

CHAPTER 1

The Learning Brain

Humans are weak and slow compared to many other animals. But our human brains set us apart. We are successful because we can think and plan, use complex tools, and adapt to new situations. Some people wonder if we are now creating computers and robots that will someday replace us. This is unlikely as long as we continue to learn and to look for new ways to solve problems. **How do you learn?**

In this chapter, you will

- learn vocabulary related to learning;
- predict before reading;
- brainstorm using a mind map;
- review simple sentences;
- review modals;
- learn how to check and edit your writing;
- write a list of goals and then write it as a paragraph.

GEARING UP

A. Look at the illustration and then answer the questions.

Left and Right Sides of the Brain



- 1 Name something new you would like to learn.

- 2 Which side of your brain would be the most helpful in learning it?

- 3 Name something you learn with the other side of your brain.

- 4 Name something you learn using both sides of your brain.

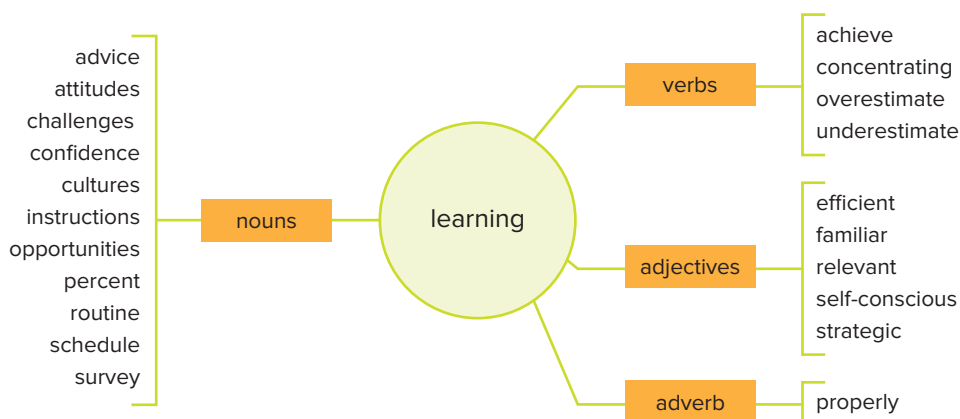
B. Discuss the questions and your answers with a partner.

VOCABULARY BUILD OVERVIEW

Below are the key words you will practise in this chapter. Check the words you understand and then underline the words you use.



These words are from the Longman Communication 3000 and the Academic Word List. See Appendix 1, page 172.



Predicting Before Reading

To predict something means to guess at what might happen. Before you read, look at the different parts of the text. Do the following to help you predict what a text might be about.

- Read the title.
- Read the subtitles.
- Look at the photos.
- Review other graphics, such as diagrams, charts, and tables.

Taking clues from these parts of a text will help you think about the topic. When you read, you can check whether or not your predictions were right. If your predictions were wrong, ask yourself what you may have missed from the clues.

A. Here are the titles of the three readings in this chapter. Choose the answer that best predicts what the reading will be about.

- 1 Reading 1, "Never Too Late to Learn" is about _____.
 - a) how to be on time more often
 - b) what to do when you're late
 - c) how you can learn at any age**
- 2 Reading 2, "Ten Tips and Tricks to Learn Any Language" is about _____.
 - a) the best ways to learn a language**
 - b) the fastest ways to learn a language
 - c) who is able to learn a language
- 3 Reading 3, "How Do You Study?" is about _____.
 - a) missing your exams
 - b) a variety of study tips**
 - c) not studying for exams

- B. Visual clues help you make predictions. Look at the photo at the beginning of Reading 1 (page 8). Now that you have more information, does it change your mind about your choice?

The photo suggests the reading is about _____



Brainstorming Using a Mind Map

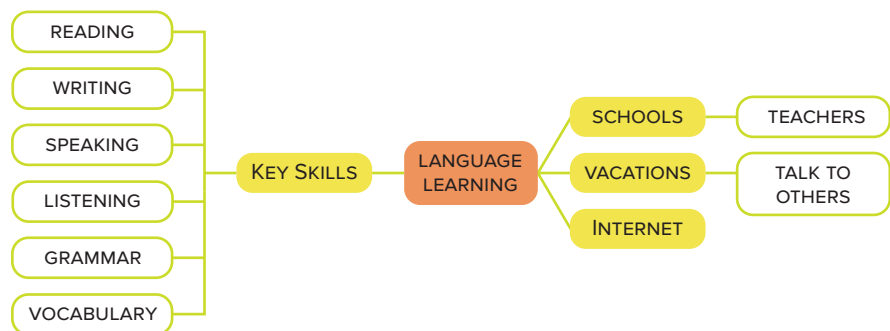
When you brainstorm, especially in a group, you think of new ideas and other ways to solve problems. A mind map works in much the same way: you start with one idea and connect it to other ideas. A mind map is useful for brainstorming ideas.



- A. When you think of a new idea, don't stop to consider whether it is a good one or not—you can do that later. Write three ideas you think about when you read the term *language learning*.

- _____
- _____
- _____

- B. Draw three more bubbles with other ideas about language learning on this mind map. Start from the centre bubble or from one of the other bubbles. For example, next to *Internet*, you might add *language games*.



- C. Mind maps show how ideas relate to each other. Cross out the word that does not belong in each line.

- ① teachers, students, ~~books~~, tutors, professors
- ② colleges, online classes, universities, technical schools, ~~computers~~
- ③ charts, diagrams, ~~magazines~~, illustrations, graphs

READING 1

Never Too Late to Learn

Learning new things can be difficult. Some things, like learning to ride a bicycle, can take weeks. Other things, like learning a second language, can take years. The key is motivation: having reasons to learn something new.

VOCABULARY BUILD

In the following exercises, explore key words from Reading 1.

- A. The word *challenge* can be used as a noun or as a verb. As a noun, it means *something difficult*. As a verb, it means *invite someone to try*. Indicate whether each word in the table is a noun or a verb, or both.

WORDS	NOUN	VERB	BOTH
1 achieve		✓	
2 cultures	✓		
3 instructions	✓		
4 opportunities	✓		
5 percent	✓		
6 survey			✓

- B. Match each word to its definition.

WORDS		DEFINITIONS
1 achieve	<u>e</u>	a) groups with their own customs
2 cultures	<u>a</u>	b) chances for success
3 instructions	<u>d</u>	c) part of 100
4 opportunities	<u>b</u>	d) steps on how to do something
5 percent	<u>c</u>	e) reach a result or objective by skill

- C. What do the words in bold mean to you? Complete the sentences.

- 1 What is something you want to **achieve**?

I want to achieve _____

- 2 What is one **challenge** you face when learning English?

One challenge is _____

- 3 Which is your favourite **culture**?

My favourite culture is _____

- 4 When do you need **instructions**?

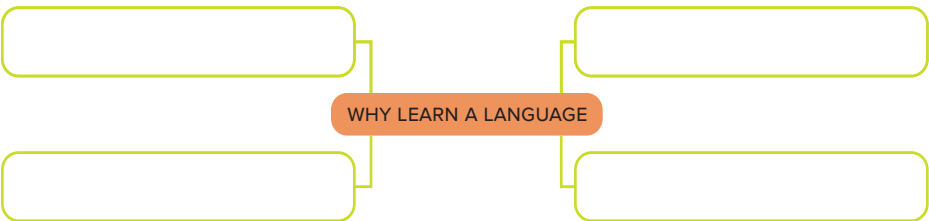
I need instructions _____

- 5 What is a fun **opportunity** you have?

A fun opportunity is _____

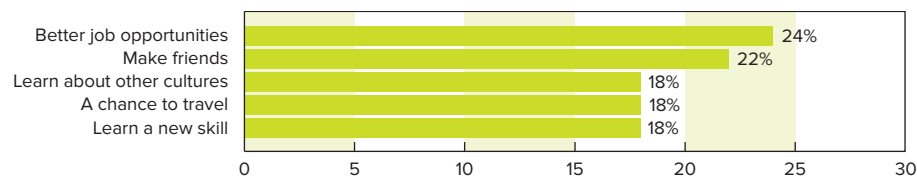
Before You Read

A. Reading 1 mentions reasons students learn a second language. What are your reasons? Brainstorm four reasons and write them in the mind map.



B. Predict one reason you think might be discussed in Reading 1.

C. Look at the bar chart. It is the results of a survey that show what some British students think are the benefits to learning a second language. Indicate whether or not you agree with the results of the survey. Then discuss with a partner.



LEARNING A SECOND LANGUAGE CAN HELP ME ...	AGREE	DON'T AGREE
① get a better job.		
② make friends.		
③ learn about other cultures.		
④ get a chance to travel.		
⑤ learn a new skill.		

While You Read

D. In Focus on Reading (page 4) you made predictions about this reading based on the title and the photo. While you read, check if your predictions were correct.



translate (v.): express words in another language

greater powers (n.): more abilities

determined (adj.): planned with a firm decision

experts (n.): people who know a lot about a topic

participated (v.): involved or took part in

amateur (adj.): not professional

Never Too Late to Learn

Why learn a second language? On a **survey**, 1,001 British teenagers have different reasons. Twenty-four **percent** think a second language could

5 improve their job **opportunities**. Many students get jobs in the service industry, such as working in stores, restaurants, and banks. It's helpful to speak more than one language. Speaking more than one language may also mean they get paid more.

- 10 Many students (22 percent) think a second language can help them make friends. This is because they can talk to people who don't speak their language.

The students also think they can learn about other **cultures** (18 percent). When you speak another language, it's easier to ask questions when you travel. A chance to travel

- 15 is important to 18 percent of students.

A final reason (18 percent) is to learn a new skill. There are probably several parts to this point. A second language can help you:

- find out about skills used by other language speakers, such as how to cook;
- learn in a place where your first language isn't used;

- 20 • **translate instructions** into another language.

But there are other reasons for learning things. When teacher and writer John Holt was forty years old, he wanted to learn something new: how to play the cello. He wrote about it in a book called *Never Too Late*. The book explains the steps Holt took to learn the cello. He wrote about the people he met, and his many **challenges**. Holt said,

- 25 If I could learn to play the cello well, as I thought I could, I could show by my own example that we all have **greater powers** than we think; that whatever we want to learn or learn to do, we probably can learn; that our lives and our possibilities are not **determined** and fixed by what happened to us when we were little, or by what **experts** say we
- 30 can or cannot do. (p. 185)

What Holt means is that many people do not try something new, like learning a language, because they think they are too old. Sometimes they don't try because experts say it's too difficult.

- Holt practised the cello three to four hours a day. He took lessons, read music
- 35 magazines, went to concerts, and played music with friends. He **participated** in two **amateur** orchestras. He listened to music played by great cello players. After a year, a friend asked, "Would you teach my young son?"

Holt was surprised. "I'm barely a beginner!" he said. But he started to teach the student. Teaching also helped Holt improve.

- 40 The students in the survey felt good when they learned another language. This is the best reason to learn a second language or to learn anything else: to challenge yourself and **achieve** something new.

(459 words)



Vocabulary Tip:
Read words in context.
Guess the meaning
of a word from
the words around it.



Reference

Holt, J. (1991). *Never too late: My musical life story*. New York: Addison-Wesley.

E. Indicate whether these statements are true or false, according to the text.

STATEMENTS	TRUE	FALSE
1 Many students think a second language could improve their job opportunities.	✓	
2 Learning about other cultures is not important to the students.		✓
3 One practical skill was to be able to translate instructions.	✓	
4 John Holt learned to play the cello because experts said he could.		✓
5 To learn the cello, Holt tried many different things, such as playing music with friends.	✓	
6 Holt was not surprised to be asked to teach a young student.		✓

F. Choose the word or phrase in parentheses that best completes each sentence.

- ① Students think about travelling to countries where English (is / is not) spoken.
- ② Translating instructions might be useful for (medical / grammar) problems.
- ③ A beginner (cannot / can) teach others.
- ④ Learning a second language or learning the cello are both (easy / difficult).
- ⑤ Learning something new helps you to (achieve / lose) something.



Reviewing Simple Sentences

A sentence begins with a capital letter and ends with a punctuation mark—a period (.), a question mark (?), or an exclamation mark (!). Most sentences are short, and not complex. A simple sentence only needs a subject and a verb to be a complete thought.

Examples: Holt was surprised.

subject verb

A final point on the survey is a sense of achievement.

↑ subject ↑ verb

Students chose three main reasons.

↑ ↑
subject verb

This example has a compound subject and a compound verb but it's still a simple sentence.

Holt and his student studied and practised.

↑ ↑ ↑ ↑

compound subject compound verb

A simple sentence is called *an independent clause* because it stands on its own.

A. Unscramble these words to write simple sentences. Remember to capitalize the first word of each sentence.

- ① language / how / you / do / your / learn / first /?

*How do you **learn** your first language?*

- ② hear / practise / you / you / what /.

*You **practise** what you hear.*

- ③ create / in / head / rules / your / you /.

*You **create** rules in your head.*

- ④ make / you / and / frequent / mistakes / common /.

*You **make** frequent and common mistakes.*

- ⑤ learn / you / mistakes / your / from /.

*You **learn** from your mistakes.*

- ⑥ help / mistakes / improve / to / you /.

*Mistakes **help** you to improve.*

B. Read your sentences again. Highlight the subject and circle the verb in each one.

C. Write three simple sentences about *learning*. Check your sentences with a partner.

- ① _____
② _____
③ _____



READING 2

Ten Tips and Tricks to Learn Any Language

Some people speak many languages. Reading 2 is based on an interview with Matthew Youlden. He speaks nine languages and understands many others. His brother Michael speaks many languages too. Read Mathew's tips for learning a new language.

VOCABULARY BUILD

In the following exercises, explore key words from Reading 2.

A. Fill in the blanks with the correct words to complete the sentences.

advice	confidence	properly	self-conscious
attitudes	familiar	relevant	

- ① I wasn't aware of the **relevant** rule about late assignments.
② The best **advice** is to treat others the way you want to be treated.

- 3 People can be self-conscious about the opinions of others.
- 4 People's attitudes toward language learning are often old.
- 5 If you don't have confidence, you may not want to try new things.
- 6 To study properly, most people need a quiet place.
- 7 Are you familiar with the other students in your class?

B. The word *properly* is an adverb. Adverbs describe verbs. You can change adjectives into adverbs by adding *-ly*. Write each adjective as an adverb.

- | | |
|--------------------------------|--|
| 1 confident <u>confidently</u> | 3 relevant <u>relevantly</u> |
| 2 familiar <u>familiarly</u> | 4 self-conscious <u>self-consciously</u> |

C. What do the words in bold mean to you? Complete the sentences.

- 1 What **advice** can you give another student?

My advice is _____

- 2 What do you have **confidence** doing?

I have confidence _____

- 3 Which subjects in college are you **familiar** with?

I'm familiar with _____

- 4 When do you have to write **properly**?

I have to write properly _____

- 5 What course in college is **relevant** to your future job?

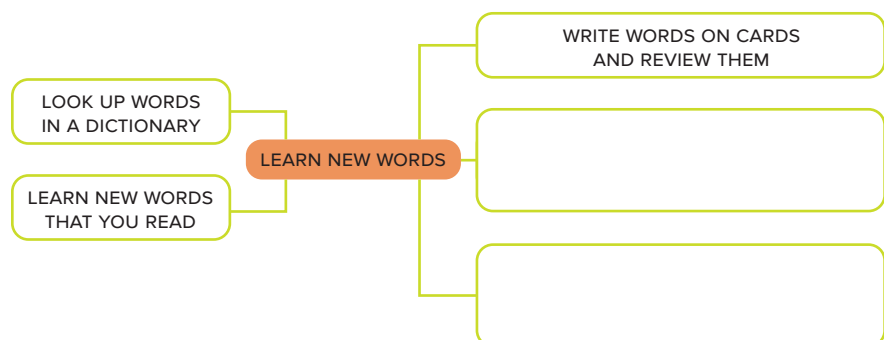
The relevant course is _____

Before You Read

A. Look at the photo and predict how it might relate to Reading 2. Complete the sentences. *Answers can vary. Here are some examples.*

- 1 The woman looks happy.
- 2 The photo shows many languages.
- 3 Reading 2 is about learning new languages.

B. What are good ways to learn new words? Look at the mind map and brainstorm two other ideas. Discuss with a partner.



While You Read

C. While you read, underline the tips. Read a second time and circle the tips that are most useful to you.

Ten Tips and Tricks to Learn Any Language

fluently (adv.): quickly and easily

motivated (adj.): encouraged to do something

myth (n.): old story

comfort zone (n.): in control, comfortable

constantly (adv.): all the time

imitate (v.): copy someone else

Matthew Youlden can speak nine languages **fluently**. But he can understand a dozen or so more. How could you learn to speak another language? These ten tips are Youlden's **advice**.

5 1. Know why you learn.

You need a good reason to learn another language. In fact, you should think of many reasons to learn a new language.

2. Find a partner.

Matthew learned several languages with his brother Michael. They started with Greek at age eight. They were very **motivated**. You should have someone to speak to. Your partner can help you keep learning.

15 3. Talk to yourself.

When you can't speak to anyone else, talk to yourself. You should practise to remember new words and phrases. This can build your **confidence**.

20 4. Keep it **relevant**.

Talking to people can help make learning relevant for you. You have to use a new language to learn it. Use it in everyday settings.

5. Have fun.

Be creative with your new language. Think of fun ways to practise. You could write a poem or simply talk to strangers.

6. Act like a child.

The idea that children are better learners than adults is a **myth**. But learn the **attitudes** of children. Don't be **self-conscious**. Play in the language and be willing to make mistakes. You can learn though mistakes.

30 7. Leave your **comfort zone**.

Don't be afraid to try new things. You can talk to strangers, ask for directions, order food, or try to tell a joke.

8. Listen.

Learn to listen before you speak. Every language can sound strange the first time you hear it. The more you hear it, the more **familiar** it becomes, and the easier it is to speak it **properly**. The best way to learn could be to hear new sounds **constantly**.

9. Watch people talk.

Different languages need you to use your tongue, lips, and throat in different ways. Pronunciation uses both your body and your brain. Look at people saying new words and sounds. Watch them in person or on video. Then you should try to **imitate** their sounds.



dive in (v.): get completely involved in something

10. **Dive in.**

Is there a best way to learn? You should practise your new language every single day. You will want to remember as much as possible right from the start. So if you learn
45 something, try to use it all day. As the week progresses, try to think in the new language, try to write in it, and try to speak it to yourself.

(409 words)

Reference

Jordan, J-E. (2016). Ten tips and tricks to learn any language. *Babbel Magazine*. Retrieved from <https://www.babbel.com/en/magazine/10-tips-from-an-expert>

After You Read

D. Choose the phrase that best completes each sentence, according to the text.

- 1 People who have a good reason to learn another language are _____.
 - a) less likely to be motivated
 - b) likely to ignore motivations
 - ☒ c) more likely to be motivated
- 2 Matthew and Michael are brothers who _____.
 - a) don't speak the same languages
 - ☒ b) studied languages together
 - c) only speak Greek together
- 3 Speaking to yourself is one way of _____.
 - a) not having to listen to others
 - ☒ b) practising when you are alone
 - c) asking questions
- 4 Writing a poem in a new language is _____.
 - ☒ a) a fun way to practise
 - b) required for university
 - c) a common test strategy
- 5 It's a myth that children learn languages _____.
 - ☒ a) more easily than adults
 - b) less easily than adults
 - c) as frequently as adults
- 6 Listening to a new language makes it _____.
 - a) more difficult to speak properly
 - b) difficult to speak your own language
 - ☒ c) easier to speak it properly



- E. Read tips 9 and 10 again. Choose the best summary of the two tips.
- ☐ Imitate sounds you know by ignoring people's facial expressions and practise when with others.
 - ☒ Learn new sounds by imitating people's facial expressions and practise as much as you can.
 - ☐ Imitate new sounds in your first language by practising new facial expressions once a week.
- F. Check the reasons why you might *not* follow some of the tips.
- ☐ You are too shy to talk to other people.
 - ☐ You don't have the time.
 - ☐ You might not know anyone to talk to.
 - ☐ People may not want to talk to you.
 - ☐ You don't need to learn another language.



Modals: *Can, Could, Should, Have to*

Reading 2 has many examples of *can, could, should, and have to*. These words are *modals*. A modal is an auxiliary verb used with a main verb. Modals add meaning to sentences.

MODALS	MEANINGS	EXAMPLES
can	permission: you have a choice	You can use my dictionary while you study.
	ability: you are able to do something	You can get better grades if you study.
could	possibility: you do something if you want to	You could study this afternoon.
should	suggestion or advice: you make the right choice for you	You should study for your test.
have to	obligation: you have no choice	You have to study to pass your exam.

A. Choose the modal in parentheses that correctly completes each sentence.

- 1 Matthew Youlden (can / could) speak nine languages.
- 2 You (could / should) listen to podcasts to improve a new language.
- 3 You (can / should) have someone to speak to.
- 4 Talking to people (can / have to) keep the learning process relevant for you.
- 5 You (have to / can) use a language to learn it.
- 6 I (could / have to) practise English with a partner.
- 7 When I finish my homework, (can / should) I watch a movie?
- 8 I only have one hour so I (should / have to) study for the English test.
- 9 You (should / have to) look up a new word in the dictionary.
- 10 I know I (can / have to) finish my English homework in twenty minutes.

B. Draw an arrow ↓ to indicate where the modal in parentheses should be placed in each sentence.

- ① (can) I ↓ see the library is closed after school today .
- ② (have to) It doesn't matter because I ↓ finish my homework tonight .
- ③ (could) We ↓ do our homework tomorrow if you want .
- ④ (can) Lisa, ↓ we agree on a time to meet ?
- ⑤ (should) It ↓ be some time before dinner .
- ⑥ (can) We ↓ do our homework at the downtown library, if you like .

WARM-UP ASSIGNMENT

Write a List of Goals

Goals are things you want to do. Language learning goals can help you improve your English or another language.

A. Write a list of your language learning goals. Refer to the Models Chapter (page 164) to see an example of a list and to learn more about how to write one.

B. Use what you learned about writing sentences in Focus on Writing (page 9), and what you learned about modals in Focus on Grammar (page 14). Write four goals that could help you improve your English.

Example: I should improve my English grammar.

- ① I can _____
- ② I could _____
- ③ I should _____
- ④ I have to _____



Use feedback from your teacher and classmates on this Warm-Up Assignment to improve your writing.

C. Check your list. Are all the words spelled correctly? Is your grammar correct?

D. Read your list aloud. Are there any other errors? Make corrections and write your final copy.

E. Share your list with a partner.



READING 3

How Do You Study?

You take many exams. What's the best way to study for an exam? Do you like to study on your own, or with friends? Do you like to study at home, at school, or at the library? Reading 3 suggests you should sometimes take a day off. Why might that be a good way to help prepare for an exam?

VOCABULARY BUILD

In the following exercises, explore key words from Reading 3.

A. Many words are made up of smaller words, such as *over* in *overestimate* and *under* in *underestimate*. Understanding parts of a word can make it easier to understand the whole word. Write the word that matches each definition. If you cannot guess, look up the words *overestimate* and *underestimate* in a dictionary.

_____ *underestimate* _____: think something is smaller or less important than it is

_____ *overestimate* _____: think something is larger or more important than it is

B. Choose the phrase that best completes each sentence. Key words are in bold.

1 When I put studying on my **schedule**, I _____.

- a) know when I will do it
- b) can do it any time I want

2 **Concentrating** on just one subject

means you _____.

- a) will do better in all your subjects
- b) may forget about some subjects

3 A **strategic** way to learn

is _____.

- a) to forget about having any plans
- b) to study the most important things first

4 It's most **efficient** _____.

- a) to leave your studying to the day before a test
- b) to study several times before the day of a test

5 Part of my study **routine** includes

_____.

- a) talking about questions with friends
- b) playing video games with friends

6 I usually overestimate _____.

- a) the time I have to study
- b) how little time I have



C. What do the words in bold mean to you? Complete the sentences.

- 1 What is something you're **concentrating** on?

I'm concentrating on _____

- 2 When are you most **efficient**?

I'm most efficient _____

- 3 What is something you **overestimate**?

I overestimate _____

- 4 What is the most important part of your daily **routine**?

The most important part is _____

- 5 What do you always put on your **schedule**?

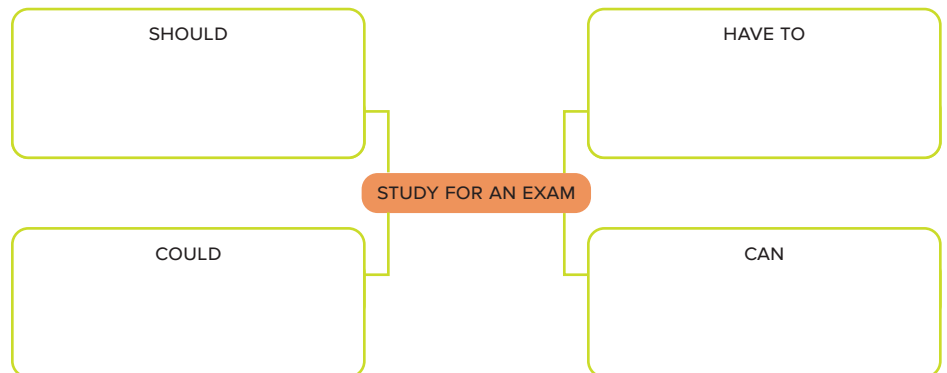
I always put _____ on my schedule.

My eLab 

Visit My eLab to complete Vocabulary Review exercises for this chapter.

Before You Read

A. Think about when you study for an exam. What are things you *should* do, *could* do, *have to* do, and *can* do? Brainstorm to fill in the mind map.



B. Read these tips from Reading 3. For each one, choose the answer that best predicts what the rest of the tip will be about.

- 1 What's worse than being stressed is being around stressed people.

- a) Stressed people can help your chances to study.
- ☒ b) Stressed people can hurt your chances to study.
- c) Stressed people usually study harder than others.

- 2 Don't underestimate your efficiency (how well you work).

- a) It's likely that you are not organized.
- b) Estimating things is a waste of time.
- ☒ c) You are probably quite organized.

- 3 Stick to the 80/20 rule.

- ☒ a) Spend 80 percent of your time on 20 percent of the most important things.
- b) Spend 100 percent of your time on 100 percent of the most important things.
- c) Spend 20 percent of your time on 80 percent of the most important things.



what's = what is

- 4 Don't change your routines too much (even your social plans).
 - a) Your social plans should include studying.
 - b)** It's important to relax and not study all the time.
 - c) If you have a study routine, don't have social plans.
- 5 What's worse than not studying is pretending to study.
 - a) Study even if you are too tired.
 - b) You won't be tired if you study hard.
 - c)** Don't try to study if you are too tired.

While You Read

C. While you read, compare your notes from Before You Read, task A, with the ideas in the text. Underline the things that could help you study.

How Do You Study?

false reality (n.): idea that is not true

ground-breaking (n.): something new and impressive

mental framework (n.): way of thinking about things

Here are a few tips for university students during exam season.

1. What's worse than being stressed is being around stressed people. Don't surround yourself with people who constantly remind you of all the work you haven't done. This is essentially going to create a **false reality** for you—feeling as though you are more behind than you actually are. You end up so concerned with how much work you have, that you don't spend time **concentrating** on *how* and *where* to start studying.
2. Don't underestimate your efficiency.
- 10 Just as it's important not to **overestimate** your ability to study a certain amount of content in a given time, it's equally important to also not **underestimate** yourself. What you may think takes a week to study, may only really be a day's worth of **efficient** work. The key word here is *efficient*. This is no **ground-breaking** idea; the key is developing a **mental framework** to judge your own abilities.



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rational (adj.): reasonable

merits (n.): good points

overhaul (v.): redo completely

accommodate (v.): make room for

15 3. Stick to the 80/20 rule.

Be **rational**, focus 80 percent of your effort on the top 20 percent important concepts, themes, or ideas of your exam content. Only spend 20 percent of your effort on the 80 percent less-important things. Taking an exam is equally **strategic** as it is about the **merits** of your knowledge.

20 4. Don't change your routines too much (even your social plans).

The last thing you want to do is to change your daily **routine**. If you usually hang out with friends on weekends, don't let exams turn you into a hermit crab. It's easy to panic—changing your **schedule** is one way to do this.

There are instances where you have no choice but to **overhaul** your schedule to

25 **accommodate** studying. That's when post-secondary education fails students. But don't give up sleep and social routines.

5. What's worse than not studying is pretending to study.

The amount of time you put into studying is not important. Pretending to study is worse than knowing that you don't know. Don't study if you know that it's just one

30 of those days where your mind is wandering. It's the smarter way.

It's normal not to be able to study sometimes. Take a day off if you have to because then you will be aware of how much you don't know, and also be refreshed.

(387 words)

Houshmand, K. (2014, December 12). How to study for an exam? Take a day off. *Globe and Mail*. Retrieved from <http://www.theglobeandmail.com/news/national/education/how-to-study-for-an-exam-take-a-day-off/article22052326/>

After You Read

D. Indicate which of the following you *should do* and which you *should not do*, according to the text.

STATEMENTS	SHOULD DO	SHOULD NOT DO
❶ Be with people who remind you of the work you haven't done.		✓
❷ Concentrate on <i>how</i> and <i>where</i> to start studying.	✓	
❸ Learn to judge your own abilities.	✓	
❹ Spend 80 percent of the time focused on 20 percent of the most important concepts.	✓	
❺ Change your daily routine.		✓
❻ Give up sleep to study more.		✓
❼ Force yourself to study even if you are having trouble concentrating.		✓
❽ Take a day off.	✓	

E. Check your predictions from Before You Read, task B. Which are correct? Which would you change? Discuss with a partner.

Checking and Editing Your Writing

English grammar has many rules. For example, you must start a sentence with a capital letter and end it with a punctuation mark. When you check your work, follow these rules and other spelling and grammar rules. Here are some ways you can check your work.

- Take a break! It's not easy to check your work right after you write it. Wait a half hour or more and then look at it again. You may see errors.
- Read your work aloud. Sometimes you will hear mistakes.
- Use a computer spell checker, but make sure the dictionary is set to your form of English. American or British English are common, but your country may use a different form.
- Use a computer grammar checker. But check the suggestions. They are not always perfect!



Remember to also look for extra spaces.

A. Circle the error in each sentence and then make the correction.

CORRECTION

- | | | |
|---|---|--------------------------------------|
| 1 | Computers save a lot of time? | <u>Computers save a lot of time.</u> |
| 2 | Rather than go to school, studnts can take classes from home. | <u>students</u> |
| 3 | there are tutors to help students. | <u>There</u> |
| 4 | Suchstudents can work early mornings and late evenings. | <u>Such students</u> |
| 5 | Student can exchange information. | <u>Students</u> |
| 6 | He can help each other solve problems. | <u>They</u> |

B. Edit this paragraph. There are four errors. Cross out each error and write the correction above it.

In
~~in~~ 1929, Margaret Dunning decided to go to university to study business.
was
 But the economy ~~was~~ bad. Instead, Margaret went to work at her mother's
 bank? In 1949, she bought a car and kept it in good condition. When she
 turned 102, a company that sells car parts paid her tuition at the University
complete a
 of Michigan so she could ~~completea~~ degree.



The computer might fix some errors. Look at the corrections and learn from your mistakes.

C. Now that you know more about editing, look again at your Warm-Up Assignment. Are there any errors you missed?

FINAL ASSIGNMENT

Write Your Goals in a Paragraph

Use what you learned in this chapter to write your list of language learning goals in a paragraph.

- A.** Use your list from the Warm-Up Assignment to write a draft of your paragraph.
- B.** You received feedback on your Warm-Up Assignment from your teacher and classmates. Use this feedback to consider how you can improve your writing.
- C.** Build on what you learned in Focus on Writing (page 9). Begin with a simple sentence that introduces your goals.
Example: I have four language learning goals.
- D.** After you write your four goals, end with a sentence that concludes your ideas with something you *can* do, *could* do, *should* do, or *have to* do.
Example: I **can** start working on my goals today.
- E.** Refer to the Models Chapter (page 165) to see an example of a paragraph and to learn more about how to write one.
- F.** Proofread your paragraph. Check your spelling, grammar, and punctuation.
- G.** Read your paragraph aloud. Are there any other errors? Make corrections and write a final copy.



How confident are you?

Think about what you learned in this chapter. Use the table to decide what you should review. Share your answers with a partner.

I LEARNED ...	I AM CONFIDENT	I NEED TO REVIEW
vocabulary related to learning;	<input type="checkbox"/>	<input type="checkbox"/>
to predict before reading;	<input type="checkbox"/>	<input type="checkbox"/>
to brainstorm using a mind map;	<input type="checkbox"/>	<input type="checkbox"/>
about simple sentences;	<input type="checkbox"/>	<input type="checkbox"/>
how to use modals;	<input type="checkbox"/>	<input type="checkbox"/>
how to check and edit my writing;	<input type="checkbox"/>	<input type="checkbox"/>
how to write a list of goals and then write it as a paragraph.	<input type="checkbox"/>	<input type="checkbox"/>

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