

CHAPTER SUMMARY

OBJECTIVE: To better understand the meanings and uses of simple and progressive forms of present and past verb tenses. This chapter will serve as a review for many students and will strengthen students' ability to recognize and use well-known tenses with greater ease and confidence.

APPROACH: Because students at this level are very familiar with the present and past tenses, utilize their active knowledge as a springboard to better understanding of progressive versus simple forms. In lower levels and with certain verbs, the nuanced differences between simple and progressive forms may not have been fully explored. Assure students that by increasing their understanding of the differences between simple and progressive forms of certain verbs, they will be better able to replicate native-speaker English.

TERMINOLOGY: Simple tenses are formed without an auxiliary or helping verb, and the tense is indicated in the ending of the verb.

"Progressive" is also called "continuous," and always contains an *-ing* participle in addition to a helping verb. This form is used to indicate verbs that are in progress.

Most students will have already met the term "stative verbs" to describe verbs that have no action and describe states of being. Be prepared to demonstrate why it is illogical to use a progressive form for a state of being.

PRETEST. What do I already know? Page 1.

Time: 10 minutes

- Have a student read the pretest direction line aloud, and highlight that the numbers next to each sentence represent a chart to be referred to.
- Give students 5 minutes to work through this pretest autonomously. Some students will have no problems determining when to use simple and when to use progressive forms, and others may need more support and/or explanations.
- In order to engage all students, ask questions about random vocabulary items while reviewing the pretest. For example, ask students whether nitrogen or oxygen is a more common gas, what it means to "drop" a call, or at what temperature water boils. By engaging students in context and vocabulary, even for brief periods of time, you will capture the attention of those students who may not need this review.

Optional Vocabulary

consist work overtime network

► **EXERCISE 1.** Warm-up. Page 1.

Time: 5–10 minutes

- Give students just a few minutes to match the sentence with the description that best fits.
- Review as a class.

Expansion

- Write the following phrases on the board, each as the head of a column:

*Action Happening Right Now**General Truth**Habit*

- Ask students to add to these descriptions with language they generate, and write these paraphrased descriptions under each column:

*something I can observe taking place right now**something that is always true, not true just at one time**daily scheduled events*

- Go around the room and ask students for real-life examples of each column, which you then write under each column heading. For example:

*Martha is writing on the board.**The sun rises in the east.**We start class at 9:00 A.M. every day.***CHART 1-1.** Simple Present and Present Progressive. Page 2. Time: 10 minutes

- As much of this is review for students, move through the chart in a timely fashion, asking students to read the example sentences aloud, while you write the respective timelines on the board.
- Emphasize that in order for present progressive to be used, the action has to last long enough to be observable in time.

► **EXERCISE 2.** Let's talk. Page 2.

Time: 5–10 minutes

- Encourage students to come up with sentences that they think are true but may be somewhat uncommon.
- Write some of the sentences on the board.

*I play Words With Friends on FaceBook every day.**Right now Wei-Jung is tapping his pencil against the desk.**Global warming is increasing.*

► **EXERCISE 3.** Looking at grammar. Page 2.
Time: 10–15 minutes

- Give students 6–8 minutes to complete each sentence on their own.
- Have students take turns reading their completed responses aloud.
- Correct for content and pronunciation.
- Be aware that students may have trouble distinctly pronouncing the *-ing* in the progressive form.

Have them emphasize this syllable so that they can become comfortable giving it its proper stress.

Optional Vocabulary

night shift	concentrate on
double shift	material

► **EXERCISE 4.** Let’s talk. Page 3.
Time: 10–15 minutes

- Have students pair off into twos and/or threes, as needed.
- Tell students to make sentences, trying to use a wide variety of verbs and synonyms.
- Ask each member of the group to describe one of the pictures, using a sentence generated by one of his or her partner.

► **EXERCISE 5.** Looking at grammar. Page 3.
Time: 10–15 minutes

- Give students a few minutes to complete the exercise on their own.
- Review the exercise by having students take turns reading their answers aloud.
- Ask students to identify the exact words that indicate which form of simple or progressive should be used and how these words help the reader understand the actual meaning. (For example, in sentence 1, the phrase *In early summer* indicates that this is a general and seasonal time period rather than a specific point in time that is being observed at this moment.)
- If students decide that both simple and progressive forms are possible, ask them to explain any differences they see when using either simple or progressive. Discuss what is emphasized when using progressive and what is emphasized when using the simple form.

► **EXERCISE 6.** Listening. Page 4.
Time: 10–15 minutes

- For this and all listening exercises, ensure that you have the audio ready to play and that you are fully provisioned to lead the exercise.
- Have students complete the exercise at their seats as you play the audio.
- Using the listening script, review the correct completions with students, stopping to replay if needed.

► **EXERCISE 7.** Reading and grammar.
Page 4. Time: 10–15 minutes

- Explain the direction line—that students will either add an ending to the verb or not, depending on necessity.
- Point out that this is a brief scientific text, one that describes the way the heart works. Ask students to predict the form they will see in the text (simple).
- Give students a few minutes to complete the exercise as seatwork before reviewing.
- Have students take turns reading completed sentences aloud, and use this opportunity to correct pronunciation and discuss the optional vocabulary.

Optional Vocabulary

amazing	fresh	waste
organ	(blood) vessels	tissues
beat	oxygen	fact
pump	remove	

Expansion

When reviewing grammar that many students know, engage your students in the context of each exercise by attending to vocabulary. The optional vocabulary above includes words that students at this level recognize and can use. In order to challenge students’ ability to respond in English *about* their English knowledge, ask them to provide the antonyms for vocabulary items such as *fact*, *remove*, and *fresh*. The more you can teach students from the margins of each exercise as well as the overt target, the more they will speak spontaneously in your class and the more dynamic the class will be.

► **EXERCISE 8.** Warm-up. Page 5.
Time: 5 minutes

- Ask three students to take turns reading the questions aloud.
- Discuss the scientifically correct answers with your class and have your students discuss the correct auxiliary verb for each question.
- Emphasize the connection between the helping verb *is* and the *-ing* ending as well as the use of *does* with the base form.

CHART 1-2. Simple Present and Present Progressive: Affirmative, Negative, Question Forms. Page 5. Time: 10–15 minutes

- Ask students to feed you question word order for both simple present and present progressive tenses. Write the words on the board. Label the subject and verb(s) accordingly.
- Begin by asking students for a simple scientific statement, and then elicit and label the grammatical terms.
- Whenever possible and appropriate, use your students’ names in boardwork examples, particularly when asking students to “feed” your grammatical sentences. For example:

Simple Present

Statement:

Heat rises.

subject + **verb**

Question:

Does heat rise?

auxiliary verb **subject** **verb**

Present Progressive

Statement:

JungWon is writing notes.

subject **auxiliary + progressive verb** **object**

Question:

Is JungWon writing notes?

auxiliary **subject** **progressive verb** **object**

- Review Chart 1-2 with students.
- Have students offer a new statement.
- Turn the sentence into a negative statement and with the class, lead a similar piece of boardwork.

► **EXERCISE 9.** Looking at grammar. Page 5.

Time: 10 minutes

- Give students just a few minutes to complete this exercise individually.
- Review as a class, using Chart 1-2 and boardwork as a reference.

Optional Vocabulary

takeoff nervous serve

► **EXERCISE 10.** Trivia game. Page 5.

Time: 10–15 minutes

- Divide students into teams of 3–4 members in physical proximity to one another.
- Review the direction line with students, and allow them 5 minutes to complete the sentences.
- Have groups take turns reading, and correct both grammar and scientific fact of each statement.
- Encourage spontaneous discussion of the statements, and write any vocabulary that arises on the board.

Optional Vocabulary

melt whiskers revolve
divide hunting

► **EXERCISE 11.** Reading and grammar.

Page 6. Time: 10–15 minutes

- Have students complete the exercise independently as seatwork.
- Review as a class, taking ample time to discuss vocabulary and the actual content of the article.
- Correct content and tenses, and write any sentences that students are unsure of on the board for further explanation, underlining a time cue if there is one (e.g., *right now*).

Expansion

Discuss current and controversial science topics (climate change, changing nutritional trends, the anti-vax movement, stem cell research) with your class. Invite

students to work in groups to write paragraphs tackling one of these topics, using the passage on tornadoes as a model. Remind students which types of statements need the simple present tense and when the present progressive is required. Invite groups to write their paragraphs on the board, and have other groups fact-check and correct grammar.

Optional Vocabulary

occur debris shelter
spiral damage storm chaser
funnel seek updates

► **EXERCISE 12.** Warm-up. Page 7.

Time: 5 minutes

- Draw students' attention to the illustration on the right.
- Ask students in random order, and with no prep time, to read and complete the warm-up questions.
- Have students discuss the possible completions for sentence 2.
- Ask students to articulate the difference between *tastes* and *is tasting*.
- Ask students what they already know about stative verbs, or verbs not used in the progressive.

CHART 1-3. Verbs Not Usually Used in the Progressive (Stative Verbs). Page 7.

Time: 10 minutes

- Even if students are not familiar with the term “stative,” most will know and recognize that certain verbs are not used in the progressive (*know*) and certain verbs are infrequently used in the progressive (*smell*).
- Ask students to name the stative verbs they already know, and write these on the board. For example:

like know need hate

- Ask students to tell you what they already know about the verbs on the board and all verbs that are not used in the progressive.
- Ask what these verbs have in common with one another, and help students articulate that they describe lasting conditions, or states, not actions.
- Ask a student to read the chart notes for sentences (a) and (b) aloud.
- Ask students if there are any verbs in the stative list they are not familiar with.
- Ask other students to read the notes for (c) and (d) aloud.
- Have students take turns explaining or expanding upon the difference between the non-progressive and progressive forms of the verbs included at the end of the chart.

► **EXERCISE 13.** Reading, grammar, and speaking. Page 8. Time: 10–15 minutes

Part I

- Ask a student to read the direction line aloud.
- Ask another student / students to quickly review the endings of simple present, third person verb forms

(-s, -es, -ies, or ø), and tell students that the tense task reviews third person simple endings.

- Give students 7–8 minutes to complete the exercise individually as seatwork.

Part II

- Assign this part of the exercise for homework or as a group classroom activity.
- Expand the category of volunteer organizations to include any organization that the group chooses to learn more about.
- Remind students that when describing an organization and its work, they will need to use third person simple present.

Optional Vocabulary

chef	valuable	etiquette
culinary arts	benefits	network
major	provide	résumé
interns	training	

► EXERCISE 14. Let's talk. Page 8.

Time: 10–15 minutes

- Put students into pairs or groups.
- Review the direction line.
- Discuss the difference in meaning between each sentence in each pair.

Expansion

If students are readily able to grasp the differences between each sentence in the pair, you can expand the exercise to focus on the difference between simple and progressive forms of verbs that can be either stative or actions. To execute this expansion, type each of the sentences in Exercise 14 onto slips of paper, and then distribute one slip to each student. Tell the class that each student has received one of the sentences included in the exercise, and as the sentence is acted out or mimed by one student, others must guess which one is featured.

Optional Vocabulary

lend	picnic	appearing
kite	snack	rude
see each other	awfully	shy

► EXERCISE 15. Looking at grammar. Page 9.

Time: 10–15 minutes

- Lead this exercise by calling on students in random order.
- Have each student read the sentence given to him/her with the correct completion in place.
- Discuss the correct answers and any questions students may have.

► EXERCISE 16. Let's talk. Page 9.

Time: 10–15 minutes

- Put students in pairs.
- Review the direction line.
- Have each member of the pair take roles completing both conversations, as Speaker A and Speaker B, respectively.

► EXERCISE 17. Looking at grammar.

Page 10. Time: 10 minutes

- Review the direction line and give students a few minutes to complete as seatwork.
- Ask students to take turns giving the correct completion, and review as a class.

Optional Vocabulary

resemble	stare off (into space)
source	daydream

► EXERCISE 18. Grammar and listening.

Page 10. Time: 10 minutes

- Be sure to be completely provisioned for the exercise, with the audio ready to be played.
- Read the direction line, and be sure students are ready to listen and complete before you play the audio.
- Have students read their correct completions aloud.
- If any completions pose challenges, replay the audio and/or read from the listening script.

Optional Vocabulary

forecast	stay tuned
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► EXERCISE 19. Looking at grammar.

Page 10. Time: 10 minutes

- Review the direction line by having a student read it aloud.
- Give students time to complete the exercise as seatwork.
- Have students read their corrected completions aloud, while attending to pronunciation and any vocabulary items you can use to promote spontaneous discussion.

► EXERCISE 20. Reading and writing.

Page 11. Time: 10 minutes

Part I

- Ask students if they have seen the movie *The Fugitive*.
- Read the direction line aloud, and ask students to predict the tense that will be used in the movie review.
- Ask students to take turns reading the sentences in the review aloud.

Optional Vocabulary

fugitive	marshall	escape
action-packed	vow	solve
unjustly	scene	pharmaceutical
accuse	dam	suspenseful
sentence		

Part II

- Review the direction line, discussing the use of the simple present.
- Have students write their paragraphs for homework and bring them in the following class.

Part III

- Ask students to either edit their work in class or edit the work of their peers.
- When students are editing their own or others' work, ask them to underline all the verbs as well as to be prepared to explain any tenses other than simple present.
- Review final endings of verbs.
- Confirm that students understand this special use of simple present tense, to describe action in a movie or play or other piece of fine art, whose actions are not committed to any one historical moment but are, in a sense, "always true" (like scientific facts).

► EXERCISE 21. Warm-up. Page 12.

Time: 5 minutes

- Read the direction line aloud.
- Before students complete the warm-up, ask them what they already know about simple past.
- Students should be able to articulate that simple past is required to describe any action that took place at a specific time in the past.
- After students complete the warm-up, have them share their completions aloud.
- Allow students to ask questions of one another about each other's great-grandparents. Encourage students to use correct simple past question form in doing so.

CHART 1-4. Simple Past Tense. Page 12.

Time: 10 minutes

Use of the simple past is review for students at this level. Engage their grammar knowledge as much as possible by asking students to explain the grammar in their own words.

- Ask students how to form simple past tenses of regular verbs, and have them tell you the form as you write it on the board.
- Label parts of speech and *-ed* ending for regular verbs by involving students. For example:

Simple Past Regular Verb

Jorge *explained* *his past.*

subject **verb + -ed** **object**

- Ask students to take turns reading the chart example sentences in pairs aloud.
- Ask other students to read the notes to the right aloud as well, moving through the chart examples (a)–(h).
- Follow the example above to have students provide you with explanations of how to form negative and question forms of the simple past, and write these on the board as well.

► EXERCISE 22. Looking at grammar.

Page 13. Time: 10 minutes

- Give students 5 minutes to complete the exercise independently as seatwork.
- Using a random order, ask students to read their completions aloud.
- Discuss correct pronunciation and any vocabulary that you can engage students with.

Optional Vocabulary

realize voicemail respond

Expansion

Have students develop their own tales of online ordering woes. Ask students to write similar anecdotes regarding their own experiences ordering or conducting tasks online. Remind them to use simple past correctly and to be able to identify time cues that require simple past.

Ask students to share their experiences, and discuss whether these experiences have deterred them from ordering online and avoiding interaction with humans and/or sales staff.

► EXERCISE 23. Let's talk: pairwork. Page 13.

Time: 10 minutes

- Review the direction line and examples.
- Put students into pairs, and explicitly state that they will take turns answering and asking questions.
- Explain that one partner, Partner A, will work with his/her book open and Partner B will work with his/her book closed.
- While students are working, circulate around the room and work with each pair as they go through the exercise.
- Take notes on mistakes you hear while working with each pair, and review these common errors by writing them on the board after the exercise.

Optional Vocabulary

hang out with typical
local souvenir

Expansion

In order to give students additional practice using the simple past, have them write short paragraphs about an interesting place they have visited or an interesting thing they have done. Instruct students to write the sentences so that classmates will need to guess what their simple past descriptions refer to. Then collect the simple past paragraphs and read them aloud, and ask students to guess what the place or activity is. For example:

Sultan went to this city. He walked on 5th Avenue and visited the Empire State Building. He ate a hot dog while walking around Central Park. He rented a bike and rode it over the Brooklyn Bridge.

Where did he go?

New York City.

► **EXERCISE 24.** Looking at grammar.
Page 14. Time: 10–15 minutes

- Read the direction line aloud to your students.
- Tell students that the time frame is the past and that both Situation 1 and Situation 2 feature a series of sequential simple past actions, one leading to another.
- Give students time to complete both situations as seatwork.
- Review the completions by having students read their sentences aloud.
- Discuss all possible completions, and debate with students which completions make more sense.

Optional Vocabulary

entire	thermometer
ache	appointment
fever	hard to follow
take (your temperature)	material

► **EXERCISE 25.** Listening. Page 14.
Time: 5–10 minutes

- Ensure you are provisioned and have the audio ready to play.
- Read the direction line to your students.
- Play the audio and ask students to circle the correct completions.
- Have students discuss the most appropriate completions after they have completed the exercise.
- Refer to the listening script for clarification as needed.

► **EXERCISE 26.** Reading and grammar.
Page 15. Time: 10–15 minutes

Part I

- Ask a student to begin reading the short passage aloud, and have a second student finish the passage aloud.
- Correct students' pronunciation.
- Have students underline all the past tense verbs.

Optional Vocabulary

incredible	session
feat	depressed
marathon	long-distance running
compete	prepare
training	become
show up	

Part II

- Ask students to complete the exercise independently with the vocabulary given.
- Remind students that in the Part I passage, all tenses are in the past describing events that all started and took place in the past.

► **EXERCISE 27.** Warm-up. Page 16.
Time: 5 minutes

- Have students complete the warm-up exercises individually.
- Ask students to focus on which happened first—rain or someone standing under a tree.
- Stress that the past and past progressive are used together to establish that one action happened at one time, while another was happening.

CHART 1-5. Simple Past vs. Past Progressive.
Page 16. Time: 10 minutes

At this point, you may wish to explain that a clause is structure that has a subject and a verb, and make the distinction between a main or independent clause and a dependent clause. Students will concentrate on complex sentences in later chapters, but understanding clause structure will help students combine the tenses in this chart. The text assumes that students are quite familiar with sentences containing basic adverb clauses of time using *when*, *while*, *before*, and *after*. A more detailed discussion of adverb clauses appears later in the text.

Note in (g) and (h): In sentences with *when*, the progressive usually occurs in the main clause. In sentences with *while*, the progressive usually occurs in the *while*-clause.

- Ask specific students about their actions the previous evening. For example:
Galina, what were you doing at 8:00 P.M. last night?
Panut, what were you doing at 8:00 P.M. last night?
- Write students' responses on the board correctly.
At 8:00 P.M., Galina was taking a shower and getting ready to go out.
At 8:00 P.M., Panut was watching TV.
- Explain that a specific point in time can be described by an event that took place then or by an event that was taking place at that time.
- If we imagine the phone rang at 8:00 P.M., we can make a time clause to describe this point in time:
When the phone rang, ...
- Write the following or any other sentences created from student information on the board.
When the phone rang (8:00 P.M.), Galina was taking a shower and getting ready to go out.
- Explain that *while* can also be used to make a time clause, but when *while* is used, the verb that follows needs to be in past progressive.
- Write sentences created from student information on the board.
While Galina was taking a shower and getting ready to go out, the phone rang.

- Explain that students need to picture the action of the verb they are using and think about how long the action takes place in order to decide whether simple past or past progressive is appropriate.

The phone rang.

This action takes place and then stops. It does not last over a longer period of time. Thus, using this verb with *when* is appropriate.

Panut was watching TV.

This action takes place over time, and past progressive needs to be used to indicate this. This verb should be used with *while*.

Possible combinations include:

When the phone rang, Panut was watching TV.

While Panut was watching TV, the phone rang.

- Ask students to take turns reading the example sentences in the chart (a)–(k) aloud, and discuss each one along with the corresponding explanatory notes.
- Emphasize and elaborate on the targeted grammar by rephrasing questions. For example:

What was Panut doing when the phone rang?

Expansion

Play the game “Alibi” with your students. The point of the game is for students to give specific explanations of where they were at a particular point in time. Explain that an alibi is an explanation of where a person was at the time a crime was committed (which demonstrates a suspect could not have committed the crime in question). For example:

My grammar book was stolen early last night.

In response to this cue, students construct alibis, or explanations, of where they were at the time of the crime, thus proving they could not have been responsible for it.

Prepare index cards with events in simple verb forms and corresponding times listed. Using this information, students create alibis for where they were and what they were doing at a particular time by making sentences from the actions and times listed on their cards. For example:

7:00 walk to the grocery store

8:00 meet friend for coffee

9:00 go to movie theater

You can make up a crime, such as the one above, or you can simply ask students to explain what they were doing at a particular time to get the ball rolling. For example:

You: *A crime was committed last night at 7:30. What were you doing?*

OR

You: *I called you at 7:30 last night. What were you doing? Marcella, using the information on your index card, tell me what you were doing.*

Marcella: *I was walking to the grocery store.*

► EXERCISE 28. Looking at grammar.

Page 17. Time: 10 minutes

- Read and explain the direction line.
- Remind students to picture the scenario in their minds to better understand which action was already in progress when interrupted by another action.
- Have students complete as seatwork, and then correct and discuss as a class.

► EXERCISE 29. Looking at grammar.

Page 18. Time: 10 minutes

- Have students complete the cloze autonomously as seatwork.
- Ask students to take turns reading their completed answers aloud.
- Put challenging items on the board.

Optional Vocabulary

issues	blow
breeze	shine

► EXERCISE 30. Let’s talk. Page 18.

Time: 10 minutes

- Put students into pairs and/or small groups.
- Have students discuss both the original sentence and the options that follow.
- Students should be prepared to justify their choices.

► EXERCISE 31. Looking at grammar.

Page 18. Time: 10 minutes

- Ask students to continue working with their partners.
- Remind students that more than one answer may be correct.
- Correct as a class.

► EXERCISE 32. Grammar and speaking.

Page 19. Time: 10–15 minutes

- Have students continue working with their partners.
- Students first complete the cloze with the words given and then perform the conversations.

► EXERCISE 33. Listening. Page 20.

Time: 10–15 minutes

- Have the audio cued and ready to play, and have the listening script handy.

Part I

- Have students keep their book closed while listening to the audio.
- After opening their books, they decide which statements are true and which are false.

Part II

- Play the audio again, and have students complete the sentences with the missing words.
- Correct both parts as a class and read from the listening script as necessary.

Optional Vocabulary

experience intruder
sliding burglar

► EXERCISE 34. Warm-up. Page 21.

Time: 5 minutes

- Ask students what they understand by the word *intention*.
- Lead the warm-up by having students take turns reading an item aloud and determining which uses of the progressive show intentions.

CHART 1-6. Unfulfilled Intentions: *Was / Were Going To*. Page 21. Time: 10 minutes

Students are already familiar with the use of the present progressive to show intentions or plans. Explain that when expressing a past/unfulfilled intention, the tense simply changes to the past.

- Have students tell you things that they had planned to do but didn't, and write them on the board. For example:

Masa was going to study English in Australia, but he chose Boston instead.

Samaya was going to move to Bahrain, but she returned to Saudi.

- Have students take turns reading the example sentences in (a) and (b) from the chart aloud.
- Discuss the explanatory notes, and review the other common verbs that show intention.

► EXERCISE 35. Looking at grammar. Page 21. Time: 10 minutes

- Lead this exercise from the center of the room.
- Have students take turns reading each sentence aloud and then supplying all the appropriate and true sentences.
- Ask students questions about why the sentences not chosen are not possible.
- Correct immediately and write examples on the board.

Optional Vocabulary

ill jewelry resemble

► EXERCISE 36. Writing or speaking. Page 22. Time: 10–15 minutes

- Have students work in pairs or small groups.
- Tell students to complete the sentences while you circulate around the room, meeting with groups and

supplying needed vocabulary and clear, immediate correction as appropriate.

- Have students talk about both the situations and what the tone of these sentences are.
- Discuss the word *excuses* and whether it applies to these situations.

► EXERCISE 37. Check your knowledge. Page 22. Time: 10 minutes

- Have students complete as seatwork.
- Ask students to read the corrected sentences aloud and explain what the error was and why it is ungrammatical.

Optional Vocabulary

engine concentrate startle

► EXERCISE 38. Reading and writing. Page 23. Time: 10–20 minutes

- Discuss the terms *journal* and *journal entry*.
- Ask students if they have ever kept a journal and/or diary, whether it is common to do so, and who often keeps such a document.

Part I

- Have students take turns reading sentences from the passage aloud.
- Correct pronunciation immediately, and ask questions about random vocabulary within the text. (Doing this allows students to spontaneously talk about language, showing off what they already know.)

Part II

- Discuss the concept of a first draft with students, and tell them how all good writing needs to be edited.
- Explain that the benefit of a first draft is that it provides a way to put all thoughts down in one place.
- Review the writing tip with students.

Part III

- Show students how to use the editing checklist to their advantage.
- Have students turn in a revised journal entry on starting a new school, job, or situation.

Optional Vocabulary

journal entry announce
confusion comfortable
somewhat notice
embarrassed draft
syllabus edit
interrupt