

## GRAMMAR TO WRITING

### TASK 1: Sentence Stems

#### *It is + past part. + that*

Writers often use expressions with *it is* + past participle + *that* to report on facts and general beliefs. When you use introductory phrases such as *It is believed that* and *It has been shown that*, your ideas sound more believable and less personal.

#### EXAMPLES:

*It is known that* good nutrition leads to a longer life.

*It is believed that* children no longer need to learn cursive.

*It has been shown that* sidewalks can increase interaction among neighbors.

A. Finish these sentences with your own ideas.

1. **It is known that** students
2. **It is believed that** teachers
3. **It is well established that** teenagers
4. **It has been suggested that** parents
5. **It has been shown that** grandparents

B. Now write a sentence for your essay below. Use one of the **boldfaced** phrases above. Use this sentence in your essay and underline it.

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**DISCUSS:** What other stems could you teach your students? What grammar would you embed?



## TASK 2: Alligator Hunting

### ALLIGATOR HUNT

Replace the information about alligators with information about computer games and gaming. Use the same grammar as in the original.

1. Eating too much can make alligators lazy.  
*Playing computer games too much can make children lazy.*
2. The first reason why alligators are so common in the U.S. is that people like to eat them.
3. I believe that wandering around in the woods can make alligators strong.
4. Some alligators are addicted to drugs that make them sleepy.
5. Alligators need to learn that there is a time to work and a time to play.
6. Alligators can get skin problems if they spend a lot of time lying in the sun.

## GRAMMAR TO READING

### TASK 3: Summary with a purpose

A. Write sentences about activities you can do at the ice hotel. Use the chart.

<b>VERB + ING</b> Ice swimming			might be exciting for you. would be an adventure.
			seems like fun.
You	might would	like enjoy	<b>VERB + ING</b> <i>sleeping on animal skins.</i>

B. Write a summary about the ice hotel for an adventurous friend. Your summary must...

- tell the interesting things that your adventurous friend can do there.
- leave out details that might not be important to your friend.
- you can start with the following sentence.

Hi \_\_\_\_\_ , I read about a place that I think you would like.

## TASK 4: Pronoun Referents

A. Separate each sentence into two sentences. Use the pronoun **It** or **They**.

1. Many tourists study the moss and use magnifying glasses to see it up close.

Ex. *Many tourists study the moss. They use magnifying glasses to see it up close.*

2. These tours are very popular with women and offer visitors a luxurious experience.

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3. The plant grows well on the rocks and trees and is found high in the mountains.

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4. Moss gardens are also common around important historical buildings and hug the buildings in a beautiful green.

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B. Now compare your sentences to the sentences in the reading. Did you use the correct pronoun?

C. Why do you think the writer decided to write the ideas in A as two sentences? How do pronouns help readers? How do pronouns help writers?

### Moss Tours in Japan

In Japan, moss tours are very popular. Tourists enjoy taking moss tours in the mountains. They walk together through deep green forests. Many tourists study the moss. They use magnifying glasses to see it up close. These tours are more popular with women. They offer visitors a luxurious experience.

Moss has been important to Japanese culture for hundreds of years. The plant grows well on the rocks and trees. It is found high in the mountains. Moss gardens are also common around important historical buildings. They hug the buildings in a beautiful green.

## GRAMMAR TO LISTENING/SPEAKING

### TASK 5: Article awareness through pronunciation.

A. Listen to the /ə/ when it becomes **a** and **an** to introduce singular nouns.

A	B
1. It's <b>a</b> good plan.	<i>It'sa good plan.</i>
2. Spend <b>a</b> lot <b>of</b> money.	<i>Spenda lotta money.</i>
3. Get <b>a</b> coffee.	<i>Getta coffee.</i>
4. Have <b>an</b> idea.	<i>Havan idea.</i>

B. Listen and repeat.

a	an
Let's see a movie.	I have an idea
We need to find a restaurant.	How about an early dinner?
We'll have a good time.	We can take an uber downtown.
Do you want a ride?	Do you know a good plumber?

C. Work with a partner. Partner A, say one of the sentences. Partner B, say the letter of the column you hear

A /ə/	B <del>/ə/</del>
1. I like a good soup.	I like my new group.
2. We'll meet a new friend.	We'll see Tamu's friend.
3. It's a film about science.	That's not really science.
4. That's a good plan.	That's my friend Stan.
5. Let's take a car.	Let's play guitar.
6. Can you buy a ticket there?	Can we buy our tickets there?
7. We'll have a fun night.	We'll have food tonight.
8. Should we meet in an hour or two?	Should we meet in our house or yours?

## TASK 6: Pronoun Reductions with *him, her & them*

**A. Listen to the statements. Check (✓) the phrase the speaker links.**

- | A                                     | B                                   |
|---------------------------------------|-------------------------------------|
| 1. <input type="checkbox"/> know them | <input type="checkbox"/> like them  |
| 2. <input type="checkbox"/> put them  | <input type="checkbox"/> need them  |
| 3. <input type="checkbox"/> wear them | <input type="checkbox"/> want them  |
| 4. <input type="checkbox"/> call him  | <input type="checkbox"/> call her   |
| 5. <input type="checkbox"/> visit him | <input type="checkbox"/> visit them |
| 6. <input type="checkbox"/> see them  | <input type="checkbox"/> see her    |

**B. Practice with a partner. Make a sentence with *I* and a phrase from A or B.**

*I know them. / I want them.*

**C. 1. Listen and use the phrases from the box to complete the conversation.**

ask her	want them	need them	see him
have them	see them	try them	

A: Those shoes are nice. Where's the seller?

B: I don't \_\_\_\_\_.

A: What about that woman? Does she work here?

B: Let's \_\_\_\_\_.

A: Excuse me. Do you work here? I'm looking at these shoes.

C: Do you want to \_\_\_\_\_? I \_\_\_\_\_ in blue also. See those?

A: Oh yes. I \_\_\_\_\_ in blue. How much?

C: They're \$30.

A: Will you take \$50 for two pairs? I \_\_\_\_\_ for work.

C: It's a deal.

A: Great. Here's \$50.

C: Thanks. Have a nice day.

B: Have a good one!

**D. Work with a partner. Practice the conversation. Use pronoun reductions.**

**E. Work with a partner. Partner 1 says (a) or (b). Partner 2 answers correctly. Switch roles.**

1.

- |                      |                          |
|----------------------|--------------------------|
| a. Can you see her?  | No, she's too far away.  |
| b. Can you see them? | Yes, they're over there. |

2.

- |                      |              |
|----------------------|--------------|
| a. Do you want them? | Yes, I do.   |
| b. Do you need them? | No, I don't. |

3.

- a. Let's ask her.
- b. Let's ask him.

OK. I'll talk to her.  
Do you want to call him?

4.

- a. I want to buy them.
- b. I want to try them.

They're \$10.  
What color do you want?

5.

- a. I think I know him.
- b. I think I know them.

Who? Him? From where?  
How do you know them?

6.

- a. I'll take them.
- b. I'll make them.

Great!  
Do you need help?

