Participial Adjectives	Adverbs
flag	has	red	rebellious	always
the United States	represent	white	five- pointed	originally
stripes	declared	top		currently
stars	approved	left		
colonies	is celebrated	original		
independence	have been			
Great Britain	was created			
Continental Congress	has changed			
creation	were			
Flag Day	increased			
year	changed			

0.1b Producing Word Endings

Noun	Verb	Adjective	Participial Adjective	Adverb
independence	x	independent	x	independently
origin originality	originate	original	originated	originally
popularity popularization	popularize	popular	x	popularly
horizon	x	horizontal	x	horizontally
assignment	assign	x	assigned	x
history historian	x	historic historical	x	historically
belief believer	believe	believable	x	believably
exhaust exhaustion	exhaust	exhaustive	exhausted exhausting	x
choice	choose	choosy	chosen	
creation	create	creative	x	creatively
continent	x	continental	x	x
rebel* rebellion rebelliousness	rebel*	rebellious	x	rebelliously

0.1c Choosing Word Endings

1. American (adjective) 2. originally (adverb) 3. sewed (verb) 4. Historians (nouns) 5. Spangled (adjective) 6. assignment (noun) 7. chose (verb); official (adjective) 8. historic (adjective); exhaust (noun)

0.1d Producing Word Endings

1. sewn 2. patriotic 3. Spangled 4. bursting 5. eventually 6. cherished 7. Currently 8. Revolutionary 9. patriotism 10. inspiration

0.1e Editing Word Endings

America is a patriotic country. Pew's political values surveys over the past 20 years have found **overwhelming** agreement with the statement "I am very **patriotic**."

For many Americans, demonstrating **patriotism** means showing the flag. Overall, 62% say they display the flag at home, in the office, or on their car, according to the **political** values survey conducted by the Pew Research Center for the

People & the Press (Dec. 12, 2006-Jan. 9, 2007). However, this number has fallen since August 2002; at that time, less than a year after the 9/11 attacks, 75% said they **displayed** the flag.

Flying the flag continues to be a much more **common** practice among some groups in the population than among others. Older Americans – especially those ages 65 and **older** – are far more likely to say they display the flag than are those under age 30. Racial and political **differences** in flag flying also are substantial: Fully 67% of whites say they display the flag, compared with just 41% of African Americans. In addition, 73% of Republicans say they display the flag at home, work, or on their car; this compares with 63% of independents and 55% of Democrats...

In addition, displaying the flag is a somewhat more infrequent practice among people with less **education** and lower annual incomes than among those who are better **educated** (and better off).

0.2a Noticing Subjects and Verbs

1. (Every state in the US) **has** a state flag.
2. (These state flags) usually **tell** an interesting story about the history of the state.
3. For example, (the flag of California) **says** “California Republic”.
4. (Settlers) **flew** this flag during a revolt against Mexican rule.
5. (The settlers) **were expressing** their desire for independence from Mexico.
6. Interestingly, (William Todd, the nephew of President Lincoln’s wife, Mary Todd Lincoln), **designed** the California flag.
7. (The Arizona flag) **has** a top half of red and yellow rays and a blue bottom half.
8. (The top half) **represents** the 13 original states and the western setting sun.
9. (It)also **has** a copper star in the center.
10. (Arizona) **produced** the most copper of all the states in the country.
11. (Hawaii’s state flag) **has** the British Union Jack in the upper left corner.
12. (The eight red, white and blue stripes on the body of the flag) **represent** the eight populated islands of Hawaii.
13. (The first king of the then independent nation of Hawaii) **requested** this design.
14. (The design) **shows** the historical relationship of the islands with both the United States and Great Britain.
15. (Mississippi’s state flag) **reflects** the state’s history in the Civil War of the 1860’s.
16. At that time, (Mississippi) **left** the United States and **became** part of the Confederate States of America.
17. (The state’s current flag) **shows** a symbol from the Confederate battle flag.

0.2b Noticing Verbs and Objects

1. Every state in the US **has** (a state flag).
2. These state flags usually **tell** (an interesting story about the history of the state).
3. For example, the flag of California **says** (“California Republic”).
4. Settlers **flew** (this flag) during a revolt against Mexican rule.
5. The settlers **were expressing** (their desire for independence from Mexico.)
6. Interestingly, William Todd, the nephew of President Lincoln’s wife, Mary Todd Lincoln, **designed** (the California flag).
7. The Arizona flag **has** (a top half of red and yellow rays and a blue bottom half.)
8. The top half **represents** (the 13 original states and the western setting sun.)
9. It also **has** (a copper star in the center.)
10. Arizona **produced** (the most copper of all the states in the country.)
11. Hawaii’s state flag **has** (the British “Union Jack” symbol in the upper left corner.)
12. The eight red, white and blue stripes on the body of the flag **represent** (the eight populated islands of Hawaii.)
13. The first king of the then independent nation of Hawaii **requested** (this design.)
14. The design **shows** (the historical relationship of the islands with both the United States and Great Britain.)
15. Mississippi’s state flag **reflects** (the state’s history in the Civil War of the 1860’s.)
16. At that time, Mississippi **left** (the United States) and **became** (part of the Confederate States of America.)
17. The state’s current flag **shows** (a symbol from the Confederate battle flag.

0.2c Noticing the Verb “to be” and Complements

1. There **are** (several state flags with animals on them).
2. The blue and gold state flag of Oregon **is** (unusual.)
3. It is (a two-sided flag.)
4. Paraguay **is** (the only country with a two-sided flag.)
5. On the back of the Oregon flag, there **is** (a golden beaver.)
6. In the early years of the United States, beavers **were**(common.)

7. These animals **have been** (symbols of industry and building.)
8. Wyoming **is** (another state with an animal on its flag.)
9. The animal **is** (a bison, or buffalo.)
10. These massive animals **were** (once widespread across the plains of the US.)
11. On the state flag of Louisiana, a mother pelican **is** (watchful.)
12. Her three young chicks **are** (hungry.)
13. These large fish-eating birds **are** (familiar sights in the Gulf of Mexico, where Louisiana is located.)

0.2d Choosing Subject/Verb Agreement

1. The colors of the US flag (is, **are**, am) red, white, and blue.
2. Many of the state flags (has, **have**,) the same colors.
3. In fact, only four states in the US (**do not have**, does not have) flags with the color blue.
4. One of these states (**is**, are, am) New Mexico.
5. Its red and yellow flag (represent, **represents**) the colors of the Spanish soldiers who conquered the area long before the area was brought into the United States.
6. Similarly, the patterns on Maryland's flag (**represent**, represents) two founding families of the original colony.
7. On this flag, there (is, **are**) four sections.
8. Two of them (is, **are**) red and white.
9. The other sections (is, **are**) black and gold.
10. Alabama and California (is, **are**) the other states whose flags do not contain any blue.

1a Warm Up 1: Identifying Noun Modifiers

1. Possessive 2. Noun Modifier 3. Adjective 4. Prepositional Phrase 5. "ed/ing" Adjective 6. Title 7. Adjective Clause 8. Adjective 9. Prepositional Phrase 10. Adjective

1b Warm Up 2: Choosing Noun Modifiers

- A - 1. company's 2. ten-year-old 3. several 4. business 5. Other
 B - 1. exhausting 2. marketing 3. written 4. confused 5. frustrated

1c Reading: "How to be Successful in International Business" Comprehension:

1. Excellent language and communication skills ; Cultural sensitivity
- 2 – 4 Answers will vary.

1d Noticing Details Added to Nouns 1

Possible answers include:

MODIFIER TYPES		MODIFIED NOUNS	
Possessive	its	labels	
Noun Modifier	authority	structure	
Adjective	large	corporations	
Participial Adjective	written	proposals	
Prepositional Phrase		gift	of a clock
Name/Title		car	its Chevy Nova
Adjective Clause		person	who wishes to have a successful career in international business

1e Noticing Details Added to Nouns 2

1. *Turkey's tourism (industry) has been focused on historic sites and waterfront resorts. The cost of Burger King's (Whopper), which is their popular hamburger, is about \$4.*
2. *Yesterday, the ABC Construction (Company) completed a project at the city (park). (Applications) for the next job (openings) must be submitted in (April), so job (seekers) should complete the application (process) by the (end) of (March).*
3. *In the latest advertisements, the multi-media (artist) combined many large digital (objects) to illustrate the company's excellent(use) of modern(technology).*

The colorful (brochure) which described all the exciting places that the video company was opening local (offices) was given out to the job applicants.

4. There are interesting (charts) in the published (brochure).

The puzzled (customers) did not understand the confusing (translation) of the instructions.

5. The marketing (campaign) of the telephone company included a video.

The customer service (representatives) of the credit card company from Italy did not speak all the (languages) of the customers.

6. The conference board is headed by (Marcia Polton), owner of Zancy Weblinks.

(The Director of the International Monetary Fund in 2015), Christine Lagarde, has both a law degree and a Master's degree in Political Science.

7. The data security (company,) which was hired to protect the data of the international business, was not able to prevent the (hacking) that compromised thousands of customers' personal information.

Several businesspeople decided to invest in a new (company) that promised to double their investment in a year.

Since the beginning of the workweek, the (employees) who drive their cars to work have needed to park their cars in a new (parking lot) which has just been opened.

1f Identifying Subjects

1. (Most businesses) need to advertise in order to make a profit.
2. (An advertising campaign) needs to appeal to people who might buy the product.
3. (A frozen pizza company) probably would not put pictures of the frozen pizza in the ad's picture.
4. Instead, (the colorful advertisement) would have photos of happy people eating hot pizza.
5. Usually, (the people who might buy the product) need to remember the name of the product.
6. Therefore, (smart advertisers) put the name of the product in an ad several times.
7. (A memorable TV ad) would also use the name of the product in a song.
8. (That frozen pizza company's ad) would also talk about why their pizza is better than others.
9. (Simple but memorable logos) are also important –Nike's swoosh, McDonald's arches, Apple's apple, and Target's red target.
10. (A clever and creative logo) can make a business successful.

1g Producing Adjective Clauses 1

2. Tip Top Bakery, which was started in 1999, delivers fresh bread all over town.
3. Their delivery truck, which has over 100,000 miles on it, needs some repairs.
4. The truck is now in a parking lot that/which is 6 miles from the bakery.
5. The truck driver, who does not have a cell phone, needs help.
6. Ten bakeries that/ which ordered fresh break are waiting for their orders.

1h Producing Adjective Clauses 2

A: ANSWERS WILL VARY

- B:
1. The store ran out of the TV sets which were on sale for only two hours.
 2. The store that is near the highway is extremely popular.
 3. The young man who will begin working next week recently graduated college.

1i Noticing Adjective Clauses with and without Commas

1. Her mother, who lives nearby, does not drive a car.
2. The cashier who is supposed to work the night shift has called in sick.
3. The IT department chief, who was educated in Russia, has worked here for six years.
4. Several of the office staff went to a restaurant that serves an inexpensive buffet.
5. The city where he lives is very busy.
6. New York City, where he lives, is very busy.
7. Mr. Morales, whose office is usually crowded, is a famous investor.
8. The investor who spoke to the international business students was very famous.
9. Is there a bank nearby which would be able to exchange this foreign currency?
10. The bank that is on 57th Street offers many services to foreign clients.
11. Bank of America, which used to be called Nation's Bank, has thousands of branches.
12. Suboth Gupta, who is a famous Indian sculptor, uses everyday objects in his art.
13. A first class ticket to England costs thousands of dollars, which seems expensive.

14. Working in a foreign country, which seems fascinating to many people, can be difficult if you do not know the language.
15. Work which is physically demanding is often less tiring than work which is mentally difficult.

1j Producing Details Added to Nouns

ANSWERS WILL VARY

1k Adding Details to Nouns Review 1

ANSWERS WILL VARY

1l Writing with Correct Word Order

1. Successful international businesspeople often speak a variety of languages.
2. Knowing the cultural traditions of the country you will be working in is a basic requirement for success.
3. The meaning of a word in one language may be very different from the meaning of a similar looking word in another language.
4. Part of the study of marketing involves learning about effective advertising techniques which have been used in the past.
5. The worldwide popularity of the internet has made international sales possible for many small businesses.

1m Choosing "Which," "When," or "Where" in Adjective Clauses

1. where 2. which 3. when 4. which 5. which 6. which 7. when 8. where

1n Choosing "Who," "Whom," or "Ø" in Adjective Clauses

1. who 2. whom or Ø 3. whom or Ø 4. whom 5. who 6. whom or Ø

1o Choosing "Who" or "Whose" in Adjective Clauses

1. whose 2. who 3. who 4. whose 5. who 6. whose

1p Choosing Correct Relative Pronouns: a Review

1. I applied to a business WHERE hundreds of people work.
2. It is a company WHICH develops medical software and hardware.
3. When I arrived for my interview, the manager WHO/WHOM/Ø I first met was professional but friendly.
4. The company representative WHO interviewed me asked about my previous training and work experience.
5. The next associate to WHOM I spoke told me that I would have to wait a few days to find out whether I would be hired.
6. It would be a person WHOSE qualifications matched all the requirements.
7. She said they would hire someone WHO had worked at least three years.
8. Eventually, the company WHICH hired me turned out to be a different one.
9. It was a company WHERE I could work and get experience.

1q Using Commas with Adjective Clauses

1. Dr. Joycelyn Elders, who is the U.S. Surgeon General, has expressed concern about the large amounts of money that fast food companies spend to get children to buy their food.
2. Employees who want convenience frequently go to fast food restaurants to eat, which can create health problems if people are not careful.
3. Fast food restaurants which serve healthier food can earn higher profits today.
4. These fast food restaurants, which must offer food quickly to stay in business, require foods that tend to have more salt and sometimes preservatives.
5. However, today, fast food restaurants where healthier food is sold can earn higher profits.
6. Customers who need low-sodium or low-fat diets may need to avoid eating at restaurants such as McDonald's, which offers primarily high-sodium and high-fat foods.
7. Meat products with nitrate, which is a preservative that has been linked to cancer, are common in many restaurants.
8. In the end, consumers can choose what they want to eat, which can influence what fast food businesses decide to sell to the public.

1r Using Commas with Adjective Clauses

1. I Dr. Joycelyn Elders, who is the U.S. Surgeon General, has expressed concern about the large amounts of money that fast food companies spend to get children to buy their food.
2. I Employees who want convenience frequently each lunch at fast food restaurants which can create health problems if people are not careful.
3. I Fast food restaurants which serve healthier food can earn higher profits today.
4. C These fast food restaurants, which must offer food quickly to stay in business, require foods that tend to have more salt and sometimes preservatives.
5. I However, today, fast food restaurants where healthier food is sold can earn higher profits.
6. I Customers who need low-sodium or low-fat diets may need to avoid eating at restaurants such as McDonald's, which offers primarily high-sodium and high-fat foods.
7. C Meat products with nitrate, which is a preservative that has been linked to cancer, are common in many restaurants.
8. I In the end, consumers can choose what they want to eat, which can influence what fast food businesses decide to sell to the public.

1s Reading: "Don't Pay Scammers to Unlock Your iPhone"

ANSWERS WILL VARY

1t Identifying Modifiers of Nouns

Adjectives	<ul style="list-style-type: none"> • This particular scam • Web-enabled devices • A complex password • A new app • Social media • Unsecured or unprotected network • A secure network • Personal information
Noun modifiers	<ul style="list-style-type: none"> • Malware scams • iPad users • A third party application • A customer support number • Tech support staff • Gaming systems • Operating system, app and security upgrades • Privacy policies • Social media posts • Account numbers
Possessives	<ul style="list-style-type: none"> • Victims' phones • Your phone • Your problem • Your mobile devices • Your device • Your privacy • Your banking
Adjective clauses	<ul style="list-style-type: none"> • a con that uses malware to lock victims' phones and asks them to pay to fix it • the sites you visit • the information you release • the business you conduct at hotspots

1u Editing Modifiers of Nouns

1. You should protect all devices **that** are connected to the Internet.
2. Watch out for malware to lock **victims'** phones and asks them to pay to fix it.
3. Currently, this **particular** scam seems limited to iPhones and iPad users on Safari, but all smartphone users can be targeted.
4. Computers, smartphones, gaming systems, tablets and other web-**enabled** devices all need protection from viruses and malware.
5. You should receive a notification on **your** device.
6. Review privacy policies before you download a **new** app.
7. When you are on-line through an unsecured or **unprotected** network, be cautious about the sites you visit and the information you release.
8. Limit the business **that/which** you conduct at hotspots.
9. Do your banking from a **secure/secured** network.
10. Be very cautious giving out personal information and never share **account** numbers.

1v Adding Details to Nouns Review 2

ANSWERS WILL VARY

1w Adding Details to Nouns Review 3

ANSWERS WILL VARY

2a Warm Up: Verb Tenses

All VERB TENSES: go

	Simple	Progressive/Continuous	Perfect	Perfect Progressive/Continuous
PAST	He went	He was going They were going	He had gone	He had been going
PRESENT	I go He goes	I am going He is going They are going	He has gone They have gone	He has been going They have been going
FUTURE	He will go	He will be going	He will have gone	He will have been going

The most **IMPORTANT** VERB TENSES in **Academic Writing**: walk

	Simple	Progressive/Continuous	Perfect	Perfect Progressive/Continuous
PAST	He walked	He was walking They were walking	He had walked	
PRESENT	I walk He walks		He has walked They have walked	
FUTURE	He will walk			

2b Reading: "Identity Theft"

Answers will vary 2. *Equifax, Experian, Trans Union*

2c Identifying Verb Tenses

1. *thought* past
was being past progressive/continuous
gave past
2. *did* past
had never had past perfect
has been emptied present perfect
has not been paid present perfect
3. *stole* past
had made past perfect
4. *have begun* present perfect
5. *will not be* future

2d Analyzing Verb Tenses

1. The "ing" shows the action was going on in the past. It took time. "was" just shows the action is finished.
2. First: never had a problem Second: gave the man her personal information
3. The present perfect tense shows that her bank account was emptied in the past and her bank account is still empty. It also shows that her rent was not paid and is still not paid.
4. It makes the threat seem more immediate, as if someone is doing this right now!
5. It shows the problem is still current. It has not been solved.

2e Noticing Verb Tenses: Past and Present Perfect

1. Ten years ago, a person who (*has wanted*, *wanted*, *wants*) to send money to a family member (*did not have*, *has not had*) many choices.
2. Before mobile devices could transfer money directly from one person to another, money transfers (*have been done*, *were done*) between banks, which took time.
3. Twenty years ago, many people simply (*has sent*, *have sent*, *sent*) checks by mail, but for the past few years, using electronic methods (*became*, *has become*, *have become*) very common.
4. Since the start of online banking, a number of new ways to transfer money (*have appeared*, *appeared*).
5. Checks have become less important as the electronic transfer of funds (*have gradually become*, *has gradually become*) more common.
6. Paypal, GoogleWallet, SquareCash and other electronic means of payment (*have quickly become*, *has quickly become*) popular.
7. Small businesses (*has found*, *have found*) SquareCash easy to use.
8. Venmo (*has become*, *have become*, *becomes*) popular with young users because it combines electronic transfers with social media services.
9. Since it (*have become*, *has become*, *became*) possible to directly transfer money between people and not banks, the main users of these services (*has been*, *have been*, *were*) young persons.
10. For a long time, Facebook (*had*, *has had*, *have had*) the ability to store credit card, banking and other financial information.
11. Since Facebook (*has made*, *have made*, *made*) peer-to-peer payments available to its users in 2015, other social networks (*have set up*, *has set up*) similar programs.
12. In early 2015, Twitter (*has set up*, *set up*) a peer-to-peer payment partnership with a French bank, but it (did not yet, *has not yet*) set up other partnerships.

2f Choosing Perfect Tense Time Patterns and Vocabulary

- A 1. (In 2013, *Since 2013*,) he has applied for three credit cards.
2. (*In 2013*, Since 2013,) he applied for three credit cards.
3. (*Yesterday*, Since yesterday,) they bought a new car.
4. (Yesterday, *Since yesterday*,) they have looked at four different cars.
5. (*Last year*, For the last year,) we bought tickets to California.
6. (Last year, *For the last year*,) we have lived in Texas.
7. (When the bill arrived, *Since the bill arrived*,) I have not had time to pay it.
8. (*When the bill arrived*, Since the bill arrived,) I paid it.

- B 1. (In 2013, Before 2013,) he applied for three credit cards.
2. (In 2013, Before 2013,) he had applied for three credit cards.
3. (Yesterday, Before yesterday,) they had looked at four different cars.
4. (Yesterday, Since yesterday,) they bought a new car.
5. (When she got a new job, By the time she got a new job,) she applied for a credit card.
6. (When he got a new job, By the time he got a new job,) he had already applied to get a credit card.

2g Noticing "Being" and "Been"

1. has 2. has 3. has 4. is 5. has 6. is 7. has 8. is 9. has 10. is

2h Choosing "Being" and "Been"

1. The delivery truck has been delayed for the past two hours.
2. The boxes are being put on the truck right now.
3. The forms have already been completed by the manager.
4. While the forms were being completed, the driver was being given the directions.
5. Several of the shipments have recently been sent to the wrong addresses.
6. As a result, the manager has been much clearer in the directions.
7. If the manager had always been as careful as he is now, none of the shipments would have been lost.
8. Next week, the manager's performance is being reviewed by the owner of the company.
9. The manager is being very calm, but everyone is sure he is nervous.
10. He has been in his office for hours every night.

2i Identifying Verbs and Verbals

- | | | |
|----------------|-------------|---------------|
| 1. has spent | <u>Verb</u> | Verbal |
| trying to fix | Verb | <u>Verbal</u> |
| stole | <u>Verb</u> | Verbal |
| 2. took | <u>Verb</u> | Verbal |
| used | <u>Verb</u> | Verbal |
| to buy | Verb | <u>Verbal</u> |
| 3. have begun | <u>Verb</u> | Verbal |
| to steal | Verb | <u>Verbal</u> |
| 4. use | <u>Verb</u> | Verbal |
| to set up | Verb | <u>Verbal</u> |
| to get | Verb | <u>Verbal</u> |
| 5. spend | <u>Verb</u> | Verbal |
| accumulate | <u>Verb</u> | Verbal |
| becomes | <u>Verb</u> | Verbal |
| to take out | Verb | <u>Verbal</u> |
| to get | Verb | <u>Verbal</u> |
| 6. will not be | <u>Verb</u> | Verbal |
| to get | Verb | <u>Verbal</u> |
| 7. Monitoring | Verb | <u>Verbal</u> |
| is | <u>Verb</u> | Verbal |

2j Producing Verb Tenses 1

1. Having a credit card is one way to establish your credit, but if your credit card history (show) shows late payments or penalties, your credit will be affected.
2. A person who (want, not) does not want to get a credit card can still establish credit.
3. After she takes out a small loan from a bank and makes regular payments on the loan, her credit rating (begin) will begin (build up) to build up.
4. Another way (create) to create a credit rating is to ask someone you know and trust to add you as an authorized user on their account.
5. However, this can be a problem. Your credit rating will reflect their record, so if they have problems, your record (have) will have the same problems.
6. Another way to start (build) to build/building a credit rating is to make sure your rent is reported to the three major credit (report) reporting agencies.

7. Sometimes a landlord does not report rents, but a renter can make arrangements to pay rent through rent payment services. (Report) Reporting your rent will help to build your credit.
8. For people who (lose, already) have already lost a good credit rating, they need to begin to fix their rating.
9. In 2005, the Merlin family (sign up) signed up for a credit card.
10. For almost three years, they (make) made only the minimum payments.
11. As a result, they ended up (owe) owing a lot of money, so they (begin) began to miss the minimum payments.
12. In 2010, the family stopped (use) using their card and started (pay) to pay / paying as much as they could every month.
13. However, it (take) took until 2015 for them to have a good credit rating.
14. The Merlins (use, not) have not used a credit card since 2010.
15. They now say that they (use, never) will never use a credit card again.

2k Producing Verb Tenses 2

1. In 2012, Roman bought an expensive new car with a loan.
2. Every day in 2012, Roman drove the car to work.
3. In 2013, Roman crashed the car.
4. Since then, Roman has taken the bus to work everyday.
5. After Roman crashed his car, he started to take / taking the bus.
6. Before Roman took the bus to work, he drove his car everyday.
7. In 2014, when Roman applied for a loan it was denied due to bad credit.
8. As of now, Roman has taken the bus to work every day for ANSWERS WILL VARY.
9. After Roman corrects his credit status in 2021, he will apply for a loan for a used car.
10. In 2022, Roman will apply for a loan for a used car.
11. Roman applied for another loan in 2014 after he had crashed his car / he crashed his car.
12. When Roman applies for a loan in 2022, hopefully the bank will give him one.

2l Editing Verb Tenses

Credit Cards vs Debit Cards

are

A credit card and a debit card ~~is~~ both useful ways to handle your money without having to ~~carried~~ **carry** around cash. Although the actual cards look similar there are several important differences. Debit cards link directly to a bank account so that any purchase price ~~was~~ **is** immediately taken out of the account. There will not be a bill that has to be paid later. Many users of credit cards do not know how much they have ~~spend~~ **spent** until the bill arrives at the end of the month. Then they are ~~surprising~~ **surprised** by the amount they owe. Debit cards do not ~~charging~~ **charge** any fees or interest in contrast to many credit card companies which ~~charges~~ **charge** annual fees and interest every month. Other consumers prefer credit cards because they can build a good credit rating. They pay the entire bill when it ~~will arrive~~ **arrives** each month. Other credit card holders like the protection that credit card companies ~~provided~~ **provide**. If someone ~~have~~ **has** used a credit card illegally, the real owner of the card is not responsible. With a debit card, if someone uses the card illegally, the money ~~was~~ **is** out of the bank account immediately. In addition, credit card companies frequently offer points or "cash back" awards. Finally, since a business has ~~paying~~ **to pay** a fee for processing charge cards, there are places that do not accept credit cards or give a discount for cash or debit cards. If you have already ~~have~~ **had** trouble with paying the charges and interest on a credit card, you need to spend some time learning about the fees and interest. You could use a debit card until you become comfortable with all the credit card rules.

2m Identifying Verb Tenses and Modal Verbs

A.

The United States Census Bureau has collected data on the U.S. population since 1790.

PRESENT PERFECT

In that year, the population was only about 5 million. In the early 1800s, no one could have

SIMPLE PAST

MODAL: PAST

predicted the later dramatic increases. The U.S. population reached 100 million in 1915.

SIMPLE PAST

In 1970, there were over 200 million U.S. residents, and by 2000, the number had increased to 280 million.
SIMPLE PAST PAST PERFECT

In the future, the U.S. population will continue to grow rapidly. Currently, the population is over 320 million, but in just ten years, the population will increase to approximately 345 million. By 2050, there may be nearly 400 million people in the U.S.
FUTURE SIMPLE PRESENT FUTURE FUTURE

Clearly, the population in just a few decades should be significantly higher than it is today.
FUTURE SIMPLE PRESENT

B.

Time Phrase	Verb Tenses
since 2000	present perfect
in 2000	past
by 2000	past perfect
in 2030	future

Note: While these may also be progressive, in academic writing, they are typically in simple tenses.

2n Editing Verb Tenses and Verb Forms

A.

The United States Census Bureau **has collected (OR been collecting)** data on the U.S. population since 1790. In that year, the population **was** only about 5 million. In 1800, no one **could** have predicted that the U.S. population would **reach** 100 million in 1915, 100 years later. In 1970, there **were** over 200 million U.S. residents, and by 2000, the number **had increased** to 280 million.

In the future, the U.S. population will **continue** to grow rapidly. Currently, the population **is** over 320 million, but in just ten years, the population **will probably increase** to approximately 345 million. By 2050, there **may be** nearly 400 million people. Clearly, the population in just a few decades **should be OR will be** significantly higher than it is today.

B.

Answers will vary, but here is the minimum.

1. Simple past, 80 million
2. Simple future (may, might, could, should), 80 million

2o Reading a Chart: Household Debt 1

ANSWERS WILL VARY

2p Using the Right Verb

ANSWERS WILL VARY, but in general, it is acceptable to follow the sentence patterns in the question. The verb tense in your answers should be the same as the verb tense in the questions.

1. In 2001, 83 percent of younger households **had** debt.
In 2001, the percentage of younger households with debt **was** 83 percent.
2. From 2001 to 2010, the percentage of younger households **decreased** by 5 percent. OR decreased gradually.
3. The percentage of older households with debt had fallen by one percent by 2010.
The percentage of older households with debt had fallen to 74 percent by 2010.

4. *Between 2001 and 2010, the number of households with heads older than 35 that had debt increased from 73 percent to 75 percent.*
5. *The percentage of debt in younger households was about 78%, while in older households, it was about 75%.
The percentage of debt in younger households was about 78%. In contrast, in older households, it was about 75%.*
6. *While the percentage of debt in younger household **might/may** decrease/fall/decline, the percentage of debt in older household **might/may** not change.*

2q Reading a Chart: Household Debt 2

ANSWERS WILL VARY

2r Selecting the Correct Verb 1

1. **In 2010**, younger households **had** over 15,000 dollars of debt.
2. **By 2010**, the debt of households with heads older than 35 **had declined** by 8 percent.
3. The amount of debt of households with heads younger than 35 **was** almost 22,000 dollars **in 2007**.
4. There **was** a 29-percent decline in debt of households with heads younger than 35 **between 2007 and 2010**.
5. **By 2010**, households with heads younger than 35 **had reduced** their debt by 29 percent.
6. **Between 2007 and 2010**, the debt of households with heads younger than 35 **dropped** by over 6,000 dollars.
7. According to the chart, the decline in debt of households with heads younger than 35 **was** much larger than the decline of older households.

2s Selecting the Correct Verb 2

- Used with **phrases**: (a) used *after time and introductory phrases at the beginnings of sentences*, but (b) not used when the phrases are at the ends of sentences
- Used with **numbers**: (a) used with quantities, such as numbers of dollars, but (b) not used in years/dates

2t Editing Writing about a Chart: Verb Tenses and Comma Usage

1. The chart shows that the amount of debt in U.S. households was falling significantly between 2007 and 2010.
2. For example, between 2007 and 2010 there was a 29 percent decline in households with heads younger than 35.
3. By 2010, the median debt had ~~been~~ dropped by over 60,000 dollars.
4. In contrast, the decrease in median debt in older households was only eight percent in three years.
5. In those three years, the median debt ~~was~~ dropped from about 32,000 to 30,000 dollars.

3a Strategies for Developing Details

POSSIBLE ANSWERS INCLUDE

1. (How long?) *The manager has been working here a week/ since 2010.*
2. (Why?) *The sales of the video game have gone down because of the increase in price.*
3. (When?) *The newest salesperson was hired two days ago.*
4. (How?) *The repairs are done carefully.*
5. (How often?) *The repairs are done frequently.*
6. (Where?) *All the repairs are done in the store.*
7. (When?) *More people will come to the store when the computers are on sale.*

3b Choosing Details to Sentences

B. POSSIBLE ANSWERS INCLUDE

1. The sales manager did not get to work on time because the bus was late / for three days.
2. The graphic designer has worked on the website by herself / with a coworker / at the office / since last week / for three days.
3. Usually the sales team meets before the store opens at 7am / for three days.
4. The website manager has been out sick since last week / for three days.
5. The top salesperson is always ready to help a customer.
6. Mr. Zelco left his phone at the office.
7. The ads for the newest phone will be online soon / before the store opens at 7am / for three days.
8. Ms. Fauret does not like to work by herself / with a coworker / at the office / before the store opens at 7am.
9. Ms. Yulist was still working on her phone after she left work at 5:30pm.
10. The customer had never seen the company's website.

3c Reading: "The Science of Sleep"

Comprehension Questions - ANSWERS WILL VARY

3d Noticing Adverbial Modifiers

Adverb	Adverbial Phrase	Adverb Clause
completely	After dark,	While these modern conveniences may make our lives easier,
significantly	by shutting down the production of melatonin	If you have trouble falling asleep or staying asleep,
at night	in our eyes	If it is necessary,
in our skin.	through your windows	because they do not emit radio frequency radiation (RFR) and do not contain mercury
		if any artificial light shines through your windows at night
		If you must use a clock that emits light,

3e Choosing Adverbial Modifiers

- A. - 1. Weak 2. Strong 3. Strong 4. Weak
 B - 1. generally true but not always 2. 100% factual 3. 100% factual 4. generally true but not always

3f Writing with Adverbial Modifiers 1

- According to a 2014 report from the American Academy of Pediatrics, American teenagers do not get the amount of sleep they need to be healthy, safe, and academically successful.
 American teenagers do not get the amount of sleep they need to be healthy, safe, and academically successful, according to a 2014 report from the American Academy of Pediatrics.
- In recent years, numerous newspaper articles and TV reports have discussed the number of hours that a teenager needs for sleep.
 Numerous newspaper articles and TV reports in recent years have discussed the number of hours that a teenager needs for sleep.
- Usually, a child's body rhythm changes as she becomes an adolescent.
 A child's body rhythm usually changes as she becomes an adolescent.
 As she becomes an adolescent, a child's body rhythm usually changes.
 Usually, as she becomes an adolescent, a child's body rhythm changes.
- Typically, an adolescent does not feel tired until later at night.
 An adolescent typically does not feel tired until later at night.
- Her body does not wake up easily when her alarm clock rings.
 When her alarm clock rings, her body does not wake up easily.
- Unfortunately, most schools in the US schedule high school start times as early as possible.
 Most schools in the US unfortunately schedule high school start times as early as possible.

3g Editing Adverbial Modifiers

- Stage One is very light sleep ~~when can easily~~ **when we can easily** be awakened.
- Stage Two is slightly deeper sleep. This is the stage where we spend most of our sleep time. Our breathing slows down and even our body temperature ~~slow~~ **slowly** decreases.
- Stage Three is the beginning of very deep sleep. First, the electrical impulses in our brains ~~gradual~~ **gradually** slow down.
- Stage Four is very deep sleep. Our heart rate is slow; our breathing is ~~deeply~~ **deep** and slow.

5. Our muscles don't ~~in Stage Four move~~. **move in Stage Four.**
6. Stage Five is a very special stage. It is called the REM stage for "Rapid Eye Movements" because our closed eyes are ~~actual~~ **actually** moving. Our body seems almost awake because our breathing becomes more rapid and our heart rate increases.
7. Scientists who measure brain waves report a rapid increase of electrical activity. This is the stage when dreaming ~~usual~~ **usually** occurs.
8. When we stop ~~being~~ **being in** REM sleep, we are again in Stage One, light sleep. Many people awake at this time and can recall their dreams.
9. However, after a minute, because the memory **is** vague, many people cannot remember any of their dreams.
10. Some people keep dream journals. **As soon as they wake up, they write down** ~~They write as soon as they wake up~~ down everything they remember about their dreams.

3h Writing with Adverbial Modifiers 2

ANSWERS WILL VARY

3i Identifying Types of Modifiers

1. Detail Added to Noun 2. Detail Added to Sentence 3. Detail Added to Sentence 4. Detail Added to Sentence
5. Detail Added to Noun 6. Detail Added to Noun 7. Detail Added to Sentence 8. Detail Added to Sentence
9. Detail Added to Noun 10. Detail Added to Sentence

3j Writing with Details

ANSWERS WILL VARY

4a Reading: "Emotional Intelligence"

Comprehension Questions - ANSWERS WILL VARY

4b Noticing Adverb Clauses 1

1. Personality is defined as the usual thoughts attitudes, feelings and behavior that a person has. (No adverb clause)
2. It can be worrisome when a person behaves differently than they usually do.
3. If a person who is usually on time for work starts arriving late every day, it may mean that something is wrong.
4. There may be a simple reason for this change in behavior.
5. Perhaps her car has broken down, and she cannot get it fixed until she gets a paycheck.
6. However, if this change in behavior has no explanation, the person may be having an emotional problem.
7. It does not mean that her personality has changed because a change in basic personality usually takes place over a long period of time.
8. Personalities can change.
9. As children who are shy get older, they frequently become more confident and more reliable.
10. Although these changes can be important, the person's basic personality is usually not totally changed.
11. In other words, an extremely shy teenager may become more confident when he is in his 30's, but he will probably never be as confident as other people.
12. According to some psychologists, a person's basic personality is set in the first few years of life.
13. A small child who is fearful will become an adult who lacks confidence.
14. Small children who are successful frequently develop a positive outlook on life.
15. As they get older, if most of their experiences are positive, they will keep this positive outlook.
16. Negative experiences over a long period of time can change this positive outlook.
17. Although changing a negative personality to a positive personality is difficult, it is possible.

4c Noticing Adjective Clauses 1

1. Personality is defined as the usual thoughts attitudes, feelings and behavior that a person has.
2. It can be worrisome when a person behaves differently than they usually do.
3. If a person who is usually on time for work starts arriving late every day, it may mean that something is wrong.
4. There may be a simple reason for this change in behavior.
5. Perhaps her car has broken down, and she cannot get it fixed until she gets a paycheck.
6. However, if this change in behavior has no explanation, the person may be having an emotional problem.
7. It does not mean that her personality has changed because a change in basic personality usually takes place over a long period of time.
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9. As children who are shy get older, they frequently become more confident and more reliable.
10. Although these changes can be important, the person's basic personality is usually not totally changed.
11. In other words, an extremely shy teenager may become more confident when he is in his 30's, but he will probably never be as confident as other people.
12. According to some psychologists, a person's basic personality is set in the first few years of life.
13. A small child who is fearful will become an adult who lacks confidence.
14. Small children who are successful frequently develop a positive outlook on life.
15. As they get older, if most of their experiences are positive, they will keep this positive outlook.
16. Negative experiences over a long period of time can change this positive outlook.
17. Although changing a negative personality to a positive personality is difficult, it is possible.

4d Noticing Adverb Clauses 2

1. Emotional Intelligence consists of several valuable skills which can be helpful in both face-to-face and online situations. (No adverb clause)
2. When a person who has weak EQ skills walks into a meeting with unfamiliar people, she may not act appropriately because she might not understand the expectations of the group.
3. When a person with strong EQ skills walks into such a meeting, she would be able to "read" the situation.
4. She would quickly sense the level of formality that the group expected.
5. If the group were very official and formal, she would use the tone and vocabulary that was right for the group.
6. If the group were casual, she would notice the informal joking and side comments that people made.
7. Her behavior would fit in well with any group that she joined.
8. Online, EQ skills are also important since the way a person interacts says a lot about them.
9. LinkedIn, which is a professional networking site, demands more formal postings than a site like Twitter.
10. A person whose EQ skills were weak might talk about parties and vacations on a professional networking site.
11. That person would probably not get job referrals or recommendations when they needed them.
12. If you have a professional contact who asks to become a friend on Facebook, you might want to suggest that you connect on LinkedIn.
13. You might have photos of your weekend on Facebook, or your friends might post photos that you would not want your future boss to see.
14. EQ skills are important for all people who want to be successful in social situations – online or face-to-face.

4e Noticing Adjective Clauses 2

1. Emotional Intelligence consists of several valuable skills which can be helpful in both face-to-face and online situations.
2. When a person who has weak EQ skills walks into a meeting with unfamiliar people, she may not act appropriately because she might not understand the expectations of the group.
3. When a person with strong EQ skills walks into such a meeting, she would be able to "read" the situation.
4. She would quickly sense the level of formality that the group expected.
5. If the group were very official and formal, she would use the tone and vocabulary that was right for the group.
6. If the group were casual, she would notice the informal joking and side comments that people made.
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14. EQ skills are important for all people who want to be successful in social situations – online or face-to-face.

4f Noticing Sentence Variety

1. Simple 2. Complex 3. academic compound 4. Compound 5. Simple 6. Simple 7. Complex 8. Complex 9. Simple 10. Compound 11. Simple 12. complex 13. compound - complex

4g Reading: "Personality Tests"

Answers will vary

4h Identifying Sentence Types

1. complex 2. simple 3. complex 4. complex 5. complex 6. basic compound
7. simple 8. simple 9. simple 10. complex 11. complex 12. academic compound 13. complex

4i Analyzing Sentence Types

1. 4 2. but 3. comma 4. Therefore 5. Period (transition) comma 6. 7 7. 4 8. 4 9. *I often ask questions when I do not understand something that a person has said.*

4j Writing with Sentence Variety 1

ANSWERS WILL VARY

4k Writing with Sentence Variety 2

ANSWERS WILL VARY

4l Reading: "Holland Codes"

ANSWERS WILL VARY

4m Writing with Sentence Variety 3

ANSWERS WILL VARY

4n Identifying Complete Subjects and Verbs

1. The Christian share of the U.S. population is declining, while the number of U.S. adults who do not identify with any organized religion is growing, according to an extensive new survey by the Pew Research Center.
2. Moreover, these changes are taking place across the religious landscape.
3. This affects all regions of the country and many demographic groups.
4. While the drop in Christian affiliation is significant among young adults, it is occurring among Americans of all ages.
5. The drop in the Christian share of the population has been caused mainly by declines among mainline Protestants and Catholics.
6. Each of those large religious traditions has shrunk by approximately three percentage points since 2007
7. The evangelical Protestant share of the U.S. population also has declined, but at a slower rate, falling by about one percentage point since 2007.

1. *Cause and Effect*: 5 - has been caused mainly by, 3 - affects all regions
2. *Contrast*: 4 - while
3. *Additional Information*: 2 - moreover
4. *Source Of Information*: 1 - according to an extensive survey
5. *Time*: 6 and 7 - since 2007

4o Identifying and Editing Sentence Structure

1. Incomplete verb The Christian share of the U.S. population **is** declining.
2. Missing relative pronoun The number of U.S. adults **who** do not identify with any organized religion is growing.
3. Missing noun Moreover, these changes are taking place across the religious landscape. **This** affects all regions of the country and many demographic groups.
4. Incomplete sentence While the drop in Christian affiliation is particularly pronounced among young adults, ~~It~~, it is occurring among Americans of all ages.
5. Incomplete verb Each of those large religious traditions ~~shrinking~~ **has shrunk** by approximately three percentage points since 2007.

4p Writing with Sentence Connectors

1. "however," "but," "although"
 - a- Many Americans are Protestants. However, the U.S. still has a great deal of religious diversity.
 - b- Many Americans are Protestants, but the U.S. still has a great deal of religious diversity.
 - c- Although many Americans are Protestants, the U.S. has a great deal of religious diversity.
2. "therefore," "so," "since," "because of"

- a- There has been an increase in the percentage of Americans from non-Protestant religions. Therefore, the percentage of Protestants in the U.S. has decreased.
 - b- There has been an increase in the percentage of Americans from non-Protestant religions, so the percentage of Protestants in the U.S. has decreased.
 - c- Since there has been an increase in the percentage of Americans from non-Protestant religions, the percentage of Protestants in the U.S. has decreased.
 - d- Because of an increase in the percentage of Americans from non-Protestant religions, the percentage of Protestants in the U.S. has decreased.
3. "moreover," "and," "in addition to"
- a- The U.S. has larger numbers of Hispanic Christians today. Moreover, the numbers of Muslims and Hindus has increased.
 - b- The U.S. has larger numbers of Hispanic Christians today, and the numbers of Muslims and Hindus has increased.
 - c- The U.S. has larger numbers of Hispanic Christians today. In addition, the numbers of Muslims and Hindus have increased.
4. "while," "in contrast"
- a- While before 1960, less than 2 in 10 Americans were in religiously mixed marriages, in 2010, 4 in 10 Americans were married to people of different religious backgrounds.
Before 1960, less than 2 in 10 Americans were in religiously mixed marriages, while in 2010, 4 in 10 Americans were married to people of different religious backgrounds.
 - b- Before 1960, less than 2 in 10 Americans were in religiously mixed marriages. In contrast, in 2010, 4 in 10 Americans were married to people of different religious backgrounds.
5. "for example" (complete sentence), "for example" (list of items), "such as"
- a- The U.S. has a large number of different religious groups. For example, Catholicism, Judaism, Islam, and Buddhism all have millions of followers in the U.S.
 - b- The U.S. has a large number of different religious groups, for example, Catholicism, Judaism, Islam, and Buddhism.
 - c- The U.S. has a large number of different religious groups such as Catholicism, Judaism, Islam, and Buddhism.

4q Editing Sentence Connectors

Preparing for Careers

Selecting a career can be difficult, ~~however~~. However, it is very important to know about types of careers when people decide to enter college. Counselors generally tell students to consider their interests. However, this is not always a simple matter. Young people who lack life experience do not necessarily know their professional interests or the kinds of careers available. Therefore, it is important for college students to learn about careers and the required training for them. For example, in the online Occupational Outlook Handbook, under the category "Computers," there are ten occupations, and under "Healthcare," dozens of careers are described. If someone is interested in medicine, she has many choices of career and must make the right decisions about the college program that she enters. In the end, college students invest thousands of dollars. As a result, they must also invest time for their own futures, for example, talking with counselors and reading about careers and college programs for those jobs.

4r Writing with Sentence Connectors

Answers Will Vary – Pay attention to punctuation

5a Forming Passive Voice 1**test**

	Simple	Continuous	Perfect
PAST	It was tested. They were tested.	It was being tested. They were being tested.	It had been tested.
PRESENT	It is tested. They are tested.	It is being tested. They are being tested.	It has been tested. They have been tested.
FUTURE	It will be tested.	It will be being tested.	It will have been tested.

5b Forming Passive Voice 2**analyze**

	Simple	Continuous	Perfect
PAST	It was analyzed. They were analyzed.		
PRESENT	It is analyzed. They are analyzed.		It has been analyzed. They have been analyzed.
FUTURE	It will be analyzed.		

5c Reading: "Ethical Questions of Ebola"*Ethical¹ Questions of Ebola and Hospital Safety*

Hospitals are responsible for giving the best care to patients, but what happens when doctors and nurses are put in danger if certain types of care are provided? This ethical question arose in some American hospitals during the Ebola outbreak in 2014. American health care workers had been helping in Africa. They **were brought back** to the U.S. suffering from Ebola.

CPR (cardio-pulmonary resuscitation) has been controversial since Ebola is highly contagious. Any contact with bodily fluids **must be avoided**. There are recent studies which suggest that there is also a small risk that Ebola **is spread** through the air. A patient who needs CPR needs it quickly. The caregiver needs to wear a full biohazard suit, which takes time **to be put on**. This places tremendous pressure on the caregiver to hurry, which can be fatal for the caregiver. Another serious issue involves the many lab tests that **are** typically **collected**. The Centers for Disease Control and Prevention recommended that lab testing **be used** only when absolutely medically necessary. The staff that drew the blood or took the swabs **could be endangered**. In addition, the technicians who would run the tests **could** also **be put** into dangerous situations.

Some hospitals in the US are considering not performing surgery on Ebola patients. They are afraid because the exposure to bodily fluids **is considered** too risky for the health care workers who **are involved**. The workers **are required** to wear biohazard suits. Performing surgery without **being exposed** to the virus is extremely difficult even for a person in a biohazard suit. There are also risks in moving the Ebola patient to a surgical area. The patients would have **to be moved** out of their isolation rooms. These isolation rooms **have been** carefully **constructed** to decrease the spread of the virus.

These decisions are not easy to make. Not giving maximum care to a patient goes against health care workers' training. However, the hospitals also have a responsibility to protect their workers and the public. Until safe measures to effectively treat Ebola **are developed**, the questions **will not be answered** to everyone's satisfaction.

1. *Ethical* means following moral principles

Comprehension Questions

ANSWERS WILL VARY

5d Choosing Passive vs. Active Voice 1

1. Active Voice 2. Passive Voice 3. Active Voice 4. Passive Voice 5. Passive Voice 6. Active Voice 7. Passive Voice
8. Active Voice 9. Passive Voice 10. Active Voice

5e Producing Passive Voice

1. was named 2. have been recorded 3. were recorded 4. was seen , were recorded/had been recorded 5. are killed 6. are killed 7. are currently thought 8. being affected 9. can easily be transmitted/ can be easily transmitted/ can be transmitted easily 10. will be developed

5f Choosing Passive vs. Active Voice 2

2. An Ebola vaccine has recently been developed. / The focus of the sentence is the Ebola vaccine.

2. Possible answer: Special hospitals for Ebola victims have been opened by courageous health care workers. /

ANSWERS WILL VARY

3. Possible answer: All the possibilities for infection will be considered by the hospital before the victims are admitted.

ANSWERS WILL VARY

4. Possible answer: The quarantining of returning health care workers has been continued by most states.

ANSWERS WILL VARY

5. Don't change!! / It would sound awkward.

6. Possible answers: In recent epidemics in western Africa, thousands of deaths have been caused by Ebola.

Thousands of deaths have been caused by Ebola in recent epidemics in western Africa.

ANSWERS WILL VARY

7. Don't change!!! / It would sound awkward.

5g Noticing Passive Voice

The History of Vaccinations

Inoculation was the use of a very small amount of a live virus to infect a person with a contagious disease. The person was made mildly ill in order to bring about immunity to a disease. Vaccination is the use of virus which has been killed or weakened for the same purpose.

The Chinese were the earliest known users of inoculations. This method was also used in Turkey and Africa before the first example of its use in Europe in 1798 by Edward Jenner in England. The practice was met with a tremendous amount of fear and controversy. People became terrified that the use of cowpox (a disease of cows similar to smallpox but much milder) in the inoculation would result in cow parts coming out of patients' bodies.

Eventually, laws were passed in England to force people to be vaccinated. These laws were resisted by many people. By the late 1800s, the vaccination laws had led to protests of up to 20,000 people. In 1904, riots broke out in Rio de Janeiro, Brazil, on the day a new vaccination law was put into effect. In 1905, the city of Cambridge, Massachusetts announced that all residents had to be vaccinated against smallpox. This law was protested by one man who argued that his personal liberty was being violated. The case eventually went to the U.S. Supreme Court, which agreed with the state. This was the earliest decision in the U.S. giving the states the power to enforce public health laws.

5h Noticing Passive Voice and Choosing Passive vs. Active Voice

Mandatory vaccinations have been resisted for many reasons. Obviously, a major one, as shown in the cartoon, has been the fear of becoming extremely ill. For many parents, this fear is a major issue today. Parents are very concerned about the effects of some vaccines. For example, the measles vaccine has been resisted by many parents because they fear that their child will become autistic if they are vaccinated. Even though the American medical community strongly argues that this is not the case, many parents are still fearful.

In addition to fear, other people resist vaccines because they feel that their personal liberties are being violated. They feel that the government does not have the right to force them to put chemicals into their bodies. Still other people resist vaccines for religious reasons.

The increase in cases of serious illnesses that many people thought had been totally eliminated has brought the anti-vaccine movement into the news. Whooping cough (pertussis) and measles, once diseases that devastated communities, were almost nonexistent in the U.S. because of vaccinations. In recent years, however, many children have become ill with these diseases. As a result, communities are discussing the need for mandatory vaccinations.

1. Passive Voice 2. Active Voice 3. Active Voice 4. Passive Voice 5. Passive Voice 6. Active Voice

5i Noticing Passive Voice

Inoculation was the use of a very small amount of a live virus to infect a person with a contagious disease. The **person** was made mildly ill in order to bring about immunity to a disease. **Vaccination** is the use of virus which has been killed or weakened for the same purpose.

The **Chinese** were the earliest known users of inoculations. **It** was also practiced in Turkey and Africa before the first example of its use in Europe in 1798 by Edward Jenner in England. The **practice** was met with a tremendous amount of

fear and controversy. People became terrified that the use of cowpox (a disease of cows similar to smallpox but much milder) in the inoculation would result in cow parts coming out of patients' bodies.

How many clauses are there? 9

How many of the subjects refer to Vaccinations/Inoculations? 4

How many of these clauses are in Passive Voice? 4

Eventually, laws were passed in England to force people to be vaccinated. These laws were resisted by many people. By the late 1800s, the vaccination laws had led to protests of up to 20,000 people. In 1904, riots broke out in Rio de Janeiro, Brazil, on the day a new vaccination law was put into effect. In 1905, the city of Cambridge, Massachusetts announced that all residents had to be vaccinated against smallpox. This law was protested by one man who argued that his personal liberty was being violated. The case eventually went to the U.S. Supreme Court, which agreed with the state. This was the earliest decision in the U.S. giving the states the power to enforce public health laws.

How many clauses are there? 13

How many of the subjects refer to Vaccination Laws? 5

How many of these clauses are in Passive Voice? 4

5j Editing Passive Voice

1. Vaccinations are ~~giving~~ **given** to young children to prevent several diseases.
2. Older adults are frequently given vaccinations against shingles and pneumonia.
3. Since the mid 1900s, vaccinations **have** been required for children before they attend school.
4. Some of the vaccinations for children are usually ~~been~~ **given** in several doses.
5. When a vaccination is mandatory, it means it is required by law.
6. Communities are again discussing vaccination laws because some diseases **have not yet been eliminated**.
7. Parents are very concerned about the effects of some vaccines.
8. The protective quality of some vaccinations **seems** to decrease over time.
9. Vaccines are **being** developed for diseases in many countries.
10. A record of a child's vaccinations is frequently **recorded** on school forms.

5k Writing with Passive Voice 1

1. The states in darkest blue show states where
4 PERCENT OR MORE CHILDREN IN KINDERGARTEN **ARE NOT VACCINATED**.
4 PERCENT OR MORE CHILDREN IN KINDERGARTEN **ARE EXEMPTED FROM VACCINATION**.
4 PERCENT OR MORE CHILDREN IN KINDERGARTEN **ARE NOT REQUIRED TO BE VACCINATED**.
2. Two of these states include **ALASKA, ARIZONA, MICHIGAN, OREGON, UTAH, VERMONT, AND WISCONSIN**.
3. In California, between 2% and 4% of kindergarten students
ARE EXEMPTED / HAVE BEEN EXEMPTED FROM RECEIVING VACCINATIONS.
DO NOT NEED TO BE VACCINATED.
4. The MMR coverage of kindergarten students in Washington, D.C. is **BELOW / UNDER 90 PERCENT**.
5. In the state where I live, **ONLY 1 TO 2 PERCENT OF KINDERGARTENERS ARE EXEMPT FROM VACCINATIONS**.
6. In New York state, less than 1% of kindergarten students **ARE NOT REQUIRED TO RECEIVE VACCINATIONS**.

5l Writing with Passive Voice 2

1. "Herd immunity" **IS DEFINED** as the protection of weak individuals in a community by the immunity of the rest of the community.
2. Infants under a year old cannot **BE IMMUNIZED** because their systems are not strong enough to handle a vaccine.
3. Even healthy infants are very vulnerable to illnesses like measles and whooping cough, which **ARE SPREAD** through the air.
4. Other individuals have immune systems which **ARE WEAKENED** by other illnesses or conditions and they also cannot **BE IMMUNIZED**.
5. These individuals **ARE TOTALLY PROTECTED** by the safety of "the herd".
6. Even vaccinated individuals **ARE NOT PROTECTED** by the "herd immunity" in a community since being vaccinated does not offer 100% protection from the disease.
7. When the percentage of vaccinated individuals **IS LOWERED** by the refusal of persons to get vaccinated even though they are healthy enough to do so, the "herd immunity" **IS DECREASED**.
8. The 2014 measles outbreak in the U.S. **IS CENTERED** in areas where the rate of vaccination was lower than the national average.
9. The majority of people who got the measles were not vaccinated, but some of the ill children **WERE VACCINATED**.

10. Whether diseases such as whooping cough and measles again become common in the U.S depends on how the debate on mandatory vaccination **IS DECIDED**.

5m Writing with Passive Voice 3

ANSWERS WILL VARY POSSIBLE ANSWERS BELOW

1. "Epidemic" is defined as "...,"
2. People with weakened immune systems cannot be immunized. By phrase is unnecessary since the vaccination is not possible whether by a doctor or anyone else.
3. 10,000 deaths were caused by a cholera outbreak in the early 1990s in South America.____
4. In 2015, a measles outbreak was started by a sick person visiting an amusement park in California.
5. Laws on exemptions for vaccinations have been changed by some states as a result of this measles outbreak. As a result of this measles outbreak, laws on exemptions for vaccinations have been changed by some states.
6. Exemptions for vaccinations for various reasons are given by most states.
7. Workers are required by hospitals to get flu vaccinations every year.
OR Hospital workers are required to get flu vaccinations every year.

5n Writing with Passive Voice 4

ANSWERS WILL VARY

6a Reading: "Weight Loss Myths"

Weight Loss Myths

1. Gary Taubes, author of *Why We Get Fat and What to Do About It*, examines some accepted beliefs about weight loss.
2. Dietary fat, including saturated fat, is not a cause of obesity. Rather, obesity is typically caused by refined and easily digestible carbohydrates that produce high insulin levels. As a result, eating a high-carbohydrate diet should be avoided.
3. Excessive hunger caused by eating a high-carbohydrate diet (or by exercising too much while on a low-calorie diet) is a very strong physiological drive and should not be thought of as something that can be overcome with willpower. Most people may be overweight because of inaccurate medical advice, greed, or laziness, but not because of a lack of willpower or because they lack "moral fiber".
4. People have different insulin secretory responses. If insulin secretion is slightly out of balance, weight gain can occur.
5. Eating large amounts of a high-sugar, high-fat food such as buttered popcorn is easy. However, the body does not use most of the carbohydrates and fat for immediate fuel. Instead our bodies store much of it as fat. This means that people can eat a lot of this type of food and still feel hungry a short time later.
6. Eating foods that are high in fiber may not leave someone feeling full or satisfied. People need the correct proportion of nutrients, and they will probably stay hungry until they get them.
7. Those advocating low-calorie, high-carbohydrate diets for weight loss and good health are not involved in legitimate science. These approaches are not supported by the evidence.
8. In fact, Taubes observed that the more he studied nutritional theories and research, the more he realized that in the United States today, mainstream nutrition is often not a "science" at all. It's a set of beliefs handed down from one expert to another with no critical examination, and those who disagree are frequently criticized because they deviate from accepted wisdom.
9. Where did the accepted wisdom come from? In the case of saturated fat and its alleged link to heart disease and weight gain, it comes from the food industry and researchers who were unable to accept the evidence of their own studies.
10. By the 1960s, high-fat, carbohydrate restricted diets had been repeatedly shown to make people lose weight, but by the 1970s, saturated fat had become the official dietary villain. Health authorities argued that saturated fats clog arteries and dietary fat generally makes us gain weight despite ambitious studies of people eating low-fat diets and replacing fatty foods with fruits, vegetables, and whole grains, which showed that weight gain is still a problem.

Comprehension Questions: Answers Will Vary

6b Choosing Modals

1. possibility 2. possibility 3. possibility 4. possibility 5. possibility 6. possibility 7. past possibility
8. past possibility 9. regret

6c Producing Modals and Hedging Language

A

1. may have eaten / might have eaten / could have eaten
2. should have followed
3. may have caused / might have caused / could have caused
4. may have done / might have done / could have done
5. should have been

B

1. Some / Most / Many people are concerned that eating food high in fat can cause obesity.
2. Gary Taubes, author of *Why We Get Fat and What to Do About It*, argues that food industry researchers in the 1970s may have / might have / could have misinformed the public about dietary fat.
3. Consuming low-calorie, high-carbohydrate food for weight loss and good health is definitely not supported by evidence.
4. In the 1970s, health authorities argued that dietary fat would definitely / probably / possibly make us gain weight.
5. Until recently, many people could not get accurate information about these health issues.

6d Producing Modals and Hedging Language

1. "Those advocating low-calorie, high-carbohydrate diets for weight loss and good health **may not be / might not be / could not be** involved in legitimate science."

ANSWERS WILL VARY

6e Reading: "Healthy at 100"

ANSWERS WILL VARY

6f Editing Modals and Hedging Language

1. Researchers in the 1970s **could** have been better at informing people of the effects of dietary fat.
2. High-carbohydrate diets can **cause** more health problems than we think, but we do not know for sure.
3. If North Americans lived more like the elder Okinawans, we would **close** eighty percent of the coronary care units and one-third of the cancer wards in the U.S.
4. People need the correct proportion of nutrients, and they **will probably stay** hungry until they get them.
5. Doctors should have **given** more accurate information about dietary fats in the 1970s to avoid all the confusion now.
6. A person may **become** overweight because of inaccurate medical advice, greed, or laziness.
7. A person who consumes very little processed or refined foods containing sugar, corn syrup, preservatives, and artificial flavors could **live** to be 100 years old.
8. Our body does not use **most of** the carbohydrates and fat for immediate fuel.
9. The body stores **most of the** excess calories as fat.
10. The Okinawans have **traditionally** respected elders, and they share and care for one another at all stages of life.
11. Okinawans **typically** engage in a great deal of physical activity and exercise.
12. Having a simple, nutritious, and wholesome diet, like the Okinawans, **will possibly give** someone longevity.

7a Warm Up: Facts, Predictions & Hypotheses with If

Factual Present	If/When teenagers get enough sleep,	they do better in school.
Factual Past	If/When teenagers got enough sleep,	they did better in school.
Prediction	If teenagers get enough sleep,	they will/can/should/might do better in school.
Hypothesis	If teenagers got enough sleep,	they would/could/should/might do better in school.
Past Unreal Hypothesis	If teenagers had gotten enough sleep,	they would/could/should/might have done better in school.

1. If teenagers had gotten enough sleep, they would/could/should/might have done better in school.
2. If/When teenagers got enough sleep, they did better in school.
3. If/When teenagers get enough sleep, they do better in school.
4. If teenagers get enough sleep, they will/can/should/might do better in school.
5. If teenagers got enough sleep, they would/could/should/might do better in school.

7b Noticing Facts, Predictions & Hypotheses with If

1. If a person is exposed to too much light and electromagnetic radiation, it can alter production of hormones like melatonin and cortisone.
2. A person's sleep pattern is disrupted when the melatonin and cortisone in their body is altered.
3. When any part of our skin is exposed to light, melatonin production is suppressed.
4. If someone has too much cortisone but not enough melatonin, it can cause sleep problems.
5. A person has a healthy circadian rhythm if their melatonin and cortisone level is balanced.
6. If you must use electronic devices late at night, keep them as far away from your head as possible.
7. If you have a wireless router in your home, keep it as far away from your bedroom as possible.
8. If you must use a clock that emits light, pick one that glows red instead of blue.
9. Use a corded land line instead of a cordless or cellular phone if you can't live without a phone in your bedroom.
10. Get black-out curtains if any artificial light shines through your windows at night.
11. If you have to get up in the middle of the night, try to avoid turning on the light.
12. If it is necessary, consider using night lights that block blue light.

7c Identifying Facts, Predictions & Hypotheses with If

1. fact 2. prediction 3. present hypothesis 4. fact 5. past hypothesis
6. fact 7. fact 8. past hypothesis 9. fact

7d Matching Clauses for Facts, Predictions & Hypotheses with If

1. D 2. E 3. A 4. C 5. B

100% Certain	If someone wants to improve their credit rating, they have to pay their credit card debt.
Almost 100% Certain	If someone does not pay their credit card bills on time, their credit rating will be harmed.
Unproven Present Possibility	If I had problems understanding the charges and interest of a credit card, I would spend some time learning about fees and interest. A credit card owner would not be responsible for any charges if a thief used a person's card illegally.
Unproven Past Possibility	With a debit card, if a thief had used the card illegally, the money would have been taken out of the cardholder's account immediately.

7e Producing Verb Forms for Facts, Predictions & Hypotheses with If

1. can help 2. is 3. become 4. would recognize 5. want 6. would force 7. Is 8. would recognize
9. has 10. possibility modal + "make"

7f Producing Sentences for Facts, Predictions & Hypotheses with If

Answers Will Vary

7g Editing Facts, Predictions & Hypotheses with If

1. Sleep patterns **are** disrupted when a person is exposed to electromagnetic radiation from electronic devices in the room.
2. A person should avoid using electronic devices or watching TV if they **plan** to have a good night's sleep.
3. Employees **can** manage conflicts well if they possess a high level of emotional intelligence. OR Employees could manage conflicts well if they **possessed** a high level of emotional intelligence.
4. People demonstrate social awareness at work if they **can** notice two co-workers who are being confrontational during a meeting.
5. Self-management is critically important if a person **plans** to succeed personally and professionally.
6. If hospitals want to help protect the well-being of their workers, they **must train** them about the potential health risks associated with Ebola.
7. If someone becomes infected with the Ebola virus, they should **seek** medical help immediately.
8. Many parents fear that their children **will / may / might / could** have mental problems like Autism if their children are vaccinated to prevent measles.
9. If someone's credit card information were compromised, they **would** notice strange purchases.
10. People must contact their banks and creditors if their identity and personal information **are** stolen.

7h Choosing Verb Tenses with Facts, Predictions, and Hypotheses with If

FACT

1. IF PEOPLE PREPARE CAREFULLY, THEY PREVENT PROBLEMS.

PREDICTION

2. If you PREPARE carefully, you WILL PREVENT problems. (100%)
3. If you PREPARE carefully, you MAY / MIGHT / COULD PREVENT problems. (50%)
4. If you PREPARE carefully, you CAN PREVENT problems. (ability)

PRESENT/FUTURE HYPOTHESIS

5. If she PREPARED carefully, they WOULD PREVENT problems. (100%)
6. If she PREPARED carefully, they MIGHT / COULD PREVENT problems. (50%)
7. If she PREPARED carefully, they COULD PREVENT problems. (ability)

PAST HYPOTHESIS

8. If people HAD PREPARED carefully, they WOULD HAVE PREVENTED problems. (100%)
9. If people HAD PREPARED carefully, they MIGHT/COULD HAVE PREVENTED problems. (50%)
10. If people HAD PREPARED carefully, they COULD HAVE PREVENTED problems. (ability)

7i Reading a Chart and Understanding the Purpose of Information 1

1. What is the world population today? *Over 7 billion*
Function: *Fact*
2. In what year was the world population about 2.6 billion? *1950*
Function: *Past event*
3. In what year might the world population be about 8.5 billion? *About 2030*
Function: *Prediction*

7j Reading a Chart and Understanding the Purpose of Information 2

1. In 1960, what was the world population?
In 1960, the world population was 3 billion.
Function: *Past event*
2. How many billions of people has the world population increased since 1960?
The world population has increased by more than 4 billion people since 1960.
Function: *Change from past to present*
3. What might the world population be in 2050?
The world population might be over 9 billion / about 9.5 billion in 2050.
Function: *Prediction*

7k Identifying Verb Tenses and Noticing Time Words/Phrases in Facts

As shown in "World Population: 1950-2050", the world population has increased by 5 billion since 1950. The world population had increased from 3 billion in 1959 to 6 billion by 1999. In other words, the population doubled in 40 years. The U.S. Census Bureau's latest prediction is that population growth will continue into the 21st century. The world population is projected to grow from 6 billion in 1999 to 9 billion by 2042. That is, there will be another 3 billion people again in the next 40 years. If the world reaches 9 billion in just 30 years, the world's natural resources may be used up quickly.

7l Choosing Verb Tense and Verb Forms for Factual Statements

1. In 1950, the world population (~~was being~~ / WAS / ~~were~~ / ~~has been~~) about 2.5 billion.
2. The number (~~was increased~~ / ~~was increasing~~ / ~~increased~~ / HAD INCREASED) by 1.5 billion to about 4.5 billion by 1975.
3. The number of people (~~was risen~~ / ~~was rising~~ / ~~had risen~~ / ROSE) by 1.5 billion between 1975 and 2000.
4. Today, there (~~have been~~ / ~~is~~ / ARE) 7 billion people in the world.
5. The modern world population (~~reached~~ / HAS REACHED / ~~was reached~~) 7 billion.

6. Since 1965, the number of people (~~doubled / was doubled~~ / HAS DOUBLED).

1. In 1950, the world population (be) WAS about 2.5 billion.
2. The number of people (rise) HAS RISEN by 3.5 billion between 1975 and today.
3. By 1975, the number (increase) HAD INCREASED by 1.5 billion to about 4.5 billion.
4. There (be) WORLD 7 billion people in the world today.
5. The modern world population (be) IS 7 billion.
6. The number of people (double) HAS DOUBLED since 1965 alone.

7m Producing Factual Sentences

ANSWERS WILL VARY

7n Editing Verb Forms

1. The world population **increases** (OR **is increasing** OR **has increased**) every year.
2. The Chinese government does not **allow** every family to have two children.
3. Since 1950, the world population has **increased** dramatically.
4. The **growing** world population is a challenge in countries with limited land area.
5. Because the world population is **increasing**, governments must plan carefully.

According to the chart “World Population: 1950-2050,” the world population **has** increased by 5 billion since 1950. The world population **had increased** from 3 billion in 1959 to 6 billion by 1999. In other words, the population **doubled** in 40 years. The U.S. Census Bureau's latest prediction is that the population will continue to grow rapidly into the 21st century. The world population **is** projected to grow from 6 billion in 1999 to 9 billion by 2042. That means there will **be** another 3 billion people again in the next 40 years. If the world **reaches** 9 billion so quickly, the world's natural resources may be put at risk.

7o Noticing Facts, Predictions, and Hypotheses

1. Today, **the world population** is over 7 billion. **FACT**
2. In 30 years, **the world population** may rise to 9 billion. **PREDICTION**
3. If the world population rises to 9 billion by 2040, **traffic problems** will probably increase. **PREDICTION**
4. If the world population rose to 9 billion in the next few years, **traffic problems** would probably increase dramatically. **HYPOTHETICAL**
5. When populations increase in cities, **traffic problems** tend to increase as well. **FACT**
6. **The world's water supply** could be limited if the population rises too fast in the future. **PREDICTION**
7. **The world's water supply** could be limited if the population rose too fast now. **HYPOTHESIS**

7p Answering Conditional Questions: Fact, Prediction, or Hypothesis

1. (Answer already given)
2. *The number of fish typically **decreases** when there **is** overpopulation.
If there **is** overpopulation, there **is** generally a decrease in the number of fish.*
3. *If the world population **increases** significantly in future decades, the amount of land for farming **may** decrease.
There **may** be a loss of forests if the world population **increases** significantly in future decades.*
4. *If the world population **were** 9 billion today, water supplies **would** probably be very limited.
If the world population **were** 9 billion today, water supplies **would** be reduced dramatically.*
5. *If the world population **were** smaller in the future, the world **might** have fewer environmental problems.
The environment **would** probably be better if the world population **decreased** in the future.*
6. *If the world population increases in the future, X **might** Y.*
7. *If a farming area **has** a large population, there **is** generally...
If a farming area **has** a large population, X **tends** to decrease/increase significantly.*

8a Warm Up: Using Sources

What are the important tips on using quoted speech?

1. Cite the source.
2. Separate the other person's words with a comma.
3. Put “exact words” from the other person in quotation marks.

What are the important tips on using paraphrases?

1. Cite the source.
2. Do not use quotation marks or commas
3. Change pronouns and verb tense where necessary.

What can follow reporting verbs?

1. A noun / noun phrase
2. An infinitive
3. A noun clause
4. A question

When you are reporting a statement, what word can be used to begin a noun clause? “that”

When you are reporting a Yes/No question, what words can be used to begin the noun clause? “if” / “whether”

When you are reporting an Information questions, what are some words that can be used to begin the noun clause?

“Wh-“question words

What is a frequent error for students learning to report questions? Students put verbs in front of subjects like writing questions.

8b Using Sources: Editing

1. The hospital chairman stated, “The new hospital will open next year.”
2. The reporter asked, “When will the construction begin?”
3. Another reporter wondered, “Where **are** the patients **going** now?”
4. A doctor said, “**It** will be wonderful to have all the new equipment!”
5. Several nurses asked, “**Do** the patients really want a new hospital?”
6. An ambulance driver shouted to the reporters, “Move your cars now!”
7. A technician said, “I want to have a modern lab in the hospital.”
8. Two of the hospital’s volunteers asked, “How many **beds** will the hospital have?”

1. In 2018, the hospital chairman stated that the new hospital **would** open in 2019.
2. In 2018, the reporter **asked** when the construction would begin.
3. In 2018, another reporter wondered where the patients **were going** at that time.
4. In 2018, a doctor said **that** it would be wonderful to have all the new equipment.
5. In 2018, the doctor asked if the patient wanted a different treatment. *(The question mark should be a period.)*
6. In 2018, an ambulance driver shouted to the reporters to move **their** car immediately.
7. In 2018, a technician said that she **wanted** to have a modern lab in the hospital.
8. Two of the hospital’s volunteers asked how many beds the hospital **would have**.

8c Reading: “Identity Theft”

Answers Will Vary

8d Noticing Quotes and Paraphrases

1. direct quote 2. paraphrased information 3. direct quote
4. paraphrased information 5. direct quote 6. paraphrased information

8e Editing Quotes and Paraphrased Information – POSSIBLE ANSWERS INCLUDE

Punctuation

1. Cotter notes, “Identity thieves have begun to steal the Social Security numbers of new born babies and very young children.”
2. Cotter claims **that** even small children are the victims of identity thieves.
3. Cotter claims, “Even small children are the victims of identity thieves.”

Collocations

9. In “Identity Theft,” Cotter **stated** that parents of these children **did** not know about the problem until the children **got** older.
10. According to Cotter, children who are victims of identity thieves may have financial problems when they are adults.
11. The author **writes that** identity thieves steal children’s Social Security numbers.

Paraphrasing

ANSWERS WILL VARY

8f Reading: "Smartphone Uses in the US"

ANSWERS WILL VARY

8h Paraphrasing Information

THESE ARE SAMPLE RESPONSES. THERE ARE MANY OTHER POSSIBILITIES.

ORIGINAL	YOUR PARAPHRASE
<i>Insufficient clean drinking water</i>	not enough clean water to drink
<i>Deforestation</i>	a loss of forests
<i>Less arable land for farming</i>	a lack of area for farms
<i>Damage to forests and ecosystems</i>	a reduction in forests
<i>Depletion of fish stocks</i>	fewer fish
<i>(another effect)</i>	an increase in air pollution
<i>(another effect)</i>	more endangered species

8i Summarizing a Reading: Effects of Overpopulation

ANSWERS WILL VARY

9b Identifying Verb Tenses

VERB TENSE	TIME WORD/PHRASE
SIMPLE PRESENT <ul style="list-style-type: none"> Non-Hispanic whites <u>account</u> for the drop in Christian affiliation is particularly pronounced The same trends are seen the United States remains home a large majority of Americans – roughly seven-in-ten – continue to identify etc. 	<ul style="list-style-type: none"> now
SIMPLE PAST <ul style="list-style-type: none"> they did those who got married 	<ul style="list-style-type: none"> seven years earlier before 1960
PRESENT PERFECT <ul style="list-style-type: none"> The Christian share of the U.S. population has declined the number of U.S. adults who do not identify with any organized religion has grown it has occurred the percentage of adults has dropped by nearly eight percentage points the percentage... has jumped more than six points The evangelical Protestant share of the U.S. population also has dipped Each of those large religious traditions has shrunk Nearly one-in-five people who have gotten married etc. 	<ul style="list-style-type: none"> in just seven years since 2007 since 2007 since 2010

9c Noticing Nouns with and without “the”

CATEGORY	SAMPLES
plural nouns without “the”	Catholic adults
	Christians
	adults
	Americans
	mainline Protestants and Catholics
	35,000 Americans
	non-Christian faiths
	Muslims and Hindus
	etc.
“the” with a noun	the median age of Catholic adults
	the U.S. population
	the number of U.S. adults
	the Pew Research Center
	the world
	the country
	the same trends
	the United States
	the percentage of Americans

9d Answering Questions with Accurate Nouns

ANSWERS WILL VARY. Below are sample responses.

1. The percentage of Christians in the U.S. is decreasing/declining/falling.
2. The percentages of Christians in different ethnic groups are also falling.
3. About seven in ten Americans belong to the Christian faith.
4. About 5.9 percent of Americans belonged to non-Christian religions in 2014.
5. Over 40 percent of Catholics are ethnic and racial minorities.
6. About 40 percent of Americans have married people from other religious groups.

9e Writing Sentences with Quantity Expressions

ANSWERS WILL VARY

9f Answering Questions on the Reading

1. What are two of the world's major religions?
2. What is one religion that is growing in size?
3. Where is Hinduism the most common religion?
4. Where do many Christians live?

ANSWERS WILL VARY

10a Reading: “The Future of World Religions: Population Growth Projections, 2010-2050”

1. ANSWERS WILL VARY
2. ANSWERS WILL VARY
- 3.

Religions	Members of Religions
Catholicism	Catholics
Christianity	Christian
Hinduism	Hindus
Islam	Muslims / Moslems
Buddhism	Buddhist
Judaism	Jews

10b Identifying Types of Nouns

TYPES	SAMPLES
Plural nouns without “the”	<i>world religions, population growth projections, differences, fertility rates, people, faiths, current trends, Atheists, agnostics, countries, Muslims, three-quarters, two-thirds, Four out of every 10 Christians</i>
Nouns with “the” but NOT “of”	<i>the Hindu and Jewish populations, the world, the world’s major religions, the next four decades, Christians, the largest religious group, The global Buddhist population, the same size, the largest Muslim population, the largest non-Christian religion, the Pew Research Center, the projections</i>
Nouns with “the” and “of”	<i>the future of world religions, the religious profile of the world, the size of youth populations, the number of Muslims, the number of Christians, the basis of religion</i>
Countries or continents	<i>India, the United States, France, Europe, Africa</i>
Religions	<i>Islam, Judaism</i>

10c Editing Nouns and Noun Phrases

- Atheists**, agnostics and other people who do not affiliate with any religion – though increasing in countries such as **the United States** and France – will make up a declining share of the world’s total population.
- The global Buddhist population will be about the **same size** it was in 2010, while the Hindu and Jewish **populations** will be larger than they are today.
- In **Europe**, **Muslims** will make up 10% of the overall population.
- India will retain a **Hindu** majority but also will have **the largest Muslim population** of any country in the world, surpassing Indonesia.
- In **the** United States, Christians will decline from more than three-**quarters** of the population in 2010 to two-thirds in 2050, and Judaism will no longer be **the largest non-Christian religion**.
- Muslims** will be more numerous in the U.S. than people who identify as Jewish on the **basis** of religion.
- Four out of every 10 **Christians** in **the world** will live in sub-Saharan Africa.

10d Choosing the Correct Noun

The amount of religious diversity around **the world** is larger than it has ever been in history. The organization “Adherents” claims that 4,200 religions exist. Though several world **religions** are dominant in the world, there are certainly **thousands** of smaller religious groups. The exact number of religions is not certain, but there are certainly thousands of **denominations**, or branches, of major religions. Protestantism, Catholicism, and the Russian Orthodox Church are denominations of **Christianity**. In Islam, the Sunni and the Shi’ah branches are two major **denominations**. The United States is **a country** with all of the world’s major religions and hundreds of denominations. As a result, changes in the **number** of denominations in the world will have an effect on the U.S. **population**.

10e Answering Questions Using Key Words and Correct Verb Tenses

- In 2010, the world population was approximately 6.8 billion.
- In 2010, the approximate number of Hindus was one billion.
- The projected world population in 2050 is about 9.3 billion.
- Answers will vary, but the simple past is for 2010, while the simple future is for 2050.

11a Reading: “Are Today’s Young Adults Better Off Than Their Parents? Yes and No”

ANSWERS WILL VARY

Verbs: earn, reflect, reveal

Adjectives: educated

Numbers and Quantity Terms: percent, the 1980s, 1980

Count nouns: adults, a census, data, families, generations, households, a recession, statistics

Non-count nouns: data, income, inequality, poverty

- “She is 30 years old.” Count noun
- “She is a 30-year-old mother.” Adjective, hyphens, NO -S!
- “There are many 30-year-olds.” Count noun for people, the adjective “year” has no -S

11b Paraphrasing Practice

ANSWERS WILL VARY

11c Writing with Statistics

ANSWERS WILL VARY

11d Summarizing the Reading: “Are today’s young adults...”

ANSWERS WILL VARY