

CHAPTER 13

Adjective Clauses

CHAPTER SUMMARY

OBJECTIVE: To help students express increasingly complex relationships among ideas within the same sentence. Even for learners with a limited vocabulary, the ability to use dependent clauses to identify nouns allows for much more sophisticated expression through English. The ability to use adjective clauses easily increases communicative competence in English, which in turn builds confidence.

APPROACH: The chapter begins with exercises on adjective clause pronouns used as the subject of a main clause. It then presents patterns of restrictive adjective clauses using subject pronouns, object pronouns, and possessive pronouns (*whose*). Then *where* and *when* are added, followed by a series of exercises that practice all these patterns. The use of commas in punctuating restrictive and nonrestrictive clauses is explained next, and then some less frequent uses of adjective clauses are explored. Finally, using reduced adjective clauses (phrases) is practiced. The chapter is very dense with challenging structures and your students will benefit from your connecting each new use to what they have already looked at.

TERMINOLOGY: A “clause” is defined as “a structure containing a subject and a verb.” Clauses can either be independent / main (a simple stand-alone sentence) or dependent subordinate (not meaningful or complete unless attached to a main clause). A “phrase” is defined as a “multiword structure that does not contain a subject-verb combination.” There are many kinds of phrases.

The term “relative pronoun” is not used in the text. Relative pronouns (e.g., *whom, who, which*) are called “subject pronouns” to emphasize their connection to personal pronouns (e.g., *she, he, it*). Subject pronouns share the same role that personal pronouns do within each dependent clause.

The terms “restrictive” and “nonrestrictive” are footnoted but are not otherwise used. Restrictive / essential / identifying clauses are referred to as clauses that don’t need commas. They provide information that is relative to know which noun is being discussed. Nonrestrictive / nonessential / nonidentifying clauses are called “clauses that need commas.”

The term “subordination” is not always easy to explain, but you can demonstrate it to your students by writing dependent clauses on the board. The relative pronouns in these clauses

should signal to students that they cannot stand or function alone. In literature and academic publications, writers often construct very complicated sentences with multiple clauses in order to highlight some information while putting other details in the same sentence but in the background. Most students and nonacademic writers don’t need to use such complicated sentences, but they should understand that the concept of subordination involves clauses that can stand alone as sentences and clauses that cannot make sense without another clause present. For intermediate students, the most important task is to learn to control an independent clause that has only one dependent clause closely attached to it. For advanced students, the task is to review the basic forms of adjective clauses so that they can correct possible problems in their own usage of them.

PRETEST. What do I already know? Page 272.
Time: 10 minutes

Students will recognize correct forms without even knowing why they recognize them. Encourage this skill and compliment them on the competence this demonstrates.

- Give students a few minutes to identify which items are already correct.
- Discuss how students anticipate correcting the items that have errors in them.

► **EXERCISE 1.** Warm-up. Page 272.
Time: 10 minutes

- Have students take turns reading each sentence aloud.
- Students should identify which nouns the pronouns in blue refer to.
- Write example sentences on the board as needed, circling the pronoun and drawing arrows back to their antecedents.

Optional Vocabulary

floated

undersea

CHART 13-1. Adjective Clause Pronouns Used as the Subject. Page 273. Time: 15 minutes

The verb *modify* means “change” or “limit / narrow the meaning of” with regard to adjectives. Point out that an adjective changes or narrows the meaning of a noun (*an old woman* is a narrower category than simply *a woman*). Likewise, an adjective clause changes or narrows the meaning of a noun, but it does so using an entire descriptive clause (*a woman who is old* is also a narrower category than simply *a woman*). When we have appropriate descriptive adjectives, we don’t need adjective clauses, but very often a description is so particular to a given situation, that only a clause can adequately describe the noun referred to. For example, compare:

That old woman is my parents’ friend.

That old woman who was wearing a purple coat at the funeral is my parents’ friend.

The second sentence gives an explicit, definitive description.

Be prepared to emphasize this point again and again. The important function of adjective clauses is to add defining details about a noun in the main clause and thereby make the sentence more meaningful and descriptive.

Stylistically and idiomatically, *who* is usually preferred to *that* when the noun being modified is a person. When the subject is not a person, *that* is preferred to *which* when used as subject relative pronouns. At this point, students are asked to learn all the possible correct patterns.

Point out that the adjective clause comes immediately after the noun it modifies. This may interrupt the main clause. Advise students that an adjective clause should be placed as close as possible to the noun it modifies, but at times there may be an interrupting phrase that is necessary for clarity. Often the phrase is a modifying prepositional phrase. For example, look at the underlined phrases below. These are modifying prepositional phrases.

I didn’t recognize the man in the blue suit who waved at me.

The student from Rome who lives down the hall has invited us to a party.

- Write the chart title on the board.
- Demonstrate the function of simple adjectives by writing sentences about your students.

The tallest student is Sultan.

The level 8 grammar students are the most amusing students in the whole school.

Our grammar text is the blue Azar-Hagen book.

- Underline the adjective phrases in each sentence. Elicit from students that these phrases limit and better define the meaning of the nouns they modify. The adjective

phrases tell us which noun (among several) the main clause is about.

- Then use each adjective or adjective phrase to create a related adjective clause to be used as a subject. Illustrate this clearly by writing the new adjective clause directly below the original noun. For example:

The tallest student is Sultan.

The student who / that is tallest is Sultan.

The level 8 grammar students are the most amusing students in the whole school.

The students who / that are in level 8 grammar are the most amusing students in the whole school.

Our grammar text is the blue Azar-Hagen book.

The text which / that we use in grammar is the blue Azar-Hagen book.

- Explain to students that sometimes it works better to use an adjective clause (particularly if the adjective phrase — *like level 8 grammar* — is a bit awkward to form).
- Have students take turns reading the chart example sentences (a)–(f) aloud.
- Discuss the explanatory notes.
- Return to the examples on the board as often as you need to.

► **EXERCISE 2.** Looking at grammar. Page 273. Time: 5 minutes

- Lead this exercise from the center of the classroom, calling on students to tell you all the correct options for each item.
- Remind students that in the subject position, *who / that / which* are all possible.

Optional Vocabulary

identity theft

hacking

► **EXERCISE 3.** Looking at grammar. Page 273. Time: 10 minutes

- Have students complete the exercise as seatwork. Remind them that in each item, the second sentence gets changed to an adjective clause.
- When students have finished, have volunteers write their combined sentences on the board.
- Correct on the board immediately and very obviously. Cross out what is incorrect and explain why the corrections are needed.

► **EXERCISE 4.** Let’s talk. Page 274. Time: 10 minutes

- Read the direction line aloud.
- As students make sentences, have them dictate to you to write on the board and correct as a class. Provide prompt and definitive correction.

► **EXERCISE 5.** Listening. Page 274.

Time: 10 minutes

Part I

- Ensure that you are fully provisioned by having the audio cued and the listening script ready for quick reference.
- Explain the direction line to students.
- Play the audio and discuss the full versions of the contracted verbs.

Part II

- Play the audio.
- Tell students to write the complete and uncontracted version of the verbs that they hear.
- Correct and refer to the listening script as needed.

► **EXERCISE 6.** Game. Page 275.

Time: 10–15 minutes

- Arrange students in teams.
- Working as teams, students create essential adjective clauses about the nouns in the left-hand column by matching them with definitions in the right-hand column.
- When students have matched definitions and created adjective clauses, have each team send a team member to the board to write one complete sentence on the board.
- Students at their seats provide correction.

Optional Vocabulary

dental hygienist	filling	device
cavity	artificial	pediatric

Expansion

Prepare index cards with everyday vocabulary from different categories listed. These items can be related to one another or not at all. (The samples included below show completely unrelated items.) Put students into pairs and teach them how to play a version of Password, which was an old TV game show in the U.S. Students need to come up with adjective clauses on the spot that define the words that are on their index card.

Partner A describes each of the nouns on the card, using adjective clause sentences but without ever saying the name of the noun. As soon as Partner A has gotten Partner B to name the first noun (by describing it well), he/she moves on to the second noun and so forth until Partner B has said all the nouns on Partner A's card. It is then Partner B's turn to give clues in the form of adjective clauses.

While students are "playing" this game, walk around the room and help pairs by providing more refined clues. Encourage students to use correct adjective clause form when describing the words, and take notes on common mistakes so that you can later correct them.

Feel free to adapt these sets of nouns or create different ones. It is important that the noun in question be something both partners are familiar with and know how to describe. If you like, you can make each noun begin with the same letter (see the first three below) or have another similar feature.

Sample Index Cards

mustard	rats
Madonna	riots
Morocco	Rio de Janeiro
mouthwash	rodeos
medical records	Russia
anger	
apples	
acid wash jeans	
Abraham Lincoln	
dental floss	a combination lock
a brontosaurus	flour
a presidential election	an attic
rice	a paperclip
a closet	a shovel
a remote control	
Harry Potter	Paris
a nail salon	the 1960s
an SUV	a pediatrician
moisturizer	an office supply store
a clown	pudding
hunger	childhood

► **EXERCISE 7.** Warm-up. Page 275.

Time: 10 minutes

- Ask a student (or students) to read the passage aloud.
- Ask students about the term *stay-at-home dad* and write it on the board.
- Engage students by asking if it is common for fathers to remain at home with children while mothers work outside the home. Ask students what they think of the idea, and ask both the women and the men in your class if they would consider this arrangement and why or why not.
- You may want to write other related words while you are discussing the topic. For example:

<i>traditional</i>	<i>gender role</i>
<i>nontraditional</i>	<i>flexible</i>
<i>lifestyle</i>	<i>stereotypes</i>

CHART 13-2. Adjective Clause Pronouns Used as the Object of a Verb. Page 276.

Time: 10–15 minutes

Review the difference between "subject" and "object." If necessary, enlist students' help in doing so. Also, reiterate that the symbol \emptyset means "nothing," indicating that no pronoun or word is needed.

Discuss informal versus formal usage (e.g., informal is everyday conversation, a letter to a friend; formal is for a business or school report, academic journals, legal correspondence, job applications, résumés, etc.). Ask your students when and if they ever need

to use formal English in their daily lives. The object form *whom* is just for formal English and is used primarily in formal writing. Even in nonrestrictive clauses, which are presented in later charts, *who* seems to be preferred to *whom* by native speakers. For example: *My best friend, who no one else seems to like, needs to learn to get along with other people.*

In everyday English, an object relative pronoun is usually omitted from a restrictive clause. Students need to learn how to use all possibilities so that they can fully understand what form they are omitting. Also, they will learn in Chart 13-8 that they cannot omit the object pronoun in nonrestrictive clauses.

Some languages connect clauses similar to these with a conjunction, not a pronoun. Those languages, therefore, keep the object pronoun in its normal position in the dependent clause. For some students, transferring this pattern may lead to an ungrammatical sentence in English. It can help your students to be aware of this.

INCORRECT: The book that I read it yesterday was enjoyable.

- Write the chart title on the board.
- Ask a student to first explain what the subject of a verb and object of a verb are, and where they usually appear. For example:

subject = noun or pronoun that does the action of a verb

subject = usually the first noun in the sentence, comes before the verb

object = noun or pronoun that receives the action

object = usually comes after the verb

- Have students generate a simple example based on their lives and write it on the board, labeling the subject, verb, and object, respectively. (You will need to adapt your presentation to the actual sentence your students produce.) For example:

Subject + Verb + Object

Makiko assisted Hans with his homework.

- Explain that if we didn't know Hans's name or know who assisted Makiko, we could have simply described Hans as *the student Makiko assisted*.
- Write the various options this example presents:

The student who / whom Makiko assisted was Hans.

The student that Makiko assisted was Hans.

The student (∅) Makiko assisted was Hans.

- Review the rest of the chart with your students, having students taking turns reading (a)–(g) aloud and discussing the explanatory notes as a group.

► **EXERCISE 8.** Looking at grammar. Page 276. Time: 5–10 minutes

- Lead this exercise from the center of the classroom, calling on students to decide whether the word in blue is a subject or object pronoun.

- Write sentences on the board as students discuss them, and draw arrows from the subject to the verb or from the verb to the object.
- Discuss any particularly challenging combinations and correct clearly and overtly.

Optional Vocabulary

online reviews product
fake customers five stars

► **EXERCISE 9.** Looking at grammar. Page 276. Time: 10–15 minutes

- Have students complete this as seatwork.
- Ask students to read their completed items aloud, using each possible combination in doing so.
- Write completions on the board, and label the parts of speech and their functions appropriately.

Optional Vocabulary

downloaded village

► **EXERCISE 10.** Looking at grammar. Page 277. Time: 10 minutes

- Have students combine and then read the sentences aloud.
- Write completed sentences on the board, and have students name parts of speech and functions (by drawing arrows, etc.).

Optional Vocabulary

consumer guide plumber
advised

► **EXERCISE 11.** Warm-up. Page 277. Time: 10 minutes

- Ask students to take turns reading the pairs of sentences aloud.
- Write the differences students tell you on the board.
- Ask students which sentence sounds better to them (knowing that both are correct).

CHART 13-3. Adjective Clause Pronouns Used as the Object of a Preposition. Page 278. Time: 10 minutes

When using adjective clause pronouns as the object of prepositions, several mistakes are common:

- 1) Repeating the preposition:

the woman about whom I told you about

- 2) Omitting the preposition:

the music that we listened last night

Older grammar books used to maintain that a sentence can never end with a preposition. This was because a preposition must always have an object and therefore, might not clearly do so if it was the last word in a sentence.

However, languages change over time, and today it is acceptable to end a sentence with a preposition as seen in chart examples (b)–(d), except in very formal writing. Writers should make sure that the object of the preposition has been clearly established before ending the sentence with one, but it is acceptable to do so and often less awkward.

- Write the chart title on the board.
- Explain that because some verbs require a preposition directing the action to the object (for example, *listen to music*), adjective clause pronouns can serve as the object of a preposition.
- Under the heading *Preposition*, write on the board all the prepositions that students can think of on the spot, and briefly discuss their meanings.
- With your students, create a few sentences that include verbs that are followed by prepositions, and write these on the board.
- Lead students in creating the following examples by first writing simple prompts on the board and setting a scene.
- For example, say:

We all know that Axel's birthday is next week. We are planning a birthday party for him.

Then write:

Axel / be / student + We / plan / party / him.

- With these cues, help students create the example sentences below. You may have to get students started by writing *Axel* first and then leading them through the first combinations slowly and deliberately. Write sentences and label parts of speech as students provide them. As you did in the previous chapter, you can use uppercase letters (S, V, O) to indicate the subject, verb, and object of the main clause and lowercase letters (s, v, o) to do the same for the adjective clause. You will need to distinguish the object of the preposition from the object of the verb, as shown below.
- Boardwork, such as shown below, takes time and preparation (you need to be able to put example sentences on the board and label parts of speech confidently, without hesitation). However, it is very valuable to students struggling with complicated patterns (such as this one, in which the sentence has three distinct objects). For example:

S V O of PREP s v O Of V

Axel knows the student for whom we are planning a birthday party.

Axel knows the student who we are planning a birthday party for.

Axel knows the student that we are planning a birthday party for.

Axel knows the student at we are planning a birthday party for.

- Draw students' attention to the last example and the fact that the object of the preposition has been omitted entirely.

- Try the same approach with the following example, or create one that is more relevant to your class members. Say:
Pablo and Joo Ahn seem to be discussing some news.
Ahmed just told them about the news.
- Now write the following cues on the board:
Pablo / Joo Ahn / discuss / news + Ahmed / tell / them / it.
- Again, help students come up with the following possibilities, and write them on the board. Have students identify the multiple subjects, verbs, and objects within each one.
Pablo and Joo Ahn are discussing the news about which Ahmed told them.
Pablo and Joo Ahn are discussing the news which Ahmed told them about.
Pablo and Joo Ahn are discussing the news that Ahmed told them about.
Pablo and Joo Ahn are discussing the news at Ahmed told them about.
- Review the chart with your students. Have them take turns reading the example items (a)–(h) aloud and discuss the explanatory notes.

► EXERCISE 12. Looking at grammar.

Page 278. Time: 10–15 minutes

- Lead this exercise from the center of the classroom, having students provide all correct completions.
- Decide which sentences seem the most formal.
- Write the sentences on the board, and label parts of speech as necessary.

Optional Vocabulary

scholarship	counselor
applying for	essays

► EXERCISE 13. Looking at grammar.

Page 278. Time: 10–15 minutes

- Call on students to combine the sentences into one.
- Ask additional students to provide other correct combinations, and write them on the board with parts of speech identified.

► EXERCISE 14. Looking at grammar.

Page 278. Time: 10–15 minutes

- Give students time to complete this exercise as seatwork first, and have one student read the example completions aloud.
- Correct as a class by having students read completions aloud.
- Write challenging items on the board, label parts of speech, and refer back to the chart as needed.

► **EXERCISE 15.** Check your knowledge. Page 279. Time: 10 minutes

Tell students that because these uses of adjective clauses require understanding the roles of multiple parts of speech in both the adjective clause itself and the main clause, this brief mid-chapter review is intended to help them solidify what they have learned.

- Have students correct the errors and explain why the error is incorrect.
- Put challenging items on the board and correct as a class for clarity.

Optional Vocabulary

amateur	starvation
estimate	malnutrition

► **EXERCISE 16.** Let's talk: pairwork. Page 279. Time: 10–15 minutes

- Have students get with a partner.
- Ask students to make complete and personally true sentences by combining the phrases in the three columns appropriately. Have students write down all possible combinations that are true for them.
- Circulate while students are working in pairs, providing encouragement and extra vocabulary as needed and helping students move from one sentence to the next easily.
- Take notes on mistakes that you hear while students are producing new sentences.
- Ask students as a class to tell you sentences made by their partners, and write them on the board, taking time to label parts of speech, etc.
- Put commonly heard mistakes on the board and have students correct them.

► **EXERCISE 17.** Warm-up. Page 280. Time: 5–10 minutes

- To briefly engage students in topic, write the phrase *purpose in life* on the board, and ask students to explain the phrase and to share theirs with the class if they feel comfortable doing so.
- Depending on the language level and maturity of your class, discuss altruism and name famous people whose purpose in life is to help others. Is altruism always a good thing, etc.?
- Have students select all the correct responses in Exercise 17 as seatwork.
- Ask students to read each item aloud and state whether it is grammatical or not.

CHART 13-4. Using *Whose*. Page 280. Time: 5–10 minutes

Whose can be troublesome for students. It has a relatively low frequency, so most learners aren't as familiar with adjective clauses containing *whose* as they are with adjective clauses as presented in the preceding chart. Emphasize that *whose* functions as a possessive adjective and needs to be paired with a noun.

- Write the chart title on the board.
- Ask students to explain the meaning and function of possessive adjective pronouns (they show belonging).
- Explain that *whose* has the same meaning and function as all other possessive adjective pronouns, and write the following adjective pronouns on the board (*his, her, our, my, its*, etc.). Because all of these words, including *whose* are adjectives (and not pronouns replacing the nouns they precede) they all must be followed by a noun.
- Ask students to remind you how we normally form a possessive adjective. Lead students to say that we need to add an apostrophe and an "-s."
- Explain that we cannot simply use an apostrophe and an -s with *who* because it would lead to confusion with *who's* (the contraction of *who + is*).
- Illustrate this further by showing students that *whose* truly is a possessive adjective by reminding them of how we show the possessive of *it* versus the contraction of *it + is*. Write the following on the board:

it's = it is *its = possessive of "it"*
who's = who is *whose = possessive of "who"*

- Using information about your students and the context of your particular classroom, come up with a couple of examples to demonstrate the use of *whose* and write them on the board.

The woman whose hair is very curly is Ariana.

The man whose wife is arriving from Saudi Arabia later today is Abdulrahman.

The student whose passion is baking is Sook Min.

- Ask students to go to the board to mark the adjective clause in each sentence. They should write lowercase *s* and *v* above the subjects and verbs within the adjective clauses and uppercase *S* and *V* above the subjects and verbs in the main clauses.
- Ask students to take turns reading aloud the example sentences from the chart (a)–(f).
- Discuss the explanatory notes and write more examples using *whose* on the board.

► **EXERCISE 18.** Looking at grammar. Page 280. Time: 5–10 minutes

Word order in this structure can be challenging for students. Take time with this exercise and use the board so that students can become used to the pattern.

- Call on students to first read both sentences aloud and then combine the two (subordinating the second sentence to the first by using *whose*).
- As students combine the sentences, write the combined sentences on the board exactly as students say them.
- Correct the boardwork, and involve all students in determining whether the combinations are correct and what may need to be changed, as well as why it needs to be changed.

Optional Vocabulary

co-worker bonus temporarily

► EXERCISE 19. Looking at grammar. Page 281. Time: 5–10 minutes

- Read the direction line aloud and remind students that in order for *who* to be used, a verb must follow it.
- Give students a few minutes to complete each item as seatwork.
- Have students read their completions aloud. Correct immediately and overtly.

► EXERCISE 20. Let's talk: pairwork. Page 281. Time: 10 minutes

- Arrange students in pairs and explain the direction line.
- Write the following prompt on the board and draw students' attention to it:
There is the ____ whose ____.
- As students make new sentences and use adjective clauses with *whose* to identify subjects, circulate and assist, encouraging and correcting each pair as necessary.
- Read through all the completed sentences as a class, and correct immediately and overtly by putting items on the board.

Expansion

Prepare a set of index cards before class, one card for each student. First, create sentences about very famous people, places, events, or things (they must be famous enough that all are immediately recognizable to your students). Each sentence should contain an identifying *whose* adjective clause. The first half of each sentence should be on one card, and the second half should be on another card.

Distribute one card to each student, and have them talk with one another until they find the matching main clauses and adjective clauses needed to create one complete sentence. Once both halves of the sentence have been matched, partners remain with each other and read their complete sentence to the class. Students confirm that the sentence is correct in content and grammar.

Possible index card matches include:

Albert Einstein was a physicist	whose work changed modern warfare.
Broadway is a street in New York City	whose theaters are well known.
Water is a liquid	whose composition includes two elements.
The president of the U.S. is a person	whose residence is very famous.
Shanghai is a city	whose architecture is very modern.
Shakespeare was a playwright	whose plays remain popular today.
Coffee is a beverage	whose aroma is unmistakable.
Facebook is a social media site	whose users number in the millions.
Martin Luther King, Jr. was a person	whose speaking style was inspiring.
Marie Curie was a scientist	whose work was groundbreaking.
Southern California is an area	whose weather is very consistent.
Egypt is a country	whose pyramids are iconic.

► EXERCISE 21. Looking at grammar. Page 281. Time: 10 minutes

- Give students time to combine the pairs of sentences as seatwork.
- Correct by having students read new sentences aloud.
- Write sentences on the board for clarity, and provide overt and immediate correction.

► EXERCISE 22. Listening. Page 281. Time: 10–15 minutes

- Be completely provisioned with the audio cued and listening script handy.
- Explain that students will hear two similar-sounding words and will need to distinguish which one they hear.
- Write the two possibilities on the board:
whose who's
- Play the audio while students select and circle the correct word.
- Correct as a group, referring to the listening script as needed.

► EXERCISE 23. Listening. Page 282. Time: 10–15 minutes

- Tell students that they will now distinguish among three similar-sounding words or phrases: *whose*, *who's*, and *who has*.
- Write these three words or phrases on the board.

- Now ask students what kind of phrases they expect to follow each one, and ask students to create sentences for each category before playing the audio. For example:

whose

I know someone whose hair is red.

who is

I have a friend who is an actor.

who has

I admire a person who has integrity.

- Play the audio through once without stopping. Then play it again, stopping after each item.
- When reviewing the correct answers, write the correct and uncontracted form of the answer on the board.

► EXERCISE 24. Warm-up. Page 282.

Time: 5–10 minutes

- Engage students in the sentence content by asking them where they grew up and whether they enjoyed growing up there.
- Write the following simple questions on the board, and discuss and compare “hometowns.”

Do you have happy memories of the city or town you grew up in? How would you describe the city or town you grew up in?

Do you still live in the city or town you grew up in?

Would you ever move back to the city or town you grew up in?

Why or why not?

- Have students read the Exercise 24 sentences aloud and discuss the differences they see in the corresponding adjective clauses.
- Ask students to decide which form sounds most natural.

CHART 13-5. Using *Where* in Adjective Clauses. Page 282. Time: 15 minutes

Where (and *when*) substitute for prepositional phrases and serve as a link between an adjective clause and the noun that modifies it.

Note the special rules for prepositions in all chart examples.

- Write the chart title on the board.
- Underneath the word *where*, write a reminder that this modifies a place.
- If you feel confident that students are happy with the school or program where they are studying, use the school or program as the main focus of this presentation.
- Ask students to think about their school or program, and tell them that, together, you will create sentences describing it. Write these on the board as you come up with them. For example:

Boston University is a place where students from all over the world meet one another.

Our school is a place where the teachers seem to enjoy their jobs. Many have been teaching here for over 15 years!

The school where we study English is located in Harvard Square.

- Review each item in the chart with students by having students read example (a) aloud and all the options included under (b).
- Emphasize that all options under (b) have the same meaning but that some are less common.
- For example, the following sentence sounds formal and awkward though it is correct:

The school in which we study is located in Harvard Square.

- The last two options under (b) are the most common, and students should become familiar with producing and recognizing these forms.

► EXERCISE 25. Looking at grammar.

Page 282. Time: 10 minutes

- Lead this exercise from the center of the classroom, and model the example item for students. Write the pair of sentences on the board and then combine by using the second sentence as an adjective clause. Write all the possibilities on the board.
- Follow this same procedure for the remaining three items. Have students read the sentences aloud while you write them on the board.
- Together, carefully create the new combined sentence and write it on the board.
- Highlight errors immediately, and explain what is missing or incorrect as soon as students provide an incorrect combination.
- If students struggle, make sure to label all the subjects and verbs, both in the main clause and in the adjective clause.

► EXERCISE 26. Looking at grammar.

Page 283. Time: 10–15 minutes

- Have students take turns reading the examples aloud.
- Give students time to complete the whole exercise as seatwork.
- Have students then read completed answers aloud, and provide immediate and clear correction.
- Put any challenging items on the board.

► EXERCISE 27. Looking at grammar.

Page 284. Time: 10 minutes

- Give students time to complete on their own.
- Have students complete each sentence with one of the words designated in the direction line.
- Encourage students to go off topic and discuss any other related terms and/or compare these nouns to names of similar places or people in students' native countries.

Expansion

Give students an opportunity to create their own descriptions of one another using the targeted adjective clause format. Make a copy of the class roster to hand out (if the class is relatively small) and ask class members to come up with one descriptive (and kind) sentence for each of their peers. If the class is too large for this, divide it into four groups and instruct each group member to write a sentence about every other member. Let students know that these sentences will be read aloud, and the rest of the class will be asked to guess which classmate each sentence describes. This information should put them on notice that their sentences should be kind, professional, and descriptive. Additionally, each sentence should be ambiguous enough to make the activity interesting and challenging. For example:

This student is the one whose new hobby is American football.

This student is a Spanish woman whose passion is fashion.

This student lives in a house where three other students from our school also reside.

Optional Vocabulary

euphemism	sanitation	corrections
pre-owned	engineer	facility
appealing	gentle	fired
landfill	indirect	let go
dump	corrections officer	

► EXERCISE 28. Warm-up. Page 284. Time: 10 minutes

- Engage students in the sentence content by asking them if they remember the day when they learned to ride a bike or drive a car.
- Write the following simple questions on the board and discuss these “firsts.”

Can you remember the day when you first rode a bike (or drove a car)?

Can you remember the day when you first went to school?

What are your specific memories of the day you first rode a bike, drove a car, or went to school?

- Have students read the Exercise 28 sentences aloud and discuss the differences they see in the corresponding adjective clauses.
- Ask students to decide which form sounds most natural.

CHART 13-6. Using *When* in Adjective Clauses. Page 284. Time: 15 minutes

- Write the chart title on the board.
- With students’ help, write on the board an extensive list of nouns that describe a particular period of time,

and encourage students to add to this list however creatively. For example:

<i>century</i>	<i>minute</i>	<i>second</i>
<i>day</i>	<i>moment</i>	<i>week</i>
<i>decade</i>	<i>month</i>	<i>weekend</i>
<i>hour</i>	<i>season</i>	<i>year</i>

events: *birthday, party, celebration, meal, wedding, honeymoon, anniversary, holiday, vacation, trip, schedule, rotation / shift, funeral, visitation / wake*

historical: *age, epoch, era, period, score, turn of the century, the twenties / thirties, war, depression, revolution, coup, election*

times of life: *infancy, childhood, adolescence, young adulthood, middle age, old age, retirement*

- With your students, create sentences that define some of these time nouns, and write them on the board.
- Begin by having a student say (for example) *An anniversary is a day when couples celebrate their wedding and marriage.*
- Once students get this pattern, write their definitions on the board. Encourage creativity. For example:
A revolution is when there is an uprising against the existing government.
A funeral is when families and friends honor a recently deceased person and say a formal good-bye.
- Have students take turns reading all the options (a)–(d) included in the chart and read the explanatory notes.

► EXERCISE 29. Looking at grammar. Page 284. Time: 10–15 minutes

Before assigning Part I, review prepositions with time words and phrases.

One approach is to describe the relative brevity of the period of time mentioned. A month, a week, and a year are big periods of time. You can envision them as big and three-dimensional space of significant duration. The preposition *in* is used. A day on the calendar, a holiday, and a birthday can be seen as two-dimensional — smaller than the previous group but longer than one specific moment on a clock. We use the preposition *on* with days. Discreet and very small measures of time (one particular time on a clock) are so short in duration, they can be seen as one point on an x/y axis graph. We use the preposition *at* for clock times or specific moments.

- Write *in*, *on*, and *at* as headings on the board, and have students put appropriate time words underneath each heading. For example:

In On At

1976 the day you were born 5:37 P.M.

the dinosaur age Christmas dawn

Part I

- Give students an opportunity to complete the exercise on their own as seatwork.
- Have students take turns reading the completed items aloud.

Part II

- Read the example combined clauses in item 1 aloud.
- Have students combine the remaining items, and correct them immediately and overtly.

► EXERCISE 30. Looking at grammar. Page 285. Time: 10 minutes

- Explain the direction line to students.
- Correct by having students read aloud.

► EXERCISE 31. Let's talk: interview. Page 285. Time: 10 minutes

- Model the example with a few students, or ask students questions of your own that elicit the use of adjective clauses.
- Have students get up from their seats, move around the room, and interact with as many other classmates as possible.
- Instruct students to take notes on their classmates' responses.
- Review the questions as a class, asking students to share responses they heard.
- Provide prompt and overt correction, writing sentences on the board as is useful.

► EXERCISE 32. Listening. Page 285. Time: 15 minutes

- Be provisioned with the audio cued and listening script handy.
- Review the example with students.
- Play the audio while students choose all meanings that are correct.
- Correct as a class.

► EXERCISE 33. Grammar and writing. Page 286. Time: 15 minutes

- Have students combine the short sentences into longer sentences containing adjective clauses.
- Ask students to write a complete paragraph containing combined sentences in logical order.

Optional Vocabulary

oceanographer	iceberg
discovered	memorial plaque
remains	

Expansion

Give students the opportunity to practice the skill of combining short sentences into longer ones, and then into a complete paragraph, by selecting 3–4 short paragraphs about a variety of topics.

The paragraphs should include sentences with adjective clauses. Each group will take their complete paragraph, write down the 5–8 main facts included in the paragraph but in short sentence form. The sentences are handed to another group, who then recreates the original paragraph from the short sentences given. Groups then compare the paragraph they created from simple sentences with the original paragraph itself.

► EXERCISE 34. Warm-up. Page 286. Time: 10 minutes

- Read the direction line to your students.
- Have them underline and indicate the word modified.
- Review as a class.

CHART 13-7. Using Adjective Clauses to Modify Pronouns. Page 287. Time: 20 minutes

While adjective clauses are often used to modify indefinite pronouns (*someone, everybody*), they are not used to modify personal pronouns. Remind students that when using personal pronouns, the speaker has already established who the pronoun refers to and therefore, the personal pronoun should not need to be further described. Sometimes students become enthusiastic about gaining control of adjective clauses, and they begin using them everywhere, even in situations where they don't belong. For example: *I, who am a student from Malaysia, am studying English.* Stress that though such sentences are grammatical, they are almost never appropriate idiomatically.

This chart is included in the text for these reasons.

- 1) Adjective clauses modifying indefinite pronouns are both common and useful.
- 2) The patterns in examples (g) and (h), though less common, are also very useful.
- 3) The use of adjective clauses to modify personal pronouns is not common, and the text shows this.

- Write the chart title on the board.
- Underline the word *pronouns*, and discuss with students the types of pronouns most likely to be modified by adjective clauses.
- Remind students that the main point of using adjective clauses is to describe and identify nouns. Therefore, indefinite pronouns are most in need of further definition.
- Ask students to start by thinking of their first day in your class, before they knew their classmates or the school staff. You can suggest the following sentences and have students complete them with their impressions. For example:

When I first came to this school, I could hardly understand anything I heard.

Everybody I met was friendly and helpful.

Chien-Hsieh was the only one I knew in the whole school.

- Though it may seem repetitive, have students identify the main subjects and verbs as well as the subjects and verbs of the adjective clauses.
- Now, in order to help students use adjective clauses with regard to the members of their own class, ask specific questions that lead them to produce the targeted grammar. Write questions on the board. For example:

*Who did you first notice when you sat down in this class?
What did you specifically notice about this person?
What was your first impression of your roommate?
When you first arrived at the school, who helped you to enroll in classes? What is your memory of this person?*

- Help students form responses to the above questions using adjective clauses, and write these on the board. You may need to slowly prompt each word or phrase. For example:
*When Arabella first entered the class, she met someone who is very tall and very talkative. Who is it?
When Trad came to this class, he met two Thai students who seemed to be good friends already. Who are they?*
- Review the chart by having students read the example sentences (a)–(h) aloud and discuss the explanatory notes.

► **EXERCISE 35.** Looking at grammar. Page 287. Time: 10–15 minutes

Since using adjective clauses to modify indefinite pronouns is a very common pattern, students should have no trouble providing natural completions to items 2–8.

- Go over the example, and then encourage students to complete each item on their own with the first adjective clause that naturally comes to mind.
- Write student responses on the board and discuss them.
- To further engage students, ask them about who they turn to when they have a problem they need help with.

► **EXERCISE 36.** Let's talk. Page 287. Time: 10–15 minutes

- Put students into pairs or small groups.
- Ask a student to read the examples aloud.
- Have students engage with the content of each item and offer alternative responses. Provide points of discussion that they can use when working with partners. For example:
Is the ideal job one where you can have a flexible schedule? What other factors need to be considered? What if you can have a flexible schedule, but because of this, the pay is not sufficient and it is hard to predict what your working hours will be?
- Walk around the room, taking notes and providing support to any students struggling to formulate their thoughts.
- Review by inviting 2–3 students to read their group / partner responses to each prompt.

- Write sentences on the board for correction and clarification.
- Encourage lively discussion / argument. In doing so, you are providing reasons for students to use the target grammar, and going off on tangents should be encouraged.
- Discuss any common errors you heard and review as boardwork.

Optional Vocabulary

ideal trust flexible

► **EXERCISE 37.** Warm-up. Page 288. Time: 10 minutes

- Ask students to read the two sentences aloud, and write them on the board.
- Have students respond to the questions following the sentences.
- Lead students to the conclusion that the use of two commas (like the use of parentheses) indicates that the information is additional and not necessary to understand which noun is referred to.

CHART 13-8. Punctuating Adjective Clauses. Page 288. Time: 15-20 minutes

Most students at this level will have encountered identifying and nonidentifying adjective clauses before, and the preceding warm-up gives students an opportunity to demonstrate what they already know. However, the distinction between these two types of adjective clauses and the punctuation required for each type can prove challenging even for native speakers. Therefore, be prepared to spend ample time on this one point.

Stress that commas that set off adjective clauses are similar to parentheses (____). Commas are placed before and after additional, but not essential, information. When we read these commas, we naturally take a breath and pause, to show that the information contained is not essential.

The chart contains several important points. Spend time discussing these points, and provide immediate and very clear correction as you present and work through the chart. Being definitive with students sets them up for success.

- To demonstrate the difference between a necessary and unnecessary adjective clause, write on the board the adjective clause category headings and two closely related sentences about someone in your class. For example:

Necessary Information

The student in our class who is tall is Joe.

(The adjective clause is necessary to understand who we are talking about.)

Extra Information

Joe, who is tall, is in our class.

(The adjective clause is not necessary. We already know who Joe is.)

- Point out that the commas are used like parentheses.
- Have students take turns reading the example sentences (a)–(h) aloud and discuss each of the explanatory notes.
- Do not worry about seeming repetitive; students appreciate having this challenging distinction spelled out for them, and immediate reinforcement of correct usage helps them.

► **EXERCISE 38.** Looking at grammar.
Page 289. Time: 10 minutes

- Read the direction line aloud.
- As students read the sentences with and without the adjective clauses, it should be apparent in which sentences the adjective clauses are needed (items 2 and 3) in order to define the subject.

► **EXERCISE 39.** Grammar and listening.
Page 289. Time: 10 minutes

- Be provisioned with the audio cued and listening script handy.
- Explain the direction line to students.
- Put students into pairs to decide which clauses contain additional information and which contain necessary information.
- Play the audio.
- Have students correct answers and refer to the script as needed.

Optional Vocabulary

rowed	tropical disease
staple food	brain damage

► **EXERCISE 40.** Pronunciation and grammar.
Page 290. Time: 10 minutes

- Have students continue working with partners.
- In pairs, students read the sentences aloud and answer the questions.
- Correct as a class, and write challenging items on the board. When correcting, exaggerate pausing where there are commas when the information is additional.

Optional Vocabulary

flood	warning	escaped
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► **EXERCISE 41.** Looking at grammar.
Page 290. Time: 10 minutes

- Have students complete the exercise autonomously as seatwork.
- Correct by having students read the punctuated sentences aloud.
- Put challenging items on the board for further discussion as needed.

► **EXERCISE 42.** Listening. Page 290.
Time: 10 minutes

- Have the audio cued and the listening script handy.
- Play the audio.
- Students decide which sentence correctly represents the sentence heard.
- Correct as a class, and write particularly challenging items on the board for further discussion.

► **EXERCISE 43.** Reading and grammar.
Page 291. Time: 15–20 minutes

Part I

- Ask students what famous names they associate with the computer industry (*Steve Jobs, Bill Gates, etc.*).
- Have students answer the two questions listed, and expand on them by asking the following as well:
 - What are the two main competitors in the computer world?*
 - What are Macs known for? What are PCs known for? What is an operating system?*
 - Can any computer use any operating system?*
 - What kind of computer do you use? What do you like / dislike about it and its operating system?*
- Ask students to take turns reading sentences from the passage aloud.
- Help them refine their intonation and pausing when reading adjective clauses aloud. Stress that listeners should be able to tell whether the information in the adjective clause is necessary or unnecessary.
- Before turning to the content questions, go through vocabulary and ask students questions that give them an opportunity to speak spontaneously.

Part II

- Have students read the passage and complete the questions independently as seatwork.
- Once they have finished, discuss their answers as a group and have students state whether the clause has necessary or unnecessary information.

► **EXERCISE 44.** Warm-up. Page 292.
Time: 10 minutes

- Have students take turns reading each of the two statements and possible choices aloud.
- Discuss how students correctly reached the conclusion that not all of either group (children or dresses) are being discussed.

CHART 13-9. Using Expressions of Quantity in Adjective Clauses. Page 292. Time: 15 minutes

This chart illustrates a useful pattern, but because it is not a very commonly used structure, you don't need to spend too much time on it. You can explain to students that they are far more likely to read this kind of sentence than need to generate it themselves.

- Write the chart title on the board.
- Explain that the structure is used in writing when an author wants to put many statistics and/or a lot of data within as few sentences as possible.
- Look around the room and decide on some possession and/or article of clothing that many (but not all) of your students have. You can also focus on gender and/or nationality to give you easily observable examples to highlight in this structure.
- Come up with three or four sentences using expressions of quantity in adjective clauses.
- Write your example sentences on the board, and underline the expressions of quantity in each one of the adjective clauses. For example:

There are twelve students in this class, four of whom are wearing blue jeans at this moment.

There are five women in this class, two of whom are Brazilian.

- Ask students to take turns reading (a)–(c) aloud and review the accompanying explanatory notes.

► **EXERCISE 45.** Looking at grammar. Page 292. Time: 10–15 minutes

- Go over the example sentence with students.
- Call on students to first read the sentences exactly as they are written and then combine the second sentence to make an adjective clause.
- Write the sentences as students produce them, and correct immediately and very overtly.

Optional Vocabulary

mall	reasonable
sales	side by side
discounts	

► **EXERCISE 46.** Grammar and writing. Page 292. Time: 10 minutes

- Give students time to complete this exercise on their own as seatwork.
- Have students read their completions aloud, and correct them immediately and clearly.
- Write any particularly challenging items on the board.

► **EXERCISE 47.** Warm-up. Page 293. Time: 10 minutes

- Invite two students to go to the board and write the sentences they see in the warm-up on the board.
- After the sentences have been written onto the board, ask other students to circle what the adjective clauses are modifying.
- It may take several tries for students to successfully realize that the adjective clauses modify the entire independent clause that precedes them.
- When students realize this, let students know that this structure is commonly used.

CHART 13-10. Using *Which* to Modify a Whole Sentence. Page 293.

Time: 10–15 minutes

Make sure that students understand that *this / that* are used here as demonstrative pronouns that refer to a whole sentence.

This pattern is very common in spoken English, especially when discussing ideas and opinions. *Which* is used as a connector of ideas. Usually, speakers pause before they add this *which* clause to what they have just said.

- Write the chart title on the board.
- Explain that this structure is very useful, especially when discussing ideas and opinions.
- In order to demonstrate this use, ask students to state an opinion they hold, and ask other students whether they agree or disagree with the sentence given. It is best not to pick anything too controversial so that the grammar structure is not overshadowed by the topic. For example:

You: *Peter, what do you think the best age to get married is?*

Peter: *I think that 30 is the best age to get married.*

You: *Mimi, what do you think?*

Mimi: *I agree that 30 is the best age to get married.*

You: *Peter thinks 30 is the best age to get married, which Mimi agrees with.*

► **EXERCISE 48.** Looking at grammar. Page 293. Time: 10 minutes

- Read the example sentences and combined example sentence aloud.
- Have students read the two sentences in each item aloud.
- Ask students to then combine the two sentences, turning the second sentence into an adjective clause.
- Have students call out where they have placed the comma.

- Correct immediately as you go through the items, and write any challenging items on the board.

Optional Vocabulary

upset lucky
 unfortunate appreciate

► EXERCISE 49. Looking at grammar. Page 293. Time: 10 minutes

- Give students time to complete each item as seatwork.
- Correct as a group, and provide very clear instruction regarding punctuation as students read their new sentences aloud.
- Put any challenging items on the board.

Optional Vocabulary

considered longevity widespread
 heredity phobia significant

► EXERCISE 50. Reading and grammar. Page 294. Time: 10–15 minutes

- Tell students they will be identifying either complete sentences / ideas or noun phrases by the adjective clauses that modify them.
- Students should take turns reading aloud the sentences that comprise this paragraph and then identify the whole clauses or nouns modified.
- If there is time, students can take turns writing items on the board and then drawing arrows to the clauses or words that are being modified. Doing so will prompt accurate self-correction and correction by peers — and this activity can also lead to further engagement of the topic itself.

Optional Vocabulary

commutes necessary
 ferry reimburse

► EXERCISE 51. Warm-up. Page 295. Time: 10 minutes

- Have individual students read each pair of sentences.
- Ask students to state whether the meaning of both sentences is the same.
- Have students identify which words have been removed from the second sentences, and reconfirm that the removal of these words has not changed the meaning of the original sentence.

Optional Vocabulary

genetics

CHART 13-11. Reducing Adjective Clauses to Adjective Phrases. Page 295. Time: 10–15 minutes

The structures featured in this chart are relatively common and students probably already hear them and respond to them appropriately (by expanding them into complete descriptive adjective clauses in their minds). Conversationally, students are exposed to reduced structures all the time, and students understand how these reductions are formed and work far better than most can easily articulate. Because students are more familiar with these than they themselves realize, they are more prepared to produce them than they know.

Recognizing and understanding these structures is critical for reading comprehension. Readers need to be able to identify what nouns are being modified by which phrases and clauses to fully understand the meaning of sentences containing these reductions.

Some other terms that are useful to students becoming familiar with these structures are:

- modifying participial phrases: *The man talking to Ali ... the ideas presented in that book ...*
- appositive: *George Washington, the first president, was the only founding father to free his slaves.*

In these exercises, all of these types are simply called “adjective phrases.”

- Write the chart title on the board.
- Write the words *Clause* and *Phrase* on the board, and ask students to explain how these terms differ.
- Students should be able to explain that clauses always contain both subjects and verbs. They may be less quick to articulate that phrases are simply groups of related words.
- Elicit the following explanations, as included under each heading. For example:

<u>Clause</u>	<u>Phrase</u>
• <i>has subject and verb</i>	<i>doesn't contain subject and verb</i>
• <i>expresses a complete idea, with action</i>	<i>group of related words</i>
• <i>independent clause: can be a sentence</i>	<i>not an independent clause: can't be a sentence</i>

- Now write a sentence on the board containing an adjective clause that can be reduced. Use your students' lives to engage them in the grammar. For example:
Students who are studying in this class are some of the most intelligent people I have ever met.

- Have a student go to the board, underline the adjective clause, and label the subject and verb of both the adjective clause and the main clause.
- Explain that only those adjective clauses that have a subject pronoun (*who*, *which*, *that*) can be reduced.
- Show students that in the case of the above sentence, both *who* and *are* can be omitted by crossing them out and having a student read the remaining (now reduced) clause aloud. For example:

The students ~~who are~~ studying in this class are some of the most intelligent people I have ever met.

- Review the chart with your students.
- Have students read example items (a)–(k) aloud, and go over the corresponding explanatory note.

► **EXERCISE 52.** Looking at grammar.
Page 296. Time: 10 minutes

- To engage students in the topic, ask students what the following saying means:
“If at first you don’t succeed, try, try again.”
- Ask students about successes they had which did not come easily to them, and discuss the value of persistence.
- Have students determine how to reduce each adjective clause on their own.
- Give students board markers, and have them write the reduced sentences on the board.
- Those seated should correct the reduced versions.
- Discuss specific corrections as a class.

Optional Vocabulary

public office
inventor

► **EXERCISE 53.** Looking at grammar.
Page 296. Time: 10 minutes

- Ask one student to read the example item aloud, and make it clear that students have to expand from the reduced form back into a complete clause.
- Provide immediate and clear correction.

Optional Vocabulary

dome-like
structure

► **EXERCISE 54.** Listening. Page 296.
Time: 10–15 minutes

- Be prepared with both the audio cued and the listening script on hand.
- Let students know that in some of the items they will listen to, both sentences may be correct.
- Play the audio and have students choose the correct sentence.
- Correct and refer to the listening script if needed.

► **EXERCISE 55.** Game. Page 297.

Time: 15–20 minutes

- Put students into groups or teams.
- Read the direction line aloud.
- Have teams discuss how to complete the prompts using the information in the blue box.
- Teams should ask one member to write the completions down as accurately as possible on a separate piece of paper.
- The first team to finish brings their paper to you, and you collect the others as they finish as well.
- In order for any team to get a point, the sentence written must be correct and accurate in every way.

Optional Vocabulary

surface populous

► **EXERCISE 56.** Reading and grammar.
Page 298. Time: 10–15 minutes

- Have students work through this exercise independently as seatwork.
- Students need to identify the adjective clauses where relative terms (*who*, *that*, *which*) have been omitted.
- Students need to rewrite these as complete adjective clauses.
- To correct, have students write their expanded clauses on the board while others correct.
- Go over as a class all content of the passage.

Optional Vocabulary

genius sought trauma
unconscious altered

► **EXERCISE 57.** Looking at grammar.
Page 298. Time: 10–15 minutes

- Have students change all the adjective clauses to adjective phrases and adjective phrases to adjective clauses.
- Give students time to do this as seatwork.
- Ask students to take turns reading their changes aloud, and provide immediate and overt correction.

Optional Vocabulary

overlooks preserve habitats

► **EXERCISE 58.** Looking at grammar.
Page 299. Time: 10–15 minutes

- Emphasize how the example item follows the direction line: The first sentence is the independent clause, and other clauses are built around it.
- Call on students to combine sentences, using adjective clauses and phrases.
- Correct clearly and overtly.

Optional Vocabulary

basin prosperous empires

► **EXERCISE 59.** Check your knowledge.

Page 300. Time: 10–15 minutes

- Have students take time to correct all items as seatwork.
- Ask students to read their corrected items aloud, and ask them to clearly explain what was wrong with the original sentence.

Optional Vocabulary

mumbling

steep

narrow

spectacular

► **EXERCISE 60.** Grammar and writing.

Page 301. Time: 10–15 minutes

Part I

- Have students take turns reading sentences that comprise the paragraph aloud.
- Discuss vocabulary and content as students read and ask questions to further engage them in the topic.

Part II

- Have students read the direction line and questions to consider aloud.
- Ask students to identify what questions the example paragraph answers and how these are answered.

Part III

- Explain that students have examined a paragraph on cancer that is an extended definition.
- Have students select a topic they can describe because they already have knowledge of it. Encourage them to write as naturally as possible.
- Ask students to refer to the writing tip as they work.

Part IV

- Have students exchange their writing (when possible) and work through the editing checklist.
- Students use the list to check and improve their own or the work of others.