6 WHAT ARE THEY HIDING?

LEARNING GOALS

In this unit, you

- talk about financial crime
- talk about a system of government
- discuss power in society
- read about a public crisis
- write a letter of advice



GET STARTED

A Read the unit title and learning goals. *Corruption* is defined as dishonest, immoral, or illegal behavior. What are three examples of corruption you have heard about?

B Look at the photo. It shows an envelope being passed under a table. What kind of information might someone illegally pay for?

C Read Ariya's message. What do you think she may have learned at the training session?



ARIYA SUKSUAY

@AriyaS

Just finished a training session about how to avoid corrupt business practices. I learned a lot!

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LESSON 1 TALK ABOUT FINANCIAL CRIME



ARIYA SUKSUAY
@AriyaS
Is it possible to find an honest politician? I want to believe it is, but…

1 VOCABULARY Words related to financial crime

A Look at the newspaper article. Who has been arrested and why?

B ▶06-01 Read and listen. Do you know the words in bold?

STATE REP ARRESTED IN FINANCIAL SCANDAL

State representative Jamie Small was arrested this morning at his home. He has been **charged** with **bribing** a public official, **fraud**, **embezzlement**, and **misappropriation of funds**. The far-reaching **scandal** involves a number of unnamed public officials. According to a source, Small bribed top officials with $100,000 for their silence and got half of the money by misappropriating funds that were intended for his campaign. The source **tipped off** the FBI, and an **internal audit** was conducted, uncovering the embezzlement. The money was **traced** back to Small's personal accounts. Small has been the subject of numerous **accusations** of corruption and fraud. He has denied involvement in the scandal, blaming the media for their "**inexcusable** attacks" on his character.

>> FOR PRACTICE, PAGE 140 / DEFINITIONS, PAGE 160

2 LANGUAGE CHOICES Restrictive and non-restrictive relative clauses

A Read the example sentences. Then complete the chart with *restrictive* or *non-restrictive*.

Use	Example sentences
Restrictive relative clauses	1. My sister is a detective **who** / **that specializes in fraud cases**. 2. She is someone **who(m)** / **that people trust**. 3. What were the results of the audit **that** / **which we conducted last spring**? 4. The director was involved in a scandal **that** / **which lasted for years**.
Non-restrictive relative clauses	5. My sister, **who is a detective**, specializes in fraud cases. 6. Dan Wong, **whom everyone suspected of bribery**, was found not guilty. 7. Embezzlement, **which is a misappropriation of funds**, is a serious crime.

Restrictive and non-restrictive relative clauses

- _____ relative clauses express necessary information that distinguishes the person or thing we are talking about.
- _____ relative clauses can modify pronouns such as *anyone, someone, everyone*, or *the one*.
- _____ relative clauses provide extra information that is not necessary for understanding the sentence.
- In _____ relative clauses, we can replace *who(m)* or *which* with *that*.
- _____ relative clauses are separated from the rest of the sentence by commas.

>> FOR PRACTICE, PAGE 140

B Compare the following sentences. The relative pronoun has been omitted in the first two sentences but not in the third sentence. Why not?

She is a leader people trust. What were the results of the audit we conducted last spring?

Dan Wong, whom everyone suspected of bribery, was found not guilty.

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3 CONVERSATION SKILL

A ▶06-04 Read the conversation skill. Listen. Notice the words the speakers use to show that they are interested and engaged. Complete the sentences that you hear.

1. A: Twenty students are accused of breaking into the computer system and changing their grades.
   B: _____ ! That's _____ !
2. A: I'm so tired of all the corruption in politics.
   B: _____!

Show interest with interjections

When you're listening to a story or are involved in a conversation, it's important to show that you are interested in what the other person is saying. Use interjections to show that you're interested or surprised:

Interest:	Surprise:
Uh-huh.	*Really!*
Awesome!	*You're kidding!*
Great!	*No way!*
I know. Wow!	*That's crazy!*
Interesting.	*That's unbelievable!*
You can say that again!	

B PAIRS Student A: Talk about something interesting or surprising that happened to you. Student B: Use interjections to show that you are interested and engaged.

4 CONVERSATION

A ▶06-05 Listen. What do Ariya and Iris talk about?

B ▶06-05 Listen again. Answer the questions.

1. What did the More Corporation do?
2. What crimes has the mayor been accused of?
3. Why was it a bad idea for the mayor to hire his wife?

C ▶06-06 Listen. Complete the conversation.

Ariya: They discovered the _____ when they did an _____ . And you'll never believe this.

Iris: There's more?

Ariya: He hired his wife, _____ is an interior decorator, to do the work!

Iris: _____ ! That's crazy! He's not only _____ , but he's also stupid.

Ariya: I _____ . What a stupid way to spend the money. Just think of all the trips _____ he could have taken!



5 TRY IT YOURSELF

A THINK Think of a recent financial scandal or other example of corruption, or make one up. Take notes in the chart.

Who did it?	What did he or she do?	What evidence is there?

B PAIRS Student A: Tell your story. Student B: Use interjections from the conversation skill box.

☐ I CAN TALK ABOUT FINANCIAL CRIME.

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LESSON 2 TALK ABOUT A SYSTEM OF GOVERNMENT



ARIYA SUKSUAY
@AriyaS
It's election day, and I'm heading out to vote. Have you voted yet? If not, there's still time!

1 BEFORE YOU LISTEN

A PAIRS THINK Do you think voting is important? Why or why not?

B ▶06-07 VOCABULARY Read the words and listen to the sentences. Do you know these words?

random	have a say	a campaign	naïve	on hold	diversity
eligible	restore	a lobbyist	susceptible	employable	

>> FOR PRACTICE, PAGE 141 / DEFINITIONS, PAGE 161



2 LANGUAGE CHOICES Relative clauses after prepositions and quantity expressions

A Read the example sentences. Then read the rules in the chart. Are they true (*T*) or false (*F*)? Correct the false rules.

Example sentences

1. a. He launched a campaign **in which local residents were actively involved**.
   b. He launched a campaign **(which / that) local residents were actively involved in**.
2. a. She had the support of the legislators **with whom she had developed strong relationships**.
   b. She had the support of the legislators **(who[m] / that) she had developed strong relationships with**.
3. We're working with lobbyists, **many of whom are lawyers**, to address our clients' issues.
4. We started some major projects, **most of which were put on hold** as negotiations were underway.
5. That politician used to be an actor, **several of whose films were very popular**.
6. The candidate ran several ad campaigns, **the most common of which were on social media**.

Relative clauses after prepositions and quantity expressions

____ • A preposition can go at the beginning or end of a relative clause.
____ • A preposition in a relative clause can go immediately before *who, whom, that*, or *which*.
____ • A quantifier + *of* can go immediately before *whom, which*, or *whose*.
____ • Relative clauses with quantity expressions are *not* separated from the rest of the sentence by a comma.
____ • Relative clauses with a noun + *of which* can refer to people or things.

>> FOR PRACTICE, PAGE 141

B Relative clauses with prepositions at the beginning of the clause are very formal; it is much more common to place the preposition at the end of the clause. What are three ways the following sentence can be rewritten with the preposition at the end of the clause?

Is he the politician to whom you were referring?

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3 PRONUNCIATION

A ▶06-09 Listen. Read the pronunciation note.

B ▶06-10 Listen. Notice the dropped vowels. Then listen and repeat.

1. average
2. family
3. general
4. business
5. favorite
6. different

Dropped vowels

In some words, unstressed vowels are usually dropped. For example, the word *every,* which looks like a three-syllable word, is often pronounced as a two-syllable word because the second vowel is dropped: *every* /ɛvri/. The word *comfortable* is often pronounced as a three-syllable word: *comfortable* /kʌmftərbəl/.

C ▶06-11 Listen. Draw a line through the dropped vowels in the underlined words.

A: I think voting is a privilege. I wonder why so many eligible voters don't vote.
B: Probably for many reasons. I agree that we need to do something to boost participation.
A: Let's go to the Youth Center this evening. There's a campaign to register first-time voters.

4 LISTENING

A ▶06-12 Listen. What is sortition?

B ▶06-12 Read the Listening Skill. Listen again and complete the sentences.

1. A: Taking away this right threatens our democracy.
   B: _____ _____ . _____ , sortition would help to restore democracy.
2. A: It's completely impractical!
   B: _____ . We could make laws to protect selected representatives from losing their jobs.

LISTENING SKILL Recognize arguments

Speakers use a variety of words and expressions to present an argument. For example: *You are correct about X. However…*; *On the contrary…*; *X is not true. In fact…*; *Far from doing X, Y does Z.*; *You can't be serious.*; *I disagree.*

C ▶06-12 Listen again. Identify who made each argument. Then take notes for both sides.

Argument	Speaker	Notes
1. Sortition is anti-democratic.		
2. The current system is corrupt.		
3. A randomly-selected representative would be easy to bribe.		
4. Citizens cannot put their lives on hold for years.		
5. Citizens would gain valuable experience after serving.		

D PAIRS REACT In your opinion, who won the debate?

5 TRY IT YOURSELF

A THINK Look at the list of arguments in 4C. Which are the strongest? Why?

B DISCUSS Compare lists with a partner. Add to your notes any arguments that you missed.

C EVALUATE Would sortition work in your country? Why or why not? Explain to the class.

☐ I CAN TALK ABOUT A SYSTEM OF GOVERNMENT.

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LESSON 3 DISCUSS POWER IN SOCIETY



ARIYA SUKSUAY
@AriyaS

Remember this quote from *Spider-Man*? "With great power comes great responsibility." I think world leaders today should consider that!

1 BEFORE YOU LISTEN

A PAIRS THINK How would you define power? Explain your idea with examples.

B 06-13 VOCABULARY Read the words and listen to the sentences. Do you know these words?

ubiquitous	aspire to (something)	condemnation	diminish
a dynamic	ambivalent	liberating	a barrier
idolize (someone)	adulation	coercion	conformity

>> FOR PRACTICE, PAGE 142 / DEFINITIONS, PAGE 161

2 LANGUAGE CHOICES Reducing relative clauses to phrases

A Relative clauses can be reduced or changed to adjective phrases. Read the example sentences. Then circle the correct answers to complete the chart.

Example sentences		
	Relative clauses	Adjective phrases
1.	I have a brother **who is aspiring to run for office**.	I have a brother **aspiring to run for office**.
2.	There are some politicians **who are known for abusing their powers**.	There are some politicians **known for abusing their powers**.
3.	We often idolize **people who are famous**.	We often idolize **famous people**.
4.	He published a study **that explained power dynamics**.	He published a study **explaining power dynamics**.
5.	People **who lack empathy** are less likely to rise to a position of power.	People **lacking empathy** are less likely to rise to a position of power.

Reducing relative clauses to phrases

- An adjective phrase **has** / **doesn't have** a subject and verb.
- In a relative clause with a single adjective, the adjective is usually moved to **before** / **after** the noun in the adjective phrase.
- If a relative clause contains the verb *be*, **change** / **omit** the subject pronoun and *be* to reduce the clause to a phrase.
- If a relative clause does *not* contain the verb *be*, omit the subject pronoun and change the verb to an ***-ing*** / ***-ed*** form to reduce it to a phrase.

>> FOR PRACTICE, PAGE 142

B A relative clause that modifies an entire sentence can also be reduced to a phrase. This type of phrase is always separated by commas. Change the relative clauses in the following sentences to adjective phrases. Pay attention to the punctuation.

Ava Peng, who is a psychologist and professor, conducted a study on power dynamics.
Min-ki has a new corner office, which probably means he got a promotion.

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3 VIDEO TALK



A ▶06-15 Listen or watch. Does the speaker think that power corrupts?

B ▶06-15 Read the Note-taking Skill. Listen or watch again. Then complete the notes.

NOTE-TAKING SKILL Note the main points

At the beginning of lectures, speakers often outline the main points they plan to discuss. Write down these points first. Use your notes to add details later.

What is power?

- Definition: Power is the ability to _____ (1) people.

How do we feel about it?

- Joe Magee – Power is _____ (2).

How do we get it?

- Dacher Keltner – We gain power by _____ (3) with others.

What happens when we get it? Does power corrupt?

- Dacher Keltner – Once we gain power, our ability to empathize _____ (4).
- Pamela Smith – Self-centered people become more _____ (5) as they gain power.

_____ (6) people become more concerned with others when they gain power.

C What is the purpose of the talk? How do you know?

D PAIRS REACT Do you agree with Keltner that all people in power become less empathetic or with Smith that only some do?

4 DISCUSSION SKILL

Read the discussion skill. Which of these phrases do you use in your discussions now?

Explore alternative viewpoints

Some speakers play "devil's advocate" during discussions. They introduce alternative viewpoints because they feel it will help test the strength of their own or others' ideas. For example:

OK, that might be the case, but what if…?
I'm just putting this out there, but what if…?
I'm playing devil's advocate here, but…?
What if it's actually…?

5 TRY IT YOURSELF

A THINK Think about a power dynamic you have observed in society. Who were the participants? What was the type of power in the relationship (e.g., reputational, coercive, social)? How might that power have affected the relationship between participants?

B DISCUSS Share your thoughts from 5A with a partner. Have you observed similar situations?

C EVALUATE In groups, read the list below. Discuss the following: Which role holds the most power in each pair? How might the trait of emotional intelligence relate to each role?

- politicians and voters
- a company and its employees
- a teacher and a student
- a social media company and its users

☐ I CAN DISCUSS POWER IN SOCIETY.

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LESSON 4 READ ABOUT A PUBLIC CRISIS



ARIYA SUKSUAY

@AriyaS

It's clear that the authorities were at fault for this crisis. Cutting corners to save money is never the right option.

1 BEFORE YOU READ

A PAIRS Whose responsibility is it to provide safe water for a city? Why?

B ▶06-16 VOCABULARY Read and listen. Do you know these words?

stunted	armed with (something)	dispel	the tipping point
an isolated occurrence	cognitive impairment	unearth (something)	an accolade
overexposure	fall on deaf ears	afflict	

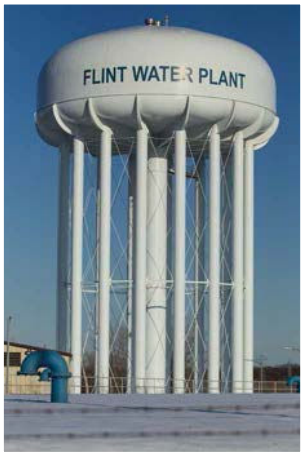
>> FOR DEFINITIONS, PAGE 161

2 READ

A PREVIEW Read the headline and look at the photo. Predict the content of the article.

B ▶06-17 Read and listen to the article. What was the main impact of Walters's and Edwards's work?

THE WHISTLEBLOWERS WHO EXPOSED A WATER CRISIS



In December 2014, LeeAnne Walters, a stay-at-home mother from Flint, Michigan, noticed something strange about her tap water. It had turned brown. Within a few months, her husband and children developed serious health problems, and her 3-year-old son's growth had become stunted.

Tests by the local water department confirmed that the water supply was contaminated, but the department insisted that the issue was an isolated occurrence. However, at one point, tests showed Walters's tap water included 800 times the legal limit of lead particles. Overexposure to lead can damage the kidneys and nervous system in children and adults and cause cognitive impairment in children.

Armed with these test results, Walters filed a complaint with the local authorities, as did many other Flint residents. Their complaints fell on deaf ears. Over the next few months, authorities refused to fully investigate and continually denied that there were serious issues with the city's water supply. The mayor of Flint, Dayne Walling, even drank Flint water on local television to dispel residents' fears.

Walters began researching the water system in Flint herself. What she found was striking. In an attempt to cut costs, the city government had recently switched its water supply from a nearby lake to the Flint River. The Flint River had been a dumping ground for industrial waste for nearly two centuries, yet the government's desire to clear debts led officials to ignore this fact.

Walters contacted Marc Edwards, a scientist who had experience uncovering water-supply scandals. Ten years earlier, Edwards had investigated claims from the public that the water supply in Washington, D.C., had become contaminated. He discovered rising lead levels in the water systems and unearthed a monumental government cover-up that had resulted in thousands of children being left with lifelong health problems.

Edwards sensed that a similar cover-up might be afflicting Flint. He collaborated with Walters to arm Flint residents with hundreds of water-testing kits. Analysis of samples taken from around the city showed dangerous levels of lead, confirming Edwards's suspicions that this was not a localized, isolated occurrence. >>

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Supporting evidence from local health agencies proved to be the tipping point. A pediatrician based in Flint named Mona Hanna-Attisha released data showing elevated levels of lead in blood samples taken from children in the area. Hanna-Attisha's data clearly correlated with that of Walters and Edwards.

The findings were conclusive, and authorities had no choice but to accept blame for the water-supply crisis. Many government employees were forced out of their jobs after being found complicit in a state-wide cover-up. To date, the state of Michigan has spent $240 million to address the crisis, funding a range of public health programs, and has stopped using the Flint River as a source for drinking water.

LeeAnne Walters and Marc Edwards have received numerous awards and accolades for their efforts, and their work has inspired other communities worldwide to fight for clean water.

3 CHECK YOUR UNDERSTANDING

A **Answer the questions, according to the article.**

1. How did local authorities respond to Walters's initial complaints?
2. Why / How did these problems occur in the first place?
3. How did Walters, Edwards, and Hanna-Attisha work together to address this issue?

B CLOSE READING **Reread lines 29–30. Then circle the correct answers.**

1. Which sentence is the best paraphrase of these lines?
   a. Authorities made excuses, but the evidence proved they were at fault.
   b. Authorities were not given the chance to defend their actions, as the evidence against them was too strong.
   c. The authorities' only real option was to admit fault for the water supply crisis.
2. What is meant by employees being "found complicit"?
   a. Employees directly took part in activities that were illegal and were therefore guilty.
   b. Employees didn't know about the cover-up. However, they should have known.
   c. Employees were aware of illegal activities taking place but may not have been directly involved.

C **Read the Reading Skill. Then reread the article and follow the steps in the box.**

D PAIRS **Summarize the article in 3–5 sentences.**

Find out more about the work of Marc Edwards.

READING SKILL Process information

Pause while you're reading to think about ideas in the text. This can help you to better process the information. Follow these steps:

1. Read the first paragraph. Clarify any information that you have trouble understanding.
2. State the main idea of the paragraph.
3. Summarize the supporting ideas.
4. Predict the content of the next paragraph.

Repeat this process with each paragraph of the text.

4 MAKE IT PERSONAL

A THINK **Do you think that governments around the world are doing enough to tackle problems affecting local communities? If so, give specific examples. If not, what more could they do? You may think about your own ideas or consider the following problems.**

- air pollution
- deforestation
- overfishing
- intensive farming
- water pollution
- endangered species

B PAIRS **Share your ideas. Do you agree?**

C EVALUATE **In groups, choose one problem from 4A that you feel should be addressed urgently. What do you think would be the most effective ways to address it? Consider the role of citizens, industries, organizations, or authorities in your response.**

☐ I CAN READ ABOUT A PUBLIC CRISIS.

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LESSON 5 WRITE A LETTER OF ADVICE



ARIYA SUKSUAY

@AriyaS

My company deals with ethical problems, big and small, every day. That's why I love this advice column.

1 BEFORE YOU WRITE

A Read about letters of advice.

Many news sites publish columns offering advice on moral or ethical issues, and sometimes you may need to write an email (or a letter) of advice to a friend or family member. First, analyze the situation and ask questions (or use *if*-statements) if there are aspects you do not fully understand. Then offer solutions or steps that the person could take to resolve the issue. Make sure the language you use throughout is sympathetic and helpful rather than judgmental.

B Read the model. What is the ethical problem?

Home | Discussion Board | Logout

I have a friend who sometimes struggles with the work required for a class we take together. Recently, I learned that he cheated on an essay that was part of our final grade. He found an essay online and copied it, changing only a few sentences. Should I report this to the professor? I feel bad because my friend works so hard, but the class is really difficult, and he just can't keep up. What should I do?—Honest

Dear Honest,

The first question you should ask yourself is, how certain are you about exactly what happened? Plagiarism is a serious accusation, as it seems you are aware. It's understandable that you may not wish to report your friend, as this would get him into a lot of trouble, not to mention possibly ending your friendship. So if you have any doubt about whether he copied or not, then you should not report it without speaking to him first. I suggest that you start by having a conversation with him. Ask him what happened and why.

If your friend did copy the essay, he needs to understand the possible consequences. Plagiarism is a form of stealing, and it is unfair to the other students who have actually put in time to write original essays. Most colleges have strict plagiarism policies, which usually involve failing the class in which the cheating occurred. Also, be aware that colleges usually have a policy requiring students to report plagiarism when they know it has happened. So if your friend did plagiarize and you don't report it, you could be putting yourself at risk, too. You should make sure that your friend understands this.

If your friend made a mistake and simply didn't realize he was cheating, then he needs your help, not your condemnation. There may be a way to deal with the issue discreetly. Speak to your professor about your concerns. Professors are people, too, and it's likely that he or she will want to find a way to help your friend before raising it to the next level of an official report. Perhaps she could give your friend some extra time to submit a new essay. Or perhaps the professor could suggest a makeup project for your friend to complete. Many schools provide services in the form of tutoring or support classes for students who need some extra help. Your professor could point your friend in the right direction.



The bottom line is that cheating and plagiarism often happen because of an emphasis that society places on grades rather than on learning. Sometimes, we learn more by failing than by succeeding. Ultimately, your friend will do better in school—and in life—if he puts his efforts into learning how to do the work by himself, without relying on copying someone else's efforts.

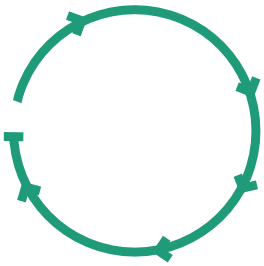
C PAIRS Discuss. Why is "Honest" asking for advice? What do you think you would do in this situation?

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D PAIRS Read the model again. Complete the chart.

The problem:
A friend may have _____ .

Concluding comment:
_____
is more valuable than getting _____ .



Analysis of the problem:
- Is "Honest" sure that _____ ?
- Plagiarism is serious because _____ .
- If "Honest" reports his friend, _____ _____ .
- If he does *not* report his friend, _____ _____ .

Solution / Step 1:
Talk to the friend. Find out _____ .
Make sure he understands _____ .

Solution / Step 2:
Talk to _____ . Can that person offer solutions like _____ ?

2 FOCUS ON WRITING

Read the Writing Skill. Then reread the model. Underline the pronoun *you* and all contractions. Circle the imperative sentences.

WRITING SKILL Speak directly to the reader

A letter of advice is more personal and casual than other writing. You can use the personal pronoun *you*, the imperative form, abbreviations, and other casual constructions.

3 PLAN YOUR WRITING

A Think of an ethical problem. You can use one of the situations below or come up with your own. You will write a letter of advice to someone dealing with this situation. Create a chart like the one in 1D to organize your ideas.

- The advice seeker's co-worker regularly steals small office supplies.
- The advice seeker's friend lied to her partner about an important issue.

B PAIRS Discuss your ideas.

I think I'll write advice to someone whose friend lied to her partner.

4 WRITE

Write a first draft of a letter of advice on the topic you chose in 3A. Remember to speak directly to the reader. Use the letter in 1B as a model.

Writing tip
Strike the right tone. Read your letter out loud after you write a first draft. Does it sound friendly and kind yet instructive? If it sounds too authoritative, change some of your imperatives to suggestions. If it sounds too uncertain, add more confident-sounding imperatives.

5 AFTER YOUR FIRST DRAFT

A PEER REVIEW Read your partner's letter.

- Does the letter analyze the situation and ask questions or use *if* statements to clarify unknown information?
- Does the letter offer at least two possible solutions or steps to take to resolve the issue?
- Is the advice clear and helpful?
- Does the writer use sympathetic language and avoid judgmental language?
- Is the letter written in a casual way, using the pronoun *you* and imperatives?

B REVISE Write another draft, based on the feedback you got from your partner.

C PROOFREAD Check the spelling, grammar, and punctuation in your letter. Then read it again for overall sense.

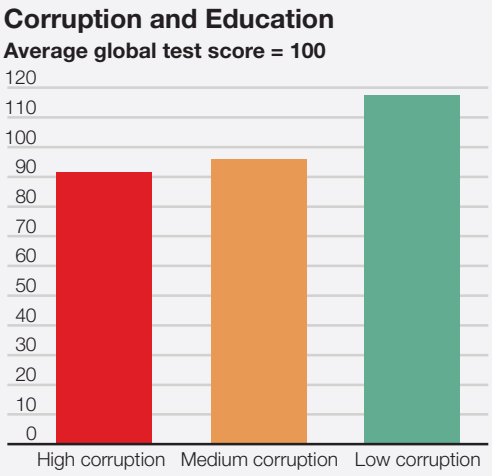
☐ I CAN WRITE A LETTER OF ADVICE.

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PUT IT TOGETHER

1 PROBLEM SOLVING

A **CONSIDER THE PROBLEM** Corruption usually affects the operations of businesses and governments directly. But the impact of corruption could be felt in other areas. Review the data and circle the correct answers.



1. Corruption has ____ effect on test scores.
   a. an adverse
   b. a positive
   c. no
2. One factor that might affect test scores in high-corruption countries is ____ .
   a. more funding reaching schools
   b. corrupt students
   c. less funding reaching schools
3. Countries that have medium levels of corruption are closest in scores to countries with ____ .
   a. high corruption
   b. no corruption
   c. low corruption

B **THINK CRITICALLY** How does corruption affect other parts of society? Discuss in pairs.

C **FIND A SOLUTION** Consider the data, the problem, and possible solutions in small groups.

Step 1 **Brainstorm** Think of specific instances of corruption you are aware of. Brainstorm 3–5 ways individuals and governments might fight this corruption.

Step 2 **Evaluate** Choose the best solution. Which solution is most likely to be both affordable and effective?

Step 3 **Present** Explain the best solution to the class.

2 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking Objectives
- ☐ Talk about financial crime
- ☐ Talk about a system of government
- ☐ Discuss power in society

Vocabulary
- ☐ Words related to financial crime

Conversation
- ☐ Show interest with interjections

Pronunciation
- ☐ Dropped vowels

Listening
- ☐ Recognize arguments

Note-taking
- ☐ Note the main points

Discussion
- ☐ Explore alternative viewpoints

Reading
- ☐ Process information

Language Choices
- ☐ Restrictive and non-restrictive relative clauses
- ☐ Relative clauses after prepositions and quantity expressions
- ☐ Reducing relative clauses to phrases

Writing
- ☐ Speak directly to the reader

B What will you do to learn the things you highlighted?



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