

GRAMMAR / Adjective Clauses

INSTRUCTIONS FOR THE TEACHER

This exercise is a supplement to the exercises of *In Charge 1*, Unit 7, pages 85 through 88.

1. To begin with, ask your students if any of them can use both hands with equal ease. Explain that this is referred to as *ambidexterity* or being *ambidextrous*.
2. Distribute the Student Worksheet to your students. Have them read the passage and then complete the three-part exercise:
 - a. fill in the blanks with the appropriate relative pronouns;
 - b. underline the adjective clauses;
 - c. add commas to the non-identifying adjective clauses.
3. Divide the students into pairs to compare their answers.
4. Review the answers as a class.
5. An answer key is provided for the Student Worksheet.



GRAMMAR / Adjective Clauses

Student Worksheet

Name: _____

Read these paragraphs on *ambidexterity* and do the following:

- Fill in the blanks with relative pronouns: *that, which, who, whom, whose*
- Underline the remaining part of the adjective clauses.
- Put commas around the non-identifying adjective clauses.

People (1) who can use both of their hands equally well are called ambidextrous. Ambidexterity can be extremely advantageous to athletes (2) _____ sports require an equal amount of dexterity in both hands, and sometimes feet, as well.

Ambidexterity is beneficial for artists as well. The famous artist Michelangelo (3) _____ painted the ceiling of the Sistine Chapel was able to substitute one hand for the other when one of his hands got tired. Another famous artist from the 1800s, Landseer, was able to work on two completely different drawings at the same time, one with each hand, (4) _____ must have enabled him to complete his work faster.

Perhaps even more extraordinary were the skills of the 20th U.S. president, James Garfield, (5) _____ never failed to amaze all who witnessed it. Garfield was not only able to write different things with two hands at the same time (6) _____ alone is quite a feat but he could write in Greek with the left hand and in Latin with the right.

Speaking of Greek, the Greeks were aware of the great benefits of ambidexterity in both sports and in battle. They even created a style of writing (7) _____ combined right to left and left to right eye movement. In addition to being more efficient, it was believed by some that this type of reading might help to balance the two hemispheres of the brain (8) _____ some believe is necessary for true ambidexterity.



GRAMMAR / Adjective Clauses
Answer Key

1. **who** can use both of their hands equally well
2. **whose** sports require an equal amount of dexterity in both hands, and sometimes feet as well
3. ,**who** painted the ceiling of the Sistine Chapel,
4. **which** must have enabled him to complete his work faster
5. **that** never failed to amaze all who witnessed it
6. , **which** alone is quite a feat,
7. **that** combined right to left and left to right eye movement
8. **which** some believe is necessary for true ambidexterity



SPEAKING / Using Your Non-Dominant Hand

INSTRUCTIONS FOR THE TEACHER

These exercises are a supplement to *In Charge 1*, Unit 7.

1. Distribute the Student Worksheet for Part 1 to your students. Have them fill out the table in class or at home. Note that the last entry may have to be filled out at home or during lunch. If you want to do the exercise all in class, delete that item.
2. Hand out the Student Worksheet for Part 2. Put your students into groups of five to ten. Hand each group one clean Part 1 Student Worksheet. One student should take notes, recording how each of his or her group members filled out the chart. Finally, have students discuss the questions in Part B.
3. Following the group discussion, you may want to have groups share their lists of activity characteristics with the class.



**SPEAKING / Using Your Non-Dominant Hand
Student Worksheet**

Name: _____

Part 1

Using your non-dominant hand (left hand for right-handed people and right hand for left-handed people) do as many of the following as possible. Check the appropriate column.

Task	Easy	Manageable	Difficult	Very difficult
Comb or brush your hair.	√			
Get some money out of a wallet.				
Flip a coin in the air.				
Button and unbutton a couple of buttons on a shirt, coat, or sweater.				
Thread your belt, or someone else's, through the belt loops the opposite way.				
Copy the sentence above onto a piece of paper.				
Paper clip some papers together.				
Throw a wadded-up piece of paper into a trash basket.				
Throw a wadded-up piece of paper to another student.				
Catch a wadded-up piece of paper.				
Write your signature.				
Draw a picture of a tree.				
Eat some soup, salad, pasta, ice cream or yogurt.				

Part 2

A. Get into groups of five to ten to take a survey. Your teacher will give you a fresh table. Take a tally of the activity ratings of the students. Put a tally mark in the manageable column if a student rated the activity as easy or manageable. Put a tally mark in the difficult column if a student rated the activity as difficult or very difficult.

B. Now discuss the following questions.

1. Compare the activities that many students found difficult with those that many found easy. Discuss what you think the differences between the two categories of activities might be. Make a list of those differences.
2. Imagine a friend of yours broke the wrist of his/her dominant hand. What advice, tips, or comforting words can you think of to give your friend?



VOCABULARY**INSTRUCTIONS FOR THE TEACHER**

These exercises are a supplement to *In Charge 1*, Unit 7.

Part 1

1. Distribute Part 1 (word formation chart) of the Student Worksheet to your students. Have them fill out the word formation chart. They should use a monolingual dictionary as needed. Point out that they may find a different form of the word in the dictionary. Depending on how the dictionary is organized, other forms may appear somewhere in the definition or as a separate headword. If the students are using different dictionaries, it might be worthwhile to look at the introduction to see how each dictionary works in this regard.
2. Separate your students into pairs to compare answers.
3. Part 1 can become a lengthy exercise. If desired, it can be used as a homework assignment instead of a class activity.
4. An answer key is provided for the Student Worksheet.

Part 2

1. Distribute Part 2 of the Student Worksheet to your students. Have them answer the questions.
2. Put the students in pairs or groups to compare answers.
3. An answer key, with suggested answers, is provided.



VOCABULARY
Student Worksheet

Name: _____

Part 1

Work in pairs. Complete the word formation chart below. Use a dictionary to help you find the word parts you do not know. The boxes with Xs indicate that the word does not exist in that form.

Noun	Verb	Adjective	Adverb
	X	apt	<i>aptly</i>
bias			X
	derive		X
		disturbing	
	dread		
		exemplary	X
		faulty / faultless	
redundancy	X		
	reveal		
span		X	X
struggle		X	X
	X	synonymous	

VOCABULARY
Student Worksheet (continued)

Name: _____

Part 2

Answer the questions.

1. Find a word that is **synonymous** with deceased.

2. Name a well-known bridge which **spans** a long distance.

3. Write all the terms you can think of which describe time **spans**.

4. List two things you have an **aptitude** for.

5. List a politician or a newspaper with a conservative **bias** and one with a liberal **bias**.

conservative **bias**:

liberal **bias**:

6. Public speaking is an activity many people **dread**. List another activity **dreaded** by many.

7. Name one **exemplary** student in your class.

8. What is the most **disturbing** news you've heard this year?

VOCABULARY
Answer Key

Part 1

Noun	Verb	Adjective	Adverb
aptitude		apt	aptly
bias	bias	biased	
derivation / derivative	derive	derivative	
disturbance	disturb	disturbing	disturbingly
dread	dread	dreaded / dreadful	dreadfully
exemplar / example	exemplify	exemplary	
fault	fault	faulty / faultless	faultily
redundancy		redundant	redundantly
revelation	reveal	revealing	revealingly
span	span		
struggle	struggle		
synonym		synonymous	synonymously



Part 2

1. dead
2. *sample answers*: Golden Gate Bridge, Sydney Harbour Bridge, Tsing Ma Bridge
3. *sample answers*: millennium, century, decade, year, month, week, day, hour, minute, second, etc.
4. *sample answers*: mathematics, sports, art, music
5. *sample answers*:
 - conservative bias: *The Daily Telegraph* (England), *ABC* (Spain), Margaret Thatcher (England)
 - liberal bias: *El Pais* (Spain), *The New York Times* (U.S.), Bill Clinton (U.S.)
6. *sample answers*: going to doctor/dentist, being in a scary place
7. *Answers will vary.*
8. *sample answers*: bad news about a friend or relative; news reports about earthquakes, floods, etc; reports about serious crimes

