HIGH-INTERMEDIATE ACADEMIC GRAMMAR FOR ESL STUDENTS



Rebecca Al Haider
Reedley College

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High-Intermediate Academic Grammar for ESL Students

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CHAPTER OVERVIEW

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1.1: Discussion

Answer the following questions based on your experience and opinion. Read five classmates' posts and respond to two classmates pointing out any similarities or differences, asking clarifying questions, or giving your opinion on a point they make.

1. Do you remember your dreams?
2. What languages are your dreams in?
3. Do you have recurring dreams? In other words, do you frequently dream about the same topic?
4. Do you think dreams have meanings? Why or why not?
5. Why do you think people dream?

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1.2: Listening-Why Do We Dream?

1.1.2.1. Exercise 1-Listening Comprehension

Watch the video Why Do We Dream? and build a basic understanding to prepare you for this chapter's reading. Answer the questions to check your comprehension.

1. Humans have discovered the definitive reason that we have dreams.
    a. True
    b. False
2. Known as The Father of Psychoanalysis, this doctor's theory of dreaming holds that the images in our dreams have symbolic meanings which relate to our subconscious wishes.
    a. Carl Jung
    b. Wilhelm Reich
    c. Sigmund Freud
    d. Hermann Rorschach
    e. Alfred Adler
3. The "Continuation Activation Theory" of dreams holds that you dream in order to:
    a. Keep your brain active when sensory input is low
    b. Figure out difficult problems from the day before
    c. All of the above
    d. Remember important things in the morning
    e. None of the above
4. Keeping your fight or flight instincts sharp is one of the reasons we dream, according to which theory?
    a. Continual Activation Theory
    b. Primitive Instinct Rehearsal Theory
    c. Reverse Learning Theory
    d. None of the above
    e. The Committee of Sleep Theory
5. According to the results of one research study, a person will be able to get through a 3D virtual maze the fastest on their second attempt at it if they:
    a. Take a nap but don't dream anything between their first and second attempts at getting through the 3D maze
    b. Think very hard about the 3D maze between their first and second attempts at getting through it
    c. Think of something entirely different between their first and second attempts at getting through the 3D maze
    d. Take a nap and dream about the 3D maze between the first and second attempt at getting through it
    e. Try harder the second time around

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1.3: Reading-The Story Behind Dreams

1.1.3.1. Exercise 2-Reading Comprehension

Read the passage below and answer the questions that follow.

[1]You walk into school and realize you forgot your math homework. Then, the teacher starts the lesson. Some of it makes sense, but some parts leave you scratching your head. You turn to the student next to you for help and realize it's your best friend who moved away in second grade. Then, you wake up. You were dreaming.

[2]Dreams can be exciting or terrifying. Often, they are complicated and confusing. And for much of human history, we've tried to make sense of them. The ancient Egyptians believed that dreams were messages from the gods. The ancient Greeks and Romans believed that dreams showed prophecies, or visions of the future. Later, in the 1800s, early psychologists believed that dreams centered on thoughts that people wanted to avoid, windows into what they called the "unconscious mind."

1.1.3.1.1. Why We Dream

[3]Today, scientists still aren't exactly sure why we have dreams, but a number of theories have emerged. One idea is that we dream to "practice" responding to problems. This is called "threat simulation theory" and might explain why our dreams so often involve stressful events such as forgetting your homework. Scientists believe that your brain might be preparing for how it would respond if you really do forget your homework. These scientists point out that humans aren't the only animals who dream; if you've ever seen a dog moving its legs while it's sleeping, it's probably dreaming about running.

[4]Another theory says that dreams play an important role in keeping people asleep. Scientists have long known that sleep produces a number of benefits for people's moods and long-term health. Dreams might allow people to get the sleep they need, theorizes South African scientist Mark Solms. He compares dreams to Saturday morning cartoons; your dreams keep your mind entertained so that the brain can do important work in the background — just like how cartoons keep small children entertained so that their parents are free to complete work around the house.



Image 2 *Photo by Torsten Dettlaff from Pexels*

[5]More recent advancements suggest that dreams could serve as a way for the brain to organize our thoughts and memories. Scientists in Germany proved this when they studied the electrical signals in the brains of sleeping mice. As the mice slept, the scientists found bursts of electricity in two sections of the brain: the neocortex, which controls thoughts, and the hippocampus, which controls memory. The scientists theorized their brains were sorting out which thoughts to store as memories and which to delete. If you've ever noticed that you forget most of your dreams, this could be why; most of your thoughts and experiences aren't kept as memories. "We dream to forget," said the scientist Francis Crick.

[6]However, some scientists still think that we dream for no reason at all. The “activation synthesis theory” says our dreams are random firings from memories, thoughts, and images within the brain. Supporters of this theory say that dreams don’t provide advantages and don’t have hidden meanings; they’re just something that happens while we sleep. The “activation synthesis theory” states that the stories within our dreams largely come together within our brains after we wake up. The theory states the stories are formed only as we try to make sense our dreams’ confusing twists and turns in the conscious state.

1.1.3.1.2. Benefits

[7]Regardless of why we dream, scientists agree that dreams can have many benefits. One group of scientists proved that dreams could help people solve complex problems. These scientists provided a group of people with a difficult-to-solve maze. Afterwards, they allowed the group members to take a break, with half of the participants being shown a video and the other half being told to nap. Ninety minutes later, everyone returned to the maze. In general, the nappers and the video-watchers performed about the same when they returned to the maze. But the nappers who reported dreaming about the maze were ten times better at completing it than anyone else.

[8]Dreams have also long been considered sources for inspiration. Paul McCartney, a former lead singer of the band The Beatles, said the idea for the famous song “Yesterday” came to him in a dream. He said he woke up thinking of the tune, and then immediately rushed to the piano to figure out the notes and write them down.

[9]Similarly, in the late 1600s, the philosopher and scientist René Descartes spent all day in a heated room, searching for the best way to come up with new knowledge. Without a solution at the end of the day, he put down his work and went to sleep. When he woke up, he recalled from his dreams the scientific method — the same process for experiments still taught in schools today.

1.1.3.1.3. Conclusions

[10]While scientists have many theories about why we dream, what we know for sure about them is still as hazy as dreams often are themselves. We know for sure that they are images collected from our brains’ memory files. We know that for some people they can provide inspiration. Outside of that, a lot of what scientists think about dreams is just theorizing. Keep that in mind the next time you think you forgot your math homework at home.

1. PART A: Which statement best expresses the central idea of the text?
    a. People have different dreams for different reasons, making it difficult for scientists to answer the question “why do humans dream?”
    b. Most of the theories that scientists have about dreams show their benefits; however, there are no concrete conclusions for why humans dream.
    c. Scientists struggle to understand why people dream as there is currently no way to see what goes on in the brain when someone sleeps.
    d. Since humans are the only creatures that dream, scientists believe that dreaming is an important part of humans’ advanced intelligence.
2. PART B: Which detail from the text best supports the answer to Part A?
    a. “You turn to the student next to you for help and realize it’s your best friend who moved away in second grade. Then, you wake up. You were dreaming.” (Paragraph 1)
    b. “Dreams can be exciting or terrifying. Often, they are complicated and confusing. And for much of human history, we’ve tried to make sense of them.” (Paragraph 2)
    c. “The theory states the stories are formed only as we try to make sense our dreams’ confusing twists and turns in the conscious state.” (Paragraph 6)
    d. “Regardless of why we dream, scientists agree that dreams can have many benefits. One group of scientists proved that dreams could help people solve complex problems.” (Paragraph 7)
3. What is the author’s main purpose in the text?
    a. to explore the different theories that attempt to explain why humans dream
    b. to prove the benefits of searching for meaning in your dreams
    c. to criticize scientists for how little they know about why humans dream
    d. to support the idea that dreams prepare humans for problems in the real world

4. How does the author's discussion of Paul McCartney and René Descartes contribute to the development of ideas in the text (Paragraphs 8-9)?
    a. It shows how new and influential ideas can come from dreams.
    b. It proves that intelligent people tend to have more complex dreams.
    c. It demonstrates the importance of trying to understand our dreams.
    d. It supports the theory that your brain is organizing information as you sleep.

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1.4: Grammar Presentation-Simple Present, Simple Past, and Present Perfect Tenses

1.1.4.1. Simple Present

The simple present is used for the following situations:

1. General facts

   The Earth rotates on its axis.

2. Routines/habits

   She practices gratitude every day.

3. Feelings

   He enjoys hiking.

4. Possessions

   Yun-Ji has a car.

For more information on this topic, watch this video: Verb Tenses: Simple Present



1.1.4.1.1. Exercise 3-All About You

Tell me all about you! Answer the questions about yourself. Use the simple present tense.

1. Where are you from, and where do you live now?
2. What languages do you speak?
3. What are your hobbies?
4. How do you feel about taking this class?
5. What do you like about Reedley College?
6. What are your goals?
7. What do you do every day?
8. Tell me about the people who are close to you (relationships).
9. Do you have a pet?
10. What else should I know about you?

1.1.4.1.2. Subject-Verb Agreement

When writing sentences in the simple present, keep in mind that third-person singular subjects (he, she, it) have verbs that are modified differently than verbs of other subjects. Look at the examples below.

1. Mika plays video games.

2. You play video games.

The first example has a third-person singular subject (Mika-she), so the verb is modified by adding -s. The second example has a second-person singular subject (you), so the verb is not modified. Verbs for third-person singular subject can be modified in three ways.

1. add -s (play-plays)
2. add -es/-ies (miss-misses/study-studies)
3. irregular (have-has, do-does)

1.1.4.1.2.1. Exercise 4-Subject-Verb Agreement

Select the appropriate verb form to complete the sentence.

1. Shpresa _____ letters to her boyfriend during class.
    a. write
    b. writes
2. We _____ to register for classes before the deadline.
    a. have
    b. has
3. Merita and Besart _____ to give their presentation first.
    a. want
    b. wants
4. You _____ very well. The food is delicious!
    a. cook
    b. cooks
5. Issra _____ her homework immediately after class.
    a. do
    b. does
6. I _____ by practicing the concepts many times.
    a. learn
    b. learns
7. Ivana's book _____ a lot.
    a. weigh
    b. weighs
8. The flowers _____ smell beautiful!
    a. smell
    b. smells
9. Alamdar _____ twins.
    a. have
    b. has
10. Yulee _____ French.
    a. study
    b. studies

1.1.4.2. Simple Past

The simple past is used to show a completed action in the past. This tense is often used with signal words or phrases that tell when something happened. Example signal phrases include yesterday, [length of time] + ago, and last [night, week, month, year, or a specific day].

1. Yesterday, Victoria went to the bank.
2. Three months ago, Ayman visited Los Angeles, California.
3. Last week, we studied paragraphs.

For more information on this topic, watch this video: Verb Tenses: Simple Past



1.1.4.2.1. Exercise 5-All About the Past You

Tell me all about what you did! Answer the questions about yourself. Use the simple past tense.

1. What did you eat for dinner yesterday?
2. What did you do last weekend?
3. When did you enroll at Reedley College?
4. Did you play a sport as a child? If so, which sport?
5. What did you enjoy when you were a child?

1.1.4.3. Present Perfect

The present perfect has five uses:

1. The time of the event is unknown.

   Anastasiya has eaten sushi.

2. The action is unfinished and continues at present time.

   Kyaw and Sunil have been friends for several years.

3. The action has been repeated several times in the past.

   Rafael and Jianhua have been absent many times this semester.

4. An uncompleted action is expected to finish.

   The package still hasn't arrived.

5. An action has happened recently.

   The children have just woken up.

In the first example, we don't know when Anastasiya ate sushi. We know that this action happened in the past and is finished. In the second example, Kyaw and Sunil were friends in the past, and they continue to be friends. In the third example, Rafael and Jianhua have repeated the action of being absent. In the fourth example, the package is expected, but it still has not arrived. In the final example, the action happened recently.

For more information on this topic, watch this video: Verb Tenses: Present Perfect



1.1.4.3.1. Exercise 6-Simple Present or Present Perfect?

Complete the sentences below using the simple present or present perfect.

1. Katayoon is a writer. She _____ many books.
   a. wrote
   b. has written
2. Njomza is a teacher. Last semester, she _____ our algebra class.
   a. taught
   b. has taught
3. Lina and Andrius _____ in the classroom since 8:00 AM.
   a. were
   b. have been
4. Zaire's phone _____ class three time already.
   a. interrupted
   b. has interrupted
5. Abena _____ on a rollercoaster. She loves adventure!
   a. rode
   b. has ridden
6. Xuan and Wen _____ the teacher's office after class so that they can better understand the topics covered during the lecture.
   a. visited
   b. have visited
7. Aida _____ her project two weeks ago.
   a. finished
   b. has finished
8. Naoko _____ her project.
   a. finished
   b. has just finished
9. Ravneet _____ her boss five times. She wants to tell her boss that she will be absent at work today.
   a. called
   b. has called
10. Yara _____ two exams, an essay, and a presentation so far this week.
    a. had

b. has had

11. When I was a child, I _____ every day during the summer.
    a. swam
    b. have swum
12. Since I was a child, I _____ an interest in learning.
    a. had
    b. have had
13. Which cities _____ ?
    a. did you visit
    b. have you visited
14. I _____ to San Francisco last month and Sacramento in February.
    a. went
    b. have gone

1.1.4.3.2. Exercise 7-What have you done?

Answer the questions telling me more about what you have done. Use the present perfect in your answers. Share your answers with your class.

1. Have you ever broken a bone?
2. Have you ever eaten raw fish or meat?
3. Have you ever found a wallet or money that someone dropped?
4. Have you ever done an extreme sport like sky diving or bungee jumping?
5. How long have you been in this city?
6. How long have you been in this country?
7. How long have you studied English?

1.1.4.4. Exercise 8-Verb Tense Review

Select the appropriate verb to complete the sentences. Notice the signal words in some sentences. In some cases, two answers are possible.

1. I _____ [live] in Mexico when I was a child.
    a. live
    b. lived
    c. have lived
2. My parents _____ [live] in California.
    a. live
    b. lived
    c. have lived
3. The students _____ [do] a grammar exercise every day this week.
    a. do
    b. did
    c. have done
4. Noor _____ [just/find] $20.
    a. just finds
    b. just found
    c. has just found
5. My family _____ [go] on vacation once a year.
    a. goes

b. went
c. has gone

6. I _____ [take] four classes last semester.
   a. take
   b. took
   c. have taken
7. My best friend _____ [send] me letters regularly.
   a. sends
   b. sent
   c. has sent
8. Last night, I _____ [do] my homework between 9:30 and 11 pm.
   a. do
   b. did
   c. have done
9. My brother _____ [go] to the park with his daughter.
   a. goes
   b. went
   c. has gone
10. We _____ [love] to study grammar!
    a. love
    b. loved
    c. have loved

"Verb Tense Review" is derived from "Verb Tense Review" by Nooshi Borhan licensed under CC BY-NC.

1.1.4.5. Exercise 9-Error Analysis of Simple Present, Simple Past, and Present Perfect

Correct the errors below.

1. Balkaran has visited his uncle yesterday.
2. Preet studied every morning before his class begins.
3. Laila cooks lunch last Sunday.
4. The college offers ESL classes on Saturdays, but now it didn't.
5. José studied at Reedley College for three semesters. Next semester, he will transfer.

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1.5: Applying Grammar to Reading

1.1.5.1. Exercise 10-Identifying Verb Tenses

Reread the paragraphs from this chapter's reading. Highlight or circle the verbs taking note of their tense. Put the verbs in the table according to their tense. Use the example to guide you.

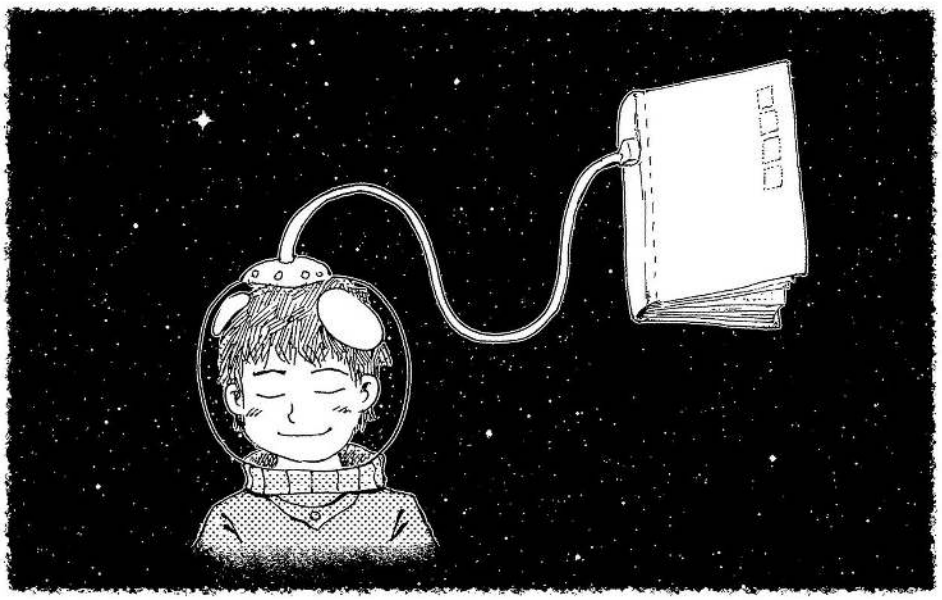
[1]You walk into school and realize you forgot your math homework. Then, the teacher starts the lesson. Some of it makes sense, but some parts leave you scratching your head. You turn to the student next to you for help and realize it's your best friend who moved away in second grade. Then, you wake up. You were dreaming.

[2]Dreams can be exciting or terrifying. Often, they are complicated and confusing. And for much of human history, we've tried to make sense of them. The ancient Egyptians believed that dreams were messages from the gods. The ancient Greeks and Romans believed that dreams showed prophecies, or visions of the future. Later, in the 1800s, early psychologists believed that dreams centered on thoughts that people wanted to avoid, windows into what they called the "unconscious mind."

[3]Today, scientists still aren't exactly sure why we have dreams, but a number of theories have emerged. One idea is that we dream to "practice" responding to problems. This is called "threat simulation theory" and might explain why our dreams so often involve stressful events such as forgetting your homework. Scientists believe that your brain might be preparing for how it would respond if you really do forget your homework. These scientists point out that humans aren't the only animals who dream; if you've ever seen a dog moving its legs while it's sleeping, it's probably dreaming about running.

Table 1 Exercise 10 Identifying Verb Tenses

Simple Present	Simple Past	Present Perfect
walk	believed	have tried (‘ve tried)



1.1.5.2. Exercise 11-Pronunciation of Simple Past Verbs

There are three ways to pronounce -ed added to verbs to form the simple past. It depends on the preceding sound. The table below will describe the rules for each sound. The rules include the terms voiceless and voiced. This refers to the vibration of your vocal cords. You can determine whether a sound is voiced or voiceless by putting your hand on your throat. If you feel a vibration, then the sound is voiced. If there's no vibration, then the sound is voiceless.

Table 2 Pronunciation of -ed

Pronunciation	Rule	Examples
/t/	The final sound is pronounce /t/ after voiceless sounds /p/ /k/, /f/, /s/, /ʃ/, and /ʧ/.	shopped baked laughed kissed pushed punched
/d/	The final sound is pronounced /d/ after the voiced sounds /b/, /g/, /v/, /z/, /m/, /n/, /l/, /r/, /ŋ/, /ð/, /ʒ/, and /ʤ/. The final sound is pronounced /d/ after all vowel sounds.	robbed chugged loved prayed used chimed canned called spurred banged bathed changed
/Id/	The final sound is /Id/ after the sounds /t/ and /d/. /Id/ adds a syllable to the verb.	needed wanted

Reread the paragraphs from this chapter's reading. Identify the simple past verbs and put them in the appropriate column in the table below. Use the examples to guide you.

[7]Regardless of why we dream, scientists agree that dreams can have many benefits. One group of scientists proved that dreams could help people solve complex problems. These scientists provided a group of people with a difficult-to-solve maze. Afterwards, they allowed the group members to take a break, with half of the participants being shown a video and the other half being told to nap. Ninety minutes later, everyone returned to the maze. In general, the nappers and the video-watchers performed about the same when they returned to the maze. But the nappers who reported dreaming about the maze were ten times better at completing it than anyone else.

[8]Dreams have also long been considered sources for inspiration. Paul McCartney, a former lead singer of the band The Beatles, said the idea for the famous song "Yesterday" came to him in a dream. He said he woke up thinking of the tune, and then immediately rushed to the piano to figure out the notes and write them down.

[9]Similarly, in the late 1600s, the philosopher and scientist René Descartes spent all day in a heated room, searching for the best way to come up with new knowledge. Without a solution at the end of the day, he put down his work and went to sleep. When he woke up, he recalled from his dreams the scientific method — the same process for experiments still taught in schools today.

Table 3 Identifying Pronunciation of -ed

/t/	/d/	/Id/	Irregular Past Tense
rushed	proved	provided	were

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1.6: Communication Practice

1.1.6.1. Exercise 12-Do, Did, Have Done

Work with a partner. Assign numbers for you and your partner (Partner 1 and Partner 2). Ask your partner questions about what they do, did, and have done. Partner 1 will answer Partner 2's questions using information from the table Partner 1 Profile. Partner 2 will answer Partner 1's questions using information from the table Partner 2 Profile. Use the simple present, simple past, and present perfect for your answers. If time allows, report your partner's answers to the class.

Questions:

What do you do every day?

What did you do yesterday?

What did you do at 6:30 AM?

What have you already done today?

Partner 1 Profile:

Table 4 Partner Profile 1

Day/Time	Activity
Every day	exercise
Yesterday	go to my friend's birthday party
5:30 AM	go for a run at a nearby park
6:30 AM	take a shower
7:00 AM	leave for school
8:00 AM	attend writing class
10:30 AM	attend math class
Now	study grammar

Partner 2 Profile:

Table 5 Partner Profile 2

Day/Time	Activity
Every day	call my mom
Yesterday	make cookies
6:30 AM	press the snooze on my alarm
7:00 AM	get out of bed
7:45 AM	eat breakfast
8:15 AM	arrive last for writing class
9:00 AM	study at the library
10:00 AM	have an exam in my history class
Now	study grammar

1.1.6.2. Exercise 13-Interview a Classmate

Interview a classmate. Ask questions about their current situation and past. Write a short paragraph introducing your partner to the rest of the class. Look at the topics below to guide you.

- name
- country of origin
- current city
- arrival to USA or this city
- classes this semester
- previous classes
- length of time studying English
- hobbies and interests



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CHAPTER OVERVIEW

Chapter 2: Coping

2.1: Discussion

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2.3: Reading-Coping Mechanisms

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Close-up Photo of Woman with Her Eyes Closed Holding Her Forehead. (Pexels License; Claudia Barbosa via Pexels)

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2.1: Discussion

Answer the following questions based on your experience and opinion. Read five classmates' posts and respond to two classmates pointing out any similarities or differences, asking clarifying questions, or giving your opinion on a point they make.

1. What do you do when you are stressed? Do you have strategies to diminish your stress?
2. What situations make you stressed?

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2.2: Listening-5 Unhealthy Coping Mechanisms You Shouldn't Ignore

1.2.2.1. Exercise 1-Listening Comprehension

Watch the video 5 Unhealthy Coping Mechanisms You Shouldn't Ignore and build a basic understanding to prepare you for this chapter's reading. Answer the questions to check your comprehension.

1. Which of the following mechanisms is an unhealthy way to deal with stress?
    a. exercise
    b. listening to music
    c. staying positive about all situations
2. Which of the following is not an example of toxic positivity?
    a. "Don't think about it, be positive!"
    b. "Everything will work out in the end."
    c. "If I can do it, so can you."
    d. "It could be worse."
    e. "It's OK to feel bad sometimes."
3. What is a healthy way to deal with social anxiety?
    a. Force yourself to attend parties.
    b. Isolate in your room.
    c. Invite someone you feel comfortable with to accompany you in social situations.
    d. Use social media to make friends.
4. The fourth unhealthy coping mechanism relates to repressing emotions. However, it is possible to overreact. Which strategy to minimize emotion was not provided?
    a. yelling into a pillow
    b. meditating
    c. dancing
    d. talking on the phone

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Image 6 *Photo by **RUN 4 FFWPU** from **Pexels***

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2.3: Reading-Coping Mechanisms

1.2.3.1. Exercise 2-Reading Comprehension

Read the passage below and answer the questions that follow.

[1]People have many different strategies for dealing with stressful situations — some helpful, and some not so helpful. Psychologists call these “coping mechanisms.” A coping mechanism is a method that a person uses to deal with stress or conflict. It is a way for a person to “master” or minimize the effect of a stressful situation.

[2]Psychologists categorize coping mechanisms into two different categories: adaptive coping mechanisms and maladaptive coping mechanisms.

1.2.3.1.1. Adaptive Coping Mechanisms

[3]Adaptive coping mechanisms are positive ways people alleviate stress.

1.2.3.1.1.1. Anticipation

[4]Anticipation is a way to reduce the stress of a difficult challenge by anticipating what it will be like and preparing for how to cope with it. Some literary critics believe that this is the reason why people enjoy reading about, watching, and analyzing tragedies. Thinking about tragic events helps people prepare for unforeseen difficult circumstances.

1.2.3.1.1.2. Seeking Support

[5]Finding emotional support from others or asking for help can be an instrumental way of maintaining emotional health during a difficult period. The brain’s response to worry enhances the effectiveness of this strategy. Stress releases neurohormones that strengthen your ability to seek emotional support by increasing your empathy and encouraging you to look for close social bonds.

1.2.3.1.1.3. Problem-Solving

[6]Problem-solving focuses on locating the source of the problem and determining solutions, or action steps. Developing a plan can help lessen stress that comes from the unknown. Problem-solving can be strengthened by creativity, and it is a useful response to both simple and complex issues. A strong problem-solving process involves defining the issue, brainstorming alternatives, evaluating and choosing between these alternatives, and implementing solutions.

1.2.3.1.1.4. Humor

[7]People of all ages and cultures respond to humor. Studies show people who laugh and smile often live longer and develop healthier relationships. Humor is also a common coping mechanism because it can diffuse the tension of a stressful situation. However, when humor is overused as a coping mechanism, it can lead to denial or avoidance (explained later).



Image 7 *Photo by Monstera from Pexels*

1.2.3.1.2. Maladaptive Coping Mechanisms

[8]Maladaptive, or negative, coping mechanisms are more effective in the short term than the long term. Using a maladaptive coping mechanism may help people diminish negative feelings for a few days or weeks. But usually, these strategies may only make stress levels rise in the long run.

1.2.3.1.2.1. Denial

[9]Denial is the refusal to accept truth or fact. People are said to be "in denial" when they act as if the problem doesn't exist, refusing to acknowledge the reality of a situation. Sigmund Freud, the famous psychoanalyst who was the first person to study the significance of dreams, is credited with popularizing the idea of denial. He explains it as the moment when a person is faced with a fact too uncomfortable to accept. Instead of facing the problem, the person decides to reject its existence or minimize its importance despite overwhelming evidence proving the contrary. Freud believed that denial was a primitive coping mechanism — one that babies develop in early childhood.

1.2.3.1.2.2. Projection

[10]Another maladaptive coping mechanism is projection. People are said to "project" their emotions on others when they blame someone else for having an emotion that they feel is unacceptable. For example, a husband who feels angry at his wife may accuse her of being the angry one instead of admitting that he is actually the angry one.

1.2.3.1.2.3. Dissociation

[11]Dissociation is another maladaptive coping mechanism. It is when a person tries to "disconnect" from a traumatic or stressful event. In extreme cases, a person who has dissociative behavior may even invent a new imaginary world where they do not have to face an uncomfortable feeling or memory.

[12]While dealing with stress, it is important to prioritize your physical, mental, and social well being. When you are facing a stressful situation, learn to relax so that you can carefully evaluate how you should respond. It is also important to maintain your mental health: think positively, exercise frequently, get enough sleep, and don't be afraid to express emotions and ask for help. If you follow these simple strategies, you'll have an easier time responding to the inevitable stress that you will face in your life.

1. PART A: Which of the following statements best expresses a central idea of the text?
    a. The best way to cope with stress is to remain positive and ignore all negative emotions, rather than dwell on stressful situations.
    b. Studying one's dreams is a great adaptive coping mechanism because it prompts one to reflect on their life choices.
    c. All adaptive coping mechanisms become maladaptive if utilized and relied on too frequently.

   d. People use different methods to deal with stress, which can produce positive and negative consequences depending on how one chooses to cope.

2. PART B: Which quote from the text best supports the answer to Part A?
   a. “People have many different strategies for dealing with stressful situations — some helpful, and some not so helpful.” (Paragraph 1)
   b. “when humor is overused as a coping mechanism, it can lead to denial or avoidance” (Paragraph 7)
   c. “Sigmund Freud, the famous psychoanalyst who was the first person to study the significance of dreams, is credited with popularizing the idea of denial.” (Paragraph 9)
   d. “a person who has dissociative behavior may even invent a new imaginary world where they do not have to face an uncomfortable feeling or memory.” (Paragraph 11)
3. PART A: What does “primitive” mean as it is used in paragraph 9?
   a. uncivilized
   b. old-fashioned
   c. instinctive
   d. foolish
4. PART B: Which phrase from paragraph 9 best supports the answer to Part A?
   a. “to reject its existence”
   b. “despite overwhelming evidence”
   c. “proving the contrary”
   d. “develop in early childhood”
5. What is the author’s primary purpose in this text?
   a. to inform the reader about various adaptive and maladaptive coping mechanisms
   b. to advise the reader on how to deal with specific stressful situations
   c. to explain how stress can harm someone mentally, emotionally, and physically
   d. to provide a history of psychology and its everyday benefits

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2.4: Grammar Presentation-Gerunds and Infinitives

1.2.4.1. Gerunds

Gerunds are -ing forms of verbs used as nouns. They can function in a sentence as a subject, object, or object of a preposition.

Reading is fun. (subject)

I enjoy reading. (object)

Jose is interested in reading that book. (object of a preposition)

1.2.4.1.1. Subjects

Gerunds can be subjects of sentences. Understanding gerunds as subjects is especially important for writing because of subject-verb agreement. Let's look at the following examples.

1. **Saving your money** can help you reach your goals.
2. **Spending too much money** is not wise.
3. **Baking pies** is my hobby.
4. **Baking pies and crocheting hats** are my hobbies.

Notice that in the third example the verb is singular although the preceding word is plural. This is because the subject is **baking pies**-one action. In the fourth example, the subject is plural because there are two hobbies **baking** and **crocheting**.

1.2.4.1.2. Objects

Gerunds can be directly after a verb. In this structure, they function as an object. Below is a list of verbs followed by gerunds.

Table 6 Verbs Followed by Gerunds

admit	anticipate	appreciate	avoid
consider	defend	delay	deny
discontinue	discuss	dislike	enjoy
explain	fear	finish	go (expression)
imagine	keep	mention	miss
practice	recommend	suggest	understand

1.2.4.1.2.1. Examples

1. Emily enjoys **jogging** in the mornings.
2. I suggest **enrolling** in a math class.
3. Mariam keeps **hitting** her brother.

For more information on this topic, watch this video: Gerunds and Gerund Phrases as Subjects

1.2.4.1.2.2. Exercise 3-Subject and Object Gerund Practice

Complete the sentences about yourself. Use gerunds.

1. _____ is exciting!
2. _____ is not exciting.
3. _____ is easy.
4. _____ is not easy.
5. My favorite activity is _____.
6. Some of my favorite activities are _____ and _____.
7. A great way to improve my English is _____.

1.2.4.1.2.3. Gerund Objects versus Progressive Verbs

Nouns, adjectives, and verbs can be formed using -ing. At times it can be tricky to distinguish their function in a sentence. Look at the examples below. Which -ing is a gerund (noun), and which is a verb in the progressive tense?

1. My hobby is **baking** pies. (noun)
2. The baby is **sleeping** soundly. (verb)
3. The **sleeping** baby looks so peaceful. (adjective)

The first example has a gerund as an object (more technically a subject complement). The sentence can be reversed to read, "Baking pies is my hobby." The second sentence has **sleeping** as a verb in the progressive tense.

Exercise 4-Verb or Gerund?

Look at the sentences below and decide whether the -ing word in the verb, gerund, or adjective.

1. The students were learning writing skills.
    a. verb
    b. gerund
    c. adjective
2. The next step is reviewing notes.
    a. verb
    b. gerund
    c. adjective
3. Elena's mistake was trusting people she didn't know.
    a. verb
    b. gerund
    c. adjective
4. She was talking to her friends and having fun.
    a. verb
    b. gerund
    c. adjective
5. The police saw the speeding car immediately.
    a. verb
    b. gerund
    c. adjective
6. She is eliminating injustice.
    a. verb
    b. gerund
    c. adjective
7. The increasing prices has caused a lot of uncertainty.
    a. verb
    b. gerund
    c. adjective

1.2.4.1.3. Objects of Prepositions

Gerunds can also be objects of prepositions. This means that they are after a preposition. This use is very common.

1. Jinan is excited **about playing with her cousins**.
2. Bryce got in trouble **for eating all the cookies**.

For more information on this topic, watch this video: Gerunds and Gerund Phrases as Objects of Prepositions



1.2.4.1.4. Exercise 5-Gerunds in Chapter 2's Reading

Read the sentences below from this chapter's readings. Determine the function of the gerund in the sentences as either a subject, object, or object of a preposition. Be careful! I've put some -ing words that are verbs or adjectives. In that case, select "not a gerund."

1. People have many different strategies for dealing with stressful situations — some helpful, and some not so helpful. (Paragraph 1)
   a. subject
   b. object
   c. object of a preposition
   d. not a gerund
2. When you are facing a stressful situation, learn to relax so that you can carefully evaluate how you should respond. (Paragraph 12)
   a. subject
   b. object
   c. object of a preposition
   d. not a gerund
3. Finding emotional support from others or asking for help can be instrumental to maintain emotional health during a difficult period. (Paragraph 5)
   a. subject
   b. object
   c. object of a preposition
   d. not a gerund
4. Instead of facing the problem, the person decides to reject its existence or minimize its importance. (Paragraph 9)
   a. subject
   b. object
   c. object of a preposition
   d. not a gerund
5. For example, a husband who feels angry at his wife may accuse her of being the angry one instead of admitting that he is actually the angry one. (Paragraph 10)
   a. subject
   b. object
   c. object of a preposition
   d. not a gerund

6. A process involves defining the issue, brainstorming alternatives, evaluating and choosing between these alternatives, and implementing solutions. (Paragraph 6)
    a. subject
    b. object
    c. object of a preposition
    d. not a gerund
7. Developing a plan can help lessen stress that comes from the unknown. (Paragraph 6)
    a. subject
    b. object
    c. object of a preposition
    d. not a gerund
8. Sigmund Freud, the famous psychoanalyst who was the first person to study the significance of dreams, is credited with popularizing the idea of denial. (Paragraph 9)
    a. subject
    b. object
    c. object of a preposition
    d. not a gerund
9. Thinking about tragic events helps people prepare for unforeseen difficult circumstances. (Paragraph 4)
    a. subject
    b. object
    c. object of a preposition
    d. not a gerund
10. Some literary critics believe that this is the reason why people enjoy reading about, watching, and analyzing tragedies.
    a. subject
    b. object
    c. object of a preposition
    d. not a gerund

1.2.4.2. Infinitives

Infinitives are [to + the base form of a verb]. Unlike gerunds, they can be more than a noun; they can also function as adjectives. The word “to” not followed by a base verb is more than likely a preposition. “Have to” and “used to” are modals followed by a base verb; they are not infinitives. Look at the examples below.

1. I want **to live** a long happy life. (to live = infinitive)
2. I gave a gift **to** my mom. (to = preposition)
3. We studied from 6PM **to** 10PM. (to = preposition)
4. Fatima **has to** visit the embassy. (has to=modal)
5. Eçe **used to** live in Cairo, Egypt. (used to=modal)
6. Ruth is **used to** waking up early. (used to=adjective + preposition)

For more information on this topic, watch this video: Introduction to Infinitives



1.2.4.2.1. Subjects

Infinitives can function as the subject of a sentence although this use is rare and sounds odd to most native speakers.

To begin a sentence with an infinitive is rare.

1.2.4.2.2. Objects

Infinitives can function as the object of a sentence. Certain verbs are followed by infinitives. See the table below and the examples that follow.

Table 7 Verbs Followed by Infinitives

agree	appear	arrange	ask
attempt	choose	decide	demand
deserve	expect	fail	get
hope	learn	need**	offer
pay	plan	pretend	seem
strive	struggle	tend	threaten
wait	want**	advise*	allow*
ask*	encourage*	expect*	force*
invite*	order*	remind*	tell*

* verb + noun/pronoun + infinitive

** verb + infinitive or verb + noun/pronoun +infinitive

1. Geraldo **wants to transfer** to a university.
2. His mother **wants him to stay** close to home.
3. Habib **offered to buy** me coffee.

For more information on this topic, watch these videos: Infinitives, Part I-'Verb +infinitive' and Infinitives, Part II-'verb + object + infinitive'

1.2.4.2.3. Infinitives of Purpose

A common use for infinitives is to provide a purpose. Look at the examples below.

1. I went to the store **to buy** the missing ingredients for tonight's dinner.
2. I am learning Arabic (in order) **to communicate** with my mother-in-law.

3. (In order) to communicate with my mother-in-law, I am learning Arabic.

If I were to ask you, “Why did I go to the store?”, you might respond, “to buy the missing ingredients for tonight’s dinner.” Your answer is the reason or purpose. The second and third examples demonstrate how to use “in order to”; however, “in order” is optional. Infinitives of purpose can be at the end of the main clause or in front.

1.2.4.2.3.1. Exercise 6-Infinitives of Purpose Practice

Look at the situations below. Form sentences by adding an infinitive of purpose to the verb phrases. Share your answers with your group. Use the example as a guide.

Example: go to the store

I went to the store to buy the missing ingredients for tonight’s dinner.

1. go to the beach
2. learn English
3. stop at a store
4. eat a cake
5. exercise daily
6. go to the mountains
7. sit at a table

1.2.4.2.4. Adjectives + Infinitives

Adjectives can be followed by an infinitive. Read the examples below.

1. Tomoki was **surprised to see** his mother at the store.
2. It is **important to wear** a seatbelt.

Surprised and important are adjectives. Immediately after them are infinitives.

For more information on this topic, watch these videos: Infinitives as Subject/Infinitives after Adjectives and (ESL): Infinitives After Adjectives and Nouns

1.2.4.2.4.1. Exercise 7-Adjectives + Infinitives Practice

Create sentences by adding infinitives to the adjectives below. Use the example as a guide.

Example: important

It is **important to wear** a seatbelt.

1. excited to
2. relieved to
3. sad to
4. ready to
5. determined to
6. afraid to
7. difficult to
8. dangerous to
9. impolite to
10. necessary to

1.2.4.2.5. Nouns + Infinitives

Nouns are often followed by infinitives. While most adjectives are before nouns, infinitives as adjectives are after the noun they describe. Look at the examples below.

1. Your **reluctance to help** is frustrating.
2. My **goal to lose** ten pounds is reasonable.

3. I am happy with his **decision to take** the day off.

Below is a list of common nouns that are followed by infinitives.

Table 8 Nouns Followed by Infinitives

ability	advice	arrangement	attempt
chance	choice	decision	demand
dream	failure	goal	intention
motivation	need	offer	opportunity
permission	plan	promise	proposal
reminder	request	requirement	suggestion
tendency	way	willingness	wish

*Infinitives of purpose also follow nouns; however, there is a difference. Notice in the example *I went to the store to buy the missing ingredients* the infinitive **to buy** does **not** describe **the store**. In the example *I am happy with his decision to take the day off* **to take** is describing **the decision**.

1.2.4.2.5.1. Exercise 8-Using Infinitives After Nouns

Complete the sentences using an infinitive. Be prepared to share your answers with your group.

1. I have a unique ability to…
2. Mothers might make a promise to their children to… (promise to)
3. Hasan called his friend to make a request to…
4. There are many strategies to…
5. I have made many attempts to…
6. My friend gave me advice to…
7. Mario set a reminder on his phone to… (reminder to)
8. Sarah has an opportunity to…



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1.2.4.2.6. Exercise 9-Infinitives in Chapter 2's Reading

Read the sentences below from this chapter's readings. Determine the function of the infinitive in the sentences as either a subject, object, infinitive of purpose, adjective followed by infinitive, noun followed by infinitive, or not an infinitive.

1. Anticipation is a way **to reduce** the stress of a difficult challenge. (Paragraph 4)
    a. subject
    b. object
    c. infinitive of purpose

d. adjective followed by infinitive
e. noun followed by infinitive
f. not an infinitive.

2. A coping mechanism is a method **to deal** with stress or conflict. (Paragraph 1)
   a. subject
   b. object
   c. infinitive of purpose
   d. adjective followed by infinitive
   e. noun followed by infinitive
   f. not an infinitive.
3. The brain's response **to worry** enhances the effectiveness of this strategy. (Paragraph 5)
   a. subject
   b. object
   c. infinitive of purpose
   d. adjective followed by infinitive
   e. noun followed by infinitive
   f. not an infinitive.
4. It is a way for a person **to "master**" or minimize the effect of a stressful situation. (Paragraph 1)
   a. subject
   b. object
   c. infinitive of purpose
   d. adjective followed by infinitive
   e. noun followed by infinitive
   f. not an infinitive.
5. Stress releases neurohormones that strengthen your ability **to seek** emotional support. (Paragraph 5)
   a. subject
   b. object
   c. infinitive of purpose
   d. adjective followed by infinitive
   e. noun followed by infinitive
   f. not an infinitive.
6. Problem-solving can be strengthened by creativity, and it is a useful response **to** both simple and complex issues. (Paragraph 6)
   a. subject
   b. object
   c. infinitive of purpose
   d. adjective followed by infinitive
   e. noun followed by infinitive
   f. not an infinitive.
7. People of all ages and cultures respond **to** humor. (Paragraph 7)

a. subject

b. object

c. infinitive of purpose

d. adjective followed by infinitive

e. noun followed by infinitive

f. not an infinitive.

8. Denial is the refusal **to accept** truth or fact. (Paragraph 9)

a. subject

b. object

c. infinitive of purpose

d. adjective followed by infinitive

e. noun followed by infinitive

f. not an infinitive.

9. He explains it as the moment when a person is faced with a fact too uncomfortable **to accept**. (Paragraph 9)

a. subject

b. object

c. infinitive of purpose

d. adjective followed by infinitive

e. noun followed by infinitive

f. not an infinitive.

10. Instead of facing the problem, the person decides **to reject** its existence or minimize its importance despite overwhelming evidence proving the contrary. (Paragraph 9)

a. subject

b. object

c. infinitive of purpose

d. adjective followed by infinitive

e. noun followed by infinitive

f. not an infinitive.

11. In extreme cases, a person who has dissociative behavior may even invent a new imaginary world where they do not have **to face** an uncomfortable feeling or memory. (Paragraph 11)

a. subject

b. object

c. infinitive of purpose

d. adjective followed by infinitive

e. noun followed by infinitive

f. not an infinitive.

12. While dealing with stress, it is important **to prioritize** your physical, mental, and social well-being. (Paragraph 12)

a. subject

b. object

c. infinitive of purpose

d. adjective followed by infinitive

e. noun followed by infinitive

f. not an infinitive.

13. It is also important **to maintain** your mental health. (Paragraph 12)

a. subject

b. object

c. infinitive of purpose

d. adjective followed by infinitive

e. noun followed by infinitive

f. not an infinitive.

14. It is when a person tries **to "disconnect**" from a traumatic or stressful event. (Paragraph 11)

a. subject

b. object

c. infinitive of purpose

d. adjective followed by infinitive

e. noun followed by infinitive

f. not an infinitive.

1.2.4.3. Gerund and Infinitive Practice

Some verbs can be followed by a gerund or an infinitive with no change in meaning. The table below lists these verbs.

Table 9 Verbs Followed by Either a Gerund or Infinitive with No Significant Change in Meaning

begin	continue	hate	like
love	prefer	propose	start

There are some verbs that can be followed by a gerund and infinitive, but there is a significant change in the meaning. Look at the examples below. What is the difference in meaning?

Cynthia stopped smoking. = Cynthia quit smoking.

Cynthia stopped to smoke. = Cynthia stopped doing something so that she can smoke.

In the examples, using a gerund or infinitive determines whether Cynthia smoked or not. That's a big difference in meaning. The table below lists the verbs that can be followed by a gerund or infinitive with a significant difference to the meaning.

Table 10 Verbs Followed by a Gerund or Infinitive with a Significant Change in Meaning

forget	quit	regret	remember
stop	try		

For more information on this topic, watch this video: Infinitives, Part III-'verb + (object) + infinitive' with a change in meaning!



1.2.4.3.1. Exercise 10-Change in meaning?

Look at the numbered sentence pairs. Is there a difference in meaning? If so, select “difference”; if they have the same meaning, select “same.”

1. Felipe hates going to the dentist. Felipe hates to go to the dentist.
   a. different
   b. same
2. Tamara tried to shut the window. Tamara tried shutting the window.
   a. different
   b. same
3. Lee started studying every day. Lee started to study every day.
   a. different
   b. same
4. Sukinah loves to receive flowers. Sukinah loves receiving flowers.
   a. different
   b. same
5. I regret saying those words. I regret to say these words.
   a. different
   b. same
6. Laura forgot to give him the message. Laura forgot giving him the message.
   a. different
   b. same
7. Hadi continues to make progress with his behavior. Hadi continues making progress with his behavior.
   a. different
   b. same
8. Mai prefers to join a club on campus. Mai prefers joining a club on campus.
   a. different
   b. same

9. Alejandro remembers to pack a lunch. Alejandro remembers packing a lunch.
    a. different
    b. same
10. Reza stopped drinking soda. Reza stopped to drink a soda.
    a. different
    b. same

1.2.4.3.2. Exercise 11-Difference in meaning

Read the sentences below and decide the intended meaning.

1. The man forgot to turn in his homework.
    a. The man did not turn in his homework. He forgot.
    b. The man turned in his homework, then forgot that he did.



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2. The man forgot turning in his homework.
    a. The man did not turn in his homework. He forgot.
    b. The man turned in his homework, then forgot that he did.
3. My son remembered to set his alarm.
    a. My son set his alarm. He didn't forget.
    b. My son remembers the time that he set his alarm.
4. My son remembered setting his alarm.
    a. My son set his alarm. He didn't forget.
    b. My son remembers the time that he set his alarm.
5. The boy stopped to pick a flower.
    a. The boy stopped an activity so that he can pick a flower.
    b. The boy used to pick flower, but now he's quit.
6. The boy stopped picking flowers.
    a. The boy stopped an activity so that he can pick a flower.

b. The boy used to pick flower, but now he's quit.

7. I regret to tell you that you didn't get accepted.

   a. I am giving you bad news, and I don't want to give you the bad news.

   b. I told you something in the past, but I regret telling you. I should not have told you.

8. I regret telling you that you didn't get accepted.

   a. I am telling you the secret now, and I don't want to tell you.

   b. I told you the message in the past, but I regret telling you. I should not have told you.

1.2.4.3.3. Exercise 12-Gerund or Infinitive?

Complete the sentences below with a gerund or infinitive. Use the tables from the gerund and infinitive sections to guide you.

1. Isaac agreed _____ to Disneyland with us.

   a. to go

   b. going

2. I denied _____ the last slice of cake.

   a. to take

   b. taking

3. Melissa enjoys _____ for her patients in the hospital. She's a great nurse.

   a. to care

   b. caring

4. We plan _____ a new house next year.

   a. to buy

   b. buying

5. Elijah keeps _____ late. He never arrives on time!

   a. to wake up

   b. waking up

6. I appreciate you _____ me time to prepare for the meeting.

   a. to give

   b. giving

7. The boy wants _____ at his grandmother's house, but he must go home.

   a. to stay

   b. staying

8. The teacher promised _____ the final grades by Monday morning.

   a. to give

   b. giving

9. The teacher suggested _____ an appointment with a counselor.

   a. to make

   b. making

10. Mufeed refused _____ to the doctor even though he was in so much pain.

a. to go

b. going

11. Jorge's classmates finished _____ the exam, but he wasn't finished yet.

    a. to take

    b. taking

12. Irene imagined _____ in a log cabin surrounded by nature.

    a. to relax

    b. relaxing

13. Sarah avoids _____ too much sugar.

    a. to eat

    b. eating

14. Children sometimes pretend _____ superheroes.

    a. to be

    b. being

15. I hesitate _____ money from my parents.

    a. to borrow

    b. borrowing

16. Jawad considered _____ another food truck, but he decided _____.

    a. to open, to wait

    b. to open, waiting

    c. opening, waiting

    d. opening, to wait

17. Robert went _____ with his friends.

    a. to shop

    b. shopping

18. Students need _____ their responsibilities and time.

    a. to manage

    b. managing

19. I can't afford _____ expensive, fancy coffee every day. I don't have enough money.

    a. to buy

    b. buying

20. Zainab misses _____ her neighbors when she walks in the mornings.

    a. to see

    b. seeing

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1.2.4.3.4. Exercise 13-Correcting Errors

All of the following sentences contain a mistake. Find the mistakes, highlight and correct them. The first one is done for you as an example.

1. He read the whole book **without** use a dictionary. without using
2. She insisted in driving me home.
3. I enjoy to walk in the park.
4. He went to shop after work.
5. I decided buy a new car.
6. Find a good job is important.
7. Is important to find a good job.
8. I decided to bought a new car.
9. He wants that I drive.
10. It's important to me to find a job.
11. I called the company for make an appointment.
12. I use to live with my parents. Now I live alone.
13. The teacher expects we do the homework.
14. It's necessary for he to be on time.
15. I need to went to the library last weekend.

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2.5: Communication Practice

1.2.5.1. Exercise 14-Find Someone Who…

Get to know your classmates by asking them questions using gerunds. Write their name if their answer is yes. Do not write their name if their answer is no. Ask follow up questions to keep the conversation going. Use the example to guide you.

Example: Enjoys playing sports

Do you enjoy playing sports?

Yes.

What types of sports do you play?

1. enjoys playing sports
2. believes dancing is fun
3. likes to go camping
4. puts off doing his/her laundry
5. practices speaking English everyday
6. plans on traveling during the holidays
7. is interested in taking more classes at Contra Costa College
8. is proud of having wonderful children
9. dreams about winning the lottery

1.2.5.2. Exercise 15-Infinitive Practice

Interview a partner using the questions below. Write your partner's answers in complete sentences.

1. What do you hope to do next year?
2. What is something that you refuse to do?
3. What is something you are not permitted to do?
4. What is necessary for you to do every day?
5. What are you ready to do after class?
6. What is difficult for new immigrants to do?
7. Where do you hope to go on your next vacation?

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CHAPTER OVERVIEW

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3.1: Discussion

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3.3: Reading-The Value of Confusion

3.4: Grammar Presentation-Phrasal Verbs

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3.1: Discussion

Answer the following questions based on your experience and opinion. Read five classmates' posts and respond to two classmates pointing out any similarities or differences, asking clarifying questions, or giving your opinion on a point they make.

1. What resources do you use to improve your learning? The resources might be on campus, at your home, or on the internet.
2. What do you do when you do not understand a topic? What do you do when you are confused about a topic?

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3.2: Listening-5 Tips to Improve Your Critical Thinking

1.3.2.1. Exercise 1-Listening Comprehension

Watch the video 5 Tips to Improve Your Critical Thinking and build a basic understanding to prepare you for this chapter's reading. Answer the questions to check your comprehension.

1. What is one advantage of critical thinking?
   a. It's a process that helps us make only large, important decisions
   b. It's a process that helps us make only small, unimportant decisions
   c. It's a process that helps us create hidden issues, bias and manipulation
   d. It's a process that helps us reveal hidden issues, bias and manipulation
2. What is the first step (of five) in the critical thinking process?
   a. Gather information
   b. Apply information
   c. Formulate questions
   d. Consider implications
3. When making a decision, what is the main purpose of gathering facts and information?
   a. To make sure your assumptions are illogical
   b. To weigh out various options or choices
   c. To ignore the implications of your choices
   d. To explore your own perspective and point of view
4. Considering the implications of a decision means:
   a. Examining its potential outcomes and effects
   b. Asking questions to determine your goal
   c. Gathering information to weight out options
   d. Determining whether information is logical
5. How can critical thinking improve your chances of making better choices?
   a. Critical thinking helps you pick the correct and best choice for all situations
   b. Critical thinking helps you explore only your own perspective and no others
   c. Critical thinking helps you examine information and make unreasonable choices
   d. Critical thinking provides you the tools to sift through complex information logically

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3.3: Reading-The Value of Confusion

1.3.3.1. Exercise 2-Reading Comprehension

Read the passage below and answer the questions that follow.

[1]We've all felt confused before, and it can be one of the most frustrating feelings to deal with. Students might be confused about how to do a math problem or finish a project. Young people might be confused about who they are and what to do in the future. No matter what is making us confused, the feeling of not knowing what the answers or solutions are can make us feel useless, stupid, and cause us to worry.

[2]A lot of people are hard on themselves and others when there's a lack of understanding. People often tend to think the person who has all of the answers is smarter than the one who asks a lot of questions. Because of the negative judgment that surrounds confusion, people often try to hide their confusion in a variety of ways. Instead of admitting or accepting that they don't have the solution, people sometimes try to pretend they have the answers. At other times, people make educated guesses or make up an answer even if they know it isn't right.

[3]Students are often guilty of hiding their lack of understanding. If confused about a topic in school, they might pretend to know the answers. They can sometimes be embarrassed to ask questions. As young individuals, they can be confused about who they are, and might try harder to behave in a particular way. They can be too embarrassed to explore other groups or identities, afraid perhaps of being called a "wanna-be". They can be afraid people will know they're confused.



Image 11 "*Confused*" *by CollegeDegrees 360 is licensed under CC BY-SA 2.0*

[4]But confusion might actually be a good thing. When we jump to an answer, we don't have time to explore and understand the thing we're confused about. Fighting confusion ends up making us more confused. Instead of fighting or trying to ignore your confusion, accepting it and taking the opportunity to analyze what's confusing can benefit our learning. In fact, scientific studies show that confusion actually leads to deeper understanding. A 2004 study explored six moods that people feel while learning, including frustrated, bored, and confused. They found that students who spent more of the lesson confused learned the most. In another study, published in 2014, scientists tried to confuse students by giving them contradicting information. Students who expressed confusion during the lesson did better on the final test. Based on these studies, scientists believe being confused is a step to learning. Not knowing the answer to a problem gives us space to look at different ways to solve it. The feeling of confusion also motivates us to look more deeply into the problem. In the end, this helps us understand the topic on a deeper level.

[5]Confusion isn't just an important step to learning in school, it's also important for learning who you are. Psychologists call that sense of who you are identity. Your identity can involve being part of groups like race, gender, subcultures. Identity is also made up

of your values and goals. People figure out their identity in two steps. The first step is exploration, where you try out different groups and values and see what fits. The next step is commitment, when you decide firmly about some parts of your identity. Exploring your identity can feel very confusing. You might be afraid that people will judge you for going through different phases or not committing to a group. But phases are completely natural. A study published in the International Journal of Behavioral Development found that people who do the most exploring about who they are have better outcomes such as higher self-esteem later in life. Confusion gives us the space to try new things and be creative. Allowing ourselves to be confused and ask questions leads to deeper understanding, more learning, and higher self-confidence. So, try not to be embarrassed when you're confused about something. Instead of trying to hide or fight your confusion, try to resolve it by trying new things. Embrace the confusion and explore different solutions to your problem. Sometimes being confused is hard, not just because we judge ourselves, but because it can be frustrating. When we try over and over to understand something without making any progress, we can feel defeated and stop caring, and eventually give up. Trying a new method, asking for help, or researching different ways to approach the problem online can all be great resources to work through your confusion. Before you give up, make sure you have someone to help you and the resources you need to resolve your confusion.

1. PART A: Which statement best expresses the central ideas of the text?

   a. Allowing yourself to feel confused is a necessary part of developing your brain and understanding yourself.

   b. Confusion is more important to intellectual growth than it is to understanding your identity.

   c. It takes a certain degree of self-confidence and maturity to admit that you don't have all the answers.

   d. Feeling confused is something that will fade with time and experience as you acquire all of the answers.

2. PART B: Which detail from the text best supports the answer to Part A?

   a. "No matter what is making us confused, the feeling of not knowing what the answers or solutions are can make us feel useless, stupid, and cause us to worry." (Paragraph 1)

   b. "Instead of admitting or accepting that they don't have the solution, people sometimes try to pretend they have the answers." (Paragraph 2)

   c. "Students are often guilty of hiding their lack of understanding. If confused about a topic in school, they might pretend to know the answers." (Paragraph 3)

   d. "Confusion isn't just an important step to learning in school, it's also important for learning who you are." (Paragraph 5)

3. PART A: Which of the following describes the author's main purpose in the text?

   a. to provide readers with tools to overcome their confusion

   b. to reassure readers that it's completely normal to feel confused

   c. to encourage readers to work through their confusion, rather than avoid it

   d. to explore why teenagers are more susceptible to confusion than adults

4. PART B: Which quote from the text best supports the answer to Part A?

   a. "We've all felt confused before, and it can be one of the most frustrating feelings to deal with." (Paragraph 1)

   b. "As young individuals they can be confused about who they are, and might try harder to behave in a particular way." (Paragraph 3)

   c. "A 2004 study explored six moods that people feel while learning, including frustrated, bored, and confused." (Paragraph 4)

   d. "Instead of trying to hide or fight your confusion, try to resolve it by trying new things." (Paragraph 5)

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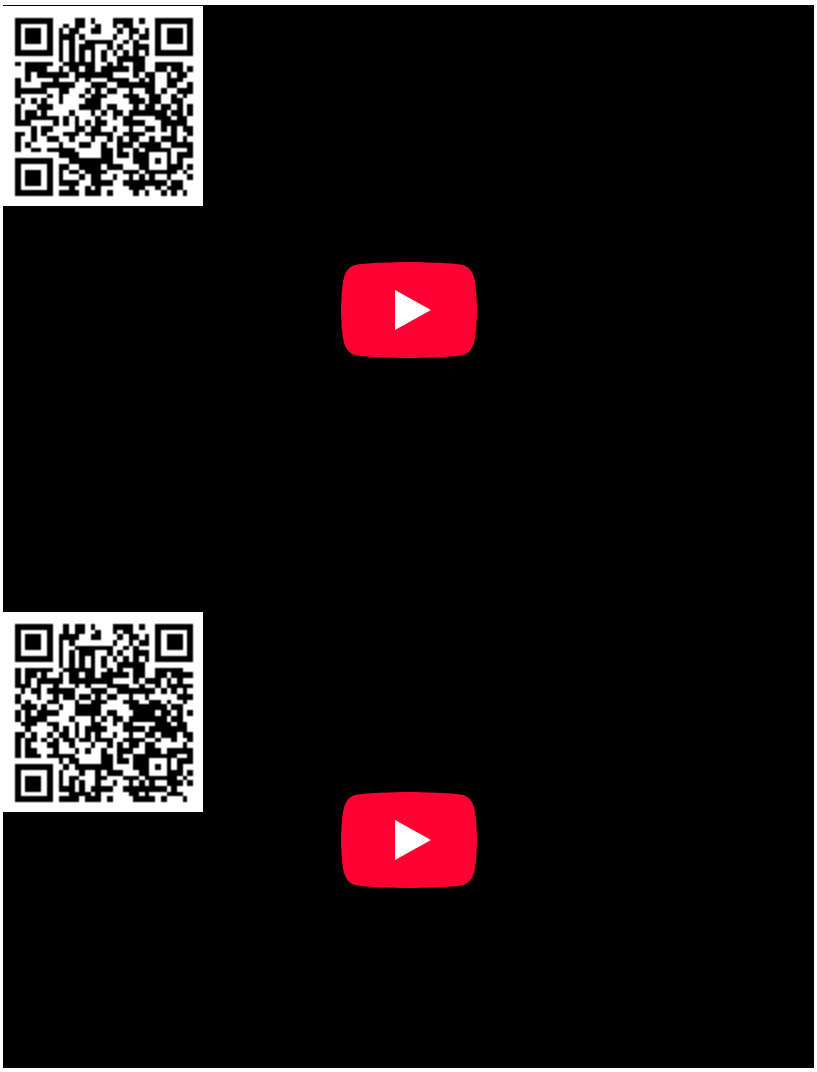
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3.4: Grammar Presentation-Phrasal Verbs

Phrasal verbs are verbs usually followed by a preposition to form one meaning. For example, the phrasal verb **put off** means to delay or postpone. Phrasal verbs can be categorized as separable or inseparable. Separable phrasal verbs can be kept together or separated by nouns or pronouns. Inseparable phrasal verbs cannot be separated by a noun or pronoun. Look at the examples.

1. I looked up the new word in the dictionary. (separable phrasal verb kept together)
2. I look the new word up in the dictionary. (separable phrasal verb separated)
3. I look up to my grandmother. (inseparable phrasal verb)

For more information on this topic, watch these videos: Phrasal Verbs (Structure)-Lesson 18-English Grammar and English Phrasal Verbs for Everyday Life



1.3.4.1. Separable Phrasal Verbs

Separable phrasal verbs can have a noun or pronoun between the verb and preposition. However, they can only have a noun, not a pronoun, after the preposition. Look at the examples.

1. Hyun-Ki **gave** smoking **up**.
2. Hyun-Ki **gave up** smoking.
3. Hyun-Ki **gave** it **up**.
4. Hyun-Ki **gave up** it. (incorrect)

The phrasal verb is separated by a noun (example 1) and pronoun (example 3). In example 2, the phrasal verb is kept together and followed by a noun. However, in example 4, the phrasal verb is kept together and incorrectly followed by a pronoun. While it is not common, some phrasal verbs *must be* separated. The table below has a list of separable phrasal verbs. Those that must be separated are marked with an asterisk (*).

Table 11 Separable Phrasal Verbs

Phrasal Verb	**Meaning**	**Phrasal Verb**	**Meaning**
ask over*	invite	blow up	explode
bring back	return	bring up	bring attention to
build up	increase	break down	thoroughly explain
call back*	return a phone call	call off	cancel
carry out	implement	calm down	decrease emotions
drop off	leave someone or something at a place	figure out	understand or solve
fill in	complete	fill out	complete
fill up	fill completely	fix up	repair/make presentable
find out	learn new information	get across	get people to understand
give up	quit	give out	distribute
give back	return	hang up	end a phone call
help out	assist	leave out	exclude
let down	disappoint	pass down	give
pick up	lift/get	put away	put in the correct place
put off	postpone	take off	remove
throw away	put in the trash	turn on/off	make something open or start/ stop or finish

For more information on this topic, watch this video: An Introduction to Phrasal Verbs



1.3.4.1.1. Exercise 3-Pronoun Objects

Read the sentences that have a noun used with a phrasal verb. Rewrite the sentence using a pronoun. Use the example as a guide.

Example: Sadie always **leaves out** her youngest cousin, Alyssa. = Sadie always **leaves** her **out**.

1. Wei forgot to give back the money.
2. Joan wants to ask Jacobo over for lunch.
3. The teacher broke down the grammar rule so that students could better understand the process.
4. Please fill up my thermos with coffee. I'm tired!
5. We need to help out the team members because they are struggling to complete the project.
6. My children hate to pick up their laundry.
7. The nurse told Paolo to take off his shirt.
8. Have you called your friends back?
9. Sometimes children hang up the phone prematurely.
10. It's not efficient to have the light on during the day. Please turn off the light.

1.3.4.1.2. Exercise 4-Separable Phrasal Verbs Meaning Practice

Read the sentences and determine which phrasal verb would be the most appropriate considering its meaning.

1. My sister _____ the meeting when she came down with the flu.
   a. picked up
   b. carried out
   c. called off
   d. fixed up
2. After having the flu, she had to _____ her appetite slowly.
   a. fill out
   b. pass down
   c. find out
   d. build up
3. Sylvie _____ the house before her friends came over.
   a. fixed up
   b. helped out
   c. threw away
   d. asked over
4. Americans _____ too much plastic. They should reuse, reduce, and recycle.
   a. give up
   b. get across
   c. throw away
   d. bring up
5. I don't want to _____ learning English! It's difficult, but I can do it!
   a. give up
   b. calm down
   c. put away

d. put off

6. My essay was thorough because I didn't want to _____ any supporting points.

   a. fill in

   b. leave out

   c. figure out

   d. turn off

7. Aaron will be late to the meeting because he had to _____ his application at the front office.

   a. call off

   b. get across

   c. give back

   d. drop off

8. Muhamad didn't want to _____ his wife, so he rushed home after school.

   a. build up

   b. break down

   c. let down

   d. calm down

8. The CEO has a great vision for the company, but can she _____ all that she intends?

   a. carry out

   b. hang up

   c. leave out

   d. give out

9. I didn't realize I'd have to _____ the money that I received for financial aid.

   a. call back

   b. give out

   c. give back

   d. fill up

1.3.4.1.3. Exercise 5-Meaning Practice

Match the phrasal verb to its meaning.

a. learn new information	b. return	c. exclude	d. leave
e. bring attention to	f. remove	g. solve	h. postpone
i. help someone understand	j. cancel	k. implement	l. disappoint
m. explain thoroughly			

1. ____ drop off
2. ____ find out
3. ____ figure out
4. ____ get across
5. ____ give back

6. ____ let down
7. ____ take off
8. ____ leave out
9. ____ call off
10. ____ put off
11. ____ break down
12. ____ carry out
13. ____ bring up

1.3.4.2. Inseparable Phrasal Verbs

Inseparable phrasal verbs must be kept together. Transitive phrasal verbs (verbs that can have an object) can be followed by a noun or pronoun. Look at the examples.

1. The teacher is trying to **keep up with** grading the homework.
2. The teacher is trying to **keep up with** it.

It is a challenge determining whether a phrasal verb is separable or inseparable, but one strategy to help you is to remember that most three-word phrasal verbs cannot be separated.

Table 12 Inseparable Phrasal Verbs

Phrasal Verb	Meaning	Phrasal Verb	Meaning
carry on	continue	cash in on	profit from
fall for	believe a trick	follow through with	complete
get off	leave	get on	board
get out of	leave	get over	recover
get through with	finish/endure	get to	access/upset
get together with	meet	go over	review
keep up with	maintain pace	look after	care for
look back on	remember	pick on	bully
put up with	tolerate	see about	consider
stand for	represent	take after	resemble
talk over	discuss	touch on	briefly mention
turn into	become	watch out for	be careful of

1.3.4.2.1. Exercise 6-Meaning Practice

Match the phrasal verb to its meaning.

a. tolerate	b. review	c. continue	d. recover	e. remember
f. resemble	g. become	h. complete	i. discuss	j. consider
k. represent	l. leave	m. care for	n. bully	o. maintain pace

1. _____ carry on
2. _____ take after
3. _____ stand for

4. _____ put up with
5. _____ get out of
6. _____ go over
7. _____ turn into
8. _____ follow through with
9. _____ get over
10. _____ keep up with = maintain pace
11. _____ look back on
12. _____ talk over
13. _____ look after = care for
14. _____ pick on = bully
15. _____ see about

1.3.4.2.2. Exercise 7-Pronoun Objects

Read the sentences that have a noun used with a phrasal verb. Rewrite the sentence using a pronoun. Use the example as a guide.

Example: Sadie always **falls for** her brother's tricks. = Sadie always **falls for** them.

1. The governor will follow through with his plans.
2. Rebecca couldn't wait to get over her symptoms and begin feeling better.
3. The teacher will not put up with disrespectful students.
4. I did my best to keep up with my homework.
5. Watch out for potholes while driving on that road.

1.3.4.2.3. Exercise 8-Inseparable Phrasal Verbs Meaning Practice in Context

Read the sentences and determine which phrasal verb would be the most appropriate considering its meaning.

1. The professor's lecture _____ the differences between the Christian denominations.

   a. carried on

   b. stood for

   c. touched on

   d. fell for

2. Penelope _____ her little sister.

   a. takes after

   b. looks after

   c. goes over

   d. follow through with

3. Daren _____ his dad's personality.

   a. takes after

   b. looks back on

   c. cashes in on

   d. sees about

4. Let's _____ the grammar rules one more time.

   a. get over

   b. carry on

   c. put up with

d. go over

5. The letters used in algebra _____ numbers.
   a. carry on
   b. stand for
   c. get on
   d. watch out for
6. Before a plant _____ fruit, it must be pollenated.
   a. turns into
   b. takes after
   c. stands for
   d. looks after
7. He needs more time to _____ his writing assignments.
   a. look back on
   b. fall for
   c. turn into
   d. keep up with
8. Sometimes the person that _____ others has personal problems.
   a. picks on
   b. look back on
   c. get out of
   d. follow through with
9. The passenger wanted to _____ the bus, so he rang the bell.
   a. get together with
   b. put up with
   c. stand for
   d. get off
10. Instead of punishing a child for doing something wrong, _____ the consequences.
    a. see about
    b. talk over
    c. look after
    d. watch out for

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1.3.4.3. Phrasal Verbs with Multiple Meanings

Sometimes phrasal verbs can have multiple meanings. The same two or three words can be separable for one meaning and inseparable for another meaning. They might be transitive with one meaning and intransitive for another meaning. Look at the table for common phrasal verbs with multiple meanings and their example sentences.

Table 13 Phrasal Verbs with Multiple Meanings

Phrasal Verb	Meanings	Examples
break down	a. stop working b. end in failure c. have an emotional crisis d. analyze something complex	a. My car broke down. b. Negotiations broke down, so they changed their strategy. c. She broke down when she heard the bad news. d. The teacher broke down the math problem.
bring up	a. raise b. mention	a. She brought up three beautiful children. b. Why did he bring up that sensitive topic?
back up	a. make a copy b. support or prove c. cause an accumulation of something like cars d. move backwards	a. I backed up my pictures from my phone online. b. She backed up her claim with evidence. c. The accident caused cars to back up the freeway. d. The car hit the trash cans while backing up.
blow up	a. explode b. fill something with air c. enlarge a picture or document d. suddenly display anger e. overwhelm something like a phone or email	a. The bomb blew up. b. Henry blew up the balloons. c. I blew up the picture because the original was small. d. He blew up when he saw the thieves broke his window. e. My phone blew up with messages when my name appeared on the news.
check out	a. leave a hotel or building b. pay for items c. borrow from a library d. examine or try something e. verify facts as valid	a. He checked out of the hotel. b. He checked out the groceries at self-checkout. c. He checked out a calculator at the library. d. He checked out the new restaurant his friends talked about. e. His story checked out. He was at home when he said he was.
cut off	a. remove something b. stop the supply of something c. interrupt someone d. cause disconnection of a phone or internet	a. I cut off the tag because it bothered my neck. b. I cut off the water when he started spraying me. c. I cut him off when he started lying. d. Her phone cut off, so I couldn't finish the conversation.
go out	a. leave your home b. stop burning	a. He went out with his friends last Friday. b. The fire went out after an hour.
look up	a. search b. improve c. admire	a. I looked up the word in the dictionary. b. Things are looking up after the holidays. c. He looks up to his father.
make out	a. be able to identify or see with great effort b. write details on a check c. kiss in a sexual way	a. I couldn't make out who was in the picture because it was too small. b. Please make out the check to me. c. Students cannot make out on school property.
make up	a. invent b. compose c. no longer be upset d. compensate for a lack of something	a. Children make up stories. b. Flour, butter, and egg make up the dough. c. We made up after talking about the problem. d. The teacher allowed the student to make up the missing homework.
pick up	a. lift something b. give someone a ride c. learn a new skill d. buy something at the store	a. I couldn't pick up the chair. It's heavy. b. I picked up the children from school. c. I picked up Albanian while living in Tetovo. d. I picked up milk and bread.

	e. notice something; detect f. start again g. improve	e. Children pick up when their parents are angry. f. We can pick up where we left off in the movie after eating dinner. g. Sales are beginning to pick up.
take off	a. remove b. leave the ground c. become successful d. take time from work e. leave a place	a. He took off his jacket. b. The plane took off after an hour delay. c. Her career took off after her internship. d. I took off three days to study for a test. e. He took off from the party around 3am.
turn down	a. reduce intensity b. reject an offer or request	a. I turned down the volume of the radio. b. I turned down his offer to have dinner.
work out	a. exercise b. solve a problem	a. He works out three days a week. b. They worked out their differences.

1.3.4.3.1. Exercise 9-Which meaning?

Read the sentences that have phrasal verbs with multiple meanings. Choose the appropriate meaning using the context of the sentence.

1. Billy works out at a gym, but I prefer to work out at home.
   a. exercise
   b. solve a problem
2. I didn't teach Hadi Arabic. He picked it up while listening to his cousins.
   a. lift something
   b. give someone a ride
   c. learn a new skill
   d. buy something at the store
   e. notice something; detect
   f. start again
   g. improve
3. The job opportunity was just too good to turn down!
   a. reduce intensity
   b. reject an offer or request
4. Owen made up a story so that he didn't get in trouble.
   a. invent
   b. compose
   c. no longer be upset
   d. compensate for a lack of something
5. The economy is starting to pick up now that people are getting vaccinated.
   a. lift something
   b. give someone a ride
   c. learn a new skill
   d. buy something at the store

e. notice something; detect

f. start again

g. improve

6. The painting in the cave was so old, the archeologists couldn't make out the script.

   a. be able to identify or see with great effort

   b. write details on a check

   c. kiss in a sexual way

7. After she transferred to Reedley College, things were looking up. She was learning a lot, making new friends, and having a good time with family.

   a. search

   b. improve

   c. admire

8. Before working on the pipe, please cut off the water.

   a. remove something

   *b. stop the supply of something

   c. interrupt someone

   d. cause disconnection of a phone or internet

9. If he mentions politics or religion, please cut him off. These topics are not relevant to our discussion.

   a. remove something

   b. stop the supply of something

   c. interrupt someone

   d. cause disconnection of a phone or internet

10. I hope your passion never goes out.

    a. leave your home

    b. stop burning

11. The employer wanted to know more about the applicant, so he looked her up on social media.

    a. search

    b. improve

    c. admire

12. I checked out the new coffee shop by the college. It's superb!

    a. leave a hotel or building

    b. pay for items

    c. borrow from a library

    d. examine or try something

    e. verify facts as valid

13. The boss blew up when he didn't hear the answer he wanted from his employee.

    a. explode

b. fill something with air

c. enlarge a picture or document

d. suddenly display anger

e. overwhelm something like a phone or email

14. Age should never be brought up in an interview. That information is irrelevant.

    a. raise

    b. mention

15. Their communication broke down, so they needed help.

    a. stop working

    b. end in failure

    c. have an emotional crisis

    d. analyze something complex

16. I emailed my essay, but I also backed it up on my USB just in case.

    a. make a copy

    b. support or prove

    c. cause an accumulation of something like cars

    d. move backwards

17. Twitter blew up when the news broke that he committed fraud.

    a. explode

    b. fill something with air

    c. enlarge a picture or document

    d. suddenly display anger

    e. overwhelm something like a phone or email

18. He backed up his points on the essay with information from experts.

    a. make a copy

    b. support or prove

    c. cause an accumulation of something like cars

    d. move backwards

19. Can we ever make up for sleep that we've lost?

    a. invent

    b. compose

    c. no longer be upset

    d. compensate for a lack of something

20. Animals can pick up smells that humans cannot.

    a. lift something

    b. give someone a ride

    c. learn a new skill

d. buy something at the store

e. notice something; detect

f. start again

g. improve

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3.5: Applying Grammar to Reading

1.3.5.1. Exercise 10-Examples from the Chapter's Reading

Match the examples from this chapter's reading to the meaning of the phrasal verbs.

a. discover	b. handle	c. quit	d. consist of
e. invent	f. eventually in a situation you did not plan	g. experiment with; test	

_____ 1. We've all felt confused before, and it can be one of the most frustrating feelings to **deal with** (Paragraph 1).

_____ 2. At other times, people make educated guesses or **make up** an answer even if they know it isn't right (Paragraph 2).

_____ 3. Fighting confusion **ends up** making us more confused (Paragraph 4).

_____ 4. Identity is also **made up of** your values and goals (Paragraph 5).

_____ 5. People **figure out** their identity in two steps (Paragraph 5).

_____ 6. The first step is exploration, where you **try out** different groups and values and see what fits (Paragraph 5).

_____ 7. Before you **give up**, make sure you have someone to help you and the resources you need to resolve your confusion (Paragraph 5).

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3.6: Communication Practice

1.3.6.1. **Exercise 11-Chain Stories**

The sentence below is the beginning of a story. Each member of your group should add two sentences to the story using at least one phrasal verb. The story can be shocking, funny, wonderful, or embarrassing, but it is a story that should make sense. Be creative!

First sentence of the story: Yesterday began like any other day.

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CHAPTER OVERVIEW

Unit 1 Summary - Putting It All Together

4.1: Exercise 12-Editing

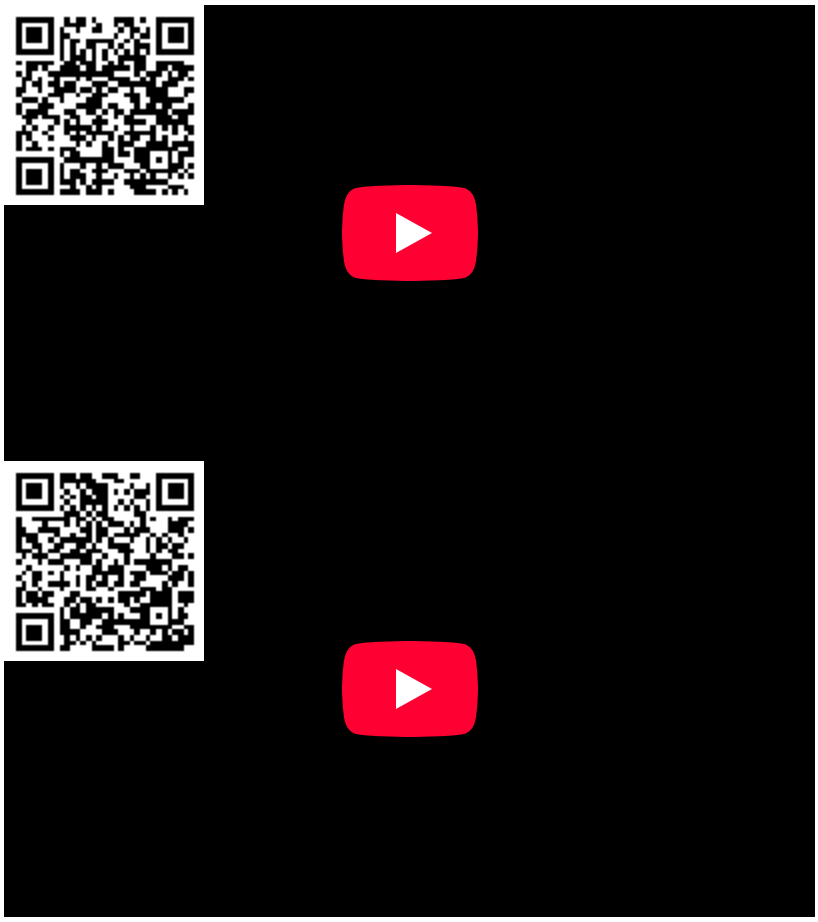
4.2: Exercise 13-Writing

4.3: Exercise 14-Self-Care Presentation

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4.1: Exercise 12-Editing

Read the summary paragraph about success written by a psychology student. Identify and correct errors related to verb tense, gerunds, infinitives, and phrasal verbs. Copy and paste the passage into a word processing document and track the changes. Watch this video on how to track changes in Microsoft Word, and this video on how to track changes using Google Docs.



Amy Chua and Jed Rubenfeld state that success is fueled by three factors that are a result of culture. Superiority complex is a belief that the individuals or groups are exceptional. The second factor is insecurity, which is when someone feel the need to prove oneself or that they are not good enough. The third factor is a characteristic that Chua and Rubenfeld say is learned: grit. People naturally want instant gratification, but people with grit are willing to give up it for future success. While many psychologists are agree with these three factors, Chua and Rubenfeld has been criticized for leaving factors such as generational wealth out. Finally, according to Chua and Rubenfeld, the way be successful is develop these qualities through self-discipline and determination.

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4.2: Exercise 13-Writing

Write two-paragraphs about your goals and the steps to achieving them. You will be writing about only two goals, one in each paragraph. Goals may include these or other ideas: find a job, improve grades, meet new people, get into shape, learn a new skill, save money. Most of the sentences in each paragraph should be about the steps involved in achieving the goal.

Include each of the grammar forms listed below at least one time. Underline each grammar item and label it with the correct letter each time you use it.

a. simple present
b. simple past
c. present perfect
d. gerund
e. infinitive
f. phrasal verb

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4.3: Exercise 14-Self-Care Presentation

This unit includes topics of psychology and learning. Research a topic on self-care and share strategies with your classmates. Create a 3- to 5-minute presentation about the topic. Explain what the self-care strategy is and why it is important. Because your presentation will be only 3-5 minutes, focus on one or two strategies under the topic you choose. For example, if you choose physical self-care, you might describe sleep and rest. If you choose emotional, you might talk about stress management. Try to incorporate this unit's grammar in your presentation.

Topics:

Physical	Emotional	Spiritual	Personal
Work	Financial	Social	Intellectual

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SECTION OVERVIEW

Unit 2: American History

Chapter 4: Indigenous People

5.1: Discussion
5.2: Listening-Lakota in America
5.3: Reading-Life on Reservations
5.4: Grammar Presentation-Modals
5.5: Grammar Presentation-Adjective Clauses
5.6: Applying Grammar to Reading
5.7: Communication Practice

Chapter 5: Executive Order 9066

6.1: Discussion
6.2: Listening-Why I Love a Country That Once Betrayed Me
6.3: Reading-Japanese Relocation During World War II
6.4: Grammar Presentation-Passive Voice
6.5: Applying Grammar to Reading
6.6: Communication Practice

Unit 2 Summary - Putting It All Together

7.1: Exercise 12-Editing
7.2: Exercise 13-Writing
7.3: Exercise 14-Presentation

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CHAPTER OVERVIEW

Chapter 4: Indigenous People

5.1: Discussion
5.2: Listening-Lakota in America
5.3: Reading-Life on Reservations
5.4: Grammar Presentation-Modals
5.5: Grammar Presentation-Adjective Clauses
5.6: Applying Grammar to Reading
5.7: Communication Practice

Thumbnail: “Native American in Ink”. (CC BY 3.0; Wayne Silver via Wikipedia)

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5.1: Discussion

Answer the following questions based on your experience and opinion. Read five classmates' posts and respond to two classmates pointing out any similarities or differences, asking clarifying questions, or giving your opinion on a point they make.

1. Think about the countries around the world. Who is indigenous to those lands? Who occupied those lands? Provide examples.
2. Think about the groups of people in the United States. How did the US become so diverse?
3. Are you familiar with the history of how minoritized groups in the US (e.g., Indigenous people, African Americans, Asian Americans, Muslims, Sikhs, immigrants, refugees, etc.) have been treated? Explain.

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5.2: Listening-Lakota in America

2.1.2.1. Exercise 1-Listening Comprehension

Watch the video Lakota in America and build a basic understanding to prepare you for this chapter's reading. Answer the questions to check your comprehension.

1. Select all the ways the Cheyenne River Youth Project helps youth.
   a. Mental Health
   b. Physical Health
   c. Education
   d. Financial Literacy
2. Select the challenges Lakota people reservation face.
   a. Poverty
   b. Alcoholism and substance abuse
   c. Suicide
   d. Unemployment
   e. Housing
3. Why was the Lakota culture being lost?
   a. It was illegal to practice the Lakota culture and religion.
   b. The youth weren't interested in learning.
   c. The elders weren't interested in passing down the traditions.
4. What is seen as wealth for Lakota people?
   a. Money
   b. Culture and tradition
   c. Houses and cars
5. How many internships were completed in 2017?
   a. 50
   b. 100
   c. 250
   d. 500

"Lakota in America" is copyright by Square.

To learn more about important topics related to Indigenous people in the United States, watch these videos: North Dakota Access Pipeline (What Really Happened at Standing Rock: I Was There); Missing and Murdered Indigenous Women (Indigenous Women Keep Going Missing in Montana); Residential Schools (How the US Stole Thousands of Native American Children). The reading discusses life on a reservation. How do Indigenous people feel about reservations? Watch this video on word associations (Reservation/Native Americans/One Word/Cut).

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5.3: Reading-Life on Reservations

2.1.3.1. Exercise 2-Reading Comprehension

Read the passage below and answer the questions that follow.

[1]About 5.2 million Native Americans live in the United States, and 22% of those live on Native American Reservations. Reservations are large areas of land governed only by Native American tribes; the federal government has little control in these areas. Reservations have existed since 1830, although they have changed in size and location since then.

2.1.3.1.1. Why Reservations?

[2]The U.S. government created reservations to keep more land available for use by U.S. citizens as settlers moved west. Before the arrival of European settlers, Native Americans lived in tribes all over the continent and governed themselves. Each tribe had its own government, culture, traditions, family structures, and ways of life. When settlers began pushing farther and farther west, they fought with Native Americans who already lived there over who should have rights to the land.

[3]To "solve" these disputes about the control of land, the U.S. government "reserved" relatively small areas of land for Native Americans, while allowing the larger areas to be used by U.S. citizens. As more settlers traveled West and as natural resources such as gold and silver were found, the areas reserved for Native Americans became smaller and smaller. If Native Americans did not willingly move onto reservations, they were often relocated by force. The "Trail of Tears" was a series of forced relocations of Native Americans in the southeastern United States to areas that were west of the Mississippi. Over 4,000 Native Americans died from either starvation or disease while they were being relocated. Once tribes arrived on the reservation, there were problems as well, because sometimes feuding tribes ended up living on the same reservation.

[4]The U.S. government tried to install its own forms of education, work, and family life onto the reservations to weaken the Native Americans connection to their cultures and tribes. Many younger generations became disconnected from their heritage. This caused many problems for Native Americans in the following decades.

2.1.3.1.2. Reservation Life Today

[5]Many tribes continue to practice key parts of their distinct cultures. Even though many Native American religious and ancestral traditions were centered around land that they are no longer allowed to live on, many tribes maintain a sense of pride in their culture in numerous ways.

[6]One of the most important ways to do this is through the preservation of tribal languages. Since some of the languages have been lost completely, historians have been able to piece them back together using early recordings of folk tales and legends. Some tribes have programs that allow young students to experience daily language immersion with elders who learned the original language growing up.

[7]Important cultural events still exist on most reservations. For example, on Cherokee reservations in Georgia and Missouri, communities come together to perform traditional stomp dances and play an ancient game called stickball.



[8]Perhaps the most common cultural event on reservations across the country is the pow-wow. A pow-wow is a community event where there is singing, dancing, and ceremonies to celebrate Native American culture. No one is sure which tribe actually started the practice so many hundreds of years ago, but over time each tribe evolved its own spin on the tradition. Today, pow-wows happen all over the country, and many tribes come together to form bigger pow-wows to celebrate both their similarities and differences with each other.

[9]Life on reservations also has its share of problems. Because of the unique history of reservations, many of them face serious economic and social struggles.

2.1.3.1.3. Economic Challenges

[10]Some of the poorest places in America are reservations. The Pine Ridge Indian Reservation, located in South Dakota, is the poorest of the reservations; with a reported average annual income of less than $4,000 per family. Eight in ten adults don't have a job. Not all reservations are as economically disadvantaged as Pine Ridge, but many have unemployment rates in the double digits, and many households rely only on government benefits for income.

[11]Because there are so few job opportunities within the bounds of the reservations, it is not uncommon for parents to live elsewhere for at least part of the year in order to earn money. Meanwhile, they have to leave their children with other relatives or friends. All the economic hardship strains family relationships.

[12]Native Americans also face difficult living conditions. Most reservations have severe housing shortages – a wait list for a house could be up to three years long. Because of this, whole extended families crowd into existing houses, sleeping on couches and floors. Many live without the many utilities that most of America takes for granted. For example, over 50% of houses on reservations are not even connected to public sewers, and some have no running water.

2.1.3.1.4. Physical and Mental Health

[13]There are also many health issues among people living on reservations. Tuberculosis and diabetes rates are very high. On top of this, government-funded health care only meets about 60% of people's needs. Life expectancies are about four years lower than in the rest of the nation. The life expectancy on the Pine Ridge Indian Reservation is 48 years for men and 52 for women, which are the second-lowest averages in the entire western hemisphere.

[14]One of the most damaging diseases on reservations is alcoholism. The exact numbers are disputed, but alcohol addiction is notoriously high on many of the reservations, despite laws against the sale and purchase of liquor. Addiction to alcohol not only hurts (and sometimes kills) the addicts themselves, it is also stressful for their families, and it can even lead to domestic violence.

2.1.3.1.5. Stress and School

[15]All of these issues contribute to perhaps the greatest problem facing most reservations: poor education systems. The schools themselves are under-maintenanced and underfunded, and students score substantially lower on math and reading tests than students in the rest of the country. Most of the schools do not have enough computers or internet bandwidth to meet national standards.

[16]Interestingly, Native American students who participate in the immersion programs mentioned at the beginning of this article often have higher academic performance and test scores later in life than students who did not receive dual-language education. Some school reformers believe this indicates that if schools continue to integrate more of the unique Native American culture into their own classrooms, more students will improve.

1. PART A: Which of the following identifies the central idea of the text?

   a. Life on reservations has vastly improved due to the involvement of the United States government.

   b. Native Americans continue to face significant challenges on reservations that negatively impact their quality of life.

   c. Most Native Americans eventually leave reservations due to the lack of opportunity and unsafe environments.

   d. While reservation schools have less funding, they are more successful due to their integration of Native American cultures in the classroom.

2. PART B: Which detail from the text best supports the answer to Part A?

   a. “The U.S. government tried to install its own forms of education, work, and family life onto the reservations to weaken the Native Americans connection to their cultures and tribes.” (Paragraph 4)

   b. “Not all reservations are as economically disadvantaged as Pine Ridge, but many have unemployment rates in the double digits, and many households rely only on government benefits for income.” (Paragraph 10)

   c. “Many live without the many utilities most of America takes for granted. For example, over 50% of houses on reservations are not even connected to public sewers, and some have no running water.” (Paragraph 12)

   d. “Native American students who participate in the immersion programs mentioned at the beginning of this article often have higher academic performance and test scores later in life than students who did not receive dual language education.” (Paragraph 16)

3. PART A: How does the section “Economic Challenges” contribute to the development of ideas in the text (Paragraphs 10-12)?

   a. It shows how the economic issues that Native Americans face on reservations result in several other related problems.

   b. It emphasizes the need for additional jobs to be available on reservations so families are not separated.

   c. It proves that the reservations need additional funding from the U.S. government to fulfill their basic needs.

   d. It shows that not all reservations across the country are struggling, and that quality of life can vary dramatically.

4. PART B: Which quote from the text best supports the answer to Part A?

   a. “Not all reservations are as economically disadvantaged as Pine Ridge, but many have unemployment rates in the double digits” (Paragraph 10)

   b. “Meanwhile, they have to leave their children with other relatives or friends. All the economic hardship strains family relationships.” (Paragraph 11)

   c. “Most reservations have severe housing shortages – a wait list for a house could be up to three years long.” (Paragraph 12)

   d. “[O]ver 50% of houses on reservations are not even connected to public sewers, and some have no running water.” (Paragraph 12)

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5.4: Grammar Presentation-Modals

Modal auxiliaries are helping verbs that are used only with a main verb to help express mood.

The following is the basic formula for using a modal auxiliary:

Positive statements: Subject + modal auxiliary + base verb.

Example positive statement: James may call.

Yes or no question: Modal auxiliary + subject + base verb?

Example yes or no question: Should I drive?

There are eight main modal auxiliaries in English.

Table 14 English Modals

Modal Auxiliary	Use	Modal Auxiliary + Main Verb
can	Expresses an ability; possibility; or a polite request.	I can lift this forty-pound box. (ability) We can embrace green sources of energy. (possibility) Can you give me a piece of paper? (polite request)
could	Expresses an ability in the past; a present possibility/suggestion; a past or future permission; or a polite request.	I could beat you at chess when we were kids. (past ability) We could bake a pie! (present possibility/suggestion) Could we pick some flowers from the garden? (future permission) Could you pass the handout to me? (polite request)
may	Expresses uncertain future action; permission; or a polite request.	I may attend the concert. (uncertain future action) You may begin the exam. (permission) May I attend the concert (polite request)
might	Expresses uncertain action	I might attend the concert (uncertain action)
should	Expresses obligation; expectation; or advisability.	I should mail my RSVP. (obligation) She should be passing all her classes. (expectation) Should I call my mother? (advisability)
will	Expresses intended future action; ask a favor; ask for information	I will get an A in this class. (intended future action) Will you buy me some chocolate? (favor) Will you be finished soon? (information)
would	States a preference/request; polite request; explain an action; introduce habitual past actions	I would like the steak, please. (preference/request) Would you please move the books? (polite request) I would go with you if I didn't have to babysit tonight. (explain an action) He would write to me every week when we were dating. (habitual past action)
must	Expresses obligation; or an inference.	We must be on time for class. (obligation) He must be sick. (inference)

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2.1.4.1. Possibility and Inference

We can express certainty with modals of possibility. If you are 100% certain, then no modal is necessary, but if you're almost certain then use the modal *must*. If you're less than 50% certain, then use *may*, *might*, or *could*.

When your teacher is absent, you might infer these possibilities:

She is sick. (100% certain)

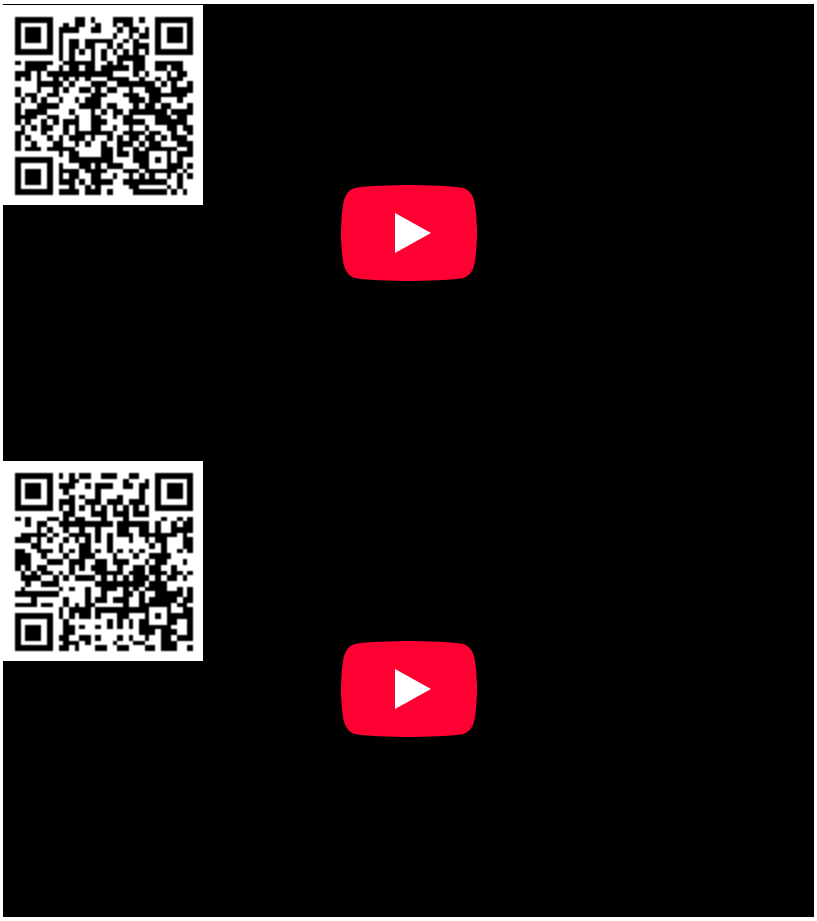
She **must** be sick. (95% certain)

She **may** be sick. (less than 50% certain)

She **might** be sick. (less than 50% certain)

She **could** be sick. (less than 50% certain)

For more information on this topic, watch these videos: Modals of Possibility- May, Might, and Could and Modal of Certainty-Present



2.1.4.1.1. Exercise 3-Inference Practice

Below is a list of situations. Give one sentence with *must* for a strong inference (guess), and write another sentence with a less likely possibility. Use the example to guide you.

Example: Your teacher's eyes are red.

95% certain: She **must** have allergies.

Less than 50% certain: She **might** be high on drugs.

1. A restaurant is busy.
2. Your classmate is using crutches.
3. You see a dog at your friend's house.
4. Your classmate is sad after receiving her exam results.
5. Your classmate is coughing.

6. Your friend is wearing a sun hat and swim suit.
7. Your stomach is making noises.
8. You hear an ambulance.
9. You received a high grade on your homework.
10. You see your family member at the train station.

2.1.4.2. Polite Requests

Could, *would*, and *may* are equally polite when making a request. However, *can* is less formal but still polite. *Can* is used with someone you are familiar with or close to. *May* is used when asking permission or a request, so the subject of the request is "I"; the other modals can be used with any subject. Although all these modals are polite, it is still recommended to use please with these modals. See the examples below.

1. **May** I (please) have a cup of water (please)?
2. **Could** I (please) have a cup of water (please)?
3. **Can** I (please) have a cup of water (please)?
4. **Would** you (please) give me a cup of water (please)?
5. **Could** you (please) give me a cup of water (please)?
6. **Can** you (please) give me a cup of water (please)?
7. **Would you mind giving** me a cup of water (please)?

For more information on this topic, watch these videos: Modal Verbs used for asking Permission and Making Requests and Modal Verbs: Making Requests

2.1.4.2.1. Exercise 4-Polite Requests

Look at the following situations and write how you would politely request what is needed.

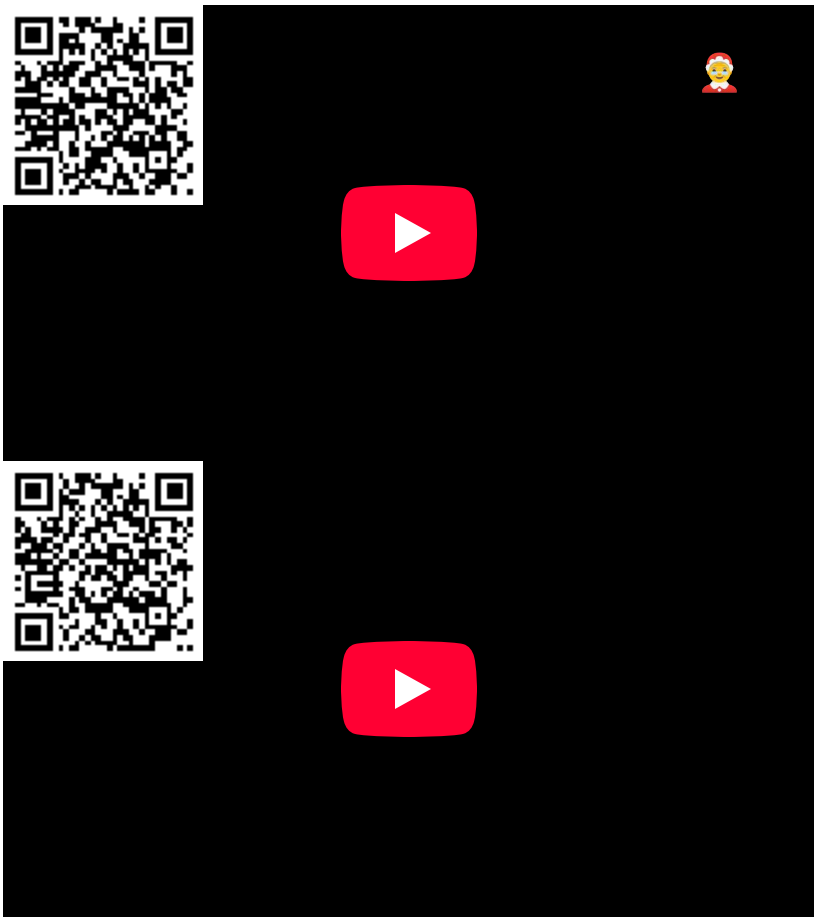
1. You are emailing your instructor. You want to make an appointment to review the exam results.
2. You want to schedule time off from work so that you can visit your family in another city. You will ask your supervisor.
3. You are at the doctor's office waiting room. You have been waiting for a while and need to leave soon. The receptionist is available to ask about the wait time.
4. You want to use your brother's car since yours broke down.
5. You are with your classmate and want to use her phone to call your mom to pick you up.

2.1.4.3. Advisability, Expectations, Obligation, and Necessity

Should can be used to give advice, expectations, and obligations. However, when stating a strong necessity, use **must** or **have to**.

1. You **should** drink hot water with honey. (advice)
2. You **should** be finished with your reading by now. (expectation)
3. I **should** be at work at 9AM. (obligation)
4. I **must** be a work at 9AM. (necessity)
5. I **have to** be at work at 9AM. (necessity)

For more information on this topic, watch these videos: Need to, Have to, & Must: Necessity and Modals for Advice: Should & Should Not



2.1.4.3.1. Exercise 5-Should or Must

Complete the sentences with either should or must. Both answers are possible, but the meaning is different. Use the most appropriate word for the intended meaning.

1. According to my counselor, I _____ take 12 more units to graduate.
   a. should
   b. must
2. According to my counselor, I _____ meet with a tutor to improve my writing.
   a. should
   b. must
3. We _____ eat healthy.
   a. should
   b. must
4. Plants _____ have sun in order to live.
   a. should
   b. must
5. You _____ submit your homework in order to receive credit.
   a. should
   b. must

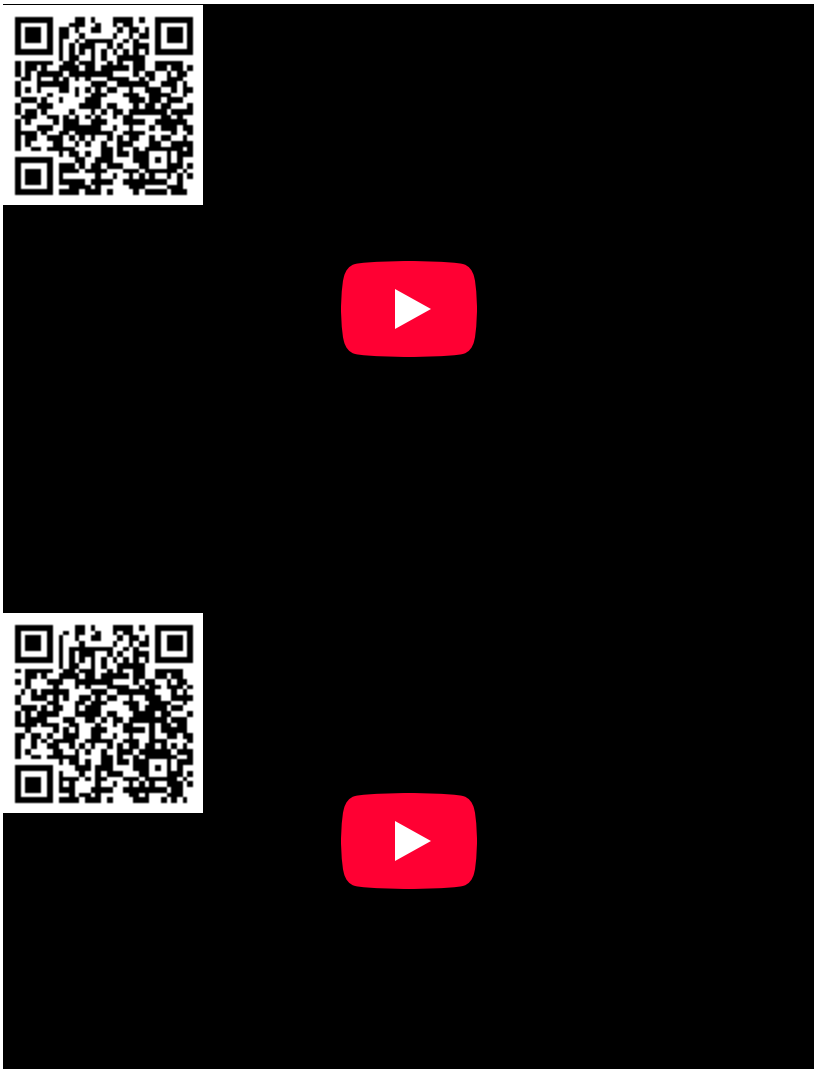
2.1.4.4. Modals Expressing Past Tense

Used to, would, and **could** can be used to express past situations that are no longer true in the present time. Look at the examples.

1. I **used to** travel to many countries. (past habitual action)
2. I **would** visit new and exciting places. (past habitual action)
3. I **could** handle the long flights with no problems. (past ability)
4. I **had to** save my money to buy my plane tickets. (past necessity)

Examples 1 and 2 show that an action occurred regularly, but it no longer happens today. In the third example, **could** signals an ability I once had, but I no longer have. The last example shows past necessity with **had to**.

For more information on this topic, watch this video: Past Modals and Difference Between Used to and Would



2.1.4.4.1. Exercise 6-Listening Practice

Listen to Rachel talk about her childhood. Mark the sentences below as true or false. Follow this link for the listening.



1. Rachel lives on a farm now.
   a. True
   b. False
2. She hung out with her friends on the weekends.
   a. True
   b. False
3. She had the ability to lift heavy items.
   a. True
   b. False
4. She didn’t need to work on the farm if the weather was bad.
   a. True
   b. False

2.1.4.5. Modals Expressing Regrets and Criticism

Sometimes we regret past actions or inactions. Sometimes we criticize others for their past actions or inactions. Modal help express regrets and criticism. Look at the examples.

1. I did not wear a jacket. Now it’s cold. I **should have brought** a jacket. (regret)
2. I ate a lot of chocolate. Now my stomach hurts. I **should not have eaten** all the chocolate. (regret)
3. You are late. You did not tell me. You **might have called** me to say you were late. (criticism)
4. You didn’t keep my secret. You **could have kept** my secret! (criticism)

Let’s look at the formation of regrets and criticism.

Regret: Subject + should/should not + have + past participle.

Criticism: Subject + might/could + have + past participle.

Contractions: Subject + should’ve/shouldn’t have/might’ve/could’ve + past participle.

For more information on this topic, watch this video: Using Perfect Modals to Express Regrets-English Grammar



2.1.4.5.1. Exercise 7-Expressing Regret and Criticism

Rewrite the sentences with the correct form for the modal in parentheses. Your sentences might be affirmative or negative. Use the example to guide you.

Example: I told Jennifer my secret. She talks a lot.

(Should) I shouldn't have told Jennifer my secret.

Example 2: I didn't do my homework.

(Should) I should have done my homework.

1. I have spinach in my teeth. You didn't tell me!

   (Might)

2. The electricity bill is late. You sent the payment through the mail.

   (Could)

3. I made a lot of food for dinner. Now, I have a lot of leftovers.

   (Should)

4. I didn't bring an umbrella to class. The forecast predicted heavy rain.

   (Should)

5. Maria waited to sign up for Political Science. Now the only instructor available has bad reviews.

   (Might)

6. Huy's car broke down. He was absent for class and missed an important exam. His teacher won't let him make it up.

   (Could)

2.1.4.5.2. Exercise 8-What a Mess!

Look at the picture of Yvonne's room. What a mess! Create 5 sentences criticizing here. What should/could/might she have done? Use the example to guide you.

Example: Yvonne could have put her computer on her desk.



2.1.4.5.3. Exercise 9-Should Present vs Past Tense

Read the sentences that include **should**. Select whether should is expressing advisability in the present or past.

1. You should wear a jacket to the performance tonight.
   a. present
   b. past
2. Latif should have driven slower.
   a. present
   b. past
3. He should have managed his time better. Now, he's suffering the consequences.
   a. present
   b. past
4. Brandi should open a new salon to accommodate all her beautiful clients.
   a. present
   b. past
5. Bridget should take time to relax.
   a. present
   b. past
6. Rylee should have attended the planning meeting. Now her club wants to exclude her from the event.
   a. present
   b. past
7. Grades should be entered no later than the Monday after the end of the semester.
   a. present
   b. past
8. Nancy should retire soon so that she can spend time with her grandson.
   a. present

b. past

9. Abigale should have followed her teacher’s directions.

   a. present

   b. past

10. Ricardo should have worked in the garden before it started raining. Now he has a cold.

    a. present

    b. past

2.1.4.5.4. Exercise 10-Listening Practice for Regrets and Criticism

The weekend flew by! Listen to Rachel talk about her regrets. Follow this link for the listening.



1. Select the activities she did.

   a. do homework

   b. call Grandma Betty

   c. call Kathy

   d. buy groceries

   e. clean the house

   f. watch the new series on Netflix

   g. do laundry

   h. go to Asha’s house

2.1.4.6. Common Errors

Be aware of these four common errors when using modal auxiliaries:

Using an infinitive instead of a base verb after a modal
Incorrect: I can to move this heavy table.
Correct: I can move this heavy table.

Using a gerund instead of a base verb after a modal
Incorrect: I could moving to the United States.
Correct: I could move to the United States.

Using two modals in a row
Incorrect: I should must renew my passport.

Correct: I must renew my passport.
Correct: I should renew my passport.

Leaving out a modal
Incorrect: I renew my passport.
Correct: I must renew my passport.

"Common Errors" is derived from "Writing for Success" by Lynne Bost, Barbara Hall, Michelle Kassorla, Karen McKinney-Holley, Kirk Swenson, and Rebecca Weaver licensed under CC BY.

2.1.4.6.1. Exercise 11-Common Modal Auxiliary Errors

The sentences have errors related to modal auxiliaries. Identify and correct the errors.

1. She should to make dinner for her family every night.
2. He must drives his mother to the store tonight
3. It might raining in New York now.
4. I could played baseball every day when I was a boy.
5. I would ate dinner with my mother and father every day.
6. The girl has play with her friends after school tomorrow.
7. He musts goes to the doctor for the cut on his head.
8. Children should not be play with matches.
9. My big brother could ate a lot of food when he were a boy.
10. He might not sees the spider on his shirt.
11. I could be played football when I was a young man.
12. It may raining tonight.
13. His sister must goes to school every day next week.
14. The boys and their father would worked on the farm all day when they was younger.
15. We had to do a lot of homework tomorrow evening.
16. He have to finishes his homework before he can goes to the party with his friends.
17. He must finishes his composition before he cans goes outside to play.
18. He must always eats all the food on his plate before he can leaves the table.

"Common Modal Auxiliary Errors" is derived from "Modal Verb Form Errors Analysis and Structure Exercise" by Don Bissonnette under CC BY-NC.

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5.5: Grammar Presentation-Adjective Clauses

Adjective clauses are dependent clauses that describe nouns. Adjective clauses use relative pronouns to replace the noun they are describing. Some adjective clauses give necessary information to understand which noun they are describing. Other adjective clauses give extra information.

2.1.5.1. Relative Pronouns

Relative pronouns usually begin adjective clauses although there are some exceptions that will be covered later.

Table 15 Relative Pronouns

Relative Pronoun	Reference	Grammatical Function
which	specific things (non-human)-used with commas	subject, object, or object of a preposition
that	general things or people-not used with commas	subject or object
who	people	subject
whom	people	object or object of a preposition
whose	possessive pronouns or nouns (his, her, its, their)	subject or object
when	time	object
where	place	object

For more information on this topic, watch this video: Relative Pronouns & Clauses-English Grammar Lesson



2.1.5.2. Restrictive and Non-Restrictive Clauses

A restrictive clause is an adjective clause that provides important information to help the reader identify or understand the noun it is describing. It is important to understand restrictive clauses because they do not require commas and might influence which relative pronoun you use. Nonrestrictive clauses provide additional information about the referent noun. The reader can identify the noun without using the adjective clause.

Restrictive Clause: The girl **who is sitting in the front** is new.

Non-Restrictive Clause: Mariam, **who is absent today**, speaks K'iche.

If I asked you, "Do you know the girl?" You would probably respond, "Which girl?" My response to you would restrict which girl I am referring to. This is the case in the first example above. Therefore, no comma is necessary. In the second example, I give a

name, so it is likely you know the reference. Therefore, I put commas around the adjective clause. In the above examples, both adjective clauses are referring to a person, but what happens when the noun is nonhuman?

Restrictive Clause: The car **that is in my driveway** is my brother's.

Non-Restrictive Clause: My car, **which needs to be washed**, rides smoothly.

In the first example, the noun (car) is general. It's likely you are not sure which car I am referring to until I say, "that is in my driveway". However, in the second example I say, "my car" and this is specific, so the relative pronoun "which" and commas are used.

For more information on this topic, watch these videos: Commas or No Commas? Restrictive vs. Non-Restrictive Relative Clauses



2.1.5.2.1. Exercise 12-Restrictive and Non-Restrictive Clauses

Read the sentences below. Identify the adjective clause and whether the adjective clauses are restrictive or non-restrictive.

1. The United States, which has the highest incarceration rate in the world, is experiencing a crisis.
   a. Restrictive
   b. Non-Restrictive
2. The country whose economy is collapsing has not responded to its citizens' needs.
   a. Restrictive
   b. Non-Restrictive
3. The radio station that plays soft rock has poor reception near the freeway.
   a. Restrictive
   b. Non-Restrictive
4. My favorite radio station, which often plays Stevie Nicks, has a great signal at my house.
   a. Restrictive
   b. Non-Restrictive
5. The woman who smokes in her car works for an office that prohibits smoking on its property.
   a. Restrictive
   b. Non-Restrictive

2.1.5.3. Subject Relative Pronouns

Adjective clauses are made when two sentences are combined to avoid repetition of nouns or pronouns. When the repeated noun or pronoun is a subject in the second sentence, the relative pronoun that replaces the noun or pronoun will be the subject of the

adjective clause.

Sentence 1: The person left my car parked on Mainstreet.

Sentence 2: The person stole my car.

Combined: The person who stole my car left it parked on Mainstreet.

Let's break down the steps taken to create the combined sentence.

1. The second sentence describes what the subject of the first sentence did. Adjective clauses need to be next to the noun they describe. Move the sentence next to the noun it's describing.

   The person [The person stole my car.] left it parked on Mainstreet.

2. Replace the repeated noun or pronoun with the appropriate relative pronoun. In this case, the subject of the main clause is a person, so my two options are who or that depending on whether the clause is restrictive or non-restrictive.

   The person [The person who stole my car.] left it parked on Mainstreet.

3. The final step is to punctuate the clause depending on whether the clause is restrictive or non-restrictive. In this example, the clause is restrictive, so no commas are necessary.

   The person who stole my car left it parked on Mainstreet.

For more information on this topic, watch this video: Subject Relative (Adjective) Clause



2.1.5.3.1. Exercise 13-Creating Adjective Clauses with Subject Relative Pronouns

Combine the sentences below. Use the second sentence as the adjective clause.

1. My friend studies engineering. She is from Oman.
2. The man has five cars. He lives on my street.
3. The restaurant is always busy. It serves halal meat.
4. The movie was fantastic! It was directed by Ava DuVernay.
5. Shawshank Redemption is one of the best movies. It was released in 1994.
6. McDonald's is an international fast-food company. It was founded in 1955 in California.
7. The student needs a break. She just finished a four-hour exam.
8. Zahra needs a break. She just finished a 5-mile run.
9. My mom visits her grandchildren often. She loves her grandchildren. (Change grandchildren to a pronoun after the sentences are combined so that the word is not repeated)
10. The classes are full. The classes cover popular topics.

2.1.5.4. Object Relative Pronouns

When the repeated noun or pronoun is an object in the second sentence, the relative pronoun that replaces the noun or pronoun will begin the adjective clause and replace the object of the adjective clause's original sentence.

Sentence 1: The woman likes square dancing.

Sentence 2: You met the woman at the party.

Combined: The woman **whom you met at the party** likes square dancing.

Let's break down the steps taken to create the combined sentence.

1. The second sentence has a noun or pronoun repeated from the first sentence. The repeated noun or pronoun is the object of the second sentence. Adjective clauses need to be next to the noun they describe. Move the sentence next to the noun it's describing.

   The **woman** [You met the **woman** at the party.] likes square dancing.

2. Replace the repeated noun or pronoun with the appropriate relative pronoun. The relative pronoun will not be in the same position as the noun or pronoun it replaces. The relative pronoun will being the clause. For choosing which relative pronoun to use, the subject of the main clause is a person, so my two options are **whom** (used for people and function as objects) or **that** depending on whether the clause is restrictive or non-restrictive.

   The **woman** [**whom** You met the **woman** at the party.] likes square dancing.

3. The final step is to punctuate the clause depending on whether the clause is restrictive or non-restrictive. In this example, the clause is restrictive, so no commas are necessary. The woman **whom you met at the party** likes square dancing.

Determining whether the relative pronoun is a subject or an object can be important in choosing which relative pronoun to use. For example, what is the difference between **who** and **whom**?

Subject relative pronoun + verb.

Object relative pronoun + noun/pronoun + verb.

If we look at the isolated adjective clauses structures above, a subject relative pronoun will be followed by a verb. However, an object relative pronoun will be followed by a subject (noun or pronoun) and then a verb. Let's take a look at some examples.

1. The woman **who drove me home last night** works for a taxi company.
2. The woman **whom you met at the party Friday** likes square dancing.
3. The class **that Ahmad took last semester** is only offered once an academic year.

Identify the relative pronouns (1. who, 2. whom, and 3. that) in the above examples. What follows the relative pronoun? Is it a verb that follows or a noun or pronoun? In the first example, a verb follows the relative pronoun, so the relative pronoun is the subject of the adjective clause. In the second and third examples, a noun and pronoun follow the relative pronouns, so that means the relative pronouns are the object of the adjective clause. This is the difference between who and whom. *Who* is used as a subject of an adjective clause, and *whom* is the object of the adjective clause.

For more information on this topic, watch this video: Object Relative (Adjective) Clauses



2.1.5.4.1. Exercise 14-Creating Adjective Clauses with Object Relative Pronouns

Combine the sentences below. Use the second sentence as the adjective clause so that the relative pronoun functions as the object.

1. The book was interesting. We read it last summer.
2. The movie was very powerful. I just finished it.
3. The man is from Sucre, Bolivia. I met him yesterday.
4. The essay has great development. You wrote it.
5. The museum has an exhibit for Día de Los Muertos. We will visit it next week.
6. The cookies were delicious. Christina made them.
7. The teacher explains topics very well. I visit her during office hours.
8. The politician had created helpful laws for the people she represented. The senate honored her.
9. The land was not valuable. The government gave it to the indigenous population.
10. The student received a perfect score on her exam. I tutored her.

2.1.5.4.2. Exercise 15-Who or Whom?

Complete the sentences below with either who or whom. Remember that who will be followed by a verb, and whom will be followed by a subject (noun or pronoun).

1. The man _____ drove us home last night works for a ride-share company.
   a. who
   b. whom
2. The man _____ Vicki loves is married to another woman.
   a. who
   b. whom
3. The singer _____ sings the #1 hit on the billboard chart has sold over 2 million copies.
   a. who
   b. whom
4. The singer _____ we saw in concert in Las Vegas has sold out every concert this year.
   a. who
   b. whom
5. The student _____ sits next to me chews gum loudly.
   a. who
   b. whom

6. The student _____ the teacher called on was not prepared to answer.
   a. who
   b. whom
7. The author _____ our school invited to speak has an inspirational story.
   a. who
   b. whom
8. The author _____ immigrated to the US as a child is a professor at Santa Clara University.
   a. who
   b. whom
9. The player _____ has the most scores this season injured her leg in the last game.
   a. who
   b. whom
10. The athlete _____ I admire the most did not compete in the Olympics.
    a. who
    b. whom

2.1.5.5. Adjective Clauses with Whose

Whose is used to show possession. It replaces possessive nouns and adjectives his, her, its, and their. Whose is always at the beginning of the adjective clause and can function as the subject or object. Let's look at an example.

Sentence 1: The **teacher** explains topics very well.

Sentence 2: I am taking **her** class.

Combined: The teacher **whose class I am taking** explains topics very well.

Let's break down the steps taken to create the combined sentence.

1. The second sentence has a possessive adjective "her," which refers to the teacher in the first sentence. Move the sentence next to the noun it's describing.

   The teacher [I am taking **her** class.] explains topics very well.

2. Replace the possessive adjective with whose and move the relative pronoun and noun it possesses to the beginning of the adjective clause.

   The teacher [**her whose** class I am taking.] explains topics very well.

3. The final step is to punctuate the clause depending on whether the clause is restrictive or non-restrictive. In this example, the clause is restrictive, so no commas are necessary. The teacher **whose class I am taking** explains topics very well.

For more information on this topic, watch this video: Relative Clauses with Whose



2.1.5.5.1. Exercise 16-Create Adjective Clauses Using Whose

Combine the sentences below. Use the second sentence as the adjective clause so that the relative pronoun shows possession (whose).

1. The singer has worked hard to break through. Her song is on the charts.
2. We read the book. Its story transforms readers into a magical place.
3. The student easily passed the class. His essays were flawless.
4. I sat next to the girl. Her perfume was too strong.
5. I visited the city. I will attend its college next year.
6. Hadi cried for a while. Hadi's toy was taken by another child.
7. I thanked the woman. I used her pen.

2.1.5.6. Adjective Clauses with Where and When

In adjective clauses that describe a place, use **where** as the relative pronoun. In adjective clauses that describe time, such as a year, day, or time, use **when** as the relative pronoun. **Where** and **when** as relative pronouns function only as the object. Read the examples.

1. I remember the place. I met you at that place. → I remember the place **where** I first met you.
2. I remember the day. I met you on that day. → I remember the day **when** I first met you.

Sentence 1: The room has been updated.

Sentence 2: My class is in that room.

Combined: The room **where my class is** has been updated.

1. The second sentence has a time or place that refers to a time or place mentioned in the first sentence. Move the second sentence next to the time or place it's describing in the first sentence.

   The room [My class is in that room.] has been updated.

2. Replace the time or place with the appropriate relative pronoun either when or where and move the relative pronoun to the beginning of the adjective clause. Delete the phrase that indicates time or place (usually a prepositional phrase).

   The room [where My class is ~~in that room~~.] has been updated.

3. The final step is to punctuate the clause depending on whether the clause is restrictive or non-restrictive. In this example, the clause is restrictive, so no commas are necessary. The room **where my class is** has been updated.

2.1.5.6.1. Exercise 17-Create Adjective Clauses with Where and When

Combine the sentences below. Use the second sentence as the adjective clause so that the relative pronoun shows time or place (when or where).

1. The place is outdoor. I got married there.
2. The building collapsed. Irene lived there.
3. The library closes at 3PM on Fridays. I spend most of my time at the library.
4. The house has changed a lot. I grew up in that house.
5. The day was the best day of my life. You were born on that day.
6. I was sick Tuesday. I had an exam on Tuesday.
7. February is the month. The temperatures are usually the coldest in that month.

2.1.5.7. Reducing Adjective Clauses

Adjective clauses can be modified to create adjective or prepositional phrases or appositives. A clause has a subject and a verb, but a phrase does not contain both.

2.1.5.7.1. Reducing Clauses with Be Verbs

If an adjective clause has the relative pronouns *who*, *which*, *that* followed by a *be* verb, you can typically (see exceptions later) delete the relative pronoun and the *be* verb. Let's explore these examples.

1. The girl ~~**who is**~~ **sitting in the front** is new.
2. Mariam, **who is absent today**, speaks K'iche.
3. The author, ~~**who is**~~ **Dr. Bettina L. Love**, is an associate professor at University of Georgia.
4. The car ~~**that is**~~ **in my driveway** is my brother's.
5. The researchers, ~~**who are**~~ **led by plant geneticist Philipp Simon**, have not limited themselves to the color orange.

In example 1, the relative pronoun *who* and the *be* verb *is* are deleted. This deletion creates an adjective phrase *sitting in the front*. However, in example 2, the relative pronoun and *be* verb cannot be deleted because what would be left is just an adjective. For example, if I said, "The fruit, which is fresh, stays in the refrigerator" and try to reduce this clause, then it will read "The fruit fresh stays in the refrigerator." Why not just write "The fresh fruit"? The third example can be reduced, and this is called an appositive. It is a noun or synonym for the antecedent noun. In the fourth example, the reduction creates a prepositional phrase. Finally, the last example creates a type of adjective phrase.

2.1.5.7.2. Reducing Clauses with Non-Be Verbs

When the verb following the relative pronouns *that*, *which*, and *who* are not a *be* verb, then you can delete the relative pronoun and change the verb to the -ing form. Let's look at the following examples.

1. Anyone ~~**who wants**~~ **wanting to participate** should contact a counselor.
2. Ten percent of the Earth is covered with glaciers ~~**which consist**~~ **consisting of 75% of the Earth's fresh water.**
3. Purple carrots possess an entirely different class of pigments — anthocyanins — ~~**which act**~~ **acting as powerful antioxidants.**

All of the examples above have non-be verbs that are changed to -ing form. Also, all of the relative pronouns in the above examples were deleted creating adjective phrases.

Let's summarize the rules.

Be verb follows a relative pronoun: delete the relative pronoun and be verb (unless an adjective follows the be verb).

Non-be verb follows a relative pronoun: delete the relative pronoun, change the verb to -ing form.

For more information on this topic, watch this video: Reduced Relative Clauses; Reducing Adjective Clauses to Adjective Phrases: Learn English Grammar with JenniferESL

2.1.5.7.3. Exercise 18-Reducing Adjective Clauses

Read the sentences and select the best phrase to replace the adjective clause according to the rules of reducing adjective clauses.

1. The students who want to meet with a tutor should put their names here.

   a. want to meet with a tutor

   b. wanted to meet with a tutor

c. wanting to meet with a tutor

d. no reduction possible

2. The books that were placed on the back table have disappeared.

   a. being placed on the back table

   b. were placed on the back table

   c. placed on the back table

   d. no reduction possible

3. The cities that are located east of the river have access to more water.

   a. that located east of the river

   b. being located east of the river

   c. located east of the river

   d. no reduction possible

4. Spiderman, who has great strength and responsibility, tracks down Cindy Moon.

   a. having great strength and responsibility

   b. had great strength and responsibility

   c. no reduction possible

5. Spiderman is a superhero who was created by Stan Lee.

   a. being created by Stan Lee

   b. created by Stan Lee

   c. no reduction possible

6. Captain America, who is a Marvel superhero, first appeared in 1941.

   a. being a Marvel superhero

   b. a Marvel superhero

   c. no reduction possible

2.1.5.8. Common Errors in Adjective Clauses

2.1.5.8.1. Subject-Verb Agreement

A common error when writing adjective clauses is choosing the wrong verb form. Keep in mind that the verb must agree with the antecedent noun or pronoun.

1. The car that is in the driveway needs a new tire.
2. The cars that are in the street need to be moved.

Notice in the first example how the verb is in the adjective clause and need in the main clause agree with the antecedent noun car. In the second example, the subject is plural (cars), so the verbs in both the adjective clause and the main clause agree in number.

2.1.5.8.1.1. Exercise 19-Choosing the Right Verb

Choose the correct verb to complete the sentence according to the antecedent noun.

1. The Pacific Ocean is the world's largest ocean that _____ from the Artic in the north to the Southern Ocean in the south.

   a. extend

   b. extends

c. extended

2. Michael Phelps, who _____ a champion swimmer, won eight gold medals in the 2008 Olympics.

   a. is

   b. are

   c. being

3. Cacao, which _____ sold to chocolate-processing companies, _____ harvested by hand.

   a. is, was

   b. is, were

   c. is, is

   d. was, were

4. Sarah wants to buy the sofas that _____ in the window display of the department store.

   a. is

   b. are

   c. was

5. The tools that _____ stolen _____ to be replaced.

   a. is, needs

   b. are, need

   c. was, needs

   d. were, need

6. The people who _____ late _____ marked absent.

   a. was, was

   b. was, were

   c. were, were

2.1.5.8.2. Repeating the Subject or Object

When writing an adjective clause, the relative pronoun replaces the subject or object in the dependent clause. A common error is to write both the relative pronoun and the subject or object.

1. The man who he drove us home last night works for a taxi company.
2. The book that I bought it online arrives tomorrow.

In the first example, the relative pronoun *who* should replace the subject pronoun *he*, so both *who* and *he* should not be in the adjective clause. Also, in the second example the relative pronoun *that* replaces the object pronoun *it*.

2.1.5.8.3. Placement

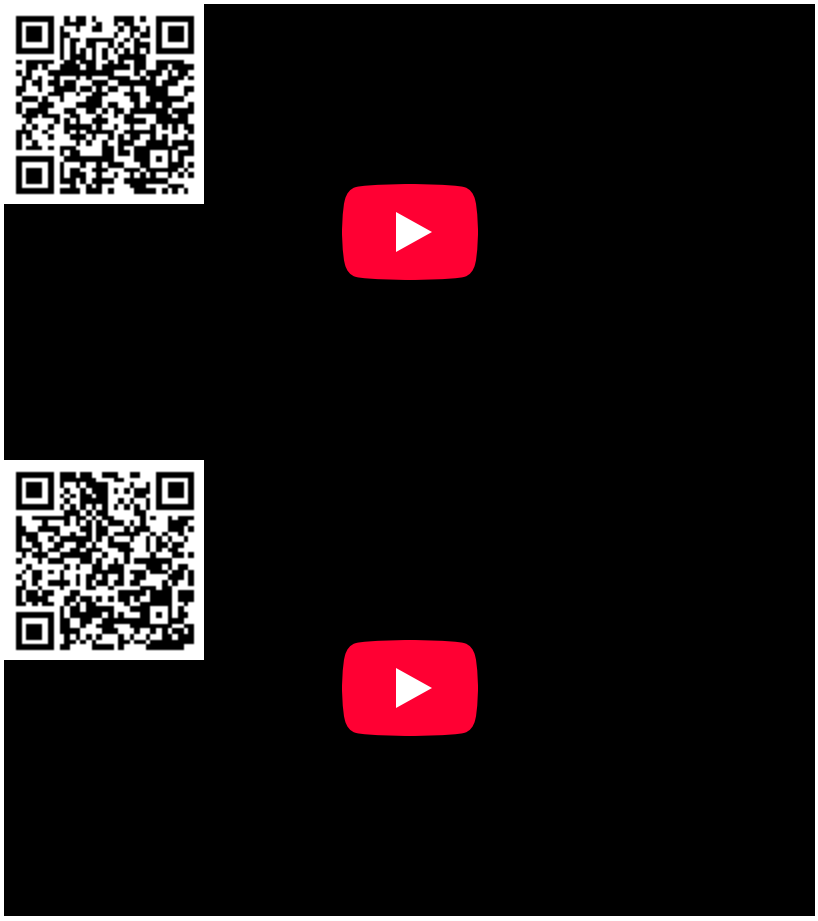
Adjective clauses should be next to the nouns they modify. When they are not placed correctly, the meaning could be different than intended.

1. The restaurant served a plate to the woman that was dirty.
2. The restaurant served a plate that was dirty to the woman.

Because the adjective clause in the first example is next to the noun *woman*, then the reader thinks that the woman was dirty. However, the intended meaning was that the plate was dirty, so the adjective clause should be next to the plate (the noun it is modifying).

2.1.5.8.3.1. Exercise 20-Fixing Repeated Subjects/Object and Placement Errors

Copy and paste the numbered sentences below into a word processing document and track the changes as you fix errors relaxed to a repeated subject or object, or adjective clause placement. Watch this video on how to track changes in Microsoft Word, and this video on how to track changes using Google Docs.



1. The book that I bought it through Amazon arrived late.
2. I went to the shopping mall with my friend that is the biggest in America.
3. The rooms where they go to them will be prepared.
4. The photographer took pictures of our hiking trip who works for National Geographic.
5. The man changed my car's tires whom I cannot find him now.

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5.6: Applying Grammar to Reading

2.1.6.1. Exercise 21-Modal in Chapter Reading

Read the sentences adapted from this chapter's reading. Each sentence has a modal. Select the appropriate purpose of the modal.

1. When settlers began pushing farther and farther west, they fought with Native Americans over who **should** have rights to the land. (Paragraph 2)

   a. obligation

   b. expectation

   c. advice

   d. regret

2. Meanwhile, they **have to** leave their children with other relatives or friends. (Paragraph 11)

   a. possibility

   b. certainty

   c. expectation

   d. necessity

3. Most reservations have severe housing shortages – a wait list for a house could be up to three years long. (Paragraph 12)

   a. ability in the past

   b. present possibility/suggestion

   c. past or future permission

   d. polite request

4. Addiction to alcohol not only hurts (and sometimes kills) the addicts themselves, it is also stressful for their families, and it **can** even lead to domestic violence. (Paragraph 14)

   a. ability

   b. possibility

   c. polite request.

2.1.6.2. Exercise 22-Adjective Clauses in Chapter Reading

Read the sentences below from the chapter reading. Identify and underline the adjective clauses and adjective phrases (reduced clauses). Circle or highlight the noun being described. Compare your answers to a partner's. Take notes on whether the clause is restrictive or not and any alternative ways to write the information.

1. Reservations are large areas of land governed only by Native American tribes. (Paragraph 1)
2. When settlers began pushing farther and farther west, they fought with Native Americans who already lived there over who should have rights to the land. (Paragraph 2)
3. As more settlers traveled West and as natural resources such as gold and silver were found, the areas reserved for Native Americans became smaller and smaller. (Paragraph 3)
4. The "Trail of Tears" was a series of forced relocations of Native Americans in the southeastern United States to areas that were west of the Mississippi. (Paragraph 3)
5. Even though many Native American religious and ancestral traditions were centered around land that they are no longer allowed to live on, many tribes maintain a sense of pride in their culture in numerous ways. (Paragraph 5)
6. Some tribes have programs that allow young students to experience daily language immersion with elders who learned the original language growing up. (Paragraph 6)

7. For example, on Cherokee reservations in Georgia and Missouri, communities come together to perform traditional stomp dances and play an ancient game called stickball. (Paragraph 7)
8. The Pine Ridge Indian Reservation, located in South Dakota, is the poorest of the reservations; with a reported average annual income of less than $4,000 per family. (Paragraph 10)
9. Many live without the many utilities that most of America takes for granted. (Paragraph 12)
10. All of these issues contribute to perhaps the greatest problem facing most reservations: poor education systems. (Paragraph 15)

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5.7: Communication Practice

2.1.7.1. Exercise 23-What should I have done?

Explain a complicated situation that happened to you or someone you know in the past using the simple past tense. Do not tell your classmates the final outcome. Group members should respond saying what you should/could/might have done. Use the example to guide you.

Example: When I visited Mexico last summer, I went to a furniture store and bought a mattress. When I made the purchase, the salesperson charged the cost on my credit card, and at that moment, I thought everything was ok. To my surprise, days later I checked my mobile bank app, and there was not any bill for the mattress. I really did not know what to do because I thought possibly it will appear on my app in the next few days. One option was going back to the store, but what if I am going to the store, and they charge me twice. What should I have done?

You should have…

2.1.7.2. Exercise 24-Advice

We often find ourselves in "sticky" situations. We don't know what to do, so we ask a friend or family member. Take turns reading the situations and giving advice to your classmates for the following situations.

1. Dulce teaches a reading class, and as she was grading her students' essays about the novel they read, she noticed that two students' essays were very similar (50%+ were copied sentences). She asked the students, who are friends, to talk with her after class. When she confronted the students about the situation, they both denied copying from each other. What should Dulce do? What should the students do?
2. Hawra is on a field trip with her school. When they arrived at the destination, she found a wallet on the bus. Her friends told her to throw the wallet away and spend the money. What should Hawra do?
3. Claudia has just arrived from Nicaragua. She speaks very little English and is attending high school, but it's very difficult for her to understand what her teachers are telling her. Her brother told her to quit and work in the fields to support the family. What should she do?

2.1.7.3. Exercise 25-Celebrity Guess Who

Think of a famous person. Write five sentences using adjective clauses to describe them. Do not write their name. You want to give enough information so that your classmates can guess who you're talking about. Share your sentences with your group, and guess who your classmates are describing. Use the example to guide you. Alternatively, you can describe animals or people or places at your school.

Example: I am someone who played quarterback for the San Francisco 49ers.

I am someone that wore a number 7 jersey.

I am someone who protested racial inequality by not standing of the national anthem.

I am someone who was a spokesperson for Nike.

Who am I?

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CHAPTER OVERVIEW

Chapter 5: Executive Order 9066

6.1: Discussion

6.2: Listening-Why I Love a Country That Once Betrayed Me

6.3: Reading-Japanese Relocation During World War II

6.4: Grammar Presentation-Passive Voice

6.5: Applying Grammar to Reading

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Thumbnail: Sign posted notifying people of Japanese descent to report for incarceration. (Public Domain; US Gov via Wikipedia)

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6.1: Discussion

Answer the following questions based on your experience and opinion. Read five classmates' posts and respond to two classmates pointing out any similarities or differences, asking clarifying questions, or giving your opinion on a point they make.

1. What historical events have prompted fear of others?
2. Why do people hate others who are not like them?

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6.2: Listening-Why I Love a Country That Once Betrayed Me

2.2.2.1. Exercise 1-Listening Comprehension

Watch the video Why I Love a Country That Once Betrayed Me and build a basic understanding to prepare you for this chapter's reading. Answer the questions to check your comprehension.

1. Why were Takei and his family relocated to an internment camp?
   a. They were not loyal to America.
   b. They had recently immigrated from Japan.
   c. They were of Japanese descent.
   d. They did not support the war.
2. Which of the following describes Takei's experiences in the internment camp?
   a. He thought it was normal.
   b. He felt betrayed by his country.
   c. He blamed his parents for his internment.
   d. He understood he was being treated differently.
3. How were Japanese Americans treated when they volunteered for the army?
   a. They were slapped across the face.
   b. They were viewed as heroes.
   c. They were accused of being spies.
   d. They were treated as if they were non-citizens.
4. Why did Japanese Americans volunteer to fight in the war?
   a. They wanted to prove they could be trusted.
   b. They wanted to fight for what America stood for.
   c. They needed to make money to send to their families.
   d. They wanted to bring the war and internment to an end.

"Why I Love a Country That Once Betrayed Me" by George Takei is licensed by TED under CC BY-NC-ND 4.0

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6.3: Reading-Japanese Relocation During World War II

2.2.3.1. **Exercise 2-Reading Comprehension**

Read the passage below and answer the questions that follow.

[1]President Franklin Delano Roosevelt declared that the day of the Japanese attack on Pearl Harbor, December 7, 1941, would live in infamy. The attack launched the United States fully into the two theaters of the world war. Prior to Pearl Harbor, the United States had been involved in the European war only by supplying England and other antifascist countries of Europe with necessary war materials.

[2]The attack on Pearl Harbor also launched a rash of fear about national security, especially on the West Coast. In February 1942, just two months after Pearl Harbor, President Roosevelt, as commander-in-chief, issued Executive Order 9066, which had the effect of relocating all persons of Japanese ancestry, both citizens and aliens, inland, outside of the Pacific military zone. The objectives of the order were to prevent espionage and to protect persons of Japanese descent from harm at the hands of Americans who had strong anti-Japanese attitudes.

[3]In Washington and Oregon, the eastern boundary of the military zone was an imaginary line along the rim of the Cascade Mountains; this line continued down the spine of California from north to south. From that line to the Pacific coast, the military restricted zones in those three states were defined.

[4]Roosevelt's order affected 117,000 people of Japanese descent, two-thirds of whom were native-born citizens of the United States. The Issei were the first generation of Japanese in this country; the Nisei were the second generation, numbering 70,000 American citizens at the time of internment. Within weeks, all persons of Japanese ancestry — whether citizens or enemy aliens, young or old, rich or poor — were ordered to assembly centers near their homes. Soon they were sent to permanent relocation centers outside the restricted military zones.

[5]For example, persons of Japanese ancestry in western Washington State were removed to the assembly center at the Puyallup Fairgrounds near Tacoma. From Puyallup to Pomona, internees found that a cowshed at a fairgrounds or a horse stall at a racetrack was home for several months before they were transported to a permanent location. Relocation centers were situated many miles inland, often in remote and desolate locales. Sites included Tule Lake, California; Minidoka, Idaho; Manzanar, California; Topaz, Utah; Jerome, Arkansas; Heart Mountain, Wyoming; Poston, Arizona; Granada, Colorado; and Rohwer, Arkansas.

[6]As four or five families with their sparse collections of clothing and possessions squeezed into shared barracks made of tar paper, life took on some familiar routines of socializing and school. However, eating in common facilities and having limited opportunities for work interrupted other social and cultural patterns. Persons who became troublesome were sent to a special camp at Tule Lake, California, where dissidents were housed.

[7]In 1943 and 1944 the government assembled a combat unit of Japanese Americans for the European theater. It became the 442d Regimental Combat Team and gained fame as the most highly decorated of World War II. Their military record reflected their patriotism.

[8]As the war drew to a close, the relocation centers were slowly evacuated. While some persons of Japanese ancestry returned to their home towns, others sought new surroundings. For example, the Japanese American community of Tacoma, Washington, had been sent to three different centers; only 30 percent returned to Tacoma after the war. Japanese Americans from Fresno had gone to Manzanar; 80 percent returned to their hometown.



Image 16 "*High School Campus at Heart Mountain, Wyoming*" *by the National Archives is in the public domain.*

[9]The internment of persons of Japanese ancestry during World War II sparked constitutional and political debate. In the 1940s, two men and one woman — Hirabayashi, Korematsu, and Endo — challenged the constitutionality of the relocation and curfew orders. While the men received negative judgments from the court, in the 1944 case ExParte Mitsuye Endo, the Supreme Court ruled that, "Mitsuye Endo is entitled to an unconditional release by the War Relocation Authority." Some people refer to the relocation centers as concentration camps; others view internment as an unfortunate episode, but a military necessity. During the Reagan-Bush years Congress passed Public Law 100-383 in 1988 which acknowledged the injustice of the internment, apologized for it, and provided a $20,000 cash payment to each person who was interned.

[10]One of the most stunning ironies in this episode of American civil liberties was articulated by an internee who, when told that the Japanese were put in those camps for their own protection, countered, "If we were put there for our protection, why were the guns at the guard towers pointed inward, instead of outward?"

1. PART A-Which statement identifies the central idea of the text?

   a. The internment of Japanese Americans was mainly for their protection against discriminatory citizens.

   b. While internment was said to be for the protection of Japanese Americans, they were denied constitutional rights and treated like enemy prisoners.

   c. Japanese American internment was necessary to ensure the national security of the United States.

   d. It wasn't until Japanese Americans participated in WWII that they earned back the right to be viewed as citizens rather than potential spies.

2. PART B: Which detail from the text best supports the answer to Part A?

   a. "eating in common facilities and having limited opportunities for work interrupted other social and cultural patterns." (Paragraph 6)

   b. "In 1943 and 1944 the government assembled a combat unit of Japanese Americans for the European theater. It became the 442d Regimental Combat Team and gained fame as the most highly decorated of World War II." (Paragraph 7)

   c. "Some people refer to the relocation centers as concentration camps; others view internment as an unfortunate episode, but a military necessity." (Paragraph 9)

d. “’If we were put there for our protection, why were the guns at the guard towers pointed inward, instead of outward?’” (Paragraph 10)

3. PART A: What is a “dissident” as it is referred to in paragraph 6?

   a. protestor

   b. victim

   c. prisoner

   d. advocate

4. PART B: Which quote from the text best supports the answer to Part A?

   a. “persons of Japanese ancestry in western Washington State” (Paragraph 5)

   b. “four or five families with their sparse collections of clothing and possessions” (Paragraph 6)

   c. “Persons who became troublesome” (Paragraph 6)

   d. “a combat unit of Japanese Americans” (Paragraph 7)

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6.4: Grammar Presentation-Passive Voice

English verbs can have active or passive voice. In a sentence with active voice, the subject is the first and is the performer of the verb. The direct object in an active voice sentence is after the verb and is the receiver of the action. Look below at the differences between active and passive voice structure.

Active voice: Subject (performer) + verb + direct object (receiver).

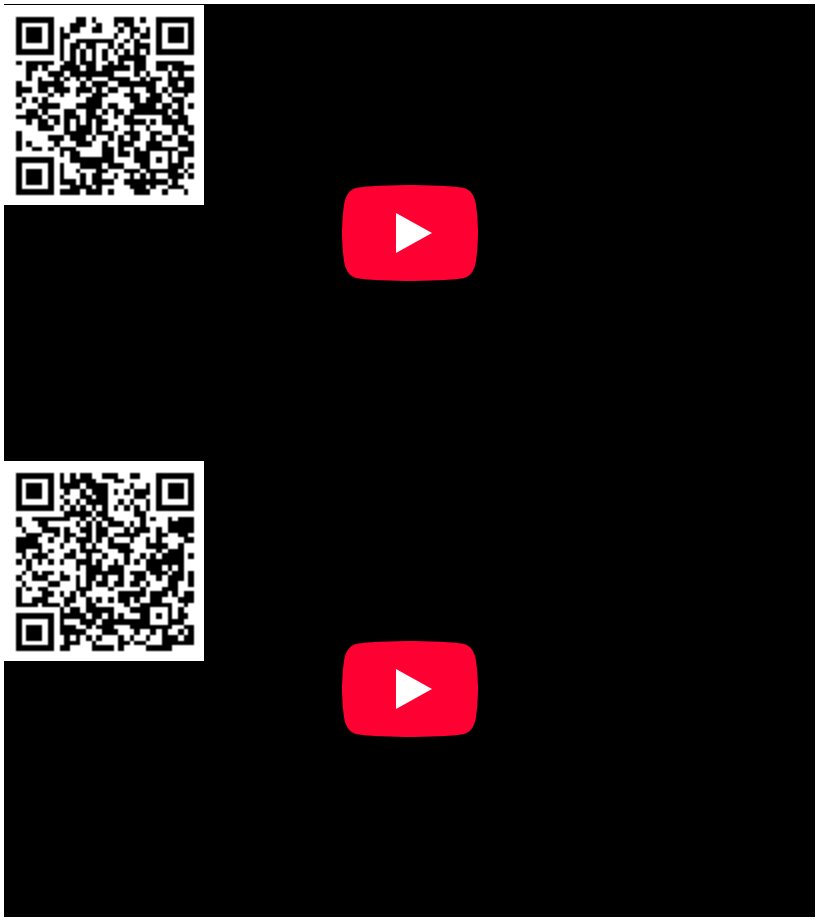
The boy ate the cookies.

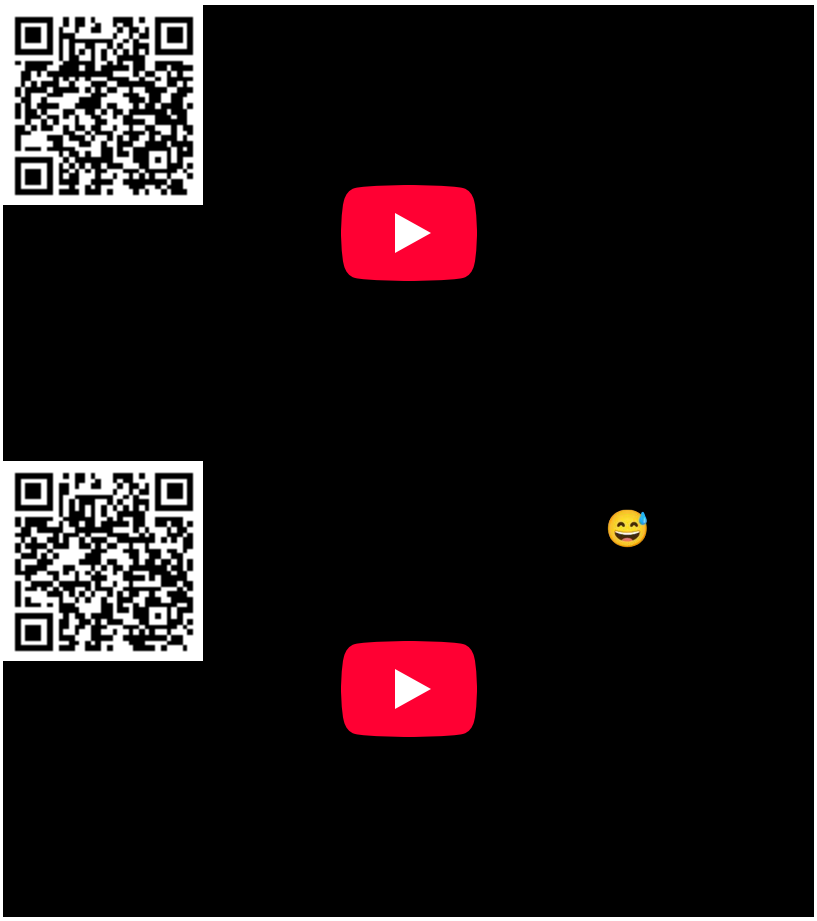
Passive voice: Direct object (receiver) + conjugation of be verb + past participle verb + by subject (performer).

The cookies were eaten by the boy.

Passive voice sentences have a **be** verb conjugated according to tense and a past participle. The performer can be deleted from the sentence—in other words, the performer or subject is not required.

For more information on this topic, watch these videos: Active and Passive Voice*;* Active and Passive Voice (2); Active versus Passive Voice*;* How to use the Passive Voice-English Grammar Lesson





2.2.4.1. Exercise 3-Active and Passive Voice Comprehension Check

Identify the following sentences as active or passive. Remember if the subject is “doing” the verb, then the sentence is active.

1. The jury voted at the end of the trial.
   a. active
   b. passive
2. Some jurors were told to leave at noon.
   a. active
   b. passive
3. All the jurors were leaving the building when the reporters came in.
   a. active
   b. passive
4. My sister Joan has been selected for jury two different times.
   a. active
   b. passive
5. Were you given any information about that murder case?
   a. active
   b. passive

6. Not every juror will be needed for the trial next week.

   a. active

   b. passive

"Active and Passive Voice Comprehension Check" is derived from "Writing for Success" by Lynne Bost, Barbara Hall, Michelle Kassorla, Karen McKinney-Holley, Kirk Swenson, and Rebecca Weaver licensed under CC BY.

2.2.4.2. Transitive and Intransitive Verbs

Because passive voice requires a direct object, only transitive verbs can be used in passive sentences. Transitive verbs are verbs that have an object. Intransitive verbs do not have objects and cannot be made into passive sentences. Look at the examples below under transitive verbs. The objects of the active sentences (the first sentence in the numbered pairs) have been emphasized. Notice that the objects are first in the passive sentences that follow. Compare the transitive verbs to the intransitive verbs. Notice how the sentences under intransitive verbs do not have direct objects and, therefore, cannot be passive.

2.2.4.2.1. Transitive Verbs

1. I drink **coffee**. Coffee is drunk.
2. Sarina played **the piano**. The piano was played by Sarina.
3. They have done **their homework**. Their homework has been done.

2.2.4.2.2. Intransitive Verbs

1. I slept.
2. The accident happened.
3. The student arrived early.

2.2.4.2.3. **Exercise 4-Transitive and Intransitive Verb Comprehension Check**

Read the active sentences below. Select all the sentences that can be changed into passive voice. In other words, which sentences have a transitive verb (and direct object)?

____ 1. Ning does his homework every day.

____ 2. The child screams too much.

____ 3. Frances often helps her neighbors.

____ 4. Levar has left his wallet in the classroom.

____ 5. She wrote my favorite poem.

2.2.4.3. **Verb Tense and Voice**

The be verb is the most common verb used to create passive sentences. It is conjugated according to the tense of the verb in an active sentence. Analyze the changes in the verbs below.

Table 16 Verb Tense and Voice

Tense	Active	Passive
simple present	Patty tutors the student.	The student **is** tutored by Patty.
present progressive	Patty is tutoring the student.	The student **is being** tutored by Patty.
present perfect	Patty has tutored the student.	The student **has been** tutored by Patty.
simple past	Patty tutored the student.	The student **was** tutored by Patty.
past progressive	Patty was tutoring the student.	The student **was being** tutored by Patty.
past perfect	Patty had tutored the student.	The student **had been** tutored by Patty.
simple future	Patty will tutor the student.	The student **will be** tutored by Patty.
future progressive (be going to)	Patty is going to tutor the student.	The student **is going to be** tutored by Patty.
future perfect	Patty will have tutored the student.	The student **will have been** tutored by Patty.

2.2.4.3.1. Exercise 5-Verb Tense and Voice Comprehension Check

Complete the following passive sentences by using the verb tense from the active sentences. Your answer will only include the be verb. Use the chart above to help guide you.

1. Maya writes the poem.

   The poem _____ written by Maya.

2. Maya is writing the poem.

   The poem _____ written by Maya.

3. Maya has written the poem.

   The poem _____ written by Maya.

4. Maya wrote the poem.

   The poem _____ written by Maya.

5. Maya was writing the poem.

   The poem _____ written by Maya.

6. Maya had written the poem.

   The poem _____ written by Maya.

7. Maya will write the poem.

   The poem _____ written by Maya.

8. Maya is going to write the poem.

   The poem _____ written by Maya.

9. Maya will have written the poem.

   The poem _____ written by Maya.

2.2.4.4. Which voice should you use?

1. When the verb or the direct object are **more important than the performer**, use passive voice.

   Active: People eat black-eyed peas for New Year's Day.

Passive: Black-eyed peas are eaten for New Year's Day.

Active: A college offered my son a scholarship.

Passive: My son was offered a scholarship. OR A scholarship was offered to my son.

2. 2. When the subject or performer is unknown, use passive voice.

    1. The bank was robbed last night.

    2. Thousands of innocent people were killed.

2.2.4.5. Exercise 6-Active to Passive

Change the active sentences to passive voice. Do not include the performer if it is unnecessary.

Example

Active sentence: "The US government "reserved" relatively small areas of land for Native Americans."

Passive sentence: Small areas of land were "reserved" for Native Americans by the US government.

1. Active sentence: Maslow developed the theory.

    Passive sentence:

2. 2. Active sentence: Someone made my car in Japan.

    Passive sentence:

3. 3. Active sentence: People learn English around the world.

    Passive sentence:

4. 4. Active sentence: Workers will complete the project next week.

    Passive sentence:

5. 5. Active sentence: Students use computers to do homework.

    Passive sentence:

6. Active sentence: Samuel F.B. Morse invented the telegraph.

    Passive sentence:

7. Active sentence: The college has given three scholarships.

    Passive sentence:

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6.5: Applying Grammar to Reading

2.2.5.1. Exercise 7-Active or Passive

Passive voice is frequently found in academic textbooks. Recognizing passive voice can help readers understand who or what the receivers (direct objects) and performers (subjects) are. This chapter's reading on Japanese Americans used passive voice. Reread the sentences looking for the receiver and performer. Label the sentences as either active or passive.

1. The attack on Pearl Harbor also launched a rash of fear about national security, especially on the West Coast. (Paragraph 2)

   a. active

   b. passive

2. In February 1942, just two months after Pearl Harbor, President Roosevelt, as commander-in-chief, issued Executive Order 9066. (Paragraph 2)

   a. active

   b. passive

3. The eastern boundary of the military zone was an imaginary line along the rim of the Cascade Mountains. (Paragraph 3)

   a. active

   b. passive

4. Within weeks, all persons of Japanese ancestry — whether citizens or enemy aliens, young or old, rich or poor — were ordered to assembly centers near their homes. (Paragraph 4)

   a. active

   b. passive

5. Persons of Japanese ancestry in western Washington State were removed to the assembly center at the Puyallup Fairgrounds near Tacoma. (Paragraph 5)

   a. active

   b. passive

6. In 1943 and 1944 the government assembled a combat unit of Japanese Americans for the European theater. (Paragraph 7)

   a. active

   b. passive

7. One of the most stunning ironies in this episode of American civil liberties was articulated by an internee. (Paragraph 10)

   a. active

   b. passive

2.2.5.2. Exercise 8-Critical Reading

When history is told using the passive voice, at times important performers are hidden. The storyteller is focusing on the victim while protecting the image of the performer. Look at the examples below.

1. George Floyd was killed.

2. Native Americans were often relocated by force.

Why is the passive voice used in these examples? Who are the performers, and why aren't they mentioned? Look at the sentences from Chapter 4 and 5's readings. Discuss with a partner why the performer has or has not been included. If the performer has not been included, speculate who the performer is.

1. Over 4,000 Native Americans died from either starvation or disease while they were being relocated. (Life on Reservations, Paragraph 3)
2. Persons of Japanese ancestry in western Washington State were removed to the assembly center at the Puyallup Fairgrounds near Tacoma. (Japanese Relocation During World War II, Paragraph 5)
3. Persons who became troublesome were sent to a special camp at Tule Lake, California, where dissidents were housed. (Japanese Relocation During World War II, Paragraph 6)
4. the Japanese American community of Tacoma, Washington, had been sent to three different centers. (Japanese Relocation During World War II, Paragraph 8)
5. Mitsuye Endo is entitled to an unconditional release by the War Relocation Authority. (Japanese Relocation During World War II, Paragraph 9)

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6.6: Communication Practice

2.2.6.1. Exercise 9-Before and After

Look at the before and after pictures of a living room. What has been done? Write down five differences and share with your group members. Use the example to guide you.

Example: The window shutters were removed.



Image 17 Living Room-Before



Image 18 Living Room-After

2.2.6.2. Exercise 10-New Year Traditions (Listening Exercise)

Listen to the new year's traditions from around the world. Complete the sentences using passive voice.



1. Twelve grapes _____ to bring good luck. The grapes symbolize the 12 months in the year.
2. Negative energy _____ when every corner of the home _____ with a broom.
3. Purple and gold decorations _____ in the house to bring prosperity and health.
4. New clothes especially red ones _____ to attract prosperity and passion.
5. Donations _____ to those in need to make room for what the new year will bring.
6. Money _____ in shoes to show economic stability.
7. Water _____ out the window or door to let go of suffering, tears, or sorrow.

2.2.6.3. Exercise 11-My Favorite Celebration

Ask your group members about their favorite celebrations. Use the passive voice in the questions and answers. Use the examples and list of topics to guide you.

Question: When is this event celebrated?

Answer: Eid al-Fitr is celebrated after the month of Ramadan.

Topics:

food and drinks

clothes

activities

decorations

places

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CHAPTER OVERVIEW

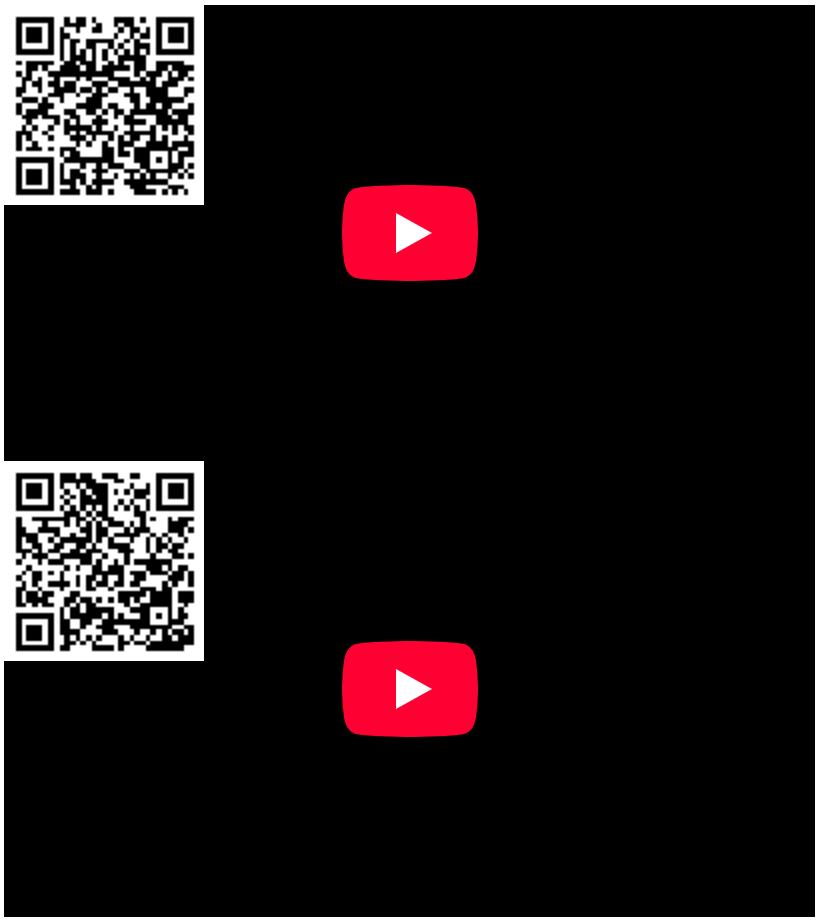
Unit 2 Summary - Putting It All Together

7.1: Exercise 12-Editing
7.2: Exercise 13-Writing
7.3: Exercise 14-Presentation

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7.1: Exercise 12-Editing

Read the summary paragraph about voter's rights written by a political science student. Identify and correct errors related to modals, adjective clauses, and passive voice. Copy and paste the passage into a word processing document and track the changes. Watch this video on how to track changes in Microsoft Word, and this video on how to track changes using Google Docs.



The United States has a long history of creating obstacles for voter registration and voting. The state governments, not the federal government, establish voter eligibility. At first, only white men which are property owners were eligible. As voting laws with the illusion of new rights was passed, more restrictions appeared. For example, when Black men given the right to vote by the 15th amendment, many states who are in the south enacted poll taxes, literacy tests, or grandfather clauses. Another approach to voter ineligibility is felon disenfranchisement which means anyone whom has been convicted of a felon is excluded from voting. In 21 states, voting rights is lost only while the person is incarcerated. Recently, voting restriction laws which require an identification card have been passed. This is prevents millions of Americans from participating in the democratic process. For instance, a person should not have money for the required documents to obtain an identification card, or a person might has difficulty traveling to an identification office because of a disability, age and health condition, or access to transportation. Voter restrictions could stop. Let people have a voice!

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7.2: Exercise 13-Writing

Write two paragraphs about one of the following topics in American history. Describe what lead to the event or policy, its consequences, and the people involved.

a. Guantanamo Bay Detention Camp
b. Americans with Disabilities Act
c. Trail of Tears
d. (Delano) Grape Strike (Boycott)
e. Tulsa Race Massacre
f. 19th Amendment (Women's Suffrage)
g. Stonewall Riots
h. Bracero Program
i. Dakota Access Pipeline
j. Salem Witch Trials
k. Jim Crow Laws
l. The Immigration Act of 1924
m. The War on Drugs
n. Defense of Marriage Act
o. Chinese Massacre of 1871
p. East L.A. Walkouts—1968 Student Movement
q. 1954 Operation Wetback
r. Flint Water Crisis

Include each of the grammar forms listed below at least one time. Underline each grammar item and label it with the correct letter each time you use it.

a. modal

b. adjective clause

c. passive voice

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7.3: Exercise 14-Presentation

Give an 8- to 10-minute presentation on the topic your write about for the unit writing. Describe what lead to the event or policy, its consequences, and the people involved. Try to use this unit's grammar in your presentation.

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SECTION OVERVIEW

Unit 3: Lifespan

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Unit 3 Summary - Putting It All Together

11.1: Exercise 11-Editing
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CHAPTER OVERVIEW

Chapter 6: Infants

8.1: Discussion

8.2: Listening-How Every Child Can Thrive by Five

8.3: Reading-Mirror Stage

8.4: Grammar Presentation-Direct and Indirect (Reported) Speech

8.5: Applying Grammar to Reading

8.6: Communication Practice

Thumbnail: Mother and Baby Girl Reading a Book. (Pexels license; William Fortunato via Pexels)

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8.1: Discussion

Answer the following questions based on your experience and opinion. Read five classmates' posts and respond to two classmates pointing out any similarities or differences, asking clarifying questions, or giving your opinion on a point they make.

1. What can help children's brain develop? How can parents help children's brains develop?

2. Can technology be beneficial for children? How? Why not?

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8.2: Listening-How Every Child Can Thrive by Five

3.1.2.1. Exercise 1-Listening Comprehension

Watch the video How Every Child Can Thrive by Five and build a basic understanding to prepare you for this chapter's reading. Answer the questions to check your comprehension.

1. By roughly 7 years old, the child's brain is _____ of an adult brain.
   a. 30%
   b. 50%
   c. 75%
   d. 90%
2. Which of the following is NOT one of the five ways adults can help children thrive?
   a. Connecting
   b. Talking
   c. Playing
   d. Technology
   e. A healthy environment
   f. Community
3. What does serve and return mean?
   a. Connect, talk, and play
   b. Throwing a ball and returning a ball
   c. Building vocabulary
   d. Playing peek-a-boo
4. According to the video, how do children feel when they lack connection?
   a. Lonely
   b. Confusion and stress
   c. Lost
   d. Trauma

"How Every Child Can Thrive by Five" by Molly Wright is licensed by TED under CC BY-NC-ND 4.0

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8.3: Reading-Mirror Stage

3.1.3.1. Exercise 2-Reading Comprehension

Read the passage below and answer the questions that follow.

[1]"Mirror stage" refers to the point in time when infants and toddlers start recognizing their reflections in the mirror. Research has shown that, although babies are fascinated with images of themselves and others in mirrors from a very early stage, they do not begin to recognize that the images in the mirror are reflections of their own bodies until the age of about 15 to 18 months. In psychology, there has been a debate about the mirror stage's importance in identity formation.

[2]In 1936, psychologist Jacques Lacan proposed that the mirror stage was part of an infant's development from 6 to 18 months. By the early 1950s, Lacan's concept of the mirror stage had changed slightly; he no longer considered the mirror stage as a moment in the life of the infant, but as representing a permanent structure of identity. Lacan felt that understanding and processing one's reflection was a key part in the development of identity.

[3]In 1953, Lacan wrote, "The mirror stage is a phenomenon to which I assign [two values]. In the first place, it has historical value as it marks a decisive turning point in the mental development of the child." In the second place, he claimed, it represents an essential connection between the person and his or her concept of identity.



Image 20 "*Japanese Child-Various Situations*" *by Ajari is licensed under CC BY 2.0.*

[4]Lacan's concept of the mirror stage was strongly inspired by earlier work by psychologist Henri Wallon. Wallon noted that by the age of about six months, human infants and chimpanzees both seem to recognize their reflection in a mirror. While chimpanzees rapidly lose interest in the discovery, human infants typically become very interested and devote much time and effort to exploring the connections between their bodies and their images.

[5]Many other psychologists disagreed with the notion that recognizing and processing one's reflection in the mirror was a key component in identity development. In 1988, Raymond Tallis wrote a paper claiming that the theory was inaccurate because it would mean that people who were blind from birth would lack selfhood and be unable to contribute to society. In 1996, Dylan Evans claimed that while Lacan's theory that mirrors were key to forming identity was important, it had become so abstract by the 1950s that it was untestable.

1. PART A: Which of the following statements best summarizes a central idea of the text?

   a. The human brain is wired to recognize faces everywhere, even in inanimate objects.

   b. Recognizing one's own face, as well as the faces of others, is crucial to forming a healthy identity.

c. Mirror stage describes the period in which infants begin recognizing their reflection, though its significance in identity development has been debated.

d. Mirror stage is the phenomenon in which two or more close individuals subconsciously mimic each other's expressions, actions, and/or gestures.

2. PART B: Which of the following quotes best supports the answer to Part A?

   a. "…children are fascinated with images of themselves and others in mirrors…." (Paragraph 1)

   b. "The 'mirror stage' refers to the point in time when infants and toddlers start recognizing their reflections in the mirror…. In psychology, there has been a debate about the mirror stage's importance in identity formation." (Paragraph 1)

   c. "Lacan felt that understanding and processing one's reflection was a key part in the development of identity." (Paragraph 2)

   d. "…human infants typically become very interested and devote much time and effort to exploring the connections between their bodies and their images." (Paragraph 4)

3. Which of the following best describes the evolution of Jacques Lacan's concept of the mirror stage?

   a. Lacan changes the ages of the infantile mirror stage from 15-18 months to 6-18 months, allowing for a larger age range when babies can recognize their reflections.

   b. Lacan calls the mirror stage as a phenomenon but later labels it as a general part of normal human (and chimpanzee) development.

   c. Lacan's theory becomes more abstract, the concept taking on a more philosophical tone than a scientific one.

   d. Lacan alters his concept so that it is not considered just a small period of an infant's life, but an essential and lasting element of a person's identity.

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8.4: Grammar Presentation-Direct and Indirect (Reported) Speech

Direct speech is repeating the exact words that someone spoke or wrote. When using direct speech, a writer must use quotation marks to show that he/she is quoting exactly what another person said. Direct speech is rarely used by native speakers. Reported speech is saying the same information as in quoted speech, but the speaker or writer uses his or her own words. Reported speech is almost always used by native speakers of English. When using reported speech, the subjects of sentences, the verbs, the possessive adjectives, and locations change from those used in direct speech.

Examples:

1. Direct speech: The man said, “I can’t come to your party.”
   Reported speech: The man said that he couldn’t come to my party.
2. Direct speech: My mother always said to me, “I want you home at dinner time.”
   Reported speech: My mother always said to me that she wanted me home at dinner time.
3. Direct speech: I asked the old woman, “Can I help you to carry your bags”?
   Reported speech: I asked the old woman if I could help her with her bags.
4. Direct Speech: I told my two sons, “I have traveled around the world two times.”
   Reported speech: I told my two sons that I had traveled around the world two times.
5. Direct speech: My wife said to my son, “You should have fixed the broken light on your car before you got the ticket.”
   Direct speech: My wife said to my son that he should have changed the broken light on his car before he got a ticket.
6. Direct speech: I asked my sons, “Can you help me in my garden on Saturday”?
   Reported speech: I asked my sons if they could help me in my garden on Saturday.
7. Direct speech: My sister says, “I want to win the lottery.”
   Reported speech: My sister says that she wants to win the lottery.
8. Direct speech: My wife told the delivery person, “Put the boxes here.” Reported speech: My wife told the delivery person to put the boxes there.

For more information on this topic, watch this video: Reported Speech (Noun Clauses in Indirect Speech)



3.1.4.1. Common Error

A common error when using reported speech is adding the phrase “according to.” Look at the examples.

1. According to Claude Steele, stereotype threat affects students’ performance.

2. According to Claude Steele states stereotype threat affects students’ performance. (incorrect)

3. Claude Steele states that stereotype threat affects students’ performance.

When using “according to,” write a comma after the phrase. Then write a complete sentence. It is incorrect to use “according to” and reported speech in the same sentence.

3.1.4.2. Verb Tense in Direct and Reported Speech

Table 17 Verb Tense in Direct and Reported Speech

Number	Direct Speech	Reported Speech	Change
1.	The student said, “I study hard.”	He said *that he studied hard.	simple present to simple past
2.	The student **says, “I study hard.”	He says *that he studies hard.	no verb tense change
3.	He said, “I am studying hard.”	He said *that he was studying hard.	present progressive to past progressive
4.	He said, “I will study hard.	He said *that he would study hard.	simple future will to would
5.	He said, “I am going to study hard.”	He said *that he was going to study hard.	future “be going to” to “was/were going to”
6.	He **says, “I am going to study hard.”	He says *that he is going to study hard.	no verb tense change
7.	He said, “I can study hard.”	He said *that he could study hard.	can to could
8.	He said, “I have studied hard.	He said *that he had studied hard.	present perfect to past perfect
9.	He **says, “I have studied hard.”	He says *that he has studied hard.	no verb tense change
10.	He said, “I studied hard.”	He said *that he had studied hard.	simple past to past perfect
11.	He told them, “Do your homework.”	He told them to do their homework.	imperative to infinitive
12.	He asked, “Do you want a job?”	He asked if I wanted a job.	yes or no question to if or whether or not (for alternatives)

*The word “that” is optional in the reported speech sentences. In fact, native speakers usually do not say the “that.” It is understood to be there by native speakers, however. Common verbs used for reporting words are as follows: say, tell, ask, inquire, respond, answer, reply, state, comment, report, complain, announce, explain, remark, note. In reported speech, these verbs are almost always used in the past tense.

**When the reporting verb (for example, say) is in the simple present, present perfect, or simple future, the reported speech does not change tense from the direct speech. When the reporting verb is in the present tense, this usually indicates immediate reporting, so the indirect speech is in the simple present.

3.1.4.2.1. Exercise 3-Verb Changes in Reported Speech

Select the appropriate verb tense for the reported speech.

1. Alex said, “I will be home in August.”

   Reported speech: Alex said he _____ be home in August.

   a. will

   b. would

   c. is going to be

2. My sister asked, “Will your son be home in August”?

   Reported speech: My sister asked if my son _____ be home in August.

a. will

b. would

c. is going to be

3. I said to my neighbor, “I love to work in my garden.”

   Reported speech: I said to my neighbor that I _____ to work in my garden.

   a. love

   b. loved

   c. am loving

4. The woman said to her wife, “We have to fix the broken window.”

   Reported speech: The woman said to her wife that they _____ to fix the broken window.

   a. have

   b. has

   c. had

5. “Boys make a lot of noise,” said the tired mother.

   Reported speech: The tired mother said that boys _____ a lot of noise.

   a. make

   b. made

   c. have made

6. The boy said to his grandmother, “I love you.”

   Reported speech: The boy said to his grandmother that he _____ her.

   a. loves

   b. loved

   c. has loved

7. The policeman asked the driver, “Do you have a driver’s license”?

   Reported speech: The policeman asked the driver if she _____ a driver’s license.

   a. has

   b. have

   c. had

8. The teacher told the students, “Bring your books to class tomorrow.”

   Reported speech: The teacher told the students to _____ their books to class the next day.

   a. bring

   b. brought

   c. bringing

9. The man said, “The boys are playing soccer.”

   Reported speech: The man said that the boys _____ soccer.

   a. are playing

   b. were playing

c. played

10. The woman said to her friend, “A plane just flew by at a very low altitude.”

    Reported speech: The woman said to her friend that a plane _____ by at a very low altitude.

    a. just flew

    b. has just flown

    c. had just flown

11. “The teacher said, “You will be successful.”

    Reported speech: The teacher said that I _____ be successful.

    a. will

    b. would

    c. must

3.1.4.3. Other Changes from Direct to Reported Speech

Table 18 Other Changes from Direct to Reported Speech

Direct Speech	Reported Speech
I	he/she
you	I/we/she/he/they (depends who the speaker is referring to)
my	his/her
our	their
your	my/our
here	there
now	then
this/these	that/those
today	[that day]
tomorrow	the next day
yesterday	the day before

3.1.4.3.1. Exercise 4-Changing Pronouns, Times, and Places in Reported Speech

Select the best pronoun, time, or place to complete the reported speech.

1. The man complained to the restaurant manager, “Please make sure these plates are clean.”

   Reported Speech: The man complained to the restaurant manager to make sure _____ plates were clean.

   a. these

   b. this

   c. those

2. The man responded to me, “I’ll see you later on tonight.”

   Reported Speech: My mom responded to me that _____ would see _____ later that night.

   a. I; you

   b. she; you

c. she; me

3. I inquired of the mechanic, “How much will it cost to repair my car”?

   Reported Speech: I inquired of the mechanic how much it would cost to repair _____ car.

   a. my

   b. your

   c. his

4. The teacher responded to his student’s question by saying, “I’m sorry, but I don’t know the answer.”

   Reported Speech: The teacher responded to his student’s question by saying that _____ was sorry, but _____ didn’t know the answer.

   a. I

   b. she

   c. he

5. The worker told his boss, “I can’t come to work tomorrow because I have a doctor’s appointment.”

   Reported Speech: The worker told her boss that she couldn’t come to work _____ because she had a doctor’s appointment.

   a. tomorrow

   b. the next day

   c. yesterday

6. Ahmed said, “I will pay the bill now.”

   Reported Speech: Ahmed said that he would pay the bill _____.

   a. now

   b. yesterday

   c. then

7. Aiste asked, “Can I park here?”

   Reported Speech: Aiste asked if she could park _____.

   a. here

   b. anywhere

   c. there

3.1.4.4. Speech Patterns

Direct Speech Pattern

Table 19 Direct Speech Pattern

Subject	Reporting Verb	Direct Statement
He	said,	“The cake is beautiful.”
He	asked,	“Do you have a pencil I can borrow?”
He	demanded,	“Stop talking!”.

Indirect Speech Patterns

Table 20 Indirect Speech Patterns

Subject	Reporting Verb	Noun/ Pronoun	Relative Pronoun/ Conjunction	Indirect Speech
He	said	∅	that	the cake was beautiful.
He	asked	(me)	if	I had a pencil he could borrow.
He	demanded	them	∅	to stop talking.

3.1.4.4.1. Exercise 5-That or If

Complete the sentences with that or if.

1. The boys asked me, “Do you like classical music”?

   Reported speech: The boys asked me _____ I liked classical music.

   a. that

   b. if

2. The teacher said, “You will not have an exam Friday.”

   Reported speech: The teacher said _____ we would not have an exam Friday.

   a. that

   b. if

3. When the woman saw the price on the coat, she remarked to her friend, “I think you are crazy if you buy that coat at that price.”

   Reported speech: When the woman saw the price on the coat, she remarked to her friend _____ she thought her friend was crazy if she bought that coat at that price.

   a. that

   b. if

4. My classmate asked me, “Will you study in the library after class?”

   Reported speech: My classmate asked me _____ I would study in the library after class.

   a. that

   b. if

5. The mail carrier said, “I haven’t delivered any mail to that house in over a week.”

   Reported speech: The mail carrier said _____ he hadn’t delivered any mail to that house in over a week.

   a. that

   b. if

6. The president commented to her staff, “This job is going to give me gray hair!”

   Reported speech: The president commented to her staff _____ that job was going to give her gray hair!

   a. that

   b. if

7. The student asked the teacher, “Do we have to type our essay?”

   Reported speech: The student asked the teacher _____ we had to type our essay.

   a. that

   b. if

3.1.4.5. Said versus Told

The reporting verbs said and told are similar; however, tell is followed by a direct object, but say is not. Look at the examples.

1. Pedro said, “Turn off the lights.” (Pedro said to turn off the lights.)

2. Pedro told Danielle, “Turn off the lights.” (Pedro told Danielle to turn off the lights.)

Notice how the second example has “Danielle” after the reporting verb. This is a direct object and necessary. Said can have an indirect object added. This is another possibility although not common: “Pedro said to Danielle, ‘Turn off the lights.’”

For more information on this topic, watch this video: Using ‘Say’ and ‘Tell’ with Noun Clauses





Image 21 Photo by Pixaby CC BY

3.1.4.5.1. Exercise 6-Said or Told

Complete the sentences with said or told.

1. The teacher _____ the students that noun clauses are difficult.

   a. said

   b. told

2. The students _____ that they needed a break.

   a. said

b. told

3. The tutor _____ them that she could help at the Learning Center.

   a. said

   b. told

4. My son _____ his friend that he wanted to play superheroes.

   a. said

   b. told

5. His friend _____ that he wanted to be Iron Man.

   a. said

   b. told

6. Hadi _____ that Mariam wanted to be Spider-Man for Halloween.

   a. said

   b. told

7. Barbara _____ her daughter not to be late.

   a. said

   b. told

8. Her daughter _____ that she would be home before dark.

   a. said

   b. told

9. Billy _____ Piper to behave.

   a. said

   b. told

10. Piper didn't _____ anything because it's a dog.

    a. say

    b. tell

3.1.4.6. Exercise 7-Direct to Indirect Speech

Change the sentences from direct to indirect speech. Pay close attention to the verb tenses, pronouns, times, and places.

Example:

Direct Speech: I told my two sons, "I have traveled around the world two times."
Reported speech: I told my two sons that I had traveled around the world two times.

1. Direct speech: Jehona asked, "Can you write in Arabic?"

   Indirect speech:

2. Direct speech: Kaori said, "This is the best ice cream!"

   Indirect speech:

3. Direct speech: Gulmira said, "I may be late."

   Indirect speech:

4. Direct speech: Hui said, "I need to study for the test tomorrow."

Indirect speech:

5. Direct speech: Lina said, “Copy my notes from yesterday.”

   Indirect speech:

6. Direct speech: Dimitri asked me, “Can you help me understand English grammar?!”

   Indirect speech:

“Grammar Presentation-Direct and Indirect (Reported) Speech” is derived from “ESL Grammar: The Way You Like It” Book 5 by Don Bissonnette licensed under CC BY-NC.

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8.5: Applying Grammar to Reading

3.1.5.1. Exercise 8-Reported Speech in Chapter 6's Reading

Reread this chapter's reading. Complete the chart below with the reporting verbs you find in the reading. The chart has been organized by paragraphs.

Table 21 Exercise 8-Reported Speech in Chapter 6's Reading

Paragraph 1	Paragraph 2	Paragraph 3	Paragraph 4	Paragraph 5
1.	1. 2.	1.	1.	1. 2. 3.

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8.6: Communication Practice

3.1.6.1. **Exercise 9-Comic Strips**

Work with a small group to complete the dialogue for each comic. Then write reported speech for each quote.



Image 22 Bird Audition

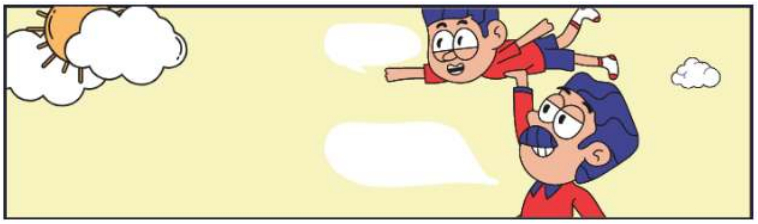


Image 23 Son Airplane

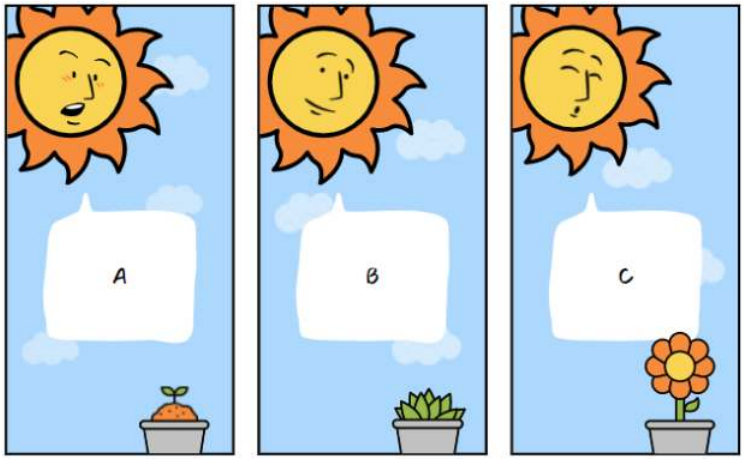


Image 24 Shining on a Flower

3.1.6.2. **Exercise 10-Words of Wisdom**

Work with a small group. Assign the topics below to members of your group until all the topics have been assigned. Each member will write a short quote about what the word means to them. Then the other members will take the quote and use reported speech. Use the example to guide you.

Dasha: Money is life.

Reported speech: Dasha says that money is life.

Topics:

Money	Love	Friendship	Education	War
Respect	Freedom	Success	Patience	Knowledge

Image 25 Topics for Exercise "Words of Wisdom"

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CHAPTER OVERVIEW

Chapter 7: Adolescence

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9.2: Listening-Debunking Myths about Adolescence
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9.4: Grammar Presentation-Embedded Questions
9.5: Communication Practice

Thumbnail: Girls Wearing Sportswear Standing by the Tennis Net. (Pexels License; RODNAE Productions via Pexels)

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9.1: Discussion

Answer the following questions based on your experience and opinion. Read five classmates' posts and respond to two classmates pointing out any similarities or differences, asking clarifying questions, or giving your opinion on a point they make.

1. What was your adolescence like? What was your experience as a teenager?

2. What are some changes that teenagers experience?

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9.2: Listening-Debunking Myths about Adolescence

3.2.2.1. **Exercise 1-Listening Comprehension**

Watch the video Debunking Myths about Adolescence and build a basic understanding to prepare you for this chapter's reading. Answer the questions to check your comprehension.



1. When is adolescence?
   a. Around 10-16 years old
   b. Around 13 years old
   c. Around 16 years old
   d. Around 10-20 years old
2. The second myth is related to brain development. Which statement below is true about adolescence?
   a. Their brain and body make them do crazy things.
   b. Their risk-taking is important in their development.
   c. They cannot process emotions.
   d. Rewards are hyperresponsive.
3. The third myth is related to parents. What is parents' role in adolescent's development of relationship and social networks?
   a. Parents can let their adolescents interact with anyone and everyone.
   b. Parents can limit the adolescent's interaction.
   c. Parents can help them socialize in a safe and supportive way.
   d. Parents can invite their adolescents to the parents' circle of friends.

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9.3: Reading-What to Expect from Adolescence

3.2.3.1. Exercise 2-Reading Comprehension

Read the passage below and answer the questions that follow.

[1]Adolescence is like a roller coaster — it can be tough, exciting, scary, and fun. Everyone has feelings, one way or the other, about the changes that come during this time in their life. Maybe you've heard talk of hormones and are terrified of them. Or maybe you've watched your older siblings grow up and can't wait to experience the same things that they did. Unfortunately, no matter **how you feel**, you cannot choose **when you will start to experience changes** or **what will happen**. The lack of control can make these changes scary or frustrating, but knowing what to expect might help you let go, sit back, and maybe even enjoy the ride.

[2]Adolescence is the time in your life when your body and mind start to mature in preparation for adulthood. It usually starts between ages 10 to 12 and lasts until you're an adult. Some kids may start experiencing changes earlier or later than their friends, and that's perfectly normal. There are a bunch of silly myths about puberty — like eating too much greasy food causes acne, or shaving hair causes it to grow back thicker and darker. Myths like these are completely bonkers! So if you are growing a lot of hair, or if you're developing differently than your peers, don't worry — nothing's wrong with you. We all have different biological clocks.

[3]The changes that happen during adolescence are not just physical. There are also intellectual, emotional, and social changes that happen during this time.

INTELLECTUAL

[4]When you enter adolescence, you start to think about things in a different way. You begin to think more often about abstract ideas, such as love and beauty, rather than thinking just about **what you can see and feel**. Your use of logic and problem-solving skills improves. And as you gain new responsibilities and understanding of the world around you, you usually start to think about the future more.

SOCIAL

[5]When you were younger, you probably mostly listened to the music your parents played. If I asked you when you were seven years old **what your favorite song was**, you might respond with a song from the 80s or 90s. But as you get older, you start to become interested in the songs your friends are listening to. Now, you might play "Renegade" on repeat while your mom looks at you like, What is so good about this "go go go go" nonsense? The point is, during adolescence, you start to become more independent, your friends may become more interesting to you than your family, and you start figuring out who you are outside of your parents in order to form your own identity.

PHYSICAL

[6]Your body will change in many ways during adolescence. This is **what people usually refer to** when talking about "puberty." Puberty can begin as early as age 8 and as late as 15, depending on the person. These changes do not happen all at once; in fact, one common change is a growth spurt, which can last for 2-3 years. You might experience a lot of growing pains at the beginning of adolescence, and your body might start to change into a shape you don't recognize. That might feel a little weird, but you are still the same old you. Take some time to get to know the new version of yourself.

[7]During puberty, you will start to grow armpit hair and possibly facial hair, too. You might notice that you sweat a lot more than before (and if you don't notice, try not to be too embarrassed if one day your parent gives you some deodorant). Some kids also experience acne, voice changes, and weight gain. These are just a few examples of **how much your body changes during this time period**. These changes happen at different times for different people, but they're completely normal. And if you're still worried, it's important to remember that puberty won't last forever.

EMOTIONAL

[8]The emotional changes that happen during adolescence might be the most challenging. The hormones in your body can cause mood swings that can make you shift from smiling to crying to wanting to scream — before your best friend can even tell you to chill. It might not feel chill, but it is pretty normal during adolescence to become easily irritated and feel aggressive or sad. You

may quickly switch between emotions or even feel multiple emotions at the same time. **Why you feel these things** can seem like a mystery; there may not even be a reason besides the rise in hormones in your body.

[9]The good news is that it gets better and more manageable over time. Younger teens, or preteens, are more likely to experience stronger mood swings. When you get caught up in a wave of emotion, try taking a deep breath and calmly reflecting on the source of these feelings. If however you feel sad, hopeless, or angry most of the time, be sure to talk to an adult about it.



Image 27 "*Now and Then*" *by Svein Halvor Halvorsen is licensed under CC BY-NC-ND.*

[10]In fact, it's always good to talk about **what you're going through**. The changes you face during adolescence can be challenging. It can feel scary when so much is changing so quickly; you might feel like you don't recognize yourself and have no control over **what's happening**. But talking to others honestly can help you take control. It might feel a little weird or embarrassing to talk about, but we've all been there! If you're having mood swings or growing pains, the adults in your life will understand. Talking to your friends is another great option, since they are likely going through similar things as you are. The more people talk about these things, the more everyone will realize **how normal it is**. Just make sure that if you have any questions you get your information from reliable sources.

[11]This period of change is hard, but it's an important stage in anyone's life. Adolescence prepares the body and mind for the demands of adulthood. The intellectual and social changes will help you gain a sense of independence and plan for your future. The hormones that cause physical and emotional changes will prompt your body to begin shifting into its adult form and will prepare you for the physical and emotional demands of adult jobs and relationships. All of these changes will help guide you toward adulthood.

1. Which statement best expresses the main idea in the article?

   a. It is impossible to understand the reason for the sudden changes in emotions during adolescence.

   b. All individuals have the same experience and go through the same intellectual, emotional, social and physical changes in adolescence.

   c. Even though all individuals experience the intellectual, emotional, social and physical changes of adolescence, everyone has a unique experience.

   d. Adults are essential to really support teenagers through the intellectual, emotional, social and physical changes that they go through during the period of adolescence.

2. How does the author support her ideas about the adolescent experience?

a. Smith provides many different examples of the changes that all individuals will go through.

b. Smith speaks directly to adolescents to explain how they will all experience changes differently.

c. Smith uses scientific data to explain what is happening biologically as individuals go through adolescence.

d. Smith speaks to parents to explain how they need to be more patient and understanding with their children as they experience adolescence.

3. Who is the audience of this article, and why does the author speak to this audience directly?

   a. The author speaks to teenagers to explain what's happening in their bodies.

   b. The author speaks to teachers to understand how to understand their teenage students.

   c. The author speaks to parents to explain what's happening in their teenage children's body.

   d. The author speaks to scientists to help them understand what else to study about adolescence.

4. What is the relationship between the physical and emotional changes that adolescents experience?

   a. The emotional changes cause the physical changes.

   b. The physical changes cause the emotional changes.

   c. The physical changes are minimal compared to the emotional changes.

   d. The emotional changes are minimal compared to the physical changes.

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9.4: Grammar Presentation-Embedded Questions

Embedded questions are noun clauses, which are dependent clauses. Embedded questions use statement word order as opposed to question word order. They can function as the subject, direct or indirect object, or an adjective complement.

Question: Where is my shoe?

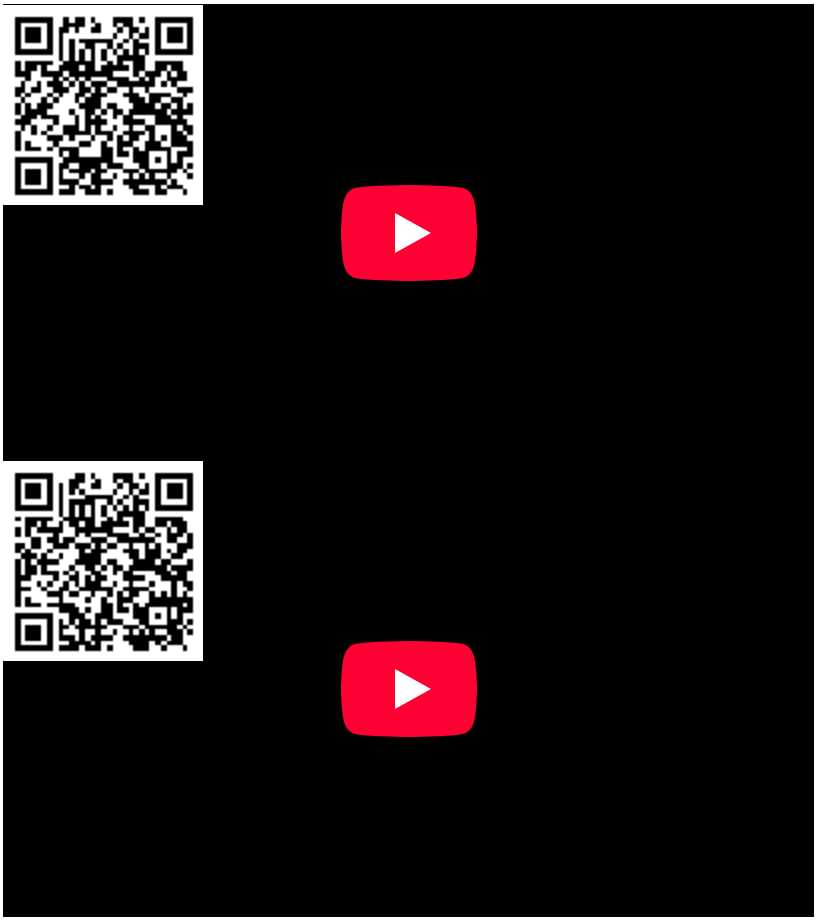
Subject: Where my shoe is will eventually be determined.

Object: I don't know where my shoe is.

Object of a preposition: I would like you to focus on where my shoe is.

Adjective complement: It is unclear where my shoe is.

For more information on this topic, watch these videos: Noun Clauses with Wh-Words and Noun Clauses with if or whether



This chapter's reading had several embedded questions. As you read the sentences from this chapter's reading, think about the function of each embedded question. Is it a subject? object? Check your answers in the Answer Key.

1. Unfortunately, no matter **how you feel**, you cannot choose **when you will start to experience changes** or **what will happen**. (Paragraph 1)
2. You begin to think more often about abstract ideas, such as love and beauty, rather than thinking just about **what you can see and feel**. (Paragraph 4)
3. If I asked you when you were seven years old **what your favorite song was**, you might respond with a song from the 80s or 90s. (Paragraph 5)
4. This is **what people usually refer to** when talking about "puberty." (Paragraph 6)
5. These are just a few examples of **how much your body changes during this time period**. (Paragraph 7)
6. **Why you feel these things** can seem like a mystery. (Paragraph 8)

7. In fact, it's always good to talk about **what you're going through**. (Paragraph 10)
8. You might feel like you don't recognize yourself and have no control over **what's happening**. (Paragraph 10)
9. The more people talk about these things, the more everyone will realize **how normal it is**. (Paragraph 10)

3.2.4.1. Patterns and Examples

Question: Question word + auxiliary + subject + verb?

What does she study?

Embedded Question-[Subject]: [Question word + subject + verb] + verb.

What she studies is difficult.

Embedded Question-[Object]: Subject + verb + [question word + subject + verb].

I wonder what she studies.

Embedded Question-[Adjective Complement]: It + be verb + adjective + [question word + subject + verb].

It was obvious what she studies.

3.2.4.2. Note on Dependent Clauses

There are three types of dependent clauses: noun, adjective, and adverb. All three types might use the same word as a relative pronoun or subordinating conjunction.

Noun Clause: **When they will arrive** is unknown.

Adjective Clause: The day **when they arrived** was hectic.

Adverb Clause: **When they arrive**, we will begin.

Notice how all of the dependent clauses begin with "when". Another common word used by noun and adjective clauses is "that". Being able to distinguish the difference between adjective and noun clauses can be useful for reading comprehension. Also, understanding the differences between the dependent clauses will help you in word order and punctuation when writing.

3.2.4.3. Exercise 3-Sentence Completion

Complete the sentences with the appropriate form of an embedded question.

1. I can't remember _____.
   a. which book did he want you to buy
   b. which book he wanted you to buy
2. They didn't tell me _____.
   a. why aren't your friends at home studying
   b. why didn't your friends at home studying
   c. why your friends aren't at home studying
3. Did he tell you _____?
   a. what did he find
   b. what he found
   c. what he finds
4. I know _____.
   a. how many states are there
   b. how many states there are

5. Guess _____!
    a. what did I buy
    b. what I buy
    c. what I bought
6. It’s none of your business _____.
    a. how old am I
    b. how old I am
7. They were warned about _____.
    a. which neighbors should I avoid
    b. which neighbors I should avoid
8. The children are excited about _____.
    a. where they will go trick-or-treating
    b. where will they go trick-or-treating
9. My friend will be mad at his brother for _____.
    a. what did he say to their mother
    b. what he says to their mother
    c. what he said to their mother
10. I will ask her _____.
    a. where is the best sushi restaurant
    b. where the best sushi restaurant is
11. _____ depends on your preparation.
    a. How long it will take
    b. How long will it take
12. _____ seems obvious.
    a. How he can fix his relationship
    b. How can he fix his relationship
13. _____ is eleven days earlier every year.
    a. When do we celebrate Eid
    b. When we celebrate Eid
14. Do you know _____?
    a. what we will have for dinner
    b. what will we have for dinner
15. Can you tell me _____?
    a. where is the nearest restroom
    b. where the nearest restroom is
16. I don’t care _____.
    a. which topic he chooses

b. which topic does he choose

c. which topic does he chooses

3.2.4.4. Exercise 4-Objects of Prepositions

Use the questions to create statements with embedded questions as object of prepositions. Use the example to guide you.

Example: Question-What languages does she speak at home?

Answer-I am interested in what languages she speaks at home.

1. Question: Where will I see him?

   Answer: I think about

2. Question: Who is your teacher?

   Answer: I was surprised about

3. Question: Whose car was he driving?

   Answer: I am unaware of

4. Question: Why are they smiling?

   Answer: I am interested in

5. Question: Where are you in your career?

   Answer: I am proud of

"Grammar Presentation-Embedded Questions" is derived from "ESL for High-Intermediate Students: The Way You Like It" by Don Bissonette licensed under CC BY-NC

3.2.4.5. Exercise 5-Editing Embedded Questions

Identify and correct embedded question errors in the paragraph about age ceremonies across cultures.

All children around the world eventually become adolescents; however, when is their coming of age celebrated depends on their culture. In the Jewish faith, 12 to 13-year-old boys and girls participate in a celebration called a Bar and Bat Mitzvah. Jewish historians offer many theories on how did this celebration began, but it rose in importance during the 18th and 19th centuries. In the Christian faith, 14-year-old boys and girls participate in the ritual of confirmation. Confirmation is what does signals the adolescent is a full member of society. A girl's 15th birthday is when do many Latin American cultures celebrate a girl's passage to womanhood. However, various Latin American cultures differ in how do they celebrate the Quinceañera. Finally, the United States celebrates boys and girls at 16 years old ("sweet sixteen"). Why are adolescents celebrated at 16 in America is unknown, but some speculate that 16 gives adolescents freedom since they are allowed to get their driver's license. Becoming an adult means having the freedom to choose what do you want to do with life. However, these ceremonies mean taking new responsibilities. What do these ceremonies demonstrate is that becoming an adult is an entire community of friends, family, and neighbors.

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9.5: Communication Practice

3.2.5.1. Exercise 6-What Do You Know?

Complete the sentences and compare with a partner.

1. I don’t know
2. I want to know
3. Do you know
4. I wonder
5. Can you tell me

3.2.5.2. Exercise 7-I’m Not Sure…

Ask your classmate questions they may not know the answer to. Respond to your classmates’ questions using embedded questions. Use the example to guide you.

Examples:

1. What is the capital of Alaska?

   Answer: I’m not sure what the capital of Alaska is. Maybe Fairbanks? Oh! It’s Juneau!

2. What is [classmate’s name]’s favorite drink?

   Answer: I don’t know what [classmate’s name]’s favorite drink it, but I’ll ask!

Questions to ask your partner/group members:

1.

2.

3.

4.

5.

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CHAPTER OVERVIEW

Chapter 8: Late Adulthood

10.1: Discussion

10.2: Listening-Population Pyramids- Powerful Predictors of the Future

10.3: Reading-Introduction to Physical Development in Late Adulthood

10.4: Grammar Presentation-Simple Future

10.5: Communication Practice

Thumbnail: Old people conversing. (Unsplash License; Cristina Gottardi via Unsplash)

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10.1: Discussion

Answer the following questions based on your experience and opinion. Read five classmates' posts and respond to two classmates pointing out any similarities or differences, asking clarifying questions, or giving your opinion on a point they make.

1. How old is the oldest person you know?
2. What factors do you believe contribute to living a longer life?

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10.2: Listening-Population Pyramids- Powerful Predictors of the Future

3.3.2.1. Exercise 1-Listening Comprehension

Watch the video Population Pyramids: Powerful Predictors of the Future and build a basic understanding to prepare you for this chapter's reading. Answer the questions to check your comprehension.

1. According to the Population Reference Bureau's "2013 World Population Data Sheet", 271 are born every minute, and 106 die every minute. That's a global net population increase of 165 per minute. This lesson was published on May 5th. What's the estimated global population increase exactly one week later (May 12th).
   a. Approximately 10 million
   b. 20,739
   c. 1,155
   d. 1,663,200
2. Factors that can alter the trend represented by a population pyramid include:
   a. industrialization
   b. natural disasters
   c. education of women
   d. all of the above
3. As a country slows in population growth, its pyramid shape will
   a. become wider at the base and narrower at the top
   b. be inverted
   c. become more rectangular
   d. bulge in the middle
4. What does a Population Pyramid not give you information about?
   a. birth rates
   b. actual number of people
   c. life expectancy
   d. death rates
5. Which continent would have the fastest growth pyramids?
   a. Africa
   b. Asia
   c. North America
   d. South America
6. In an advanced stage of industrialization, a country will exhibit which set of characteristics?
   a. Low birth and death rates, stable population, good living conditions, long life expectancy.
   b. High birth and death rates, stable population, poor living condition, short life expectancy.
   c. High birth rate and low death rate, growing population, good living conditions, long life expectancy.
   d. High birth and death rates, stable population, harsh living conditions, short life expectancy.

"Population Pyramids: Powerful Predictors of the Future" by Kim Preshoff is licensed by TED under CC BY-NC-ND 4.0

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10.3: Reading-Introduction to Physical Development in Late Adulthood

3.3.3.1. Exercise 2-Reading Comprehension

Read the passage below and answer the questions that follow.

3.3.3.1.1. "Graying" of America

The term "graying of America" refers to the fact that the American population is steadily becoming more dominated by older people. In other words, the median age of Americans is going up.

According to the U.S. Census Bureau's 2017 National Population Projections, the year 2030 marks an important demographic turning point in U.S. history. By 2030, all baby boomers **will be older** than age 65. This **will expand** the size of the older population so that 1 in every 5 residents **will be** retirement age. And by 2035, it's projected that there **will be** 76.7 million people under the age of 18 but 78 million people above the age of 65.

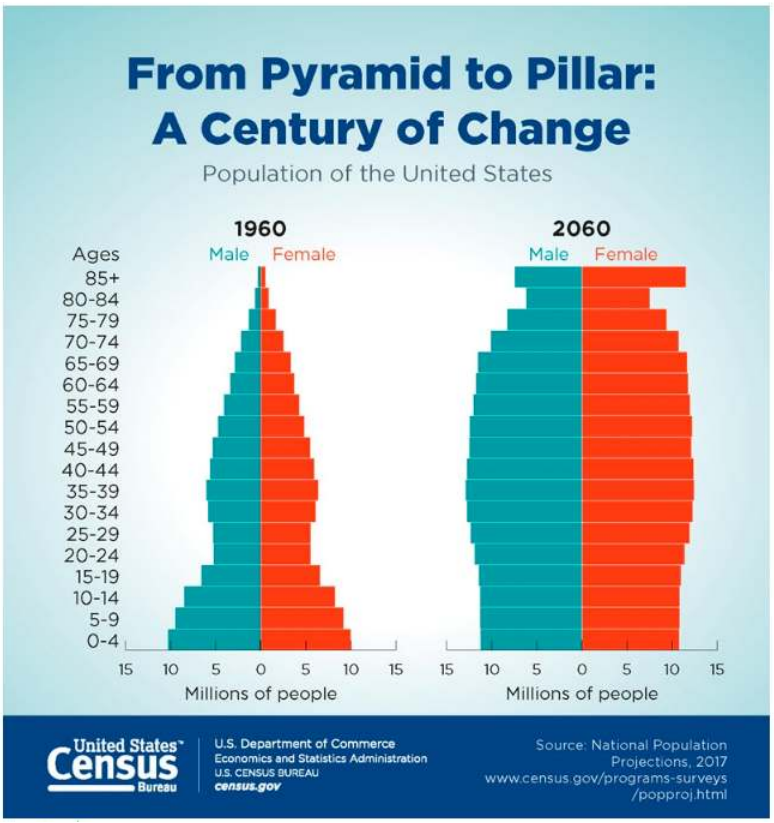


Image 28 2030 marks an important demographic change as international migration is expected to overtake natural increase in the United States.

The 2030s are projected to be a transformative decade for the U.S. population. The population is expected to grow at a slower pace, age considerably and become more racially and ethnically diverse. Net international migration is projected to overtake natural increase in 2030 as the primary driver of population growth in the United States, another demographic first for the United States.

Although births are projected to be nearly four times larger than the level of net international migration in coming decades, a rising number of deaths will increasingly offset how much births are able to contribute to population growth. Between 2020 and 2050, the number of deaths is projected to rise substantially as the population ages and a significant share of the population, the baby boomers, age into older adulthood. As a result, the population **will naturally grow** very slowly, leaving net international migration to overtake natural increase as the leading cause of population growth, even as projected levels of migration remain relatively constant.

3.3.3.1.2. "Graying" Around the World

While the world's oldest countries are mostly in Europe today, some Asian and Latin American countries are quickly catching up. The percentage of the population aged 65 and over in 2015 ranged from a high of 26.6 percent for Japan to a low of around 1 percent for Qatar and United Arab Emirates. Of the world's 25 oldest countries, 22 are in Europe, with Germany and Italy leading the ranks of European countries for many years (He, Goodkind, and Kowal, 2015).

By 2050, Slovenia and Bulgaria are projected to be the oldest European countries. Japan, however, is currently the oldest nation in the world and is projected to retain this position through at least 2050. With the rapid aging taking place in Asia, the countries of South Korea, Hong Kong, and Taiwan are projected to join Japan at the top of the list of oldest countries and areas by 2050, when more than one-third of these Asian countries' total populations are projected to be aged 65 and over.

Reading-The Graying Population" is derived from "Introduction to Physical Development in Late Adulthood" by Sonja Ann Miller licensed under CC BY.

1. "Graying of America" refers to American's hair turning gray earlier than in other countries.
    a. True
    b. False
2. What is not a projected change in the 2030s in America?
    a. The older population will increase significantly.
    b. More people will immigrate to the US than are born in the US.
    c. The population will grow quicker.
    d. The race and ethnicity of the population will become more diverse.
3. Which statement explains the pace of population growth in America?
    a. The births will be much higher, but deaths will also be higher.
    b. The population is getting older, and people aren't having as many children.
    c. Many people are emigrating from the United States
4. Where is the majority of the "oldest countries" today?
    a. Asia
    b. Latin America
    c. Europe
    d. The Middle East

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10.4: Grammar Presentation-Simple Future

Future time can be expressed in several ways.

Simple future-will: The population will grow slowly.

Simple future-be going to: The population is going to be more diverse.

Simple present: The class begins at 8:00AM tomorrow.

Present progressive: The bus is leaving the station at 7:30PM this evening.

3.3.4.1. Simple Future-Will

3.3.4.1.1. Formation:

Statements: Subject + will + base verb.

The population will grow slowly.

Negative statements: Subject + will not (or won't) + base verb.

The population will not grow slowly.

Yes or No Questions: Will + subject + base verb?

Will the population grow slowly?

Short Answers: Yes, pronoun + will. No, pronoun + won't.

Yes, it will. No, it won't.

Information Questions: Question word + will + subject + base verb?

Why will the population grow slowly?

3.3.4.1.2. Purpose:

Predictions

It is estimated that in 2030, the baby boomers will be over age 65.

Volunteering

I will help you study for the exam.

Promises

I will take out the trash after dinner. I promise! 😉

Quick Decisions

Is the movie at 5PM or 7:30PM? Ok, I'll go!

3.3.4.1.3. Exercise 3-Simple Future Will

Complete the sentences and questions using the simple future will.

1. Watch out! You _____ hurt!
   a. 'll get
   b. 'll gets
2. When _____ available to meet with me?
   a. will you are
   b. you will be
   c. will you be

3. _____ online or in-person?
    a. Will the class be
    b. Wills the class be
    c. Will the class is
4. The class _____ on January 7th.
    a. will begins
    b. will begin
    c. wills begin
5. I _____ anymore cupcakes.
    a. won't eat
    b. won't eats
    c. willn't eat
6. The cases _____ after the holidays.
    a. will decreases
    b. will decrease
7. People _____ more time off.
    a. wills take
    b. will takes
    c. will take
8. Will you be at school tomorrow? Yes, _____.
    a. I'll
    b. I won't
    c. I will
9. Will she arrive tonight? Yes, _____.
    a. she'll
    b. she wills
    c. she will
10. Where _____ place?
    a. will take the wedding
    b. will the wedding take
    c. the wedding will take

3.3.4.2. Simple Future-Be Going To

3.3.4.2.1. Formation:

Statements: Subject + be going to + base verb.

Ivana is going to take classes next semester.

Negative statements: Subject + be not going to + base verb.

Ivana is not going to take classes next semester.

Yes or No Questions: Be verb + subject + going to + base verb?

Is Ivana going to take classes next semester?

Short Answers: Yes, pronoun + be verb. No, pronoun + be verb + not (contraction).

Yes, she is. No, she isn't.

Information Questions: Question word + be verb + subject + going to + base verb?

Where is Ivana going to take classes next semester?

3.3.4.2.2. Purpose:

Prediction

The event is going to be a success!

Plans

I am going to visit my grandparents on Sunday.

3.3.4.2.3. Exercise 4-Be Going to Statements

Use the words to create sentences using the simple future be going to. Use the example to guide you.

Example: graduate/in June/Rashid/be going to

Rashid is going to graduate in June.

1. Julia/visit/be going to/her parents
2. Tuesday/be going to/David/send/the letter
3. be going to/next semester/Ms. Hess/this class/teach
4. see/be going to/I/him/at the meeting
5. tomorrow/sunny/be going to/It/be

3.3.4.2.4. Exercise 5-Be Going to Questions

Complete the questions using the simple future be going to.

1. Why _____ late?
   a. is he going to be
   b. he is going to be
2. When _____ in Italy?
   a. you are going to arrive
   b. are you going to arrive
3. _____ married this summer?
   a. Is he going to gets
   b. He is going to get
   c. Is he going to get
4. How _____ for the next exam?
   a. are you going to study
   b. do you going to studied

c. you are going to study

5. What _____ after class?
   a. is Martin going to do
   b. is Martin going to does
   c. does Martin going to do
6. How _____ the economy?
   a. does the politician going to fix
   b. is the politician going to fix
   c. the politician is going to fix
7. When _____ a break?
   a. we are going to take
   b. are we going to take
   c. do we going to take
7. When _____ the doctor?
   a. am I going to see
   b. I am going to see

3.3.4.3. Simple Present and Present Progressive

3.3.4.3.1. Purpose:

Simple Present-schedule or timetable

The movie starts at 8:30PM.

Present Progressive-future arrangement

I am receiving tutoring tomorrow in the library.

3.3.4.3.2. Exercise 6-Present or Future

Indicate whether the sentence is expressing a present time or future time.

1. I am giving Socorra a Peppa Pig gift for her birthday.
   a. present
   b. future
2. The teacher is talking. Don't interrupt!
   a. present
   b. future
3. Andrea is taking four classes next semester.
   a. present
   b. future
4. The class ends at 11:50AM.
   a. present
   b. future
5. Haifa returns to California in August.

a. present

b. future

6. She studies biology.

   a. present

   b. future

7. Hussain plans to marry next year.

   a. present

   b. future

8. They are traveling to Bolivia after the semester.

   a. present

   b. future

9. I graduate in May.

   a. present

   b. future

10. Tony is meeting his instructor during office hours.

    a. present

    b. future

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10.5: Communication Practice



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3.3.5.1. Exercise 7-Your Next Vacation

Plan your next vacation with your group members. Agree on a destination. Make plans on places to see and activities to do. Use will, be going to, simple present, and present progressive.

3.3.5.2. Exercise 8-Story Predictions

Read the scenarios below. Make predictions using will or be going to about what will happen next. Use the example to guide you.

Example: Allison signed up to bring 4 dozen cookies to her daughter's class.

"I think she's going to purchase them at a bakery."

"I think she will bake them."

1. You're starting to feel sick.
2. Your teacher gave you an exam study guide.
3. Your brother's car broke, and he needs to go to work.
4. Your friend wants to learn English.
5. Your family wants to move into a bigger home.
6. It's your friend's birthday Saturday.
7. Your phone's screen has a crack.

3.3.5.3. Exercise 9-Predictions about College

What will Reedley College be like in 2050? Use will and be going to in your predictions. What will change? What will be the same? Consider the buildings, services, instruction, etc. Write at least 5 predictions with your group members.

3.3.5.4. Exercise 10-Classmate Survey

Ask your classmate these questions. Write their answers using a verb expressing a future time.

1. What are you going to do after class?
2. What will you be doing in ten years from now?
3. Where are you going to travel to next?
4. Where will you live in two years?
5. What are your goals, and what steps are you going to take to accomplish your goals?

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CHAPTER OVERVIEW

Unit 3 Summary - Putting It All Together

11.1: Exercise 11-Editing

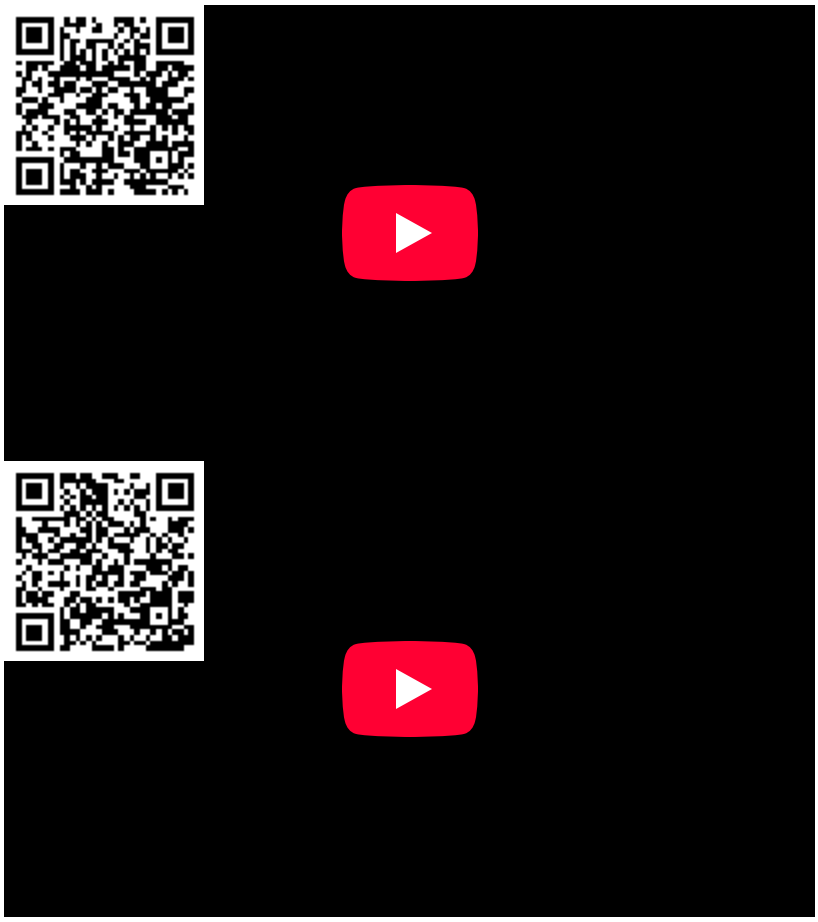
11.2: Exercise 12-Writing

11.3: Exercise 13-Presentation

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11.1: Exercise 11-Editing

Read the summary paragraph about bias written by a human development and family studies student. Identify and correct errors related to reported speech, embedded questions, and simple future verbs. Copy and paste the passage into a word processing document and track the changes. Watch this video on how to track changes in Microsoft Word, and this video on how to track changes using Google Docs.



Bias is defined as an unfair prejudice in favor of or against an idea, person, or group. How bias is formed? According to Mahzarin Banaji and Anthony Greenwald state that bias begins during infancy. How you talk and what language do you speak can determine whether a baby favors you or not. Banaji and Greenwald state what our own identity impacts our interactions with others. Although in-group and out-group identity is learned at a young age, children who are exposed to diverse groups of people will not developed the same bias as children who interact with only people of shared identity. Everyone has bias. Bias tests can provide a stronger picture of how do people perceive others. Bias awareness'll help people take steps to reduce their biases.

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11.2: Exercise 12-Writing

Write two paragraphs about **ONE** of the parenting styles. Describe the characteristics of the parenting style, any cultural associations, and the consequences of this style on children.

a. Permissive
b. Uninvolved
c. Authoritarian
d. Authoritative

Include each of the grammar forms listed below at least one time. Underline each grammar item and label it with the correct letter each time you use it.

a. reported speech
b. embedded questions
c. simple future

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11.3: Exercise 13-Presentation

Give an 8- to 10-minute presentation on the topic you write about for the unit writing. Describe the characteristics of the parenting style, any cultural associations, and the consequences of this style on children. Try to use this unit's grammar in your presentation.

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CHAPTER OVERVIEW

Appendix A: Grammar

Rubrics

Irregular Verbs

Phrasal Verbs

Gerunds and Infinitives

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Rubrics

5.1.1. Unit Summary Writing Assignment

Assignment Goals	Exemplary	Satisfactory	Approaching Satisfactory	Unsatisfactory/ Incomplete
The paragraph includes each of the grammar forms. The grammar forms are underlined and labeled.	4	3	2	1 / 0
The grammar forms are accurately and appropriately used.	4	3	2	1 / 0
The paragraph is well developed and logically written.	4	3	2	1 / 0
The paragraph is word processed and double-spaced.	4	3	2	1 / 0
It is free from spelling, punctuation, and writing errors including comma splices and run-ons.	4	3	2	1 / 0

5.1.2. Unit Summary Presentation Assignment

Assignment Goals	Exemplary	Satisfactory	Approaching Satisfactory	Unsatisfactory/ Incomplete
The presentation includes the unit's grammar, and it is used accurately and appropriately.	4	3	2	1 / 0
The content of the presentation aligns with the assignment.	4	3	2	1 / 0
The presentation tool uses appropriate color, images, and font to enhance the content.	4	3	2	1 / 0
The delivery of the presentation shows that the student has obviously prepared and rehearsed.	4	3	2	1 / 0
It is free from spelling, punctuation, and general writing errors.	4	3	2	1 / 0

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Irregular Verbs

Irregular verbs in English are common. Unfortunately, using them correctly takes memorization. Fortunately, many irregular verbs follow a pattern. Throughout the semester, you will complete exercises that will help you memorize these irregular verbs. Use this table as a reference.

5.2.1. Group 1

Table 22 Group 1 Irregular Verbs

Base form	Past Tense	Past Participle	Present Participle
bet	bet	bet	betting
cost	cost	cost	costing
cut	cut	cut	cutting
hit	hit	hit	hitting
hurt	hurt	hurt	hurting
let	let	let	letting
put	put	put	putting
shut	shut	shut	shutting

5.2.2. Group 2

Table 23 Group 2 Irregular Verbs

Base form	Past Tense	Past Participle	Present Participle
ring	rang	rung	ringing
sing	sang	sung	singing
drink	drank	drunk	drinking
sink	sank	sunk	sinking
swim	swam	swum	swimming
begin	began	begun	beginning

5.2.3. Group 3

Table 24 Group 3 Irregular Verbs

Base form	Past Tense	Past Participle	Present Participle
know	knew	known	
grow	grew	grown	growing
blow	blew	blown	blowing
throw	threw	thrown	throwing
fly	flew	flown	flying
show	showed	shown	showing
draw	drew	drawn	drawing

5.2.4. Group 4

Table 25 Group 4 Irregular Verbs

Base form	Past Tense	Past Participle	Present Participle
think	thought	thought	thinking
teach	taught	taught	teaching
buy	bought	bought	buying
fight	fought	fought	fighting
catch	caught	caught	catching
bring	brought	brought	brining

5.2.5. Group 5

Table 26 Group 5 Irregular Verbs

Base form	Past Tense	Past Participle	Present Participle
give	gave	given	giving
write	wrote	written	writing
take	took	taken	taking
fall	fell	fallen	falling
drive	drove	driven	driving
eat	ate	eaten	eating
ride	rode	ridden	riding
rise	rose	risen	rising
forgive	forgave	forgiving	forgiving

5.2.6. Group 6

Table 27 Group 6 Irregular Verbs

Base form	Past Tense	Past Participle	Present Participle
steal	stole	stolen	stealing
speak	spoke	spoken	speaking
choose	chose	chosen	choosing
break	broke	broken	breaking
freeze	froze	frozen	freezing
get	got	gotten	getting
forget	forgot	forgotten	forgetting
bite	bit	bitten	biting
hide	hid	hidden	hiding
beat	beat	beaten	beating
prove	proved	proven	proving

5.2.7. Group 7

Table 28 Group 7 Irregular Verbs

Base form	Past Tense	Past Participle	Present Participle
send	sent	sent	sending
spend	spent	spent	spending
lend	lent	lent	lending
build	built	built	building
lose	lost	lost	losing
mean	meant	meant	meaning

5.2.8. Group 8

Table 29 Group 8 Irregular Verbs

Base form	Past Tense	Past Participle	Present Participle
pay	paid	paid	paying
say	said	said	saying
sell	sold	sold	selling
tell	sold	told	telling
stand	stood	stood	standing
sleep	slept	slept	sleeping
keep	kept	kept	keeping
feel	felt	felt	feeling

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Phrasal Verbs

5.3.1. Separable Phrasal Verbs

Table 30 Separable Phrasal Verbs

Phrasal Verb	Meaning	Phrasal Verb	Meaning
ask over*	invite	blow up	explode
bring back	return	bring up	bring attention to
build up	increase	break down	thoroughly explain
call back*	return a phone call	call off	cancel
carry out	implement	calm down	decrease emotions
drop off	leave someone or something at a place	figure out	understand or solve
fill in	complete	fill out	complete
fill up	fill completely	fix up	repair/make presentable
find out	learn new information	get across	get people to understand
give up	quit	give out	distribute
give back	return	hang up	end a phone call
help out	assist	leave out	exclude
let down	disappoint	pass down	give
pick up	lift/get	put away	put in the correct place
put off	postpone	take off	remove
throw away	put in the trash	turn on/off	make something open or start/stop or finish

5.3.2. Inseparable Phrasal Verbs

Table 31 Inseparable Phrasal Verbs

Phrasal Verb	Meaning	Phrasal Verb	Meaning
carry on	continue	cash in on	profit from
fall for	believe a trick	follow through with	complete
get off	leave	get on	board
get out of	leave	get over	recover
get through with	finish/endure	get to	access/upset
get together with	meet	go over	review
keep up with	maintain pace	look after	care for
look back on	remember	pick on	bully
put up with	tolerate	see about	consider
stand for	represent	take after	resemble
talk over	discuss	touch on	briefly mention
turn into	become	watch out for	be careful of

5.3.3. Phrasal Verbs with Multiple Meanings

Table 32 Phrasal Verbs with Multiple Meanings

Phrasal Verb	Meanings	Examples
break down	a. stop working b. end in failure c. have an emotional crisis d. analyze something complex	a. My car broke down. b. Negotiations broke down, so they changed their strategy. c. She broke down when she heard the bad news. d. The teacher broke down the math problem.
bring up	a. raise b. mention	a. She brought up three beautiful children. b. Why did he bring up that sensitive topic?
back up	a. make a copy b. support or prove c. cause an accumulation of something like cars d. move backwards	a. I backed up my pictures from my phone online. b. She backed up her claim with evidence. c. The accident caused cars to back up the freeway. d. The car hit the trash cans while backing up.
blow up	a. explode b. fill something with air c. enlarge a picture or document d. suddenly display anger e. overwhelm something like a phone or email	a. The bomb blew up. b. Henry blew up the balloons. c. I blew up the picture because the original was small. d. He blew up when he saw the thieves broke his window. e. My phone blew up with messages when my name appeared on the news.
check out	a. leave a hotel or building b. pay for items c. borrow from a library d. examine or try something e. verify facts as valid	a. He checked out of the hotel. b. He checked out the groceries at self-checkout. c. He checked out a calculator at the library. d. He checked out the new restaurant his friends talked about. e. His story checked out. He was at home when he said he was.
cut off	a. remove something b. stop the supply of something c. interrupt someone d. cause disconnection of a phone or internet	a. I cut off the tag because it bothered my neck. b. I cut off the water when he started spraying me. c. I cut him off when he started lying. d. Her phone cut off, so I couldn't finish the conversation.
go out	a. leave your home b. stop burning	a. He went out with his friends last Friday. b. The fire went out after an hour.
look up	a. search b. improve c. admire	a. I looked up the word in the dictionary. b. Things are looking up after the holidays. c. He looks up to his father.
make out	a. be able to identify or see with great	a. I couldn't make out who was in the

	effort b. write details on a check c. kiss in a sexual way	picture because it was too small. b. Please make out the check to me. c. Students cannot make out on school property.
make up	a. invent b. compose c. no longer be upset d. compensate for a lack of something	a. Children make up stories. b. Flour, butter, and egg make up the dough. c. We made up after talking about the problem. d. The teacher allowed the student to make up the missing homework.
pick up	a. lift something b. give someone a ride c. learn a new skill d. buy something at the store e. notice something; detect f. start again g. improve	a. I couldn't pick up the chair. It's heavy. b. I picked up the children from school. c. I picked up Albanian while living in Tetovo. d. I picked up milk and bread. e. Children pick up when their parents are angry. f. We can pick up where we left off in the movie after eating dinner. g. Sales are beginning to pick up.
take off	a. remove b. leave the ground c. become successful d. take time from work e. leave a place	a. He took off his jacket. b. The plane took off after an hour delay. c. Her career took off after her internship. d. I took off three days to study for a test. e. He took off from the party around 3am.
turn down	a. reduce intensity b. reject an offer or request	a. I turned down the volume of the radio. b. I turned down his offer to have dinner.
work out	a. exercise b. solve a problem	a. He works out three days a week. b. They worked out their differences.

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Gerunds and Infinitives

5.4.1. Verbs Followed by Gerunds

Table 33 Verbs Followed by Gerunds

admit	anticipate	appreciate	avoid
consider	defend	delay	deny
discontinue	discuss	dislike	enjoy
explain	fear	finish	go (expression)
imagine	keep	mention	miss
practice	recommend	suggest	understand

5.4.2. Verbs Followed by Infinitives

Table 34 Verbs Followed by Infinitives

agree	appear	arrange	ask
attempt	choose	decide	demand
deserve	expect	fail	get
hope	learn	need**	offer
pay	plan	pretend	seem
strive	struggle	tend	threaten
wait	want**	advise*	allow*
ask*	encourage*	expect*	force*
invite*	order*	remind*	tell*

* verb + noun/pronoun + infinitive

** verb + infinitive or verb + noun/pronoun +infinitive

1. Geraldo **wants to transfer** to a university.
2. His mother **wants him to stay** close to home.
3. Habib **offered to buy** me coffee.

5.4.3. Nouns Followed by Infinitives

Table 35 Nouns Followed by Infinitives

ability	advice	arrangement	attempt
chance	choice	decision	demand
dream	failure	goal	intention
motivation	need	offer	opportunity
permission	plan	promise	proposal
reminder	request	requirement	suggestion
tendency	way	willingness	wish

*Infinitives of purpose also follow nouns; however, there is a difference. Notice in the example *I went to the store to buy the missing ingredients* the infinitive **to buy** does **not** describe **the store**. In the example *I am happy with his decision to take the day off* **to take** is describing **the decision**.

5.4.4. Verbs Followed by Either a Gerund or Infinitive with No Significant Change in Meaning

Table 36 Verbs Followed by Either a Gerund or Infinitive with No Significant Change in Meaning

begin	continue	hate	like
love	prefer	propose	start

5.4.5. Verbs Followed by a Gerund or Infinitive with a Significant Change in Meaning

Table 37 Verbs Followed by a Gerund or Infinitive with a Significant Change in Meaning

forget	quit	regret	remember
stop	try		

5.4.6. Verb Tense in Direct and Reported Speech

Table 38 Verb Tense in Direct and Reported Speech

Number	Direct Speech	Reported Speech	Change
1.	The student said, “I study hard.”	He said *that he studied hard.	simple present to simple past
2.	The student **says, “I study hard.”	He says *that he studies hard.	no verb tense change
3.	He said, “I am studying hard.”	He said *that he was studying hard.	present progressive to past progressive
4.	He said, “I will study hard.	He said *that he would study hard.	simple future will to would
5.	He said, “I am going to study hard.”	He said *that he was going to study hard.	future “be going to” to “was/were going to”
6.	He **says, “I am going to study hard.”	He says *that he is going to study hard.	no verb tense change
7.	He said, “I can study hard.”	He said *that he could study hard.	can to could
8.	He said, “I have studied hard.	He said *that he had studied hard.	present perfect to past perfect
9.	He **says, “I have studied hard.”	He says *that he has studied hard.	no verb tense change
10.	He said, “I studied hard.”	He said *that he had studied hard.	simple past to past perfect
11.	He told them, “Do your homework.”	He told them to do their homework.	imperative to infinitive
12.	He asked, “Do you want a job?”	He asked if I wanted a job.	yes or no question to if or whether or not (for alternatives)

*The word “that” is optional in the reported speech sentences. In fact, native speakers usually do not say the “that.” It is understood to be there by native speakers, however. Common verbs used for reporting words are as follows: say, tell, ask, inquire, respond, answer, reply, state, comment, report, complain, announce, explain, remark, note. In reported speech, these verbs are almost always used in the past tense.

**When the reporting verb (for example, say) is in the simple present, present perfect, or simple future, the reported speech does not change tense from the direct speech. When the reporting verb is in the present tense, this usually indicates immediate reporting, so the indirect speech is in the simple present.

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CHAPTER OVERVIEW

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16.1: Chapter 1

4.1.1. **Listening Comprehension**

00:06 In the third millennium BCE,

00:08 Mesopotamian kings recorded and interpreted their dreams on wax tablets.

00:13 A thousand years later,

00:15 Ancient Egyptians wrote a dream book

00:17 listing over a hundred common dreams and their meanings.

00:20 And in the years since,

00:21 we haven't paused in our quest to understand why we dream.

00:25 So, after a great deal of scientific research,

00:28 technological advancement,

00:29 and persistence,

00:31 we still don't have any definite answers, but we have some interesting theories.

00:36 We dream to fulfill our wishes.

00:40 In the early 1900s,

00:42 Sigmund Freud proposed that while all of our dreams, including our nightmares,

00:46 are a collection of images from our daily conscious lives,

00:49 they also have symbolic meanings,

00:51 which relate to the fulfillment of our subconscious wishes.

00:55 Freud theorized that everything we remember when we wake up from a dream

00:59 is a symbolic representation

01:01 of our unconscious primitive thoughts, urges, and desires.

01:05 Freud believed that by analyzing those remembered elements,

01:08 the unconscious content would be revealed to our conscious mind,

01:12 and psychological issues stemming from its repression

01:14 could be addressed and resolved.

01:17 We dream to remember.

01:20 To increase performance on certain mental tasks,

01:23 sleep is good,

01:24 but dreaming while sleeping is better.

01:27 In 2010, researchers found

01:28 that subjects were much better at getting through a complex 3-D maze

01:32 if they had napped and dreamed of the maze prior to their second attempt.

01:37 In fact, they were up to ten times better at it

01:39 than those who only thought of the maze while awake between attempts,

01:44 and those who napped but did not dream about the maze.

01:48 Researchers theorize that certain memory processes

01:51 can happen only when we are asleep,

01:53 and our dreams are a signal that these processes are taking place.

01:58 We dream to forget.

02:02 There are about 10,000 trillion neural connections

02:05 within the architecture of your brain.

02:07 They are created by everything you think and everything you do.

02:11 A 1983 neurobiological theory of dreaming, called reverse learning,

02:15 holds that while sleeping, and mainly during REM sleep cycles,

02:19 your neocortex reviews these neural connections

02:22 and dumps the unnecessary ones.

02:25 Without this unlearning process,

02:27 which results in your dreams,

02:28 your brain could be overrun by useless connections

02:31 and parasitic thoughts could disrupt the necessary thinking

02:34 you need to do while you're awake.

02:37 We dream to keep our brains working.

02:42 The continual activation theory proposes that your dreams result

02:46 from your brain's need to constantly consolidate and create long-term memories

02:51 in order to function properly.

02:53 So when external input falls below a certain level,

02:55 like when you're asleep,

02:57 your brain automatically triggers

02:58 the generation of data from its memory storages,

03:01 which appear to you in the form of the thoughts and feelings

03:04 you experience in your dreams.

03:06 In other words,

03:07 your dreams might be a random screen saver your brain turns on

03:10 so it doesn't completely shut down.

03:14 We dream to rehearse.

03:18 Dreams involving dangerous and threatening situations are very common,

03:21 and the primitive instinct rehearsal theory

03:24 holds that the content of a dream is significant to its purpose.

03:27 Whether it's an anxiety-filled night of being chased through the woods by a bear

03:31 or fighting off a ninja in a dark alley,

03:34 these dreams allow you to practice your fight or flight instincts

03:37 and keep them sharp and dependable in case you'll need them in real life.

03:41 But it doesn't always have to be unpleasant.

03:43 For instance, dreams about your attractive neighbor

03:46 could actually give your reproductive instinct some practice, too.

03:50 We dream to heal.

03:54 Stress neurotransmitters in the brain are much less active

03:57 during the REM stage of sleep,

03:59 even during dreams of traumatic experiences,

04:02 leading some researchers to theorize

04:04 that one purpose of dreaming is to take the edge off painful experiences

04:08 to allow for psychological healing.

04:10 Reviewing traumatic events in your dreams with less mental stress

04:13 may grant you a clearer perspective

04:16 and enhanced ability to process them in psychologically healthy ways.

04:20 People with certain mood disorders and PTSD often have difficulty sleeping,

04:25 leading some scientists to believe that lack of dreaming

04:28 may be a contributing factor to their illnesses.

04:32 We dream to solve problems.

04:37 Unconstrained by reality and the rules of conventional logic,

04:40 in your dreams, your mind can create limitless scenarios

04:43 to help you grasp problems

04:45 and formulate solutions that you may not consider while awake.

04:49 John Steinbeck called it the committee of sleep,

04:51 and research has demonstrated

04:53 the effectiveness of dreaming on problem solving.

04:56 It's also how renowned chemist August Kekule

04:58 discovered the structure of the benzene molecule,

05:01 and it's the reason that sometimes the best solution for a problem

05:05 is to sleep on it.

05:06 And those are just a few of the more prominent theories.

05:10 As technology increases our capability for understanding the brain,

05:13 it's possible that one day

05:15 we will discover the definitive reason for them.

05:18 But until that time arrives, we'll just have to keep on dreaming.

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16.2: Chapter 2

4.2.1. **Listening Comprehension**

00:00 (bright guitar music) (writing utensil scratching)

00:04 (bell dings)

00:06 - [Teacher] Hey there Psych2Goers,

00:07 and welcome back to another video.

00:09 According to statistics, only a small percentage of you

00:11 who watch our videos, are actually subscribed.

00:13 If you haven't subscribed to us, do consider doing so,

00:16 if you enjoy what you see.

00:18 It would help a lot with YouTube's algorithm

00:19 in promoting more of our mental health content.

00:22 Now, let's continue.

00:24 We all have different ways

00:25 of dealing with stressful circumstances.

00:27 Maybe you like to go to the gym and workout,

00:29 or maybe you like to turn the music up in your car

00:32 and sing along to the radio, when you're stressed out.

00:35 Either way, these two types of coping mechanisms are good

00:38 and healthy, since they aren't harmful to you or others.

00:42 But there are some unhealthy coping mechanisms

00:44 that you might have due to stress,

00:47 that can be harmful to you and or other people.

00:50 With that said, here are five common

00:52 unhealthy coping mechanisms that you shouldn't ignore.

00:55 Number one, forced positivity.

00:59 I'm sure you've heard the term, good vibes only.

01:01 This statement and its accompanying sentiments,

01:04 have become part of our societal culture.

01:06 Of course, there's nothing wrong

01:07 with having a positive mindset.

01:09 Positivity can be a pretty powerful tool

01:11 when you wanna manifest that in your life.

01:13 However, the notion of only positive vibes,

01:16 have been taken to the extreme.

01:18 Toxic positivity.

01:20 Toxic positivity does not come

01:22 from a place of genuine happiness,

01:24 it comes from a place of denial,

01:25 invalidation or minimization.

01:28 It's an attempt to display a positive disposition

01:31 at all times, even when you're not in the best of moods.

01:34It's usually so excessive,

01:35 that the toxic positivity phrases are obvious.

01:38 Some examples of toxic positivity are,

01:41 “Don't think about it, be positive.

01:43 Everything will work out in the end.

01:44 If I can do it, so can you."

01:46 Or, "It could be worse."

01:48 When you force yourself to be positive at all times,

01:51 you're barring and repressing your emotions,

01:54 which can lead to doubt, shame,

01:56 and relational problems with others.

01:58 Sometimes life just sucks,

02:01 and no amount of positivity can fix it.

02:04 It's all right to be angry, jealous,

02:06 annoyed or deeply upset about things.

02:09 The good and the bad emotions are all part of being human.

02:13 Number two, isolating yourself.

02:16 For now, being socially distant is our safest option.

02:20 But there're other ways you might be isolating yourself

02:22 without realizing it.

02:24 Socially isolating yourself

02:25 simply because you don't like the people who are around you,

02:27 is not a healthy habit.

02:29 This can make it harder for you to relate to others overall,

02:32 when you do something like this.

02:34 As a species, we are social creatures

02:36 and we crave and need proper connection with other people.

02:40 You can learn a lot from the people around you.

02:42 When you connect with others in a healthy manner

02:44 through supportive conversations and good healthy talks,

02:48 you're allowing yourself to grow emotionally and mentally.

02:51 Fostering your mental resilience can be helpful

02:54 when times of stress do arise.

02:56 If you feel anxious in social situations,

02:59 try going to an event with someone you know,

03:01 or reach out to a professional therapist,

03:03 who can teach you techniques to reduce the stress you feel

03:06 caused by social situations.

03:08 Number three, fatalism.

03:11 When somebody bad happens,

03:12 our brains immediately embellish the event,

03:15 that makes it seem like it's the worst possible thing

03:17 to have ever happened to you.

03:19 It's a mental trait that has kept humans alive

03:21 for millions of years,

03:22 so the same mistakes won't be repeated in need of survival.

03:26 However, in our modern day society,

03:29 it functions as a self-defense mechanism,

03:32 you prepare for the worst just in case.

03:34 But, this behavior might be causing you more stress

03:37 than necessary.

03:38 High levels of stress can lead to severe

03:40 mental and physical health problems,

03:41 like depression and even heart disease.

03:44 A tool to help overcome this need to catastrophize would be,

03:47 to allow yourself to think of the five top worst outcomes.

03:51 And then, ask yourself,

03:52 how likely they are to actually happen.

03:55 If you feel like a bad outcome is truly likely,

03:58 then plan for that one outcome,

04:00 create a plan that is flexible

04:02 and doable in case it needs to change.

04:05 This will give you a better sense of security going forward,

04:08 and create less stress in your life.

04:10 Number four, repressing your feelings.

04:13 Are you you repressing your feelings

04:15 because you think that no one cares?

04:17 Or that it's a waste of time?

04:19 Often, this behavior is a type of self-defense mechanism,

04:23 that activates when you believe that you no longer

04:25 have control over a certain situation.

04:28 Whether you choose to overreact or under react,

04:31 you are not giving your emotions a chance to be aired out.

04:35 While there should be a degree

04:37 of emotional self-control in place,

04:39 we should remember to be genuine with how we're feeling

04:42 and express it calmly and reasonably,

04:45 in a way that does not harm others.

04:47 If you are more likely to overreact

04:49 when something goes wrong, notice any physiological changes.

04:53 Usually your body is a good indicator

04:56 of how you're actually feeling.

04:58 Taking a moment to meditate and ground yourself

05:00 in your body, can help you minimize stress

05:02 and reduce emotional outbursts.

05:04 There're other ways to shake out repressed emotions,

05:06 such as yelling into a pillow, dancing or working out.

05:10 Number five, romanticizing the past.

05:13 The past can hold a certain appeal,

05:16 when we put our nostalgic goggles on,

05:18 especially when the present looks dim and not as promising.

05:22 Unfortunately, we can't resurrect the past.

05:26 Things happened and chances are, they did not happen

05:29 exactly as you imagined they would.

05:31 Living in a nostalgic daydream of what could have been,

05:34 can rob you of opportunities that you need

05:36 to be taking advantage of in your current present.

05:40 If you find yourself taking frequent trips down memory lane,

05:43 figure out what specifically appeals to you

05:45 about those memories, and try to recreate them

05:48 in the present.

05:49 The present can sometimes be dim and gray,

05:52 but your perspective depends on how you choose to handle it.

05:57 So, which of these coping mechanisms did you relate to most?

06:00 How do you healthily or unhealthily

06:03 cope with stressful circumstances?

06:05 Share your experiences with us in the comments below.

06:07 Please, like and share this video if it helped you,

06:09 and you think it could help someone else too.

06:11 The studies and references used are listed

06:13 in the description below.

06:14 Don't forget to hit the subscribe button

06:16 from more Psych2Go videos and thank you for watching.

06:18 We'll see you next time.

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16.3: Chapter 3

4.3.1. **Listening Comprehension**

00:11 Every day, a sea of decisions stretches before us.

00:15 Some are small and unimportant,

00:17 but others have a larger impact on our lives.

00:19 For example, which politician should I vote for?

00:22 Should I try the latest diet craze?

00:24 Or will email make me a millionaire?

00:27 We're bombarded with so many decisions

00:30 that it's impossible to make a perfect choice every time.

00:33 But there are many ways to improve our chances,

00:36 and one particularly effective technique is critical thinking.

00:40 This is a way of approaching a question

00:42 that allows us to carefully deconstruct a situation,

00:45 reveal its hidden issues, such as bias and manipulation,

00:48 and make the best decision.

00:51 If the critical part sounds negative that's because in a way it is.

00:56 Rather than choosing an answer because it feels right,

00:58 a person who uses critical thinking

01:00 subjects all available options to scrutiny and skepticism.

01:05 Using the tools at their disposal,

01:06 they'll eliminate everything but the most useful and reliable information.

01:11 There are many different ways of approaching critical thinking,

01:15 but here's one five-step process

01:17 that may help you solve any number of problems.

01:21 One: formulate your question.

01:23 In other words, know what you're looking for.

01:26 This isn't always as straightforward as it sounds.

01:29 For example, if you're deciding whether to try out the newest diet craze,

01:33 your reasons for doing so may be obscured by other factors,

01:37 like claims that you'll see results in just two weeks.

01:40 But if you approach the situation

01:42 with a clear view of what you're actually trying to accomplish by dieting,

01:46 whether that's weight loss,

01:48 better nutrition,

01:49 or having more energy,

01:50 that'll equip you to sift through this information critically,

01:54 find what you're looking for,

01:55 and decide whether the new fad really suits your needs.

02:00 Two: gather your information.

02:03 There's lots of it out there,

02:05 so having a clear idea of your question will help you determine what's relevant.

02:09 If you're trying to decide on a diet to improve your nutrition,

02:12 you may ask an expert for their advice,

02:14 or seek other people's testimonies.

02:16 Information gathering helps you weigh different options,

02:19 moving you closer to a decision that meets your goal.

02:23 Three: apply the information,

02:25 something you do by asking critical questions.

02:29 Facing a decision, ask yourself, "What concepts are at work?"

02:32 "What assumptions exist?"

02:34 "Is my interpretation of the information logically sound?"

02:38 For example, in an email that promises you millions,

02:41 you should consider, "What is shaping my approach to this situation?"

02:45 "Do I assume the sender is telling the truth?"

02:48 "Based on the evidence, is it logical to assume I'll win any money?"

02:54 Four: consider the implications.

02:56 Imagine it's election time,

02:58 and you've selected a political candidate based on their promise

03:01 to make it cheaper for drivers to fill up on gas.

03:04 At first glance, that seems great.

03:06 But what about the long-term environmental effects?

03:09 If gasoline use is less restricted by cost,

03:12 this could also cause a huge surge in air pollution,

03:16 an unintended consequence that's important to think about.

03:20 Five: explore other points of view.

03:23 Ask yourself why so many people are drawn

03:26 to the policies of the opposing political candidate.

03:29 Even if you disagree with everything that candidate says,

03:32 exploring the full spectrum of viewpoints

03:34 might explain why some policies that don't seem valid to you appeal to others.

03:40 This will allow you to explore alternatives,

03:42 evaluate your own choices,

03:44 and ultimately help you make more informed decisions.

03:48 This five-step process is just one tool,

03:51 and it certainly won't eradicate difficult decisions from our lives.

03:55 But it can help us increase the number of positive choices we make.

04:00 Critical thinking can give us the tools to sift through a sea of information

04:04 and find what we're looking for.

04:06 And if enough of us use it,

04:07 it has the power to make the world a more reasonable place.

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16.4: Chapter 4

4.4.1. Listening Comprehension

00:08 Genevieve: I was probably 11 or 12 at the time.

00:11 And my uncle, Emmet, passed away.

00:16 My mom got really depressed.

00:18 She started drinking really bad and she started treating us different.

00:24 There was this guy, he was just... some kind of stranger.

00:28 All of a sudden he started staying around more

00:30 and she left me and my two brothers at home alone...for...days on end.

00:37 One day that man, he was in the back room with my mom.

00:41 I heard them talking about shooting up something.

00:44 So I texted my grandma and I told her what was going on,

00:46 she said “hold on we’ll come get you.”

00:49 So I got up my brothers really, really fast.

00:51 I just put, like, any clothes on them I could find.

00:55 And I packed a bag...and we left.

01:05 “Ooh, look at that fly.

01:06 I’m lightning speed, that’s why my name’s “Lightning.’”

01:11 (laughs)

01:14 “I don’t know how to work these.”

01:15 “You just click play.”

01:16 “Okay, cool.”

01:28 “Oh, I’m off beat!

01:30 Hold on.”

01:32 “You always have to turn when the double beats come in.”

01:38 My name is Genevieve Iron Lightning.

01:40 My Lakota Name is Tȟokáhe Nážiŋ Wiŋ or “Stands First Woman.”

01:45 And I’m the descendant of Chief Iron Lightning.

01:49 I kinda was born dancing.

01:51 It makes me feel connected, like, I’m in touch with my ancestors and my culture.

02:00 “And this is when she first got Mini Miss.

02:03 Ooh, you look like me in there.

02:05 (laughs) “What does it say on the sash, 2006?”

02:07 “It says Mini Me” “2006!”

02:11 (laughs) “This is her, um, picture from last year.

02:13 Is this last year’s?”

02:15 “Yeah…my freshman year didn’t turn out good.”

02:25 It’s difficult living in Eagle Butte.

02:27 It’s difficult living on a reservation.

02:31 The houses aren’t very nice, there’s trash in the yards.

02:35 Broken and busted cars in the driveways.

02:39 Parents don’t really take care of their kids,

02:40 unless, you know, I don’t know, unless they have a job.

02:48 Julie: Cheyenne River has the unfortunate distinction

02:51 of being one of the poorest counties in the nation.

02:57 That’s overwhelming when you think about it.

03:02 How do we get by?

03:05 Many of our people turn to alcohol.

03:08 Most recently, meth has become a really big issue in our community.

03:14 But you know, we didn’t create the situation here.

03:19 They put us on these reservations to contain us, to control us, to keep us segregated.

03:28 And so as a result, we have a population of people

03:30 who don’t have access to economic resources.

03:35 Julie: When you have poverty and addiction, it’s

03:38 very easy to forget that there’s little kids sitting next to you that need to be acknowledged,

03:44 and hugged and talked to.

03:49 Children are...a reflection of the surroundings that they’re in.

03:56 Children need to be seen.

03:59 They need people guiding them, loving them.

04:02 And they need opportunity

04:14 My first summer here, my grandma was reading the newspaper and she saw something about

04:18 internships at the Cheyenne River Youth Project.

04:21 They were looking for people to work in the cafe that just opened that same summer.

04:26 So my grandma’s like, “Hey I’m going to get you into that.”

04:32 Julie: The Cheyenne River Youth Project is 100% about

04:35 being a positive influence on the kids of our community.

04:39 Within our facilities, we offer internships, wellness programs, the arts.

04:45 We have a teen center, a gymnasium, dance studio, computer lab.

04:50 We also have the Winyan Toka Win garden.

04:55 We’re talking about their mental health, their physical health, their education.

05:00 All these different pieces that help them grow.

05:07 When CRYP first started, there wasn’t a youth organization here.

05:13 And then over the years as we’ve evolved we’ve learned from our kids and from our

05:17 community about what the needs are.

05:22 It's important that we help them to understand the history

05:25 and who we are as a people, as Lakota people.

05:30 Moving us to reservations and the assimilation of our people.

05:34 All these things still impact us today.

05:39 Wakiya: Every other nationality in America were free

05:42 to practice their culture in anyway they saw fit, but not us as Native Americans.

05:49 It was against the law.

05:52 "Kill the Indian and save the man."

05:54 We're still dealing with that today.

05:58 (Lakota language) Always remember that you're Lakota first.

06:07 Julie: It's important for our young people to remember where they come from.

06:12 That's what our ancestors would want.

06:14 We want them to impart that onto their children when the next generation comes.

06:34 Julie: When you have poverty added to the historical trauma.

06:41 It's just...a kind of big...mess.

06:50 A problem with a lot of our kids is that you just reach a breaking point

06:55 when you don't know what to do.

06:57 And if there's nobody there to support you, to get you through these tough times...

07:03 then sometimes things happen.

07:08 In the last month, we had at east two completed suicides.

07:16 There were something like ten attempts.

07:21 It's like we have room for death but we don't have room for life.

07:29 You have to step into places that are uncomfortable

07:31 in order to do the work that we're trying to do with our kids.

07:36 They deserve more.

07:54 Julie: The picture I want to paint is that we have

07:56 our challenges but we are lifting ourselves up.

08:03 Our internships at CRYP provide a way out for our young people.

08:13 You know, we're teaching them about the business, they're learning their interpersonal

08:17 communication skills and how to manage money.

08:21 They also learn about writing resumes.

08:24 All those pieces that help a kid to prepare for the future.

08:30 Genevieve: Job opportunities are limited on the reservation,

08:33 so Keya Cafe and the other internships set you up for different job experiences.

08:41 Julie: We're giving them confidence

08:42 in how to go find a job or maybe they can have their own business.

08:47 We want them to imagine the possibilities.

08:52 “Oh my gosh, I’m spilling it.”

08:54 I come over here at 7 and I get done at 2, and that was like...tiring for me.

09:00 But, earning your own money, it makes you feel like you're growing up,

09:06 it makes you feel independent.

09:16 The internships help you prepare for life after high school.

09:22 I am definitely gonna go to college and I will come back and help my community in any way I can.

09:28 Because, it’s a struggle here, but it’s my home.

09:52 Genevieve: My grandma, her dad is Grant Iron Lightning Jr.,

09:56 her grandpa is Grant Iron Lightning Sr.,

09:59 and then I can't remember his dad's name,

10:01 but it’s five generations back is Chief Iron Lightning.

10:04 He could walk anywhere and he could just come back with horses.

10:09 And that made him a leader to the Lakota people.

10:13 “And this is where my great grandpa Iron Lightning was buried.

10:17 This is Dale Iron Lighting, he was one of my uncles.

10:21 That’s who I was named after.”

10:23 Genevieve: Knowing that I come from these great people,

10:2 I feel like I have to do big things, ya know?

10:31 (singing)

11:42 I want to set a good example for the younger generations, ya know?

11:47 To show them that I did struggle here,

11:51 but I did the youth internships at CRYP.

11:54 I did anything in my power to make something of myself.

12:00 I like that feeling of doing something right, ya know?

12:05 It makes my people proud and I like making my people proud.

12:16 Julie: Our dream and our idea of success and wealth is...

12:21 just different.

12:24 I think we see family and culture and tradition and singing and dancing as...wealth.

12:39 Being Lakota, we’ve had this oppressive weight for all these years.

12:48 But this generation of kids is...

12:52 different.

12:56 They’re proud of who we are.

12:59 They're proud to be Lakota.

13:03 They’re not afraid to speak up.

13:07 To change what’s happening for us.

13:11 And let the world know that we are still here.

13:18 They are the next culture bearers.

13:22 The next leaders.

13:25 They’re a powerful new generation.

13:32 “I got it, we’re connected!”

13:34 There’s so much they’ve overcome.

13:38 Imagine the possibilities if we can help them grow

13:43 and give them the skills to go out into the world and thrive.

“Lakota in America” is copyright by Square.

4.4.2. Exercise-Listening Practice

When I was a child, I used to live on a farm. My family had over 350 animals. I had to feed them every evening when I returned home from school even when the weather was cold and wet. Because of this enormous responsibility, I could not hang out with my friends on weekdays. Instead, I would visit them on weekends. Working on a farm gave me great physical strength. I could lift heavy bags of grain and shovel dirt easily.

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16.5: Chapter 5

4.5.1. **Listening Comprehension**

00:12 I'm a veteran of the starship Enterprise.

00:16 I soared through the galaxy

00:19 driving a huge starship

00:22 with a crew made up of people

00:24 from all over this world,

00:26 many different races, many different cultures,

00:30 many different heritages,

00:32 all working together,

00:34 and our mission was to explore strange new worlds,

00:37 to seek out new life and new civilizations,

00:41 to boldly go where no one has gone before.

00:46 Well —

00:48 (Applause) —

00:54 I am the grandson of immigrants from Japan

00:59 who went to America,

01:01 boldly going to a strange new world,

01:05 seeking new opportunities.

01:08 My mother was born in Sacramento, California.

01:11 My father was a San Franciscan.

01:13 They met and married in Los Angeles,

01:16 and I was born there.

01:20 I was four years old

01:22 when Pearl Harbor was bombed

01:24 on December 7, 1941 by Japan,

01:29 and overnight, the world was plunged

01:33 into a world war.

01:36 America suddenly was swept up

01:39 by hysteria.

01:43 Japanese-Americans,

01:45 American citizens of Japanese ancestry,

01:48 were looked on

01:49 with suspicion and fear

01:53 and with outright hatred

01:56 simply because we happened to look like

01:59 the people that bombed Pearl Harbor.

02:01 And the hysteria grew and grew

02:05 until in February 1942,

02:08 the president of the United States,

02:11 Franklin Delano Roosevelt,

02:13 ordered all Japanese-Americans

02:15 on the West Coast of America

02:18 to be summarily rounded up

02:20 with no charges, with no trial,

02:24 with no due process.

02:26 Due process, this is a core pillar

02:29 of our justice system.

02:30 That all disappeared.

02:33 We were to be rounded up

02:35 and imprisoned in 10 barbed-wire prison camps

02:39 in some of the most desolate places in America:

02:43 the blistering hot desert of Arizona,

02:47 the sultry swamps of Arkansas,

02:50 the wastelands of Wyoming, Idaho, Utah, Colorado,

02:54 and two of the most desolate places in California.

02:59 On April 20th, I celebrated my fifth birthday,

03:04 and just a few weeks after my birthday,

03:08 my parents got my younger brother,

03:10 my baby sister and me

03:12 up very early one morning,

03:15 and they dressed us hurriedly.

03:18 My brother and I were in the living room

03:20 looking out the front window,

03:23 and we saw two soldiers marching up our driveway.

03:27 They carried bayonets on their rifles.

03:31 They stomped up the front porch

03:34 and banged on the door.

03:36 My father answered it,

03:39 and the soldiers ordered us out of our home.

03:43 My father gave my brother and me

03:46 small luggages to carry,

03:47 and we walked out and stood on the driveway

03:51 waiting for our mother to come out,

03:54 and when my mother finally came out,

03:57 she had our baby sister in one arm,

04:00 a huge duffel bag in the other,

04:04 and tears were streaming down both her cheeks.

04:09 I will never be able to forget that scene.

04:13 It is burned into my memory.

04:17 We were taken from our home

04:20 and loaded on to train cars

04:22 with other Japanese-American families.

04:25 There were guards stationed

04:27 at both ends of each car,

04:30 as if we were criminals.

04:33 We were taken two thirds of the way across the country,

04:37 rocking on that train for four days and three nights,

04:41 to the swamps of Arkansas.

04:45 I still remember the barbed wire fence

04:47 that confined me.

04:50 I remember the tall sentry tower

04:52 with the machine guns pointed at us.

04:56 I remember the searchlight that followed me

04:59 when I made the night runs

05:01 from my barrack to the latrine.

05:04 But to five-year-old me,

05:06 I thought it was kind of nice that they'd lit the way

05:08 for me to pee.

05:12 I was a child,

05:13 too young to understand the circumstances

05:16 of my being there.

05:19 Children are amazingly adaptable.

05:23 What would be grotesquely abnormal

05:27 became my normality

05:30 in the prisoner of war camps.

05:33 It became routine for me to line up three times a day

05:37 to eat lousy food in a noisy mess hall.

05:42 It became normal for me to go with my father

05:44 to bathe in a mass shower.

05:47 Being in a prison, a barbed-wire prison camp,

05:51 became my normality.

05:55 When the war ended,

05:56 we were released,

05:58 and given a one-way ticket

06:00 to anywhere in the United States.

06:04 My parents decided to go back home

06:06 to Los Angeles,

06:09 but Los Angeles was not a welcoming place.

06:13 We were penniless.

06:14 Everything had been taken from us,

06:17 and the hostility was intense.

06:19 Our first home was on Skid Row

06:22 in the lowest part of our city,

06:27 living with derelicts, drunkards

06:30 and crazy people,

06:32 the stench of urine all over,

06:34 on the street, in the alley,

06:37 in the hallway.

06:40 It was a horrible experience,

06:42 and for us kids, it was terrorizing.

06:46 I remember once

06:48 a drunkard came staggering down,

06:51 fell down right in front of us,

06:54 and threw up.

06:55 My baby sister said, "Mama, let's go back home,"

07:01 because behind barbed wires

07:03 was for us

07:06 home.

07:08 My parents worked hard

07:10 to get back on their feet.

07:12 We had lost everything.

07:13 They were at the middle of their lives

07:16 and starting all over.

07:17 They worked their fingers to the bone,

07:20 and ultimately they were able

07:23 to get the capital together to buy

07:26 a three-bedroom home in a nice neighborhood.

07:29 And I was a teenager,

07:30 and I became very curious

07:32 about my childhood imprisonment.

07:35 I had read civics books that told me about

07:38 the ideals of American democracy.

07:42 All men are created equal,

07:45 we have an inalienable right

07:48 to life, liberty and the pursuit of happiness,

07:53 and I couldn't quite make that fit

07:55 with what I knew to be my childhood imprisonment.

07:58 I read history books,

08:00 and I couldn't find anything about it.

08:03 And so I engaged my father after dinner

08:07 in long, sometimes heated conversations.

08:12 We had many, many conversations like that,

08:15 and what I got from them

08:17 was my father's wisdom.

08:19 He was the one that suffered the most

08:22 under those conditions of imprisonment,

08:25 and yet he understood American democracy.

08:29 He told me that our democracy

08:32 is a people's democracy,

08:34 and it can be as great as the people can be,

08:37 but it is also as fallible as people are.

08:42 He told me that American democracy

08:45 is vitally dependent on good people

08:49 who cherish the ideals of our system

08:53 and actively engage in the process

08:56 of making our democracy work.

08:59 And he took me to a campaign headquarters —

09:03 the governor of Illinois was running for the presidency —

09:07 and introduced me to American electoral politics.

09:11 And he also told me about

09:14 young Japanese-Americans

09:15 during the Second World War.

09:19 When Pearl Harbor was bombed,

09:21 young Japanese-Americans, like all young Americans,

09:24 rushed to their draft board

09:27 to volunteer to fight for our country.

09:30 That act of patriotism

09:33 was answered with a slap in the face.

09:37 We were denied service,

09:40 and categorized as enemy non-alien.

09:46 It was outrageous to be called an enemy

09:49 when you're volunteering to fight for your country,

09:52 but that was compounded with the word "non-alien,"

09:56 which is a word that means

10:00 "citizen" in the negative.

10:04 They even took the word "citizen" away from us,

10:07 and imprisoned them for a whole year.

10:12 And then the government realized

10:14 that there's a wartime manpower shortage,

10:18 and as suddenly as they'd rounded us up,

10:23 they opened up the military for service

10:25 by young Japanese-Americans.

10:28 It was totally irrational,

10:30 but the amazing thing,

10:33 the astounding thing,

10:35 is that thousands of young

10:37 Japanese-American men and women

10:40 again went from behind those barbed-wire fences,

10:44 put on the same uniform as that of our guards,

10:47 leaving their families in imprisonment,

10:51 to fight for this country.

10:53 They said that they were going to fight

10:55 not only to get their families out

10:58 from behind those barbed-wire fences,

11:01 but because they cherished the very ideal

11:04 of what our government stands for,

11:06 should stand for,

11:08 and that was being abrogated

11:11 by what was being done.

11:15 All men are created equal.

11:17 And they went to fight for this country.

11:21 They were put into a segregated

11:22 all Japanese-American unit

11:25 and sent to the battlefields of Europe,

11:27 and they threw themselves into it.

11:30 They fought with amazing,

11:33 incredible courage and valor.

11:37 They were sent out on the most dangerous missions

11:40 and they sustained the highest combat casualty rate

11:43 of any unit proportionally.

11:47 There is one battle that illustrates that.

11:50 It was a battle for the Gothic Line.

11:53 The Germans were embedded

11:56 in this mountain hillside,

11:58 rocky hillside,

12:00 in impregnable caves,

12:02 and three allied battalions

12:06 had been pounding away at it

12:07 for six months,

12:09 and they were stalemated.

12:11 The 442nd was called in

12:14 to add to the fight,

12:18 but the men of the 442nd

12:20 came up with a unique

12:23 but dangerous idea:

12:25 The backside of the mountain

12:27 was a sheer rock cliff.

12:30 The Germans thought an attack from the backside

12:33 would be impossible.

12:36 The men of the 442nd decided to do the impossible.

12:40 On a dark, moonless night,

12:44 they began scaling that rock wall,

12:48 a drop of more than 1,000 feet,

12:52 in full combat gear.

12:54 They climbed all night long

12:57 on that sheer cliff.

13:02 In the darkness,

13:04 some lost their handhold

13:06 or their footing

13:07 and they fell to their deaths

13:10 in the ravine below.

13:12 They all fell silently.

13:16 Not a single one cried out,

13:19 so as not to give their position away.

13:22 The men climbed for eight hours straight,

13:26 and those who made it to the top

13:29 stayed there until the first break of light,

13:33 and as soon as light broke,

13:36 they attacked.

13:38 The Germans were surprised,

13:40 and they took the hill

13:41 and broke the Gothic Line.

13:44 A six-month stalemate

13:47 was broken by the 442nd

13:49 in 32 minutes.

13:52 It was an amazing act,

13:56 and when the war ended,

13:58 the 442nd returned to the United States

14:02 as the most decorated unit

14:04 of the entire Second World War.

14:07 They were greeted back on the White House Lawn

14:10 by President Truman, who said to them,

14:12 "You fought not only the enemy

14:16 but prejudice, and you won."

14:20 They are my heroes.

14:24 They clung to their belief

14:27 in the shining ideals of this country,

14:30 and they proved that being an American

14:34 is not just for some people,

14:37 that race is not how we define being an American.

14:43 They expanded what it means to be an American,

14:46 including Japanese-Americans

14:49 that were feared and suspected and hated.

14:53 They were change agents,

14:56 and they left for me

14:59 a legacy.

15:01 They are my heroes

15:03 and my father is my hero,

15:05 who understood democracy

15:07 and guided me through it.

15:11 They gave me a legacy,

15:13 and with that legacy comes a responsibility,

15:17 and I am dedicated

15:19 to making my country

15:21 an even better America,

15:24 to making our government

15:27 an even truer democracy,

15:30 and because of the heroes that I have

15:34 and the struggles that we've gone through,

15:37 I can stand before you

15:39 as a gay Japanese-American,

15:42 but even more than that,

15:45 I am a proud American.

15:49 Thank you very much.

15:51 (Applause)

"Why I Love a Country That Once Betrayed Me" by George Takei is licensed by TED under CC BY-NC-ND 4.0

4.5.2. Exercise-Listening Practice-Passive Voice

Listen to the new years traditions from around the world. Complete the sentences using passive voice.



1. Twelve grapes are eaten to bring good luck. The grapes symbolize the 12 months in the year.
2. Negative energy is removed when every corner of the home is brushed with a broom.
3. Purple and gold decorations are hung in the house to bring prosperity and health.
4. New clothes especially red ones are worn to attract prosperity and passion.

5. Donations are given to those in need to make room for what the new year will bring.
6. Money is placed in shoes to show economic stability.
7. Water is thrown out the window or door to let go of suffering, tears, or sorrow.

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16.6: Chapter 6

4.6.1. **Listening Comprehension**

00:14 [Baby cooing]

00:32 What if I was to tell you

00:34 that a game of peekaboo could change the world?

00:41 Sounds impossible, right?

00:43 Well, I'm here today to prove it's not.

00:48 Hi, I'm Molly and I'm seven.

00:50 And this is my little friend, Ari.

00:52 Say "Hi," Ari.

00:55 Hi.

00:57 Oh, and this is my neighbor, Amarjot.

01:00 He has to take Ari away now to get ready for our experiment.

01:05 But don't worry, they'll be back.

01:08 My talk today is about some powerful things you grownups can do.

01:12 that shape us as children and the adults we become.

01:16 How do I know?

01:18 Because my parents and people around me did them early and often.

01:23 I know not all kids are as lucky.

01:25 Some of my friends, some kids at my school and many around the world.

01:30 And I would really like to help change that.

01:34 Thanks to scientists,

01:35 we now know just how important the first five years are

01:39 for our health and development,

01:41 especially our brains.

01:43 Ari started learning long before he was even born,

01:46 from inside his mommy's tummy.

01:48 When Ari was born,

01:50 he was tiny and he cried all the time.

01:55 He was always hungry and he pooped a lot.

01:59 [Laughter]

02:01 Now he laughs and giggles and makes funny noises.

02:05 But those are just the changes we hear and see.

02:08 That's way more going on inside.

02:12 So, let's talk more about our brains.

02:16 The blue bag is a rough size and weight of a healthy baby's brain at birth.

02:22 The red one is a baby's brain after the first year.

02:26 It almost doubles in volume.

02:30 And by my age, it's almost 90 percent the volume of an adult brain.

02:38 Our brains develop faster in our early years

02:41 than at any other time in our lives.

02:45 It can create up to one million neural connections every second.

02:51 But we need your help.

02:53 Our healthy development depends on these top five things,

02:58 One, connecting; two, talking;

03:02 three, playing; four, a healthy home,

03:05 five; community.

03:07 All of this helps our brains and us reach our full potential.

03:12 So what's something you can do that can really make a difference?

03:17 Scientists call it serve and return.

03:20 That's just a grown-up way of saying connect, talk and play with us.

03:26 And here's the really big news.

03:29 Amarjot, Ari, you ready?

03:31 (Audio) Amajat: Ready?

03:33 Molly Wright: Copycat games build imagination and empathy.

03:37 (Amarjot and Ari laughing)

03:41 Naming games build vocabulary and attention.

03:45 Amarjot: Daddy. Ari. Daddy. Ari.

03:50 MW: And games like peekabo -- yep, peekaboo --

03:53 actually build memory and trust.

03:56 Amarjot: Peekaboo!

03:58 MW: Each time you talk to us, play with us, make us laugh,

04:03 it not only builds and strengthens our relationships and mental health,

04:08 it actually teaches us some of the most important life skills,

04:12 from making friends to taking the test,

04:15 to getting a job,

04:16 to one day maybe even starting a family of our own.

04:21 Interactions early and often matter.

04:24 Take it from me,

04:25 the seven-year-old up here talking about brain science.

04:29 (Laughter)

04:30 OK, now let's see what happens when the connection is taken away.

04:37 So now he's trying to get his dad's attention again.

04:40 He’s reaching out like, “That was fun, why have you stopped?”

04:46 (Ari cries)

04:48 I know it’s important for adults to use their devices sometimes,

04:53 but kids are hardwired to seek out meaningful connections,

04:58 not receiving them causes confusion and stress.

05:02 OK, Amarjot, please re-engage.

05:06 Amarjot: Ah, there’s Ari.

05:08 (Ari laughs)

05:13 MW: Now what if our whole childhood was like that last 30 seconds?

05:19 How hard it would be for a child to feel calm.

05:23 To feel safe.

05:26 To learn to trust anyone.

05:28 And the lifelong impact that would have.

05:32 That makes me feel sad.

05:38 Ari only reacted the way he did and recovered so quickly

05:43 because the connection between him and his dad is usually so strong.

05:48 The positive relationships with the grown-ups in our lives

05:51 gives kids the confidence we need

05:54 to try new things, to explore and be a kid.

06:01 So please,

06:04 try to remember the most special period for our development is

06:09 the first five years.

06:12 Starting from inside mommy’s tummy.

06:15 What’s something really impactful you can do?

06:18 Serve and return.

06:21 And when?

06:23 Early and often.

06:26 Please give it up for a Amarjot and Ari.

06:29 (Applause)

06:37 Every moment together is an opportunity

06:41 to connect, talk and play.

06:45 Imagine the difference we could make if everyone everywhere did this.

06:53 To us, the children,

06:56 it’s so much more than just a game.

07:04 It's our future.

07:06 Thank you.

07:07 (Applause)

07:08 See? Peekaboo really can change the world.

07:11 (Applause)

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16.7: Chapter 7

4.7.1. Listening Comprehension

00:02 We all know teenagers like to think of themselves as unique.

00:06 The first time I saw a teenager's brain on

00:08 the console at the scanner it was just,

00:10 like that's what makes you different from

00:11 any other human on the planet.

00:15 That's you.

00:17 My name is Jenn Pfeifer and

00:18 I'm a professor of psychology at the University of Oregon.

00:22 I study adolescent development.

00:24 It feels like pretty much everything changes in adolescence,

00:27 from your new biology to your social world.

00:30 I study how these changes are intertwined with each other

00:33 and how they affect your mental health, well-being, and risk behavior.

00:39 There are a lot of myths and misunderstandings

00:41 about adolescence that I'm trying to change.

00:44 One misunderstanding is about when adolescence happens

00:47 or who is an adolescent.

00:49 Most people probably imagine

00:51 a rowdy bunch of 16-year-old boys who skip class stuffed into a car,

00:57 and are speeding down the road to get lunch.

00:59 Or maybe a pimply 13-year-old

01:01 whose body is reshaping itself before their own eyes

01:05 in embarrassing and confusing ways.

01:08 But the truth is adolescence is a much longer and more complex period of life.

01:12 It has a biological beginning with puberty, which can start as early as nine or ten years of age.

01:18 And a social end with the assumption of adult roles

01:21 and responsibilities, typically sometime in your 20s.

01:24 I often say that means adolescence doesn't have a capital "A".

01:28 It's not just one or two big things that happen or a couple of problems

01:32 get solved, but a long series of changes with different timing and

01:36 patterns in your body, brain, behavior, and relationships.

01:42 Since teenagers can drive adults up the wall at times it's important to

01:46 reconsider how we interpret their behavior.

01:49 A really damaging myth about adolescence is that

01:52 these changes in their bodies and brains make them do crazy things.

01:57 We often hear the media say teens have an immature prefrontal cortex

02:01 or it's underdeveloped or even broken or missing.

02:06 On the other hand, they also say their systems for processing emotions and rewards

02:12 are hyperresponsive, in overdrive, left unchecked because

02:16 the prefrontal cortex isn't ready to take control yet.

02:22 There are two really important things to know about this myth.

02:26 One, it's just not that simple.

02:28 You can also use your prefrontal cortex to plan how to achieve any kind of goal

02:33 including ones adults might call risky.

02:36 But two, and this is maybe the surprising part, It's actually really

02:40 important for adolescents to take risks.

02:44 A risk is just a decision where the outcome is unknown

02:47 and trying things we don't know the answer to is how we learn.

02:53 Adolescence is this magical time where biology and your social environment

02:58 both work together to create opportunities to take risks.

03:02 So you learn more, by exploring and by trying out these unknowns.

03:07 Do I like playing soccer? Am I any good at it?

03:11 I like being on the team more than I thought I would.

03:13 Does that guy or girl like me?

03:16 Whoa dating someone is more stressful than I thought it would be.

03:20 It's a good time to try new things because as an adolescent you're in between.

03:25 You have more capabilities and more independence, but you've also got a safety-net in your family.

03:31 That highlights a third misconception, that parents don't really matter anymore in adolescence.

03:37 While it's true that peer and romantic relationships become increasingly important,

03:41 parents need to realize they still matter to adolescent well-being,

03:46 a lot.

03:48 The learning and risk-taking adolescence do is fueled by a need for social connection.

03:54 Although it can feel like it, parents aren't being replaced but

03:57 adolescents do need to develop their own relationships and networks of social support outside the family.

04:03 It's just part of growing up.

04:05 So maybe a better way to think about adolescence than as a crazy immature time,

04:10 is as a stage where the brain naturally becomes hungry for new experiences and social connections.

04:16 Teens seek them out and soak them up because that's their job.

04:20 It's how they grow and learn.

04:23 That means the teenage brain isn't flawed, it is perfectly designed

04:27 to help young people grow into the adults they will become.

04:31 If we as parents and as a society can help them do that in safe

04:35 supportive ways they can all reach their fullest potential.

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16.8: Chapter 8

4.8.1. **Listening Comprehension**

00:07 Russia, with the largest territory in the world,

00:10 has roughly the same total population as Nigeria,

00:13 a country 1/16 its size.

00:16 But this similarity won't last long.

00:18 One of the populations is rapidly growing,

00:21 while the other is slowly declining.

00:23 What can this tell us about the two countries?

00:25 Population statistics are some of the most important data

00:29 social scientists and policy experts have to work with.

00:33 But understanding a country's situation

00:35 and making accurate predictions

00:37 requires knowing not just the total size of the population

00:40 but its internal characteristics,

00:42 such as age and gender distribution.

00:45 So, how can we keep track of all that data

00:47 in a way that makes it easy to comprehend?

00:49 Complex data is more easily interpreted

00:51 through visualization,

00:53 and one of the ways that demographers represent

00:55 the internal distribution of a population

00:57 is the population pyramid.

01:00 Here, the data is divided by gender

01:02 with females on one side and males on the other.

01:05 The population numbers are shown

01:07 for each five-year age interval,

01:09 starting from 0-4

01:10 and continuing up to 100 and up.

01:12 These intervals are grouped together

01:14 into pre-reproductive (0-14),

01:17 reproductive (15-44),

01:20 and post-reproductive years (45 and up).

01:23 Such a population pyramid can be a powerful predictor

01:26 of future population trends.

01:28 For example,

01:29 Rwanda's population pyramid shows it to be a fast-growing country,

01:33 with most of the population

01:34 being in the youngest age groups at the bottom of the pyramid.

01:37 The number will grow rapidly in the coming years.

01:39 As today's children reach their reproductive years

01:42 and have children of their own,

01:44 the total population is almost certain to double

01:47 within the next few decades.

01:48 For our second example,

01:50 let's look at Canada,

01:51 where most of the population is clustered

01:53 around the middle of the graph.

01:55 Because there are less people

01:56 in the pre-reproductive age groups

01:58 than there are in the reproductive ones,

02:00 the population will grow more slowly,

02:03 as the number of people reaching their reproductive years decreases.

02:06 Finally, let's look at Japan.

02:09 Because the majority of its population

02:11 is in its post-reproductive years

02:13 and the number of people is smaller

02:15 at each younger interval,

02:16 this means that at current rates of reproduction

02:18 the population will begin to decline

02:20 as fewer and fewer people reach reproductive age.

02:24 Comparing these three population pyramids

02:26 side by side

02:27 shows us three different stages

02:29 in a demographic transition,

02:30 as a country moves from a pre-industrial society

02:33 to one with an industrial

02:34 or post-industrial economy.

02:36 Countries that have only recently begun

02:38 the process of industrialization

02:40 typically see an increase in life expectancy

02:42 and a fall in child mortality rates

02:45 as a result of improvements

02:46 in medicine, sanitation, and food supply.

02:49 While birth rates remain constant,

02:51 leading to a population boom.

02:53 Developing countries that are farther along

02:55 in the industrialization process

02:57 begin to see a fall in birth rates,

02:59 due to factors such as

03:00 increased education and opportunities for women outside of child-rearing

03:04 and a move from rural to urban living

03:07 that makes having large families

03:09 less economically advantageous.

03:11 Finally, countries in advanced stages of industrialization

03:14 reach a point

03:15 where both birth and death rates are low,

03:18 and the population remains stable

03:20 or even begins to decline.

03:21 Now, let's take a look at the projected population pyramids

03:24 for the same three countries in 2050.

03:27 What do these tell us

03:29 about the expected changes

03:30 in each country's population,

03:32 and what kinds of factors

03:33 can alter the shape of these future pyramids?

03:36 A population pyramid can be useful

03:38 not only as a predictor of a country's future

03:40 but as a record of its past.

03:42 Russia's population pyramid

03:44 still bears the scars of World War II,

03:47 which explains both the fewer numbers of elderly men

03:50 compared to elderly women

03:52 and the relatively sudden population increase

03:54 as soldiers returned from the war

03:56 and normal life resumed.

03:58 China's population pyramid

03:59 reflects the establishment of the one child policy

04:02 35 years before,

04:04 which prevented a population boom

04:06 such as that of Rwanda

04:07 but also led to sex-selective abortions,

04:10 resulting in more male children than female children.

04:13 Finally, the pyramid for the United States

04:16 shows the baby boom that followed World War II.

04:19 As you can see,

04:20 population pyramids tell us far more

04:22 about a country

04:23 than just a set of numbers,

04:25 by showing both where it's been

04:26 and where it's headed

04:28 within a single image.

04:29 And in today's increasingly interconnected world,

04:31 facing issues such as food shortages,

04:33 ecological threats, and economic disparities,

04:36 it is increasingly important

04:38 for both scientists and policy makers

04:40 to have a rich and complex understanding

04:43 of populations and the factors affecting them

"Population Pyramids: Powerful Predictors of the Future" by Kim Preshoff is licensed by TED under CC BY-NC-ND 4.0

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CHAPTER OVERVIEW

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17.6: Chapter 6. Infants
17.7: Chapter 7. Adolescence
17.8: Chapter 8. Late Adulthood

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17.1: Chapter 1. Dreams

6.1.1. Exercise 1-Listening Comprehension

1. b
2. c
3. a
4. b
5. d

6.1.2. Exercise 2-Reading Comprehension

1. b
2. d
3. a
4. a.

6.1.3. Exercise 4-Subject-Verb Agreement

1. b. writes
2. a. have
3. a. want
4. a. cook
5. b. does
6. a. learn
7. b. weighs
8. a. smell
9. b. has
10. b. studies

6.1.4. Exercise 6-Simple Present or Present Perfect?

1. b. has written
2. a. taught
3. b. have been
4. b. has interrupted
5. b. has ridden
6. a. visited
7. a. finished
8. b. has just finished
9. b. has called
10. b. has had
11. a. swam

12. b. have had

13. b. have you visited

14. a. went

6.1.5. Exercise 8-Verb Tense Review

1. b. lived

2. a. live

3. c. have done

4. c. has just found

5. c. has gone

6. b. took

7. a. sends

8. b. did

9. c. has gone

10. a. love

6.1.6. Exercise 9-Error Analysis of Simple Present, Simple Past, and Present Perfect

1. Balkaran visited his uncle yesterday.

2. Preet studies every morning before his class begins.

3. Laila cooked lunch last Sunday.

4. The college offered ESL classes on Saturdays, but now it doesn't.

5. José has studied at Reedley College for three semesters. Next semester, he will transfer.

6.1.7. Exercise 10-Identifying Verb Tenses

Simple Present	Simple Past	Present Perfect
walk realize start make leave turn realize wake up are/aren't is dream believe do point out	believed were showed centered wanted called	have tried ('ve tried) have emerged have ever seen

6.1.8. Exercise 11-Pronunciation of Simple Past Verbs

/t/	/d/	/Id/	Irregular Past Tense
rushed	proved allowed returned performed considered recalled	provided reported	were said woke up spent put down went taught

6.1.9. Exercise 12-Do, Did, Have Done

Answers will vary.

Questions:

What do you do every day?

Partner 1-I exercise every day.

Partner 2-I call my mom every day.

What did you do yesterday?

Partner 1-I went to my friend's birthday party.

Partner 2-I made cookies.

What did you do at 6:30 AM?

Partner 1-I took a shower.

Partner 2-I pressed the snooze button on my alarm.

What have you already done today?

Partner 1-I have already attended two classes.

Partner 2-I have eaten breakfast, studied at the library, and taken an exam.

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17.2: Chapter 2. Coping

6.2.1. Exercise 1-Listening Comprehension

1. c
2. e
3. c
4. d

6.2.2. Exercise 2-Reading Comprehension

1. d
2. a
3. c
4. d
5. a

6.2.3. Exercise 4-Verb or Gerund?

1. a. verb
2. b. gerund
3. b. gerund
4. a. verb
5. c. adjective
6. a. verb
7. c. adjective

6.2.4. Exercise 5-Gerunds in Chapter 2's Reading

1. c. object of a preposition
2. d. not a gerund
3. a. subject
4. c. object of a preposition
5. c. object of a preposition
6. b. object
7. a. subject
8. c. object of a preposition
9. a. subject
10. b. object

6.2.5. Exercise 9-Infinitives in Chapter 2's Reading

1. e. noun followed by infinitive
2. e. noun followed by infinitive
3. f. not an infinitive.

4. e. noun followed by infinitive

5. e. noun followed by infinitive

6. f. not an infinitive.

7. f. not an infinitive.

8. e. noun followed by infinitive

9. d. adjective followed by infinitive

10. b. object

11. f. not an infinitive.

12. d. adjective followed by infinitive

13. d. adjective followed by infinitive

14. b. object

6.2.6. Exercise 10-Change in meaning?

1. b. same

2. a. different

3. b. same

4. b. same

5. a. different

6. a. different

7. b. same

8. b. same

9. a. different

10. a. different

6.2.7. Exercise 11-Difference in meaning

1. a. The man did not turn in his homework. He forgot.

2. b. The man turned in his homework, then forgot that he did.

3. a. My son set his alarm. He didn't forget.

4. b. My son remembers the time that he set his alarm.

5. a. The boy stopped an activity so that he can pick a flower.

6. b. The boy used to pick flower, but now he's quit.

7. a. I am giving you bad news, and I don't want to give you the bad news.

8. b. I told you the message in the past, but I regret telling you. I should not have told you.

6.2.8. Exercise 12-Gerund or Infinitive?

1. a. to go

2. b. taking

3. b. caring

4. a. to buy

5. b. waking up

6. b. giving

7. a. to stay

8. a. to give

9. b. making

10. a. to go

11. b. taking

12. b. relaxing

13. b. eating

14. a. to be

15. a. to borrow

16. d. opening, to wait

17. b. shopping

18. a. to manage

19. a. to buy

20. b. seeing

6.2.9. Exercise 13-Correcting Errors

1. He read the whole book **without** use a dictionary. without using

2. She insisted in driving me home. on

3. I enjoy to walk in the park. walking

4. He went to shop after work. shopping

5. I decided buy a new car. to buy

6. Find a good job is important. Finding

7. Is important to find a good job. It is

8. I decided to bought a new car. buy

9. He wants that I drive. me to

10. It's important to me to find a job. for

11. I called the company for make an appointment. to

12. I use to live with my parents. Now I live alone. used

13. The teacher expects we do the homework. us to

14. It's necessary for he to be on time. him

15. I need to went to the library last weekend. needed to go

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17.3: Chapter 3. Thinking and Learning

6.3.1. Exercise 1-Listening Comprehension

1. d
2. c
3. b
4. a
5. d

6.3.1. Exercise 2-Reading Comprehension

1. a
2. d
3. c
4. d

6.3.1. Exercise 3-Pronoun Objects

1. Wei forgot to give it back.
2. Joan wants to ask him over for lunch.
3. The teacher broke it down so that students could better understand the process.
4. Please fill it up. I’m tired!
5. We need to help them out because they are struggling to complete the project.
6. My children hate to pick it up.
7. The nurse told Paolo to take it off.
8. Have you called them back?
9. Sometimes children hang it up.
10. It’s not efficient to have the light on during the day. Please turn it off.

6.3.1. Exercise 4-Separable Phrasal Verbs Meaning Practice

1. c
2. d
3. a
4. c
5. a
6. b
7. d
8. c
9. a
10. c

6.3.1. Exercise 5-Meaning Practice

1. drop off = leave
2. find out = learn new information
3. figure out = solve
4. get across = help someone understand
5. give back = return
6. let down = disappoint
7. take off = remove
8. leave out = exclude
9. call off = cancel
10. put off = postpone
11. break down = explain thoroughly
12. carry out = implement
13. bring up = bring attention to

6.3.1. Exercise 6-Meaning Practice

1. carry on = continue
2. take after = resemble
3. stand for = represent
4. put up with = tolerate
5. get out of = leave
6. go over = review
7. turn into = become
8. follow through with = complete
9. get over = recover
10. keep up with = maintain pace
11. look back on = remember
12. talk over = discuss
13. look after = care fore
14. pick on = bully
15. see about = consider

6.3.1. Exercise 7-Pronoun Objects

1. The governor will follow through with them.
2. Rebecca couldn’t wait to get over them and begin feeling better.
3. The teacher will not put up with them.
4. I did my best to keep up with it.
5. Watch out for them while driving on that road.

6.3.1. Exercise 8-Inseparable Phrasal Verbs Meaning Practice in Context

1. c
2. b
3. a
4. d
5. b
6. a
7. d
8. a
9. d
10. b

6.3.1. Exercise 9-Which meaning?

1. a
2. c
3. b
4. a
5. g
6. a
7. b
8. b
9. c
10. b
11. a
12. d
13. d
14. b
15. a
16. a
17. d
18. b
19. d
20. e

6.3.1. Exercise 10-Examples from the Chapter's Reading

1. handle
2. invent
3. eventually by in a situation that you did not plan

4. consist of

5. discover

6. experiment with; test

7. quit

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17.4: Chapter 4. Indigeonous People

6.4.1. Exercise 1-Listening Comprehension

1. a, b, c, d

2. a, b, c, d, e

3. a

4. b

5. d

6.4.2. Exercise 2-Reading Comprehension

1. b

2. c

3. a

4. b

6.4.3. Exercise 5-Should or Must

1. b

2. a

3b

4. b

5. b

6.4.4. Exercise 6-Listening Practice

1. b

2. a

3. a

4. b

6.4.5. Exercise 9-Should Present vs Past Tense

1. a

2. b

3. b

4. a

5. a

6. b

7. a

8. a

9. b

10. b

6.4.6. Exercise 10-Listening Practice for Regrets and Criticism

1. c, f, h

6.4.7. Exercise 11-Common Modal Auxiliary Errors

1. She should to make dinner for her family every night.
2. He must drives his mother to the store tonight
3. It might be raining in New York now.
4. I could played baseball every day when I was a boy.
5. I would ate dinner with my mother and father every day.
6. The girl has play with her friends after school tomorrow.
7. He musts goes to the doctor for the cut on his head.
8. Children should not be play with matches.
9. My big brother could ate a lot of food when he were a boy.
10. He might not sees the spider on his shirt.
11. I could be played football when I was a young man.
12. It may raining tonight.
13. His sister must goes to school every day next week.
14. The boys and their father would worked on the farm all day when they was younger.
15. We had to do a lot of homework tomorrow evening.
16. He have to finishes his homework before he can goes to the party with his friends.
17. He must finishes his composition before he cans goes outside to play.
18. He must always eats all the food on his plate before he can leaves the table.

6.4.8. Exercise 12-Restrictive and Non-Restrictive Clauses

1. b
2. a
3. a
4. b
5. a

6.4.9. Exercise 13-Creating Adjective Clauses with Subject Relative Pronouns

Answers will vary.

1. My friend who is from Oman studies engineering.
2. The man who lives on my street has five cars.
3. The restaurant that serves halal meat is always busy.
4. The movie that was directed by Ava DuVernay was fantastic!
5. Shawshank Redemption, which was released in 1994, is one of the best movies.
6. McDonald’s is an international fast-food company that was founded in 1955 in California.
7. The student who just finished a four-hour exam needs a break.

8. Zahra, who just finished a 5-mile run, needs a break.

9. My mom, who loves her grandchildren, visits them often.

10. The classes that cover popular topics are full.

6.4.10. Exercise 14-Creating Adjective Clauses with Object Relative Pronouns

Answers will vary.

1. The book that we read last summer was interesting.

2. The movie that I just finished was very powerful.

3. The man whom I met yesterday is from Sucre, Bolivia.

4. The essay that you wrote has great development.

5. The museum that we will visit next week has an exhibit for Día de Los Muertos.

6. The cookies that Christina made were delicious.

7. The teacher whom I visit during her office hours explains topics very well.

8. The politician whom the senate honored had created helpful laws for the people she represented.

9. The land that the government gave to the indigenous population was not valuable.

10. The student whom I tutored received a perfect score on her exam.

6.4.11. Exercise 15-Who or Whom?

1. a

2. b

3. a

4. b

5. a

6. b

7. b

8. a

9. a

10. b

6.4.12. Exercise 17-Create Adjective Clauses with Where and When

1. The place where I got married is outdoor.

2. The building where Irene lived collapsed.

3. The library where I spend most of my time closes at 3PM on Fridays.

4. The house where I grew up has changed a lot.

5. The day when you were born was the best day of my life.

6. I was sick Tuesday when I had an exam.

7. February is the month when the temperatures are usually the coldest.

6.4.13. Exercise 18-Reducing Adjective Clauses

1. c
2. c
3. c
4. a
5. b
6. b

6.4.14. Exercise 19-Choosing the Right Verb

1.b
2. a
3. c
4. b
5. d
6. c

6.4.15. Exercise 21-Modal in Chapter Reading

1. b
2. d
3. b
4. b

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17.5: Chapter 5. Executive Order 9066

6.5.1. Exercise 1-Listening Comprehension

1. c
2. a
3. d
4. b

6.5.2. Exercise 2-Reading Comprehension

1. b
2. d
3. a
4. c

6.5.3. Exercise 3-Active and Passive Voice Comprehension Check

1. a
2. b
3. a
4. b
5. b
6. b

6.5.4. Exercise 4-Transitive and Intransitive Verb Comprehension Check

√ 1. Ning does his homework every day.

√ 3. Frances often helps her neighbors.

√ 4. Levar has left his wallet in the classroom.

√ 5. She wrote my favorite poem.

6.5.5. Exercise 6-Active to Passive

1. The theory was developed by Maslow.
2. My car was made in Japan.
3. English is learned around the world.
4. The project will be completed next week.
5. Computers are used to do homework.
6. The telegraph was invented by Samuel F. B. Morse.
7. Three scholarships have been given.

6.5.6. Exercise 7-Active or Passive

1. a
2. a
3. a

4. b

5. b

6. a

7. b

6.5.7. Exercise 10-New Year Traditions (Listening Exercise)

1. are eaten

2. is removed, is brushed

3. are hung

4. are worn

5. are given

6. is placed

7. is thrown

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17.6: Chapter 6. Infants

6.6.1. Exercise 1-Listening Comprehension

1. d
2. d
3. a
4. b

6.6.2. Exercise 2-Reading Comprehension

1. c
2. b
3. d

6.6.3. Exercise 3-Verb Changes in Reported Speech

1. b
2. b
3. b
4. c
5. b
6. b
7. c
8. a
9. b
10. c
11. b

6.6.4. Exercise 4-Changing Pronouns, Times, and Places in Reported Speech

1. c
2. c
3. a
4. c
5. b
6. c
7. c

6.6.5. Exercise 5-That or If

1. b
2. a
3. a
4. b

5. a

6. a

7. b

6.6.6. Exercise 6-Said or Told

1. b

2. a

3. b

4. b

5. a

6. a

7. b

8. a

9. b

10. a

6.6.7. Exercise 7-Direct to Indirect Speech

1. Jehona asked if I can write in Arabic.

2. Kaori said that that is the best ice cream.

3. Gulmira said that she might be late.

4. Hui said that he needed to study for the test the next day.

5. Lina said to copy her notes from the day before.

6. Dimitri asked me if I can help him understand English grammar.

6.6.8. Exercise 8-Reported Speech in Chapter 6's Reading

Paragraph 1	Paragraph 2	Paragraph 3	Paragraph 4	Paragraph 5
1. show	1. propose 2. feel	1. claim	1. note	1. disagree 2. claim 3. claim

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17.7: Chapter 7. Adolescence

6.7.1. Exercise 1-Listening Comprehension

1. d

2. b

3. c

6.7.2. Exercise 2-Reading Comprehension

1. c

2. b

3. a

4. b

6.7.3. Grammar Presentation

1. Unfortunately, no matter **how you feel [object]**, you cannot choose **when you will start to experience changes** or **what will happen [object]**. (Paragraph 1)

2. You begin to think more often about abstract ideas, such as love and beauty, rather than thinking just about **what you can see and feel [object of a preposition]**. (Paragraph 4)

3. If I asked you when you were seven years old **what your favorite song was [object]**, you might respond with a song from the 80s or 90s. (Paragraph 5)

4. This is **what people usually refer to [object]** when talking about “puberty.” (Paragraph 6)

5. These are just a few examples of **how much your body changes during this time period [object of a preposition]**. (Paragraph 7)

6. **Why you feel these things [subject]** can seem like a mystery. (Paragraph 8)

7. In fact, it’s always good to talk about **what you’re going through [object of a preposition]**. (Paragraph 10)

8. You might feel like you don’t recognize yourself and have no control over **what’s happening[object of a preposition]**. (Paragraph 10)

9. The more people talk about these things, the more everyone will realize **how normal it is [object]**. (Paragraph 10)

6.7.4. Exercise 3-Sentence Completion

1. b

2. c

3. b

4. b

5. c

6. b

7. b

8. a

9. c

10. b

11. b

12. a

13. b

14. a

15. b

16. a

6.7.5. Exercise 4-Objects of Prepositions

1. I think about where I will see him.

2. I was surprised about who your teacher is.

3. I am unaware of whose car he was driving.

4. I am interested in why they are smiling.

5. I am proud of where you are in your career.

6.7.6. Exercise 5-Editing Embedded Questions

All children around the world eventually become adolescents; however, when their coming of age is celebrated depends on their culture. In the Jewish faith, 12 to 13-year-old boys and girls participate in a celebration called a Bar and Bat Mitzvah. Jewish historians offer many theories on how this celebration began, but it rose in importance during the 18th and 19th centuries. In the Christian faith, 14-year-old boys and girls participate in the ritual of confirmation. Confirmation is what signals that the adolescent is a full member of society. A girl's 15th birthday is when many Latin American cultures celebrate a girl's passage to womanhood. However, various Latin American cultures differ in how they celebrate the Quinceañera. Finally, the United States celebrates boys and girls at 16 years old ("sweet sixteen"). Why adolescents are celebrated at 16 in America is unknown, but some speculate that 16 gives adolescents freedom since they are allowed to get their driver's license. Becoming an adult means having the freedom to choose what you want to do with life. However, these ceremonies mean taking new responsibilities. What these ceremonies demonstrate is that becoming an adult is an entire community of friends, family, and neighbors.

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17.8: Chapter 8. Late Adulthood

6.8.1. Exercise 1-Listening Comprehension

1. d
2. d
3. c
4. c
5. a
6. a

6.8.2. Exercise 2-Reading Comprehension

1. b
2. c
3. a
4. c

6.8.3. Exercise 3-Simple Future Will

1. a
2. c
3. a
4. b
5. a
6. b
7. c
8. c
9. c
10. b

6.8.4. Exercise 4-Be Going to Statements

1. Julia is going to visit her parents.
2. David is going to send the letter Tuesday.
3. Ms. Hess is going to teach this class next semester.
4. I am going to see him at the meeting.
5. It is going to be sunny tomorrow.

6.8.5. Exercise 5-Be Going to Questions

1. a
2. b
3. c
4. a

5. a
6. b
7. b
8. a

6.8.6. Exercise 6-Present or Future

1. b
2. a
3. b
4. b
5. b
6. a
7. b
8. b
9. b
10. b

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- Detailed Licensing - *Undeclared*