



RE-IMAGINING THE CURRICULUM: Meeting the Grammar Needs of Today's Students

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About the audience

Where are you located today?

- A. North America
- B. Central America
- C. South America
- D. Europe
- E. Middle East
- F. Africa
- G. Asia

- **Which area are you in?**
- **Which country?**



About the audience

How many years have you taught ESL or EFL?

- A. 0-3
- B. 4-7
- C. 8-10
- D. 11-15
- E. 16-20
- F. 20+

RE-IMAGINING THE CURRICULUM:

Meeting the Grammar Needs of Today's Students

RE-IMAGINING THE CURRICULUM:

Meeting the **Grammar** **NEEDs**
of Today's Students

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Meeting the **Grammar** **NEEDs** of Today's Students

Consider these 2 questions:

1. What grammar do students need?

NOT:

2. What grammar do teachers think students need?

My Experiences with Grammar:

Teaching English:

- ESL in the US in intensive English programs
- EFL in Saudi Arabia, Malaysia, Japan, Kuwait

Studying Foreign Languages:

- French in high school and university
- Spanish in high school and on my own
- Arabic with a tutor in Saudi Arabia
- Malay by watching TV with subtitles in Malaysia
- Japanese in an intensive Japanese program
- German in the US and in an intensive course in Malaysia
- Lots of self study

Approaches:

- Direct grammar, Indirect Grammar, Speaking, Writing

We know that grammar is important in mastering a new language. Teachers agree. Learners agree. As a result, the curriculum of most programs talks specifically about grammar that their students will study in their courses.

How does your program teach grammar? Perhaps you use a book specifically for grammar, or maybe you use a book with grammar integrated throughout. However, a very important question for teachers to consider in 2017 is which grammar we are teaching. Are we teaching grammar that our students need? Or are we teaching grammar because it is what we learned many years ago.

In today's talk, we will look at the grammar needs of today's students as we consider: (1) verb tenses in academic writing, (2) verb tenses in conversational English, and (3) vocabulary + grammar (the specific vocabulary connected with one grammar focus, modals). We will look at actual examples from student writing and spoken English as well as teaching materials that reflect this new information. In 2017, it is time for all of us TESOL educators to really put our learners' true English needs at the forefront.

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How does your program teach grammar? Perhaps you use a book specifically for grammar, or maybe you use a book with grammar integrated throughout. However, a very important question for teachers to consider in 2017 is which grammar we are teaching. Are we teaching grammar that our students need? Or are we teaching grammar because it is what we learned many years ago.

In today's talk, we will look at the grammar needs of today's students as we consider:

- (1) verb tenses in academic writing,**
- (2) verb tenses in conversational English, and**
- (3) vocabulary + grammar (the specific vocabulary connected with one grammar focus, MODALS).**

We will look at actual examples from student writing and spoken English as well as teaching materials that reflect this new information. In 2017, it is time for all of us TESOL educators to really put our learners' true English needs at the forefront.

POLL: If you can teach and practice only 5, **WHICH 5** would YOU choose?

Verb Tenses in		Academic Writing	
simple present	_____	present progressive	_____
simple past	_____	past progressive	_____
simple future	_____	future progressive	_____
present perfect	_____	pres perf prog	_____
past perfect	_____	past perf prog	_____
future perfect	_____	future perf prog	_____
modals	_____	imperative	_____
past modals	_____		

A REAL Needs Analysis

In your program, which came first?	
a. The curriculum	b. Your textbook
Which SHOULD come first?	WHY?

#1. Verb Tenses in Academic Writing

Which of these do we need?	Which are not needed?
simple present <input type="checkbox"/>	present progressive <input type="checkbox"/>
simple past <input type="checkbox"/>	past progressive <input type="checkbox"/>
simple future <input type="checkbox"/>	future progressive <input type="checkbox"/>
present perfect <input type="checkbox"/>	pres perf prog <input type="checkbox"/>
past perfect <input type="checkbox"/>	past perf prog <input type="checkbox"/>
future perfect <input type="checkbox"/>	future perf prog <input type="checkbox"/>
modals <input type="checkbox"/>	imperative <input type="checkbox"/>
past modals <input type="checkbox"/>	

#1. Verb Tenses in Academic Writing

Uthman Al-Zuhairy, THESIS
Univ of Central Florida 2016

**Frequency of Verb Tenses in
College NW** (English Comp)

**an original corpus of UNIV
STUDENT WRITING**

31 research papers written by
undergraduate students

ENGLISH

size: 103,181 words

papers varied in length from
1,964 words to 6,676 words

#1. Verb Tenses in Academic Writing

Uthman Al-Zuhairy, THESIS
Univ of Central Florida 2016

Frequency of Verb Tenses in
College NW (English Comp)

simple present ___ %

present progressive ___ %

simple past ___ %

past progressive ___ %

simple future ___ %

future progressive ___ %

present perfect ___ %

pres perf prog ___ %

past perfect ___ %

past perf prog ___ %

future perfect ___ %

future perf prog ___ %

modals ___ %

imperative ___ %

past modals ___ %

#1. Verb Tenses in Academic Writing

Uthman Al-Zuhairy, THESIS Univ of Central Florida 2016	Frequency of Verb Tenses in College NW (English Comp)
simple present 50%	present progressive 2%
simple past 29%	past progressive 1%
simple future 2%	future progressive
present perfect 5%	pres perf prog
past perfect 1%	past perf prog
future perfect	future perf prog
modals 10%	imperative
past modals	

#1. Verb Tenses in Academic Writing

Uthman Al-Zuhairy, THESIS Univ of Central Florida 2016	Frequency of Verb Tenses in College NW (English Comp)
simple present 50%	present progressive 2%
simple past 29%	past progressive 1%
simple future 2%	future progressive
present perfect 5%	pres perf prog
past perfect 1%	past perf prog
future perfect	future perf prog
modals 10%	imperative
past modals	

#1. Verb Tenses in Academic Writing

Uthman Al-Zuhairy, THESIS
Univ of Central Florida 2016

Frequency of Verb Tenses in
College NW (English Comp)

simple present **50%**

present progressive **2%**

simple past **29%**

simple future **2%**

present perfect **5%**

modals **10%**

#1. Verb Tenses in Academic Writing

Uthman Al-Zuhairy, THESIS
Univ of Central Florida 2016

Frequency of Verb Tenses in
College NW (English Comp)

simple present **50%**

simple past **29%**

modals **10%**

present perfect **5%**

simple future **2%**

present progressive **2%**

#1. Verb Tenses in Academic Writing

Bushra Qahtani, THESIS Univ of Central Florida 2017	Frequency of Verb Tenses in College NW (HISTORY)
an original corpus of UNIV STUDENT WRITING	130 assignments written by undergraduate students
HISTORY	size: 101,713 words
	(Included two papers from each of the 65 students)

#1. Verb Tenses in Academic Writing

Bushra Qahtani, THESIS Univ of Central Florida 2017	Frequency of Verb Tenses in College NW (HISTORY)
simple present ___ %	present progressive ___ %
simple past ___ %	past progressive ___ %
simple future ___ %	future progressive ___ %
present perfect ___ %	pres perf prog ___ %
past perfect ___ %	past perf prog ___ %
future perfect ___ %	future perf prog ___ %
modals ___ %	imperative ___ %
past modals ___ %	

POLL:

What are the top 3 tenses for HISTORY?

Bushra Qahtani, THESIS Univ of Central Florida 2017	Uthman Al-Zuhairy, THESIS Univ of Central Florida 2016
1. ???	simple present 50%
2. ???	simple past 29%
3. ???	modals 10%
	----- 89% -----
	present perfect 5%
	simple future 2%
	present progressive 2%

#1. Verb Tenses in Academic Writing

Bushra Qahtani, THESIS Univ of Central Florida 2017	Frequency of Verb Tenses in College NW (HISTORY)
simple present ___ %	present progressive ___ %
simple past ___ %	past progressive ___ %
simple future ___ %	future progressive ___ %
present perfect ___ %	pres perf prog ___ %
past perfect ___ %	past perf prog ___ %
future perfect ___ %	future perf prog ___ %
modals ___ %	imperative ___ %
past modals ___ %	

#1. Verb Tenses in Academic Writing

Bushra Qahtani, THESIS Univ of Central Florida 2017	Frequency of Verb Tenses in College NW (HISTORY)
simple present 39%	present progressive 1%
simple past 44%	past progressive 1%
simple future 1%	future progressive
present perfect 1%	pres perf prog
past perfect 2%	past perf prog
future perfect	future perf prog
modals 9%	imperative
past modals 2%*	

#1. Verb Tenses in Academic Writing

Bushra Qahtani, THESIS Univ of Central Florida 2017	Frequency of Verb Tenses in College NW (HISTORY)
simple present 39%	present progressive 1%
simple past 44%	past progressive 1%
simple future 1%	future progressive
present perfect 1%	pres perf prog
past perfect 2%	past perf prog
future perfect	future perf prog
modals 9%	imperative
past modals 2%*	

#1. Verb Tenses in Academic Writing

Bushra Qahtani, THESIS Univ of Central Florida 2017	Frequency of Verb Tenses in College NW (HISTORY)
simple present 39%	
simple past 44%	
past perfect 2%	
modals 9%	
past modals 2%*	

#1. Verb Tenses in Academic Writing

Bushra Qahtani, THESIS Univ of Central Florida 2017	Frequency of Verb Tenses in College NW (HISTORY)
simple past 44%	
simple present 39%	
modals 9%	
past perfect 2%	
past modals 2%*	

#1. Verb Tenses in Academic Writing

Bushra Qahtani, THESIS Univ of Central Florida 2017 HISTORY		Uthman Al-Zuhairy, THESIS Univ of Central Florida 2016 ENGLISH	
simple past	44%	simple present	50%
simple present	39%	simple past	29%
modals	9%	modals	10%
----- 92% -----		----- 89% -----	
past perfect	2%	present perfect	5%
past modals	2%*	simple future	2%
		present progressive	2%

#2. Verb Tenses in Spoken English

- Now we move to SPOKEN ENGLISH.
- Are verb tenses DIFFERENT? Or SIMILAR? HOW?
- Finding a suitable corpus is difficult.
- So what do you predict we will discover about verb tenses in spoken English (compared to the essay writing we just looked at)?
- Let's consider the TV show "Friends" as our corpus

#2. Verb Tenses in Academic Writing

POLL: Predict the top 5 tenses for “Friends”

Frequency of Verb Tenses in Conversation (FRIENDS)

simple present %

present progressive %

simple past %

past progressive %

simple future %

future progressive %

present perfect %

pres perf prog %

past perfect %

past perf prog %

future perfect %

future perf prog %

modals %

imperative %

past modals %

#2. Verb Tenses in Academic Writing

POLL: ANSWERS for the top 5 tenses for “Friends”		Frequency of Verb Tenses in Conversation (FRIENDS)	
simple present	50 %	present progressive	6 %
simple past	13 %	past progressive	2 %
simple future	6 %	future progressive	___ %
present perfect	2 %	pres perf prog	___ %
past perfect	___ %	past perf prog	___ %
future perfect	___ %	future perf prog	___ %
modals	11 %	imperative	9 %
past modals	___ %		

#2. Verb Tenses in Academic Writing

POLL: ANSWERS for the top 5 tenses for “Friends”

Frequency of Verb Tenses in Conversation (FRIENDS)

simple present **50 %**

present progressive **6 %**

simple past **13 %**

past progressive **2 %**

simple future **6 %**

~~future progressive~~ **___ %**

present perfect **2 %**

~~pres perf prog~~ **___ %**

~~past perfect~~ **___ %**

~~past perf prog~~ **___ %**

~~future perfect~~ **___ %**

~~future perf prog~~ **___ %**

modals **11 %**

imperative **9 %**

~~past modals~~ **___ %**

#2. Verb Tenses in Academic Writing

POLL: ANSWERS for the top 5 tenses for “Friends”

Frequency of Verb Tenses in Conversation (FRIENDS)

simple present **50 %**

present progressive **6 %**

simple past **13 %**

past progressive **2 %**

simple future **6 %**

present perfect **2 %**

modals **11 %**

imperative **9 %**

#2. Verb Tenses in Academic Writing

POLL: ANSWERS for the top 5 tenses for “Friends”

Frequency of Verb Tenses in Conversation (FRIENDS)

simple present **50 %**

simple past **13 %**

modals **11 %**

imperative **9 %**

simple future **6 %**

present progressive **6 %**

present perfect **2 %**

past progressive **2 %**

#2. Verb Tenses in Academic Writing

ENGLISH (written)		HISTORY (written)		<i>Friends</i> (spoken)	
simple present	50 %	simple past	44 %	simple present	50 %
simple past	29 %	simple present	39 %	simple past	13 %
modals	10 %	modals	9 %	modals	11 %
present perfect	5 %	past perfect	2 %	imperative	9 %
simple future	2 %	past modals	2 %*	simple future	6 %
present progressive	2 %			present progressive	6 %
				present perfect	2 %
				past progressive	2 %

#3. Grammar + Vocabulary

Traditional View:

*Grammar and vocabulary
are separate linguistic creatures*

More Recent Findings

**Certain lexical/vocabulary items tend to
co-occur with certain grammar points**

#3. Grammar + Vocabulary

Example of Connection between Grammar and Vocabulary

Grammar:

HOW MANY is used with COUNT NOUNS

Vocabulary:

What do YOU think are 8 nouns that are common collocations for “HOW MANY”?

1. _____
2. _____
3. _____
4. _____

5. _____
6. _____
7. _____
8. _____

#3. Grammar + Vocabulary

Example of Connection between Grammar and Vocabulary

Grammar:

HOW MANY is used with COUNT NOUNS

Vocabulary:

1. *people*

2. *times*

3. *years*

4. *hours*

5. *children*

6. *kids*

7. *women*

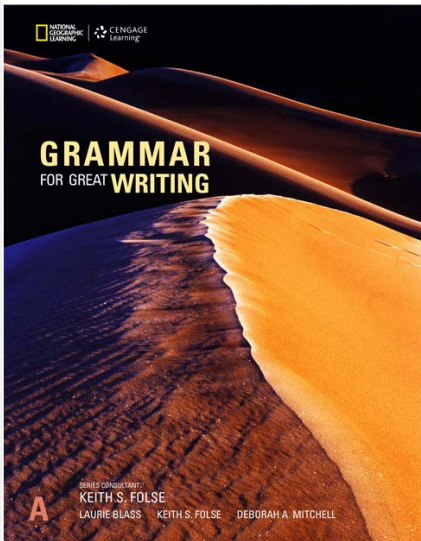
8. *days*

What can you tell me about ...

MODALS

Today we learned that
modals are very important:

- *10% of written academic*
- *11% of spoken conversation*
- *3rd behind present and past tenses*
- *More common than 10 of the 12 tenses*

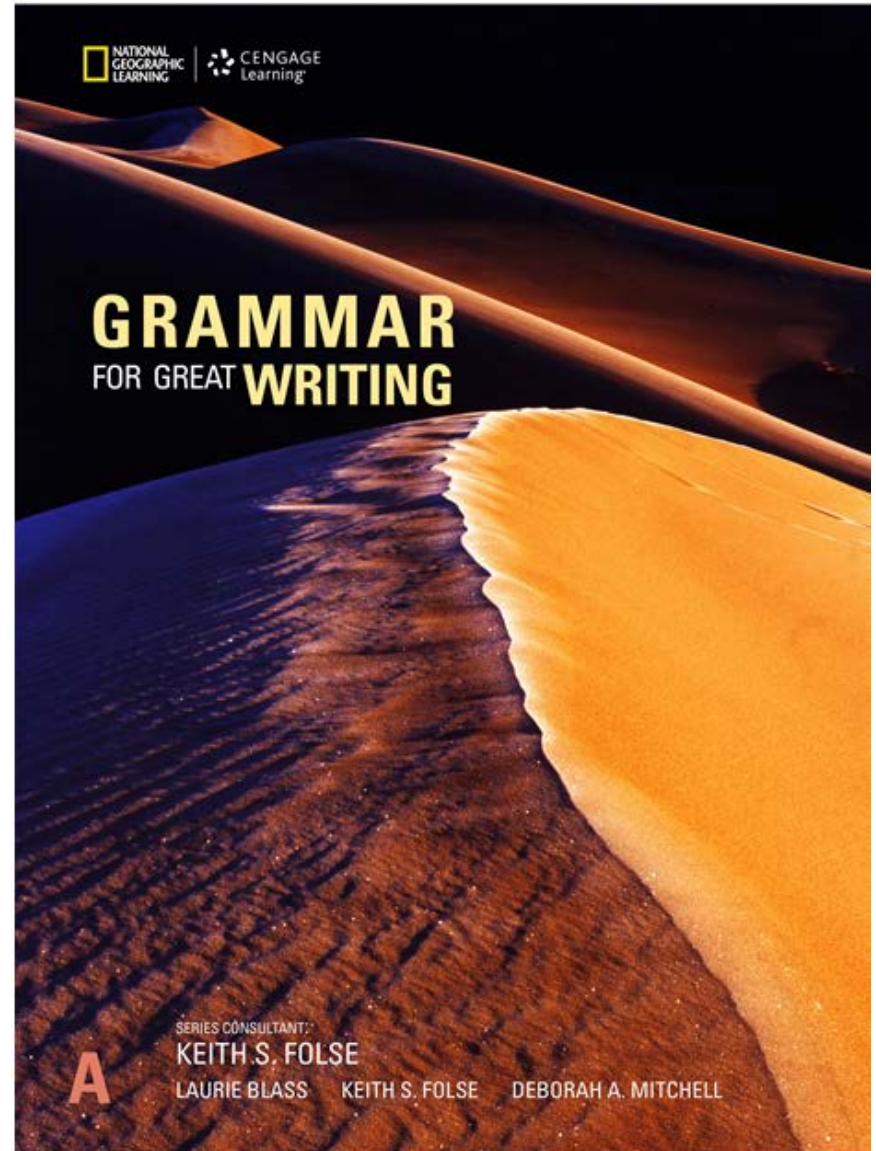


3 TASKS
from
Grammar for
Great Writing

BOOK A

Unit 10:

**“WRITING with
MODALS”**



Task 1:

Common Uses of Grammar

Look at p. 125: Common Uses

8

9

10

**Not the usual way to talk about
MODALS**

Using Modals, p. 125

10.3 Using Modals (continued)

<p>7. The negative forms of <i>must</i> and <i>have to</i> change the meanings:</p> <p>a. <i>Must not</i> means something is prohibited.</p> <p>b. <i>Do/Does/Did not have to</i> means something is not necessary.</p>	<p>Audience members must not cheer or yell during the televised debate.</p> <p>Florence Nightingale did not have to work, yet she wanted to be a nurse.</p>
<p>8. Modals are useful in a conclusion to make a suggestion or give advice.</p>	<p>Since we need more schools, we should vote for the new bond. (<i>suggestion, recommendation</i>)</p> <p>Since we need more schools, we must vote for the new bond. (<i>necessity, very strong advice</i>)</p>
<p>9. Modals are useful at the end of a survey or scientific research to show a future possibility.</p>	<p>The results of this survey could be very useful for planning future activities.</p>
<p>10. The modals <i>can</i>, <i>could</i>, <i>may</i>, and <i>should</i> are useful in opinion writing. They can help to make the writer sound more believable.</p>	<p>Eating fresh fruit for breakfast results in weight loss. (<i>not always true; not believable</i>)</p> <p>Eating fresh fruit for breakfast may result in weight loss. (<i>more believable</i>)</p>

Notes

1. *Can* is the most frequently used modal in academic writing. *May* occurs more frequently than *could*. (Corpus of Contemporary American English (Davies 2008–))
2. *May* and *could* are both used to indicate future possibility. In most contexts, *may* is more certain than *could*. However, in the negative, *could not* means a past or present impossibility, but *may not* indicates it is uncertain.
They **could not complete** the report. (*past impossibility*)
They **may not complete** the report. (*uncertainty*)

Using Modals, p. 125

8. Modals are useful in a conclusion to make a suggestion or give advice.

Since we need more schools, we **should vote** for the new bond. (*suggestion, recommendation*)

Since we need more schools, we **must vote** for the new bond. (*necessity, very strong advice*)

Using Modals, p. 125

9. Modals are useful at the end of a survey or scientific research to show a future possibility.

The results of this survey **could be** very useful for planning future activities.

Using Modals, p. 125

10. The modals *can*, *could*, *may*, and *should* are useful in opinion writing. They can help to make the writer sound more believable.

Eating fresh fruit for breakfast results in weight loss. (*not always true; not believable*)

Eating fresh fruit for breakfast **may result** in weight loss. (*more believable*)

Task 2a: Language / Vocabulary

Look at p. 123: Activity 1

How is the language in this exercise different from what is in your (usual) grammar books?

Task 2a:

Language/Vocabulary, p. 123

ACTIVITY 1

Read each sentence. Find the modal and verb combinations. Write *M* above the modal and *V* above the verb.

1. Most vegetables need full sun to grow well, but lettuce can grow in part shade.
2. Because water is important for life, we should not pollute our rivers and lakes.
3. A child with a peanut allergy could have a serious reaction after eating a peanut butter cookie.
4. For food safety reasons, refrigerator temperatures must be at or below 41 degrees Fahrenheit.
5. Although penguins are classified as birds, they cannot fly.
6. In order to find ancient jewelry, archaeologists have to look through the dirt very carefully.
7. Recent studies show that young adults should get seven to nine hours of sleep per night.
8. A glider pilot has to use air currents to keep the glider in the air.



Task 2a:

Language/Vocabulary, p. 123

ACTIVITY 1

Read each sentence. Find the modal and verb combinations. Write *M* above the modal and *V* above the verb.

1. Most vegetables need full sun to grow well, but lettuce can grow in part shade.
2. Because water is important for life, we should not pollute our rivers and lakes.

Task 2a:

Language/Vocabulary, p. 123

ACTIVITY 1

Read each sentence. Find the modal and verb combinations. Write *M* above the modal and *V* above the verb.

3. A child with a peanut allergy could have a serious reaction after eating a peanut butter cookie.
4. For food safety reasons, refrigerator temperatures must be at or below 41 degrees Fahrenheit.

Task 2b:

Academic Vocabulary

Look at p. 129: Activity 5:

Can you think of how to connect grammar and vocabulary?

Lexico-grammar:

Grammar that occurs with certain vocabulary.

These combinations are NOT ACCIDENTAL!

COCA: Corpus of Contemporary American English

Task 2b:

Academic Vocabulary, p. 129

Academic Vocabulary

Verbs Frequently Used with *Can* in Academic Writing

be	have	lead	provide	take
do	help	make	see	use

Source: Corpus of Contemporary American English (Davies 2008-)

ACTIVITY 5 Vocabulary in Academic Writing

Use the academic vocabulary with *can* to complete the sentences.

Subject Area	Example from Academic Writing
Sociology	1. By doing volunteer work, we _____ a difference in the lives of others.
Biology	2. Some birds, such as the crow, _____ sticks and rocks to acquire food in nature.
Nursing	3. Studies show that being overweight _____ to diabetes and heart problems.
Communication	4. Certainly, most global corporations _____ things to improve their image.
Linguistics	5. Acquiring correct pronunciation _____ difficult for adult second language learners.
Ecology	6. After a forest fire, it _____ years for the forest to return.
Earth Science	7. The waves and tides of the ocean _____ energy.
Astronomy	8. With more powerful telescopes, astronomers _____ the moons of Saturn.
Education	9. Small trips outside of the classroom _____ students learn about careers.
Health	10. Doctors believe that stress _____ a significant impact on an individual's health.

Task 2b:

Academic Vocabulary, p. 129

Academic Vocabulary

Verbs Frequently Used with *Can* in Academic Writing

be	have	lead	provide	take
do	help	make	see	use

Source: Corpus of Contemporary American English (Davies 2008–)

Task 2b:

Academic Vocabulary, p. 129

Verbs Frequently Used with *Can* in Academic Writing

be	have	lead	provide	take
do	help	make	see	use

Source: Corpus of Contemporary American English (Davies 2008–)

ACTIVITY 5 Vocabulary in Academic Writing

Use the academic vocabulary with *can* to complete the sentences.

Subject Area

Sociology

Example from Academic Writing

1. By doing volunteer work, we _____ a difference in the lives of others.

Task 2b:

Academic Vocabulary, p. 129

Verbs Frequently Used with *Can* in Academic Writing

be	have	lead	provide	take
do	help	make	see	use

Source: Corpus of Contemporary American English (Davies 2008–)

ACTIVITY 5

Vocabulary in Academic Writing

Use the academic vocabulary with *can* to complete the sentences.

Subject Area

Biology

Example from Academic Writing

2. Some birds, such as the crow, _____ sticks and rocks to acquire food in nature.

Task 2b:

Academic Vocabulary, p. 129

Verbs Frequently Used with *Can* in Academic Writing

be	have	lead	provide	take
do	help	make	see	use

Source: Corpus of Contemporary American English (Davies 2008–)

ACTIVITY 5

Vocabulary in Academic Writing

Use the academic vocabulary with *can* to complete the sentences.

Subject Area

Nursing

Example from Academic Writing

3. Studies show that being overweight

_____ to diabetes and heart problems.

Task 3:

Controlled Composing in Steps

Look at p. 132: Activity 8

- **Editing to IMPROVE, not just CORRECT.**
(What does this mean? Why is it important?)

Students work individually; then check in groups.

10 steps:
mostly controlled, some offer more leeway

Task 3:

Steps to Composing, p. 132

ACTIVITY 8 Steps to Composing

Read the paragraph. Then follow the directions in the 10 steps to edit the information and composition of the paragraph. Write your revised paragraph on a separate sheet of paper. Be careful with capitalization and punctuation. Check your answers with the class.

CAUSE-EFFECT PARAGRAPH

Dangers of Medicines for Babies

¹ Common cold and cough medicines can be life threatening to a baby. ² As a result, it is important for parents to be very careful when giving any kind of medicine to a baby. ³ One common drugstore medicine for a cold or fever is aspirin. ⁴ Aspirin can cause Reye's syndrome, which in turn can cause a baby's death. ⁵ Orange-flavored children's cold and cough medicines are also available at drugstores and some grocery stores, but these attractive medicines are not for children under the age of two. ⁶ They may cause a baby's heart rate to become very low and bring about unconsciousness. ⁷ Another danger is with honey. ⁸ Even though honey is a food, many adults and children use honey as a remedy for coughs, but it is very dangerous to a baby. ⁹ Honey can have bacteria that babies do not digest. ¹⁰ This can cause serious weakness and breathing problems. ¹¹ For these reasons, parents need a doctor's advice before giving any medicine to a baby.

1. In sentence 2, use a modal. Change the main clause of sentence 2 by replacing *it is important for parents to* with *parents should*, which uses the modal for giving advice.
2. Add more descriptive details to sentence 3. After the word *for*, add *the aches and pains of*.
3. Connect sentence 3 and 4 with the word *but* to contrast the two ideas. Change the period to a comma, and use a lower-case *a* for *aspirin*.
4. In sentence 4, the phrase *can cause* is used twice. Replace the second one with *could lead to*, which shows future possibility.
5. In sentence 5, replace *not* with *never* to give a more specific meaning.
6. In sentence 6, the modal *may* means uncertainty. Change the modal so the verb shows ability.

Task 3:

Steps to Composing, p. 132

CAUSE-EFFECT PARAGRAPH

Dangers of Medicines for Babies

¹ Common cold and cough medicines can be life threatening to a baby. ² As a result, it is important for parents to be very careful when giving any kind of medicine to a baby. ³ One common drugstore medicine for a cold or fever is aspirin. ⁴ Aspirin can cause Reye's syndrome, which in turn can cause a baby's death. ⁵ Orange-flavored children's cold and cough medicines are also available at drugstores and some grocery stores, but these attractive medicines are not for children under the age of two. ⁶ They may cause a baby's heart rate to become very low and bring about unconsciousness. ⁷ Another danger is with honey. ⁸ Even though honey is a food, many adults and children use honey as a remedy for coughs, but it is very dangerous to a baby. ⁹ Honey can have bacteria that babies do not digest. ¹⁰ This can cause serious weakness and breathing problems. ¹¹ For these reasons, parents need a doctor's advice before giving any medicine to a baby.

Task 3:

Steps to Composing, p. 132

CAUSE-EFFECT PARAGRAPH

Dangers of Medicines for Babies

¹ Common cold and cough medicines can be life threatening to a baby. ² As a result, it is important for parents to be very careful when giving any kind of medicine to a baby. ³ One common drugstore medicine for a cold or fever is aspirin. ⁴ Aspirin can cause Reye's syndrome, which in turn can cause a baby's death. ⁵ Orange-flavored children's

1. In sentence 2, use a modal. Change the main clause of sentence 2 by replacing *it is important for parents to* with *parents should*, which uses the modal for giving advice.

Task 3:

Steps to Composing, p. 132

CAUSE-EFFECT PARAGRAPH

Dangers of Medicines for Babies

¹ Common cold and cough medicines can be life threatening to a baby. ² As a result, it is important for parents to be very careful when giving any kind of medicine to a baby. ³ One common drugstore medicine for a cold or fever is aspirin. ⁴ Aspirin can cause Reye's syndrome, which in turn can cause a baby's death. ⁵ Orange-flavored children's

2. Add more descriptive details to sentence 3. After the word *for*, add *the aches and pains of*.

Task 3:

Steps to Composing, p. 132

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3. Connect sentence 3 and 4 with the word *but* to contrast the two ideas. Change the period to a comma, and use a lower-case *a* for *aspirin*.

Task 3:

Steps to Composing, p. 132

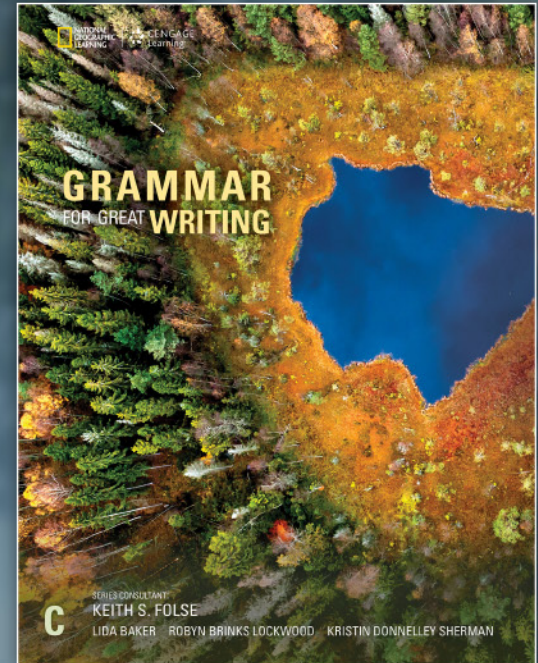
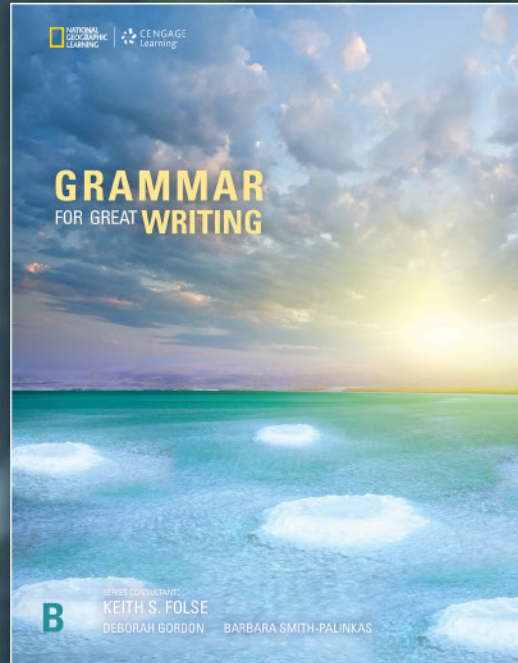
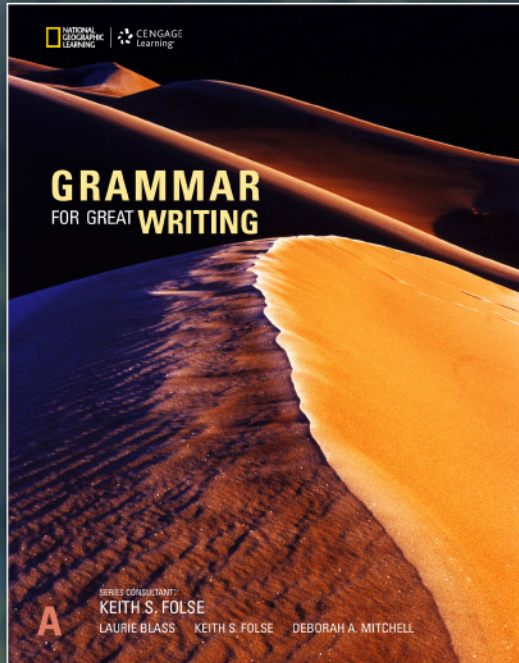
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4. In sentence 4, the phrase *can cause* is used twice. Replace the second one with *could lead to*, which shows future possibility.

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