GRAMMAR EXPANDER (Optional)

Note about the Grammar Expander

Many teachers will choose to assign the Grammar Expander as self-study. However, if you choose to use it in the classroom, then teaching notes are included here.

UNIT 1

Describing past actions and events: review

Suggested time: 10 minutes | Your time:

- Give Ss a few minutes to read the seven headings and rules in the review.
- Direct Ss' attention to the ***Used to / would*** section. Explain that it is common in writing to use *used to* at the beginning of a paragraph and then continue with *would* in the following sentences to provide further details. Read the first example sentence. Ask volunteers to elaborate on this idea with additional details. (For example: She would pick up insects and mice. She would tell ghost stories at sleepovers.)
- Ask Ss to look at the section **The future as seen from the past**. Read the first rule and example. Elicit additional sentences describing things Ss were planning to do but didn't for some reason. (For example: I was going to take a translating course, but it wasn't offered in the spring.)
- Then read the second rule and example. Ask Ss which verb in the sentence expresses knowledge or belief. (thought) Point out that these kinds of statements also use verbs such as *understood, believed*, and *claimed*. Elicit sentences expressing the future as seen from the past using these verbs. (For example: She claimed that she would learn how to drive, but she never did.)

CHALLENGE (+10 minutes) Have Ss write a paragraph describing three activities they used to do regularly. Suggest they use *used to* to introduce the main ideas and *would* to give more details.

A Correct the errors . . .

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually.
- Go over the answers as a class. For each item, elicit the error with past forms. Ask a volunteer to explain the best way to correct it, and why. For example: 1. The verb should be in the past perfect continuous because a continuing action (walking for several hours) is occurring before another past action (realized that her wallet was missing). Correct as necessary.
- Elicit why there are two possible answers for item 2. (*Practicing the piano* is a repeated action; we can use *would* or *used to* for regularly repeated actions in the past.)

Stative verbs: non-action and action meanings

Suggested time: 10 minutes | Your time:

- Write on the board: *1. I love chocolate! 2. I am loving chocolate!* Then ask, *Which sentence is preferred?* (1) *Why?* (*Love* is a stative or non-action verb and is not usually used in the continuous.)
- Read the first rule and the pairs of example sentences. Write on the board: *believe*, *know*. Ask, *What do both of these stative verbs express?* (a mental state) Then elicit additional stative verbs and what they express. (Possible answers: *amaze*: emotion or mental state; *appear*: perception; *exist*: description; *have*: relationship or possession; *belong*: possession; *weigh*: measurement)
- Read the second rule. Then ask volunteers to take turns reading the pairs of example sentences with non-action and action meanings.
- Read the **Note** at the end of the chart. Emphasize that while continuous forms of certain stative verbs are common in spoken English, they should not be used in formal writing.
- Have a volunteer read the example sentence. Point out that by using the continuous in the first statement, we understand that the person wants coffee very soon, without any delay.

CHALLENGE (+10 minutes) Refer Ss to the list of stative verbs in the Reference Charts on page 114 and ask them to choose three starred verbs. In pairs, have Ss write three pairs of sentences—one using the verb with a non-action meaning and one using the verb with an action meaning. Monitor and assist as needed.

EXTENSION (+10 minutes) Write these sentences on the board: *1. I have been seeing John for over a year now. 2. We have a problem with flooding in our basement. 3. This material feels nice and soft. 4. Could you weigh this box for me?* First, have pairs decide if the stative verb in each sentence has a non-action or action meaning. (1. action, 2. non-action, 3. non-action, 4. action) Then ask Ss to use the same verbs to write sentences that illustrate the alternate meaning. (Possible answers: 1. I saw John yesterday. 2. They're having dinner at the restaurant. 3. She was feeling lonely. 4. This box weighs a ton!) Call on Ss to share their sentences. Check for the correct use of the stative verbs.

Answers for Exercise A

1. *Florence ~~has~~ **had** been walking for several hours before she realized that her wallet was missing.*
2. *As a child, he ~~was practicing~~ **would / used to practice** the piano for hours every day. Then he stopped taking lessons.*
3. *"I ~~have seen~~ **saw** that movie last year, and I thought it was great," Frank exclaimed.*
4. *Before this morning, I ~~never took~~ **had never taken** a yoga class.*
5. *He ~~was~~ **had been** working on the problem all morning when he finally found the solution.*
6. *My husband believed he ~~will~~ **would** never get married, but then he met me.*

B Decide if each stative verb . . .

Suggested time: 5 minutes | Your time:

- Have Ss check the correct boxes and complete the sentences individually. Then have them compare their answers in pairs.
- If Ss are unsure which stative verbs have an action meaning, refer them to the list in the Reference Charts on page 114.
- Elicit if each stative verb has an action or non-action meaning. Then ask, *Which non-action verbs express a mental state?* (1. doubts, 5. doesn't remember) *Which express possession?* (2. have; 6. includes)
- Call on Ss to read the completed sentences aloud. Ask them to explain the verb tense in each. (The action verbs are in the continuous; the non-action verbs are in the simple present.)

CHALLENGE (+10 minutes) Ask Ss to use the stative verbs to write sentences with the alternate action or non-action meaning and then share their sentences in pairs. (Possible answers: 2. They're not having lunch at home today. 3. Philip thinks the rule will be hard to enforce. 5. The bookstore has two copies of the book you ordered. 6. I was remembering the old songs I used to sing as a child. 7. I included my cell phone number on the application. 8. Ellen saw immediately how the movie would end.)

UNIT 2

Adjective clauses: overview

Suggested time: 15 minutes | Your time:

- Have Ss close their books. Ask, *What are some reasons why we use adjective clauses?* Elicit responses from the class.
- Ask Ss to open their books. Give them a minute to individually review the information in the first column of the chart about the purposes of adjective clauses.
- Read each purpose and have volunteers read the example sentences. Elicit additional example sentences for each section.
- Elicit or explain why some of the relative pronouns can be omitted. (They can be omitted when they are objects of a restrictive adjective clause.)
- Remind Ss that adjective clauses can be divided into restrictive and non-restrictive clauses. (Note that restrictive and non-restrictive clauses are taught in the Writing Handbook on page 145.) Ask, *What does a restrictive clause do?* (It gives information that is needed to identify the noun or pronoun it modifies.) *What does a non-restrictive clause do?* (It gives additional information that is not necessary to identify the noun or pronoun it modifies.) *Which relative pronoun cannot be used with a non-restrictive clause?* (that) *Which clause can be omitted from a sentence without affecting its meaning?* (a non-restrictive clause)
- Have Ss skim the examples in the chart. Elicit which sentence has a non-restrictive clause. (Paris, whose museums hold so many treasures, . . .)
- Remind Ss that a non-restrictive clause requires a comma before and after (or a comma before and a period after when the clause comes at the end of the sentence). Provide an example of each. Write on the board: *1. Tom, who has worked for our company for eight years, lied to his boss. 2. Tom lied to his boss, which was a serious mistake.*

CHALLENGE (+15 minutes) Have pairs write five sentences with adjective clauses, one for each category in the chart. Tell Ss to include both restrictive and non-restrictive clauses. Monitor as Ss work and assist as necessary. Have pairs form groups of four. Ask them to exchange sentences and identify the restrictive and non-restrictive clauses in each.

A Underline the best word . . .

Suggested time: 5 minutes | Your time:

- Ask Ss to preview the items and identify whether the noun before the answer choices is a person, thing, place, or time. (1. person, 2. place, 3. person, 4. person, 5. time, 6. person, 7. thing)
- To review, ask: *Which words introduce an adjective clause about people?* (who, whom, that, whose) *A place?* (which, that, where, in which) *Things?* (which, that) *A time?* (when, that, in which)
- Have Ss complete the exercise individually.
- To go over answers, call on Ss to read the completed sentences for the class. For each, ask, *What is the purpose of the adjective clause in this sentence?* (1. to identify people; 2. to identify a place; 3. to show possession; 4. to give additional information about a person; 5. to identify a period in time; 6. to identify a person; 7. to give additional information about a thing)

GRAMMAR FOR WRITING: adjective clauses with quantifiers

Suggested time: 5 minutes | Your time:

- Read the rule. Have volunteers read the examples aloud for the class. Ask,
  In the first example sentence, what does all of whom *refer to?* (three doctors)
  In the second example, what does none of which *refer to?* (several possible explanations)
  In the third example, what does one of whose *refer to?* (the president)
- Ask, *Are the adjective clauses in these sentences restrictive or non-restrictive?* (non-restrictive) Point out that quantifiers can be used only with non-restrictive clauses.
- Have Ss skim **Some expressions of quantity used with *of***. Explain that *both of* and *neither of* are used when talking about two people or things.
- Elicit additional example sentences using quantifiers with *of.* (For example: I spoke to both managers, neither of whom was willing to take responsibility for the mistake.)
- Read the last rule about adjective clauses with quantifiers. Add that Ss might also hear quantifiers used in formal spoken contexts, like business meetings or academic conferences.

B Complete each sentence . . .

Suggested time: 5 minutes | Your time:

- Have Ss preview the items. Ask them to identify if the noun or phrase the adjective clause refers to is a person or a thing. (1. thing: *products*; 2. person: *children*; 3. person: *students*; 4. thing: *articles*; 5. person: *parents*)
- Write this construction on the board:
  quantifier + of + whom / which / whose.
  As a reminder ask, *Which relative pronouns refer to people?* (whom, whose) *Which refer to things?* (which, whose)
- Have Ss complete the exercise individually and then compare their answers in pairs. Remind Ss that the verb in the sentence needs to agree with the quantifier.
- To go over the answers, call on Ss to read the completed sentences aloud.

GRAMMAR FOR WRITING: reduced adjective clauses

Suggested time: 10 minutes | Your time:

- Read the definitions of *clause* and *phrase* in the **Remember** note. Then read the first rule and have volunteers read the example sentences. Ask, *What are the subject and verb of the clause in the first sentence?* (which, is [known]) *What are the subject and verb of the phrase in the second sentence?* (This phrase has no subject, and *known* is a past participle functioning as an adjective.)
- Point out that when an adjective clause or phrase appears in the middle of the sentence, it must follow the noun or pronoun it gives additional information about—in this case, *Hawaii.*
- Read the heading of the second rule and the first way to reduce an adjective clause to an adjective phrase. Have a volunteer read the pair of example sentences. Elicit what changed in the second sentence. (The relative pronoun *who* and the verb *was* were dropped from the clause.) Tell Ss that a reduced adjective phrase can also start a sentence, but only if it's non-restrictive. For example: *The first Greek historian, Herodotus wrote about the wars between ancient Greece and Persia.*
- Do an additional example with the class. Write on the board: *Rome, which is the capital of Italy, is one of the world's oldest cities.* Elicit the adjective clause. (which is the capital of Italy) Ask a volunteer to restate the sentence, changing the clause to a phrase. (Rome, the capital of Italy, is one of the world's oldest cities. / The capital of Italy, Rome is one of the world's oldest cities.)
- Read the second way to reduce an adjective clause to an adjective phrase. Elicit the form of a present participle. (the base form of a verb + *-ing*) Have two volunteers read the pairs of example sentences. Elicit what changed in the second sentences. (The relative pronouns *which* and *who* and the verbs *contains* and *tamper* were replaced by the present participles *containing* and *tampering*.)
- Point out that these adjective phrases can also be placed at the beginning or end of a sentence if they are non-restrictive. Say the alternative sentences for the first example: *Containing 206 separate bones, the human skeleton is a strong and flexible structure. The human skeleton is a strong and flexible structure, containing 206 separate bones.*
- Read the last rule and the information in the note on the right. Have different volunteers read the example sentences aloud. Note the placement of the adjective phrase in each.

CHALLENGE (+5 minutes) In pairs, have Ss restate the last five example sentences, changing the adjective phrases in the examples to adjective clauses. (Answers: My grandmother, who is a very practical and hardworking woman, . . .; Istanbul, which is the largest city in Turkey, . . .; . . . a quiet place to live, preferably one that is located in the suburbs; Chanterelles, which are a type of edible mushroom with a rich yellow color, . . .; The llama and alpaca are camelids, which are a kind of mammal native to South America.)

C Reduce the adjective clause . . .

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually and then compare their answers in pairs.
- To go over the answers, call on Ss to read the sentences with adjective phrases.

D On a separate sheet of paper . . .

Suggested time: 5 minutes | Your time:

- Read the pair of sentences in item 1. Ask a volunteer to read the sample answer. Elicit what changed in the answer. (The subject and verb were dropped, and the adjective phrase was moved to the middle of the sentence.) Point out the use of commas before and after the phrase.
- Elicit the noun phrase that each adjective phrase will modify in the rest of the items. (2. a white lie; 3. My mother; 4. My brother; 5. last night's concert)
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To go over the answers, call on Ss to read the new sentences aloud.

EXTENSION (+5 minutes) In pairs, have Ss combine the sentences using the second one as an adjective clause, rather than a phrase. To go over answers, call on Ss to say the complete sentence with the clause. (1. who is a Lebanese . . .; 2. which is the type of lie . . .; 3. who is the only person . . .; 4. who is a man . . .; 5. which was the biggest . . .)

UNIT 3

Count and non-count nouns: review and expansion

Suggested time: 15 minutes | Your time:

- Write on the board: *water*, *chocolate*, *advice*. Ask, *Are these count or non-count nouns?* (non-count) Explain that non-count nouns can be made countable by placing certain words before them.
- Under **Non-count nouns made countable**, read the first rule and the correct and incorrect example sentences.
- Invite volunteers to make sentences with the words on the board using quantifiers. (Possible answers: I drank a little water. Can I have some chocolate? I got a lot of advice from Gerald.)
- Read the second rule. Have volunteers read the examples aloud. Write on the board: *fruit*, *bread*, *thunder*. For comparison, invite volunteers to make sentences with those words as non-count nouns. (Possible answers: Fruit is good for you. I don't eat bread. I'm scared of thunder.)
- Read the rule under **Phrases that make non-count nouns countable**. Give Ss a minute to skim the first set of phrases and nouns (from *an article of* to *a type of*). Ask them to write two pairs of sentences, where one sentence uses a phrase + non-count noun, and the other uses just the non-count noun. (For example: I would like to order a cup of coffee. If I drink coffee after dinner, I can't sleep.) Have Ss share their sentences in pairs or small groups.
- Then have Ss skim the second set of phrases and nouns (from *a piece of* to *a state of*). Elicit an example sentence for each phrase and write them on the board. (Possible answers: He gave his son a piece of advice about paying his bills on time. I think it's important to have a sense of humor, don't you? His offer was an act of kindness. The country is in a state of confusion.)
- Then elicit sentences using the same noun in an uncountable sense. Write them on the board to compare. (Possible answers: It's easy to give advice and hard to follow it. Humor has health benefits. The whole town talks about his kindness. The doctor said I might experience confusion after taking the medication.)
- Read the rule under **Nouns that are used in both a countable and an uncountable sense**. Have Ss silently read the nouns used in both senses. Elicit an example sentence for each sense of these nouns and write them on the board. Answer any other questions Ss have.

EXTENSION (+15–20 minutes) Tell Ss to keep their books closed. Divide the class into two teams. Alternate giving teams a non-count noun from one of the lists. Have Ss use the noun with a phrase to make it countable. (For example: sugar–a box of sugar) Use a selection of 15–25 nouns, depending on available time. Give one point for each correct phrase + noun. The team with the most points wins.

A On a separate sheet of paper . . .

Suggested time: 5 minutes | Your time:

- Do item 1 as a class. Read the sentence. Refer Ss to the grammar chart to find the phrase that makes the underlined noun countable. Have a volunteer say the new statement.
- Have Ss complete the exercise individually. To go over answers, call on Ss to read the answers aloud.

B Choose the best word . . .

Suggested time: 5 minutes | Your time:

- Ask Ss to cover the items and look at the list of words in the box. Ask, *Which non-count nouns might these words be combined with?* (Possible answers: an act of insanity; a bar of chocolate; a glass of water; a piece of candy; a sense of danger; a state of innocence)
- Then have Ss complete the exercise individually.
- To go over the answers, call on Ss to read the completed sentences aloud.

EXTENSION (+5 minutes) Have Ss write six new sentences using the phrases from the exercise with other nouns. (For example: Jan helped me move the heavy piece of furniture.)

Embedded questions: review and common errors

Suggested time: 10 minutes | Your time:

- Read the first rule, after **Remember**. Give Ss a minute to read through the example pairs of *yes / no* questions and embedded *yes / no* questions. Then ask how the word order changes in each. (It changes from question to statement order.) Have volunteers read the pairs of examples aloud.
- Tell Ss to skim the **Phrases that are often followed by embedded questions**. Then have them work in pairs to use different phrases from the list to embed the example *yes / no* questions. (For example: Don't tell them if you've ever asked your boss for a raise.)
- Point out that *yes / no* questions embed differently than information questions. Read the second rule. Give Ss a minute to read through the pairs of information questions and embedded information questions. Then ask how the word order changes in each. (The position of the verb changes.) Have volunteers read the pairs of examples aloud.
- Tell Ss to skim the **Question words and phrases** box. In the same pairs, have Ss work together to use different words and phrases from the list to embed the example information questions. (For example: Tell me what day it was found.)
- Read the rules and examples about **Punctuation of embedded questions**. Ask Ss to look back at the *Phrases that are often followed . . .* note and notice which phrases introduce statements and which ones questions. Then have Ss skim the punctuation in the example statements and questions throughout the chart.
- Read the rule for the **Social use of embedded questions**. Elicit what it means to make a sentence *softer*. (less direct, more polite) Have volunteers read the pairs of example questions. Elicit additional examples. (For example: Where is everyone? > I wonder where everyone is.)
- Finally, under **Embedded questions: common errors**, have Ss look at the **Remember** note to review the word order of embedded questions. Read the rule and ask for volunteers to read the example sentences.

C On a separate sheet of paper . . .

Suggested time: 5 minutes | Your time:

- Have Ss preview the items. Ask, *Are we embedding yes / no or information questions?* (*yes / no* questions) Then have Ss study the phrases to introduce each embedded question. Ask, *Which items will be questions and which will be statements?* (3, 5, 6 = questions; 1, 2, 4 = statements)
- Do item 1 as a class. Read the direct question in parentheses. Ask a volunteer to say the embedded question with *whether* aloud.
- Have Ss complete the exercise individually.
- To go over the answers, call on Ss to write the answers on the board. Check the punctuation and correct as necessary.
- Then ask, *Could* whether *be replaced by* if *in items 1, 2, and 6?* (yes) *Could* if *be replaced by* whether *in items 3, 4, and 5?* (yes) Invite volunteers to restate the sentence with the alternate word. Remind Ss that *if* and *whether* have the same meaning.

D On a separate sheet of paper . . .

Suggested time: 5 minutes | Your time:

- Have Ss preview the items. Ask, *Are we embedding yes / no or information questions?* (information questions) Then have Ss study the phrases to introduce each embedded question. Ask, *Which items will be questions and which will be statements?* (3 = a question; 1, 2, 4, 5, 6 = statements)
- Have Ss complete the exercise individually.
- To go over the answers, call on Ss to write the answers on the board. Check the punctuation and correct as necessary.

E On a separate sheet of paper . . .

Suggested time: 5 minutes | Your time:

- Tell Ss to look specifically for errors in word use, word order, and punctuation.
- If appropriate, do item 1 as a class. Read the statement and elicit the error. Ask Ss why *do* is not necessary. (because the embedded question uses statement word order)
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To go over the answers, invite volunteers to rewrite the sentences on the board.

UNIT 4

Cleft sentences: more on meaning and use

Suggested time: 7 minutes | Your time:

- Read the rule under **Cleft sentences with *What***. Ask for pairs of volunteers to read the example conversations.
- Point out how in each second sentence the original verb (would like, surprised) is repeated with a clarification. Ask a volunteer, *Would you like to go to a museum this weekend?* If necessary, write the sentence on the board. Invite the volunteer to clarify what he or she would actually like. (Possible answer: Actually, what I'd really like is to go to a concert this weekend.)
- Read the rule under **Cleft sentences with *It***. Call on two volunteers to read the first example conversation. Then have Ss read the rest of the conversations with a partner, focusing on who, what, when, where, and why. Point out that even though the third exchange clarifies *when* something happened, you use *that*.

A Clarify what B said . . .

Suggested time: 5 minutes | Your time:

- Give Ss a minute to preview the items. Ask them to identify the tense of each underlined verb phrase. (1. simple present, 2. simple past, 3. simple past, 4. simple past, 5. modal + continuous) Remind Ss to maintain the same tense when creating the cleft.
- Do item 1 as a class. Read Speaker A's question. Elicit the cleft and write it on the board:
  what I'm excited about is . . .
- Have Ss work in pairs to complete B's responses.
- Go over the answers as a class. Call on pairs to role-play the conversations.

B Write cleft sentences . . .

Suggested time: 5 minutes | Your time:

- Give Ss a minute to preview the items. Ask them to determine if the sentence clarifies who, what, when, where, or why. (1. what; 2. who; 3. when; 4. why; 5. where) Tell Ss to also identify the tense of each verb phrase. (1. simple present; 2. simple past; 3. future with *will* / future with *be going to* / simple present; 4. simple present / simple past; 5. simple present)
- Have Ss work in pairs to complete B's responses.
- Go over the answers as a class. Call on pairs to role-play the conversations.

GRAMMAR FOR WRITING: more conjunctions and transitions

Suggested time: 15 minutes | Your time:

- Have Ss close their books. Ask, *What are some reasons we use conjunctions and transitions?* Elicit ideas from the class.
- Ask Ss to open their books. Draw their attention to the **Remember** notes. Read the uses and punctuation of coordinating conjunctions, subordinating conjunctions, and transitions. Have Ss scan the chart vertically to see examples of each conjunction and transition.
- Then give Ss time to individually review the information and examples in the first column of the chart about the purposes of conjunctions and transitions. Tell them to pay attention to the punctuation used in different examples.
- In pairs, have Ss read through the chart horizontally and create example sentences with the conjunctions and transitions that are not already used in the examples in the chart.
- To check understanding, elicit example sentences from the class.
- Note that several of the transition words are also taught in the Writing Handbook on pages 147, 149, 151, and 153.

C On a separate sheet of paper . . .

Suggested time: 10 minutes | Your time:

- Give Ss a minute to preview the items. Ask them to scan the connecting words and identify which are subordinating conjunctions (all "a" choices) and which are transitions (all "b" choices).
- To review, ask, *What punctuation is used with subordinating conjunctions?* (When a subordinating conjunction introduces a dependent clause that starts a sentence, the clause is followed by a comma.) *What punctuation is used with transitions?* (A transition word or phrase is followed by a comma. It can be preceded by a semicolon.)
- Do item 1 as a class, if appropriate. Elicit the sentence both ways. Write the answers on the board.
- Have Ss rewrite the sentences individually. Then have them compare their answers in pairs.

Possible answers for Exercise C

1. a. *While John is a bit of a perfectionist, his sisters are pretty easygoing.*
   b. *John is a bit of a perfectionist; in contrast, his sisters are pretty easygoing.*
2. a. *Although Nicole has always struggled with being disorganized, she's made a lot of progress recently.*
   b. *Nicole has always struggled with being disorganized; despite that, she's made a lot of progress recently.*
3. a. *My boss tends to be very negative in addition to getting angry too quickly.*
   b. *My boss tends to be very negative; furthermore, she gets angry too quickly.*
4. a. *Unless I stop procrastinating, I won't ever finish the class assignment on time.*
   b. *I need to stop procrastinating; otherwise, I won't ever finish the class assignment on time.*
5. a. *Now that Carl has been trying not to be so controlling at work, he gets along better with his colleagues.*
   b. *Carl has been trying not to be so controlling at work; as a result, he gets along better with his colleagues.*

UNIT 5

Indirect speech: review and expansion

Suggested time: 10 minutes | Your time:

- Read the rule under **Imperatives in indirect speech**. Then ask Ss to take turns reading each example in pairs, first in direct speech and then in indirect speech.
- Elicit additional affirmative and negative examples of the imperative in direct speech. Write these on the board. Then call on volunteers to put these into indirect speech. Listen for correct changes to the infinitive as well as *not* + infinitive for negative statements.
- Read the rule under **Changes to pronouns and possessives**. In the same pairs, have Ss take turns reading the pairs of example sentences, focusing on the pronouns.
- Read the information in the **Remember** note. Then ask Ss to note the word order and punctuation of the last example in the grammar box.
- Write this chart on the board:

Direct speech	*Indirect speech*
1. Nancy said, "I'm never too busy to complain to you about how busy I am."	
2.	*He said he hoped I understood and that he didn't want to repeat the assignment.*

- Have Ss change the first sentence from direct to indirect speech, and the second from indirect to direct speech. (1. Nancy said she's never too busy to complain to me about how busy she is. 2. He said, "I hope you understand. I don't want to repeat the assignment.") Remind Ss the backshift is not necessary in the first sentence because the speaker is expressing something that is still true.

A Write each sentence . . .

Suggested time: 5 minutes | Your time:

- Have Ss look at the items. Ask, *What type of statements are the sentences in quotation?* (imperative) *How do these change in indirect speech?* (They change to the infinitive.)
- Have Ss complete the exercise individually and compare their answers in pairs. Remind them to be careful of pronouns and possessives.
- To go over the answers, read the direct speech and call on Ss to read the sentence in indirect speech. Point out the optional placement of the adverb *never* in the two possible answers for item 6. (to never touch / never to touch)

B On a separate sheet of paper . . .

Suggested time: 10 minutes | Your time:

- Have pairs of volunteers read the conversations aloud for the class. Then ask, *What changes will you need to make when you write these conversations in indirect speech?* (changes in verb forms, pronouns, and possessives)
- Do item 1 as a class. Elicit the indirect speech of Maria's and Jack's statements. (Maria said Jack's cartoon was great and that his drawing was so funny. Jack answered that Maria's was hilarious, too, and that it (had) really cracked him up.) Point out there are other possible reported verbs that can be used for each speaker. (For example: Maria stated; Jack responded)
- Have Ss complete the exercise individually and compare their answers in pairs.
- To go over answers, call on Ss to read the conversation in indirect speech. Correct as necessary.

EXTENSION (+15 minutes) In pairs, have Ss write their own short conversations using those in Exercise B as models. Have pairs form groups of four and take turns reading their conversation. Have the pair that is listening restate what the other pair said to each other.

Possible answers for Exercise B

1. *Maria said Jack's cartoon was great and that his drawing was so funny. Jack answered that Maria's was hilarious, too, and that it really cracked him up.*
2. *Katherine said that she was not sure if that tablet was Allison's. Allison replied that it was definitely hers and thanked Katherine.*
3. *Richard said that his paper on the health benefits of humor had just been published in a medical journal. I told him that I was happy for him and would appreciate it if he could send me a link.*
4. *Kim told Ben that she had bought a new car the previous week. Ben said that he knew because he had seen it in the parking garage. He said it looked much nicer than her old one.*
5. *Sam said that he had found some great old joke magazines at the bookstore downtown and that they were a hoot. Piri said (that) that was great. He asked Sam if Sam would let him borrow the magazines when Sam had finished them.*

Say, tell, and ask

Suggested time: 7 minutes | Your time:

- Read the first rule. Have volunteers read the example sentences. Focus on the two example sentences with *said*. Stress that when a listener is mentioned, *to* must be used.
- Write on the board: *Lina said to us that she is very grateful. / Lina said that she was very grateful.* Ask, *What is the difference between these sentences?* (in the first sentence, the listener is mentioned—*us*; in the second sentence, the listener is not mentioned)
- Read the second rule and examples. Emphasize that mentioning the listener is optional with *ask*.
- Tell Ss to look at the **Be careful!** note. Elicit the possible corrections to the sentences. (He said to / told the manager . . .; He said . . .; He said to / told the manager . . .; He asked the manager . . .)

C Complete the sentences with . . .

Suggested time: 5 minutes | Your time:

- Tell Ss to scan the items for the statements that mention a listener. Remind Ss that *said* requires *to* when a listener is mentioned; *told* is followed by just the listener. Review that *ask* is followed by *if, whether*, a question word, or an infinitive.
- Have Ss complete the exercise individually.
- To go over answers, call on Ss to read the completed sentences aloud.

GRAMMAR FOR WRITING: other reporting verbs

Suggested time: 7 minutes | Your time:

- Read the rule. In pairs, have Ss review the reporting verbs and take turns reading the example sentences.
- Direct Ss' attention to the **More reporting verbs** note. Suggest that Ss test out other words from the list in place of the highlighted verbs in the rule. (For example: Charles Wilder, . . ., **remarks** that things are definitely getting better.)

D Write each sentence with . . .

Suggested time: 5 minutes | Your time:

- Encourage Ss to look up different reporting verbs. Then have them work in pairs to rewrite the sentences.
- Bring the class together and have Ss share verbs they used to replace those in the exercise.

CHALLENGE (+10 minutes) Have Ss work in pairs to change the statements to direct speech. Remind them to pay attention to shifts in verb tenses and changes to pronouns and possessives. (Possible answers:

1. "The president of Chile will be visiting Thailand next month." says the *Bangkok Post*.
2. "Major improvements have been made in schools across the country," the minister of education said yesterday.
3. "More could be done to alleviate world hunger," says the secretary general of the United Nations.
4. "More research will have to be conducted," said the scientists who conducted the study.
5. "We won't do it again," said the children who wrote on the walls.
6. "We will increase our coverage of the news in the Middle East," the BBC said.)

UNIT 6

Real and unreal conditionals: summary and expansion

Suggested time: 10 minutes | Your time:

- Have Ss scan the *Type* column of the chart to review the different kinds of conditionals.
- Focus on the **Factual conditional**. Tell Ss to read the rule about factual conditions that express a general or scientific fact. Elicit additional examples. (For example: Classes are canceled if it snows heavily. If a pot is made of aluminum, a magnet doesn't stick to its surface.) Check that Ss use the simple present in both the *if* clause and the result clause. Then have Ss restate these sentences, replacing *if* with *when* or *whenever.* (. . . when / whenever it snows heavily. When / Whenever a pot is made . . .)
- Read the rule for the second use of the factual conditional. Write on the board:
  If you will help me study, I will pass the exam.
  Ask *Is this sentence correct?* (no) Have Ss correct the mistake. (If you help me study . . .) Point out that you cannot use a future form in the *if* clause.
- Next, write on the board:
  If I knew the answer, I would help you.
  If I had known the answer, I would have helped you.
  Ask, *Are these sentences examples of the factual or the unreal conditional?* (unreal) *Which sentence contains the present unreal conditional?* (the first one) Keep the sentences on the board for the discussion of the past unreal conditional.
- Tell Ss to read the rule and example sentences for the **Present unreal conditional**. Refer Ss to the first example sentence and ask, *Do I have the time to explain the problem to you?* (no) *Under what condition would I explain the problem to you?* (if I had the time)
- Refer Ss to the two sentences on the board. Ask, *Which sentence contains the past unreal conditional?* (the second one)
- Tell Ss to read the rule and example sentences for the **Past unreal conditional**. Refer Ss to the first example sentence and ask, *Did they know about the storm?* (no) *Under what condition would they have taken a different flight?* (if they had known about the storm)
- Finally, have Ss read the rules and examples for the **Mixed time frames**. Ask Ss to create statements using the mixed conditional in relation to the present or to the past. (For example: If I had understood the directions, I might not be lost now. If I knew how to repair my car, I wouldn't have called the service station.)
- Draw Ss' attention to **Extension: other uses**. Read the first rule and the examples. Write on the board:
  If Natalie calls, tell her the good news.
  Have volunteers restate the *if* clause in three different ways. (If Natalie should call; If Natalie happens to call; If Natalie should happen to call)
- Read the second rule and example sentences. Make sure Ss understand that *inferences* are deductions. Discuss the context of each situation. (For example: Julie probably went to the party, so she saw what happened. Since you don't know the answer, I can tell you didn't do the homework. The results didn't come out yesterday, so they'll come out today. Since you haven't finished packing, you're going to miss your flight.)

OPTION (+10 minutes) Write these *if* clauses on the board:
1. If Phil leaves at 11:00, . . .
2. If I were you, . . .
3. If you put sugar in water, . . .
4. If they had called us, . . .
Have Ss write a result clause for each sentence. Then have them identify the type of conditional. (For example: 1. *he will come to class on time*—factual; 2. *I wouldn't buy that coat*—present unreal; 3. *the sugar dissolves*—factual; 4. *we would have picked them up*—past unreal)

A Circle the correct word . . .

Suggested time: 5 minutes | Your time:

- Have Ss scan the result clauses and think about the possible verb forms for the *if* clauses. Then have Ss complete the exercise individually. Refer them to the grammar chart if they have difficulty.
- Have Ss compare answers with a partner.
- Go over the answers as a class. For each item, have Ss identify the type of conditional sentence. (1. factual; 2. factual—scientific fact; 3. factual—the condition is less likely; 4. factual—the condition is less likely; 5. past unreal—to express relief; 6. past unreal; 7. mixed—expressing inference; 8. present unreal; 9. mixed; 10. factual—the condition is less likely)

CHALLENGE (+15 minutes) For more practice, have pairs make up different result clauses for the *if* clauses in the exercise, and different *if* clauses for the result clauses. Have Ss share their sentences with the class.

Article usage: summary

Suggested time: 10 minutes | Your time:

- Before Ss open their books, ask:
  What is the definite article? (the)
  What are the indefinite articles? (a, an)
- In the chart, focus on the use of articles in general statements. Read the rule and example sentence under the column heading **Indefinite article**. Then read the rules and the example sentences under the column heading **Definite article**. Point out that, unlike the indefinite article, the definite article can be used with both count and non-count nouns. Finally, read the rules and example sentences under the column heading **No article**.
- Have Ss look at the **First mention** row in the chart. Then ask, *Would you use the indefinite article, the definite article, or no article for the first mention of a noun?* (the indefinite article or no article)
- Draw this chart on the board, without the sentences:

SINGULAR COUNT NOUNS	*PLURAL COUNT NOUNS*	*NON-COUNT NOUNS*
I found a lottery ticket.	*I have lottery tickets.*	*I bought shampoo.*
The lottery ticket was in my wallet.	*The lottery tickets were in my wallet.*	*The shampoo is in the closet.*

- Have a volunteer read aloud the rules and the three example sentences. Write the example sentences in the first row on the board.
- Have Ss look at the last row of the chart in their book. Then ask, *Would you use the indefinite article, the definite article, or no article for the second mention of a noun?* (the definite article) Ask a volunteer to read the rules and example sentences aloud. Write the example sentences in the second row on the board.
- Pointing to the chart on the board, review that singular count nouns use *a* for the first mention and *the* for the second mention. Plural count nouns use no article for the first mention and *the* for the second mention. Non-count nouns use no article for the first mention and *the* for the second mention.

CHALLENGE (+15 minutes) Bring magazine or newspaper articles to the class or refer Ss to different articles in previous units in the Student Book. Have pairs choose one article to focus on. Tell Ss to find examples of the article usage outlined in the chart. Have them highlight the examples and then share them with the class.

A Rewrite the paragraph, . . .

Suggested time: 5 minutes | Your time:

- Tell Ss to read the paragraph through once before making the corrections. Then have them complete the exercise individually.
- Ask Ss to compare answers with a partner.
- Bring the class together and have Ss explain the reasons for the corrections. (*Homes*: no article, general statement, plural count noun; *a small house*: article *a*, first mention, singular count noun; *The house*: article *The*, second mention, singular count noun; *a large kitchen, a living room*: article *a*, first mention, singular count nouns; *the living room*: article *the*, second mention, singular count noun; *The bedrooms*: article *The*, second mention, plural count noun; *help*: no article, general statement, non-count noun; *a party*: article *a*, first mention, singular count noun; *the house*: article *the*, second mention, singular count noun; *furniture*: no article, general statement, non-count noun)

Definite article: additional uses

Suggested time: 10 minutes | Your time:

- Have pairs read through the chart of additional uses of the definite article and the example sentences. Monitor and answer questions as needed.
- Bring the class together. Elicit examples: *What are some other examples of a noun that represents a unique thing?* (For example: the equator; the universe; the sky; the president) *What are some other examples of a superlative adjective that makes a noun unique?* (For example: the funniest joke; the oldest person; the most advanced computer) *What are some other examples of a context that makes a noun specific?* (For example: the ideas in this essay; the food on this table) *What are some other examples in which an adjective clause makes a noun specific?* (For example: the report that's on the desk; the woman who came to the door)
- Have Ss suggest example sentences for the adjectives in the chart that represent a certain group of people. Remind them to use the definite article. (For example: The poor in this city are eligible for food stamps.)

B Complete the paragraphs . . .

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually and then compare answers with a partner.
- Bring the class together and go over the uses of the definite article. (1. *the first men:* adjective makes the noun unique; 2. *the world:* unique thing; 4. *the gas:* adjective clause makes the noun specific; 5. *the hot air:* adjective clause makes the noun specific; 6. *the wealthy:* adjective represents a certain group of people; 8. *the sport:* context makes the noun specific; 9. *the views:* adjective clause makes the noun specific)

Non-count nouns with both a countable and uncountable sense

Suggested time: 10 minutes | Your time:

- Read the rule. Then have two volunteers take turns reading the pairs of example sentences.
- Elicit other non-count nouns that have both a countable and an uncountable sense, such as *noise, room,* and *work.* Ask partners to create sentences for each sense. (For example: 1. A noise from the kitchen interrupted my studying. Too much noise can lead to hearing damage. 2. It's relaxing to sit in a room with a view of the ocean. There's no more room in this closet. 3. The museum has many works of art. Work takes up most of my day.)
- Bring the class together. Have Ss share their sentences.

OPTION (+5 minutes) Write on the board:
1. Victory is not always sweet, as they say.
2. I remember a time when I had fewer worries.
3. It can be very difficult to overcome fear.
4. A college education was once more affordable.
5. Some athletes place a lot of emphasis on superstition.
Have Ss indicate whether the underlined non-count noun has a countable or an uncountable sense. Ask volunteers to explain why an article should or can't be used for each non-count noun.
(Answers: 1. uncountable, an article can't be used—the sentence talks about victory in general; 2. countable, an article should be used—the sentence refers to a single moment in time; 3. uncountable, an article can't be used—the sentence talks about fear in general, 4. countable, an article can be used—the current countable meaning emphasizes a specific kind of education. However, the sentence makes sense without the article as well; 5. uncountable, an article can't be used—the sentence talks about superstition in general, not a specific type of superstition.)

C Write a before a noun . . .

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually and then compare answers with a partner.
- Bring the class together and go over any questions.

CHALLENGE (+15 minutes) Have pairs write one sentence for each non-count noun in the grammar chart on a blank sheet of paper. Have them use either a countable or an uncountable sense and leave a space before the noun. Then have pairs swap papers and add articles where needed. Monitor and assist as necessary.

GRAMMAR FOR WRITING: passive reporting verbs with an infinitive phrase

Suggested time: 10 minutes | Your time:

- Read the first rule and example sentence. Ask, *What is the passive reporting verb?* (are believed) *What is the infinitive phrase?* (to be good) Elicit the sentence in the active voice. (People believe that many insects are good for the garden.)
- Read the second rule. Then have different volunteers read the example sentences. Elicit the verb form exemplified in each. (simple, continuous, perfect, perfect continuous)

D Change each of the following sentences . . .

Suggested time: 5 minutes | Your time:

- Model item 1. Ask, *Who or what is the receiver of the action?* (flying) *What is the reporting verb?* (believe) *What is it in the passive voice?* (isn't believed) Then elicit the full sentence and write it on the board: *Flying isn't believed to be as safe as driving.*
- Have Ss change the remaining exercise items to the passive. Monitor and assist as needed. Go over the answers as class.

UNIT 8

GRAMMAR FOR WRITING: emphatic stress

Suggested time: 10 minutes | Your time:

- Review that *emphatic stress* refers to drawing attention to a particular word in a sentence. This unit focuses on the emphatic stress of a verb or action. To review the structure from the unit, write on the board: *I do hope you can come.*
- Then read the rule for another way to show emphatic stress in writing. Read the example sentences and ask Ss to repeat after you. Put appropriate emphasis on the underlined words. Have Ss notice which part of the verb phrases is underlined in each sentence.
- Write the following sentences on the board. Then ask volunteers to come to the board, underline an auxiliary to show emphatic stress, and read the statement to the class.
  I would like a new phone, but I can't afford it. (underline *would*)
  They hadn't told us they were coming for a visit. (underline *hadn't*)
  I am going to the concert. Jack got me a ticket. (underline *am*)
- Bring Ss' attention to the **Be careful!** box. Review that *had better* is used to demonstrate urgency. Elicit additional examples with *had better* and write these on the board. Have Ss read the examples putting appropriate stress on *better*.

A Use the prompts . . .

Suggested time: 5 minutes | Your time:

- Tell Ss to first preview the items in parentheses and decide which ones can have the *do* auxiliary. (1, 2, 4) Then have Ss complete the exercise.
- Go over the answers as a class. Ask Ss to write the sentences with auxiliaries on the board. Point out that for item 4, either adding *do* or underlining *have* is correct.

Infinitives and gerunds in place of the subjunctive

Suggested time: 10 minutes | Your time:

- Have Ss read the first rule and example sentences. Ask: *Which sentence includes the subjunctive form?* (the second one) *What is the expression of urgency, obligation, or advisability?* (It's essential) *What is the verb?* (find) *What is the infinitive phrase in the first sentence?* (to find)
- Write these sentences on the board:
  1. *It's crucial that Sarah not forget the concert tickets.*
  2. *It's necessary that we arrive at the airport two hours before our flight.*
  3. *It's desirable that you bring a gift to the party.*

  Have Ss rewrite the sentences using an infinitive phrase instead of the subjunctive. (1. It is crucial for Sarah not to forget . . .; 2. It is necessary for us to arrive . . .; 3. It is desirable for you to bring . . .)
- Have Ss read the second rule and example sentence. Return to sentences 1, 2, and 3 on the board and have Ss use an infinitive phrase without *for*, referring to people in general. This will require eliminating the specific people mentioned in the sentences: *Sarah, we, you.* (1. It's crucial not to forget the concert tickets; 2. It's necessary to arrive at the airport two hours before our flight; 3. It's desirable to bring a gift to the party.)
- Read aloud the final rule and have Ss read the example sentences. Then write on the board:
  1. *The directors proposed that the city build a new stadium.*
  2. *The professor suggests that students not postpone studying for the exam.*
  3. *He recommends that you meditate at least four hours a week.*

  Have Ss rewrite the sentences using a gerund phrase instead of the subjunctive. (1. The directors proposed building . . .; 2. The professor suggests not postponing . . .; 3. He recommends meditating . . .)

B Rewrite each sentence . . .

Suggested time: 5 minutes | Your time:

- Have Ss scan the verbs and adjectives of urgency, obligation, and advisability and determine which ones will be followed by an infinitive and which will be followed by a gerund. (1. object before an infinitive, 2. gerund, 3. gerund, 4. object before an infinitive, 5. gerund, 6. object before an infinitive) If necessary, refer Ss to page 113 in the Reference Charts to review which verbs can be followed by a gerund or an infinitive.
- Then have Ss rewrite the sentences. Remind them to change the pronouns as appropriate. (4. for us; 6. for her)
- Go over the answers as a class. Point out that items 1 and 4 can be rewritten both with and without a pronoun (if *you* and *we* are understood as "people in general"). Remind Ss that infinitive or gerund phrases used without a pronoun refer to people in general.

UNIT 9

GRAMMAR FOR WRITING: when to use the passive voice

Suggested time: 10 minutes | Your time:

- Read the introduction in the grammar chart. Then divide the class into five groups. Assign each group one of the first five situations. Have the groups read the situations in which the passive voice is preferred and the example(s).
- Invite groups to present their situation and the example(s) to the rest of the class.
- Finally, read the last situation and examples to the class. Write two more example sentences on the board:
  1. *Harriet King, who has also published four books on nutrition, wrote the article "Eating Less."*
  2. *The dealership, which has been getting numerous complaints about faulty seatbelts, recalled the new SUV model.*
- Ask Ss to change the sentences to the passive voice to avoid clumsy sentence constructions. (1. The article "Eating Less" was written by Harriet King, who has also published four books on nutrition. 2. The new SUV model was recalled by the dealership, which has been getting numerous complaints about faulty seatbelts.)

OPTION (+15 minutes) As homework, ask Ss to look for examples of the passive voice in articles. Tell Ss to bring to class three examples and to note the situation in which the passive voice is used. (For example: The museum tour has been canceled and rescheduled for next week. Situation 3)

A Write each sentence . . .

Suggested time: 5 minutes | Your time:

- Have Ss underline the agent(s) in each each item. (1. Construction workers; 2. People; 3. engineers, workers, engineers, engineers, factory; 4. We; 5. The reporter) Remind Ss that the agent is often unknown or unimportant. In these cases, it is not necessary to include the agent in the sentence in the passive voice.
- Have Ss rewrite the sentences individually. Then bring the class together and call on volunteers for answers. Ask, *In which sentence is an agent necessary? Why?* (Sentence 5 is the only one in which the agent is necessary, because it has a long modifier: *whose investigation uncovered many shocking details.*)

OPTION (+10 minutes) Ask Ss to match each sentence in the exercise to the appropriate situation in the grammar box on page 131. (1. situation 1; 2. situation 5; 3. situation 2; 4. situation 3; 5. situation 6) Go over the answers as a class and review as necessary.

UNIT 10

Phrasal verbs: expansion

Suggested time: 10 minutes | Your time:

- Review that a transitive verb is a verb that needs a direct object to complete its meaning. Then read the rule under **The passive form of phrasal** verbs. Have Ss read the **Remember** note and study the pairs of example sentences.
- Write these phrasal verbs on the board: *throw away, hand out, talk into, do over, cater to, count on.* Ask, *Which phrasal verbs are always separated in the active voice?* (talk into, do over) *Which phrasal verbs are separable, but don't have to be?* (throw away, hand out) *Which phrasal verbs are inseparable?* (cater to, count on) If necessary, refer Ss to the lists of transitive phrasal verbs on pages 114–115 in the Reference Charts.
- Have pairs use the phrasal verbs on the board in sentences in the passive voice. (For example: The leftovers had to be thrown away because we forgot to put them in the fridge. Samples were handed out at the beginning of the presentation. I was talked into buying the product even though I didn't want it. The report had to be done over because the client was unhappy with it. The guests were catered to with great speed and care. I promised my employer that I could be counted on to complete the project on time.) Then bring the class together and have Ss share their sentences.
- To review transitive and intransitive meanings, point out that while a transitive verb needs a direct object to complete its meaning, an intransitive verb does not need a direct object. Then read the rule under **Transitive and intransitive meanings**. Have two volunteers read the pairs of example sentences aloud.
- On the board, write the phrasal verb *turn in*, and elicit sentences that show its transitive and intransitive meanings. (For example: I turned in the application yesterday. Transitive meaning: submit. We're really tired, so we're going to turn in early. Intransitive meaning: go to bed.) If necessary, refer Ss to the lists of transitive and intransitive phrasal verbs on pages 114–115 in the Reference Charts.
- Finally, read the rule under **Three-word phrasal verbs** and have Ss study the example sentences. Have Ss name the object of the preposition in each example. (1. members, 2. people, 3. this behavior, 4. my work)

OPTION (+15 minutes) Have pairs look at the list of three-word phrasal verbs on page 116 in the Reference Charts and write two sentences using different phrasal verbs from the list. Then have them share the sentences with the class. (For example: Every evening, I sit down with the newspaper and try to catch up on the news. Email has made it easier to keep up with friends.)

CHALLENGE (+15 minutes) Write these phrasal verbs on the board: *1. give up, 2. work out, 3. make up*. Have partners write pairs of sentences to illustrate the transitive and intransitive meaning. (For example: 1. Tanya gave up eating chocolate as part of her diet. Transitive meaning: quit doing something. I give up! Intransitive meaning: quit. 2. I can't work out this problem. Transitive meaning: solve a problem. Peter works out every day. Intransitive meaning: exercise. 3. Even though they fight a lot, they make up quickly. Intransitive meaning: reestablish a friendly relationship. I made up an excuse about being stuck in traffic. Transitive meaning: create a fictional story.) Have Ss share their sentences with the class.

A Rewrite each sentence . . .

Suggested time: 5 minutes | Your time:

- Have Ss underline the phrasal verb in each sentence. (1. call off, 2. talked into, 3. covered up, 4. dropped off, 5. filled out, 6. paid off, 7. threw away, 8. handed out)
- Before Ss complete the exercise, remind them that transitive phrasal verbs are always inseparable in the passive voice.
- Go over the answers as a class.

OPTION (+10 minutes) Have Ss look at the phrasal verbs they underlined in the exercise. Ask, *Which phrasal verb is always separable?* (2. talk someone into) Call on volunteers to restate all the sentences except item 2 with the phrasal verbs *not* separated. (1. We have to call off the meeting. 3. They covered up the mistake. 4. He dropped off the children in front of the school. 5. One of the applicants filled out the form incorrectly. 6. I paid off the balance last month. 7. Someone threw away the document. 8. The speaker handed out pamphlets at the end of the presentation.)

B Underline the phrasal verb . . .

Suggested time: 5 minutes | Your time:

- After Ss do the exercise, bring the class together and elicit the direct object for each phrasal verb with a transitive meaning. (1. the photo, 4. smoking, 6. their parents, 8. a plan)
- Go over any questions.