

**YUSUPOVA MUKHABBAT
ANATOLEVNA**



**READING AND WRITING
PRACTICE MANNUAL**



MINISTRY OF HIGHER EDUCATION, SCIENCE AND INNOVATION
OF THE REPUBLIC OF UZBEKISTAN

CHIRCHIK STATE PEDAGOGICAL UNIVERSITY

READING AND WRITING PRACTICE
MANNUAL

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ANNOTATION

This manual is very useful for English language learners to enhance their reading and writing skills out of the four language skills. The guide contains a variety of interesting texts, exercises, critical thinking questions, rules for writing formal and informal letters, samples of formal and informal letters, essays, and writing procedures to improve reading and writing skills. The manual is intended for Bachelor Degree Course Students of foreign language and literature (English).

АННОТАЦИЯ

Данное учебное пособие подготовлено для изучающих английский язык, чтобы развить навыки чтения и письма из 4 языковых навыков. Методическое пособие содержит разнообразные интересные тексты, упражнения, вопросы для развития критического мышления, правила написания официальных и неофициальных писем, образцы официальных и неофициальных писем, эссе и порядок написания сочинения для развития навыков чтения и письма. Учебное пособие предназначено для студентов бакалавриата по специальности иностранный язык и литература (английский язык).

ANNOTATSIYA

Ushbu o'quv qo'llama ingliz tilini o'rganuvchi talabalarning 4 til ko'nikmalaridan o'qish va yozish til ko'nikmasini rivojlantirish maqsadida juda foydalidir. Qo'llamada o'qish va yozish qobiliyatini rivojlantirish uchun turli xil qiziqarli matnlar, mashqlar, tanqidiy fikrlash uchun savollar, rasmiy va norasmiy xatlar yozish qoidalari, rasmiy va norasmiy xat namunalari, esse namunalari hamda insho yozish tartibi berilgan. O'quv qo'llama xorijiy til va adabiyoti (ingliz tili) yo'nalishi bakalavr talabalari uchun mo'ljallangan.

PREFACE

Learning a foreign language can be important for a variety of reasons. Knowing a foreign language can allow you to communicate with people from different countries and cultures. This can be helpful in personal and professional settings, especially in a globalized world.

Increasing globalization has created a great need for people in the workforce who can communicate in multiple languages. Common languages are used in areas such as trade, tourism, diplomacy, technology, media, translation, interpretation and science. Many countries frame education policies to teach at least one foreign language at primary and secondary school levels and Uzbekistan has recently been putting enormous importance on foreign language learning, especially the English language. As a result, the training of qualified English language teachers has become one of the most pressing concerns.

"Reading and writing" is the manual designed for students specialized in teaching English to improve their reading and writing skills. It is based on 57 lessons. The units focus on developing reading skills and include exercises that expose students to a wide range of words and phrases for vocabulary acquisition. This can help students expand their vocabulary and build the foundation for more advanced language skills. There are also exercises that focus on the context and meaning of the text, which can help them develop comprehension skills and improve their overall understanding of the language.

Today, the development of students' critical thinking is one of the most crucial issues. Thus, at the end of each lesson, questions and exercises that develop critical thinking are provided. Some units focus on developing writing skills and cover exercises that expose students to different sentence structures and grammatical rules which can help them learn how to construct sentences correctly and tasks improve their creative competence.

Overall, the manual is beneficial to practice reading and writing and a valuable tool for improving students' language skills and gaining a deeper understanding of the language.

LESSON 1. WHAT IS THIS THING CALLED FAMILY? (READING TASK)

Activity 1. Read the text.

Lee Herrick

Poet Lee Herrick has been published in many literary journals including *Berkeley Poetry Review*, *Hawaii Pacific Review*, and the *Willow Review*. In 2000 he was nominated for a prestigious Pushcart Prize. Currently teaching at Fresno City College, he is the founding editor of the literary magazine called *In the Grove*. In the following essay, the poet explores the definition of family. He has experienced the special issues of living in a multi-cultural family. Born in South Korea in 1970, he was adopted at less than a year old and raised in California. His perspective may offer insight to all of us about what it means to be part of a part of a family.

As a Korean adoptee raised by Caucasian parents, I have a unique perspective on the notion of family. It is not defined by physical similarity. I look nothing like them. I am Asian and they are Caucasian, as is my sister (adopted as well, from Alameda). But the subtle similarities one acquires through family are inevitable: sighs, the way one lifts her eyebrows in curiosity or disdain. We joke about having each others' traits, but they are habits or quirks, not the same shape of nose or chin.

My sister and I were raised in California's East Bay Area and later in the Central Valley. In the 1970's, the towns weren't as diverse as they are now. But we had great childhoods. We had a sibling rivalry for the ages, but deep down there was a whole lot of love. I remember her defending me when racial slurs would come my way.

"He's Korean," Holly would say, when the other kids would tell me "Go back to where you came from, Chinaman." She would intervene and change the subject when I was asked irritating questions like "What are you?" and "How can she be your sister?" I think of my sister like a defender, a protector. I also now realize that as much as she was defending me, she was defending herself and her right as an adoptee to have a brother who looked like me.

I remember an incident when I came home from grade school one day, sniffling and trying to conceal my tears after a day of particularly aggressive taunting the subject at hand was my "flat face." It was hurtful and brought me to tears on the long walk home after the bus dropped me off. But it was also very strange to me because I was raised in a Caucasian family, so the boy taunting me looked like my cousins... why was he so mean? It was also confusing because I didn't have an Asian accent, nor did I speak Korean or any other Asian language.

My favorite baseball team was the Oakland A's, my favorite player Reggie Jackson. I loved Star Wars, Batman, and eventually Atari all things 70's. I felt normal (whatever that is). Many well-intentioned people also told me "you're so American?" or "you're not like other Asians I've met." To this day I am wary of all these suspect declarations.

I walked in the front door, Phil Donahue's inquisitive lisp coming from the television. My mother noticed I had been crying. She bent down like a baseball catcher and took my face into her open hands, wiping my tears with her thumbs. "Oh, honey, what's *wrong*?" she asked.

I sniffed and wiped my nose with the back of my hand. "Nothing," I said.

"Honey, I'm your mom. You can tell me Nothing," she said.

"My face isn't flat, is it?" I asked, feeling the small mound of my nose on my face, proving it wasn't flat. I was still sniffing.

I can still remember the hurt look on her face, the sadness. I can't remember exactly what she said, but it was something about how some people are just ignorant and to let it "roll right off my back." I felt better that day, and time after time throughout my life as I encountered difficult times I would often repeat her mantra in my head. She gave me something to use. Years later, as I was defining the term *idiot* in high school, acting out some of my anger, she would often be the one to spell out the conditions of my grounding. Of course, years later I came to appreciate the support (and discipline) she and my father gave me. Some things just take a while.

My father is a quiet man. I think of him as the model for giving of yourself as much as you can. Once, when I was fifteen or sixteen, at the height of my selfish teen years, he asked me if I wanted to help him volunteer serving hot dogs at the local Peach Fair.

"Do I get paid?" I asked, clearly not hearing the word *volunteer*.

"No," he said. He left, no doubt wondering what kind of person I was.

He is also the kindest, most soft-spoken, modest person I know. I have never heard him scream, not even when my sister and I were raising all kinds of hell as teenagers. Sure, he gets mad, but his calm demeanor is a trait I have always admired (and probably never successfully emulated).

Being a Korean adoptee has been wonderful but undoubtedly challenging. Anger, kindness, and forgiveness have all been a part of my life. To varying degrees I have to believe they are a part of all families. To say the least, being separated from one's birth mother is not easy to come to terms with, and it is complicated further by being in an interracial family. But that is what we area family. I have come to believe that family goes far beyond a child's eyes looking like her mother and father's, or a child having the same mannerisms as her parents

(which we do, in fact, have). It is more than a name or the number of bedrooms in a home. I have come to believe that family is about love and struggle and adapting. That there are many different types of family and that they evolve - 2.5 kids and a white fence, single parent families, those involving incarceration, illness (or a combination of all of these) - family is a wide term with plenty of room for interpretation.

Yes, I think about my birth parents from time to time, although I have not met them. But several years ago I returned to Seoul, the capital city where I was born. It felt like going home - no one staring at me because I was the only Asian in a room, eating barbecued squid and kimchi from the street vendor, shopping in Lotte World and the Namsaemun Market, seeing the ancient temples and modern skyscrapers downtown.

But while it felt like home, it really wasn't. Home is about family, the people who will stand up for you and say "He's Korean." It is about people who comfort you and tell you that your face is not flat. It is not about perfection; it is about trying to be a good person (I realize this now when I am volunteering). It is about getting opportunities and support, discipline and the chance to fail and be responsible. No family member, no matter how present or absent, fills just one role. My sister is the protector but also an inspiration for kindness. My mother is a support system but also the creative force. My father is a role model but also a support system. They are all hilarious and have great work ethics. I can only hope just an ounce of this rubbed off on me.

I still find it interesting when children look just like their parents. Of course biology dictates that likelihood, but not in my family. It is second nature that we don't look the same. Currently, my wife (part German-Irish, part Filipina) and I are adopting. We will soon welcome our daughter into our lives (and vice-versa), aware of some of the many challenges of an international adoption, the beauty and hard work involved in family, and a foundation of unconditional love from which we should always begin.

QUESTIONS FOR CRITICAL THINKING

1. Underline the thesis. What is the topic? What is the controlling idea?
2. What paragraph gives the author's clearest definition of the term *family*?
3. The author provides several anecdotes, each one portraying the character of a different member of his family. Find each anecdote in the essay and explain how the anecdote reveals something important about that family member. How has that person influenced Lee Herrick's life?

4. Throughout the essay, the writer reports various examples of the ignorance shown by others when it comes to his racial background. Review the essay and trace these examples of ignorant thinking. In your view, which one strikes you as the worst?

5. In paragraph 9, the author tells us how words from his mother helped him get through a hard time, and in fact became a mantra that helped him overcome some difficult experiences he had to endure later in life. What is a mantra and what are some examples of mantras that can be helpful in people's lives?

WRITING IN RESPONSE

1. What is your own definition of family? Give several examples of families you have known. In your opinion, what groupings could not be called families?

2. Lee Herrick admits about his sister and himself, "We had a sibling rivalry for the ages." Write an essay using extended definition to explore the meaning of sibling rivalry. Are there times when sibling rivalry can be constructive? When is sibling rivalry destructive?

3. What are the responsibilities family members should have for each other? Write an essay that presents several situations you have observed over the years and give your expectations of how family members should treat each other?

4. What are the unique issues of the adopted child? Write an essay that gives several examples of the problems adopted children face. Conclude with advice as to how these problems should be handled.

5. More than once in the essay, the writer looks back critically at different periods in his life. In paragraph 10, he refers to a period in his adolescence as "the height of my selfish teen years. . ." Many of us look back to our adolescence with some sense of regret for moments of selfishness. Write an essay that explores the concept of selfishness. In what circumstances does one need to be "selfish"? What are some examples of the selfishness typical of adolescence?

QUESTIONS FOR CRITICAL THINKING

1. What is the point of the author's first paragraph? How is it made more effective by his use of personal experience?

2. Isaac Asimov uses the extended example of the auto mechanic to point out the difference between practical intelligence and the more theoretical or abstract academic intelligence. Why is the auto mechanic such a good example for the

writer to use? What other examples could the writer have used to make an effective distinction between the different kinds of intelligence?

3. How would the author define "intelligence"? How do you think the author would define the terms "smart" and "educated"?

WRITING IN RESPONSE

1. Write an essay in which you classify the different types of intelligence as you have observed them. You might want to choose among the following categories: artistic intelligence, social intelligence, emotional intelligence, verbal intelligence, mathematical intelligence, and practical intelligence.

2. Before the Industrial Revolution, most of the people in the United States lived on farms. Their lives were centered around caring for animals, crops, and family. For most people today, the world is very different. Write an essay in which you compare the skills you imagine were needed to survive in yesterday's rural setting with the skills you know are needed to survive in today's more urban, industrialized, and technological environment. How do people acquire the necessary skills? What happens to people who lack such skills?

3. In paragraph 1, the writer tells us that when he achieved a high score on a traditional intelligence test at the army base, "for two hours they made a big fuss over me." When a person achieves something that can be measured in numbers, what does that achievement signify? What does it not signify? Consider SAT scores or exam scores in a college course. In what ways can a score be misleading? Write an essay in which you try to explain the significance of test scores, when they are useful and when they are not useful?

4. We have all known people who are very educated but who seem to be very ignorant in some important ways. Write an essay on this topic. You might use narration and/or example to develop your thesis.

GLOSSARY:

Nonviolent- abstaining or free from violence

Oppression- mental pressure or distress.

Falsehood- the state of being untrue

Legal- relating to the law.

Racial groups -Race is a categorization of humans based on shared physical or social qualities into groups generally viewed as distinct within a given society.

Suggestion- an idea or plan put forward for consideration.

LESSON 2. GATHERING IDEAS FOR WRITING. CARING ABOUT YOUR TOPIC

The Writing Process

PREWRITING STAGES

Choose the topic and consider what aspect of that topic interests you.

Gather ideas using prewriting techniques.

WRITING AND REVISING

Compose a first draft and then set it aside for a time.

Reread your first draft, and if possible, ask the instructor or classmates for

input. Revise the first draft by adding, cutting, and moving material. Continue to revise, correcting grammar errors and producing new drafts, until you are satisfied.

PROOFREADING

BEGINNING TO WRITE: CARING ABOUT YOUR TOPIC

Whether you are writing a college paper or are part at work, your belief in the importance of your topic and confidence in your own ideas will be major factors in your success as a writer. Sometimes a college writing assignment can seem to have little or no relevance beyond a requirement for a passing grade. In this course, however, you should consider each assignment as an opportunity to do the following:

Discover that you have ideas worth expressing

Explore topics that you care about, incorporate the ideas of others into your own work

PREWRITING TECHNIQUES: THE FIRST STEP IN THE WRITING PROCESS

Prewriting, the earliest stage of the writing process, uses techniques such as brainstorming, clustering, and outlining to transform thoughts into words.

Very few writers ever sit down and start writing immediately. To produce effective work, most writers begin by using a variety of strategies called prewriting techniques. These techniques help writers generate ideas and gather material about topics that are of interest to them or that they are required to write about for their work. Prewriting techniques are a way to explore and give some order to what might otherwise be a confusing hodgepodge of different thoughts on a topic. These techniques reassure every writer who feels the stress of looking at a blank page or an empty computer screen, knowing it has to be filled. Not only will the writer have needed material but he or she can also plan how to develop that material: what the major ideas will be, what the order of those ideas will be, and what specific details will be used. The rest of this chapter will describe these prewriting techniques and provide opportunities to practice them.

JOURNAL WRITING

Journal writing is the written record of a person's observations, thoughts, reactions, or opinions. Kept daily, or nearly everyday, the journal usually draws on everyday experiences.

At some point in their lives, many people keep a diary or a journal. They may keep a simple record of day-to-day events, or they may want to explore thoughts and opinions about a variety of topics. If the journal is a personal one, the writer does not have to worry about making a mistake or being misunderstood.

If you keep a personal journal, you might want to record events that happen around you, focus on problems you are trying to solve, or note your personal reactions to the people you know. Until you actually put your thoughts into words, you may not be fully aware of all your feelings and opinions. Most writers are surprised and pleased with the results of their personal explorations in writing.

For some people, a journal is a kind of scrapbook of meaningful written expressions they find around them. These journals could include drawings, quotations from books and articles, snippets of overheard conversations, or information heard on the radio or television. Over time, journals help students grow as writers and add to their overall successful college.

Another type of journal is the one that will definitely have an audience, even if it is only an instructor. In many writing classes, instructors require students to keep a more public journal as part of a semester's work. In this more public journal, handwriting will be important and some topics might be considered inappropriate. Sometimes this journal contributes to the final grade for a course. Instructors who make a journal part of their semester's assignments understand how such writing, done frequently, gives students valuable practice in setting thoughts down on paper.

FOCUSED FREEWRITING

Focused free writing offers another way to explore writing topics. With this technique, the writer keeps on writing for a predetermined amount of time and does not stop, no matter what. The goal of this technique is to put words on paper, and even if nothing new comes to mind, the writer keeps going by repeating a particular idea. This approach is one way to free a writer from what is often called "writer's block," that moment in the writing process when a person runs out of words and becomes paralyzed by the blank page or computer screen.

Here for example, is what one young man wrote when he was asked to write for five minutes on the topic of *keeping a journal*:

FOCUSED FREEWRITING

I'm supposed to write about journal writing. I've never kept a journal so how can I say anything about it? But I broke into my younger sister's diary once and found out about a boy she had kissed. It was one of those diaries with those little keys and I ruined the lock. She didn't speak to me for over a month and my parents were mad at me. I thought it was funny at the time. After that she didn't keep a diary anymore. So now what should I say? Now what should I say? I don't really know. I guess I might keep a journal to keep track of important things that happen to me, like the day my dad came home with a used car for me now that was really cool. Of course, it had a lot of problems that we had to fix over the next year little by little, but that was really an awesome day.

FOCUSED FREEWRITING

For this exercise, consider the topic *My Attitude toward Writing* as an opportunity to practice focused free writing. Write for at least five minutes without stopping, making sure that you keep going even if you have to repeat some thoughts.

CLUSTERING

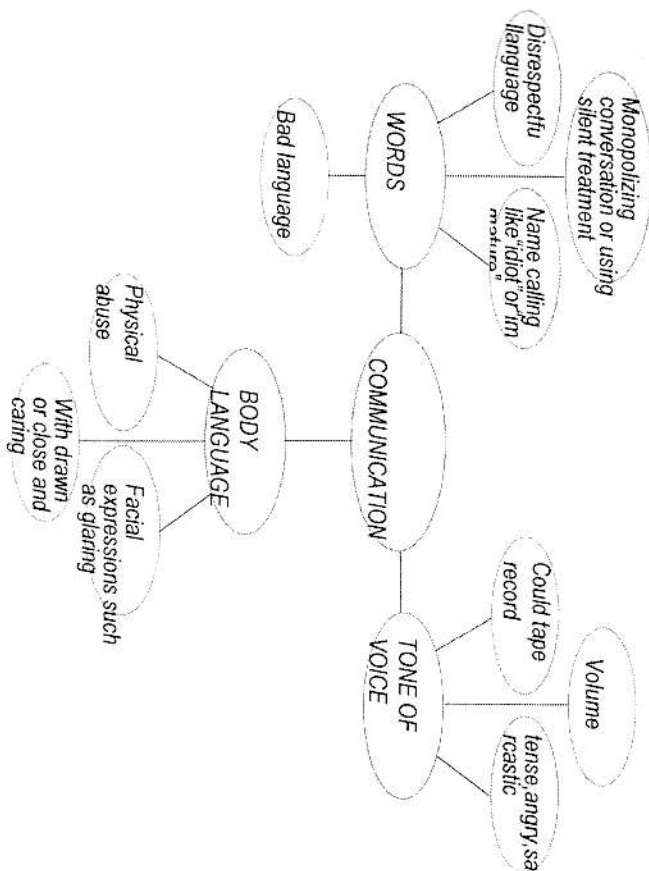
Cluster is another method of gathering ideas during the prewriting stage. Clustering is very similar to brainstorming, except that when you cluster, you produce a visual map of your ideas rather than a list. You begin by placing a key idea (usually a single word or phrase) in the center of the page. Then you jot down other words and phrases that come to mind as you think about this key idea. As you work, you draw lines, or branches, to connect the items.

Clustering is a prewriting technique that emphasizes the connections among items on a brainstorming list. The topic is written in the middle of the page and has a circle drawn around it. As details or ideas are generated, they are circled and then lines are drawn to connect them to related details or ideas. This process continues until the topic has been fully explored. Variations of clustering are known as mapping, webbing, and branching.

Brainstorming is a prewriting technique in which the writer uses free association to create a list of whatever words, phrases, or ideas come to mind on a given topic. It can be done alone or in a group.

Outlining is the most formal method of organizing ideas at the prewriting stage. It is more difficult than the other prewriting techniques and usually comes after considerable brainstorming and rearranging of ideas. In a formal outline you

must distinguish between major headings and subheadings and list these points in the order in which you will present them. Because organization and order are so important in outlining, we follow a conventional system of numbers and letters. In the sample outline that follows, notice the use of roman capital numerals (I, II, III) for major headings, indented capital letters (A, B, C) for subheadings, and arabic numbers (1, 2, 3) to show the next level of subheading.



LESSON 3. THE CHANGING AMERICAN FAMILY.

THE CHANGING AMERICAN FAMILY

Alvin and Heidi Toffler

No one denies that the American family has changed and will continue to evolve. Researchers Alvin and Heidi Toffler have concluded that not all of these changes are necessarily negative. As they share the results of their research, the Tofflers not only provide a broad historical review of some of the most striking changes the family has undergone but also classify families according to different types one denies that the American family has changed and will continue to evolve. Researchers Alvin and Heidi Toffler have concluded that not all of these changes are necessarily negative. As they share the results of their research, the Tofflers not only provide a broad historical review of some of the most striking changes the family has undergone but also classify families according to different nation. Unfortunately, our attempts to strengthen family life are doomed unless we first understand what is happening. And all the evidence suggests we don't.

Despite misconceptions, the American family system is not falling apart because of immoral television programs or permissive child-rearing or because of some sinister conspiracy. If that were the problem, the solutions would be simpler. To begin with, it is worth noticing that whatever is happening to family life is not just happening in the United States. Many of today's trends in divorce, remarriage, new family styles, and attitudes toward children are present in Britain, France, Sweden, Germany, Canada, even in the Soviet Union and Eastern Europe. Something is happening to families in all these countries at once. What is happening is that the existing family system is fracturing and taking on a new, more diversified form because of powerful pressures arising from revolutionary changes in energy, technology, work, economics, and communications. If permissiveness and immorality play a role, they are far less important than these other, larger pressures. The whole world is changing rapidly, and it seems reasonable that you cannot have a revolution in all these fields without expecting a revolution in family life as well. Human history has gone through successive phases each characterized by a certain kind of family.

In greatly simplified terms we can sketch these: The First Wave family: Ten thousand years ago, the invention of agriculture launched the First Wave of change in history. As people shifted from hunting, fishing, and foraging, the typical peasant-style family spread: a large household, with grandparents and children, uncles and aunts and sometimes nonblood relatives, as well as neighbors, boards or others, all living together and most important working together as a production team in the fields. This kind of "extended" family was found all over the world, from Japan to Eastern Europe to France to the American colonies. It is still the

dominant type of family in the nonindustrial, agricultural countries today. The old style family which worked so well as a production team in the fields did not fit well in the new evolving world of factories and offices. The elderly couldn't keep up with the clattering machines. Children were too undisciplined to be really efficient factory hands. And the industrial economy needed workers who could move from city to city as jobs opened up or closed. That was hard to do with a big family.

Gradually, under these pressures, families became smaller, more streamlined, with the husband going out to work in a factory or office, the wife staying home, and the kids marching off to school. Old folks were farmed out to their own apartments or nursing homes. Young people moved into their own apartments as soon as they could afford it. The family adapted to the new conditions and the so-called "nuclear" family became the most popular model. This is the type of family that most of today's evangelists, politicians, and others have in mind when they say we must "protect" the family or "restore" it. They act as though the nuclear family were the only acceptable form of family life. Yet today, as society is struck by a new shock-wave of technological, economic, ecological, and energy changes, the family system is adapting once more, just as it did three hundred years ago. Because the economic and other conditions that made the nuclear family popular are changing, the nuclear family itself is less and less popular. America is no longer a nation of poorly educated blue-collar workers. Most of us work in service occupations or spend our time processing information.

And today only some 7 percent of Americans still live in classical nuclear families. The nuclear family is simply no longer the norm and it is not likely to become the norm again, no matter how much pulp-pounding or breast-beating we do about it. In its place, a new family system is emerging. The Third Wave family: This new system is harder to describe because it is not based on a single dominant family form but on a dazzling diversity of household structure. For example, look at what is happening to single life. Between 1970 and 1978 alone, the number of people aged 14 to 34 who live alone nearly tripled in the United States. Today fully one-fifth of all households are live-alones. Some are alone out of necessity, others prefer it. Then there are the child-free couples. As James Ranney of the Center for Policy Research has pointed out, we are seeing a massive shift from "child-centered" to "adult-centered" homes. The number of couples who deliberately decide not to have children whether for economic, psychological, or ecological reasons has increased dramatically.

Next come the single-parent households. Divorce rates may be leveling out in this country, depending upon how they are measured, but broken nuclear households are so widespread that today as many as one out of seven children are raised by a single parent. In big cities that may run as high as one in four. In many

countries at once, the single-parent household is becoming a key family form. Sweden gives one-parent households first crack at nursery and day-care facilities. Germany is building special blocks of apartments for them. Then there is what we have called the "aggregate family." That's where two divorced people each with kids marry, and the kids from both sides come to know each other and form a kind of tribe. Often the kids get on better than the parents. It has been estimated that, before long, 25 percent of American kids may be part of such "aggregate families." Trial marriages, single-sex households, communes all can be found as people struggle to find alternatives to the nuclear model. Some of these will turn out to be workable alternatives; others will fall by the wayside.

We can also expect to see an increasing number of "electronic cottage" families in which one or both spouses work at home instead of commuting to the job. As the cost of gasoline skyrockets and the cost of computers and communication plummets, companies will increasingly supply their employees with simple work-at-home electronic equipment. In such homes, we may well find husband and wife sharing the same work. Even children and old folks might pitch in, as they once did in the agricultural household. In our day, such "electronic cottage" families are as much an outgrowth of changes in energy, technology, and communications, as the nuclear family was a response to the factory system at the time of the Industrial Revolution. In the new environment, nuclear households will no doubt continue to survive. For many people, they work. But this Second Wave family form will hardly dominate the future, as it did the recent past. What we are seeing today, therefore, is not the death of the family, but the rapid emergence of a Third Wave family system based on many different types of family.

This historic shift to new, more varied and flexible family arrangements is rooted in and related to parallel changes now fast developing in other fields. In fact, we find the same push toward diversity at every level.

The energy system is diversifying, shifting from a near-total reliance on fossil fuels to new, alternative sources of energy. In the world of work, we see a similar trend: Older Second Wave industries engaged in mass production turning out millions of identical items. Newer Third Wave industries, based on computers, numerical controls, and robots, custom-tailor their goods and turn them out in small runs. At the consumer level, we see an increasing variety of products. The same shift toward diversity is even stronger in communications where the power of the great mass media is increasingly challenged by new "mini-media" cable television, satellite-based networks, special-interest magazines. This shift toward diversity amounts to the demassification of the media. In short, the whole structure of society is moving toward increased diversity. It is hardly surprising that the family system is in tune with this shift. The recent startling changes in American

family structure are part of this larger move from a mass society to one that offers a far greater variety of life choice. Any attempt to go backward to a simpler system dominated by the nuclear family or by any one model will fail, just as our attempts to save the economy by "reindustrializing" have failed.

For in both cases we are looking backward rather than forward. To help families adapt to the new Third Wave society, with its diversified energy, production, communications, and politics, we should encourage innovations that permit employees to adjust their work hours to personal needs. We should favor "flex-time," part-time work arrangements, job-sharing. We should eliminate housing tax and credit regulations that discriminate against non-nuclear families. We need more imaginative day-care facilities. An idea put forward by one businesswoman: a bank of word-processors and a nursery located in a suburban shopping center, so that busy housewives. An idea put forward by one businesswoman: a bank of word-processors and a nursery located in a suburban shopping center, so that busy housewives or husbands can put in an hour or two of paid work whenever it is convenient for them, and actually have their kids right there with them. In short, anything that makes it easier to combine working and self-help, job-work with housework, easier to enter and leave the labor force, could smoothen the transition for millions of people who are now caught, as it were, between the old, Second Wave, family arrangements and the fast-emerging Third Wave family system, as they may seem in retrospect we ought to be finding ways to make the new system more decent, responsible, morally satisfying, and humane. The first step is an understanding of the Third Wave.

QUESTION FOR CRITICAL THINKING

1. The Tofflers argue that people should not be so upset about the changing American family. Find the paragraph where they begin using classification as a method of developing their argument.
2. Explain each of the three distinct categories, or "waves," described by the authors. Do you agree with this historical classification? Can you think of other ways to classify the family. Find the nine types of families suggested for the Third Wave. Discuss the conditions of our modern world that make these "new" family groupings possible.
3. The Tofflers point out that only 7 percent of Americans still live in classic nuclear families. This fact frightens many people, even some who themselves are outside a nuclear family. What are some of the reasons for these fears? Do these reasons make you less optimistic than the Tofflers about the new family structures?

4. Find the paragraph where the writers point out that any "attempt to go backward to a simpler system dominated by the nuclear family will fail" because that would mean looking backward instead of ahead. Do you agree or disagree, and why?

5. The Tofflers suggest we need to understand the Third Wave to make the new system "more decent, responsible, morally satisfying and humane." What are some of their suggestions? Do you think American society is moving toward greater understanding of the Third Wave family? Discuss.

WRITING IN RESPONSE

1. An often-repeated saying is "The only thing you can be sure of in life is change." Most people have trouble adapting to change in their lives. Write an essay in which you classify the types of changes that can happen to a person during the course of a lifetime. You may want to include categories such as physical change, economic change, and social change. Be sure to provide good examples within each category.

2. Write an essay in which you classify the different types of relationships you have known. Explain what is unique about each type you select. Devote at least one well-developed paragraph to each category.

3. The Tofflers suggest that employers need to make innovations that will permit workers to adjust working hours to their personal needs. Write an essay in which you classify the kinds of innovations that could be made by employers to make life better for families. What is the likelihood that your suggestions will actually be put into effect? Why or why not?

4. The Tofflers suggest that employers need to make innovations that will permit workers to adjust working hours to their personal needs. Write an essay in which you classify the kinds of innovations that could be made by employers to make life better for families. What is the likelihood that your suggestions will actually be put into effect? Why or why not?

LESSON 4. RECOGNIZING THE ELEMENTS OF GOOD WRITING.

THE SUBJECT: WHAT THE WRITING IS ABOUT

The subject of a piece of writing is also called the topic or the central theme. The subject can be chosen by the writer or assigned by someone else. We've all heard the student who complains, "I don't have anything to say." Not true! It may be that the student hasn't yet developed the skill to put ideas into writing, but we all know more than we think we do. We all know about our families, our homes, our friends, our opinions, and our experiences. We have childhood memories, interests, activities we participate in, and dreams. When we write, we need to tap into these life experiences and life lessons to find topics that interest us. We also need to remember that we can gather more information by consulting others. Even with an assigned topic, a writer can often find an interesting aspect or approach to the subject. For example, on the subject of binge drinking in college, a writer might choose one of the following approaches:

PURPOSE: THE WRITER'S INTENTION

In school, when a student hands in a writing assignment, that student's primary purpose may be to get a good grade. At work, an employee may produce a written document with the purpose of getting ahead in a job. These examples are not what we mean by purpose. In writing, purpose is what the piece of writing itself is intended to accomplish, apart from any other personal aims of the writer. The main purposes for writing are entertainment, information, and persuasion.

ENTERTAINMENT

A writer may want to entertain an audience. One way to do this is by telling a good story. We all remember, as children, how much fun it was when someone read us a story. We were being entertained. Most of the stories we see on television are shown for the purpose of entertainment. The novels we buy in bookstores were written to entertain us. What we call narrative writing (the telling of stories) is mostly in this category.

INFORMATION - PRESENTATION OF FACTS

Most of the writing you will do in school and in your future career will be informational in nature. In school, you will take written tests and write papers to explain what you know about a subject; at work, the hidden costs of having a job while going to school how to succeed in school while holding a job the contrast between students who hold a job while going to school and students who can

devote all their time to school three good reasons why you should not work while you are going to school you might find yourself explaining why your company's profits have diminished or increased. In formal writing, these explanations can be developed in more than one way, depending on the type of information required. The methods of development that you will learn in this book include the following:

- illustration (giving examples)
- narration (telling a story)
- description (using sensory images)
- process (explaining how to do something)
- comparison and contrast
- cause and effect
- definition and analysis
- classification (putting material into mutually exclusive groups)

PERSUASION OR ARGUMENTATION

Persuasive writing, or argumentation, tries to convince the reader to agree with the writer's point of view on a topic. In our daily lives, the newspaper editorial is the most common example of persuasive writing. Such writing gives facts and examples and uses logical reasoning to support the writer's claim. An argument seeks to change the reader's mind or confirm beliefs already there. Often, the conclusion pleads for a plan of action to be taken.

ACTIVITY 1.

Understanding Purpose in Writing

If your instructor told you that your assignment was to write an essay on some aspect of technology, each person in the class would most likely choose a slightly different topic. Below are five different topics concerned with some aspect of technology. For each topic, indicate when the writer's possible purpose (entertainment, information, or persuasion) could be:

Topic	purpose
1. the cost of iPods	_____
2. my cell phone nightmare	_____
3. why everyone needs e-mail	_____

VOICE: HOW THE WRITER'S ATTITUDE IS REVEALED

It is very difficult for a writer to be objective; writing almost always reveals conscious and unconscious attitudes. The voice of the writer comes through the

text in the words that are chosen and the strategies that are used. In general, we can think of voice as revealing two different attitudes:

1. Voice reveals an attitude toward the subject matter.
A politician might write passionately about a subject. A comic writer could be humorous or sarcastic about a subject. A critic could reveal a light hearted or judgemental attitude.

2. Voice reveals an attitude toward the audience.

The writer's attitude toward the audience ranges from very formal (such as the attitude of an expert submitting a research paper to an academic journal) to less formal (such as the attitude of a student writing a friendly e-mail to a classmate).

The skilled writer learns how to choose an appropriate and consistent voice, depending on the purpose of the writing. Cooking instructions on a box of rice, for example, are probably almost completely voiceless, with no indication of the writer's personality. The reporting of a news event should also be without any apparent voice, although sometimes the writer's personal attitude sneaks in through the choice of a word that carries a positive or negative connotation. Sometimes an attitude is revealed by the choice of facts to include or exclude. In general, writing that seeks to inform is usually more objective than writing that seeks to entertain or persuade.

Another way a writer expresses voice is by the personal pronoun chosen for a piece of writing. A writer chooses a pronoun that fits the subject and the audience. In a diary or a memoir, you would most likely talk about yourself, so the obvious choice would be the first person (I or we). In a book about how to arrange flowers, the author might want to address readers in the informal second person (you), the common choice for writing that gives directions or advice. For a business proposal that suggests how to market a new product, the third person (he, she, it, or they) would be the most appropriate. The third person is the most formal and objective. It is the expected voice for academic and professional writing. In short, the choice of personal pronoun is determined by the appropriate level of formality needed between the writer and the writer's audience.

Two additional points about voice need to be kept in mind. The first point is the importance of being consistent. Do not change your writing voice without a clear reason for doing so. In other words, if you begin by addressing your readers as you, do not switch to we later on in the same piece of writing. The second point is to be sincere. Do not try to be someone you are not. For instance, taking unfamiliar words from a thesaurus is not a good idea because these words could easily be used in the wrong way and will nearly always sound a little out of place compared to the rest of your writing. If English is your second language, you might have to be especially careful. You will most likely need a more complete

understanding of words and their shades of meaning before you use them in your writing.

FORMAL WRITING IN THE THIRD PERSON (HE, SHE, IT, OR THEY)

In formal writing, where there is a distance between the writer and the reader, the third person is generally used. This is the voice you would use for most college level work as well as job-related work. Read the paragraph that follows and study the writer's use of the third person. (Each use of a third-person pronoun has been italicized.)

AN INFORMATION LETTER

Part 1. Invites you to explore the beginning stages of the writing process and examine the essential elements of any effective piece of writing. Begin your work in this writing course with the kind of spirit that spells success.

- Begin with a positive attitude. You know more than you think. You have unique life experiences, and your ideas are worth writing about. Fortunately, writing is a skill that can be developed. No matter what your present skills are, practice can greatly help you improve those skills.

- Be receptive to new techniques and approaches. As a student beginning this course, you undoubtedly have not yet explored all the various techniques writers use to generate ideas on paper and you may still have to learn how to incorporate other people's ideas in your writing. Be willing to experiment with the techniques given in this section of the book. Once you practice these proven techniques, you will feel a new confidence as you tackle your own writing assignment.

- Actively reach out and welcome help from others. When we learn new skills, we are not expected to figure out everything by ourselves. Most students need help getting started, and because learning styles are different, students need to explore whatever methods work best for them. At every stage of the process, writers need each other to brainstorm, to read and comment on drafts, and to help revise, edit, and proofread each other's work. Part 1 of this book will help you extend your own thinking as you work beyond your first thoughts on a topic.

Welcome to Mr Aslanov's CEFR lessons !!!

CEFR WRITING Topic: *A letter giving an opinion*

A formal letter of advice is usually written in response to a request or enquiry, whereas a letter **making suggestions** offers an opinion and suggestions on a particular situation. *Each point should be presented in a separate paragraph containing a clear topic sentence supported by examples and / or justification.*

INTRODUCTION

PARAGRAPH 1 : state reason(s) for writing / express understanding of problem

MAIN BODY
PARAGRAPH 2/3 : offer advice / suggestions.

CONCLUSION

FINAL PARAGRAPH : Closing remarks

Full name

Useful expressions to use :

To begin letters I am writing in reply to your letter requesting advice about ...

I am writing in response to your letter requesting advice about ...

I hope the following advice / suggestions will be of (some) help to you ...

Advice / Suggestions: It might / would be useful to your advantage (If you were) to ... I feel / believe (that) the / your best course of action would be ...

I would like to offer one or two suggestions concerning ...

I would (strongly) suggest / recommend + ing (that) ...

You should / ought to ...

To end letters

I hope that these suggestions will (prove to) be of some assistance. I hope that these suggestions have been useful / of use. I hope / trust that you will accept / follow this advice ...

I would be pleased / happy to offer any additional advice you may require.

Please do not hesitate to contact me should you have any further questions / queries / problems.

Topic to write as a home assignment:

As a member of the advisory committee, you have received a letter from a foreign student who is concerned about various problems related to studying abroad. Write a reply, offering practical advice and reassuring them that they do not need to worry.

INFORMATION - PRESENTATION OF FACTS

Most of the writing you will do in school and in your future career will be informational in nature. In school, you will take written tests, write papers to explain what you know about a subject; at work, you might find yourself explaining why your company's profits have diminished or increased. In formal writing, these explanations can be developed in more than one way, depending on the type of information required. The methods of development that you will learn in this book include the following:

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Description (using sensory images)
Process (explaining how to do something)
Cause and effect
Definition and analysis (classification (putting material into mutually exclusive groups))

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Persuasive writing, or argumentation, tries to convince the reader to agree with the writer's point of view on a topic. In our daily lives, the newspaper editorial is the most common example of persuasive writing. Such writing gives facts and examples and uses logical reasoning to support the writer's claim. An argument seeks to change the reader's mind or confirm beliefs already there. Often, the conclusion pleads for a plan of action to be taken.

UNDERSTANDING PURPOSE IN

Writing If your instructor told you that your assignment was to write an essay on some aspect of technology, each person in the class would most likely choose a slightly different topic. Below are five different topics concerned with some aspect of technology. For each topic, indicate what the writer's possible purpose (entertainment, information, orpersuasion) could be. Effective writers learn about their audience and then use what.

LESSON 5. WHY MARRIAGES FAIL.

Anne Roiphe

Anne Roiphe is noted for her exploration of women's search for personal identity. Themes running through her fiction and nonfiction include feminism, marriage, family, and cultural identity. One commentator has referred to her writing as a "thoughtful and often provocative" analysis of history and of the forces that shape modern culture and society. Anne Roiphe's bestknown novel is *Up the Sandbox!* She has also contributed to such magazines as *Redbook* and *Family Circle*. In the following essay, the writer examines one of the striking facts of our modern society, that is, the large number of marriages ending in divorce. As she explores this topic, we notice two impressive aspects of her writing: an analysis that is always clear and convincing, and a voice that is reasonable and calm.

These days so many marriages end in divorce that our most sacred vows no longer ring with truth. "Happily ever after" and "Till death do us part" are expressions that seem on the way to becoming obsolete. Why has it become so hard for couples to stay together? What goes wrong? What has happened to us that close to one-half of all marriages are destined for the divorce courts? How could we have created a society in which 42 percent of our children will grow up in single-parent homes? If statistics could only measure loneliness, regret, pain, loss

of self-confidence and fear of the future, the numbers would be beyond quantifying.

Even though each broken marriage is unique, we can still find the common perils, the common causes for marital despair. Each marriage has crisis points and each marriage tests endurance, the capacity for both intimacy and change. Outside pressures such as job loss, illness, infertility, trouble with a child, care of aging parents and all the other plagues of life hit marriage the way hurricanes blast our shores. Some marriages survive these storms and others don't. Marriages fail, however, not simply because of the outside weather but because the inner climate becomes too hot or too cold, too turbulent or too stupefying.

When we look at how we choose our partners and what expectations exist at the tender beginnings of romance, some of the reasons for disaster become quite clear. We all select with unconscious accuracy a mate who will recreate with us the emotional patterns of our first homes. Dr. Carl A. Whitaker, a marital therapist and emeritus professor of psychiatry at the University of Wisconsin, explains, "From early childhood on, each of us carried models for marriage, femininity, masculinity, motherhood, fatherhood and all the other family roles." Each of us falls in love with a mate who has qualities of our parents, who will help us discover both the psychological happiness and miseries of our past lives. We may think we have found a man unlike Dad, but then he turns to drink or drugs, or loses his job over and over again or sits silently in front of the T.V. just the way Dad did. A man may choose a woman who doesn't like kids just like his mother or who gambles away the family life savings just like his mother. Or he may choose a slender wife who seems unlike his obese mother but then turns out to have other addictions that destroy mutual happiness, obsolete no longer used quantifying expressing an exact amount infertility inability to conceive a child stupefying amazing, astonishing emertius retired keeping an honorary.

A man and a woman bring to their marriage bed a blended concoction of conscious and unconscious memories of their parents' lives together. The human way is to compulsively repeat and recreate the patterns of the past. Sigmund Freud so well described the unhappy design that many of us get trapped in: the unmet needs of childhood, the angry feelings left over from frustrations long ago, the limits of trust and the recurrence of old fears. Once an individual senses this entrapment, there may follow a yearning to escape, and the result could be a broken, splintered marriage.

Of course people can overcome the habits and attitudes that developed in childhood. We all have hidden strengths and amazing capacities for growth and creative change. Change, however, requires work observing your part in a rotten pattern, bringing difficulties out into the open and work runs counter to the basic myth of marriage: "When I wed this person all my problems will be over. I will have achieved success and I will become the center of life for this other person and this person will be my center, and we will mean everything to each other forever."

This myth, which every marriage relies on, is soon exposed. The coming of children, the pulls and tugs of their demands on affection and time, place considerable strain on that basic myth of meaning everything to each other, of merging together and solving all of life's problems.

Concern and tension about money take each partner away from the other. Obligations to demanding parents or still-dependent-upon parents create further strain. Couples today must also deal with all the cultural changes brought on in recent years by the women's movement and the sexual revolution. The altering of roles and the shifting of responsibilities have been extremely trying for many marriages.

These and other realities of life erode the visions of marital bliss the way sandstorms eat at rock and the ocean nibbles away at the dunes. Those euphoric, grand feelings that accompany romantic love are really self-delusions, self-hypnotic dreams that enable us to forge a relationship. Real life, failure at work, disappointments, exhaustion, bad smells, bad colds and hard times all puncture the dream and leave us stranded with our mate, with our childhood patterns pushing us this way and that, with our unfulfilled expectations.

The struggle to survive in marriage requires adaptability, flexibility, genuine love and kindness and an imagination strong enough to feel what the other is feeling. Many marriages fall apart because either partner cannot imagine what the other wants or cannot communicate what he or she needs or feels. Anger builds until it erupts into a volcanic burst that buries the marriage in ash.

It is not hard to see, therefore, how essential communication is for a good marriage. A man and a woman must be able to tell each other how they feel and why they feel the way they do; otherwise they will impose on each other roles and actions that lead to further unhappiness. In some cases, the communication patterns of childhood of not talking, of talking too much, of not listening, of distrust and anger, of withdrawal spill into the marriage and prevent a healthy exchange of thoughts and feelings. The answer is to set up new patterns of communication and intimacy.

At the same time, however, we must see each other as individuals. "To achieve a balance between separateness and closeness is one of the major psychological tasks of all human beings at every stage of life," says Dr. Stuart Bartle, a psychiatrist at the New York University Medical Center. Compulsively unable to resist acting yearning a deep desire erode to diminish; to make disappear euphoric extremely happy. If we sense from our mate a need for too much intimacy, we tend to push him or her away, fearing that we may lose our identities

in the merging of marriage. One partner may suffocate the other partner in a childlike dependency.

A good marriage means growing as a couple but also growing as individuals. This isn't easy. Richard gives up his interest in carpentry because his wife, Helen, is jealous of the time he spends away from her. Karen quits her choir group because her husband dislikes the friends she makes there. Each pair clings to each other and are angry with each other as life closes in on them. This kind of marital balance is easily thrown as one or the other pulls away and divorce follows.

Sometimes people pretend that a new partner will solve the old problems. Most often extramarital sex destroys a marriage because it allows an artificial split between the good and the bad the good is projected on the new partner and the bad is dumped on the head of the old. Dishonesty, hiding and cheating create walls between men and women. Infidelity is just a symptom of trouble. It is a symbolic complaint, a weapon of revenge, as well as an unraveler of closeness. Infidelity is often that proverbial last straw that sinks the camel to the ground.

All right marriage has always been difficult. Why then are we seeing so many divorces at this time? Yes, our modern social fabric is thin, and yes the permissiveness of society has created unrealistic expectations and thrown the family into chaos. But divorce is so common because people today are unwilling to exercise the self-discipline that marriage requires. They expect easy joy, like the entertainment on TV, the thrill of a good party.

Marriage takes some kind of sacrifice, not dreadful self-sacrifice of the soul, but some level of compromise. Some of one's fantasies, some of one's legitimate desires have to be given up for the value of the marriage itself. "While all marital partners feel shackled at times, it is they who really choose to make the marital ties into confining chains or supporting bonds," says Dr. Whitaker. Marriage requires sexual, financial and emotional discipline. A man and a woman cannot follow every impulse, cannot allow themselves to stop growing or changing.

Divorce is not an evil act. Sometimes it provides salvation for people who have grown helplessly apart or were frozen in patterns of pain or mutual unhappiness. Divorce can be, despite its initial devastation, like the first cut of the surgeon's knife, a step toward new health and a good life. On the other hand, if the partners can stay past the breaking up of the romantic myths into the development of real love and intimacy, they have achieved a work as amazing as the greatest cathedrals of the world. Marriages that do not fail but improve, that persist despite imperfections, are not only rare these days but offer a wondrous shelter in which the face of our mutual humanity can safely show itself.

QUESTIONS FOR CRITICAL THINKING

1. When an essay is concerned with answering the question why, we know the method of development is cause and effect. There are many ways to write an introductory paragraph; describe how Anne Roiphe chose to introduce her topic.
2. Certain transitional words in a piece of writing are used to help the reader understand how one idea connects to another. In paragraph 2, find two words that signal contrast, two words that signal cause, and one expression that signals to us that examples will follow. clings holds on tightly proverbial a saying that expresses a basic truth devastation shock; destruction. Find at least two examples of the author's use of simile or metaphor.
3. Mark any place in the essay where the author uses an authority to support a point.
4. In paragraph 3, Anne Roiphe claims that "Each of us falls in love with a mate who has the qualities of our parents." Do you agree or disagree with this claim? Do you have any counter evidence?
5. Summarize this essay by making a list of reasons why marriages fail, according to Anne Roiphe.

WRITING IN RESPONSE

1. Anne Roiphe provides a list of major problems that often occur in a person's life: loss of a job, serious illness, infertility, trouble with a child, or caring for an aging parent.
2. Write an essay discussing how the occurrence of even one of these events can affect many of the relationships in a person's life.
3. Many couples go to therapists hoping to work out their problems. Write an essay in which you discuss the benefits of having a third person listen to a couple explaining their problems.
4. In your view, does going through hard times help or hurt a person's ability to sustain relationships? Write an essay answering this question by using your own experience and observations.
5. Many people believe that if they make a change (such as getting married, having a child, moving to another place) they will fix something that is broken in their lives. Write an essay in which you discuss the extent to which a major change can be a benefit for a person, and to what extent making a change will not really solve any of that person's problems.

6. The old expression "Money comes between friends" can also be applied to family relationships. Write an essay in which you discuss how issues of money can have negative effects on people's relationships. How can money issues create several kinds of problems in people's lives.

LESSON 6. FINDING THE SUBJECTS AND VERBS.

Ideas may be communicated in more than one way. In informal situations, we might shake our head to mean "Yes" or "No," or we might use a single slang expression, such as "Cool" to show our positive reaction to something. Such informal communication with friends is easy because we are with people who can see our gestures, can hear our tone of voice, and are familiar with our informal speech. When we write, however, we must express ourselves to an audience that cannot necessarily see us or know us. In this case, our words must be more deliberate and more precise. As writers, one important way we can be sure our ideas come across as clear and unmistakable is to use complete sentences.

WHAT IS A COMPLETE SENTENCE?

As writers, we need to express ourselves in complete sentences so that our ideas will be fully understood. This need for completeness means that every writing student must have a clear understanding as to what makes up a sentence.



HOW DO YOU FIND THE SUBJECT OF A SENTENCE?

The most basic sentence is called the simple sentence. Simple in this case does not mean easy, but it does mean that the sentence has only one subject-verb group. For most simple sentences, you can find the subject by keeping in mind five generalizations. Use generalizations 1 and 2 to complete the practice exercise that follows.

Practice.

In following sentences, find the subject by asking yourself, "Who or what is the sentence about?"

1. The gym seemed noisier than usual.
2. Our coach was shouting last-minute instructions.
3. He expected total concentration.
4. Three athletes were doing push-ups.
5. People were beginning to fill the bleachers.

Nouns can be categorized in two different ways:

1. Common nouns or proper nouns. Most nouns in English are common nouns. They are not capitalized. Proper nouns name particular persons, places, or things. They are always capitalized.

Common nouns

Aunt Meriam,
Nigeria,

Proper nouns

country
watch

2. Concrete nouns or abstract nouns. A second way to categorize nouns is to identify them as concrete nouns or abstract nouns. Concrete nouns name all the things we can see or touch, such as desk, car, or friend. Abstract nouns name the things we cannot see or touch, such as justice, honesty, or friendship. Underline every noun in each of the sentences below.

1. The morning of June 27 was clear and sunny.
2. The flowers were blossoming profusely, and the grass was richly green.
3. The people of the village began to gather in the square.
4. The lottery was conducted by Mr. Sommers.
5. The jovial man had time and energy to devote to civic activities.

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Country

Proper nouns

Aunt Meriam
Nigeria

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Concrete nouns

Abstract nouns

Face
People
Jewelry

loneliness
patriotism
beauty

Underline every noun in each of the sentences below.

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FINDING PRONOUNS

A pronoun is a word that takes the place of a noun. Like a noun, a pronoun can be a subject or an object in a sentence. It can also be used to show possession.

Subject: *He lifts weights.*

Object: *The coach trained him.*

Possessive: *His coach always arrives early.*

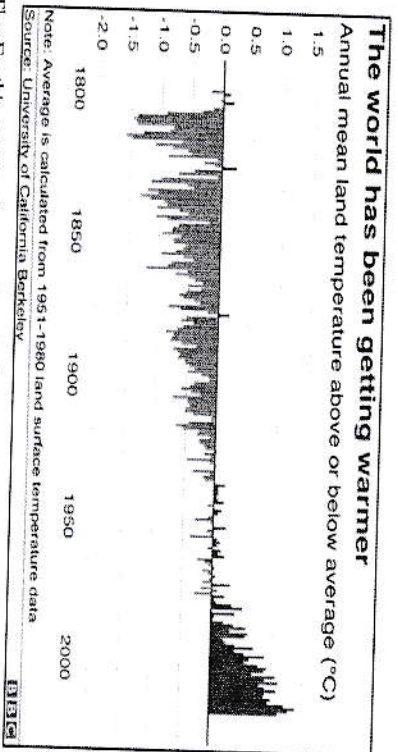
There are four different categories of pronouns.

In each of the sentences below, replace the underlined word or words with a pronoun.

1. The crowd arrived early. _____
2. The gym was noisy. _____
3. People waited eagerly. _____
4. Coach Ann Bradway had not lost a game yet this season. _____
5. Steven and I found the best seats in the front row. _____
6. Not one person could predict the outcome. _____

LESSON 7. CLIMATE CHANGE

WHAT IS CLIMATE CHANGE?



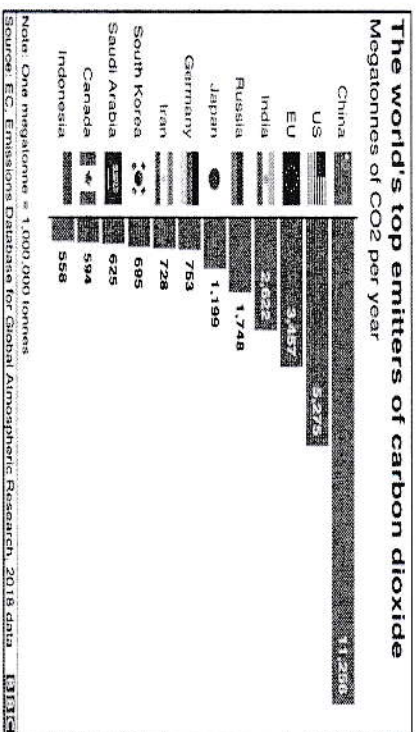
The Earth's average temperature is about 15°C. There are natural fluctuations in the climate but scientists say temperatures are now rising faster than at many other times. This is linked to the greenhouse effect, which describes how the Earth's atmosphere traps some of the Sun's energy. Solar energy radiating back to space from the Earth's surface is absorbed by greenhouse gases and re-emitted in all directions. This heats both the lower atmosphere and the surface of the planet. Without this effect, the Earth would be about 30°C colder and hostile to life. The greenhouse gas with the greatest impact on warming is water vapor. But it remains in the atmosphere for only a few days. Carbon dioxide (CO₂), however, persists for much longer. Most man-made emissions of CO₂ come from burning fossil fuels. When carbon-absorbing forests are cut down and left to rot, or burned, that stored carbon is released, contributing to global warming. Scientists believe we are adding to the natural greenhouse effect, with gases released from industry and agriculture trapping more energy and increasing the temperature. This is known as climate change or global warming.

What is the evidence for warming?

The world is about one degree Celsius warmer than before wide spread industrialization, the World Meteorological Organization (WMO) says. The 20 warmest years on record all occurred in the past 22 years, with 2015-18 making up the top four. Across the globe, the average sea level increased by 3.6mm per year between 2005 and 2015. Most of this change was because water increases in volume as it heats up. However, melting ice is now thought to be the main reason for rising sea levels. The change in the global surface temperature between 1850 and the end of the 21st Century is likely to exceed 1.5°C, most simulations suggest. The WMO says that if the current warming trend continues, temperatures could rise 3-5°C by the end of this century. Temperature rises of 2°C had long been

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regarded as the gate way to dangerous warming. More recently, scientists and policy makers have argued that limiting temperature rises to 1.5°C is safer.



How will climate change affect us?

There is uncertainty about how great the impact of a changing climate will be, but scientists say it could cause:

- Fresh water shortages
- Alteration in our ability to produce food
- Increase in the number of deaths from floods, storms and heat waves.
- More intense rainfall and in some places snowfall, risk of drought in inland areas during hot summers
- Extinction of plants and animals as habitats change faster than species can adapt.

- Increase in malaria, water-borne disease and malnutrition.

• Responding to climate change will be one of the biggest challenges we face this century

1. Answer True or False according to the text

1. _____ Temperatures are now rising faster than at many other times
2. _____ The greenhouse effect explains how the Earth's atmosphere rejects some of the Sun's energy.
3. _____ Water vapor is more dangerous than CO₂.
4. _____ Most CO₂ emissions come from fossil fuel burning.
5. _____ Industries and agriculture contribute to global warming.
6. _____ The twenty warmest years on record took place in the last ten years.
7. _____ A rise in temperature of 2°C is still not dangerous.
8. _____ Limiting the temperature rise to 1.5°C is what scientists advise to be safer.

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LESSON 8. MAKING SUBJECTS AND VERBS AGREE.

WHAT IS SUBJECT-VERB AGREEMENT?

Subject-verb agreement means that a verb must agree with its subject in number (singular or plural).

When the subject is a singular noun, the verb takes an -s (or -es) in the present tense.

The baby sleeps.
The baby cries.

When the subject is a plural noun, the verb does not take an -s (or -es) in the present tense.

The babies sleep.
The babies cry.

Notice that when you add -s or -es to an ordinary noun, you form the plural of that noun. However, when you add -s to a verb in the present tense, you are forming a singular verb. This rule causes a lot of confusion for student writers, especially those whose first language is not English. It may also be confusing to students who already speak and write English but whose local manner of speaking does not follow this rule. Although no one way of speaking is correct or incorrect, society does recognize a standard form that is acceptable in the worlds of school and business. Because we all must master this standard form, the material contained in this chapter is of the greatest importance to your success in college and beyond.

SUBJECT-VERB AGREEMENT WITH PERSONAL PRONOUNS

The following chart shows personal pronouns used with the verb sleep. After you have studied the chart, what rule can you state about the ending of a verb in the present tense?

Personal Pronouns		
	Singular	Plural
First person:	I sleep	we sleep
Second person:	you sleep	you sleep
Third person:	he she / it sleeps	they sleep

PRACTICE.

Circle the correct verb in each of the following sentences.

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1. The dog (bark, barks).
2. It (wake, wakes) up the neighborhood.
3. The neighbors (become, becomes) annoyed.
4. They (deserve, deserves) a quiet Sunday morning.
5. I (throws, throw) an old slipper at the dog.

SUBJECT-VERB AGREEMENT WITH THE VERBS DO AND BE

Although you might have heard someone say, "It don't matter" or "We was working," these expressions are not considered standard English because the subjects do not agree with the verbs. Study the two charts that follow to learn which forms of do and be are singular and which forms are plural.

PRACTICE:

Circle the verb that agrees with the subject.

1. He (doesn't, don't) study in the library anymore.
2. We (was, were) hoping to find him there.
3. The library (doesn't, don't) close until eleven o'clock.
4. (Was, Were) you late tonight?
5. Irina (doesn't, don't) care if you stay until closing time

EXERCISE 1. Making the Subject and Verb Agree

In the blanks next to each sentence, write the subject of the sentence and the correct form of the verb.

SUBJECT VERB

1. Mystery writers from around America (presents, present) an award called the Edgar, named after Edgar Allan Poe. _____
2. They (nominates, nominate) several writers each year for the award. _____
3. A successful mystery writer (lives, live) in our town. _____
4. He (doesn't, don't) live too far from me. _____
5. Sometimes we (secs, see) him out walking. _____

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6. He always (wears, wear) an old wide brimmed hat. _____
7. His books usually (centers, center) around a sports theme. _____
8. His latest book (is, are) about a murder at the U.S. Open Tennis Tournament. _____
9. He (was, were) nominated for the Edgar Award for best paperback of the year. _____
10. We (doesn't, don't) know yet if he will win the award. _____

EXERCISE 2. Making the Subject and Verb Agree

In the blanks next to each sentence, write the subject of the sentence and the correct form of the verb.

SUBJECT VERB

1. Many companies today (tests, test) their workers for drugs. _____
2. To many people, it (seems, seem) an invasion of privacy. _____
3. Employers (worries, worry) that bus and train drivers are using drugs on the job. _____
4. They (doesn't, don't) want the lives of their passengers at risk. _____
5. Even operators of rides in amusement _____
6. Professional athletes on a team (has, have) special problems because of unwelcome publicity. _____
7. Some factories (installs, install) hidden video cameras for surveillance. _____
8. The General Motors Company (hires, hire) undercover agents as workers. _____

9. In Kansas City, drug-sniffing dogs (was, were) used in a newspaper office. _____
10. (Has, Have) you ever taken a drug test? _____

EXERCISE 3. Making the Subject and Verb Agree

In the blanks next to each sentence, write the subject of the sentence and the correct form of the verb.

SUBJECT VERB

1. Many therapies (is, are) available today for people in need. _____
2. Talk therapy (encourages, encourage) troubled people to talk about problems to a trained therapist. _____
3. More recently, other treatments (has, have) become popular. _____
4. These (includes, include) music therapy, dance therapy, art therapy, and poetry therapy. _____
5. For example, professional writers (believes, believe) poetry has beneficial effects. _____
6. They (doesn't, don't) believe in repressing fear or anger. _____
7. Patients (creates, create) poetry as a form of self-healing. _____
8. A poem (gets, get) to the heart of a problem. _____
9. No invasive medical procedure (is, are) called for. _____
10. Poetry (allows, allow) these patients to explore emotions and organize thoughts. _____

SUBJECT-VERB AGREEMENT WITH HARD-TO-FIND SUBJECTS

As you learned in Chapter 3, a verb does not always immediately follow the subject. Other words or groups of words called phrases (prepositional phrases or appositive phrases, for example) can come between the subject and the verb. Furthermore, subjects and verbs can be inverted when they are used in questions or in sentences beginning with *there* or *here*. When looking for subject-verb agreement in sentences where the subjects are difficult to find, keep two points in mind:

- Subjects are not found in prepositional phrases or appositive phrases.
- Subjects can be found after the verb in sentences that are questions and in sentences that begin with the word *there* or the word *here*

EXERCISE 4. AGREEMENT WITH HIDDEN SUBJECTS

In each sentence below, cross out prepositional phrases, appositive phrases, and the word *there* or the word *here*. Then underline the subject. Finally, circle the correct verb.

1. Here (is, are) a plan about time management.
2. Too much busy work in your day (prevents, prevent) efficiency.
3. A period of time without interruptions (is, are) crucial.
4. People usually (does, do) too many things at once.
5. Why (is, are) frequent breaks important?
6. Constant clutter on people's desks (causes, cause) frustration.
7. Why (does, do) perfectionists have so much difficulty?
8. The habit of procrastination (is, are) another area of time management.
9. There (is, are) several other distracting activities, from watching television to playing video games.
10. Children in a family (needs, need) to help with chores.

EXERCISE 5. Agreement with Hidden Subjects

In each sentence, cross out prepositional phrases, appositive phrases, and the word *there* or the word *here*. Then underline the subject. Finally, circle the correct verb.

1. Here (is, are) some basic medical supplies needed for every home.
2. A thermometer in the medicine chest (is, are) crucial.
3. There (is, are) a box of bandages on hand for minor injuries.
4. A vaporizer in the bedroom at night (relieves, relieve) bronchial congestion.

5. Pads of sterile gauze often (helps, help) dress wounds.
6. A small bottle of Coca Cola syrup (proves, prove) helpful for treating stomach upsets.

7. A useful tool, a pair of tweezers, (removes, remove) splinters.
8. In a home ready for emergencies, a list of emergency phone numbers (sits, sit) next to the telephone.

9. Why (has, have) cold compresses been useful in treating sprains?
10. Every person with a sense of responsibility (needs, need) a resource book on first aid at hand.

Usually, a collective noun takes a singular verb or requires a singular pronoun to refer to that noun. The reasoning is that the group acts as a single unit.

The class was waiting for its turn to use the gym.
The Cub Scout troop is holding its jamboree in July.
The orchestra performs in Cincinnati next week.

Sometimes a collective noun takes a plural verb or requires a plural pronoun to refer to that noun because the members of the group are clearly acting as individuals, with separate actions as a result. One clue that a group noun will be considered plural is if the verb shows a difference of opinion: *disagree, argue, debate, or differ*.

The class were putting on their coats.

(Clearly, each member has his or her own coat.) The Cub Scout troop were having difficulty with their tents. (Here, the meaning is that each person is individually having trouble with his tent.)

The orchestra are debating whether or not to go on tour.

(Some individuals think they should go on tour; some think they should not.)

NOTE: The word number is a collective noun that is governed by the following rule:

If the definite article (the) is used with number, the meaning is singular.

The number of reality shows on television has increased.

If the indefinite article (a, an) is used with number, the meaning is plural.

A number of reality shows on television have been canceled.

EXERCISE 6. Agreement with Collective Nouns

Collective nouns can sometimes be singular or plural depending on the writer's intention. The words in each sentence of the following exercise, indicate the writer's intended meaning.

Underline the subject and circle the correct verb in each sentence.

1. The construction crew (is, are) being blamed for the accident. (acting as a unit)
2. In this case, the union (accuses, accuse) the crew. (acting as a unit)
3. A few days after the accident, the same group (files, file) charges. (acting as a unit)
4. The crew's legal team (is, are) uncertain about their strategy. (acting as individuals)
5. The public (voices, voice) their concerns to the media. (acting as individuals)
6. The crowd (grows, grow) more and more impatient. (acting as a unit)
7. The audience (interrupts, interrupt) the proceedings. (acting as individuals)
8. The jury (hears, hear) the evidence. (acting as a unit)
9. The group (has, have) very different opinions. (acting as individuals)
10. The crowd (sits, sit) on the edge of their seats to hear the verdict. (acting as individuals)

EXERCISE 7. Agreement with Collective Nouns

Use the following general rule for collective nouns: A collective noun is considered singular unless the members of the group are acting as individuals with different ideas or separate actions. In the following exercise, underline the subject and circle the correct verb in each sentence.

1. The Spanish club (is, are) hiring a speaker for the meeting.
2. The trio (performs, perform) mostly on weekends.
3. The group (needs, need) a sponsor for its organization.
4. The faculty (is, are) not in agreement about the new grading policy.
5. The committee (was, were) undecided about who should be invited.
6. The team (has, have) beaten its strongest opponent.
7. A crowd usually (attends, attend) the competition.
8. The board of directors (disagrees, disagree) about the proposed reorganization.
9. The panel tonight (was, were) not all ready for the questions posed to them.
10. The junior class (is, are) choosing their class rings this week.

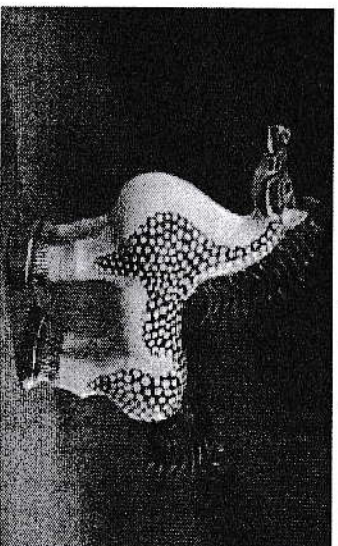
EXERCISE 8. AGREEMENT WITH INDEFINITE PRONOUNS

Underline the subject and circle the correct verb in each sentence

HINT: When a prepositional phrase follows an indefinite pronoun that is the subject, be sure the verb agrees with the indefinite pronoun subject.

1. One of America's most talented regional artists (was, were) Walter Anderson of Mississippi.

2. Each of his paintings (is, are) full of energy.
3. Few (deny, denies) his greatness.
4. Nobody (has, have) loved nature more than this artist.
5. Many of his drawings (shows, show) vibrant plant life.
6. Others (depicts, depict) animals in motion.
7. Some of his animals (is, are) carved into wooden figures.
8. Most of Walter Anderson's work (was, were) discovered after his death.
9. All of us (was, were) saddened by the destruction of so much of his work in Hurricane Katrina and the subsequent flood.
10. Anything from his studio (has, have) real value today.



EXERCISE 9. Agreement with Indefinite Pronouns

Underline the subject and circle the correct verb in each sentence.

Each of these plants (grows, grow) in the rainforest.

1. Nobody (knows, know) how many drugs are contained in plants that grow in the rainforest.
2. Some (argues, argue) that wonderful drugs could be derived from many plants.
3. Most of the pharmaceutical experts (remains, remain) skeptical.

4. All of the research (is, are) expensive and often (proves, prove) fruitless.
5. Everybody (agrees, agree) that the tropical forest is a source of medicine.
6. One of the dangers (is, are) that if we wait, the tropical forest may disappear.
7. One of the two U.S. companies in Costa Rica (is, are) Merck and Company.
8. Each of the companies (has been, have been) paying the country for the right to search the rainforest.
9. Among scientists, some (recommends, recommend) that governments subsidize drug research.
10. Vincristine and vinblastine are two medicines found in the rainforest; both (is, are) used for cancer treatment.

SUBJECT-VERB AGREEMENT WITH COMPOUND SUBJECTS

If the parts of a compound subject are connected by the word and, the verb is usually plural.

Alberto and Ramon are the winners.

The exception to this rule occurs when the two subjects are thought of as a single unit.

If the parts of a compound subject connected by and are thought of as a single unit, the verb is singular.
Peanut butter and jelly is my favorite sandwich.

CREATING EFFECTIVE SENTENCES

The rule becomes more complicated when the parts of the compound subject are connected by or, nor, either/or, neither/nor, or not only/but also.

When the parts of a compound subject are connected with or, nor, either, either/or, neither, neither/nor, or not only/but also, use the following rules:

1. If both subjects are singular, the verb is singular.

Either Alberto or Ramon is at the concert.

2. If both subjects are plural, the verb is plural.

Either my friends or my two brothers are at the concert.

3. If one subject is singular and one subject is plural, the verb agrees with the subject closer to the verb.

*Either my friends or my brother is at the concert.
 Either my brother or my friends are at the concert.*

EXERCISE 10. Subject-Verb Agreement with Compound Subjects

Underline the compound subject and circle the correct verb in each sentence.

1. Macaroni and cheese (is, are) my son's favorite supper.
2. This meal and others like it (has, have) too much fat.
3. My mother and father, on the other hand, often (enjoys, enjoy) a fruit salad for their main meal.
4. For many of us, our shopping habits or cooking routine (needs, need) to be changed.
5. Either a salad or a cooked vegetable with a sprinkling of cheese (is, are) a better choice than macaroni and cheese.
6. Adults and children (does, do) need to watch their diets.
7. Too many pizzas and sodas (is, are) a disaster for people's health.
8. Either the lack of exercise or the eating of fatty foods (causes, cause) more problems than just weight gain.
9. Neither potato chips nor buttered popcorn (is, are) a good snack choice.
10. An apple or grapes (makes, make) a better choice.

Subject-Verb Agreement with Compound Subjects

In each sentence, underline the compound subject and circle the correct verb.

1. Students and their teacher (meets, meet) at the University of Indiana to do marriage research.
2. Either Robert Levenson or John Gollman (uses, use) the video to examine how couples interact during arguments.
3. Neither body language nor the spoken words (is, are) unimportant.
4. Criticism, whining, or withdrawal (reveals, reveal) potential trouble.
5. Sweating, blood flow, and heart rate (is, are) also monitored during arguments.
6. Positive moments or good memories (needs, need) to outnumber the negative moments.
7. A man or a woman marrying someone with a different fighting style (risks, risk) an unhappy marriage.
8. Courtrooms or a baseball field (provides, provide) structured times and places for people to fight.
9. A particular time and a particular place (needs, need) to be set aside for

talking about marital problems.

10. A happy husband and wife (gives, give) each other support and friendship.

MASTERY AND EDITING TESTS

TEST 1.

Making the Subject and Verb Agree

In the blanks next to each sentence, write the subject of the sentence and the correct form of the verb. An example follows.

<i>Everybody (has, have) heard of injuries suffered by young athletes.</i>	SUBJECT	VERB
	<i>Everybody</i>	<i>has</i>

- Many of these injuries (happens, happen) to football quarterbacks. _____
- One of the most serious sports injuries (is, are) a concussion. _____
- Many young people (thinks, think) nothing of a minor blow to the head. _____
- Now scientists (understands, understand) these injuries much better than before. _____
- On impact, the arteries of the brain (is, are) constricted. _____
- Some athletes unfortunately (suffers, suffer) a second concussion before healing from the first one. _____
- Several minor concussions often (leads, lead) to permanent brain damage or even death. _____
- Medical doctors all over the country (wants, want) stricter guidelines for athletes with concussions. _____
- An athlete with one or more concussions (requires, require) a sufficient amount of rest. _____
- Today, nobody in contact sports (takes, take) a head injury lightly. _____

TEST 2.

Making the Subject and Verb Agree

Using your own words and ideas, complete each of the following sentences. Be sure the subject and verb agree. An example follows:

The best place for wedding receptions is a restaurant with a view

- Our team _____
- The box of chocolates _____
- Both of my sisters _____
- The effects of a pay cut on a family _____
- Where are _____
- Not only the teacher but also the students _____
- The jury _____
- Each of the contestants _____
- There is _____
- The table of contents in that book _____

TEST 3.

Editing Student Writing: Making the Subject and Verb Agree

The following paragraph contains seven errors in subject-verb agreement. For each sentence, cross out prepositional phrases and appositive phrases, underline the subject, and circle the verb. Place a check over errors in agreement. On the lines following, list the subject and the correct form of the verb for each sentence.

Bedbugs Are Back

People in hotels and apartments around the country are complaining. Gradually more and more places, including college dormitories, has bedbugs. How does these pests get into a room? International travel has been largely to blame. Unfortunately, bedbugs have the ability to survive for over a year without a meal. Furthermore, insecticides from a local hardware store is no longer effective. Your new mattress sometimes arrive on a truck with an old mattress (filled with bedbugs) from another customer. Also, a bedbug easily rides unseen from one place to another in a pants cuff or a jacket. Either a crack in a wall or a ridge between the floor boards are enough room for a bedbug. These invisible vampires of the night traumatizes their victims. The number of them often grows quickly from only a few into several thousands. Unsignificantly, itchy red welts are left behind by this blood sucking bug. Nobody in my circle of friends knowingly visit a home with these invisible and nearly indestructible pests.

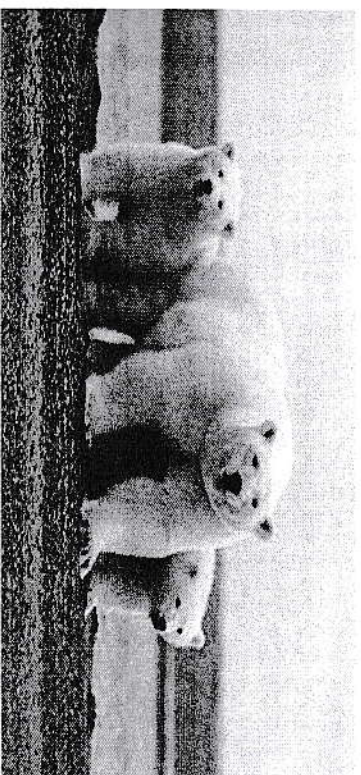
SUBJECT

CORRECT FORM OF VERB

- _____

LESSON 9. ENDANGERED ANIMALS

Polar Bear Makes the List



In spring 2008, the polar bear was placed on the **endangered species** list. According to the USA's Endangered Species Act, an endangered species is an animal, plant or any other kind of wildlife that is likely to face **extinction** in its natural **habitat**. Polar bears had already been categorized as a "threatened" species which the ESA defines as one that is likely to become "endangered" in the foreseeable future.

The polar bear is the first animal that has been classified as endangered due primarily to **global warming**. Global warming is a form of climate change caused by increased levels of carbon dioxide and other **greenhouse gases** that become trapped in the atmosphere. Oil and gas heaters, engines using oil or petrol (or gasoline) and coal-powered electricity plants all require **fossil fuels** that lead to global warming. Renewable energy sources or **renewables** that don't cause global warming include solar, wind and hydro-electricity power. These alternative forms of power, as well as the science of climate change, have been strongly attacked by many of the world's biggest companies in order to protect the huge profits they make from fossil fuels. They do this even though they're fully aware of how much fossil fuels are damaging our planet and endangering many of the species we share it with.

The polar bear's habitat is more **vulnerable** to global warming than many other species. Polar bears live mainly on the sea ice in the Arctic. This is where they hunt for fish and build up fat reserves. When the ice melts many polar bears move to land and live off their stored fat. In the Arctic, global warming is causing the ice

2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

TEST 4.

Editing Student Writing Using Editing Symbols

Instructors often use commonly accepted symbols to mark corrections in student writing. The editing symbol for subject-verb agreement is agr. (See the inside back cover for a list of common editing symbols.) The paragraph contains five subject-verb agreement errors. Write agr above each error you find, and then write the subject and the correct verb form on the lines provided. (In sentence 9, consider audience as a collective noun that acts as a unit.)

Why don't everybody like a hair-raising horror movie? I don't see many of my college classmates at all the latest shows. My girlfriend doesn't like these kinds of movies, and neither do any of her friends. In fact, the theaters are filled almost exclusively with teenagers. My friends and I pays our eight bucks and anticipate a nightmare. Each of us hope for a thrill. Emotions like love, friendship, or kindness go by the wayside. The audience wants blood and guts! It don't matter if the plot is ridiculous and the acting is terrible. The typical horror movie with all its violent scenes appeal to our worst nature. One of my favorite horror movies is The Hills Have Eyes. Fortunately for my friends and me, a popular horror movie these days usually has a sequel. We look forward to the next adrenaline rush.

Five subject-verb agreement corrections
SUBJECT CORRECT FORM OF THE VERB

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

to melt slightly earlier and form slightly later. This results in a shorter feeding season for the polar bear. Some **risk** their lives to find ice. If they have to swim too far they will drown from exhaustion and hunger. The World Wildlife Fund estimates that over 25% of Arctic sea ice has disappeared in the past 30 years.

It is not only the polar bear that is at risk in the Arctic. Every species of plant, animal, and insect there is threatened by global warming. Nevertheless, groups of concerned scientists and **environmentalists** such as the World Wildlife Fund often study large carnivores in order to assess the health of an **ecosystem**. The Arctic **food chain** relies on the polar bear. In addition, donations are more commonly offered for the protection of large animals such as bears or elephants. People in general are less interested in **conservation efforts** that protect small wildlife, such as plants or insects. However, by using donor money to protect the habitats of larger animals through **reforestation** and similar programs, entire ecosystems with many threatened or endangered species can be saved.

It is important that animals such as the polar bear make it onto the endangered species list. Once they are on the list there are laws that protect these animals from being hunted for food or sport. Agencies also receive money and tools to protect the habitat and **recover** the species. The goal of removing the animal from the list is often achievable. Since the Endangered Species Act was introduced in the US in 1973, many species have been taken off the list due to increased populations. In fact, it is rare for a species to go extinct after they make the list. Sadly, many species do go extinct while waiting for consideration.

Vocabulary

Word	Meaning
conservation effort <i>noun</i>	measures to protect and restore the natural world
ecosystem <i>noun</i>	the complex system of relationships between living things and their environment
endangered species <i>noun</i>	animals or plants in danger of becoming extinct in the near future

Word	Meaning
environmentalist <i>noun</i>	a person who cares about the natural world and makes efforts to protect it or raise awareness of environmental problems
extinction <i>noun</i>	the loss of a species of animal, bird, plant, etc for all time
food chain <i>noun</i>	a group of organisms in which each feeds off the one below it in the chain
fossil fuel <i>noun</i>	a fuel formed from the fossils of plants or animals that died millions of years ago. These fuels include oil and coal, the burning of which is a major cause of global warming.
global warming (also climate change) <i>noun</i>	the gradual increase of air and sea temperatures caused by rising greenhouse gas levels
greenhouse gas <i>noun</i>	a gas in the atmosphere that prevents heat from escaping into space
habitat <i>noun</i>	the area where a species naturally lives, eats, and reproduces
recover <i>verb</i>	to help a certain species repopulate an area

Word	Meaning
reforestation <i>noun</i>	the planting of new trees in a place where a forest has been badly damaged or destroyed
renewables <i>noun</i>	forms of energy that can be replaced naturally, such as hydro-electricity, solar energy and wind power
risk <i>verb</i>	engage in a dangerous act
vulnerable <i>adjective</i>	likely to face injury or danger
wildlife <i>noun</i>	plants and animals living in a natural environment

Read the text.

Today, some type of animals are an endangered species. This means there are very few animals of that kind left on Earth. The animals could face extinction. Extinction is when all the animals of that kind die. When a type of animal is extinct, it is gone forever. One problem for animals is that their habitat is sometimes destroyed by humans. As human populations increase, more and more space is needed for people. Building areas for people to live pushed animals out of their natural homes. Forest and swamp habitats are the most threatened. Trees are cut down to make room for homes and businesses. Swamps are filled in so that neighborhoods can expand. The habitat is destroyed. The animals have nowhere else to go. Without a habitat, the number of animals begins to go down. Humans must prevent the extinction of animals due to the loss of their habitat. We have to become more aware of animal populations when considering building and expansion projects. Other options may not be as convenient, but the survival of the animals needs to be taken into consideration. Better planning and an awareness of how human actions affect animals can make a difference. It is still possible to maintain a diverse animal population for future generations to enjoy. Another

major cause of endangerment of animals is over hunting by humans. The practice of shooting animals as a sport can quickly bring the animals to extinction. This is a worldwide problem. The governments of countries around the world must unite to agree on laws regarding animals. Some animals may have large enough populations so hunting will not endanger them. Others must be protected. There is still hope for animals who are already on the endangered species list. Some organizations are working hard to recreate habitats for them. Breeding programs are helping animal populations increase. We all have to be aware and think before we act. The things we do can affect more than just ourselves.

EXERCISE 1. Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1. What would be the result if worldwide laws were passed to protect animal habitats?

2) Give an example of something that can be done to help keep endangered animals from becoming extinct.

3) What statement supports the idea that the author believes animals need to be protected?

4) Based on the article, what does extinction mean?

5) What is one way that humans affect animal populations?

LESSON 10. UNDERSTANDING FRAGMENTS AND PHRASES.

A phrase is a group of words belonging together but lacking one or more of the three elements necessary for a sentence.

Fragments are usually made up of phrases. These phrases are often mistaken for sentences because they are words that go together as a group. However, they do not fit the definition of a sentence. Do not confuse a phrase with a sentence. The English language has six kinds of phrases, and you should learn to recognize each one. You have already studied three of these kinds of phrases.

The fragment is a major problem for many student writers. A thought may be clear in a writer's mind, but on paper the expression of this idea may be incomplete because it does not include a subject, a verb, or a complete thought. In this section, you will improve your ability to spot fragments (incomplete sentences), and you will learn how to correct them. This practice will help you avoid fragments in your own writing. Here, for example, is a typical conversation between two people in a laboratory. It is composed entirely of fragments, but the two people who are speaking have no trouble understanding each other.

Doug: Had any test results yet?

Nelida: Nothing statistically significant.

Doug: Not good.

Nelida: Back to step one.

Rewritten in complete sentences, this brief conversation might go as follows:

Doug: Have you had any test results yet?

Nelida: The results were not statistically significant.

Doug: That is not good.

Nelida: We will have to go back to step one.

In the first conversation, misunderstanding is unlikely since the two speakers stand face to face. Seeing the other's gestures and hearing the intonations in the other's voice help each one grasp the other's meaning. These short phrases are enough for communication because the speakers are using more than just words to convey their thoughts. They understand each other because each one has no difficulty completing the thoughts in the other's mind.

In writing, however, readers cannot be present to observe tone of voice, gestures, or other signals for themselves. They cannot be expected to read the writer's mind. For a reader, only words grouped into sentences and sentences

grouped into paragraphs can provide clues to the meaning. Because writing often involves thoughts that are abstract and even complex, fragments cause great difficulty and sometimes result in total confusion for the reader.

EXERCISE 1. Putting a Conversation into Complete Sentences

The following conversation could have taken place between two airline pilots. Rewrite the conversation in complete thoughts (or standard sentences). Remember the definition of a sentence:

A complete sentence has a subject and a verb and expresses a complete thought

Nick: Got everything?

Chandra: Everything but the new flight plan.

Nick: Twenty minutes until take off.

Chandra: Looks like nasty weather.

Nick: Hopefully no flocks of birds in our flight path.

Chandra: What about deicing?

Nick: Done!

Chandra: A full plane today.

Nick: Ready?

Chandra: Good to go.

Conversation rewritten in standard sentences

Nick:

Chandra:

Nick:

Chandra:

Nick:

Chandra:

Nick:

Chandra:

Nick:

Chandra:

Nick:

Chandra:

Nick:

Chandra:

Remember that when you write in complete sentences, the results may differ from the way you would express the same ideas in everyday conversation with a friend.

Although you will occasionally spot incomplete sentences in professional writing, you may be sure the writer is using these fragments intentionally. In such cases, the fragment may be appropriate because it captures the way a person thinks or speaks or because it creates a special effect. A student developing his or her writing skills should be careful to use only standard sentence form so that every thought will be communicated effectively. Nearly all the writing you will do in your life business correspondence, papers in school, or reports in your job will demand standard sentence form. Fragments will be looked upon as a sign of ignorance rather than evidence of a creative style.

WHAT IS A FRAGMENT?

A fragment is a piece of a sentence.

A group of words may appear to be a sentence, but if one of the following elements is missing, the result is a fragment.

- The subject is missing:
is setting the trap
- The verb is missing:
the hunter in the woods
- Both the subject and the verb are missing:
in the woods
- The subject and verb are present, but the group of words does not express a complete thought:
The hunter set.

HOW DO YOU CORRECT A FRAGMENT?

1. Add the missing part or parts.

Fragment: across the lake
To be added: subject and verb
Complete sentence: I swam across the lake.

The prepositional phrase across the lake is a fragment because a prepositional phrase cannot function as the subject or the verb in a sentence. Furthermore, the words across the lake do not express a complete thought.

2. Join the fragment to the sentence where it belongs.

If you look at the context in which a fragment occurs, you will often find that the complete thought is already present. The writer did not recognize that the fragment belonged to the sentence that came just before or to the sentence that immediately followed. Therefore, another way to correct a fragment is to join the fragment to the sentence that precedes it or to the sentence that immediately follows it. Which sentence you choose depends on where the information in the fragment belongs. Study the example below.

Incorrect: In the middle of the night, I swam. Across the lake. The water was cool and inviting.

Correct: In the middle of the night, I swam across the lake. The water was cool and inviting.

Fragments can exist in a writer's work for a number of reasons. A writer may become careless for a moment or may not fully understand how all the parts of a sentence work. If the writer does not have a clear idea of what he or she is trying to say, fragments and other errors are more likely to occur. Sometimes another try at expressing the same idea may produce a better result.

EXERCISE 2. Correcting Fragments by Adding the Missing Parts

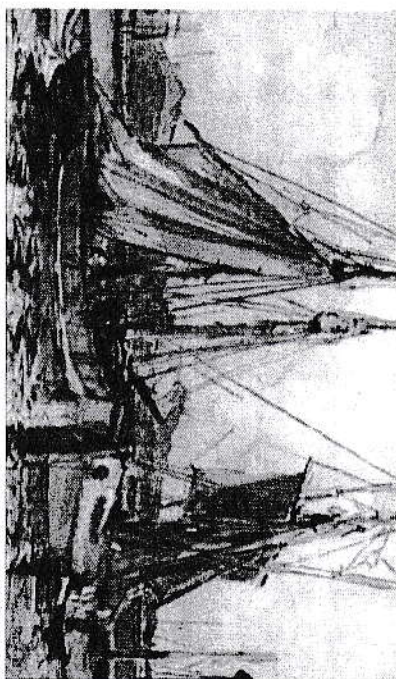
Make each of the following fragments into a complete sentence by adding the missing part or parts.

- returned to the sea (add a subject)
- a bird on the oak branch (add a verb)

3. between the island and the mainland (add a subject and a verb)

4. the hawk in a soaring motion (add a verb)

5. the fishing boats in the harbor (add a verb)



6. dropped like a stone into the water (add a subject)

7. the crescent moon (add a verb)

8. carried the fish to the tree (add a subject)

9. the fisherman put (complete the thought)

10. into the net (add a subject and a verb)

Like the verb phrase, the infinitive phrase, the participial phrase, and the gerund phrase are all formed from verbs. However, these phrases do not function as verbs in sentences.

INFINITIVE PHRASE

An infinitive phrase usually functions as a noun.

Infinitive phrase as subject

To continue this argument would be useless.

Infinitive phrase as object
She began to move gracefully.

NOTE: The word to can also be used as a preposition, as in I wrote to my son.

PRACTICE

See whether you can distinguish between the infinitive phrases and the prepositional phrases. In each of the following sentences, label the italicized phrase as an infinitive phrase (INF) or prepositional phrase (PP).

1. I stopped by his office *to say* goodbye.
2. The trail of evidence led directly *to him*.
3. We were lucky *to have discovered* his fraudulent activities.
4. The manager had forced him *to tell* the truth.
5. His leaving will be a relief *to the staff*.

PARTICIPIAL PHRASE

How Is the Participle Formed?

The present and past participles are formed from the base verb:

Present participle: base verb + -ing

running, looking, trying
Past participle: base verb + the regular past tense ending -d or -ed
disappointed, folded, turned

or
base verb + irregular past tense form

told, gone, given,

Below are the same participles given above, this time with words that might complete their phrases.

Examples of present participial phrases:

running home, looking very unhappy, trying hard,

Examples of past participial phrases:

*graciously disappointed, folded incorrectly, turned slightly,
told carefully, gone quickly, given gratefully*

A participial phrase functions as an adjective in a sentence. By studying the following sentences, you can observe how the above phrases can be used in complete sentences. These phrases function as adjectives for the noun or pronoun that follows them

GERUND PHRASE

The gerund is formed from the present participle. Along with any words that go with it, the gerund phrase functions as a noun. As such, it can be the subject or the object of a sentence.

Gerund phrase as subject: Long-distance running is strenuous exercise

Gerund phrase as object: I like long-distance running

See whether you can distinguish between participial phrases and gerund phrases. In each of the following sentences, label the italicized phrase as a participial phrase (P) or a gerund phrase (G). Remember, the participial phrase functions as an adjective. The gerund phrase functions as a noun.

1. *Standing* totally still, the child hopped the bee would fly away.
2. *Playing* the violin is not easy.
3. The athlete will try deep-sea *diving*.
4. *Waiting* patiently, we ordered something to drink.
5. *Edited* slowly and carefully, the essay was much improved.

EXERCISE 3. Identifying Phrases. Identify each of the underlined phrases

1. In the past, play was usually unsupervised.
2. Parents seldom made “play dates” for their children.
3. Playing on the street or in a vacant lot was the norm.
4. Expecting to be entertained, children today often complain of being bored.
5. They depend on video games to structure their time.
6. Parents are spending money on too many movies and video games.
7. What is wrong with boredom?
8. Blessed with restless energy, children could find more creative ways to play
9. They need to play outside and get more exercise.

10. A community service project could be a more beneficial outlet for their energy than watching television.

MASTERY AND EDITING TESTS
TEST 1.

Recognizing and Correcting the Fragment

The following description of people on a dance floor at the Peppermint Lounge appeared in The New Yorker in the 1960s. The description is made up entirely of fragments. Rewrite the description, making each fragment into a sentence.

Place always jammed. Huge line outside. Portals closely guarded. Finally made it last night, after hour's wait. Exhilarating experience! Feel ten years younger. Hit Peppermint close to midnight, in blue mood. Inside, found pandemonium. Dance floor packed and popping. Was battered by wild swinging of hips and elbows. Some couples in evening dress, others in T shirts and blue jeans. Young. Old. Businessmen. Crew Cuts. Beatniks.

(continued)

Recognizing and Correcting the Fragment

That afternoon the street was full of children. Taking a shower in the rain. Soaping themselves and rushing out into the storm. To wash off the suds. In a few minutes, it was all over. Including the rubdown. The younger children took their showers naked. Teetering on the tips of their toes and squealing to one another. The stately coconut palm in one corner of the patio. Thrashed its branches high over the dripping children bouncing on the cobblestones.

[illegible]

Reviewing Student Writing: Recognizing and Correcting the Problems

We called it our house. It was only one room. With about as much space as a tent. Painted in a pastel color with a red-tiled roof. The front window reaching nearly from the sidewalk to the roof. We could look up and down the street. Sitting indoors on the window seat. Our kitchen was a small narrow area. With the brick stove and two benches to serve as shelves. Three steel bars and a short piece of lead pipe from a scrap heap to make a grate.

[illegible]

TEST 4.

Editing Student Writing Using Editing Symbols

As you learned in Test 4, instructors often use editing symbols to mark errors in student writing. The editing symbol for a fragment is frag. In the paragraph below, find five fragments (frag) and five errors in subject-verb agreement (agr). Mark each error with the commonly used editing symbol, and then correct the errors on the lines provided following the paragraph.

My younger brother is happy about his first job at McDonald's. The most popular fast food restaurant. His cousin and a friend also works here. His uniform, a blue and white striped shirt with blue pants, are provided for free. One of the employees show him the register. Everyone learn all the different jobs. Either the manager or the trainer tell him about the importance of patience. Getting along with other people, too. You start at the bottom. Slowly working up the ladder. After six months, a supervisor reviews your work. Some workers in the group get a raise and become crew trainers. One big disadvantage. Low pay!

Five corrected fragments

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

Five subject-verb agreement corrections

Subject Correct form of the verb

6. _____
7. _____
8. _____
9. _____
10. _____

LESSON 11. COMBINING SENTENCES USING THREE OPTIONS FOR COORDINATION.

WHAT IS COORDINATION?

So far you have worked with the simple sentence. If you review, you will see that writing only simple sentences results in a choppy style and also makes it difficult to express complicated ideas. You will need to learn how to combine simple sentences correctly by using coordination. To understand coordination, be sure you know the meaning of the following three terms.

A **clause** is a group of words that has a subject and a verb.

she spoke
when she spoke

NOTE: *Of the two clauses above, only she spoke could be a sentence. The clause when she spoke could not stand alone as a sentence because it does not express a complete thought.*

An **independent clause** is a clause that can stand alone as a simple sentence:

She spoke.

A **compound sentence** is a sentence that is created when two or more independent clauses are correctly joined, using the rules of coordination:

She spoke, and we listened.

The three preceding terms are all part of the definition of coordination.

Coordination is the combining of two or more related independent clauses (you may think of them as simple sentences) that contain ideas of equal importance. The result is a **compound sentence**.

Two independent clauses: **She spoke. We listened.**

Compound sentence: **She spoke, and we listened.**

FIRST OPTION FOR COORDINATION: USING A COMMA PLUS A COORDINATING CONJUNCTION

The most common way to form a compound sentence is to combine independent clauses using a comma plus a coordinating conjunction.

First option for Coordination		
Independent clause	Comma and coordination conjunction	Independent clause
I had worked hard	So	I expected results.

You will need to memorize the list of coordinating conjunctions given below. By doing this now, you will avoid confusion later on when you will be using a different set of conjunctions to combine clauses.

Connectors : coordinating conjunctions			
And	but	for (making because)	So
nor	yet	or	

PRACTICE

In each of the following compound sentences, draw a single line under the subject and draw two lines under the verb for each independent clause. Then circle both the coordinating conjunction and the comma. An example follows:

The speaker rose to his feet, and the room became quiet.

1. The audience was packed, for this was a man with an international reputation.

2. He could have told about all his successes, but instead he spoke about his disappointments.

3. His words were electric, so the crowd was attentive.

4. I should have brought a tape recorder, or at least I should have taken notes.

Did you find a subject and verb for both independent clauses in each sentence? Now that you understand the structure of a compound sentence, be sure you understand the meanings of the different coordinating conjunctions. Keep in mind that these conjunctions are used to show the relationship between two ideas that have equal importance.

COORDINATING CONJUNCTIONS AND THEIR MEANINGS	
Conjunction	Meaning
and	To add an idea
nor	To add an idea when both clauses are in the negative
but	To contrast two opposing ideas
yet	To emphasize the contrast between two opposite ideas
for	To introduce a reason
or	To show choice
so	To introduce the result

PRACTICE.

Combining Sentences Using Coordinating Conjunctions
For each of the following compound sentences, choose the coordinating conjunction that best supports the meaning of the sentence. Circle the letter corresponding to your choice.

- The two detectives carefully checked the scene for fingerprints, _____ they could not find one clear print. (contrast)
a. So b. but c. nor d. or
- The sale was open, _____ a single bag of coins remained. (add)
a. But b. and c. or d. for

3. There was no sign of forced entry, _____ they believed it was probably an inside job. (result)
a. So b. nor c. but d. or
4. The restaurant owner could not be found, _____ could the two waiters be located. (add, both clauses are in the negative)
a. And b. for c. so d. nor
5. Suddenly they became interested in one of the tables, _____ the surface seemed splattered with blood. (reason)
a. and b. for c. yet d. so
6. The missing tablecloth could also be significant, _____ they took photographs of the other tablecloths. (result)
a. Nor b. so c. but d. or
7. One detective looked in the closets, _____ he decided they contained nothing significant. (contrast)
a. or b. so c. but d. nor
8. They might find another clue, _____ the blood stains may be their only evidence. (choice)
a. or b. yet c. nor d. but
9. There were no witnesses, _____ maybe DNA would tell a story. (contrast)
a. for b. nor c. or d. but
10. Either they get a break in the case, _____ the mystery may never be solved. (choice)
a. and b. nor c. so d. o

COMBINING SENTENCES USING COORDINATING CONJUNCTIONS.

Below are ten sentences. Some of them are compound sentences needing a comma and a coordinating conjunction. Some of them are simple sentences (with only compound subjects or compound verbs). These do not require a comma. Fill in each blank with a comma (if required) and a coordinating conjunction that best supports the meaning of the sentence.

EXERCISE 1.

1. The San Francisco Earthquake of 1906 may have shaken down hundreds

- of buildings _____ the fire that followed destroyed nearly everything left standing.
2. One hour after the earthquake smoke could be seen from one hundred miles away _____ for three days and nights the sky was filled with smoke.
 3. Outside the city not a flicker of wind stirred _____ the heated air of the fire produced an enormous gale within the city.
 4. This gale-force wind fed the flames _____ quickly spread the fire.
 5. Firefighters tried valiantly to save buildings _____ before long the flames would reappear on all sides and destroy the structures.
 6. The stories of many heroic deeds will never be told _____ will the number of dead ever be known.
 7. The flames could not be stopped _____ people had no choice but to flee.
 8. People pulling heavy trunks up and down the steep hills of the city eventually had to abandon them _____ their survival depended on moving more quickly.
 9. Tens of thousands of refugees camped around the city _____ fled to surrounding cities.
 10. Nothing much remained of San Francisco following the fire except for memories _____ a few homes on the outskirts of the city.

EXERCISE 2. Combining Sentences Using Coordinating Conjunctions

The simple sentences in each of the following pairs could be combined with a coordinating conjunction. Decide what relationship the second sentence has to the first, and then choose the conjunction that makes the most sense. Write your compound sentence on the line provided. Use the following model as your guide.

Two simple sentences: She broke her arm.
She couldn't play in the finals.

Relationship of second sentence to first: result _____
(conjunction that introduces this meaning: so _____)

Compound sentence: She broke her arm, so she couldn't play in the finals

1. Mr. Watson is kind and patient.

His brother is sharp and nagging.

Relationship of second sentence to first: _____

Conjunction that introduces this meaning: _____

2. The two adults are having great difficulty.

They are trying to raise a teenager.

Relationship of second sentence to first: _____

Conjunction that introduces this meaning: _____

3. Young Michael has no family of his own.

He feels angry and alone.

Relationship of second sentence to first: _____

Conjunction that introduces this meaning: _____

4. Michael hasn't been doing well in school.

He isn't involved in any activities outside school.

Relationship of second sentence to first: _____

Conjunction that introduces this meaning: _____

5. Mr. Watson encouraged Michael to do volunteer work at the hospital.

This might give Michael the satisfaction of helping other people.

Relationship of second sentence to first: _____

Conjunction that introduces this meaning: _____

6. Mr. Watson's brother wanted Michael to spend more time on his homework.

He also wanted him to get a job after school to help with expenses.

Relationship of second sentence to first: _____
Conjunction that introduces this meaning: _____

7. Michael liked going to the hospital.

He was doing something important.

Relationship of second sentence to first: _____

Conjunction that introduces this meaning: _____

8. He didn't earn any money.

He liked helping people.

Relationship of second sentence to first: _____

Conjunction that introduces this meaning: _____

9. Michael has decided to have a career working in a hospital.

He now has a reason to work harder in school.

Relationship of second sentence to first: _____

Conjunction that introduces this meaning: _____

10. Mr. Watson thinks the hospital volunteer work was a good idea.

His brother has to agree.

Relationship of second sentence to first: _____

Conjunction that introduces this meaning: _____

SECOND OPTION FOR COORDINATION: USING A SEMICOLON, AN ADVERBIAL CONJUNCTION AND A COMMA

The second way to form a compound sentence is to combine independent clauses by using a semicolon, an adverbial conjunction and a comma.

PRACTICE

In each of the following compound sentences, draw a single line under the subject and draw two lines under the verb for both independent clauses. Then write the semicolon, adverbial conjunction, and comma, in example follows:

The jet was the fastest way to get there ; moreover , it was the most comfortable.

1. The restaurant is always too crowded on Saturdays; nevertheless, it serves the best food in town.
2. The land was not for sale ; however, the house could be rented.
3. The law suit cost the company several million dollars ; consequently, the company went out of business a short time later.
4. The doctor told him to lose weight ; furthermore, she instructed him to stop smoking.

EXERCISE 4. Combining Sentences Using Adverbial Conjunctions

The simple sentences in each of the following pairs could be combined by using an adverbial conjunction. Decide on the relationship between the two sentences, and circle the letter of the adverbial conjunction that makes the most sense.

1. Women are supposed to talk more than men. This may not always be true.
a. thus b. moreover
c. also d. however
2. The cell phone has become a part of everyday life. Researchers have become interested in this new area of study.
a. furthermore b. therefore
c. on the other hand d. nonetheless
3. Researchers began with a popular assumption about women and men. They found the results of the study led to an opposite conclusion.
a. thus b. nonetheless
c. also d. likewise
4. Women use their wireless phones 377 minutes a month. Men, on average, use their wireless phones a good deal more 438 minutes a month.
a. on the other hand b. therefore
c. thus d. likewise

5. Men can be seen using their phones almost everywhere. Women use their phones mostly at home.
a. similarly b. in addition
c. however d. accordingly

6. Men use their phones in very public places. They prefer to conduct a great deal of their business in this way.
a. however b. meanwhile
c. indeed d. otherwise
7. Women still rule the traditional phones at home. Women talk 544 minutes a month at home compared with men's use of just 314 minutes.
a. however b. in fact
c. besides d. meanwhile

8. Researchers counted the number of times men used their cell phones. They listened carefully to the male tone of voice.
a. otherwise b. therefore
c. in addition d. instead
9. The use of cell phones in public is annoying to many. The use of cell phones while driving can be dangerous.
a. therefore b. furthermore
c. otherwise d. nevertheless
10. The cell phone is relatively new technology. Companies are hopeful about people's increased use of the cell phone.
a. likewise b. in addition
c. accordingly d. meanwhile

EXERCISE 5. Combining Sentences Using Adverbial Conjunctions

The simple sentences in each of the following pairs could be combined by using an adverbial conjunction. Decide what relationship the second sentence has to the first, and then choose the adverbial conjunction that makes the most sense. Be careful to punctuate correctly. An example follows:

*Our family would like to purchase a computer. ; in addition,
We would like to buy a fax machine.*

1. In the past, people wrote with pen or pencil. ; _____
The computer has now become the favorite writing tool.

2. Computers provide a powerful way to create documents. _____ They are essential for storing large amounts of information efficiently.
3. At first, some feared the use of electronics for creating written work. _____ Nearly all have now overcome their fears.
4. Computers have already revolutionized today's offices. ; _____ No modern business can afford to be without them.
5. Most students are using computers in the classroom. _____ Many students are e-mailing homework to their teachers from home computers.
6. The prices of many computers are coming down these days. _____ Owning a computer is a real possibility for more people.
7. Some children know more about computers than many adults. _____ Some children are teaching the adults.
8. Professional writers have become enthusiastic about the use of computers. _____ Some writers still use yellow pads.
9. The electronic revolution is barreling ahead. _____ The nation faces a great challenge to keep up with it.
10. We have many technological aids to writing. _____

EXERCISE 6.

Combining Sentences Using Adverbial Conjunctions.

Add an adverbial conjunction and an independent clause to each of the following sentences to form a compound sentence that makes sense. Choose from the following adverbial conjunctions: consequently, furthermore, however, in fact, instead, meanwhile, moreover, nevertheless, otherwise, therefore. Remember to punctuate correctly. An example follows:

Members of the congressional committee met every day. Members of the congressional committee met every day; nonetheless, they could not agree on the proposal.

1. The employees were told the good news. _____
2. The novel was very well written. _____
3. The snow kept falling. _____
4. The employment rates have been rising. _____
5. Several bridges need replacement. _____
6. The job included health benefits. _____
7. The volunteer repainted the walls. _____
8. The reporter worked feverishly for days to research the story. _____
9. The inspector was suspicious. _____
10. The couple chose to refinance their home. _____

THIRD OPTION FOR COORDINATION: USING A SEMICOLON

A third and less commonly used way to form a compound sentence is to combine two independent clauses by using only a semicolon

Third option for coordination		
Independent clause	Semicolon	Independent clause
I had worked hard	;	I expected results.

You might choose the semicolon if the grammatical structure of each independent clause is similar or if the ideas in each independent clause are very closely related. In the following sentence, the grammatical structure of each independent clause is similar:

The women pitched the tents; the men cooked the dinner.

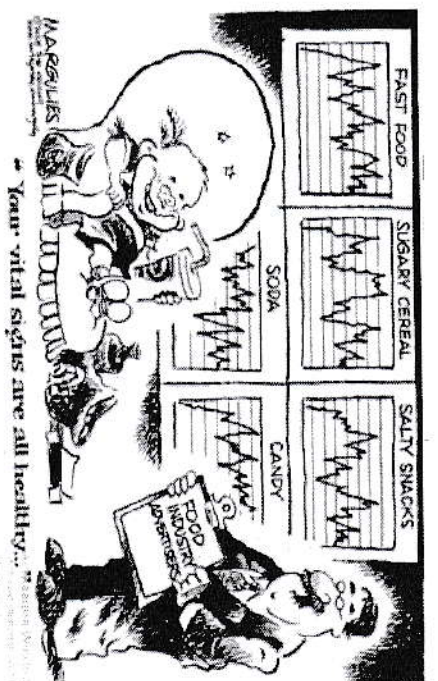
In the following sentence, the two independent clauses contain closely related ideas:

The women pitched the tents; they were proud of their work.

EXERCISE 7. Combining Sentences Using the Semicolon

Read each of the following sentences. If the sentence is a compound sentence that requires a semicolon, insert the semicolon where needed. If the sentence requires no punctuation, leave it as is.

1. The assistant wrote the speech; the manager delivered it at the national meeting.
2. The man stood in front of me; the others stood to the side.
3. The apartment was light and airy; the property was neat and clean.
4. Shoppers were pushing grocery carts down the aisles; workers were stocking the shelves.
5. My sister plans to learn three foreign languages in the next four years.
6. He worked in the stockroom counting inventory; his coworkers handled the customers.
7. He tried to explain; nobody gave him chance.
8. Many teenagers spend hours playing video games; they neglect their studies.
9. The forum was an annual gathering for poets and friends of poetry.
10. Ming-Na agreed to take the teaching position; she turned down a job singing backup in a rock band.



MASTERY AND EDITING TESTS

Test 1.

Combining Sentences Using Coordination

In the blank to the left of each group of four sentences, write the letter of the sentence that is the correct example of coordination.

1. a. Childhood obesity has doubled in the last twenty years in fact nine million children in this country are overweight.
b. Childhood obesity has doubled in the last twenty years, in fact nine million children in this country are overweight.
c. Childhood obesity has doubled in the last twenty years; in fact nine million children in this country are overweight.
d. Childhood obesity has doubled in the last twenty years; in fact, nine million children in this country are overweight.

2. a. Childhood obesity leads to other health problems such as type diabetes, high cholesterol, and hypertension so we must find ways to get this epidemic under control.
b. Childhood obesity leads to other health problems, such as type diabetes, high cholesterol, and hypertension so we must find ways to get this epidemic under control.
c. Childhood obesity leads to other health problems such as type diabetes and high cholesterol, so we must find ways to get this epidemic under control.

d. Childhood obesity leads to other health problems, such as type diabetes and high cholesterol; so we must find ways to get this epidemic under control.

3. a. Children should walk to school whenever possible they should walk the dog, do yard work, and play outside.

b. Children should walk to school whenever possible, they should walk the dog, do yard work, and play outside.

c. Children should walk to school whenever possible; they should walk the dog, do yard work, and play outside.

d. Children should walk to school whenever possible; they, should walk the dog, do yard work, and play outside.

4. a. Sodas and other sugary beverages should be avoided instead pure water and milk should be encouraged.

b. Sodas and other sugary beverages should be avoided, instead pure water and milk should be encouraged.

c. Sodas and other sugary beverages should be avoided; instead pure water and milk should be encouraged.

d. Sodas and other sugary beverages should be avoided; instead, pure water and milk should be encouraged.

5. a. It is important not to skip meals furthermore these meals should be eaten at regular times each day in order for the body to maintain energy.

b. It is important not to skip meals, furthermore these meals should be eaten at regular times each day in order for the body to maintain energy.

c. It is important not to skip meals, furthermore, these meals should be eaten at regular times each day in order for the body to maintain energy.

d. It is important not to skip meals; furthermore, these meals should be eaten at regular times each day in order for the body to maintain energy.

TEST 2.

Editing Student Writing: Combining Sentences Using Coordination

After reading the following paragraph, find three places where you could combine two simple sentences into a compound sentence using coordination. Use each of the three options learned in this chapter to form new compound sentences. Write your new sentences on the lines provided after the paragraph.

My children were still in college. My old job with an accounting firm had ended. I needed to earn some money. The thought of a new job made me nervous. What would it be like? Then I saw an ad for openings with Old Navy. I decided to apply. They offered a salary plus a good discount for employees. At the interview, I was the only person over twenty five. They must have liked me. They hired me

the next day! I was sent to their largest downtown location. The first day on the job was scary. I was assigned to a "buddy." The young woman could have been one of my daughters. She explained how to be in control of the stockroom. She showed me how to use a scanner to find out the current price of an item. She advised me on how to keep items on hold for customers. She gave me a feeling of confidence. I never thought I would feel that way. My spirit was willing. I learned a lot. My feet hurt by the end of the first day. I spent half of my first month's salary on Old Navy clothes. I had wanted new clothes for a long time. Some of the clothes were for myself. Some of the clothes were for my daughters.

Option 1:

Option 2:

Option 3:

LESSON 12.A DAY AT THE THEME PARK

W. BRUCE CAMERON

W. Bruce Cameron began an Internet-based humor column in 1995, and within a year, he was the most widely read humorist on the World Wide Web. Four years later, he began his newspaper columns for the Denver, Colorado, Rocky Mountain News. His pieces had such wide appeal that he expanded some of them into a book, 8 Simple Rules for Dating My Teenage Daughter. The book quickly became a best-seller and later became the basis of a television show, 8 Simple Rules. When W. Bruce Cameron writes about the problems that parents encounter while raising their children, he speaks from authority: he is the father of three teenagers, two girls and a boy. The following essay, which originally appeared in the Rocky Mountain News, is clearly based on the author's personal experience. While his humor makes us smile, the essay carries with it an element of truth about how parents will make great sacrifices for the sake of their children.

One of the most endearing traits of children is their utter trust that their parents provide them with all life's necessities, meaning food, shelter, and a weekend at a theme park.

A theme park is a sort of artificial vacation, a place where you can enjoy all your favorite pastimes at once, such as motion sickness and heat exhaustion. Adult tolerance for theme parks peaks at about an hour, which is how long it takes to walk from the parking lot to the front gate. You fork over an obscene amount of money to gain entrance to a theme park, though it costs nothing to leave (which is odd because you'd pay anything to escape). The two main activities in a theme park are (a) standing in line, and (b) sweating. The sun reflects off the concrete with a fiendish lack of mercy. You're about to learn the boiling point of tennis shoes. Your hair is sunburned, and when a small child in front of you gestures with her hand she smacks you in the face with her cotton candy; now it feels like your cheeks are covered with carnivorous sand.

The ride your children have selected for you is a corkscrewing, stomach compressing roller coaster built by the same folks who manufactured the baggage delivery system at DIA. Apparently the theme of this particular park is "Nausea." You sit down and are strapped in so tightly you can feel your shoulders grinding against your pelvis. Once the ride begins you are thrown about with such violence it reminds you of your teenager's driving. When the ride is over your children want to get something to eat, but first the ride attendants have to pry your fingers off the safety bar. "Open your eyes, please sir," they keep shouting. They finally persuade you to let go, though it seems a bit discourteous of them to have used pepper spray. Staggering, you follow your children to the Hot Dog Palace for some breakfast.

Food at a theme park is so expensive it would be cheaper to just eat your own money. Your son's meal costs a day's pay and consists of items manufactured of corn syrup, which is sugar; sucrose, which is sugar; fructose, which is sugar; and sugar, which is sugar. He also consumes large quantities of what in dog food endearing giving affection utter complete fiendish cruel carnivorous flesh eating would be called "meat by products." When, after a couple of rides, he announces that he feels like he is going to throw up, you're very alarmed. Having seen this meal once, you're in no mood to see it again.

With the exception of that first pummeling, you manage to stay off the rides all day, explaining to your children that it isn't good for you when your internal organs are forcibly rearranged. Now, though, they coax you back in line, promising a ride that doesn't twist, doesn't hang you upside down like a bat, doesn't cause your brain to flop around inside your skull; it just goes up and then comes back down. That's it, Dad, no big deal. What they don't tell you is HOW it comes back down. You're strapped into a seat and pulled gently up into acrophobia, the city falling away from you. Okay, not so bad, and in the conversation you're having with God you explain that you're thankful for the wonderful view but would really like to get down now.

And that's just how you descend: NOW. Without warning, you plummet to the ground in an uncontrolled free fall. You must be moving faster than the speed of sound because when you open your mouth, nothing comes out. Your life passes before your eyes, and your one regret is that you will not have an opportunity to punish your children for bringing you to this hellish place. Brakes cut in and you slam to a stop. You gingerly touch your face to confirm it has fallen off. "Wasn't that fun, Dad?" your kids ask. "Why are you kissing the ground?" At the end of the day, you let your teenager drive home. (After the theme park, you are impervious to fear.)

QUESTIONS FOR CRITICAL THINKING

1. Is the purpose of this essay to inform, to persuade, or to entertain? Explain what part of the one sentence introduction is the topic.
2. What word could the writer have used for his controlling idea if he had wanted to reveal that controlling idea in the beginning of his essay?
3. Study the writer's two sentence conclusion. What single word in that conclusion reveals the author's attitude toward theme parks and therefore gives us his controlling idea for the entire essay?
4. Choose a sensory image from each of the five body paragraphs (paragraphs 2 - 6) that you find especially humorous. Although humor is hard to analyze, try to explain why you were amused by each image you have chosen.
5. Underline the topic sentences of the body paragraphs.

WRITING IN RESPONSE

1. Many people have a dream to do something like go across the country on a motorcycle, visit Paris, or see the pyramids before they die. Write an essay that describes, either seriously or humorously, an activity that you want to do sometime during your lifetime.
2. In paragraph 2, the writer describes going to a theme park as "a sort of artificial vacation." Describe your idea of a "real" vacation, pummeling a beating acrophobia fear of heights impervious unaffected
3. We live in a permissive society. Write an essay that describes several situations in which a parent should say no.
4. Write an essay that describes a form of entertainment that you believe has become too expensive for the average person or family to enjoy.
5. Describe what you believe to be the best amusement or entertainment for children.
6. If you have ever enjoyed a visit to a theme park, describe the three best rides you have ever experienced.

LESSON 13. COMBINING SENTENCES USING SUBORDINATION

WHAT IS SUBORDINATION?

When you studied coordination, you learned that both clauses in a compound sentence are independent clauses. In subordination, only one clause can be an independent clause. Any other clause must be a dependent clause. Such a dependent clause is dependent on (that is, subordinate to) the independent clause, and together these clauses make up a complex sentence.

Subordination is the method of combining two clauses that contain ideas not equally important. The more important idea is in the independent clause, and the less important idea is in the dependent clause. The result is a complex sentence.

Independent clause: We listened.

Dependent clause: when she spoke

*Complex sentences: We listened when she spoke.
When she spoke, we listened*

THE DIFFERENCE BETWEEN AN INDEPENDENT CLAUSE AND A DEPENDENT CLAUSE

An independent clause stands alone as a complete thought; it could be a simple sentence

EXERCISE 1. Identifying Dependent and Independent Clauses.

Write IC if the group of words is an independent clause (a complete thought) or DC if the group of words is a dependent clause (not a complete thought, even though it contains a subject and a verb).

1. Americans adore pets.
2. although high-end pet food is very expensive.
3. when Fifi needs the right cut, some pet stylists can earn one hundred dollars an hour.
4. many pet owners take their pets to daycare.
5. because pet play groups encourage socialization.
6. since veterinarians now treat animal obesity.
7. animals can be treated for skin disorders at an animal dermatologist.
9. pets have been shown to lower their owner's blood pressure.
10. even if some pets have been known to bit.

EXERCISE 2. Identifying Dependent and Independent Clauses

In the blank to the left of each group of words, write IC if the group of words is an independent clause (a complete thought) or DC if the group of words is a dependent clause (not a complete thought, even though it contains a subject and a verb).

1. William Faulkner was a regional writer.
2. he was born near Oxford, Mississippi.
3. where he lived and died.
4. even if he used the dialect of the area.
5. some of his books share the same characters and themes.
6. because Faulkner devoted many pages to greed, violence, and meanness.
7. until the year he died 8. he won the Nobel Prize in 1950.
8. he won the Nobel Prize in 1950.
9. when he was recognized as one of America's greatest writers.
10. although Faulkner departed from the traditional style of prose.

EXERCISE 3. Identifying Dependent and Independent Clauses

Write IC if the group of words is an independent clause (a complete thought) or DC if the group of words is a dependent clause (not a complete thought, even though it contains a subject and a verb).

1. J.K. Rowling wrote her first book in a café.
2. while her infant daughter slept.
3. in one day, her first book sold seven million copies.
4. although the book was hundreds of pages long.
5. the success of the Harry Potter series has been astonishing.
6. Harry Potter Mania swept the country.
7. since the publication of the fourth book, Harry Potter and the Goblet of Fire.
8. bookstores have been holding midnight extravaganzas to release each new book in the series.
9. J.K. Rowling kept writing for seventeen years.
10. until she finished the last book in the series, Harry Potter and the Deathly Hallows.

USING SUBORDINATING CONJUNCTIONS

In coordination, you combined ideas by using connecting words called coordinating conjunctions and adverbial conjunctions. In subordination, you combine ideas by using two different sets of connecting words called subordinating

conjunctions and relative pronouns. Begin this section by memorizing the list of subordinating conjunctions given in the chart below

We all went out for pizza after the game was over.

In the above sentence, the dependent clause after the game was over contains a subject (game) and a verb (was). The word after functions as a subordinating conjunction that joins the two clauses. The result is a complex sentence because the sentence contains an independent clause and a dependent clause.

However, many of the words in this chart may also function as prepositions.

LESSON 15. AMERICA'S GAMBLING CRAZE

James Popkin with Katia Hetter

Gambling used to be classified as a vice, something to be warned against and eliminated. In recent years, however, many institutions in our society have welcomed the revenues that gambling can produce. The issue of gambling evokes strong feelings pro and con, as people argue the benefits and drawbacks of gambling in our society. In the following essay, written in 1994, we are given many different facts and statistics about gambling. This information educates us about a topic that remains controversial today.

1. No one howled in protest last month when H&R Block set up make shift tax preparation offices in four Nevada casinos and offered gamblers same-day "refund anticipation loans." And few people cared recently when a Florida inventor won a U.S. patent that could someday enable television audiences to legally bet on game shows, football games, and even beauty pageants from their homes.

2. What's the deal? Not that long ago, Americans held gambling in nearly the same esteem as heroin dealing and applauded when ax-wielding police paid a visit to the corner dice room. But moral outrage has become as outmoded as a penny slot machine. In 1955, for example, baseball commissioner Ford Frick considered wagering so corrupt he prohibited major leaguers from overnighing in Las Vegas. Last year, by contrast, Americans for the first time made more trips to casinos than they did to Major League ballparks some 92 million trips, according to one study.

3. It took six decades for gambling to become America's Pastime, from the legalization of Nevada casinos in 1931 to April Fool's Day 1991, when Davenport, Iowa, launched the Diamond Lady, the nation's first legal riverboat casino. The gradual creation of 37 state lotteries broke down the public's mistrust, conveying a clear message that the government sanctioned gambling; indeed, is even coming to depend on it as a tax-revenue source. Corporate ownership of casinos helped in its own way, too, replacing shady operators with trusted brand names like Hilton and

MGM. Casinos now operate or are authorized in 23 states, and 95 percent of all Americans are expected to live within a three- or four-hour drive of one by the year 2000.

4. Today, the Bible Belt might as well be renamed the Blackjack Belt, with floating and land-based casinos throughout Mississippi and Louisiana and plans for more in Florida, Texas, Alabama and Arkansas. Meanwhile, the Midwest is overrun with slot hogs, none of the porcine variety. Iowa, Illinois, Indiana and Missouri allow river boat gambling, and a 50,000-square-foot land-based casino is scheduled to open in mid-May just outside Detroit, in Windsor, Ontario. Low-stakes casinos attract visitors to old mining towns in Colorado and South Dakota, and Indian tribes operate 225 casinos and high-stakes bingo halls nation wide. Add church bingo, card rooms, sports wagering, dog and horse racing, and jai alai to the mix and it becomes clear why Americans legally wagered \$330 billion in 1992 a 1,800 percent increase over 1976. Slot hogs people who take up multiple slot machines at once (not actual pigs) jai alai a fast game similar to handball, played on a walled court sanctioned gave approval to 638 Copyright 2010 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part.

5. Like the first bars that opened after Prohibition, modern gambling halls are enormously successful. "It will be impossible not to make a lot of money," one executive in New Orleans bragged before his casino had even opened. "It's like splitting and missing the floor." Such boasts and the real possibility that the boom will create 500,000 jobs nation wide this decade have not been lost on federal, state, and local law makers. In the first six weeks of this year alone they introduced more than 200 bills regarding gambling.

6. But casinos and lotteries may not guarantee the jackpots many politicians expect. When urban planning professor Robert Goodman reviewed the economic-impact studies that 14 government agencies relied upon before deciding to embrace casino gambling, he found that most were written with a pro-industry spin and only four were balanced and factored in gambling's hidden costs. Goodman's two-year study, due out next week, concludes that newly opened casinos "suck money out of the local economy," away from existing movie theaters, car dealerships, clothing shops and sports arenas. In Atlantic City, for example, about 100 of 250 local restaurants have closed since the casinos debuted in 1978, says Goodman, who teaches at the University of Massachusetts at Amherst.

7. States that get hooked on gambling revenues soon suffer withdrawal symptoms when local competition kicks in. Although pioneering casinos and lotteries typically are profitable, gambling grosses decline when lotteries or casinos open in neighboring states. In Biloxi, Mississippi, for example, slot revenues at

first topped about \$207 per machine per day. A year later when competitors moved in, however, the daily win-per-machine figure dipped to \$109.

8. States frequently overestimate the financial impact of gambling revenues, too. "Legalized gambling is never large enough to solve any social problems," says gambling-law professor and paid industry consultant I. Nelson Rose. In New Jersey, for example, horse racing alone accounted for about 10 percent of state revenue in the 1950s. Today, despite the addition of a lottery and 12 casinos, the state earns only 6 percent of its revenue through gambling. "Atlantic City used to be a slum by the sea," says Rose. "Now it's a slum by the sea with casinos."

9. America's love affair with dice and cards has always been a fickle romance, and some academics predict a breakup soon. Legalized gambling in America has been running on a 70-year boom-and-bust cycle since the colonists started the first lotteries. "We're now riding the third wave of legal gambling" that began with the Depression, says Rose, who has written extensively on the subject and teaches at Whittier Law School in Los Angeles. The trend self-destructs after a few decades, when the public simply gets fed up and embraces more conservative values. Rose believes a cheating or corruption scandal will trigger the next crash in about 35 years, an idea that most casino officials think is ludicrous.

10. The sky is not falling yet. Apart from a handful of academics and the odd politician, few Americans are seriously questioning the morality of an industry that is expected to help gamblers lose a record \$35 billion in 1995 alone. Religious leaders have been oddly silent, perhaps because so many churches and synagogues rely on bingo revenues. "The biggest things we have to help people are churches and temples and the government," says Arnie Wexler, executive director of the Council on Compulsive Gambling of New Jersey. "And now they're all in the gambling business."

11. The consequences can be damaging. Wexler says he got a phone call late last week from a man in his 70s who ran up \$150,000 in debt just by buying lottery. Prohibition the period from 1920 to 1930 in the United States, when all alcoholic beverages were forbidden factored in considered as elements tickets. Although most gambling experts believe that only 1 percent to 3 percent of Americans have a serious gambling problem at any given time, a July 1993 Gallup Poll funded by Wexler's group suggests that the figure may be closer to 5 percent. Regardless, now that casinos are no longer located just in Atlantic City and Nevada it's reasonable to assume that the total number of problem gamblers will soar. "If you put a guy who wouldn't cheat on his wife in a room with a gorgeous nude woman, some guys would fall by the wayside," Wexler says. "When you make gambling legal and socially acceptable, people will try it and some of them will get hooked."

12. But try telling that to a gambler happily feeding a slot machine and waiting for a multimillion-dollar pay off. Fifty-one percent of American adults now find casino gambling "acceptable for anyone," and 35 percent describe it as "acceptable for others but not for me," according to a recent Yankelovich Inc. survey paid for by Harrah's Casinos. The attraction is simple. "The action for them is the thrill of what's going to happen in the next pull of that slot-machine handle," explains Harrah's president, Phil Satre.

QUESTIONS FOR CRITICAL THINKING

1. The purpose for an essay may be to entertain, to inform, or to persuade. Which of these do you believe is the authors' purpose?
2. The first paragraph does not present the thesis. Instead, it gives us two examples of how American attitudes about gambling have changed. After reading the essay, write what you believe is the authors' thesis.
3. Read paragraph 4. Write a topic sentence that expresses the main idea of this paragraph.
4. Most good writing includes illustrations of some kind to support the points being made. This essay is composed of one example after another. Go through the essay and find the four times the authors indicate an example by using the expression "for example."
5. What are the major points the authors make about gambling? Be careful not to confuse main ideas with detailed examples.
6. This essay was published in 1994. If you were to write an updated version of this essay, you would want to find the latest facts or statistics that would make your essay timely. Review each paragraph of the essay and locate those facts or statistics you believe could be updated. Websites such as casinowatch.org may be helpful in researching information.

WRITING IN RESPONSE

1. Write an essay in which you present your personal position on gambling. Do you recognize different levels of gambling, or do all forms of gambling seem the same to you? For example, is buying a lottery ticket the same as gambling in a casino?
2. Gambling revenues are widely advertised as helping communities pay for education and other needed social improvements. In many cases, this has not happened. Write an essay about a situation, an organization, or an activity that is supposed to offer a solution to a social problem but actually creates other, possibly more serious problems.

3. In paragraph 2, the authors explain how in the past gambling was seen as a vice. People felt a "moral outrage" when they encountered any kind of gambling. What situation, practice, or failure in our society causes a feeling of "moral outrage" in you? Write an essay in which you argue your position on this topic.

4. Over the years, people's attitudes toward certain social issues have changed. Gambling is just one example of such an issue. Identify one of the changes that you have observed in our society. Present an argument that claims this change has been positive or negative.

LESSON 16. CHOOSING CORRECT PRONOUNS

PRONOUNS AND CASE

Most of us generally use the correct pronoun forms when we speak and write. However, the fact that pronouns have case (that is, they can change forms depending on their function in a particular sentence) causes confusion in three particular constructions: comparisons, compound constructions, and who/whom constructions.

Case refers to the form a noun or pronoun takes, depending on how it is used in a sentence. Notice in the following examples how the pronoun I changes its form when it changes its function:

Subject: I needed a car.

Object: Dad bought a used Honda for me.

Possessive: My commute to work will now be easier.

Reflexive: The title to the car is mine.

I've assumed all responsibility for the car myself.

The following chart provides a helpful listing of the different pronoun forms.

		subjective case	objective case	possessive case
personal pronouns	singular	1st I	Me	mine
	2nd You	You	You	yours

		subjective case	objective case	possessive case
	3rd	he she it	him her it	his hers its
	plural	1st We	Us	ours
	2nd You	You	You	yours
relative / interrogative pronouns	3rd They	Them	theirs	
	Who	whom	whose	
	Whoever	whomever		
	which, that, what	which, that, what		

• Study the chart and notice there are no such forms as himself, themselves, or themselves.

• Be careful not to confuse whose with who's (who is, who has) or its with it's (it is).

PRONOUN CASE WITH COMPARISONS

Choosing the correct pronoun for a comparison is easier if you complete the comparison in your own mind. For example, choose the correct pronoun in the following sentence:

The swimmer is much stronger than (he, him, his).

You might be tempted to choose the pronoun him. However, if you complete the comparison in your own mind, you will choose the correct pronoun:

The swimmer is much stronger than (he, him, his) is.

The second sentence shows that he is the correct answer because the pronoun he is used as the subject in the clause he is. Now you can clearly see that "The swimmer is much stronger than him is" would be the wrong choice.

First complete the comparison in your mind. Then circle the correct pronoun in each of the sentences.

1. My brother did not enjoy the vacation as much as (I, me, mine).
2. The altitude in Quito affected my brother more than (I, me).
3. The tour guide directed his speech to the travel agents rather than to my brother and (I, me).

EXERCISE 1. Choosing the Correct Pronoun with Comparisons.

Circle the correct pronoun in each of the sentences below. Remember to complete the comparison in your own mind.

1. I am as deeply involved in this proposal as (they, them).
2. Farida's research has been less extensive than (we, us, our, ours).
3. She did study the final proposal more than (I, me).
4. The attractiveness of the competing proposal troubled my coworkers more than (I, me).
5. Their company had acquired fewer clients than (we, us).
6. Our policies are much better than (them, theirs).
7. The contract was awarded to us rather than (they, them).
8. The results will matter more to the client than (she, her).
9. I will celebrate much longer tonight than (she, her).

10. An immediate vacation is more important for me than (he, him).

PRONOUN CASE IN COMPOUND CONSTRUCTIONS

In a sentence that has a compound subject or a compound object, choosing the correct pronoun will be easier if you read the sentence and leave out one part of the compound construction.

Today, Diane and (I, me) should buy the tickets.

You might be tempted to choose the pronoun me. However, if you try reading this same sentence leaving out the first part of the compound subject (Diane), you will choose the correct pronoun.

Today, (I, me) should buy the tickets.

The second sentence shows that I is the correct answer because the pronoun I is used as the subject for the verb should buy. Now you can clearly see that "Today, me should buy the tickets" is the wrong choice.

EXERCISE 2. Choosing the Correct Pronoun in Compound Constructions

In each of the following sentences, circle the correct pronoun. Remember to leave out one part of the compound construction to test your answer.

1. The head nurse called from the hospital to speak to my husband or (I, me).
2. The other nurses and (she, her) had been very supportive throughout Sasha's illness.
3. We were relieved to get the test results from the lab and (she, her).
4. Both my husband and (I, me) were encouraged by the news.
5. Among Sasha, my husband Tyrone, and (I, me), Sasha was the calmest.
6. Tyrone and (I, me) were thrilled that Sasha was in remission.
7. Because our children and (we, us) were so exhausted, we decided to take a weekend vacation.
8. My husband, Sasha, and (I, me) got out the map.

9. (He, Him) and Sasha decided to drive to the harbor in Baltimore.
10. The vacation would give Sasha and (we, us) a chance to unwind.

PRONOUN CASE IN WHO/WHOM CONSTRUCTIONS

At times, most of us are confused by the use of the who and whom pronouns, partly because whom has become uncommon in spoken English. In written English, however, the difference in the ways these two words function in a sentence is still important.

WHO is always used in the subject position in a sentence.

Who is going with you to the performance?

Who is the subject of the verb phrase *is going*.

Who did you say is going with you to the performance?

Who is the subject of the verb phrase *is going* (even though a second clause, *did you say*, interrupts the first clause).

He is the person who is going with me.

Who is the subject of the verb phrase *is going* in the second clause, *who is going with me*.

WHOM is always used in the object position in a sentence.

Whom did the director choose for the part?

Whom is the direct object of the verb phrase *did choose*.

To whom did the director give the part?

Whom is the object of the preposition *to*.

When a sentence has more than one clause, it is helpful to cross out all the words except the relative clause beginning with the who/whom pronoun. Then you will better understand how who/whom functions within its own clause.

~~The scholarship will be given to~~ (whoever, whomever) wins the poetry contest.

In the clause (whoever, whomever) wins the poetry contest, the pronoun *whoever* is the correct choice. *Whoever* is the subject for the verb *wins*. (The entire clause is considered the object of the preposition *to*.)

PRACTICE

In each of the sentences below, cross out all the words except the clause containing the who/whom pronoun. Then decide whether the who/whom functions as a subject or as an object within that clause and circle the correct choice.

1. She is the friend (who, whom) I treasured.
Look at: (who, whom) I treasured
2. She is the friend (who, whom) I knew could be trusted.
Look at: (who, whom) could be trusted
3. They will award the prize to (whoever, whomever) is the best.
Look at: (whoever, whomever) is the best.
4. I don't know (who, whom) should do the work.
5. That is the girl (who, whom) I hope will win.

EXERCISE 3. Choosing the correct pronoun using Who/Whom

Circle the correct pronoun in each of the sentences below. Remember, to avoid confusion, cross out other clauses in the sentence so you can focus on the clause in question.

1. I don't know (who, whom) you think is good at money management.
This is the man (who, whom) I was told would give us good advice.
2. In relationships, the issue of (who, whom) is best suited to run the family's finances is always critical.
3. Everyone knows couples for (who, whom) money is the source of endless squabbles.

3. Most couples quickly decide (who, whom) is the right person to balance the checkbook.
4. (Who, Whom) should the couple trust for financial advice?
5. Another question is (who's, whose) responsible for the final decisions about making large purchases?
6. To (who, whom) do most people listen about long-range financial planning?
7. Researchers (who, whom) have studied this area of human behavior have reached some surprising conclusions.
8. Couples (who's, whose) weddings were costly like to remember those expenses.
9. However, these same couples (who, whom) have children to educate seldom want to talk about college costs.
10. A couple for (who, whom) future goals are very different need to listen to expert advice.

EXERCISE 4. Choosing the correct pronoun using Who/Whom

Circle the correct pronoun in each of the sentences below.

1. (Who, Whom) has Wynton Marsalis chosen as the lead soloist at tonight's jazz concert?
2. (Whoever, Whomever) sold us the tickets gave us the best seats in the house.
3. From (who, whom) can we obtain a program?
4. (Who, Whom) of these soloists has come from New Orleans?
5. Wynton Marsalis gave the solo parts to (whoever, whomever) could improvise the best.
6. Our attention was focused on (whoever, whomever) was playing the piano.
7. (Who's, Whose) improvisation did you think was the most creative?
8. We will enjoy the trumpet player (who, whom) the critics have praised.

9. (Who's, Whose) version of "St. Louis Blues" did you like best?
10. Most of the musicians (who, whom) I heard at the concert were impressive

EXERCISE 5. Choosing correct pronoun forms

Practice pronoun case with all three constructions (comparisons, compound constructions, and who/whom constructions). Circle the correct pronoun in each of the sentences below.

1. Jamel and (she, her) presented the project today.
2. Between you and (I, me), I think it was outstanding.
3. Their visual materials will help (whoever, whomever) will study the project later.
4. He is usually a better speaker than (she, her).
5. (Whoever, Whomever) heard them agreed that it was an impressive presentation.
6. (Who, Whom) do you think made the best points?
7. I am not as deeply involved in my project as (they, them).
8. Their research was much more detailed than (us, our, ours).
9. The professor gave both Carolyn and (he, him) A's.
10. My partner and (I, me) will have to work harder to reach this standard

EXERCISE 6. Student Writing: Choosing Correct Pronoun Forms

Practice pronoun case with all three constructions. In the following paragraph, circle the correct pronoun wherever you have a choice.

When my mother and (I, me) decided to care for my very ill father at home, some of our friends objected. My sister and (they, them) said we would be exhausted and unable to handle the stress. The people (who, whom) we met at the hospital had the same opinion. To (who, whom) could we go for help in the middle of the night? My father, (who, whom) we believed would be happier at home, had

been our first consideration. Of course, we would have benefited if either my mother or (I, me) had been a nurse. However, we did have a visiting nurse available at times. We were more confident than (they, them) that we could handle the situation. We were the only ones for (who, whom) this work would be a labor of love.

Another way around the problem is to avoid the pronoun altogether or use the article:

Rule 1. Avoids the pronoun:

*Everyone worked on final drafts.
Everyone worked on the final drafts.*

Another problem with pronoun-antecedent agreement in number occurs when a demonstrative pronoun (this, that, these, those) is used with a noun. In such a case, the pronoun must agree with the noun it modifies:

Singular:	this kind, that kind; this type, that type.
Incorrect:	These kind of shoes hurt my feet.
Correct:	This kind of shoe hurts my feet.
Plural:	these kinds, those kinds; these types, those types
Incorrect:	Those type of cars always need oil.
Correct:	Those types of cars always need oil.

PRACTICE

Rewrite each of the following sentences so that the pronoun agrees with its antecedent in number. It may be helpful to draw an arrow from the pronoun to its antecedent.

1. Everyone should bring their suggestions to the meeting.
2. This sorts of clothes are popular now.
3. No one knew what they were doing.
4. If the bird watchers hope to see anything, one must get up early.
5. These type of book appeals to me

Rule 2. A pronoun must agree with its antecedent in person.

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The following sentences illustrate a lack of pronoun-antecedent agreement in person.

Lacks agreement: When mountain climbing, one must maintain your concentration at all times.

When you construct a piece of writing, you choose a "person" as the voice in that piece of writing. Your instructor may advise you which personal pronoun to use for a particular writing assignment. Whatever guidelines you are given, the important point is to be consistent and use the same person. Below are some examples in which the pronouns agree:

When mountain climbing, you must maintain your concentration at all times.

When mountain climbing, I must maintain my concentration at all times.

When mountain climbing, we must maintain our concentration at all times.

PRACTICE

Correct each of the following sentences so that the pronoun agrees with its antecedent in person.

1. I enjoy math exams because you can show what you know.
2. When I took geometry, we discovered that frequent review of past assignments helped make the course seem easy.
3. People always need to practice your skills to not forget them.
4. Math games can be fun for a student if you have a spirit of curiosity.
5. When studying math, you must remember that we have to "use it or lose it."

Rule 3. The antecedent of a pronoun should not be missing, ambiguous or repetitious.

• Missing antecedent:

In Florida, they have beautifully developed retirement areas.

In this sentence, we do not know to whom they refers. If the text has not told us that they refers to the Florida government, real estate developers, or some other group, then we must say that the antecedent is missing. The sentence should be rewritten to avoid they.

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Acceptable revision: Many Florida communities have beautifully developed retirement areas.

• Ambiguous antecedent:

Margaret told Lin that she needed to earn one thousand dollars during the summer.

In this sentence, she could refer to either Margaret or Lin. The sentence should be revised in a way that will avoid this confusion.

Acceptable revision: Margaret said that Lin needed to earn one thousand dollars during the summer.

• Repetitious pronoun and antecedent:

The book, it describes the Great Depression.

The subject in this sentence should be either the noun book or, if there is already an antecedent, the pronoun it. Using both the noun and the pronoun results in needless repetition.

Acceptable revision:

The book describes the Great Depression.

PRACTICE.

Rewrite the following sentences so that the antecedents are not *missing, ambiguous, or repetitious*.

1. The biologist asked the director to bring back his microscope.

2. The report, it says that the number of science and engineering students seeking doctoral degrees has fallen 50 percent since the mid 1960s.

3. At the laboratory, they said the research had run into serious difficulties.

4. The testing equipment was accidentally dropped onto the aquarium, and it was badly damaged.

5. I don't watch the 10 o'clock news anymore because they have become too slick.

EXERCISE 7.

Making Pronouns and Antecedents Agree

The following sentences contain errors with pronouns. Rewrite each sentence so that pronouns agree with their antecedents and so that antecedents are not missing, ambiguous, or repetitious.

1. His father mailed him his high school year book.

2. No one wants their income reduced.

3. When a company fails to update its equipment, they often pay a price in the long run.

4. The woman today has many more options open to them than ever before.

5. Everybody knows their own strengths best.

6. Each of the workers anticipates their summer vacation.

7. If the campers want to eat quickly, each one should help themselves.

8. These sort of bathing suits look ridiculous on me.

9. On the application, it says you must pay a registration fee of thirty-five dollars.

10. The doctor said that those type of diseases are rare here.

EXERCISE 8.
Making Pronouns and Antecedents Agree

The following sentences may contain errors with pronouns. Rewrite the sentences so that pronouns agree with their antecedents and so that antecedents are not missing, ambiguous, or repetitious. If a sentence is correct, mark a C on the line provided.

1. The teacher told the parent he needed the test results.

2. The county submitted their proposal for the bridge repairs.

3. We all rushed to our cars because you had to wait for the thunderstorm to stop.

4. Anyone who fails the final will be unlikely to get his or her diploma.

5. A young person does not receive enough advice on how they should choose their career.

6. These type of watches are very popular.

7. People were rescued from our homes.

8. No one brought their books today.

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9. The college it is holding homecoming weekend on October 5.

10. They call Indiana the Hoosier state.

EXERCISE 9.
Making Pronouns and Antecedents Agree

Each of the following sentences contains an error in pronoun-antecedent agreement. Edit each sentence so that pronouns agree with their antecedents and so that antecedents are not missing, ambiguous, or repetitious.

1. Everyone should go to a live concert once in their life.

2. Last month, Cynthia invited Verne to a Mary J. Blige concert because she loves her music.

3. They said the tickets would be sold out quickly.

4. If you get up early enough, a person has a good chance to buy decent seats.

5. These type of events are very expensive.

6. The night of the concert, the arena it was jammed with young people.

7. The security guards told the fans that they must be careful about pushing and shoving.

8. People have been trampled in these sort of crowds.

9. Finally, you could hear the music begin; our long wait for tickets had been worth the trouble.

10. Her songs have positive lyrics; that's why I like it so much.

MASTERY AND EDITING TESTS

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TEST 1

Using Pronouns Correctly

Each of the following sentences contains at least one pronoun. Edit each sentence to correct errors in any of the following: pronoun case, pronouns that do not agree with their antecedents, and missing, ambiguous, or repetitious antecedents. If the sentence does not contain an error, mark it with a C.

1. Whom do you think will be our next Supreme Court justice?
2. Frank sent his cousin his favorite CD.
3. One must understand anatomy if you want to go into a medical field.
4. Doctor Mustafa does these math calculations much faster than I.
5. In the newspaper, it said that Yo-Yo Ma would be giving a cello concert next month at the university.
6. My professor and me have a plan to work together on the research this summer.
7. They ought to give more grants for scientific research.
8. The tailor and he agreed on the fitting.
9. He decided to complete the group project by himself.
10. These type of projects demand serious commitment.

TEST 2. Using Pronouns Correctly

Each of the following sentences contains at least one pronoun. Edit each sentence to correct errors in any of the following: pronoun case, pronouns that do not agree with their antecedents, and missing, ambiguous, or repetitious antecedents. If the sentence does not contain an error, mark it with a C.

1. In the ad it said you should send a résumé.

2. To who do you think we should send these bulletins?

3. A pharmacist must triple check every order he fills.

4. Just between you and I, the firm is in financial trouble.

5. Those lessons helped Karen more than him.

6. We always buy these type of coats.

7. The bank warns people that you should always balance your checkbooks.

8. Janelle's sister brought her plan to the council.

9. The assignments they are going to require library research.

10. Everyone did his part.

TEST 3

Editing Student Writing: Using Pronouns Correctly

The following paragraph contains ten errors in pronoun usage. Edit the paragraph to correct all the errors.

Nobody wants their taxes increased. Last Tuesday, the tax assessor sent my father his statement. The letter reported a huge tax increase, so it was a shock. In the letter, they said the tax must be paid within five days. If one is not wealthy, you can have trouble paying such a bill on time. My father, who is generally calm in these kind of situations was upset. This hardworking man, he marched to the town hall. He complained to them. They had nothing to say. One of them shook their head sympathetically, but he still had to pay the bill.

Corrections

1. pronoun case: _____
2. pronoun reference: _____
3. pronoun case: _____
4. fragment: _____
5. pronoun reference: _____

6. pronoun reference: _____
7. subordination: _____
8. run on sentence: _____
9. pronoun reference _____
10. agreement _____

LESSON 17. HOW TO MARK A BOOK

Mortimer Adler

Mortimer Adler (1902–2001) dropped out of his New York City high school when he was fifteen, but later attended Columbia University. He failed to obtain his degree there, however, because he did not take the swimming test required for graduation. Despite this, he was given a teaching post at Columbia as an instructor in psychology, and in a few years he wrote a doctoral dissertation the only student in the country to earn a PhD without the benefit of even a high school diploma. In 1983, Columbia finally excused Adler from the swimming requirement and gave him his BA sixty years after he should have graduated. Adler firmly believed that everyone can find a good education by studying areas of knowledge that help people think clearly and exercise their free will, and throughout his life, Adler worked toward proving his theory.

In 1946, while he was at the University of Chicago, Adler was instrumental in starting the Great Books Program, which brought adults together regularly to discuss classic works of literature and philosophy. To support this program, Encyclopaedia Britannica printed a set of fifty-four books. The idea behind the Great Books Program spread throughout the country, influencing the lives of many people for years. You know you have to read “between the lines” to get the most out of anything. I want to persuade you to do something equally important in the course of your reading. I want to persuade you to “write between the lines.” Unless you do, you are not likely to do the most efficient kind of reading. I contend, quite bluntly, that marking up a book is not an act of mutilation but of love. You shouldn’t mark up a book which isn’t yours. Librarians (or your friends) who lend you books expect you to keep them clean, and you should. If you decide that I am right about the usefulness of making books, you will have to buy them. Most of the world’s great books are available today, in reprint editions, at less than a dollar. There are two ways in which you can own a book. The first is the property right you establish by paying for it, just as you pay for clothes or furniture. But this act

of purchase is only the prelude to possession. Full ownership comes only when you have made it a part of yourself, and the best way to make yourself a part of it is by writing in it.

An illustration may make the point clear. You buy a beefsteak and transfer it from the butcher’s ice box to your own. But you do not own the beefsteak in the most important sense until you consume it and get it into your bloodstream. I am arguing that books, too, must be absorbed in your bloodstream to do you any good. Confusion about what it means to own a book leads people to a false reverence for paper, binding, and type a respect for the physical thing the craft of the printer rather than the genius of the author. They forget that it is possible for a man to acquire the idea, to possess the beauty, which a great book contains, without staking his claim by pasting his book plate inside the cover. Having a fine library doesn’t prove that its owner has a mind enriched by books; it proves nothing more than that he, his father, or his wife, was rich enough to buy them. There are three kinds of book owners. The first has all the standard sets and best-sellers unread, untouched. (This deluded individual owns woodpulp and ink, not books.) The second has a great many books a few of them read through, most of them dipped into, but all of them as clean and shiny as the day they were bought. (This person would probably like to make books his own, but is restrained by a false respect for their physical appearance.) The third has a few books or many every one of them dog-eared and dilapidated, shaken and loosened by continual use, marked and scribbled in from front to back. (This man owns books.) Is it false respect, you may ask, to preserve intact and unblemished a beautifully printed book, an elegantly bound edition? Of course not. I’d no more scribble all over a first edition of *Paradise Lost* than I’d give my baby a set of crayons and an original Rembrandt! I wouldn’t mark up a painting or a statue. Its soul, so to speak, is inseparable from its body. And the beauty of a rare edition or of a richly manufactured volume is like that of a painting or a statue. But the soul of a book can be separated from its body.

A book is more like the score of a piece of music than it is like a painting. No great musician confuses a symphony with the printed sheets of music. Arturo Toscanini reveres Brahms, but Toscanini’s score of the C-minor Symphony is so thoroughly marked up that no one but the maestro himself can read it. The reason why a great conductor makes notations on his musical scores marks them up again and again each time he returns to study them is the reason why you should mark your books. If your respect for magnificent binding or typography gets in the way, buy yourself a cheap edition and pay your respects to the author. Why is marking up a book indispensable to reading? First, it keeps you awake. (And I don’t mean merely conscious; I mean wide awake.) In the second place, reading, if it is active, is thinking, and thinking tends to express itself in words, spoken or written. The marked book is usually the thought through book. Finally, writing helps you remember the thoughts you had, or the thoughts the author expressed. Let me develop these three points. If reading is to accomplish anything more than passing

time, it must be active. You can't let your eyes glide across the lines of a book and come up with an understanding of what you have read. Now an ordinary piece of light fiction, like say, *Gone With the Wind*, doesn't require the most active kind of reading. The books you read for pleasure can be read in a state of relaxation, and nothing is lost. But a great book, rich in ideas and beauty, a book that raises and tries to answer great fundamental questions, demands the most active reading of which you are capable. You don't absorb the ideas of John Dewey the way you absorb the crooning of Mr. Vallee. You have to reach for them. That you cannot do while you're asleep. If, when you've finished reading a book, the pages are filled with your notes, you know that you read actively.

The most famous active reader of great books I know is President Hutchins, of the University of Chicago. He also has the hardest schedule of business activities of any man I know. He invariably reads with a pencil, and sometimes, when he picks up a book and a pencil in the evening, he finds himself, instead of making intelligent notes, drawing what he calls "caviar factories" on the margins. When that happens, he puts the book down. He knows he's too tired to read, and he's just wasting time. But, you may ask, why is writing necessary? Well, the physical act of writing, with your own hand, brings words and sentences more sharply before your mind and preserves them better in your memory. To set down your reaction to important words and sentences you have read, and the questions they have raised in your mind, is to preserve those reactions and sharpen those questions. Even if you wrote on a scratch pad, and threw the paper away when you had finished writing, your grasp of the book would be surer. But you don't have to throw the paper away. The margins (top and bottom, as well as side), the endpapers, the very space between the lines, are all available. They aren't sacred. And, best of all, your marks and notes become an integral part of the book and stay there forever.

You can pick up the book the following week or year, and there are all your points of agreement, disagreement, doubt, and inquiry. It's like resuming an interrupted conversation with the advantage of being able to pick up where you left off. And that is exactly what reading a book should be: a conversation between you and the author. Presumably he knows more about the subject than you do; naturally, you'll have the proper humility as you approach him. But don't let anybody tell you that a reader is supposed to be solely on the receiving end. Understanding is a two-way operation; learning doesn't consist in being an empty receptacle. The learner has to question himself and question the teacher. He even has to argue with the teacher, once he understands what the teacher is saying. And marking a book is literally an expression of your differences, or agreements of opinion, with the author.

There are all kinds of devices for marking a book intelligently and fruitfully. Here's the way I do it:

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1. Underlining: of major points, of important or forceful statements.
 2. Vertical lines at the margin: to emphasize a statement already underlined.
 3. Star, asterisk, or other doo-dad at the margin: to be used sparingly, to emphasize the ten or twenty most important statements in the book. (You may want to fold the bottom corner of each page on which you use such marks. It won't hurt the sturdy paper on which most modern books are printed, and you will be able to take the book off the shelf at any time and, by opening it at the folded-corner page, refresh your recollection of the book.)
 4. Numbers in the margin: to indicate the sequence of points the author makes in developing a single argument.
 5. Numbers of other pages in the margin: to indicate where else in the book the author made points relevant to the point marked; to tie up the ideas in a book, which, though they may be separated by many pages, belong together.
 6. Circling of key words or phrases.
- Writing in the margin, or at the top or bottom of the page, for the sake of: recording questions (and perhaps answers) which a passage raised in your mind; reducing a complicated discussion to a simple statement; recording the sequence of major points right through the books. I use the endpapers at the back of the book to make a personal index of the author's points in the order of their appearance.

The front endpapers are, to me, the most important. Some people reserve them for a fancy bookplate. I reserve them for fancy thinking. After I have finished reading the book and making my personal index on the back endpapers, I turn to the front and try to outline the book, not page by page, or point by point (I've already done that at the back), but as an integrated structure, with a basic unity and an order of parts. This outline is, to me, the measure of my understanding of the work.

If you're a die-hard anti-book-marker, you may object that the margins, the space between the lines, and the endpapers don't give you room enough. All right. How about using a scratch pad slightly smaller than the page-size of the book so that the edges of the sheets won't protrude? Make your index, outlines, and even your notes on the pad, and then insert these sheets permanently inside the front and back covers of the book.

Or, you may say that this business of marking books is going to slow up your reading. It probably will. That's one of the reasons for doing it. Most of us have been taken in by the notion that the speed of reading is a measure of our intelligence. There is no such thing as the right speed for intelligent reading. Some things should be read quickly and effortlessly, and some should be read slowly and even laboriously. The sign of intelligence in reading is in the ability to read different things differently according to their worth. In the case of good books, the point is not to see how many of them you can get through, but rather how many

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can get through you how many you can make your own. A few friends are better than a thousand acquaintances. If this be your aim, as it should be, you will not be impatient if it takes more time and effort to read a great book than it does a newspaper.

You may have one final objection to marking books. You can't lend them to your friends because nobody else can read them without being distracted by your notes. Furthermore, you won't want to lend them because a marked copy is a kind of intellectual diary, and lending it is almost like giving your mind away.

If your friend wishes to read your Plutarch's Lives, Shakespeare, or The Federalist Papers, tell him gently but firmly to buy a copy. You will lend him your car or your coat but your books are as much a part of you as your head or your heart.

1. Where in the essay does Mortimer Adler use classification?
2. Mortimer Adler uses a simile to make clear what he thinks a book is like. What is the simile? Explain the simile in your own word?
3. How would you define "active reading" using Mortimer Adler's viewpoint?
4. Mortimer Adler begins by making some disclaimer about marking up books. What are the cases in which a book should not be marked?
5. Find transitional words in paragraph.
6. Find the paragraph where Mortimer Adler claims that the reader or learner is not an "empty receptacle." Explain what he means by this.

WRITING IN RESPONSE

1. Our culture places a great deal of emphasis on owning things: fancy cars, beautiful jewelry, name-brand clothes. Mortimer Adler has a very different attitude about who owns a book. Explore his idea and expand it to look at other things. Who owns a college degree? Who owns a piece of property?
2. Using Mortimer Adler's ideas, write a guide for college students giving them advice on how to read a chapter in a textbook that they will be tested on.
3. Write an essay about your own reading habits or study habits. What is the process you follow when you do homework or study for an exam.
4. How important is it to have books in your home? Write an essay in which you give advice to someone how to begin collecting books for a home library?

QUESTIONS FOR CRITICAL RESPONSE

1. Mortimer Adler begins his essay by quite clearly saying he will try to persuade us that we should mark our books when we read. This, of course, means he is writing an argument. Yet the title is the typical title of a process analysis essay.
2. Scan the essay to find where he gets to the process part of the essay.
3. What paragraphs tell us how to mark a book.

LESSON 18. WORKING WITH ADJECTIVES, ADVERBS AND PARALLEL STRUCTURE.

List of Common Adverbs

always	much	seldom
even	never	sometimes
ever	Not	surely
hardly	Now	tomorrow
just	Often	too
later	Only	very
more	Quite	yesterday

In each of the following sentences, an adjective or an adverb has been underlined. Draw an arrow from the underlined word to the word that it modifies.

Then identify the underlined word as an adjective (adj) or an adverb (adv). An example has been done for you.

adj *The morning sunlight felt good.*

NOTE: In this case, morning modifies the noun sunlight, so it functions as an adjective

1. Seasonal affective disorder (SAD) is a type of depression also known as the "winter blues."
2. An estimated 25 percent of the population suffers from a mild form of SAD.
3. About 5 percent suffers from a more severe form of the disorder.
4. Young people and women are at a very high risk for the disorder.
5. The symptoms occur regularly during the fall or winter months.
6. People with SAD may feel anxious.
7. They may crave sugary or starchy foods.

8. A brisk walk in the morning sunlight can be helpful.

ADJECTIVES AND ADVERBS USED IN COMPARISONS

For most adjectives and adverbs of one syllable, add *-er* for the comparative form and *-est* for the superlative form.

The following chart lists some one-syllable adjectives (adj) and adverbs (adv) along with their comparative and superlative forms.

Comparative Forms of One-Syllable Adjectives and Adverbs

ADJECTIVE OR ADVERB

light, short, fast, hard

COMPARATIVE FORM (COMPARES TWO THINGS OR GROUPS)

lighter, shorter, faster,

harder

SUPERLATIVE FORM (COMPARES THREE OR MORE THINGS OR GROUPS)

lightest, shortest, fastest, hardest

ADJECTIVE OR ADVERB	COMPARATIVE FORM (COMPARES TWO THINGS OR GROUPS)	SUPERLATIVE FORM (COMPARES THREE OR MORE THINGS OR GROUPS)
light (adj)	lighter	lightest
short (adj)	shorter	shortest
fast (adv)	faster	fastest
hard (adv)	harder	hardest

The following chart lists some two-syllable adjectives and adverbs along with their comparative and superlative forms.

For adjectives and adverbs of three or more syllables, use *more* (or *less*) for the comparative form and *most* (or *least*) for the superlative form.

The following chart lists some three-syllable adjectives and adverbs along with their comparative and superlative forms.

Some commonly used adjectives and adverbs have irregular forms. Study the following chart of commonly used adjectives and adverbs that have irregular comparative and superlative forms.

COMPARATIVE FORMS OF TWO-SYLLABLE ADJECTIVES AND ADVERBS			
ADJECTIVE OR ADVERB	COMPARATIVE FORM (COMPARES TWO THINGS OR GROUPS)	SUPERLATIVE FORM (COMPARES THREE OR MORE THINGS OR GROUPS)	
easy (adj)	easier	easiest	
funny (adj)	funnier	funniest	
happy (adj)	happier	happiest	
lovely (adj)	lovelier	loveliest	
helpful (adj)	more helpful	most helpful	
COMPARATIVE FORMS OF THREE-SYLLABLE ADJECTIVES AND ADVERBS			
ADJECTIVE OR ADVERB	COMPARATIVE FORM (COMPARES TWO THINGS OR GROUPS)	SUPERLATIVE FORM (COMPARES THREE OR MORE THINGS OR GROUPS)	
successful (adj)	more successful	most successful	
delicious (adj)	more delicious	most delicious	
easily (adv)	more easily	most easily	
carefully (adv)	more carefully	most careful	

farther/further

Use farther or farthest to indicate physical distance.

She could not walk any farther.

Use further or furthest to indicate mental distance.

The lawyer made a further argument.

little/few

Do not confuse little with few. Use little when you cannot easily count the item modified.

They had little grain for the cattle.

Use fewer when you can count the item modified.

They had fewer cattle this year than last year.

PRACTICE

Choose the correct adjective or adverb in each of the following sentences. You may find it helpful to draw an arrow to the word that the adjective or adverb is modifying.

1. The child was (awful, awfully) sick.
2. The nurse felt (bad, badly) about the child.
3. The child didn't do (good, well) in class.
4. Let's act (quick, quickly) and try to help her.
5. The mother was (real, really) upset.

MISPLACED AND DANGLING MODIFIERS

Study the following five sentences. Notice how the meaning of each sentence is changed, depending on where in the sentence the modifier only is placed.

Only Charlene telephoned my brother yesterday. [Nobody else telephoned.]

Charlene only telephoned my brother yesterday. [She did not e-mail or visit.]

Charlene telephoned only my brother yesterday. [She called no one else.]

Charlene telephoned my only brother yesterday. [The writer has only one brother.]

Charlene telephoned my brother only yesterday. [She didn't telephone until yesterday.]

A **modifier** is a word, phrase, or clause that functions as an adjective or an adverb.

my only brother

Only modifies the noun brother; therefore, only functions as an adjective.

the marine who is my brother

Who is my brother is a clause that modifies the noun marine; therefore, who is my brother functions as an adjective clause.

just yesterday

Just modifies the adverb yesterday; therefore, just functions as an adverb.

MISPLACED MODIFIERS

A **misplaced modifier** is a modifier whose placement in a sentence makes the meaning of that sentence confusing, awkward, or ambiguous.

Below is a list of modifiers that are often misplaced. When you use one of these words, be sure it immediately precedes the word or word group it modifies.

MODIFIERS OFTEN MISPLACED				
almost	hardly	just	only	simply
even	exactly	merely	nearly	scarcely

1. The modifier is in a confusing position because it does not immediately precede the word it modifies.

Confusing placement of a word modifier:

Nearly the salesperson sold the used car to the customer.

Nearly, an adverb, cannot modify the noun salesperson.

Revised: The salesperson **nearly sold the used car to the customer.**

Nearly correctly modifies the verb sold.

Confusing placement of a phrase modifier:

With all the rusty spots, the salesperson could not sell the car.

Is it the salesperson who has rusty spots or the car?

Revised: The salesperson **could not sell the car with all the rusty spots.**

Confusing placement of a clause modifier:

The salesperson could not sell the used car to the customer that needed extensive body work.

Is it the customer or the car that needs extensive body work?

Revised: The salesperson **could not sell the used car that needed extensive body work to the customer.**

2. The modifier is in an **awkward** position, interrupting the flow of the sentence.

Awkward placement:

We want to offer the lunch hour study in the library.

Revised: **After the lunch hour, we want to study in the library.**

Although the use of the infinitive that is interrupted (called a "split infinitive") has now become more accepted in standard English, the result is frequently awkward and often interrupts the flow of the sentence.

3. The modifier is in an ambiguous position (sometimes called a "squinting modifier").

Ambiguous placement:

The used-car salesperson when questioned seriously doubted he could sell the rusty car.

Was the salesperson seriously questioned or did he seriously doubt? From the placement of seriously, it is impossible to know.

Revised:

When seriously questioned, the used-car salesperson doubted he could sell the rusty car.

or, depending on the intended meaning.

When questioned, the used-car salesperson seriously doubted he could sell the rusty car.

EXERCISE 1. Revising Misplaced Modifiers

Revise each of the following sentences to avoid misplaced modifiers.

1. I gave the puppy to my sister with the white paws.

2. I am looking for the keys to the filing cabinets that are missing.

3. We decided to before the camping trip buy better sleeping bags.

4. As a pilot, passenger safety had always come first.

5. They need to immediately after the party go directly home.

6. The dance contestants waited eagerly watching the faces of the judges.

7. The jeweler wanted to for his new customer design a special charm bracelet.

8. I took my daughter to my office who loved a day off from school.

9. The accountant forgot almost to tell his client about the change in the law.

11. There are five tablets in this medicine bottle exactly.

EXERCISE 2. Adjectives and Adverbs Used in Comparisons

In each of the following sentences, fill in the blank with the correct form of the adjective or adverb given in parentheses.

1. That machine is _____ operated than the one in the other room. (easily)
2. He feels _____ today than he did yesterday. (good)
3. That woman is the _____ chef in San Francisco. (famous)
4. This paralegal is the _____ person in the office. (helpful)
5. Would you please drive _____ than your father? (slowly)
6. Unfortunately, this is the _____ business trip I have ever made. (bad)
7. His illness became _____. (bad)
8. This lasagna is the _____ lasagna I have ever tasted. (delicious)
9. This chapter is _____ than the last one. (easy)
10. She is the _____ woman in the police department. (tall)

EXERCISE 3. Adjectives and adverbs used in comparisons

In each of the following sentences, fill in the blank with the correct form of the adjective or adverb given in parentheses.

1. Star Wars: Episode II was..... than Star Wars: Episode I. (exciting)
2. She was than she had been in a long time. (healthy)
3. The hamburger I ever ate was at a restaurant in Denver. (good)
4. The cheetah is the..... animal in the world. (fast)
5. It is to drive at night than during the day. (dangerous)
6. That new law seems written than the previous one. (carefully)
7. My cat is the..... pet I've ever had. (lazy)

EXERCISE 4. Revising Dangling Modifiers

Revise each of the following sentences to avoid misplaced or dangling modifiers.

1. Victor fed the dog wearing his tuxedo.
2. Visiting Yellowstone National Park, Old Faithful entertained us by performing on schedule.
3. Hoping to see the news, the television set was turned on at seven o'clock.
4. Running up the stairs, the train had already left for Philadelphia.
5. After running over the hill, the farm was visible in the valley below.
6. Dressed in a Dracula costume, I thought my son looked perfect for Halloween.
7. Hanging from the ceiling in her bedroom, she saw three spiders.
8. After wiping my glasses, the redbird flew away.
9. Howling without a stop, we listened to the neighbor's dog all evening.

EXERCISE 5. Revising sentences for parallel structure

Each of the following sentences lacks parallel structure. Underline the word, phrase, or clause that is not parallel and revise it so that its structure balances with the other items in the pair or series. An example has been done for you.

Not parallel: The best leather comes from Italy, from Spain, and is imported from Brazil.

Parallel: *The best leather comes from Italy, Spain, and Brazil.*

1. Winter in Chicago is very windy, extremely snowy, and has many bitterly cold days.
2. I would prefer to fix an old car rather than watching television.
3. Mr. Lee is a helpful neighbor, a loyal friend, and dedicated to his children.
4. The apartment is crowded and without light.
5. The dancer is slender, tall, and moves gracefully.
6. The nursery was cheerful, large, and had a lot of sun.
7. My friend loves to play chess, to read science fiction, and working out at the gym.

8. For homework today I must read a chapter in history, do five exercises for Spanish class, and working on my term paper for political science.

EXERCISE 6. Revising sentences for parallel structure

Each of the following sentences lacks parallel structure. Underline the word, phrase, or clause that is not parallel and revise it so that its structure balances with the other items in the pair or series.

1. The dog had to choose between jumping over the fence or he could have dug a hole underneath it.
2. She disliked going to the beach, hiking in the woods, and she didn't care for picnics, either.
3. As I looked down the city street, I could see the soft lights from restaurant windows, I could hear the mellow sounds of a nightclub band, and care free moods of people walking by.
4. The singers have been on several road tours, have recorded for two record companies, and they would like to make a movie someday.
5. They would rather order a pizza than eating their sister's cooking.
6. I explained to the teacher that my car had broken down, my books had been stolen, and no assignment pad.
7. That night, the prisoner was sick, discouraged, and she was filled with loneliness.
8. As the truck rumbled down the street, it suddenly lurched out of control, smashed into a parked car, and then the truck hit the storefront of my uncle's hardware store.
9. The teacher is patient, intelligent, and demands a lot.
10. He was determined to pass the math course, not only to get his three credits but also for a sense of achievement.

EXERCISE 7. Revising Sentences for Parallel Structure

Each of the following sentences lacks parallel structure. Underline the word, phrase, or clause that is not parallel and revise it so that its structure balances with the other items in the pair or series.

1. The first grade teacher told us that our child was unruly, mischievous, and talked too much.
2. The dog's size, its coloring, and whenever it barked reminded me of a wolf.
3. Shabna is not only very talented but she is also acting kindly to everyone.
4. He dried the dishes, putting them away was the job of his wife.

5. Jordan would rather travel and see the world than staying home and reading about other places.
6. For weeks he tried to decide whether he should major in chemistry, continue with accounting, or to take a year off.

LESSON 19. GET A KNIFE, GET A DOG, BUT GET RID OF GUNS.

MOLLY IVINS

One of the most popular and colorful journalists of recent years was Molly Ivins (1944–2007). Her syndicated columns appeared in over three hundred newspapers nationwide. It has been said that while Molly Ivins wrote on many topics and worked for newspapers in several cities, including New York, Denver, and Minneapolis, it was Texas that was her favorite topic and her spiritual home. When she took aim at a current topic, she always hit her target! The following essay finds Molly Ivins at her most independent and most confrontational. The subject of gun control divides many Americans, but from the moment you read her title, Molly Ivins tells you her position on the topic is uncompromising. She presents her argument in a voice that is feisty and irreverent.

Guns. Everywhere guns! Let me start this discussion by pointing out that I am not antigun. I'm proknife. Consider the merits of the knife. In the first place, you have to catch up with someone in order to stab him. A general substitution of knives for guns would promote physical fitness. We'd turn into a whole nation of great runners. Plus, knives don't ricochet. And people are seldom killed while cleaning their knives. As a civil libertarian, I, of course, support the Second Amendment. And I believe it means exactly what it says: *A well-regulated militia being necessary to the security of a free state, the right of the people to keep and bear arms shall not be infringed.* Fourteen-year-old boys are not part of a well-regulated militia. Members of wacky religious cults are not part of a well-regulated militia. Permitting unregulated citizens to have guns is destroying the security of this free state. I am intrigued by the arguments of those who claim to follow the judicial doctrine of original intent. How do they know it was the dearest wish of Thomas Jefferson's heart that teenage drug dealers should cruise the cities of this nation perforating their fellow citizens with assault rifles? Channeling? There is more hokey spread about the Second Amendment. It says quite clearly that guns are for those who form part of a well-regulated militia, that is, the armed forces, including the National Guard. The reasons for keeping them away from everyone else get clearer by the day.

The comparison most often used is that of the automobile, another lethal object that is regularly used to wreak great carnage. Obviously, this society is full of people who haven't enough common sense to use an automobile properly. But we haven't outlawed cars yet presumably sane and sober adults, and keep track of who sells them to whom. At a minimum, we should do the same with guns. In truth, there is no rational argument for guns in this society. This is no longer a frontier nation in which people hunt their own food. It is a crowded, overwhelmingly urban country in which letting people have access to guns is a continuing disaster. Those who want guns whether for target shooting, hunting, or putting rattlesnakes (get a hoe) should be subject to the same restrictions placed on gun owners in England, a nation in which liberty has survived nicely without an armed populace.

The argument that "guns don't kill people" is patent nonsense. Anyone who has ever worked in a cop shop knows how many family arguments end in murder because there was a gun in the house. Did the gun kill someone? No. But if there had been no gun, no one would have died. At least not without a good foot race first. Guns do kill. Unlike cars, that is all they do. Michael Crichton makes an interesting argument about technology in his thriller *Jurassic Park*. He points out that power without discipline is making this society into a wreckage. By the time someone who studies the martial arts becomes a master literally able to kill with bare hands that person has also undergone years of training and discipline. But any fool can pick up a gun and kill with it. "A well-regulated militia" surely implies both long training and long discipline.

That is the least, the very least, that should be required of those who are permitted to have guns, because a gun is literally the power to kill. For years I used to enjoy taunting my gun-nut friends about their psychosexual hang-ups always in a spirit of good cheer, you understand. But letting the noisy minority in the NRA force us to allow this carnage to continue is just plain insane. I do think psyches gun nuts have a power hang-up. I don't know what is missing in their psyches that they need to feel they have the power to kill. But no sane society would allow this to continue. Ban the damn things. Ban them all presumably sane and sober adults, and keep track of who sells them to whom. At a minimum, we. You want protection? Get a dog.

QUESTIONS FOR CRITICAL THINKING.

1. Explain the one that Molly Ivins establishes in the opening three paragraphs of the essay.
2. Where in the essay is the clearly stated thesis?
3. Underline it. In paragraph 4, the author refers to the Second Amendment.

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4. In what historical document is this Second Amendment found?
5. Why is the first sentence of paragraph 5 italics?
6. Much of the debate around the right to buy and own guns is centered around the interpretation of this sentence. How do you interpret this sentence?

WRITING IN RESPONSE

1. Molly Ivins thinks the right of civilians to buy guns in this country is "insane". Write an argument about another situation in this country that you think is insane. Be sure to present your reasons for this choice and provide what you believe would be the solution to the situation. Write your own argument on gun ownership. In your opinion, who should be able to own a gun and what laws should regulate the sale of guns.
2. Write an essay using example as the method of development. Give examples of the misuse of guns and examples of theme.

LESSON 20. MASTERING IRREGULAR VERB TENSES CORRECTLY

HOW DO YOU USE THE PRESENT PERFECT AND THE PAST PERFECT TENSES?

The perfect tenses need special attention because they are generally not well understood or consistently used in the accepted way.

HOW DO YOU FORM THE PERFECT TENSES?

The **present perfect tense** consists of *has* or *have* plus the past participle of the main verb:

has worked
have worked

The **past perfect tense** consists of *had* plus the past participle of the main verb:

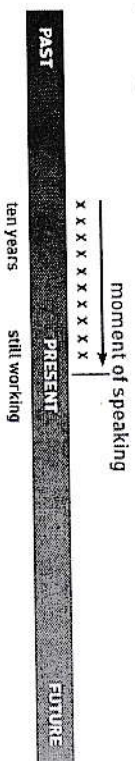
WHAT DO THESE TENSES MEAN?

The **present perfect tense** can be used to describe an action that started in the past and continues to the present time.

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Jennifer *has worked* at the hospital for ten years.

This sentence indicates that Jennifer began to work at the hospital ten years ago and is still working there now. The following time line shows that the action began ten years ago and continues up to the present time.



Study these other examples of sentences using the present perfect tense: In each case, the action started in the past and continues up to the present time.

She *has studied* violin since 1990.
I *have always appreciated* his generosity.

The *present perfect tense* can also be used to describe an action that has just taken place or an action that took place at an indefinite time in the past.

An action that has just taken place:

Has Jennifer found a job yet?
Jennifer *has (just) found* a new job in Kansas City.

An action that took place at an indefinite time:

Have you ever been to San Diego?
Yes, I *have been* there three times.

NOTE: If the time were definite, you would use the simple past:

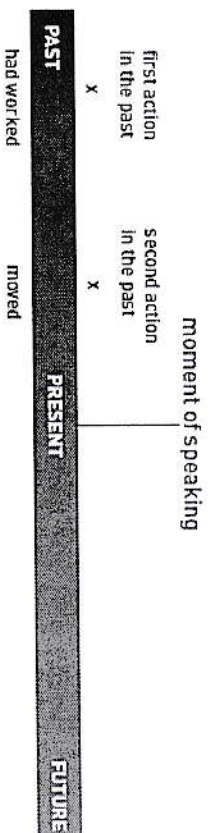
Jennifer *found* a new job yesterday.
Yes, I *was* in San Diego last week.

The *past perfect tense* describes an action completed in the past before another past action or a specific time.

Jennifer *had worked* at the hospital for ten years before she *moved* away.

In this sentence, there are two past actions: Jennifer *worked* and Jennifer *moved*. The action that took place first is in the past perfect (*had worked*). The

action that took place later, but was also completed in the past, is in the simple past (*moved*). The following time line shows that one past action (*had worked*) was completed before another past action (*moved*).



Study these other examples of sentences using the past perfect tense:

I *had just finished* when the bell rang.

He *said* that Randall *had told* the class about the experiment.

We *had provided* the information long before last week's meeting.

He *had left* for work by 8 a.m.

NOTE: In informal speech and writing, the simple past tense is often used to express the past perfect tense.

Informal writing or speech: The child *witnessed* the accident before he ran away.

Formal writing: The child *had witnessed* the accident before he ran away.

PRACTICE

Complete the following sentences by filling in the blanks with either the present perfect tense or the past perfect tense of the verb given.

Make the present perfect: positive, negative or question.

1. (You / keep a pet for three years)

2. (You / come here before?)

3. (it / rain all day?)

4. (who / we / forget to invite?)

5. (we / not / hear that song already)

6. (he / not / forget his books)

7. (she / steal all the chocolate!)

8. (I / explain it well?)

9. (who / he / meet recently?)

10. (how / we / finish already?)

11. (he / study Latin)

12. (I / know him for three months)

13. (where / you / study Arabic?)

14. (what countries / they / visit in Europe?)

15. (he / hurt his leg)

16. (she / leave her phone in a taxi)

17. (we / not / lose our tickets)

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18. (she / call her mother?)

19. (he / take a taxi?)

20. (she / go / to the library)

AVOIDING UNNECESSARY SHIFTS IN VERB TENSE

Unless there is some reason to change tenses, in consistent shifting from one tense to another should be avoided. Study the following examples:

Shifted tenses: The customer demanded (past tense) to see the manager. He *was* (past tense) angry because every jacket he *tries* on (Why present tense?) *has* (Why present tense?) something wrong with it. A button *was* (past tense) missing on the first, the lining *did not hang* (past tense) properly on the second, and the collar *had* (past tense) a stain on the third.

Revised: The customer demanded (past tense) to see the manager. He *was* (past tense) angry because every jacket he *tried* on (past tense) *had* (past tense) something wrong with it. A button *was* (past tense) missing on the first, the lining *did not hang* (past tense) properly on the second, and the collar *had* (past tense) a stain on the third.

NOTE: When the subject is a created work, such as a book, play, poem, or piece of music, be especially careful about the verb tense. Although the work was created in the past, it is still enjoyed in the present. In this case, the present tense is used.

Shakespeare's *Hamlet* is a great play. It was written four centuries ago.

EXERCISE 1. Correcting unnecessary shifts in verb tense

The following paragraph contains unnecessary shifts in verb tense. Change each incorrect verb to its proper form.

Charles Dickens was a nineteenth century author whose work is well known today. One of the reasons Dickens remained so popular is that so many of his stories are available not only as books but also as movies, plays, and television productions. We all knew from our childhood the famous story of Uncle Scrooge and Tiny Tim. Often we saw a television version of *A Christmas Carol* at holiday time. If you have never read the story of Oliver Twist in book form, you might

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have seen the musical *Oliver!* Also, there was a movie version of *Great Expectations*. Many students still studied *A Tale of Two Cities* in high school. No matter how many adaptations of Dickens's books they see, people seem to agree that there was no substitute for the books themselves. At first, the vocabulary seemed difficult, but if you concentrate on the story and read a chapter or two every day, you will find yourself not only comprehending these wonderful stories but also loving the richness of Dickens's use of language.

EXERCISES 2. Editing student writing:

Correcting Unnecessary Shifts in Verb Tense The following paragraph was part of an essay written by a first year college student. It contains unnecessary shifts in verb tense. Revise the paragraph so that verb tenses are consistent.

I remember last year when I was trying to choose the right school and worrying about it a lot. One day, a friend says that, instead of talking about it all the time, I should visit a few places and actually see them. One afternoon, I decide to do just that. I take the bus, get off in the center of town, and from there walked to the campus. It's very clean, with no graffiti on any of the walls. Behind the visitor's desk stood two students passing out brochures on programs and majors. The student union looks inviting, so I went in to get a soda and check it out. I sit down and started listening to the students at the other tables. I was curious to hear bits of their conversations. Students seemed to be treating each other with respect. I did not hear one sarcastic remark, and no one is rude to anyone else. I went to the library and had the same experience. Everyone seems so helpful and friendly. I knew this was the kind of atmosphere I would like. On my way out, I pick up an application from the visitor's desk. Both of the students behind the desk are smiling at me as I leave.

WHAT IS THE DIFFERENCE BETWEEN THE PASSIVE VOICE AND THE ACTIVE VOICE?

In the active voice, the subject is doing something.

The committee made the decision.

In general, choose the active voice to achieve direct, economical, and forceful writing. Most writing should be in the active voice.

In the passive voice, something is done to the subject.

The decision was made by the committee. Or The decision was made.

The first passive sentence de-emphasizes the actor (*the committee*) by moving it out of the subject place. The second passive sentence omits the actor entirely.

Study the three sentences that follow. All three deal with President Kennedy's assassination. The first is in the active voice, and the other two are in the passive voice. Discuss with your classmates and instructor what would cause a writer to choose each of the following sentences to express the same basic fact.

Lee Harvey Oswald shot President John F. Kennedy in 1963.

President John F. Kennedy was shot by Lee Harvey Oswald in 1963.

President John F. Kennedy was shot in 1963.

HOW DO YOU FORM THE PASSIVE VOICE?

A sentence in the passive voice consists of the subject acted upon, followed by a form of the verb *to be* and the past participle. The actor may appear in a *by* phrase at the end.

EXERCISE 3. Forming active voice and passive voice

Complete each of the following examples by supplying either the active or the passive voice. Then discuss with the rest of the class the reasons a writer would choose either the active or the passive voice to express each idea.

Rewrite the sentences in the passive voice.

1. Someone will attend to you later.

2. I don't remember Jack giving me the tickets.

3. We must do something before the situation gets out of control.

4. You can hear the music in all sections of the stadium.

5. The company employs 5 people.

6. They are going to buy a new TV set next week.

7. My great grandfather built this house 60 years ago.

8. My sister gave me the key so I could get in.

9. Nobody said anything.

10. A loud noise woke me up last night.

11. How do you prepare such a dish?

12. I don't like someone lying to me.

13. She solved all her problems.

14. After a while she found out they hadn't told her the truth.

15. The outstanding performance impressed her.

16. You mustn't put the left overs back in the fridge.

EXERCISE 4. Forming active voice and passive voice

Complete each of the following examples by supplying either the active or the passive voice. Then discuss with the rest of the class the reasons a writer would choose either the active or the passive voice to express each idea. Complete the sentences with the correct active or passive form of the verb in brackets.

1. At last night's ceremony, they _____ the award to an unknown actress. (GIVE)

2. The survivors _____ by a cruise ship that _____ to be near them. (RESCUE, HAPPEN)

3. Two hours after the accident the doctor _____ him dead. (DECLARE)

4. I remember _____ to the circus by my father. (BE TAKE)

5. The weather _____ in the next few days. (NOT IMPROVE)

6. Coffee _____ before you _____ it. (MUST ROAST, SELL)

7. The bridge _____ at the moment so it _____ . (REPAIR, CANNOT USE)

8. The police _____ the victim a picture of the suspect. (SHOW)

9. The new staff members _____ all the help they need. (GIVE)

10. That door _____ for ages. (NOT OPEN)

11. A few days ago, a judge _____ him to appear before court next month. (ORDER)

12. The Times _____ such a shocking letter before. (NEVER PUBLISH)

13. They _____ on what to do when the headmaster _____ in. (INSTRUCT, COME)

14. The vandals _____ bottles into windows and _____ a few cars. (THROW, DESTROY)

15. The new teammates _____ more time to get accustomed to the practice sessions. (SHOULD GIVE)

16. After dad _____ me to the zoo, he _____ me some new clothes at the department store. (TAKE, BUY)

17. I _____ to the party last Thursday because I _____ . (NOT GO, NOT INVITE)

18. I _____ so surprised by such an outstanding performance before. (NEVER BE)

19. When we _____ out of the cinema, the bus _____ to take us home. (COME, WAIT)

20. All the papers _____ in by next Friday. (MUST HAND).

WHAT IS THE SUBJUNCTIVE MOOD?

Verbs in the English language have three possible moods.

1. The indicative mood expresses statements of fact:

He *drives* home every Sunday.

Most sentences call for the indicative mood.

2. The imperative mood expresses commands:

Drive home on Sunday!

3. The subjunctive mood expresses conditions contrary to fact:

If I were you, I would drive home on Sunday.

or follows certain verbs of demand or urgency:

I insist that he drive home on Sunday.

Of the three moods possible for verbs in English, the subjunctive mood has the most limited use.

The *subjunctive mood*, the most limited of the three moods for English verbs, uses special verb forms to express statements contrary to fact or to express demand or urgency after certain verbs.

Three instances follow that call for the subjunctive. In each of these three instances, notice that the -s is *not* added in the third person singular present tense.

EXERCISE 1. Underline the correct answers.

1. Victor suggested that I (gets / got / get) more exercise.
2. They demanded that we (do not be / are not being / not be) so loud.
3. I recommend that you (look / looking / to look) for a job that isn't so stressful.
4. Nina asked that we (not disturb / did not disturb / are not disturb) her.
5. The weather reporter said it was advisable that we (taking / take / to take) an umbrella today.

6. The owner of the restaurant requested that he (smokes / smoke / to smoke) outside.

7. The police officer insisted that I (not show / didn't show / to not show) him my license, but I did!

8. It is critical that you (not eat / do not eat / did not eat) anything the night before your surgery.

EXERCISE 2. Rewrite the sentences in the second conditional (using if and the past subjunctive).

1. It can't fly because it doesn't have wings.

If it had wings, it could fly.

2. She can't get a job because she is so lazy.

3. He doesn't keep his promises, so I don't trust him.

4. I am able to see well because I'm wearing my glasses.

5. I can't write to Jane because I don't know her address.

6. She can't buy a new car because she doesn't have enough money.

PRACTICE

In the following sentences, underline the word or phrase that determines the subjunctive and circle the subjunctive. An example has been done for you.

Truman suggested that the country adopt the Marshall Plan in 1947.

1. When President Roosevelt died in 1945, the law required that Vice President Truman take over immediately.
2. It was essential that President Truman act quickly and decisively.
3. Truman must have wished that he were able to avoid using the atomic bomb to bring an end to World War II.
4. He felt it was necessary that the United States help Europe recover from the destruction of World War II.

5. President Truman always insisted that other countries be economically strong.

KNOWING HOW TO USE SHOULD/WOULD; CAN/COULD; WILL/WOULD; AND USED TO/ SUPPOSED TO

Do not use more than one modal auxiliary (*can, may, might, must, should, ought*) with the main verb.

Incorrect: Joel *shouldn't ought* to sell his car.

Correct: Joel *ought not* to sell his car or Joel *shouldn't* sell his car.

Incorrect: Eliana *would* of helped you if she *could* of.

Do not use *should* of, *would* of, or *could* of to mean *should have*, *would have*, or *could have*.

Correct: Eliana *would have* helped you if she *could have*.

can/could; will/would

Use *could* as the past tense of *can*

I see that he *can* do the job.

I saw that he *could* do the job.

Use *would* as the past tense of *will*.

I see that he *will* do a good job.

I saw that he *would* do a good job.

used to/supposed to

Do not omit the final *-d* in the phrases *used to* and *supposed to*.

Incorrect: I am *use to* walking to school.

Correct: I am *used to* walking to school.

Incorrect: We are *suppose to* meet him for dinner.

Correct: We are *supposed to* meet him for dinner.

MASTERY AND EDITING TESTS

Test 1: Using correct verb forms

Revise each of the following sentences to avoid problems with verbs.

1. He hadn't ought to drive so fast.
2. The officer said that the motorist drove through a red light.
3. I wish I was a senior.
4. "Araby" was written by James Joyce; it told the story of a young boy's first love.

5. She is working on the project since 1997.

6. The map was studied by the motorist. (*Use active voice.*)

7. My father ask me last night to help him build a deck.

8. I should of kept the promise I made.

9. I insist that she keeps her clothes on her side of the room.

10. Someone washes the floor every Monday. (*Use passive voice.*)

TEST 2. Editing student writing: using correct verb forms

In the following paragraph, change ten verb forms to the correct forms.

When the day arrived, my mother was jubilant. We drive to the synagogue. My aunt Sophie and her daughters come with us. Once in the temple, the women were separated from the men. They sat upstairs in their assigned places. I was ask to keep my hat on and was given a shawl to wear that I seen before. I was suppose to wait for the rabbi to call me. My turn finally comes. I walked up to a table in the front. There I read from the sacred scriptures in Hebrew. My mother had told me that if I was to read the scriptures fluently, she would be very proud. I knew I could of read louder, but I was nervous. Afterward, I was taken by my family to a fi ne kosher restaurant for a celebration. (*Change to the active voice.*) There I receive a beautiful gold charm bracelet.

TEST 3. Editing student writing: using correct verb forms

In the following paragraph, change ten verb forms to the correct forms.

1. My semester of chemistry seemed ill-fated from the very start.
2. When I lost my textbook the first week of classes, I should of known I was in for trouble.
3. The second week, I had the flu and miss two classes.
4. On the following Monday, when I fi nally start off for class again, the bus was so delayed that I walked into the classroom half an hour late.
5. The teacher scowls at me and ask to speak to me after class.

6. I always use to sit in the front row so I could see the board and hear the lectures.

7. Because I am late, I will have to take a seat in the last row.

8. I wish I was able to start this class over again the right way.

9. No one had ought to have such an unlucky start in any class.

LESSON 21. WHY DON'T THESE WOMEN JUST LEAVE?

Elaine Weiss

One of our society's most serious problems is spousal abuse. Elaine Weiss uses her own painful experience as an abused wife to discuss this problem in a direct and compelling way. Her essay argues against the commonly held belief that the problem could be solved if only the abused partner would simply leave the relationship. The writer does not support her argument with any outside facts or statistics, nor does she quote any experts on the matter. All she does is give us a clear and convincing personal history, one that is impossible to contradict.

Last May, Neal and I celebrated our sixteenth wedding anniversary. This is his first marriage; my second. Ours is a fine, strong partnership, filled with shared interests, mutual respect, and ever deepening intimacy. That's not the point of this story. This story is about my first marriage. But to tell the story of my first marriage is to take a risk and I feel I have to start by establishing that I am capable of a good marriage.

I've spent nineteen years trying to make sense of my first marriage: the one that began in 1967 and ended when I left in 1976. I've spent nineteen years trying to unravel the tightly-woven threads of physical and verbal abuse that made up the fabric of that marriage. I've spent nineteen years, and I may spend nineteen more. Why bother? Why not just be grateful that I found the strength to leave that I didn't simply become a statistic in a "Domestic Violence" docudrama? Because, I still have nightmares, sometimes. Because, beautiful though Carousel is, I can't watch Billy Bigelow hit Julie Jordan and watch her forgive him. Because when I see Charles Boyer methodically driving Ingrid Bergman slowly mad in *Gaslight*, I cry, and then feel silly for overreacting. And because after O. J. Simpson's arrest, during the brief spasm of media interest in domestic violence, I overheard a woman in the beauty parlor proclaim, "You know, the women who let themselves be abused are just as sick as the men who abuse them. She should have walked out the very first time he raised a hand to her. That's what I would have done."

She should have our glib answer to women who are physically and emotionally abused. These days we're far too sophisticated to directly blame the

woman for the man's behavior; we no longer say, "Well, if he beat her up, she must have done something to deserve it." Instead, we say, "She should have been more assertive." "She should have been more accommodating." "She should have left." "She should have gotten therapy." "She should have called the police."

So, as if the pain of the abusive relationship weren't enough, we tell women that this pain is their fault. They hear she should never be should. They hear, "She should have stood up to him" which, ideally, she should but they never hear, "He should have stopped being abusive."

I know it's not as simple as that. I've read all the books and articles. I know that men who batter their partners are themselves in pain. I know that their behavior is a desperate attempt to make themselves feel in control. I know that many of them were once victims of abuse. I know they can't just stop that they need professional help. And I sympathize just as I sympathize with alcoholics and drug addicts. I'm no longer angry with my former husband (though this took me years to accomplish). But I am angry hotly, fiercely angry when I hear "Why don't these women just leave?"

To me, this question is as meaningless as asking the victim of a train wreck "Why didn't you just drive to work that morning?" Nevertheless, I'm going to tell you why I didn't leave; or, rather, why it took me eight years, seven months, and twenty-one days to leave. This is what I wish I had said to the woman in the beauty parlor.

I didn't leave because abuse wasn't supposed to happen to people like me. I was only nineteen when I married, halfway through college, with little experience of the world. This was 1967; the term "spouse abuse" didn't exist. No one thought to join those two words, since no one accepted that it happened. Or, if it did, it happened only to impoverished, uneducated women married to men with names like Billy Bob, who turned into mean drunks on Saturday nights. It certainly didn't happen to nice Jewish girls from upper-middle-class families; they went to college, married nice boys, taught school for a while, and then started a family. This is what my friends and I were raised to believe, and this is how I thought the world worked. So when the abuse started, within a week of the wedding, I had no way to frame what was happening.

I didn't leave because I thought it was my fault. My only experience of marriage was the seventeen years I had spent in my parents' home, and there I saw warmth, kindness, and love. If my marriage looked nothing like theirs, I assumed that I must be doing something wrong. My husband would become angry and throw me against a wall then berate me for "egging him on." Lying in bed that night, I would replay the scene, trying to pinpoint the exact moment where I had gone wrong. I always found it, too: "I should have laughed it off when he told me the dinner was disgusting." "I should have ignored it when he called me a 'fat dummy, too useless to live'." "I shouldn't have cried when he announced that he wanted to have affairs with other women and that if I didn't like it, I was being too possessive."

I didn't leave because I believed I could fix it. During our courtship, he was tender and affectionate. He told me I was the most wonderful girl in the world (in 1967 we were all "girls" as were our mothers and grandmothers). So I held on to the image of the man who was once my loving boyfriend, and was now my menacing husband. He told me I had changed that I was no longer the cute, bright girl he had married and I imagined he must be right. Since rational people don't suddenly turn violent without provocation, I must be provoking him. I thought that if I could just get it right, he would be nice to me again.

I didn't leave because I told myself that I was overreacting. Yes, he would occasionally punch me in the stomach or choke me but at least he never gave me a black eye or a broken arm. Yes, he would delight in pointing out an obese woman on the street and saying "Your ass is even bigger than hers" but perhaps I did need to lose weight (I was then, as I am now, a size six). Yes, he would indicate another woman, tall, blond, buxom and leggy, and scold "Why frame to put into words berate to scold angrily provocation something that causes a person to become angry can't you look like that?" but this was the 1960s, when the Beach Boys wished we all could be California Girls, and maybe a petite brunette couldn't hope to be seen as attractive. Yes, he would occasionally put a pillow over my face while I slept, then watch with detached interest as I woke up half-smothered but I had to be imagining that, didn't I?

I didn't leave because there was no support for women like me. There was no place I could tell my story and be told "It's not you it's him. There's no way you can 'get it right,' because he desperately needs you to get it wrong." I convinced my husband to enter couple therapy, and tried to find the words to pin down my husband's actions. "If he goes through a door ahead of me, he gives it an extra push to let it swing back and hit me." "He tells me I'm so ugly that his new nickname for me is 'uglies'." "I feel like I'm constantly walking on eggshells." The therapist's response was to insist that I had an obligation to stay in the marriage because my husband couldn't function without me. He also insisted that if I stopped being my father's Little Girl and became my husband's Adult Wife, my problems would be solved. Since this advice came from a professional, I assumed it had to be correct. We spent two years in weekly visits to this man, after which I was discharged with the admonition to put my energy into supporting my husband.

I didn't leave because I grew accustomed to living a lie. He treated me well in public. To our friends, we were the perfect couple. Maintaining our outward loving appearance became an unspoken conspiracy between us. He called it "not airing our dirty linen in public," and I agreed. Of course I agreed. I was to blame for his behavior, and I couldn't manage to figure out how to be the sort of wife he cherished. Which, he assured me, he surely would if I could just learn how to make him happy. A wife who can't make her husband happy why would I want that to become public knowledge? I agreed to the charade, and I played my part well.

Which probably explains why, when I finally left, he got to keep the friends; no one could see why I'd want to escape such a wonderful marriage.

I didn't leave and then one day I left. Why? It sounds so trivial in retrospect, but it was triggered by an encounter with an unknown woman in New York City. This was in 1974, shortly after my husband and I moved to Manhattan. He had taken a job with a prestigious corporate law firm and, after five years as a schoolteacher, I was beginning graduate school at Columbia University. One afternoon, as we stood on a street corner at a downtown crosswalk, I looked up to see a particularly lovely old building with a magnificent garden on its terraced roof. I pointed and said, "Isn't that building beautiful?" "Which one," sneered my husband, "you mean the one up there that looks exactly like every other building on the street?" A woman standing beside us turned abruptly. "She's right, you know. The building is beautiful and you are a horse's ass." As the light changed and she stalked off, something shifted inside me. I finally realized that this man was never going to change, and that I deserved better. Within a year I announced that I was leaving.

Yes, of course it took more than this one encounter. My professors at Columbia told me I was a talented instructional designer, and encouraged me to enter the doctoral program. Fellow students became close friends. Many of them had never met my husband I was more than half a couple. With professional and personal successes, I stopped caring about, hardly noticed, my husband's abuse. Ironically, the more I ignored him, the nicer he acted. The day I told him the marriage was over (my twenty-eighth birthday), he cried and begged admonition piece of cautionary advice cherished held dear charade a pretense in which people act out parts in retrospect in looking back prestigious having a high standing or reputation me to stay. He told me how much he needed me. He said he couldn't imagine life without me. He swore he would change. He painted an idyllic picture of the new life we would build. I barely heard him.

And so I left. I am one of the lucky ones. He didn't threaten me. He didn't physically try to stop me. He didn't stalk me. He didn't murder me. Some men do. I am one of the lucky ones. The impact on the rest of my life has been minimal. I didn't become homeless. I didn't turn to drugs or alcohol. I didn't enter into a series of abusive relationships. I didn't commit suicide. Some women do. Instead, I went on to earn a doctorate, develop a successful consulting practice, and build a strong marriage. Life is good. But I still have nightmares, sometimes. I still walk out of movies that show acts of violence against women. And I still, and probably always will, feel anguish when I hear someone ask "Why don't these women just leave?"

QUESTIONS FOR CRITICAL THINKING

1. The author presents the opposing point of view to her own argument when she reports a conversation she once overheard in a beauty salon. Find the quote, underline it, and label it "opposing viewpoint" in the margin of the essay.
2. An author's thesis is usually found in the opening paragraph of a piece of writing, but that is not the case in this essay. Nevertheless, the writer's thesis is still very clear. We come to realize what that thesis is from the essay's contents, beginning with the title. Using your own words, write a sentence that will provide the thesis of this essay.
3. Why does the author begin her essay with a picture of her present marriage? What effect does this positive opening have on us as we read the rest of the essay?
4. In the first six paragraphs, the author presents the traditional thinking about women who find themselves in abusive relationships. What are some of those traditional ideas?
5. The heart of a persuasive essay is the evidence an author uses to support the essay's thesis. In this selection, which paragraphs present the evidence for the author's thesis? Find these paragraphs and underline the six reasons the writer gives for having stayed in her abusive relationship.
6. What are the words the author repeats as she introduces each new reason? What is the writer's reason for this repetition?
7. Paragraphs 11, 13, and 14 point out the roles that other people played in the author's struggle to understand her marriage. Explain the role of each of these persons and the degree of influence each one had on the author's thinking.
8. What are all the elements that make this essay a convincing argument? Can you find any weak points in the writer's approach.

WRITING IN RESPONSE

1. Recall a relationship you remember well. Why did that relationship succeed or fail? Using the Weiss essay as your model, tell the story of that relationship. As you tell that story, make an argument to convince your reader as to why that relationship did or did not work.

2. Write an essay in which you classify marriages according to their degree of success. Give each of your categories a heading. For instance, one category could be called "marriages doomed to failure."

3. In this essay, we learn that the image a family member presents in public may be very different from the reality the rest of the family experiences at home. Write an essay that describes someone you have observed whose actions at home are very different from that person's public image.

4. In paragraph 13 of the essay, Elaine Weiss presents a seemingly unimportant event that turns out to be an epiphany (an incident that is suddenly and profoundly revealing). Write your recollection of an experience you had or a moment in your own life that was an epiphany for you. Explain the effects of this moment of revelation on your life.

5. Many people seek the advice of counselors, therapists, and other experts to help them with their problems. In paragraph 10 of the essay, Elaine Weiss tells us that she received some unfortunate advice from a therapist, advice she assumed had to be correct because it came from a professional. Use your personal experience or experiences of others you know to make an argument for seeking help from experts. How can a person judge the advice of a professional?

6. Write a helpful letter to a friend who has been suffering in an abusive relationship. Advise that person what to do and give the person a step-by-step plan to follow. (Use process as the letter's method of development.)

7. In paragraph 14, the author mentions the people who supported her during a difficult period in her life. Write an essay in which you discuss how the support of other people can be important when an individual is in distress. Your essay could be a narration of your personal experience; it could include classification of the types of individuals who can be helpful to people in need; or it could present an argument that many people need much more support than they are presently receiving.

LESSON 22. MASTERING VERB TENSES.

HOW MANY VERB TENSES ARE THERE IN ENGLISH?

Not all languages express time by using exactly the same verb tenses. Students for whom English is a second language know that one of their major tasks in learning English is to understand how to use each of the tenses. Because the next sections of this chapter concern common problems with tense, a chart of the English verb tenses is provided on the next page. You may want to refer to this list from time to time. Notice that the chart gives example sentences for each tense and continuous form

Types of Past Tense

SIMPLE
PAST
TENSE

PAST PERFECT
CONTINUOUS
TENSE

Present
Tense

PAST
PERFECT
TENSE

PAST
CONTINUOUS
TENSE

Simple Tenses

Present

The present tense indicates that an action is taking place at the time you express it, or an action that **occurs regularly**.

We wear organic cotton shirts **[an action taking place when it is expressed]**.

I watch the documentary on PBS each Sunday night **[an action that occurs regularly]**.

Past

The past tense indicates that an action is completed and has already taken place.

Martin Luther King, Jr. gave his most famous speech in 1963 **[an action completed in the past]**.

As a girl, she wondered how her college degree would help her career **[an action that occurred once or many times in the past but did not extend to the present]**.

Future

The future tense indicates that an action will or is likely to take place.

Later today I will rinse the dishes **[a future action that will definitely occur]**.

The defendant probably will plead innocent **[a future action that is likely to occur]**.

Present Tenses

The present tense indicates that an action is taking place at the time you express it, or an action that occurs regularly.

We wear organic cotton shirts **[an action taking place when it is expressed]**.
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Past perfect

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The defendant probably will plead innocent **[a future action that is likely to occur]**.

Progressive Tenses

The progressive tenses express continuing action. You can form them with the appropriate tense of the verb be plus the present participle.

Present progressive

The present progressive tense indicates that something is happening at the time you express it.

The worker is hammering, and her foreman is watching lazily.

Past progressive

The past progressive tense indicates two kinds of past action.

Poe's writing was becoming increasingly bizarre and dark [a continuing action in the past].

The mob tackled Jean-Luc Goddard while he was introducing the film [an action occurring at the same time in the past as another action].

Future progressive

The future progressive tense indicates a continuing in the future.

The government will be monitoring the phones in the lab.

Present perfect progressive

The present perfect progressive tense indicates action continuing from the past into the present and possibly into the future.

The teacher has been grading since yesterday afternoon.

Past perfect progressive

The past perfect progressive tense indicates that a past action went on until another occurred.

Before her promotion, Alice had been working on restoring open space on campus.

Future perfect progressive

The future perfect progressive tense indicates that an action will continue until a certain future time.

On Tuesday I will have been working on this paper for six weeks.

EXERCISE 1. Fill in each blank with the correct past tense form of the verb provided.

Example: PLAY We *played* dodgeball all afternoon.

FRY 1. We _____ the fish we caught in the lake.

STUDY 2. All of us _____ hard for the physics exam.

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CRY 3. Mary _____ on his shoulder all through the movie.

MARRY 4. She _____ him on Tuesday and played slots that night.

TRY 5. Fred _____ to get in the concert by posing as a security guard.

SHOP 6. I _____ for all of my birthday presents at the art fair.

ADMIT 7. No one _____ that he was tired.

PLAN 8. Marty and Isabel _____ their marriage simply and loosely.

TERRIFY 9. The fireworks _____ the younger children.

COMPILE 10. The assistants _____ the materials into a great ha

EXERCISE 2. Perfect Tenses

Use the perfect tense to fill in the blank using the same time period (past, present, future) as the sample.

Example: Joan licks the popsicle. (present tense)

Joan *has licked* the popsicle. (present perfect tense)

(Remember: Perfect tenses for the verb *to run* are:

Present: she *has run*

Past: she *had run*

Future: she *will have run*)

1. Eric took piano lessons.

Eric _____ piano lessons since he was ten years old.

2. Tara raises as many children as she can.

Tara _____ as many children as she can.

3. Bill, on the other hand, will join the Coast Guard.

Bill, on the other hand, _____ the Coast Guard.

4. Alyssa gives a drawing to each of her friends.

Alyssa _____ a drawing to each of her friends.

5. Chickens pecked at bugs and fruit in the garden.

Chickens _____ at bugs and fruit in the garden.

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6. Each egg will travel a thousand miles before it lands on her lap.
Each egg _____ a thousand miles before it lands on her lap.
7. The wings had plenty of room to spread.
The wings _____ plenty of room to spread.
8. Madison collects the hay in the morning after breakfast.
Madison _____ the hay in the morning after breakfast.

EXERCISE 3. Progressive Tenses.

In the following sentences, change the simple tense verbs to progressive tense verbs using the same time period (present, past, future). Avoid the perfect tense for this exercise.

Example: Martians land on the planet Earth. (present)

Martians *are landing* on the planet Earth. (present progressive)

(Remember: Progressive tenses for the verb *to run* are:

Present: she *is running*

Past: she *was running*

Future: she *will be running*)

1. Ferdinand scoffed when his friends all left for college.
Ferdinand _____ when his friends all left for college.
2. He enjoys his flowers, vegetables and herbs.
He _____ his flowers, vegetables and herbs.
3. The pumpkins ripened too long last year.
The pumpkins _____ too long last year.
4. His friends will call at the next holiday or break.
His friends _____ at the next holiday or break.
5. Ferdinand answers the phone saying "What?"
Ferdinand _____ the phone saying "What?"
6. He screened his calls last week to avoid bill collectors.
He _____ his calls last week to avoid bill collectors.

7. His money goes under his mattress until he needs it.
His money _____ under his mattress until he needs it.
8. He will go fishing next week if he gets his license.
He _____ next week if he gets his license

EXERCISE 4. Fill the gaps with Simple Past / Present Perfect

I.A: Did you like the movie "Star Wars"?

B: I don't know. I (see, never) that movie.

2. Sam (arrive) in San Diego a week ago.

3. My best friend and I (know) each other for over fifteen years. We still get together once a week.

4. Stinson is a fantastic writer. He (write) ten very creative short stories in the last year. One day, he'll be as famous as Hemingway.

5. I (have, not) this much fun since I (be) a kid.

6. Things (change) a great deal at Coltech, Inc. When we first (start) working here three years ago, the company (have, only) six employees. Since then, we (expand) to include more than 2000 full-time workers.

7. I (tell) him to stay on the path while he was hiking, but he (wander) off into the forest and (be) bitten by a snake.

8. Listen Donna, I don't care if you (miss) the bus this morning. You (be) late to work too many times. You are fired!

9. Sam is from Colorado, which is hundreds of miles from the coast, so he (see, never) the ocean. He should come with us to Miami.

10. How sad! George (dream) of going to California before died, but he didn't make it. He (see, never) the ocean.

11. In the last hundred years, traveling (become) much easier and very comfortable. In the 19th century, it (take) ... two or three months to cross North America by covered wagon. The trip (be) very rough and often dangerous. Things (change) a great deal in the last hundred and fifty years. Now you can fly from New York to Los Angeles in a matter of hours.

12. Jonny, I can't believe how much you (change) since the last time I (see) you. You (grow) at least a foot!

13. This tree (be)..... planted by the settlers who (found)..... our city over four hundred years ago.

14. This mountain (be, never) climbed by anyone. Several mountaineers (try)..... to reach the top, but nobody (succeed, ever) The climb is extremely difficult and many people (die) trying to reach the summit.

15. I (visit, never) Africa, but I (travel) to South America several times. The last time I (go)..... to South America, I (visit) Brazil and Peru. I (spend)..... two weeks in the Amazon, (hike) for a week near Machu Picchu, and (fly) over the Nazca Lines.

EXERCISE 5. Fill the gaps with correct forms of Present Perfect / Present Perfect Continuous

I. A: How long (be) in Canada?

B: I (study) here for more than three years.

2. I (have) the same car for more than ten years. I'm thinking about buying a new one.

3. I (love) chocolate since I was a child. You might even call me a "chocoholic".

4. Matt and Sarah (have) some difficulties in their relationship lately, so they (go)..... to a marriage counselor. I hope they work everything out.

5. John (work) for the government since he graduated from Harvard University. Unlithrecently, he (enjoy) his work, but now he is talking about retiring.

6. Lately, I (think) about changing my career because I (become)..... dissatisfied with the conditions at my company.

7. I (see)..... Judy for more than five years and during that time I have (see) many changes in her personality.

LESSON 23. MY BODY IS MY OWN BUSSINESS.



By Naheed Mustafa Naheed Mustafa

The wearing of the hijab, the headscarf for Muslim women, has become a controversial issue in several countries today. In the following essay, originally published in the Toronto Globe and Mail, the Canadian-born Muslim journalist and freelance broadcaster Naheed Mustafa argues for the use of this distinctive item of clothing. Contrary to commonly held belief, the writer sees the use of the hijab as an indication of female liberation. Naheed Mustafa graduated from the University of Toronto in 1992 with an honors degree in political science and history. She has been nominated for more than one award, including recognition for a Canadian radio broadcast she made from Afghanistan.

I often wonder whether people see me as a radical, fundamentalist Muslim terrorist packing an AK-47 assault rifle inside my jean jacket. Or maybe they see me as the poster girl for oppressed womanhood everywhere. I'm not sure which it is.

I get the whole gamut of strange looks, stares, and covert glances. You see, I wear the hijab, a scarf that covers my head, neck, and throat. I do this because I am a Muslim woman who believes her body is her own private concern.

Young Muslim women are reclaiming the hijab, reinterpreting it in light of its original purpose to give back to women ultimate control of their own bodies. The Qur'an teaches us that men and women are equal, that individuals should not be judged according to gender, beauty, wealth or privilege. The only thing that makes one person better than another is his or her character. Nonetheless, people have a difficult time relating to me. After all, I'm young, Canadian-born and raised, university educated why would I want to do this to myself, they ask.

Strangers talk to me in loud, slow English and often appear to be playing charades. They politely inquire how I like living in Canada and whether or not the cold bothers me. If I'm in the right mood, it can be very amusing. But, why would I, a woman with all the advantages of a North American upbringing, suddenly, at 21, want to cover myself so that with the hijab and the other clothes I choose to wear, only my face and hands show? Because it gives me freedom. Women are taught from early childhood that their worth is proportional to their attractiveness. We feel compelled to pursue abstract notions of beauty, half realizing that such a pursuit is futile. When women reject this form of oppression, they face ridicule and contempt. Whether it's women who refuse to wear makeup or shave their legs, or to expose their bodies, society, both men and women, have trouble dealing with them. In the Western world, the hijab has come to symbolize either forced silence or radical, unconscionable militancy. Actually, it's neither. It is simply a woman's assertion that judgement of her physical person is to play no role whatsoever in social interaction. Wearing the hijab has given me freedom from constant attention to my physical self. Because my appearance is not subjected to public scrutiny, my beauty, or perhaps lack of it, has been removed from the realm of what can legitimately be discussed. No one knows whether my hair looks as if I just stepped out of the salon, whether or not I can "pinch an inch," or even have unsightly stretch marks. And because no one knows, no one cares. Feeling that one has to meet the impossible male standards of beauty is tiring and often humiliating. I should know. I spent my entire teenage years trying to do it. I was a borderline bulimic and spent a lot of money I didn't have on potions and lotions in hopes of becoming the next Cindy Crawford. The definition of beauty is ever-changing; waifish is good, waifish is bad; athletic is good, athletic is bad. Narrow hips? Great. Narrow hips? Too bad. Women are not going to achieve equality with the right to bear breasts in public, as some would like to have you believe. That would only make us party to our own objectification. True equality will be had only when women don't need to display themselves to get attention and won't need to defend their decision to keep their bodies to themselves.

Naheed Mustafa graduated from the University of Toronto with an honours degree in political science and history. She is currently [at the time this was written] studying journalism at Ryerson Polytechnic University.

WEARING THE UNIFORM OF OPPRESSION

By Catherine Meckes

IT takes some pretty twisted logic to call wearing a hijab, the head-to-toe covering for women prescribed by the Koran, liberating. It's like saying an animal in a cage is free because it doesn't have to deal with the realities of its natural habitat. Choosing to wear a hijab which leaves only the face, hands and feet showing is a form of hiding, of crying uncle, of saying to men who leer and gape,

"You win, it's my fault you are staring, assaulting, raping. You guys can't control your sexual urges, so it's up to me to make sure there isn't even a suggestion of a body under my clothes to tempt you. My fault. Sorry." Naheed Mustafa ("My Body is My Own Business - Facts and Arguments, June 29) justifies wearing hijab as a way that Muslim women can take control of their own bodies. But the covering of Muslim women has its origins in the need men felt to protect their woman, considered to be their property, from the sexual predations of other men, not because these advances were an aggression against another person but because they were an affront to the honour of male relatives.

The result of such sexual tampering was severe punishment for the perpetrator, but also for the women, who, having lost her virtue with her virtue, was cast out or killed, regardless of her innocence. Look at the profound shame and self-loathing Muslim women who were raped in Bosnia: are suffering because they believe their communities will no longer accept them. How ironic and sad that Ms. Mustafa should claim that wearing a hijab, so symbolic of women's subjugation, is evidence of her freedom. Surely it's just the opposite. Ms. Mustafa is right, of course, in her indictment of a society that objectifies women, using their bodies to sell products and assigning them value based on physical attributes. There's no doubt it's a struggle for women to live in the West with the lie that they are free and equal. The world, the West included, is still emerging from the tradition that has existed during most of its history, that of women as man's possession. We in the West have chosen to go in a different direction from the Muslim world in this evolution.

And Middle Eastern countries themselves vary in how much they take part in this tradition, from the recent crackdown on improper covering by women by the reactionary regime in Iran to more liberalized customs in Lebanon and parts of Turkey. The kind of attitudes that produce, for example, the Miss CHIN Bikini contest, an annual Toronto parade of female flesh before throngs of ogling, hooting males, or the Sunshine Girl daily offering of bulging breasts and bums in the Toronto Sun, are odious and offensive. But there are other ways of dealing with them than sticking your head, ostrich-like, into a veil. Having lived in a Muslim country and studied Islam, I have some understanding of, and sympathy with, Muslims and their culture. There's a great deal of unjustified fear and ignorance in the West about Islam. Fortunately for Muslim immigrants, Canadian society is committed to pluralism, and most Canadians believe in that principle, if the practice is sometimes trickier to accomplish. For example, we long-time residents of a west-end Toronto neighbourhood have adapted to new and sometimes strange nights as each new influx of immigrants transforms our streets.

There are many women in our area - Indians, Middle Easterners, Africans - wearing all sorts of traditional dress, from strict hijab to filmy scarves flowing from head to shoulders. They are now as much a part of my neighbourhood as the modern dress most of us wear. But recently, I encountered a Muslim woman in the

supermarket, shopping with her family. She was wearing hijab, but she also wore a veil across her face, hiding it from the eyes down. With a head scarf covering her forehead, there was just a slit left for her to look through. A few days later, I saw another woman, similarly veiled, walking on the street. I found the sight of these women with their hidden faces disturbing. It's one thing to see covered faces as the exotic and mysterious produce of another culture you can leave behind when you return home. But finding them on my home turf, I have to confront my fears about what this kind of dress represents for me, and for all women: backwardness, submissiveness, degradation. So seeing educated, modern women like Naheed Mustafa embrace hijab as something liberating, as giving women control over their bodies, as a way of coping with the frustration and often intolerable sexism of our culture, dismays and mystifies me, as I'm sure it does other women. There are many worthwhile and admirable practices in Islam that we should know about in the West. Wearing hijab is not one of them. *Catherine Meckes is a graduate of the journalism program at Ryerson Polytechnic University.*

LESSON 24. THE WAYS OF MEETING OPPRESSION

Martin Luther King Jr.

Martin Luther King Jr. (1929–1968) earned his BA degree from Morehouse College in Atlanta, Georgia, and finished his graduate studies in theology in Boston, in 1953. It was also in Boston that he met and married Coretta Scott.

The following year, the young minister accepted a position in a church in Montgomery, Alabama. It was in Montgomery, in 1955, that the Reverend King headed the famous boycott that lasted for more than a year in that city. The boycott had been sparked by the refusal of Rosa Parks to give up her seat on one of the Montgomery buses. When at last the Supreme Court declared segregation laws unconstitutional, Martin Luther King instantly became a national figure in the struggle for civil rights.

Throughout the ten-year period that began in 1957, Martin Luther King traveled six million miles and spoke more than twenty-five hundred times, all in the fight to end injustice and inequality. His most famous public moment came in 1963, when he directed a peaceful march on Washington, D.C., and where he delivered his memorable I Have a Dream speech. Five years later, he was assassinated.

In the following essay, the civil rights activist looks at the situation of oppressed people everywhere, from the ancient world to modern American society, and gives us his insights into the different ways subjugated people deal with the unjust situations in which they find themselves.

1. Oppressed people deal with their oppression in three characteristic ways. One way is acquiescence: the oppressed resign themselves to their doom. They tacitly adjust themselves to oppression, and thereby become conditioned to it. In every movement toward freedom some of the oppressed prefer to remain

oppressed. Almost 2800 years ago Moses set out to lead the children of Israel from the slavery of Egypt to the freedom of the promised land. He soon discovered that slaves do not always welcome their deliverers. They become accustomed to being slaves. They would rather bear those ills they have, as Shakespeare pointed out, than flee to others that they know not of. They prefer the "Fleshpots of Egypt" to the ordeals of emancipation.

2. There is such a thing as the freedom of exhaustion. Some people are so worn down by the yoke of oppression that they give up. A few years ago in the slum areas of Atlanta, a Negro guitarist used to sing almost daily: "Been down so long that down don't bother me." This is the type of negative freedom and resignation that often engulfs the life of the oppressed.

3. But this is not the way out. To accept passively an unjust system is to cooperate with that system; thereby the oppressed become as evil as the oppressor. Noncooperation with evil is as much a moral obligation as is cooperation with good. The oppressed must never allow the conscience of the oppressor to slumber. Religion reminds every man that he is his brother's keeper. To accept injustice or segregation passively is to say to the oppressor that his actions are morally right. It is a way of allowing his conscience to fall asleep. At this moment the oppressed fails to be his brother's keeper. So acquiescence while often the easier way is not the moral way. It is the way of the coward. The Negro cannot win the respect of his oppressor by acquiescing; he merely increases the oppressor's arrogance and contempt. Acquiescence is interpreted as proof of the Negro's inferiority. The Negro cannot win the respect of the white people of the South or the peoples of the world if he is willing to sell the future of his children for his personal and immediate comfort and safety.

4. A second way that oppressed people sometimes deal with oppression is to resort to physical violence and corroding hatred. Violence often brings about momentary results. Nations have frequently won their independence in battle. But in spite of temporary victories, violence never brings permanent peace. It solves no social problem; it merely creates new and more complicated ones.

5. Violence as a way of achieving racial justice is both impractical and immoral. It is impractical because it is a descending spiral ending in destruction for all. The old law of an eye for an eye leaves everybody blind. It is immoral because it seeks to humiliate the opponent rather than win his understanding; it seeks to annihilate rather than to convert. Violence is immoral because it thrives on hatred rather than love. It destroys community and makes brotherhood impossible. It leaves society in monologue rather than dialogue. Violence ends by defeating itself. It creates bitterness in the survivors and brutality in the destroyers. A voice echoes through time saying to every potential Peter, "Put up your sword." History is cluttered with the wreckage of nations that failed to follow this command.

6. If the American Negro and other victims of oppression succumb to the temptation of using violence in the struggle for freedom, future generations will

be the recipients of a desolate night of bitterness, and our chief legacy to them will be an endless reign of meaningless chaos. Violence is not the way.

7. The third way open to oppressed people in their quest for freedom is the way of nonviolent resistance. Like the synthesis in Hegelian philosophy, the principle of nonviolent resistance seeks to reconcile the truths of two opposites the acquiescence and violence while avoiding the extremes and immoralities of both. The nonviolent resister agrees with the person who acquiesces that one should not be physically aggressive toward his opponent; but he balances the equation by agreeing with the person of violence that evil must be resisted. He avoids the nonresistance of the former and the violent resistance of the latter. With nonviolent resistance, no individual or group need to submit to any wrong.

8. It seems to me that this is the method that must guide the actions of the Negro in the present crisis in race relations. Through nonviolent resistance the Negro will be able to rise to the noble height of opposing the unjust system while loving the perpetrators of the system. The Negro must work passionately and unrelentingly for full stature as a citizen, but he must not use inferior methods to gain it. He must never come to terms with falsehood, malice, hate, or destruction.

9. Nonviolent resistance makes it possible for the Negro to remain in the South and struggle for his rights. The Negro's problem will not be solved by running away. He cannot listen to the glib suggestion of those who would urge him to migrate en masse to other sections of the country. By grasping him, great opportunity in the South he can make a lasting contribution to the moral strength of the nation and set a sublime example of courage for generations yet unborn.

10. By nonviolent resistance, the Negro can also enlist all men of good will in his struggle for equality. The problem is not a purely racial one, with Negroes set against whites. In the end, it is not a struggle between people at all, but a tension between justice and injustice. Nonviolent resistance is not aimed against oppressors but oppression. Under its banner consciences, not racial groups, are enlisted.

QUESTIONS FOR CRITICAL THINKING

1. Martin Luther King Jr. begins his essay with an extended reference to the situation?
2. Moses and the Israelites faced in Egypt nearly three thousand years ago. Why does the author begin his essay with this reminder of the ancient world?
3. How many ways does Martin Luther King give for meeting oppression? Mark each place in the essay where a category or "way" is first presented.
4. To what extent do you agree with Martin Luther King's statement in paragraph 2 that some people "are so worn down by the yoke of oppression that they give up"?

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5. When, in paragraph 3, Martin Luther King states, "Nations have frequently won their independence in battle," he adds, almost immediately, that "violence never brings permanent peace." Can you give an example of this seeming paradox?

6. In paragraph 9, Martin Luther King notes that the problem of injustice faced by the African American "will not be solved by running away." What examples do you have, from your own observations of others and from your awareness of history, of people who ran away from their problems? In each case, what were the consequences?

7. In paragraph 10, Martin Luther King stresses that the struggle for equality is not a struggle between people but rather "between justice and injustice." Do you agree with him? Is it not true that the problems people face are created by other people and not by some abstract concept?

WRITING IN RESPONSE

1. Write an essay of persuasion that seeks to convince your classmates that they should participate in a current social issue.
2. Write an essay in which you classify people into types according to how they react to situations that call for a response.
3. Different situations call for different responses. Write an essay in which you suggest which kinds of situations would belong in each of the following categories: those situations where a person should do nothing, (2) those situations where a person should act in a limited or guarded way, (3) those situations where a person has an ethical or legal duty to act, and (4) those extreme cases (if there are any) where a person should act even if it means disobeying a law.

LESSON: 25. VISITING RIGHTS

1. What is this information about?

This document gives information about certain regulations that protect care home residents and those who visit them, such as their partners, family and friends. It also highlights issues for care home providers to consider about meeting the needs of those who use their services.

2. Why is it important that residents in care homes should be able to receive visitors if they want to?

Care homes are people's homes, and residents should be able to welcome family and friends as they did before they became a resident. Our 2016 report, *Better care in my hands*, talks of the importance of people's family and loved ones being able to help plan their care and support as much as they want them to. This sort of involvement is an essential characteristic of person-centred care. Clearly, such involvement is better enabled by family, friends and carers being able to visit

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relatives in their home, talk to the staff who care for them, and give their feedback – both positive and negative – to the provider.

3. What rights does a resident have to be visited by a relative or friend?

Care home providers should enable a resident to see their family and friends if the resident wants to. Staff should respect residents' relationships and give them as much privacy as possible. If they do not do this, it may mean that the care provider is in breach of a number of regulations in the Health and Social Care Act 2008, or partly funded by the local authority or NHS stops a resident from receiving visitors, this may be a breach of the resident's rights under Article 8 the European Convention on Human Rights, incorporated into the Human Rights Act 1998 (this is everyone's right to respect for their private and family life, home and correspondence). However, rights under Article 8 are not absolute – they need to be balanced against other rights and the rights of other people. This means there may be a small number of very specific circumstances where care providers can restrict, or even refuse visitors (see 10 and 11 below).

4. What if the resident lacks the mental capacity to make decisions about who visits them?

Visits should be enabled, unless there are compelling reasons to say they are not in the person's best interest. These reasons should be agreed through a Mental Capacity Act decision making process. More information about the Mental Capacity Act can be found on our website at www.cqc.org.uk/mca.

5. What rights does a visitor have if they have a lasting power of attorney?

If the resident does not have the capacity to make decisions about their care and treatment themselves, then someone who has a lasting power of attorney (see glossary) for health and welfare (the attorney) can decide this on their behalf. When they do this, attorneys should decide what is in the person's best interests, considering their past and present wishes and feelings, beliefs and values. The care provider should therefore allow the attorney to visit the service to consult with the person and anyone involved in caring for them. Attorneys with powers to make financial and property decisions should also be consulted by any professionals making best interests decisions about the person under the Mental Capacity Act if there is nobody with lasting power of attorney for health and welfare.

6. If somebody has a concern about a care provider how can they report it?

Visiting someone in a care home lets family and friends see how they are being cared for. Most care is good, but problems do occur. If somebody thinks that a

crime has been committed or someone is in danger, they should contact the police. Otherwise, they should contact the care home provider. All health and social care service providers must have a procedure for dealing with feedback and complaints, which anybody can ask to look at (see 7 below). This will explain how to make a complaint. People can also complain to their council if it funds their care, or their clinical commissioning group (CCG) if it funds their NHS continuing care. If they are unhappy with their response from the provider, council or CCG, or the way their complaint has been dealt with, they can ask the Local Government Ombudsman (see glossary) to get involved. The Ombudsman can be contacted at 0300 061 0614 or through their website at www.lgo.org.uk. Also go to our website for more information about organisations that provide support in making a complaint – www.cqc.org.uk/content/complain-about-service-or-provider

7. What rights does someone have if they want to complain about a care provider?

Regulations require that all care providers must have an effective and accessible system for identifying, receiving, handling and responding to complaints from people using the service or people acting on their behalf. All complaints must be investigated thoroughly and any necessary action taken where failures have been identified. CQC asks care homes how they listen and learn from people's complaints

8. How can people be assured that making a complaint will not cause problems for them or the resident?

9. People should feel confident that complaining will not cause problems for them or the resident. For example, it should not affect the visitor's ability to see their relative or friend, and it should not lead to the resident being asked to move to a different home. Care homes must follow regulations that prevent people who complain being discriminated against or victimised. Our guidance says: "People's care and treatment must not be affected if they make a complaint, or if somebody complains on their behalf." As part of our inspection and monitoring we check that people feel comfortable sharing concerns and complaints, and we are keen to hear from people about this (see 9 below). We take action if we find that providers are in breach of the regulations (see 15 below).

9. How does CQC use people's feedback to help prevent poor care?

People can also contact CQC about concerns, including single issues, about any care service, including where they think they are not following the regulations mentioned in this document. This information helps us decide when, where and what to inspect and therefore prevent others experiencing poor care in the future (see 15 below). However, CQC cannot make complaints for people or take them up on somebody's behalf because we do not have powers to investigate or resolve them. The only exception to this is for people whose rights are restricted under the Mental Health Act. *How to contact CQC:* Telephone our National Customer

Service Centre in Newcastle: 03000 616161 Or write to us: CQC National Customer Service Centre Citygate Gallowgate Newcastle upon Tyne NE14PA Or visit our website: www.cqc.org.uk/share-your-experience.

10. What can a care provider do if it thinks a visitor poses a risk to a resident's safety?

In the first instance the provider should talk to the visitor, who may not realise that what they are doing poses a risk. If this continues the provider would need to assess the level of risk and the impact on the person and, in extreme cases, refer the matter to the local authority's safeguarding team to provide oversight of the situation and consider investigating the case under their safeguarding procedures. If the visitor has a lasting power of attorney then, again in extreme cases, the care provider can raise a complaint with the Office of the Public Guardian (see glossary).

11. Can a care provider remove someone's lasting power of attorney?

Powers given under a lasting power of attorney can only be removed by the Court of Protection (COP) (see glossary). If a care provider, or someone else, has concerns about the actions of an attorney (such as misuse of money), then they should contact the Office of the Public Guardian, who will investigate and, if necessary, apply to the COP to remove the attorney's lasting power of attorney. If the attorney and care provider cannot agree about what is in the person's best interests, they could apply to the COP to set aside the issue.

LESSON 26. DEVELOPING PARAGRAPHS: DESCRIPTION ESSAY

Among the many methods of developing a paragraph, illustration or example is chosen when a writer wants to give clarity to a general idea or an abstract notion. Using illustration or example is the focus of this lesson. The following topics are presented:

LESSON OBJECTIVES:

- three ways to illustrate a point
- four sources of examples
- transitions to introduce examples
- analyzing paragraphs with examples
- taking a step-by-step approach to create paragraphs that use illustration
- studying models to create paragraphs that use illustration

WHAT IS ILLUSTRATION?

A main idea must be supported by details. Using an illustration is one of the best ways to do this.

Illustration (often called **example** or **exemplification**) is a method of developing an idea by providing one or more instances of that idea. Illustrations or examples serve to clarify the idea, make the idea more convincing, or make an abstract idea more concrete. One example of American craftsmanship is the Tiffany lamp.

Writers use illustration in three basic ways

1. To provide a list of brief examples, given without any particular grouping: Always remember that the anecdote must support the larger point contained in the topic sentence namely, the writer had pen pals from all over the world.

WHERE DOES THE WRITER FIND EXAMPLES?

Writers draw on four main sources for examples.

1. Personal experience and knowledge of the world. Writers find supporting examples for their work everywhere, beginning with their own experience. What you have observed and what has happened to you are two excellent sources of examples for your writing. You have gained a great deal of knowledge either formally or informally, and you can call upon that knowledge when you look for examples to illustrate your points.

2. Imagination. When writers need examples for their work, they often find it useful to create imaginary examples or situations that provide specific details. Humorous writers do this all the time when they tell jokes. You, too, can use your imagination to generate examples when your writing does not require strictly factual information. A hypothetical example is particularly useful to illustrate a point, and it often begins with a phrase such as "Imagine the following situation" or "Consider this hypothetical case" or "Ask yourself what would happen if..."

3. Interviews and surveys. Obtaining examples through interviews and informal surveys can enrich your writing by allowing you to present very specific information and facts about your main idea. We see and hear interviews on television and radio every day, as people from all walks of life tell their stories on every topic imaginable. We are accustomed to seeing professional interviewers ask questions, but you can also gain examples in this way by talking to your friends and classmates and learning from them.

4. Outside research. Printed or electronic material from outside sources can provide specific examples for your work. This research usually involves the resources of a library, using the online databases as well as other online resources.

This kind of research is necessary for term papers and many other kinds of college work, and it always requires a careful listing of the sources used.

EXERCISE 1. THE SOURCES FOR ILLUSTRATIONS

Each of the following three paragraphs develops an idea by using illustration. Read each paragraph and decide what source the writer used to obtain the illustration. Choose from the following list:

- example from personal experience or knowledge
- imaginary or hypothetical example
- information from an interview or survey conducted by the writer
- outside research (material found in books, in articles, or on the Internet)

STUDYING MODEL PARAGRAPHS TO CREATE PARAGRAPHS USING ILLUSTRATION

Working Together

RESEARCHING EXAMPLES: PHOBIAS

Roberto Gomez has a serious problem. His job involves a significant amount of travel, but he has an abnormal fear of flying. He may have a change jobs if he can't find a way to deal with his fear.

A phobia is deep fear of an object or situation. All of us fear one thing or another, but when a fear is abnormally deep and does not have any logical basis, we call it a phobia. People who suffer from phobias often realize that their emotional reactions are unreasonable, but they cannot control them. They also suffer from real physical reactions, including a pounding of the blood, a sinking feeling in the stomach, trembling, and a feeling of faintness. Very often, phobias are the result of traumatic experiences in childhood. Working in Groups Working in groups of three or so, locate information on at least three phobias. Common ones include *claustrophobia*, *agoraphobia*, *acrophobia*, and *xenophobia*. Find enough information about these phobias so that you would be able to write a well-developed paragraph on each one. This could be the basis for an essay on the topic. You will want to define each phobia, and you will also want to explain how the phobia complicates the life of the person who has to deal with it.

PORTFOLIO SUGGESTION

When your group finds an article or some other source of information on one of the selected phobias, print out or make copies of the material. Each group member will then have information. Add your paragraphs on phobias in your portfolio. You are building material for possible essays.

LESSON 27. UNFORGETTABLE MISS BESSIE SUMMARY ESSAY SAMPLE

Carl T. Rowan begins by depicting his former high school instructor, Miss Bessie, and how her instructions had a deeper significance than merely the topics she taught in category. Carl portions a memory of when he, like many most children his age wanted to be accepted by people which meant take downing his educational criterions. From the aid of Miss Bessie, Carl became valedictorian, got into first twine of football and still had regard from his friends. Although Carl came from a background of hapless wealth, Miss Bessie taught him that money should not restrict in what he can accomplish. She taught Carl to never be bothered by what he doesn't have and to make the most he can with what he does hold, his encephalon. Miss Bessie became a large impact to Carl's life. Despite the fact that he may not have lived under a roof of the necessary support he needed, Miss Bessie was an important factor to his life because she gave him the push and motivation he needed to win the manner he did. She was influential to many pupils and to Carl in particular. Even after the death of Miss Bessie, he still keeps her in a particular topographic point in his heart.

Analysis:

In the introduction of this article, he begins by depicting his instructor which got my attention. The title of this article ties in with everything Carl T. Rowan talks about. He stayed on subject and in order throughout the story. I was intrigued with the narrative the full clip on how he talked about Miss Bessie because he gave great supporting inside information on why she was such an inspirational instructor to him. The dominant feeling that he left was how critical instructors like Miss Bessie is to pupils like Carl because of her lovingness, supporting, and motivating nature. The reasoning paragraph was good as well because he restated what the message of his writing is about, which is how she was his favourite teacher and what made her so unforgettable.

Task 1. Read the text and write a review and answer the questions.

1. Who is the Miss Bessie?
2. What influence do Miss Bessie in Carl life?
3. What do these words mean hapless, wealth, topographic?

LESSON 28. TYPES OF THE LETTERS. INFORMAL AND FORMAL LETTERS

Before the advent of modern technology made communication so easy, the art of writing a letter was considered an important requirement. Even today a letter is an important means of communication in both the workspace as well as our personal lives. So let us educate ourselves with the nuances of letter writing.

Letter Writing: A letter is a written message that can be handwritten or printed on paper. It is usually sent to the recipient via mail or post in an envelope, although this is not a requirement as such. Any such message that is transferred via post is a letter, a written conversation between two parties.

Now that E-mails (Advantages and disadvantages) and texts and other such forms have become the norm for communication, the art of letter writing has taken a backseat. However, even today a lot of our communication, especially the formal kind, is done via letters. Whether it is a cover letter for a job, or the bank sending you a reminder or a college acceptance letter, letters are still an important mode of communication. Which is why it is important that we know the intricacies of letter writing.

Types of Letters: Let us first understand that there are broadly two types of letter, namely Formal Letters, and Informal Letters. But then there are also a few types of letters based on their contents, formalities, the purpose of letter writing etc. Let us have a look at the few types of letters.

Formal Letter: These letters follow a certain pattern and formality. They are strictly kept professional in nature, and directly address the issues concerned. Any type of business letter or letter to authorities falls within this given category.

Informal Letter: These are personal letters. They need not follow any set pattern or adhere to any formalities. They contain personal information or are a written conversation. Informal letters are generally written to friends, acquaintances, relatives etc.

Letter Writing Tips: Now that we have learned the basics of communicating via letters and the types of letters as well, let us focus on some tips for the actual letter writing.

1. **Identify the type of letter:** This obviously is the first step of the letter writing process. You must be able to identify the type of letter you are to be writing. This will be dictated by the person the letter is addressed to and the information that will be conveyed through the letter. Suppose you were writing to the principal of your college to ask for leave, this would be a formal letter (Types of formal letters with samples). But say you were writing to your old college professor catching up after a long time. Then this would be a personal (informal) letter.

2. **Make sure you open and close the letter correctly:** Opening a letter in the correct manner is of utmost importance. Formal letters open with a particular structure and greeting that is formal in nature. Informal letters can be addressed to the person's name or any informal greeting as the writer wishes.

Even when closing the letter, it must be kept in mind what type of letter is being written. Formal letters end respectfully and impersonally, whereas informal letters may end with a more personal touch.

3. **Establish the main intent of the letter:** Once you start writing, make sure to get to the point as soon as possible. Especially in formal letters, it is important to immediately make clear the purpose of the letter.

4. **Be careful of the language:** A letter is always supposed to be polite and considerate. Even if it is a complaint letter, the point must be made in a careful and courteous manner. So it is necessary to use polite expressions and civil language in all types of letters.

5. **Length of the letter:** And the other important factor to be considered is the length of the letter you are writing. It should be kept in mind that formal letters are generally to the point, precise and short. Lengthy formal letters tend to not have the desired effect on the reader. The length of an informal letter is determined by the message in the letter and the relation to the recipient.

Solved Example for You

Q: Alex was to write a letter to her class teacher asking permission to remain absent from school for 2 days on account of some personal matter. What type of letter will he be writing?

Personal Letter

Business Letter

Formal Letter

Any of the above

An Information letter

Part 1 invites you to explore the beginning stages of the writing process and examine the essential elements of any effective piece of writing. Begin your work in this writing course with the kind of spirit that spells success.

• **Begin with a positive attitude.** You know more than you think. You have unique life experiences, and your ideas are worth writing about. Fortunately, writing is a skill that can be developed. No matter what your present skills are, practice can greatly help you improve those skills.

• Be receptive to new techniques and approaches. As a student beginning this course, you undoubtedly have not yet explored all the various techniques writers use to generate ideas on paper, and you may still have to learn how to incorporate other people's ideas in your writing. Be willing to experiment with the techniques given in this section of the book. Once you practice these proven techniques, you will feel a new confidence as you tackle your own writing assignments.

• Actively reach out and welcome help from others. When we learn new skills, we are not expected to figure out everything by ourselves. Most students need help getting started, and because learning styles are different, students need to explore whatever methods work best for them. At every stage of the process, writers need each other to brainstorm, to read and comment on drafts, and to help revise, edit, and proofread each other's work. Part I of this book will help you extend your own thinking as you work beyond your first thoughts on a topic.

WRITING TOPIC: A letter giving an advice

A formal letter of **advice** is usually written in response to a request or enquiry, whereas a letter **making suggestions** offers an opinion and suggestions on a particular situation.

Each point should be presented in a separate paragraph containing a clear topic sentence supported by examples and / or justification.

INTRODUCTION

PARAGRAPH 1: state reason(s) for writing / express understanding of problem

MAIN BODY

PARAGRAPH 2/3: offer advice / suggestions

CONCLUSION

FINAL PARAGRAPH: Closing remarks

Full name

Useful expressions to use :

To begin letters

I am writing in reply to your letter requesting advice about ...

I am writing in response to your letter requesting advice about ...

I hope the following advice / suggestions will be of (some) help to you ...

Advice / Suggestions :

It might / would be useful to your advantage (If you were) to ...
I feel / believe (that) the / your best course of action would be ...
I would like to offer one or two suggestions concerning ...
I would (strongly) suggest / recommend + ing (that) ...
You should / ought to ...

To end letters

I hope that these suggestions will (prove to) be of some assistance.
I hope that these suggestions have been useful / of use.
I hope / trust that you will accept / follow this advice ...
I would be pleased / happy to offer any additional advice you may require.
Please do not hesitate to contact me should you have any further questions / queries / problems.

Topic to write as a home assignment: As a member of the advisory committee, you have received a letter from a foreign student who is concerned about various problems related to studying abroad. Write a reply, offering practical advice and reassuring them that they do not need to worry.

AUDIENCE: THE WRITER'S INTENDED READERS

Effective writers learn about their audience and then use what they have learned so that the audience will be receptive to their ideas. Several important questions need to be asked. For example, what do the readers already know about the subject? What are their attitudes toward the subject? Will they be in agreement with the writer's point of view? Will they be of similar age? Will they have a similar level of education? Will they have interests, tastes, or political points of view that agree?

ACTIVITY 1. Identifying an Audience and a Purpose

Five possible writing subjects follow. In each case, choose a specific audience and imagine the writer's purpose. An example is done for you.

Subject	Audience	Purpose
Description of two history courses	College students	Information to
Help students make course selections		
Subject	Audience	Purpose
Instructions for CPR (cardiopulmonary resuscitation)		

A proposal to set up a group home for emotionally disturbed
Adults in a neighborhood _____

Description of features on _____

A new-model computer _____

A letter to a local newspaper arguing _____

For a civilian police review board _____

Myso-called job _____

Your Rewrite: _____

Types of letters. Formal letters.

A formal letter of request is written to ask for permission, help, information, advice, etc. It may also provide information, explain a situation, make suggestions, present arguments in support of an opinion, etc., as requested in the topic instructions.

Each point should be presented in a separate paragraph containing a clear topic sentence supported by examples and / or justification.

INTRODUCTION

PARAGRAPH 1: state reason(s) for writing

MAIN BODY

PARAGRAPH 2/3: explain reasons for making the request

PARAGRAPH 4/5: state expected results / consequences

CONCLUSION

FINAL PARAGRAPH: Closing remarks

Full name _____

Useful expressions to use: _____

To begin letters

I am writing to ask you if you would be so kind / generous as to ...

I am writing to request your assistance concerning the matter of ...

I wonder if you could possibly help me ...

I wonder if it would be possible for you to help me ...

I would (greatly) appreciate it if you could ...

I would be most grateful if you could ...

I am writing to ask / enquire if / whether you could possibly tell / inform me ...

I am writing to ask if / whether I might (perhaps) be permitted / allowed to ...

I am writing to request your (kind) permission for ... / (for me) to ...

I wonder if I might ask you for / request your valuable advice on / concerning ...

To end letters

I hope that my request will not inconvenience you too much.

I must apologise for troubling you with this matter / taking up your valuable time.

I hope that you will forgive me for troubling you with this matter / taking up your valuable time.

I look forward to hearing from you / receiving your reply as soon as possible.

Thank (ing) you in anticipation of your / in advance for your kind cooperation.

Topic to write as a home assignment: You work for a children's home which needs volunteers to help at weekends. Write the local newspaper requesting that they publicise the vacancies. You should include details of what is required of the applicants and explain the ways in which both volunteers and children might benefit.

FOR CEFER WRITING EXPRESSIONS

GREETING

Dear / Hello / Hi ... (.)

INTRODUCTION

It's great to hear from you.

/ Many thanks for your e-mail / letter.

Sorry it's taken me so long to write back.

/ I haven't written for ages but ...

I've been really busy recently.

/ You've to know that I've been working really hard.

How are you? / How are things (with you)?

/ How's it going? / How's life?

I hope you're fine.

/ I hope you and your family are well.
/ I do hope this e-mail
/ letter will find you in good health and spirits.

REFERRING TO GOOD / BAD NEWS

Glad / sorry to hear / read about ...
I'm really glad / very happy to hear / read about ...
I'm extremely sorry / very sad to hear / read about ...

MOVING THE TOPIC ON

By the way, have you heard about ...
/ Did you hear about ... / Tell me about ...
Oh, another thing I wanted to mention ...
/ So you want my advice about ...
Anyway, the reason I'm writing ...
/ Anyway, I was wondering ...
I thought I'd write to tell / ask you ...

ENDING

Well, time to go / to close! / Got to go now! / I've got to leave off now! / That's all for now.
Looking forward to hearing from you. / Hope to hear from you soon. / Write back soon!
Make sure you write soon! / Keep in touch! / Drop me a line if you have time!
Take care of yourself! / Look after yourself!
Let me know if you need anything. / Just give me a call if you have any questions left.

SIGN-OFF

Yours(,) / Your friend(,) /
Best wishes(,) / All the best(,) /
Hugs(,) / Hugs and kisses(,) /
Love(,) / Lots of love(,) / All my love(,) /
Take care(,) / Bye for now(,)

LESSON 29. AN INFORMAL E-MAIL LETTERS.

Answer this question.

You are going to spend a weekend with your friend from Scotland called Chris Stewart. Read the email you have just received from Chris and the notes you've made. Write a reply to Chris using **all** the notes (in red). You should write approximately **150 words**.

NEW MESSAGE FROM CHRIS STEWART

Subject: Coming to Glasgow

Hi,

I'm really happy that we'll see each other next weekend! A friend of mine plays in a band and they're going to play a small concert on Friday evening. Would you like to go and see my friend playing with her group?

We need to decide what to do on Saturday. We could either take a trip down the River Clyde in a boat (I'm sure you'd love the beautiful scenery) or we could go and see a football match. Can you tell me which activity you'd rather do?

I wanted to ask your advice about something. I've just started to learn Italian but I only have one hour of lessons every week. Can you give me some advice on how to improve my Italian as quickly as possible?

Just one final thing. You told me in your last message that you have a new skateboard. Could you bring it with you to Scotland? I'd love to have a go on it.

All the best,

Chris

To: Chris Stewart
Subject: Re: Coming to Glasgow

Hi Chris,

Thanks for your email. It's great to hear from you. I can't wait to come and visit!

So, about Friday - I'd love to see your friend's band! What kind of music do they play? I'm thinking of leaving my own band so it'll be good to meet your friends and ask them about it.

On Saturday, I'd prefer to go on the boat trip on the river. I'm not really a football fan to be honest. The boat trip sounds much more chilled out!

So, you're learning Italian? I'm impressed! **Why don't you** try and find an Italian to practise speaking with? If you find someone who's learning English, you could do a language exchange. It's the best way to learn. **You should try** to read some books in Italian as well.

You asked about my skateboard. I'm sorry but I can't bring it with me to Scotland. I've got loads of stuff and it's too big to fit in my suitcase.

I'm really looking forward to seeing you!

Best wishes,

Sine

Top Tips for writing

1. Use formulaic expressions to start and finish your email.
2. Use 'I'd prefer' + infinitive to say which option you want to do.
3. Use informal words and expressions.
4. Respond to your friend's email in a friendly, chatty style.
5. Use a variety of structures for giving advice.
6. Don't forget to respond to all the points in your friend's email.

Answer this question.
You are going to spend a weekend with your friend from London called Jamie Collins. Read the email you have just received from Jamie and the notes you've made. Write a reply to Jamie using all the notes (in red). You should write approximately 150 words.

Grant
Hi,
I'm really looking forward to your visit next weekend. I've checked the forecast and the weather's going to be sunny and warm! So, I thought we could have a picnic in Regent's Park on Saturday afternoon. Would you like to do that?
Idea!
I've been thinking about the Sunday too. One thing we could do is go shopping in the centre of town. Oh, Chelsea are playing Arsenal if you fancy going to a football match. Let me know what you'd prefer to do.
Tell!
I wanted to ask your advice about something. I've been spending quite a lot of money recently. Have you got any tips on how I can spend less and save a bit of money? I'd be really glad to hear your advice.
Not possible.
Just one last thing. You mentioned that you've got a new tablet computer. Could you bring it with you? I'm thinking of getting one and I'd love to try it out.
Say why.
See you soon,
Jamie

To subject:

you should ...	you shouldn't ...
read the question/task carefully.	miss out any of the necessary information.
use contractions.	use a formal beginning and ending.
sound 'chatty' like you're talking to a friend.	write more than the word limit.

Answer this question.
You are going to spend a weekend with your friend from Scotland called Chris Stewart. Read the email you have just received from Chris and the notes you've made. Write a reply to Chris using all the notes (in red). You should write approximately 150 words.

To: Chris Stewart
Subject: Re: Coming to Glasgow
Hi Chris,
Thanks for your email. It's great to hear from you. I can't wait to come and visit!
So, about Friday - I'd love to see your friend's band! What kind of music do they play? I'm thinking of starting my own band so it'll be good to meet your friends and ask them about it.
On Saturday, I'd prefer to go on the boat trip on the river. I'm not really a football fan so to be honest. The boat trip sounds much more relaxed.
So, you're leaving today? I'm impressed! Why don't you try to come and visit?
See you soon,
Chris

LESSON 30. INFORMATION LEAFLETS/ UZBEKISTON AND THE WORLD

Vocabulary

1. a minimum
2. funding/a grant
3. a deadline
4. accommodation
5. to express (one's) interest
6. to apply
7. travel expenses
8. tuition fees

Definitions

- a. money that is given by a government, university or organisation to help you do something, e.g. study or travel
- b. a place to stay when you travel somewhere
- c. the cost of a class or course
- d. the smallest possible number
- e. to say officially that you want to do something
- f. to ask for something, especially by completing a form
- g. the day or time when something must be finished
- h. money you spend when you go to another city or country

1. a minimum
2. funding/a grant
3. a deadline
4. accommodation
5. to express (one's) interest
6. to apply
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- a. money that is given by a government, university or organisation to help you do something, e.g. study or travel
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- f. to ask for something, especially by completing a form
- g. the day or time when something must be finished
- h. money you spend when you go to another city or country

An expression of interest

Travel grant Are you a first-year or second-year student at Central University? Would you like to learn a language this summer? Central University offers funding of up to £800 each for five students to go overseas and study English, Spanish, French, German or Chinese. You can use the grant to pay for accommodation, travel expenses and tuition fees. For more information, email grants@central-university.ac.uk Courses must be full time in July or August and for a minimum of two weeks.

To: grants@central-university.ac.uk

Subject: Summer travel grant

Dear Sir/Madam,

I'm writing to express my interest in the summer travel grant that was advertised in this month's university magazine.

I am a second-year student and I am planning to study English in New York for three weeks in July. I would like to apply for the travel grant to help me with my expenses.

Could you please send me further details, including how to apply and when the application deadline is?

I look forward to hearing from you.

Regards,

Merry

Tips

1. If you don't know the person's name when writing a formal email, you can start it *Dear Sir/Madam*.
2. Your email should have three short main paragraphs: 1. What you are interested in 2. Why you're interested 3. Any questions you have.
3. *I look forward to hearing from you* is a good way to close an email if you want a reply.
4. *Regards* is a semi-formal, respectful way to end an email. It is common in professional emails.

Task 1

Are the sentences true or false? **Answer**

- | | | |
|---|------|-------|
| 1. Any student can apply for the grant. | True | False |
| 2. The grant is for learning any language. | True | False |
| 3. The grant is for full-time courses only. | True | False |
| 4. The style of the email is informal. | True | False |
| 5. Merry wants to know more about how to apply. | True | False |
| 6. Merry already knows when the deadline is. | True | False |

LESSONS 31. EXPOSITORY WRITING. CAUSE AND EFFECT ESSAY

Show 1 pictures and ask learners to find their cause and effect, then ask the following questions:

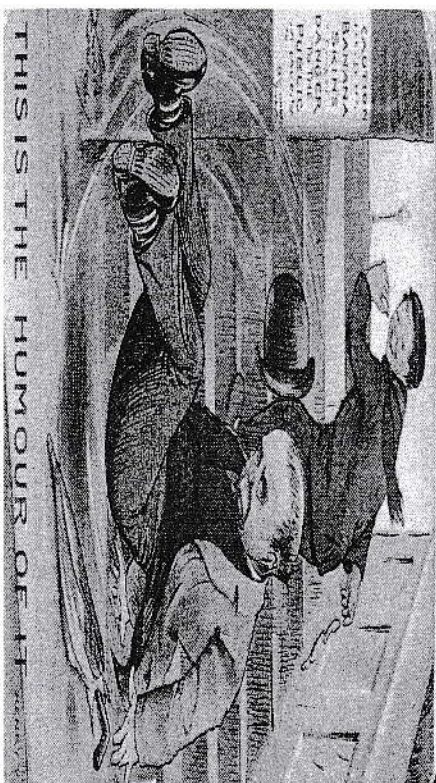
Show the picture and ask the following questions.

-What do you see in the picture?

-What is he doing?

-Which one is a cause and which situation is an effect?

-What is the main differences between cause and effect?



Suggested answers

Cause- The man stepped on a banana peel

Effect- The man fell

The cause is the reason why, and the effect is the result

The cause leads to the effect:

The man stepped on a banana peel and he fell.

The effect is a result of the cause:

The man fell because he stepped on a banana peel.

Have the representatives of each group to present their findings. Afterwards summarize the activity by giving final comments

Activity 2. Analyze cause and effect.

Suggested answers:

Commonly used cause and effect transitions

For ex.

He was ill. He missed the opportunity

Common transitions for cause

because

He missed the opportunity because he was ill.

caused by

The missed opportunity was caused by illness

the reason is that

The reason he missed the opportunity is that he became ill.

results from

The missed opportunity resulted from his illness

Common transitions for effect

accordingly

He was ill accordingly he missed the opportunity

as a result

He was ill as a result he missed the opportunity

resulted in

His illness resulted in his missing the opportunity.

consequently

He was ill, consequently he missed the opportunity

for this reason

He was ill for this reason he missed the opportunity

so

He was ill, so he missed the opportunity

therefore

He was ill, therefore he missed the opportunity

thus

He was ill, thus he missed the opportunity

EXERCISE 1.

Practice writing a paragraph. Distribute handouts and ask students to read and answer the questions and after finishing writing, discuss it within their groups. Ask students to organize their ideas about the photos into two paragraphs, remind them that they should use suitable transitional expressions and ask them to compare with their partners. Lets read the tips to find more about cause and effect organization.

Homework: Case study

This is a cause and effect essay about fast food how it become so popular and what its effects have been. It uses 2 paragraphs (Introduction and Cause paragraph) Read carefully and write effect and conclusion paragraphs.

FAST FOOD

In the past people in the United Arab Emirates used to eat healthy, freshly prepared food with their families in the home. Today however many people, particularly young people, prefer to eat fast food such as hamburgers, fried chicken, shawarma, or pizza. There are many reasons why this change has occurred but this essay will also outline the serious effects of this move towards fast food on individuals and society.

There are many reasons for the popularity of fast food. One of the main reasons is the change in lifestyle. Many people in the UAE are working long now shifts or extended school days. They don't have time to find ingredients. Women are now starting to work in the Emirates, and this can result less time being available for preparing family meals. Another cause is the huge number of young, affluent people in the United Arab Emirates. The rapid development of the country has meant that young people who comprise 75 of the population, have money to spend. A third reason is advertising. The UAE is a modern, free-market country, with all forms of media such as the Internet and satellite television, and people like to try new products and different kinds of fast food.

Commonly used cause and effect transitions

F.ex. He was ill. He missed the opportunity

Common transitions for cause

because	He missed the opportunity -----
caused by	The missed opportunity -----
the reason is that	----- he missed the opportunity is ----- he became ill.
results from	The missed opportunity ----- his illness
Common transitions for effect	
Accordingly	He was ill ----- he missed the opportunity
as a result	He was ill ----- he missed the opportunity
resulted in	His illness ----- his missing the opportunity.
consequently	He was ill ----- he missed the opportunity

for this reason	He was ill ----- he missed the opportunity
so	He was ill ----- he missed the opportunity
therefore	He was ill ----- he missed the opportunity
thus	He was ill ----- he missed the opportunity

EXERCISE 2. Read the text and write its cause and effect

The custom of shaking hands developed as a result of fear and mistrust. At one time, men never went anywhere without a weapon because there was always the possibility of an attack. When strangers met, they made a point of moving their weapons aside and showing empty hands. Two men would join right hands in a firm clasp so that neither could reach for a dagger. If a man intended harm, he would never shake hands. Today, the clasping of hands is a way of introducing ourselves to others and saying that we are friend, not foe.

1. How many of the key words used to show cause and effect can you locate in the paragraph?

2. List the words.

LESSON 32. LETTERS GIVING INFORMATION

CASE STUDY

Read the text and write your opinion about the topic. Why must we conserve our supplies of coal, oil, and gas? Give as many ways to conserve fuel as you can. Write how each way helps save fuel? Is fuel being wasted in your community? How do you know? Give examples.

Preparation task

Put the phrases in the Dear Claude, See you soon, Clive Hi Claude!
correct group.
Regards, Clive

Lovely to hear from Thank you for your I look forward to I hope we
you. email. meeting you. can meet up!

Informal

Formal

An email giving holiday advice

From: Janet Hill
To: Sunny Chen
Subject: Hi!

Hi Sunny!

How are you?

We're finally coming to Singapore so I wanted to ask your advice on what we should do while we're there. What shouldn't we miss? We'll have our two kids aged 6 and 8 with us so ideally we want to do things we can enjoy as a family. We've already got a hotel booked in Marina Bay and we arrive on 12 May for a week.

I hope you're around so we can meet up!

See you soon,
Janet

To: Janet Hill
Subject: Re: Hi!

Hi Janet!

Lovely to hear from you and how exciting that you're coming! You've picked a great area to stay in as it's right next to a must-see attraction, Gardens by the Bay. They light them up at night and the kids will love it. Another place to take the little ones is the zoo, and the Night Safari is really worth doing. The animals are much more active at night than during the day, so it's pretty special.

As for food, there's quite a variety here. I'd recommend trying laksa and kaya toast – they're both really typical Singaporean foods. You can also eat well and cheaply at street markets. You should definitely check them out. Can't wait to see you all!

Sunny

P.S. My number here is +65 1234 1234.

Tips

1. Start informal emails with *Hi + name* instead of *Dear + name*.
2. An informal email can be like a conversation, so you can start with *How are you?*
3. If you're replying, you can start with *Lovely to hear from you*.

4. Use these phrases to make recommendations:
 - ... is worth doing / seeing / going to.
 - ... is a must-see (attraction).
 - I'd recommend ...
 - You can ...
 - You should ...
5. Say why you recommend those things.
6. You can add something at the end using *P.S.*

EXERCISE 1.

Are the sentences true or false? **Answer**

- | | | |
|--|------|-------|
| 1. The two people don't know each other well. | True | False |
| 2. Janet has wanted to visit Singapore for a long time. | True | False |
| 3. They're having a two-week holiday. | True | False |
| 4. The hotel is near a tourist attraction. | True | False |
| 5. Sunny recommends going to the zoo in the morning. | True | False |
| 6. Sunny thinks the street markets would be good places for Janet and her family to eat. | True | False |

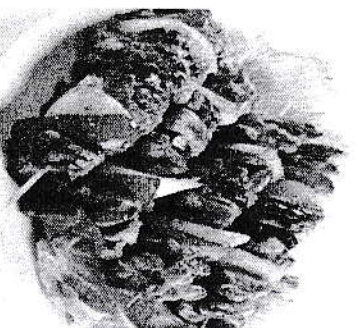
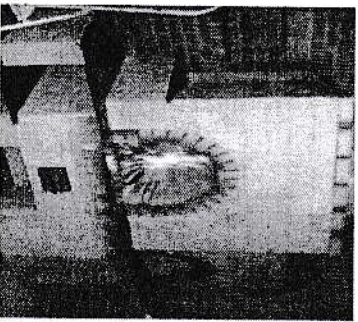
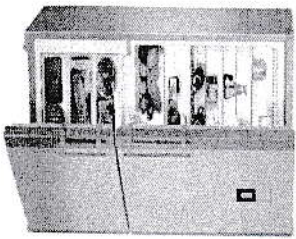
EXERCISE 2. Write the words to complete the email.

- Hi Sam, (1) are you? Guess what, we're coming to Manchester in April! Will you be there then? What's your advice on what we (2) see and do while we're there? See you soon, Adil!
- Hi Adil! (3) to hear from you! Yes, I'll be here in April so let's meet up. I'd (4) staying in the city centre so you're close to everything. I know you like football so you (5) definitely go to a match, and the Football Museum is

another must-(6)..... The Northern Quarter is
(7)..... seeing as well. It's a really cool place. Looking
forward to it! Sam (8)..... Let me know your flight details!

Discussion

What would you recommend to tourists near where you live?
Look at the pictures and write its cause and effects.



EXERCISE 3. Read the text.

Human Causes of Climate Change:

The causes of climate change can be divided into two categories, human and natural causes. It is now a global concern that the climatic changes occurring today have been speeded up because of man's activities.

Natural causes of climate changes: The earth's climate is influenced and changed through natural causes like volcanic eruptions, ocean current, the earth's orbital changes and solar variations.

Volcanic eruptions - When a volcano erupts it throws out large volumes of sulphur dioxide (SO₂), water vapour, dust, and ash into the atmosphere. Ocean current the oceans are a major component of the climate system. Ocean currents move vast amounts of heat across the planet. Winds push horizontally against the sea surface and drive ocean current patterns.

Earth orbital changes - The earth makes one full orbit around the sun each year. Changes in the tilt of the earth can lead to small but climatically important changes in the strength of the seasons, more tilt means warmer summers and colder winters; less tilt means cooler summers and milder winters.

Solar variations - Current global warming however cannot be explained by solar variations. If global warming was caused by a more active sun, then scientists would expect to see warmer temperatures in all layers of the atmosphere.

According to the UK Government the main contributors of man made causes of climate change in the world are:

- * 4% of carbon emissions come from industrial processes
- * 7% come from agriculture - for example methane emissions from livestock and manure, and nitrous oxide emissions from chemical fertilizers

21% carbon emissions from transport

65% come from the use of fuel to generate energy (excluding transport)

About 40% of carbon emissions are the result of decisions taken directly by individuals. The biggest sources of emissions for most people are likely to be:

- * Energy use in the home (the main use is heating)
- * driving a car
- * Air travel

Black carbon now largest cause of climate change and key human contributor to global warming. Black Carbon is produced by diesel engines and caused through the burning of wood and coal. The analysis has pushed methane, which comes from landfills and other sources into third place as a human contributor to global warming.

EXERCISE 3. Read the text. Fill in the gaps with the following words and word combinations:

climatic changes, natural causes, volcano, the planet, warnings, contributor

Human Causes of Climate Change

The causes of climate change can be divided into two categories, human and natural causes. It is now a global concern that the _____ occurring

today have been speeded up because of man's activities. _____ of climate changes. The earth's climate is influenced and changed through natural causes like volcanic eruptions, ocean current, the earth's orbital changes and solar variations.

Volcanic eruptions - When a erupts it throws out large volumes of sulphur dioxide (SO₂), water vapour, dust, and ash into the atmosphere. Ocean current - The oceans are a major component of the climate system. Ocean currents move vast amounts of heat across _____. Winds push horizontally against the sea surface and drive ocean current patterns.

Earth orbital changes - The earth makes one full orbit around the sun each year. Changes in the tilt of the earth can lead to small but climatically important changes in the strength of the seasons, more tilt means warmer summers and colder winters; less tilt means cooler summers and milder winters.

Solar variations - Current global _____ however cannot be explained by solar variations. If global warming was caused by a more active sun, then scientists would expect to see warmer temperatures in all layers of the atmosphere.

EXERCISE 4.

Match the antonym pairs.

- | | |
|-------------------------|------------------------|
| 1. Heating | a. Small |
| 2. Main | b. Agricultural |
| 3. Large | c. Minor |
| 4. Warmer summer | d. Slow down |
| 5. Chemical fertilizers | e. Freeze |
| 6. Industrial | f. Steady |
| 7. Speedup | g. Natural fertilizers |
| 8. Change | h. Colder winter |
| 9. Likely | i. Water freeze |
| 10. Water vapour | j. Unfamiliar |

Glossary

MATERIAL - substance

CLIMATICALLY - regarding the climate

CARBON - the chemical element with an atomic number 6 (symbol C)

EMISSION - the act of sending or throwing out

LESSON 33. LETTERS OF COMPLAINT

A complaint letter is a letter written to concerned authorities if we are not satisfied with the service provided by them. These letters are usually formal in

nature. Sometimes when we order a product and it is received defective then we write the letter to the related person or company, complaining about the product.

Letter of complaint: Writing Guide

1. Salutation



Dear Sir/ Madam / Manager / To whom it may concern,

If you do not know the name of the person you are writing to, use this. It is always advisable to try to find out a name.

Dear Mr Jenkins

If you know the name, use the title (Mr, Mrs, Miss or Ms, Dr, etc.) and the surname only. If you are writing to a woman and do not know if she uses Mrs or Miss, you can use Ms, which is for married and single women.

You should always be polite and respectful, even if you complain. A useful way to achieve it, especially in formal letters is to use 'modal verbs', i.e., **would, could or should.**

2. The Introductory Paragraph

You should **identify what the issue is** and any relevant information that you believe is important. Include more details if it's applicable to the situation.

3. The next paragraphs (the body)

You can extend your thoughts and feelings further. Yet, be sure to stick with the facts and **avoid putting emotions** into your letter.

- Include the **time** of the issue, **location**, **people** involved and what the problem was.
- Any complaint should be supported with a justification:

4. Closing paragraph

Write **how you want this problem to be solved**. You can also throw in some compliments about something you liked about their company's product or service.

Your faithfully,

(Your name)

"Yours sincerely" or "Yours faithfully"? "Yours sincerely" is typically employed in English when the recipient is addressed by name (e.g. "Dear John") and is known to the sender to some degree, whereas "Yours faithfully" is used when the recipient is not addressed by name (i.e., the recipient is addressed by a phrase such as "Dear Sir/Madam")

Tips

1. Focus on the most important facts. Don't give unnecessary background information.
2. Make sure you include:
 - the reason for writing (e.g. *I am writing to ...*)
 - what went wrong
 - what you would like to happen now.
3. Complaint letters are usually written in a formal style.
4. Use passives to be less direct and more formal, e.g. *I was served quickly*.
5. Use *Yours faithfully* to sign off if you don't know the name of the person you're writing to.

Match the definitions (a–h) with the **Definition** vocabulary (1–8). **Vocabulary**

- | | |
|---------------------------------------|--|
| 1. a prescription | a. a strong feeling of disappointment or worry |
| 2. dismay | b. a shop that sells medicine |
| 3. a pharmacy | c. a piece of paper from a doctor that says what medicine you need |
| 4. to call for something | d. to demand or ask for something |
| 5. to take steps to do something | e. an amount of a medicine or drug that is dangerous for a person |
| 6. to bring something to | f. at work; doing work |
| 7. an overdose | g. to inform someone of something |
| 8. on duty | h. to take action to achieve a particular result |

EXERCISE 1. Reading text: A letter of complaint.

Dear Sir/Madam,

I am writing to express my dismay at the service at your Eden Hill branch on Saturday 14 January.

I often collect prescriptions from the pharmacy on behalf of my grandmother, Mrs Elaine Bingham. On this occasion there were two prescriptions: one for 10 x 50 mg Kendonol and one for 50 x 100 mg Lepronol. I was served quickly even though there appeared to be only one pharmacist on duty. However, as I was leaving I saw that I had been given 500 mg tablets of Kendonol. This is ten times stronger than the prescription called for.

If I hadn't noticed the difference between the prescription and the actual tablets, my grandmother could have taken a dangerous overdose of Kendonol. I would be worried about getting any future prescriptions at Eden Hill.

The pharmacist apologised and corrected the mistake but I wanted to bring it to your attention. I think it happened because there were not enough staff on duty. I understand that prescriptions can be checked.

I hope you can take steps to make sure this mistake does not happen again.

Yours faithfully,

Roger Bingham

EXERCISE 2.

Match the sentences (1–6) with the **Parts of the email** parts of the email (a–f). **Sentences**

- | | |
|---|--|
| 1. Yours faithfully, | a. greeting |
| 2. I have been a regular customer of your shop for many years. | b. introducing your reason for writing |
| 3. I would like a refund of the difference as soon as possible. | c. background information |
| 4. Dear Sir/Madam, | d. what went wrong |
| 5. I am writing to express my dissatisfaction at the service I received. | e. what you'd like to happen |
| 6. After leaving your shop today, I realised I had been charged £100 instead of £10. | f. closing |

Write the sentences in the correct group. I trust that you will replace the item.

There is an error in the bill. I would be grateful if you could look into the matter.

There seems to be a problem with the battery. The delay was unacceptable.

When I checked the item, I found that it had been damaged. I must insist on a full refund. I hope you can take steps to make sure this does not happen again.

What went wrong

What you'd like to happen

EXERCISE 3. Rewrite these sentences using the passive to avoid saying the pharmacist.

1. The pharmacist served me within ten minutes. I realised I the wrong medicine. 2. I realised the pharmacist had given me the wrong medicine. I should have checked the prescription more carefully. 3. The pharmacist should more carefully. 4. The pharmacist corrected the mistake. The mistake 5. The pharmacist must not make this mistake again. This mistake must again.

Discussion

Have you ever made a complaint? What happened?

Case Study

Handout 1. Match the definitions

- | | |
|---------------|---|
| 1. vibrant | a) Lively and exciting |
| 2. Bizarre | b) A fold of skin on the body of an animal |
| 3. Flank | c) To get gradually less or smaller dwindle over a period of time until almost nothing remains |
| 4. Extinct | d) Something such as a type of animal |
| 5. livestock | e) The side of an animal's body |
| 6. shaggy | f) Strange and difficult to explain |
| 7. predator | g) colours or clothes that hide people, objects, or animals by making them look like the natural background |
| 8. camouflage | h) Part of your body that connects a muscle to a bone |
| 9. tendon | i) A situation in which wild animals are kept in a place |
| 10. Captivity | j) Animals such as cows, sheep, and pigs that are kept on farms |

- | | |
|-------------|--|
| 11. Dwindle | k) Tall or long and thin in an attractive way |
| 12. Slender | l) An animal that kills and eats other animals |
| 13. Pouch | m) Fur or hair is long, thick and untidy |
| 14. fussy | n) Containing too many small parts or details. |

GLOSSARY

FLOURISH – to thrive or grow well.
EXTERMINATE – to kill, to bring to an end, to finish
CARRION – dead flesh, carcasses
RANCHES – a house on a small farm
PREDATOR – any organism that hunts and kills other organisms

LESSONS 34. LETTERS OF APOLOGY

A Letter of Apology

A letter of apology is written to show that you are sorry for something and say that you value your relationship with the other party.

- In a letter of apology:
- clearly state the problem and offer your apology right in the beginning of the letter;
 - give some explanation for what happened;
 - clearly state what actions you are taking to solve the problem or improve the situation.

Sample Letter of Apology (sample 1):

Dear Ms Barnes,
 I am writing concerning the position of Assistant Office manager that I am due to begin next Monday. However a problem has arisen.
 As you know, I currently work for my uncle's food-packing business, and you will remember from my interview that I have gained valuable experience there. Unfortunately, he has had to go into hospital for an operation, leaving my aunt in charge of both the home and the business. She has asked me, as this is a particularly busy time of year, to stay on and help her with the running of the office.
 I realize this will be inconvenient to you, but very much hope that, given the circumstances, you would be prepared to allow me to take up my position with you two weeks later than planned. I would like to emphasise that I remain very keen to work with you, and that I will be gaining further useful experience during this time. I look forward to hearing from you.
 Yours sincerely,
 AAY

Sample Letter of Apology (sample 2):

Dear Mr. Bismar,

I apologize for the mix-up of order 26429782. We have just implemented a new packaging system that still has a few bugs that still needs to be worked out, but we did fix your order and sent it out this morning. For your trouble, we have enclosed a \$25 gift certificate which can be used at any of our stores. Once again I would like to apologize for the mix-up in your order and any inconveniences this may have caused you.

Sincerely,
AMY

Case Study

Read the following statements by people about the places where they live. Write whether you think they are happy with their local environment, dissatisfied or concerned about it. Give reasons for your answers.

1. "This is a lovely place to live but if 2. "It would be so nice to have a few they build the new road through here, trees around us rather than concrete things will change. Instead of being able and rubbish every where you look." to hear birdsong we'll just get the roar of heavy traffic."
3. "There's a great view over the valley 4. "This is a dirty old industrial area from the hill just up the road where I but we've got some nice parks and take the dog in the mornings." there are some pleasant walks down by the canal."

1. -----

2. -----

3. -----

4. -----

EXERCISE 1 Answer the questions to find the meaning of these words.

- a) When people *murmur*, do they make a loud sound or a soft sound?
- b) If you give your *assent*, do you agree or disagree?
- c) If crops *wilt*, do they get stronger or weaker?
- d) If you *hang on*, do you keep going or give up?
- e) Would a *perilous* situation be safe or very dangerous?
- f) When the wells *run dry*, are they full or empty?
- g) Is a *vast* area huge or tiny?
- h) Does a *meteorologist* study the weather or how to grow crops?
- i) If you are *destitute*, are you extremely rich or extremely poor?
- j) If a river *dries up*, is it full or empty?

EXERCISE 2. Read the text and underline new words and try to guess it from the context.

Africa is on the front line of climate change reports John Vidal. And floods, drought and famine show the continent is in for a rough ride. Thirty men and twenty two women sit beneath a great mugamba tree on the edge of Chikani village in southern Zambia. "This is what happened," says Julius Njame, standing and speaking formally. "We prepared our fields for planting seeds in the November rains. We waited but the first drop didn't fall till December 20. After a day, the rains stopped. Three weeks later, it started to rain again. But then it stopped again after a few days. Since then, we have had no rain."

The crowd murmurs its assent and one by one, people stand to tell how their own crops wilted and how little they have harvested this year. Anderson says he got five bags of the staple maize crop, Lovewell eight, Jennifer two, Felice three and Jonah seven. Some say they have lost almost everything and will be eating wild foods within weeks. Most say they will be able to hang on only until next month.

The people of Chikani are experiencing a climatic phenomenon taking place around the world. But the effect of global warming on a village of central African subsistence farmers is different and far more serious than on America or Europe.

Some northerners bask in the idea that global warming promises delightful summers and longer growing seasons. But rising sea levels and future climatic extremes, causing even a small change in rainfall patterns or temperatures, is perilous now for vast areas of Africa. Where the rich northern city or farmer can adapt, the families of millions of poor Zambian, Congolese or Malawian farmers go hungry for months; urban water supplies are interrupted and wells run dry.

Africa is in the front line of climate change, and for the people of Chikani it makes the difference between food and hunger, migration and stability, sufficiency and destitution - even life and death.

Droughts, floods, unseasonal rains, extreme weather and natural disasters have long been common in southern Africa, but new studies are finding a pattern of increasing climatic variability and unpredictability. According to UN agencies and national meteorologists, severe dry and wet periods have become more frequent in the past two to three decades.

Old Jonah in Chikani, who has 24 children from three wives, doesn't need academics to tell him the climate is changing. "These are the worst rains ever," he says. "The pattern of rainfall is definitely changing. I remember many bad years but this is the first time the river Musaya has ever dried up. This is the first time that we have only had one place to find water."

Crop failure this year extends across swathes of southern Zambia, northern Zimbabwe and Malawi. According to the UN's food organisation, 20 countries in Africa are this month facing food emergencies following droughts or "adverse" weather.

EXERCISE 3. Choose the best answer from the text

- A) In Chikani last year
- (1) there were heavy rains in November.
 - (2) It rained for three weeks in December.
 - (3) the first rains came a month later than normal
- B) The villagers.....
- (1) agree with what Julius says.
 - (2) have not harvested any maize this year.
 - (3) Have rice as their staple diet.
- C) Global warming will.....
- (1) make summers colder
 - (2) make growing seasons longer
 - (3) make sea levels fall
- D) In southern Africa.....
- (1) they have had extremes of weather for a long time
 - (2) the climate is becoming more predictable
 - (3) severe weather is becoming less frequent

EXERCISE 4. Now discuss the following questions

- What would happen in your part of the world if the spring, summer, autumn and winter were all eight degrees warmer?
- Would it be a good thing or a bad thing?

- What practical things could be done to reduce the effects of global warming?
- Many people do not care about global warming. Why is this? Do you care?

GLOSSARY

- MURMUR** - low or indistinct sounds or speech
ASSENT - to give approval
DESTITUTE - lacking smth.
PREDICTABLE - able to be predicted

LESSON 35. DREAM HOUSES

The Sweet Scent of houses

A Innovation and entrepreneurship, in the right mix, can bring spectacular results and propel a business ahead of the pack. Across a diverse range of commercial successes, from the Hills Hoist clothes line to the Cochlear ear implant, it is hard to generalize beyond saying the creators tapped into something consumers could not wait to get their hands on. However, most ideas never make it to the market. Some ideas that innovators are to potential investors include new water-saving shower heads, a keyless locking system, ping-pong balls that keep pollution out of rainwater tanks, making teeth grow from stemcells inserted in the gum, an technology to stop LPG tanks from exploding. Grant Kearney, chief executive of the Innovation exchange, which connects businesses to innovation networks, says he hears of great business ideas that he knows will never get on the market. "Ideas by themselves are absolutely useless," he says. "An idea only becomes innovation when it is connected to the right resources and capabilities".

B One of Australia's latest innovation successes stems from a lemon-scented bath-roomcleaner called Shower Power, the formula for which was concocted in a factory in Yatala, Queensland. In 1995, Tom Quinn and John Heron bought a struggling cleaning productsbusiness, OzKleen, for 250,000. It was selling 100 different kinds of cleaning products, mainly in bulk. The business was in bad shape, the cleaning formulas were ineffective and environmentally harsh, and there were few regular clients. Now Shower Power is claimed to be the top-selling bathroom cleaning product in the country. In the past 12 months, almost four million bottles of OzKleen's Power products have been sold and the company forecasts 2004 sales of 10 million bottles. The company's sales in 2003 reached \$11 million, with 700k of business being exports. In particular, Shower Power is making big inroads on the British market.

C OzKleen's turnaround began when Quinn and Heron hired an industrial chemist to revitalize the product line. Market research showed that people were looking for a better cleaner for the bathroom, universally regarded as the hardest room in the home to clean. The company also wanted to make the product formulas more environmentally friendly. One of Tom Quinn's sons, Peter, aged 24 at the time, began working with the chemist on the formulas, looking at the potential for citrus-based cleaning products. He detested all the chlorine-based cleaning products that dominated the market. "We didn't want to use chlorine, simple as that," he says. "It offers bad working conditions and there's no money in it." Peter looked at citrus ingredients, such as orange peel, to replace the petroleum by products in cleaners.

His credited with finding the Shower Power formula. "The head," he says. The company is the recipe is in a vault somewhere and in my sole owner of the intellectual property.

D To begin with, Shower Power was sold only in commercial quantities but Tom Quinn decided to sell it in 750ml bottles after the constant "traves" from customers at their retail store at Beenleigh, near Brisbane. Customers were traveling long distances to buy supplies. Others began writing to OzKleen to say how good Shower Power was. "We did a dummy label and went to see Woolworths," Tom Quinn says. The Woolworths buyer took a bottle home and was able to remove a stain from her basin that had been impossible to shift. From that point on, she championed the product and OzKleen had its first supermarket order, for a palette of Shower Power worth \$3000. "We were over the moon," says OzKleen's financial controller, Belinda McDonnell.

E Shower Power was released in Australian supermarkets in 1997 and became the top-selling product in its category within six months. It was all hands on deck at the factory, labeling and bottling Shower Power to keep up with demand. OzKleen ditched all other products and rebuilt the business around Shower Power. This stage, recalls McDonnell, was very tough. "It was hand-to-mouth, cash flow was very difficult," she says. OzKleen had to pay new-line fees to supermarket chains, which also squeezed margins.

F OzKleen's next big break came when the daughter of a Coles Myer executive used the product while on holidays in Queensland and convinced her father that Shower Power should be in Coles supermarkets. Despite the product success, Peter Quinn says the company was wary of how long the sales would last and hesitated to spend money on upgrading the manufacturing process. As a result, he remembers long periods of working round the clock to keep up with orders. Small tanks were still being used, so batches were small and bottles were labelled and filled manually. The privately owned OzKleen relied on cash flow to expand. "The equipment could not keep up with demand," Peter Quinn says. Eventually a

new bottling machine was bought for \$50,000 in the hope of streamlining production, but he says: "We got ripped off." Since then, he has been developing a new auto mated bottling machine that can control the amount of foam produced in the liquid, so that bottles can be filled more effectively - "I love coming up with new ideas." The machine is being patented.

G Peter Quinn says OzKleen's approach to research and development is open slather. "If I need it, I get it. It is about doing something simple that no one else is doing. Most of these things are just sitting in front of people ... it's just seeing the opportunities." With a tried and tested product, OzKleen is expanding overseas and developing more Power-brand house hold products. Tom Quinn, who previously ran a real estate agency, says: "We are competing with the same market all over the world, the cleaning products are sold everywhere." Shower Power, known as Bath Power in Britain, was launched four years ago with the help of an export development grant from the Federal Government. "We wanted to do it straight away because we realized.

We had the same opportunities worldwide." OzKleen is already number three in the British market, and the next stop is France. The Power range includes cleaning products for carpets, kitchens and pre-wash stain removal. The Quinn and Heron families are involved. OzKleen has been approaches with offers to buy the company, but Tom Quinn says he is happy with things as they are. "We're having too much fun."

Questions 1-7 Questions 8-11

Reading Passage 1 has six paragraphs, A-G.

Which paragraph contains the following information?

Write the correct letter A-G, in boxes 1-7 on your answer sheet.

NB You may use any letter more than once.

- 1 Description of one family member persuading another of selling cleaning products
- 2 An account of the cooperation of all factory staff to cope with sales increase
- 3 An account of the creation of the formula of Shower Power
- 4 An account of buying the original OzKleen company
- 5 Description of Shower Power's international expansion
- 6 The reason of changing the packaging size of Shower Power
- 7 An example of some innovative idea.

LESSON 36. THE DIFFERENCES AND SIMILARITIES AMONG APPLICATION LETTER, CV, RESUME AND COVER LETTER

A letter giving information is a formal piece of writing related to a particular situation. Its main purpose is to give information, usually when this has been requested by someone else. It may also provide suggestions, request help, give an opinion etc.

Each point should be presented in a separate paragraph containing a clear topic sentence supported by examples and / or justification.

INTRODUCTION

PARAGRAPH 1 : state reason(s) for writing

MAIN BODY

PARAGRAPH 2/3 : give information required

PARAGRAPH 4/5 : provide further explanations / suggestions / opinions as stated in the task instructions

CONCLUSION

FINAL PARAGRAPH : Closing remarks

Full name

Useful expressions to use :

To begin letters

I am writing to inform you that / advise you of / let you know that ...

I regret / am delighted / would like feel obliged to inform you ...

in response to your letter requesting information about ...

I am writing in reply to your enquiry about ...

with regard to our telephone conversation concerning ...

in connection with

I am writing (to you) on behalf of ... / in my capacity as ...

To end letters

I hope that this information will be of some assistance ...

I hope / trust that I have been able to answer all your questions ...

I would be pleased / happy to provide you with any additional information ...

I look forward to being able to help you again in the future / answering your queries ...

Please do not hesitate to contact me should you require further information /

have any further questions

Topic to write as a home assignment: At present you run an education center in your town and some students are asking about your center's working process, courses you offer, and payment for each individual type of courses.

FOR CEFR WRITING EXPRESSIONS

GREETING

Dear / Hello / Hi ...(!)

INTRODUCTION

It's great to hear from you.

/ Many thanks for your e-mail / letter.

Sorry it's taken me so long to write back.

/ I haven't written for ages but ...

I've been really busy recently.

/ You've to know that I've been working really hard.

How are you? / How are things (with you)?

/ How's it going? / How's life?

I hope you're fine.

/ I hope you and your family are well.

/ I do hope this e-mail

/ letter will find you in good health and spirits.

REFERRING TO GOOD / BAD NEWS.

Glad / sorry to hear / read about ...

I'm really glad / very happy to hear / read about ...

I'm extremely sorry / very sad to hear / read about ...

MOVING THE TOPIC ON

By the way, have you heard about ...

/ Did you hear about ... / Tell me about ...

Oh, another thing I wanted to mention ...

/ So you want my advice about ...

Anyway, the reason I'm writing ...

/ Anyway, I was wondering ...

I thought I'd write to tell / ask you ...

ENDING

Well, time to go / to close! / Got to go now! / I've got to

leave off now! / That's all for now.

from you soon. / Write back soon!

Make sure you write soon! / Keep in touch! / Drop me a

line if you have time!
 Take care of yourself! / Look after yourself!
 Let me know if you need anything. / Just give me a call
 if you have any questions left.

SIGN-OFF

Yours(,) / Your friend(,) /
 Best wishes(,) / All the best(,) /
 Hugs(,) / Hugs and kisses(,) /
 Love(,) / Lots of love(,) / All my love(,) /
 Take care(,) / Bye for now(,)

LESSON 37. SLICE OF THE LIFE

Preparation task

Match the definitions (a-j) with the vocabulary (1-10).	
Vocabulary	Definition
1. a parade	a. the period that begins 40 days before Easter in the Christian religion
2. Lent	b. a large vehicle that carries people and decorations in a parade
3. a costume	c. a man-made river
4. a mask	d. soft, light things that cover a bird's body
5. a ball	e. something you wear to cover your face
6. a float	f. when many people go in the same direction as part of a celebration
7. a fast	g. a small, coloured, round piece of plastic with a hole in it, used as jewellery
8. a bead	h. special clothes worn at a festival
9. a canal	i. a period of time when you eat no food or only very plain food
10. a feather	j. a large, formal party where you dance

Carnival

What's carnival all about?

Carnival is a festival that happens over a few days, usually just before Lent, in February or March. Because traditionally many people go on a fast during Lent, giving up meat, sugar or other foods and drink, carnival is an opportunity to enjoy these treats for the last time. It is a time to celebrate and party, with music and dancing in the streets. Some people believe that carnival is actually older than the Christian period of Lent, and that it started as the Roman festival of Saturnalia.

New Orleans

One of the most famous carnivals in the world is in New Orleans, USA. It is called Mardi Gras, which is French for 'Fat Tuesday', the day when people would traditionally eat up all the fat before starting the Lent fast. The celebration in New Orleans lasts around two weeks, with a parade every day. Groups of people, called 'krewes', dress up in special costumes and ride on decorated floats. They throw small gifts to the people watching, especially strings of beads. There are also many balls, especially masked balls. Mardi Gras is very popular with tourists, and it is estimated that well over a million people visit every year to join the celebrations.

Rio de Janeiro

The carnival in Rio de Janeiro, Brazil, is considered the biggest in the world, with around two million people celebrating on the streets each day. Rio Carnival is famous for its samba music and for the amazing costumes and floats. In 1984, the government decided to give the carnival a special stadium, called the Sambadrome, where people could buy tickets to go and see the parades. However, there are still plenty of street parties and parades happening all over the city. The parades are a kind of competition and the samba 'schools', or groups, are judged on their costumes, dancing, floats and music. Some samba schools spend millions of dollars on their preparations, but it is estimated that carnival makes over \$40 million from ticket sales and advertising.

Venice

Carnival in Venice is a much quieter celebration, but it is still very famous, mainly for the beautiful masks that people wear. Traditionally, the masks are made and decorated by hand, with gold, jewels and feathers. There is a competition for the most beautiful mask, and there are many masked balls and other celebrations. In St Mark's Square, there is an open-air theatre where you can watch traditional plays, and there are also classical music concerts. Because the streets are very

narrow, there are candlelit parades on boats through the canals of the city. Watching all the people dressed in masks and costumes wandering through the city makes you feel as if you have stepped back in time to the 18th century.

Binche

The carnival in Binche, Belgium, is not as famous as some of the others, but it may have the longest history. It dates back to the 14th century. Up to 1,000 men and boys, called 'Gilles', dress up in masks, costumes and wooden shoes. They also wear very tall feather hats, up to 90cm tall. The Gilles dance through the streets and throw oranges at the crowd. This can sometimes cause accidents and break windows, but it is supposed to be good luck if you are hit by an orange.

All over the world, carnival is a time to celebrate and have a good time with friends and family. Have a great carnival, if you're celebrating this year.

LESSON 38. STORY WRITING

DISCUSSION AND FREEWRITING: FIRST IMPRESSIONS

Some modern approaches to dating are very different from those of years ago. When people date nowadays, they may use up-to-date technology to help ensure success in their personal lives. Some use chat rooms on the Internet, but others depend on services that match people according to their tastes and backgrounds. Still other people use a special face-to-face encounter. Following is an account of the phenomenon known as "speed dating."

Have you heard of the term speed dating? It's the latest trend for time-starved singles in major metropolitan areas. A host of new entrepreneurs have risen up to take advantage of the craze, forming companies with descriptive names such as 8 Minute Dating, Hurry Date, and PreDate. According to PreDate, speed dating "is a fun and efficient way for busy single professionals to meet. You'll meet other people in your age and interest group through a series of face-to-face, six-minute 'predates' in a private area at a local upscale restaurant/bar." Wow... twelve face-to-face dates or more in one night! Wow indeed. Make a good impression in those first six minutes or the "relationship" is over. That's a lot of pressure. And even six minutes may be too many by a factor of two.

According to communications professor Michael Summafrank, people tend to draw conclusions about someone within as little as three minutes of having met them. And researchers at Carleton University suggest that it takes as little as one-twentieth of a second for people to register likes and dislikes about another person. That's fast.

First impressions exist, and they are powerful. As a class, discuss the following questions. All students should take notes. Following the discussion, each student should choose one aspect of the subject that is of interest and freewrite on the topic for the time allotted by the instructor.

1. Is it a good thing to act on first impressions?
2. When did you have a first impression that proved correct (or incorrect)?
3. Do you know any people who made an impulsive decision based on "love at first sight" and then lived to regret it?

Choosing Correct Pronoun Forms

Practice pronoun case with all three constructions (comparisons, compound constructions, and *who/whom* constructions). Circle the correct pronoun in each of the sentences below.

1. Jamel and (she, her) presented the project today.
2. Between you and (I, me), I think it was outstanding.
3. Their visual materials will help (whoever, whomever) will study the project later.
4. He is usually a better speaker than (she, her).
5. (Whoever, Whomever) heard them agreed that it was an impressive presentation.
6. (Who, Whom) do you think made the best points?
7. I am not as deeply involved in my project as (they, them).
8. Their research was much more detailed than (us, our, ours).
9. The professor gave both Carolyn and (he, him) A's.
10. My partner and (I, me) will have to work harder to reach this standard.

Student Writing: Choosing Correct Pronoun Forms

PRACTICE

Pronoun case with all three constructions. In the following paragraph, circle the correct pronoun wherever you have a choice. When my mother and (I, me) decided to care for my very ill father at home, some of our friends objected. My sister and (they, them) said we would be exhausted and unable to handle the stress. The people (who, whom) we met at the hospital had the same opinion. To (who, whom) could we go for help in the middle of the night? My father, (who, whom) we believed would be happier at home, had been our first consideration. Of course, we would have benefited if either my mother or (I, me) had been a nurse. However, we did have a visiting nurse available at times. We were more confident than (they, them) that we could handle the situation. We were the only ones for (who, whom) this work would be a labor of love.

LESSON 39. RELATIONS: ROMEO AND JULIET

How are family relationships presented in Romeo and Juliet?

In the play, Romeo and Juliet are from two powerful families, the **Capulets** and the **Montagues**, which are rivals of each other. Romeo and Juliet fall in love, despite this, complicating the families rivalry as they attempt to be together.

How are family relationships presented in Romeo and Juliet?

In the play, Romeo and Juliet are from two powerful families, the **Capulets** and the **Montagues**, which are rivals of each other. Romeo and Juliet fall in love, despite this, complicating the families rivalry as they attempt to be together despite their heritage.

How are family relationships presented in Romeo and Juliet ...

Search for: How are family relationships presented in Romeo and Juliet?

What does Romeo and Juliet teach us about human relationships?

Who did Romeo love before Juliet?



Rosaline

Before Romeo meets Juliet, he loves **Rosaline**, Capulet's niece and Juliet's cousin.

Characters: Romeo and Juliet

- Romeo: Lord and Lady Montague's son.
- Montague: The head of the house of Montague, he is Romeo's father and enemy of Capulet.
- Lady Montague: Romeo's mother.
- Mercutio: Kinsman of Prince Escalus and friend of Romeo.

- Benvolio: Nephew of Montague and friend of Romeo.
- Balthasar: Romeo's servant.

Romeo and Juliet do sleep together after their secret marriage. This is made clear in act 3, scene 5, when they wake up in bed together at dawn. Juliet urges Romeo to leave before her relatives find him and kill him. May 20, 2021.

Overcome by sorrow, Juliet sends him away and kills herself soon afterward. Thus, a strict interpretation of the text reveals that Friar Laurence was the last person to see Juliet alive.

Paris, a relative of the Prince of Verona, wants to marry Juliet, and Lord Capulet not only gives his permission, but arranges the marriage to take place within three days, which is deemed to be enough time for Juliet and the family to grieve Tybalt's death.

Lord Capulet is sad that Juliet never married Paris because he thinks that it would have made her happy. Lady Capulet acts as Paris. Lord Capulet promises Paris that the wedding will be on Thursday. Lady Montague acts as Juliet and Lord Montague acts as Romeo.

LESSON 40. WRITING FEEDBACK TO PEER

Case Study

I'm Madina, a student from CSPJ. When we were first given an assignment to write feedback to our peers, it seemed me to be an unattainable task. I really didn't know how to write it. The most challenging part is providing suggestions to improve the work. Then I asked my group mates to share with their pieces of writing. Here they are:

Student A:

It might be more persuasive if you use previous literature. It is easier to understand if you write the hypothesis first and then discuss your results against your hypothesis. It might be easier to understand if you divide your writing into paragraphs. It is better if you talk about the meaning of your experiment here.

Student B:

You have to explain and discuss why. The structure of discussion is first write the results, and tell the hypothesis is right or not. Second, you have to think and search in literature to answer why your hypothesis is not right or your experimental method was wrong. Third, after discussing the reason, rethink what the results mean. Fourth, you can write implications.

	4	3	2	1
Writing-Creativity and Originality: Writing is creative	Writing had many creative details that made the reader want to learn more.	Writing had three or more examples of creative ideas.	Writing had one to two creative details.	Writing was not creative and did not show imagination.
Writing-Organization: Has a beginning, a middle, and an end	Writing has a beginning, middle, and an end. Writing flows from one VVGUIOPOs sentence to another.	Writing has a beginning, middle, and end.	Writing has at least a beginning, middle, or end.	Writing does not have a beginning, middle, or end.
Writing-Word Choice: Correct words and details	Work used many adjectives to show ideas. Work used excellent words to paint a clear picture.	Work used many adjectives to show ideas. Work used words that took away from the meaning.	Work had few adjectives and descriptive words. Work used the same words over and over.	Work did not have adjectives or descriptive words.
Writing-Spelling and Grammar (Conventions): Correct grammar and spelling	Writer makes no spelling or capitalization errors. Writer always used the parts of speech correctly.	Writer makes less than five spelling and capitalization errors. Writer used the parts of speech correctly.	Writer makes less than ten spelling and capitalization errors. Writer sometimes used the parts of speech correctly.	Writer makes so spelling and capitalization errors work is hard to read.

Student C:

List some results? You should use hedging. Ambiguous. It is better if you write if the temperature has increased or decreased here. Do not repeat. Maybe this part does not sound like implication. The procedures of washing and drying were not

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evenly done, and the absorption rate is calculated without considering the outflow of starch and rice bran.

Comparing and contrasting the works of three students, and analyzing them, I came to the following conclusion that they are all written in different style. Could you help me choosing the best one? If you do not consider any of them to be suitable, what suggestions do you have?

Peer Edition Tips

There are three steps to good peer editing:

1. **Compliment** the author
What are a few things that you liked about the author's writing?
2. Make specific **suggestions** regarding the author's
 - Word choice
 - Use of details
 - Paragraph organization
 - Sentence structure and length
 - Topic
3. Mark **corrections** on the writing piece
 - Look for spelling, grammar, and punctuation mistakes.
 In addition, remember to:
 - Stay positive!
 - Be specific

LESSON 41. CROSS CULTURAL COMMUNICATION. CULTURAL DIFFERENCES. CULTURE SHOCK (READING TASK)

Case Study. A custom in my family

In order to do this task you should write a reflective piece within 150 words addressing to the instruction below;

1. What is a custom your family followed?
2. When did your family do this?
3. What did you're your family do?
4. How did this custom make you feel?
5. Will you follow this custom with your children?

My family follows the custom of sending each child on a trip alone. My parents sent each us on a trip when we were seven years old. They sent us for a week to stay with my grandmother in another state. I really enjoyed staying with my grandmother. I hope to follow this custom with my own children someday.

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EXERCISE 1. 1 Listen to four quiz questions about these cultures and choose one of the answers A, B, C or D for each question. Compare your answers with other students.

2. Listen again and check your answers.

3. Discuss these questions with another student.

a What does the word 'culture' mean to you?

b Read the definition of culture on the right. How is it similar and how is it different from your definition?

c What customs and beliefs have you inherited from previous generations?

d Do you think your character and behaviour are typical of the culture you belong to? If so, how?

The system of shared beliefs, values, customs, and behaviours that the members of society use to cope with their world and with one another, and that are transmitted from generation to generation through learning.

EXERCISE 2. Read the text.

How are we supposed to find happiness? Through good works and helping people? By finding religion or discovering the joys of downshifting? Whatever strategy you choose, where you live might make a difference. The latest global analysis of happiness and satisfaction levels shows that the most 'satisfied' people tend to live in Latin America, Western Europe and North America, whereas Eastern Europeans are the least satisfied. It is not the first time such international league tables have been drawn up. What is new is how experts and politicians are taking such data increasingly seriously. Over the past decade, the study of happiness, formerly the preserve of philosophers, therapists and gurus, has become a bona fide discipline. It even has its own journal, the *Journal of Happiness Studies*.

As a result, government policy advisers are getting interested, and politicians are using the research as the basis for new strategies. What above all else has made systematic study possible is data gathered from hundreds of surveys measuring happiness across different cultures, professions, religions, and socio-economic groups. Researchers can investigate the impact of money and inequality; they could explore, for example, how much difference money makes to a person's happiness after their basic material needs have been met, and whether inequality in wealth and status is as important a source of dissatisfaction as we might think. It is an exciting area, says Ruut Veenhoven, editor-in-chief of the *Journal of Happiness Studies*. 'We can now show which behaviours are risky as far as happiness goes, in the same way medical research shows what is bad for our health. We should eventually be able to show what kind of lifestyle suits what kind of person. While it is tempting to hold up those nations that report the highest levels of happiness as a model for others to follow, this may be unwise. For one thing, the word 'happiness' has no precise equivalent in some languages.

Another complication is that 'satisfaction' is not quite the same thing as 'happiness'. When asked how happy they are, people tend to consider first so their current state. To get a better idea, researchers ask people to take a step back and consider how satisfied they are with their lives overall and how meaningful they judge their lives to be. Comparisons between countries also need to be treated cautiously. Different cultures value happiness in very different ways. In individualistic western countries, happiness is often seen as a reflection of personal achievement. Being unhappy implies that you have not made the most of your life. Mark Suh at Yonsei University in Seoul thinks this pressure to be happy could lead people to over-report how happy they feel. Meanwhile, in the more collectivist nations of Asia, people have a more fatalistic attitude towards happiness. According to Suh, 'One of the consequences of such an attitude is that you don't have to feel inferior or guilty about not being very happy. Indeed, in Asian cultures the pursuit of happiness is often frowned on, which in turn could lead people to under-report.'

How satisfied a person is with their life also depends on how successfully they adhere to their particular cultural standard. In Japan, for instance, satisfaction may come from fulfilling family expectations and meeting social responsibilities. So, while in the US it is perfectly appropriate to pursue your own happiness, in Japan you are more likely to find happiness by not pursuing it directly. One of the most significant observations to come from research findings is that in industrialised nations, happiness has not risen with average incomes. A growing number of researchers are putting this down to consumerism, claiming that the desire for material goods, which has increased with average income, is a happiness suppressant.

One study, by Tim Kasser at Knox College, Illinois, found that young adults who focus on money, image and fame tend to be more depressed and suffer more physical symptoms such as headaches. Kasser believes that since nothing about materialism can help you find happiness, governments should discourage it and instead promote things that can. For instance, they could support businesses that allow their employees plenty of time off to be with their families, whereas advertising could be classified as a form of pollution and could be taxed. 'Advertisements have become more sophisticated,' says Kasser. 'They try to tie their message to people's psychological needs. But it is a false link. It is toxic.' These days even hard-headed economists tend to agree that the key to making people happier is to shift the emphasis from economic well-being to personal development, and to discourage the pursuit of social status.

This last point is crucial, believes Richard Layard from the London School of Economics, since the pursuit of social status does not make society as a whole any happier. Motivating people through the quest for rank 'condemns as many to fail as to succeed not a good formula for raising human happiness,' says Layard. In view of these findings, it seems that governments would do well to worry about the happiness of their electorate. There could be dangers, however. Paradoxically, by

striving too hard to climb the global happiness rankings, governments are in danger of turning the pursuit of happiness into yet another competitive quest for status just what researchers have shown is a sure path to making people miserable.

EXERCISE 1.

Read the first three paragraphs of the text again and underline any words that are unfamiliar to you. Compare ideas with another student. Can you understand the general meaning of these paragraphs, despite not understanding the words you have underlined?

Questions 1-3: Short-answer questions

Answer these questions with words from the text, using no more than THREE words for each answer.

- 1 According to the text, what could influence your level of contentment?
- 2 Which group of people is interested in the practical implications of the research into happiness?
- 3 Which two factors are researchers able to study in their attempt to find reasons why some people are dissatisfied?

Questions 4-6: Sentence completion Complete these sentences with words from the text, using no more than THREE words for each.

- 4 Happiness represents in the minds of people from western countries.
- 5 One of the implications of the Asian attitude is that being unhappy does not make individuals feel.....
- 6 An individual's level of satisfaction is partly determined by how closely they conform to their own

Questions 7-10: Summary completion

Complete the summary below. Choose no more than TWO words from the text for each answer.

Researchers have found that in developed countries happiness has not increased in line with (7)..... In their opinion, the fact that people have more money feeds their obsession with buying things and this acts as a (8)..... Their theory is illustrated by the fact that there is a higher than average incidence of mental problems among who have materialistic concerns. There is also general agreement that people would be happier if they concentrated on (10)..... rather than their financial or social status.

Black History Month

October is Black History Month in the UK. The event recognizes black people's achievements and educates people about black history.



Do the preparation task first. Then read the article and do the exercises.

EXERCISE 2. Match the words with the definitions.

- | | |
|----------------|---|
| 1. migration | a) the highest university qualification |
| 2. diversity | b) a group of countries ruled over by one country, person or government |
| 3. an empire | c) belief and confidence in your own value |
| 4. belonging | d) when large numbers of people go to a new area or country to live |
| 5. a doctorate | e) forced to work for someone without freedom and other basic human rights |
| 6. enslaved | f) the fact that there are many different types of people in a particular place |
| 7. self-esteem | g) a sense of connection and unity in a group of people |
| 8. cohesion | h) the feeling of being comfortable because you are in the right place |

Introduction

The history of our world is a story of migration, diversity, empire and belonging. But these topics are not often taught in schools. Black History Month is about teaching ourselves fully and fairly about our history, and not just looking at it from one point of view. Black History Month challenges racism and promotes understanding by making sure that black people's achievements and stories are not ignored.

The origins of Black History Month

The idea for Black History Month started in the USA with the work of Carter G. Woodson. He was a brilliant historian and in 1912 he became the second African

American to get a doctorate from Harvard University. He was the son of people who had been enslaved, and he saw how the role of his people in American history was being ignored. He started 'Negro History Week' because he believed that teaching black history was essential to give descendants of African people a sense of pride and identity and to protect them within wider society.

Black History Month in the UK

Black History Month in the UK was first celebrated in 1987. It was organized by community activist and London council worker Akyaba Addai Sebo after a colleague told him that her son had asked her, 'Mum, why can't I be white?' Addai Sebo was sad to learn of the young boy's lack of self-esteem and his low sense of identity. So an event was organized to promote self-pride in people of African and Afro-Caribbean descent through positive teaching of their histories and culture.

Black history, current protests and historical statues

Following the killing of George Floyd in the USA in May 2020, there has been huge international support for the Black Lives Matter protests for racial justice. People want to talk about racism in our society in our educational, political and justice systems and how we can stop it. Part of this change involves thinking about how we educate ourselves and others about history. In June 2020, anti-racism protesters in the UK took down the statue of Edward Colston a man who bought and sold enslaved people – and pushed it into the water in Bristol Harbour. Some people say acts such as these are destroying our history. Others argue that the protesters have actually helped to teach history the ugly story of a man who transported 84,000 enslaved individuals from Africa to the Americas, 19,000 of them dying on his ships. The debate about what to do with public statues like this continues.

Black history all year round

The Black Curriculum is a group started by young people who want black British history to be taught in UK schools. They say that learning about empire, movement and migration helps young people build a sense of identity and improves social cohesion. Black history is a central part of British history, and learning about it is necessary for understanding diversity and fighting racism. The Black Curriculum and groups like it are asking the UK government to include black histories in lessons all year round, not just in October. This will make sure students get lessons that are relevant to them and that give them a positive sense of belonging.

EXERCISE 3. Whether the sentences true or false?

1. The movement and mixing of different people in the world is a new thing.

True

204

False

2. The original idea for Black History Month came from an African-American historian.

True
False

3. Carter G. Woodson said learning about black history was important to make sure that no one was ever enslaved again.

True
False

4. It was a child's comment that made Addai Sebo want to start a Black History Month in the UK.

True
False

5. The need to challenge racism in the present has encouraged people to think more about the past.

True
False

6. Everyone agrees that statues of people who enslave and sell other humans have no place in our cities.

True
False

7. People who want black British history to be taught in schools say that doing so would bring many benefits.

True
False

8. Some people think one month a year is not enough to learn about black history.

True

205

False

EXERCISE 4. Write the correct form of the word in CAPITALS to complete the sentence.

1. Black History Month makes sure that black people's _____ and stories are not ignored. **ACHIEVE**

2. Carter G Woodson was a brilliant _____ **HISTORY**

3. Woodson believed that teaching black history was essential to give descendants of African people a sense of pride and _____ **IDENTIFY**

4. There has been huge international support for the Black Lives Matter protests for _____ justice. **RACE**

5. People want to talk about _____ in our society and how we can stop it. **RACE**

6. In June 2020, anti-racism _____ in Bristol pushed the statue of Edward Colston into the water. **PROTEST**

7. Black history is a _____ part of British history. **CENTRE**

8. Learning _____ about black history is necessary for understanding _____ and challenging racism. **DIVERSE**

Discussion

Is one month enough for black history?

WORKSHEET C

THE STAGES OF CULTURE SHOCK.

Cut out one set of cards for each group of students.

The Honeymoon (or Tourist) stage

Everything is exciting and new. You might think that the new culture is ideal, and you might think that it is much better than your own. If you are sometimes frustrated or have problems, you quickly recover. Everything is quite positive, the people in the new culture are very nice. This stage can last for months, or maybe only a couple of days. It is called the tourist stage because tourists generally do not stay in a different place long enough to have culture shock.

Shock

In this stage, all the little problems and frustrations appear much bigger! You may be very preoccupied with cleanliness (you think everything is dirty and unhealthy); you may be worried that other people want to rob you or cheat you; you feel confused and lonely. During this stage, if you find someone from your own country who has lived in the new culture for a long time, you may become dependent on them.

You may find other expatriates and complain together about the new culture, making stereotypes of the people from that culture. You miss your own country and culture a lot. If it is possible, you might try to go home.

The adjustment stage

If the shock was very hard, you will not get to this stage. If you do decide to stay, you eventually learn to deal with the differences. You may try to integrate the new culture with your own beliefs. You begin to learn the language and make more friends. You have the occasional crisis, but you develop a positive attitude towards it. Maybe you can even laugh about your difficulties! This period of adjustment can be slow, and it is always possible to go back a stage into shock again.

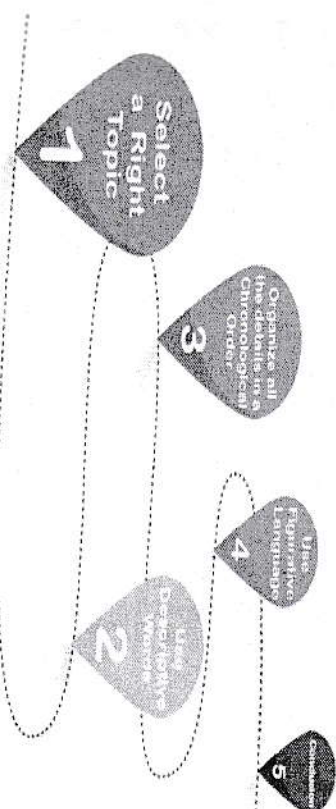
Acceptance or acculturation

You can now live with the new culture. Although it is difficult to be completely assimilated, you go through important personal changes and growth as you become integrated into the new culture. You develop a bicultural identity.

Re-entry shock

This is the shock of coming back home. You return from your time in another country and everybody is happy to see you again. The only problem is that you have changed a lot in ways that they haven't. And they don't understand that you have changed. Nobody wants to relive those fascinating, cultural memories. You almost feel like a stranger in your own culture.

LESSON 42. DESCRIPTIVE ESSAY



Descriptive Writing Techniques

A descriptive essay gives a vivid, detailed description of something generally a place or object, but possibly something more abstract like an emotion. This type of essay, like the narrative essay, is more creative than most academic writing.

Descriptive essays test your ability to use language in an original and creative way, to convey to the reader a memorable image of whatever you are describing. They are commonly assigned as writing exercises at high school and in composition classes.

Descriptive essay topics When you are assigned a descriptive essay, you'll normally be given a specific prompt or choice of prompts. They will often ask you to describe something from your own experience.

- Personal descriptive essay prompts
- Describe a place you love to spend time in.
- Describe an object that has sentimental value for you.

You might also be asked to describe something outside your own experience, in which case you'll have to use your imagination.

Imaginative descriptive essay prompts

- Describe the experience of a soldier in the trenches of World War I.
- Describe what it might be like to live on another planet.
- Sometimes you'll be asked to describe something more abstract, like an emotion.

Conceptual descriptive essay prompts. Describe the feeling of envy.

If you're not given a specific prompt, try to think of something you feel confident describing in detail. Think of objects and places you know well, that provoke specific feelings or sensations, and that you can describe in an interesting way.

Tips for writing descriptively

The key to writing an effective descriptive essay is to find ways of bringing your subject to life for the reader. You're not limited to providing a literal description as you would be in more formal essay types.

Make use of figurative language, sensory details, and strong word choices to create a memorable description.

Use figurative language

Figurative language consists of devices like metaphor and simile that use words in non-literal ways to create a memorable effect. This is essential in a descriptive essay; it's what gives your writing its creative edge and makes your description unique.

Take the following description of a park.

Literal description. There are patches of woodland in the park.

This tells us something about the place, but it's a bit too literal and not likely to be memorable.

If we want to make the description more likely to stick in the reader's mind, we can use some figurative language.

Figurative description. Small groves are dotted across the face of the park like a patchy beard.

Here we have used a simile to compare the park to a face and the trees to facial hair. This is memorable because it's not what the reader expects; it makes them look at the park from a different angle.

You don't have to fill every sentence with figurative language, but using these devices in an original way at various points throughout your essay will keep the reader engaged and convey your unique perspective on your subject.

Use your senses

Another key aspect of descriptive writing is the use of sensory details. This means referring not only to what something looks like, but also to smell, sound, touch, and taste.

Sensory details! feel the bonfire's heat on my face, and smell the rich smoke filling the air.

Obviously not all senses will apply to every subject, but it's always a good idea to explore what's interesting about your subject beyond just what it looks like.

Even when your subject is more abstract, you might find a way to incorporate the senses more metaphorically, as in this descriptive essay about fear.

Sensory details used metaphorically. Fear is the smell of sweat, and the feeling you can't breathe.

Choose the right words

Writing descriptively involves choosing your words carefully. The use of effective adjectives is important, but so is your choice of adverbs, verbs, and even nouns.

It's easy to end up using clichéd phrases "cold as ice," "free as a bird" but try to reflect further and make more precise, original word choices. Cliches provide conventional ways of describing things, but they don't tell the reader anything about your unique perspective on what you're describing.

Try looking over your sentences to find places where a different word would convey your impression more precisely or vividly. Using a thesaurus can help you find alternative word choices.

My cat runs across the garden quickly and jumps onto the fence to watch it from above.

My cat crosses the garden nimbly and leaps onto the fence to survey it from above.

However, exercise care in your choices; don't just look for the most impressive looking synonym you can find for every word. Overuse of a thesaurus can result in ridiculous sentences like this one:

My feline perambulates the allotment proficiently and cuspers atop the palisade to regard it from aloft.

Receive feedback on language, structure and layout

Professional editors proofread and edit your paper by focusing on:

- Academic style
- Vague sentences
- Grammar
- Style consistency

Descriptive essay example

An example of a short descriptive essay, written in response to the prompt "Describe a place you love to spend time in," is shown below.

Hover over different parts of the text to see how a descriptive essay works.

Conclusion

This paragraph concludes the essay by emphasizing the author's feeling of peace. The third sentence introduces a contrast with the previous two (the rule of three again) to stress the author's endless curiosity about the garden.

Descriptive essay example

On Sunday afternoons I like to spend my time in the garden behind my house. The garden is narrow but long, a corridor of green extending from the back of the house, and I sit on a lawn chair at the far end to read and relax. I am in my small peaceful paradise: the shade of the tree, the feel of the grass on my feet, the gentle activity of the fish in the pond beside me.

My cat crosses the garden nimbly and leaps onto the fence to survey it from above. From his perch he can watch over his little kingdom and keep an eye on the

neighbours. He does this until the barking of next door's dog scares him from his post and he bolts for the cat flap to govern from the safety of the kitchen.

With that, I am left alone with the fish, whose whole world is the pond by my feet. The fish explore the pond every day as if for the first time, prodding and inspecting every stone. I sometimes feel the same about sitting here in the garden; I know the place better than anyone, but whenever I return I still feel compelled to pay attention to all its details and novelties a new bird perched in the tree, the growth of the grass, and the movement of the insects it shelters...

Sitting out in the garden, I feel serene. I feel at home. And yet I always feel there is more to discover. The bounds of my garden may be small, but there is a whole world contained within it, and it is one I will never get tired of inhabiting.

Home assignment

Write a Descriptive essay on the free topic.

Word limitation: 150-250 words.

LESSON 43. INNOVATION IN BUSINESS

Read a blog post about being innovative in business to practice and improve your reading skills.

Before reading

Do the preparation task first. Then read the text and do the exercises.

Preparation task

EXERCISE 1.

Match the definitions (a-h) with the vocabulary (1-8).

Vocabulary	Definition
1.profits	a. Using new ideas or ways of doing things
2.innovative	b. To look at something again to change it if necessary
3.demand	c. Research and development, the part of a business that develops or improves its products
4.toreview	d. Money that is made by a business after all the costs are paid
5.feedback	e. A need for something to be sold or provided
6.R&D	f. To direct a product a tap articular person or group
7.totarget	g. To know that something exists
8.tobewareof	

- h. Information about people's opinions of something that can be used to improve it

Reading text: **What does to be innovative in business mean?**

In order for a business to survive in today's world, it is important that we regularly review what we are doing and how we are doing it. By considering new ideas and new ways of doing things, and trying to innovate, we can improve on our products / services, increase sales, reduce costs and make our processes more effective and efficient. Innovation is key to increasing profits.

There are several ways a company can be innovative with their products and services. Today we will look at four of them.

Using the latest technology to improve your product / service

When we think of innovation, we often think of new technologies. While they might be impressive, we should not use new technologies just because they are available. It is important to consider how the technology can improve our product service and make a difference to our customer. Companies that produce cars, toiletries, household appliances, etc. often have a large R&D department to work on making their products better.

Responding to customer demands by changing what is on offer

By listening to customer feedback, we can get their opinions on how we are doing and find out about what it is that they want. We also need to be aware of changes in customer demands and keep up with the times. When fast food restaurant McDonald's realized that the market wanted healthier choices, they introduced fruit and salads, while removing the 'super-size' option from their menus.

Offering a new product/service to reach new customers

Your business might be doing well, but there is no growth or development and there is a risk that your competitors might take away some of your customers. Innovation sometimes means developing a new product that targets a different market. Although video games were often played by boys, in 2006, video games giant Nintendo introduced the game console Nintendo Wii, successfully targeting girls and older customers with games like Cooking Mama and Brain Training.

Changing the way you provide a service

By looking at the changes to the customer's lifestyle and needs, we sometimes realize that there might be better ways to serve them. Customers who do not have a lot of time might prefer to have their food or their shopping delivered to their homes, or they might like to do their banking online rather than in an actual bank.

Not all innovation will bring success to our businesses, but it can give us the opportunity to grow and learn more about what we do and what our customers might want.

EXERCISE 2.

Complete the text with words from the box.

Aware	Recent	Innovative	Customers
Convenient	Development	Better	Demands

We need to introduce (1)..... ideas and ways of doing things so that we can improve and grow. One way of doing this is to look at the most(2).....

Technologies and see how they can make our products or services (3) Some companies have a research and(4) department that specializes in this.

Another way is to be(5)..... of changes in what our customers want and make sure we offer products or services that meet their(6)..... A third way of introducing innovation is to develop new products that can help you target new(7)..... You can also change the way your service is offered to make it more(8)..... for your customers.

Discussion

What are some of the latest innovations in the products/services that you use?

LESSON 44. WORKING WITH PARAGRAPHS: TOPIC SENTENCES AND CONTROLLING IDEAS

The well-developed paragraph almost always has a topic sentence. In this chapter, you will learn how to recognize and generate your own strong topic sentences. The following skills are covered:

CHAPTER OBJECTIVES:

- identifying the characteristics of an acceptable paragraph
- finding the topic sentence of a paragraph
- distinguishing between a topic sentence and a title
- finding the topic in a topic sentence
- finding the controlling idea of a topic sentence

- choosing controlling ideas
- writing topic sentences

WHAT IS A PARAGRAPH?

A *paragraph* is a group of sentences that develops one main idea. A paragraph may stand by itself as a complete piece of writing, or it may be a section of a longer piece of writing, such as an essay.

No single rule can prescribe how long a paragraph should be, but a paragraph that is too short can make a reader think that some basic information is missing. On the other hand, a paragraph that is too long will likely make a reader lose interest. An effective paragraph must be long enough to develop the main idea the writer is expressing, usually six or seven sentences in length, but no more than ten or twelve sentences. While it is true that newspapers or magazines take liberties with the paragraph form and often have paragraphs as short as a single sentence, a well-developed piece of writing will seldom present a single sentence as a paragraph (unless the sentence is a piece of dialogue). Before you begin writing and printing out your own paragraphs, your instructor may want you to demonstrate your ability to work with the computer. You may need to show your ability to set margins, to double space the text, and to paginate. Your instructor will also explain other specific information needed for turning in written assignments (such as your name, the class, and the date of submission). This information may be placed on a separate title page. Standard paragraph form will require consistent margins, an indented first sentence, a capitalized word at the beginning of each sentence, and correct punctuation to end each complete sentence. These are the basic requirements that all students must be able to meet in order to do college-level work. While you are studying in college, you will need to become comfortable using a computer, so take this opportunity to learn new word processing skills. For example, if you have never paginated a paper before or you have never used the spell-check option, explore these features. Find something new to learn. Because jobs for your generation will demand computer literacy, you will need to have an enthusiastic attitude about learning new skills on the computer.

EXERCISE 1. Standard Paragraph Form

Type the following sentences into a standard paragraph. Follow your instructor's requirements for margins and spacing. Then print out your work, being sure to check the page for typos and other errors.

1. The local high school became a haven for disaster victims.
2. In the large basement, thirty families huddled in little groups of four or five.
3. Volunteer workers were busy carrying in boxes of clothing and blankets.

4. Two Red Cross women stood at a long table sorting through boxes to find sweaters and blankets for the shivering flood victims.
5. One heavy set man in a red woolen hunting jacket stirred a huge pot of soup.
6. Men and women with tired faces sipped their steaming coffee and wondered if they would ever see their homes again.
7. Outside, the down pour continued.

WHAT IS A TOPIC SENTENCE?

A *topic sentence* states the main idea of a paragraph. It is the most general sentence of the paragraph. All the other sentences serve to explain, describe, extend, or support this main idea sentence.

Most paragraphs you read will begin with the topic sentence. However, some topic sentences come in the middle of the paragraph; others come at the end. Some paragraphs have no stated topic sentence at all; in those cases, the main idea is implied. Students are usually advised to use topic sentences in all their work to be certain that the writing has a focus and develops a single idea at a time. Whether the task is an essay exam in a history course, a research paper for a sociology course, or an essay in a composition course, thoughtful use of topic sentences will always bring better results. Good topic sentences help both the writer and the reader think, clearly about the main points. Below are two paragraphs. Each paragraph makes a separate point, which is stated in its topic sentence. In both of these paragraphs, the topic sentence happens to be first. Read the paragraphs and notice how the topic sentence is the most general sentence; it states the main idea of each paragraph. The other sentences explain, describe, extend, or support the topic sentence.

I went through a difficult period after my father died. I was moody and sullen at home. I spent most of the time in my bedroom listening to music on the radio, which made me feel even worse. I stopped playing soccer after school with my friends. My grades in school went down. I lost my appetite and seemed to get into arguments with everybody. My mom began to look worried, but I couldn't bring myself to participate in an activity with any spirit. It seemed life had lost its joy for me. Fortunately, something happened that spring that brought me out of my depression. My uncle, who had been disabled while serving in the army, came to live with us. I learned many years later that my mother had asked him to come and live with us in the hope that he could bring me out of myself. I, on the other hand, was told that it was my responsibility to help my uncle feel at home. My mother's plan worked. My uncle and I were both lonely people. A friendship began that was to change both our lives for the better.

EXERCISE 2. Finding the Topic Sentence of a Paragraph

Each of the following five paragraphs contains a topic sentence that states the main idea of the paragraph. Find the sentence that best states the main idea and underline it. Keep in mind that the topic sentence will not always be the first sentence of the paragraph.

1. Mountains of disposable diapers are thrown into garbage cans every day. Tons of yogurt containers, soda cans, and other plastic items are discarded without so much as a stomp to flatten them out. If the old Chevy is not worth fixing, tow it off to sit with thousands of others on acres of fenced-in junkyards. Radios, televisions, and toasters get the same treatment because it is easier and often less expensive to buy a new product than to fix the old one. Who wants a comfortable old sweater if a new one can be bought on sale? No thought is given to the fact that the new one will look like the old one after two or three washings. We are the great "Let's junk it" society! Anyone who has been in the hospital with a serious illness can tell you that the sight of a good nurse is the most beautiful sight in the world. Today, the hospital nurse has one of the hardest jobs of all. Although a doctor may direct the care and treatment of a patient, it is the nurse who must see to it that the care and treatment are carried out. A nurse must pay attention to everything, from the condition of the hospital bed to the scheduling of medication throughout the day and night. In addition to following a doctor's orders for the day, the nurse must respond to whatever the patient might need at any given moment. A sudden emergency requires the nurse to make an immediate judgment: can the situation be handled with or without the doctor being called in? More recently, nurses have become increasingly burdened by paperwork and other administrative duties. Many people worry that the increasing demands on nurses will take them away from what they do best, namely, taking care of people on a one-to-one basis. Anything can happen at a county agricultural fair. It is the perfect human occasion, the harvest of the fields and of the emotions. To the fair come the man and his cow, the boy and his girl, the wife and her green tomato pickles, each anticipating victory and the excitement of being separated from his or her money by familiar devices. It is at a fair that a man can be drunk forever on liquor, love, or fights; at a fair that your front pocket can be picked by a

troutling horse looking for sugar, and your hind pocket by a thief looking for his fortune.

This was one of the worst situations I had ever been in. There was a tube in my nose that went all the way to the pit of my stomach. I was being fed intravenously, and there was a drain in my side. Everybody came to visit me, mainly out of curiosity. The girls were all anxious to know where I had gotten shot. They had heard all kinds of tales about where the bullet struck. The bolder ones wouldn't even bother to ask; they just snatched the cover off me and looked for themselves. In a few days, the word got around that I was in one piece.

Many people go to the grocery store without much thought. Once there, they become victims to clever product placement. In order to shop wisely, several basic rules should be kept in mind. First, the wise shopper should make a list. This will keep a focus on the person's needs, not wants. Grocery stores purposely place tempting items such as candy and magazines near the checkout counters; these are things that are not basic needs on anyone's list. A person who sticks to the list will save a substantial amount of money within a few months. Secondly, the shopper should avoid deals and convenience stores where the markups tend to be higher than in the large grocery chains. Next, buying store brands can result in big savings. In many cases, these store brands are of the same quality as the higher priced brands. Of course, we all know we should clip coupons, but be careful not to buy items that are not really necessary. Sometimes a store brand is still cheaper than the more expensive item even after the coupon amount has been deducted. Some people claim they can save by buying in bulk. They might buy a bushel of apples or 40 pounds of potatoes. However, if the food spoils before you can eat it, this may be a big mistake. It is true that a bargain is not always a bargain.

EXERCISE 3. Finding the Topic Sentence of a Paragraph

Each of the following five paragraphs contains a topic sentence that states the main idea of the paragraph. Find the sentence that best states the main idea and underline it. Keep in mind that the topic sentence will not always be the first sentence of the paragraph.

Last evening at a party, a complete stranger asked me, "Are you a Libra?" Astrology is enjoying increasing popularity all across the United States. My wife hurries every morning to read her horoscope in the paper. At the local stores, cards, books, T-shirts, and other useless astrological products bring fat profits to those who have manufactured them. Even some public

officials, like the British royal family, are known to consider the "science" of astrology before scheduling an important event.

Participating in fund raising walks and runs can raise needed research money for good causes, such as cures for multiple sclerosis or breast cancer. Donating used clothing to organizations like the Salvation Army is better than having closets full of clothes you never wear. It only takes an hour to donate blood, and this one hour of your time may save someone's life. Volunteers are badly needed at animal shelters and food pantries. What about volunteering to tutor a child or take an elderly person to medical appointments? Anyone with a caring heart can find some time in the week to make a difference in another person's life. When we remember something, our brain uses more than one method to store the information. Short-term memory helps recall recent events; long-term memory brings back items that are further in the past; and deep retrieval gives access to long-buried information that is sometimes difficult to recall. Whether these processes are chemical or electrical, we do not yet know, and much research remains to be done before we can say with any certainty. The brain is one of the most remarkable organs, a part of the body that we have only begun to investigate. It will be years before we even begin to understand all its complex processes.

Some of the homes were small with white washed walls and thatched roofs. We were eager to see how they were furnished. The living rooms were simple, often with only a plain wooden table and some chairs. The tiny bedrooms usually had room for only a single bed and a small table. Occasionally, a bedroom would be large enough to have a stove made of richly decorated tiles. Visiting these houses was an experience that would always stay in our memory. All of the windows held boxes for flowers so that even in the dark of winter there was the promise of a blaze of colors in the spring.

Advertisements that claim you can lose five pounds overnight are not to be trusted. Nor are claims that your luck will change if you send money to a certain post office box in a distant state. You should also avoid chain letters you receive in the mail that promise you large amounts of money if you will cooperate and keep the chain going. Many people are suspicious of the well publicized million dollar give away promotions that seem to offer enormous cash prizes, even if you do not try the company's product. We should always be suspicious of offers that promise us something for little or no effort or money.

EXERCISE 4. Finding the Topic Sentence of a Paragraph

The topic sentence is missing in each of the following four paragraphs. Read

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each paragraph carefully and circle the letter of the best topic sentence for that paragraph.

I would probably have lived my entire existence within a one-mile radius of where I was born. I would undoubtedly have married a woman of my identical religious, socioeconomic, and cultural background. I would almost certainly have become a medical doctor, an engineer, or a software programmer. I would have socialized within my ethnic community and had cordial relations, but few friends, outside that group. I would have a whole set of opinions that could be predicted in advance; indeed, they would not be very different from what my father believed, or his father before him.

- a. If I had remained in India, my destiny would to a large degree have been predictable.
- b. If I had remained in India, I would have been very happy living in the neighborhood where I grew up.
- c. If I had remained in India, I would have married someone very like my own mother.
- d. If I had remained in India, I would have had an excellent education.

It is not that poor people in the Third World don't work hard. On the contrary, they labor incessantly and endure hardships that are almost unimaginable to people in the West. In the villages of Asia and Africa, for example, a common sight is a farmer beating a pickaxe into the ground, women wobbling under heavy loads, children carrying stones. These people are performing very hard labor, but they are getting no where. The best they can hope for is to survive for another day. Their clothes are tattered, their teeth are rotted, and disease and death constantly loom over their horizon.

- a. Poor people from the Third World live in small villages in Asia and Africa.
- b. The lives of many poor people in the Third World are defined by an ongoing struggle to exist.
- c. Disease is a constant threat to poor people in the Third World.
- d. Poor people in the Third World work constantly.

The roads are not properly paved. The water is not safe to drink. Pollution in the cities has reached hazardous levels. Public transportation is overcrowded and unreliable. There is a two-year waiting period to get a telephone. Government officials, who are very poorly paid, are inevitably corrupt, which

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means that you must pay bribes on a regular basis to get things done. Most important, there are limited prospects for the children's future.

- a. It is difficult to live in a Third World country where corruption is so widespread.
- b. Everyday life in the Third World is filled with hardships for everyone.
- c. Only the very poor in the Third World suffer; the Upper and Middle Classes live an easy life.
- d. Governments in the Third World do not care about the common people.

Let me illustrate with the example of my sister, who got married several years ago. My parents began the process by conducting a comprehensive survey of all the eligible families in our neighborhood. First they examined primary criteria such as religion, socioeconomic position, and educational background. Then my parents investigated subtler issues: the social reputation of the family, reports of a lunatic uncle, the character of the son, and so on. Finally my parents were down to a dozen or so eligible families, and they were invited to our house for dinner with suspicious regularity. My sister was "free to choose." My sister knew about, and accepted, the arrangement; she is now happily married with two children. I am not quarreling with the outcome.

- a. Children in India are free to choose the person they want to marry.
- b. In India, the reputation of the family into which you are married is very important.
- c. A person's future in India is largely determined by the parents.
- d. In all cultures, parents want their children to marry for love.

DISTINGUISHING A TOPIC SENTENCE FROM A TITLE

The topic sentence works like a title by announcing to the reader what the paragraph is about. However, keep in mind that the title of an essay or book is usually a single word or short phrase, whereas the topic sentence of a paragraph must *always* be a complete sentence.

Title: Backpacking in the mountains

Topic sentence: Backpacking in the mountains last year was an extra using experience.

Title: The stress of college registration

Topic sentence: College registration can be stressful.

FINDING THE TOPIC IN A TOPIC SENTENCE

To find the topic in a topic sentence, ask yourself what subject the writer is going to discuss. In the first sentence that follows, the topic is underlined. Underline the topic in the second example.

Working Together

EXPLORING CONTROLLING IDEAS: A PERSON'S LIFESTYLE

In developing a topic into a paragraph, a writer can choose from an endless number of controlling ideas. Student writers are often surprised by another writer's approach to a given topic. We will explore some of these approaches as we brainstorm for different controlling ideas on the following topic: a person's lifestyle. The controlling idea in the following topic sentence uses *comparison or contrast* as a method of development. It contrasts the writer's lifestyle with his or her parents' lifestyle.

Divide into groups. Each group should prepare a list of possible controlling ideas for a paragraph or essay on the topic of *a person's lifestyle*. Each person in the group should contribute two controlling ideas. Then come together as a class and share the controlling ideas with each other. (If possible, write them on a board for all to see.) When all the groups have shared their lists, the following questions should be answered:

1. How many different controlling ideas have emerged from the work of all the groups?
2. How many methods of development (*description, example, narration, process, classification, cause and effect, definition, comparison and contrast, or argument*) are represented in the several controlling ideas generated by the groups in the class?

PORTFOLIO SUGGESTION

Each student in the class should copy a complete list of controlling ideas developed by the class. Organize the ideas into groups according to the most obvious method of development. Save this list in your portfolio as a reminder of the ways you could develop your own thinking on a given topic. Put a check mark beside the controlling ideas that you would consider for your own writing. Your instructor may ask you to write a paragraph or essay using the controlling idea that is most interesting to you.

LESSON 45. MOVING FROM THE PARAGRAPH TO THE ESSAY

WHAT IS A COLLEGE ESSAY?

Steps to Writing an Essay

Follow these 7 steps for the best results:

1. Read and understand the prompt: Know exactly what is being asked of you. It's a good idea to dissect the prompt into parts.
2. Plan: Brainstorming and organizing your ideas will make your life much easier when you go to write your essay. It's a good idea to make a web of your ideas and supporting details.
3. Use and cite sources: Do your research. Use quotes and paraphrase from your sources, but NEVER plagiarize.
4. Write a Draft: Ernest Hemingway once said, "The first draft of anything is always crap." While the truth behind this statement is debatable, drafts are always a good place to get any of your "crappy" ideas out of the way and are often required by professors and instructors.
5. Make a strong thesis: The thesis (main argument) of the essay is the most important thing you'll write. Make it a strong point.
6. Respond to the prompt: Once you have worked out any kinks in your draft, you can start writing the final draft of your essay.
7. Proofread: Read your response carefully to make sure that there are no mistakes and that you didn't miss anything.

A *college essay* is a piece of writing that develops a topic in five or more paragraphs, including an introductory paragraph that states the thesis, three or more supporting paragraphs that develop the topic, and a concluding paragraph.

WHAT IS A THESIS STATEMENT?

Practice

Read each of the following statements. If the statement is a thesis, mark *TH* on the blank line. If the statement is a title, mark *T*. If the statement is a fact, mark *F*.

- 1. In the United States, kindergarten is not compulsory.
- 2. Children should begin learning to read in kindergarten.
- 3. Putting a child into kindergarten before he or she is ready can have several unfortunate effects on that child.
- 4. Learning to read in kindergarten
- 5. In some European countries, children do not begin formal schooling until the age of seven.

Recognizing a Thesis Statement

Identify each of the following as a title (*T*), a thesis (*TH*), or a fact (*F*).

1. It is estimated that two hundred grizzly bears live in Yellowstone National Park.

2. The survival of grizzly bears in our country should be a top priority.
3. When bears are young cubs, there are twice as many males as females.
4. Only about 60 percent of bear cubs survive the first few years of life.
5. Bears, aprecious natural resource
6. The average lifespan of a bear today is only five or six years.
7. The sad plight of the American grizzly bear
8. Five actions need to be taken to save the grizzly bear from extinction.
9. To save the grizzly bear, we need laws from Congress, the cooperation of hunters and campers, and an educated general public.
10. A decision to save the grizzly bear

CREATING AN EFFECTIVE THESIS STATEMENT

NARROWING THE SCOPE OF THE TOPIC

Student writing suffers when the chosen topic is too general. A good writer must recognize when the topic needs to be narrowed or qualified so that the material will fit the length of an essay (which is often only a few paragraphs long) and also fit the writer's knowledge and experience. Consider the following example:

General topic: Swimming

A writer decides to write something about swimming, but the topic *swimming* seems too general for an interesting essay, so the writer thinks about how to limit or qualify that topic.

To *limit the topic*, the writer chooses a different term that covers a smaller part of the topic and thus narrows the scope.

Limited topic: Floating

To *qualify the topic*, the writer adds a descriptive word or phrase to the general topic. This change will also result in narrowing the scope of the topic.

Qualified topic:

Swimming two hours a week

Building the Thesis Statement: Limiting or Qualify in the Topic

Below are four topics. For each one, show how a writer could narrow the scope by either limiting the topic or qualify in the topic. An example is done for you.

General topic: Dentistry Limited topic: *Orthodontics*

(changes the general term to a more narrowed focus)

Qualified topic: Preventive dentistry

(adds a descriptive word that narrows the focus)

1. Language

Limited topic _____

qualified topic _____

2. Illness

Limited topic _____

qualified topic _____

3. Games

Limited topic _____

qualified topic _____

4. Vacations

Limited topic _____

qualified topic _____

CHOOSING A CONTROLLING IDEA THAT CAN BE SUPPORTED

The controlling idea is what you want to show or prove about your topic. It is your point of view. A controlling idea must be something you can defend. Often this controlling idea is expressed by an adjective such as beneficial, difficult, or unfair. The writer who narrowed the scope of the topic swimming to either floating or swimming two hours a week may have chosen the following italicized words as the controlling ideas for an essay.

Topic:

Swimming

Narrowed topic:

Possible thesis statement:

the age of twenty was a

terrifying experience.

Qualified topic:

two

Possible thesis statement:

hours a week can dramatically change a person's health.

Building the Thesis Statement: Adding the Controlling Idea

Each of the following topics has been limited or qualified. In each case, provide a possible controlling idea.

PLANNING FOR THE STRATEGY OF DEVELOPMENT

Sometimes the strategy of development is included in the thesis statement. There a de recognizes the strategy by the use of specific words that signal the strategy:

Description (sight, sound, taste, advantages, disadvantages smell, touch) causes, effects, reasons, why example, anecdote definition, meaning, analysis classify, groups, types, kinds persuasion, argument comparison, contrast process, steps, stages, how to

The Thesis Statement: Adding the Strategy of Development

In each of the following thesis statements, underline the topic, circle the controlling idea, and indicate on the line provided what you believe will be the strategy of development.

1. The effects of gambling are disastrous. Strategy of Development: Learning how to do your own tax return can be frustrating. Strategy of Development:
2. The sight of our neighborhood park is dismaying. Strategy of Development:
3. The meaning of the term *patriotism* is often controversial. Strategy of Development:

Composing the Thesis Statement

For each of the three general topics given, compose a thesis sentence by (a) limiting or qualifying the general topic, (b) choosing a controlling idea that could be supported, (c) indicating a strategy of development. An example is done for you.

- General Topic: Community Services
- Qualified topic: Community Services for Senior Citizens in Ann Arbor, Michigan
- Controlling idea: Explain the different types of services available.
- Strategy of development: Classification
- Thesis Statement: The community services available to senior citizens in Ann Arbor, Michigan, can be classified in to three major groups: services to deal with health, housing, and leisure.

An introductory paragraph is the first paragraph of an essay. It has one main purpose, and that is to make its readers eager to read more. In most essays, this introductory paragraph contains a thesis sentence.

LESSONS 46. ARGUMENTATIVE ESSAY (FOR AND AGAINST)

Teacher's note

AS A RESULT:

An important point to recall is that when writing to an argumentative essay, your reader may not agree with you.

- Writing to persuade is, therefore, more challenging and more imposing than many other types of writing.
- Your goal may be to change your readers' minds or move them to action.
- Your goal may be to sell a program, defend an idea, or disprove an opponent.
- In all these instances, you should consider writing to persuade as an important method for shaping your environment toward your vision of reality.

PLANNING/ORGANIZING THE ARGUMENTATIVE ESSAY

When you are planning the argumentative essay, be aware that the essay should contain the following characteristics:

1. The argumentative essay should introduce and explain the issue or case. The reader needs to understand what the issue is going to be argued.
2. The essay should offer reasons and support for those reasons. In other words, the essay should prove its point.
3. The essay should refute opposing arguments. (refute: to prove wrong by argument or to show that something is invalid/untrue/illogical)

ORGANIZATION OF AN ARGUMENTATIVE ESSAY

1. **Introduction.** You can first introduce the problem and give background information necessary for the argument and the thesis
2. **Reasons.** It is usually a good idea to spend one paragraph for each reason. Two or three reasons are typical.
3. **Refutation.** Depending on the points the writer wants to make, one or two paragraphs are typical.
4. **Conclusion.**

OUTLINE OF AN ARGUMENTATIVE ESSAY INTRODUCTION

Introduction: Background about the topic

Thesis statement:

BODY

- I. Pro(for/in support of) argument: (weakest argument that supports your opinion)
- II. Pro(for/in support of) argument: (stronger argument that supports your opinion)
- III. Pro(for/in support of) argument: (strongest argument that supports your opinion)
- IV. Con (against/negative): (Counter/oppose arguments and your refutation)

CONCLUSION

Summary, solution, prediction, or recommendation

USEFUL TIPS FOR ARGUMENTATIVE ESSAYS

To write well developed paragraphs:

- Avoid strong feelings (don't say: nobody does this, or it is impossible to disagree with me)

- Use generalizations (e.g. people say/believe/consider)
- Do not use generalization (e.g. everybody believes that....)
- Do not use strong personal expressions (e.g. I think)
- Use linking words (e.g. therefore, although, however etc.)
- Use sequencing (e.g. firstly, secondly, lastly)
- Make reference to other sources (e.g. The government claims that...)
- Give examples – not personal thoughts (e.g. products such as sprayer can destroy the environment)
- Give up banal introductions. Write something more original (Don't write:

This topic has been important since ancient times. When? Too vague unclear)

The Right to Die

A difficult problem that is facing society is euthanasia, another word for mercy killing. Thousands of young people are mortally ill because of incurable disease. They are all kept alive in artificial ways. They have no chance to recover completely, but most of the legal systems do not allow doctors to end their lives. However, fatally ill patients should be allowed to die for several reasons.

The first reason is that medical costs are very high. The cost of a hospital room can be as much as a hundred dollars per day and even more. The costs of medicines and medical tests are also high. The family of the patient is responsible for these expenses. Consequently, they would be a terrible financial burden for them for a long time. The second reason is that the family suffers. The nurses can only give the terminally ill patient minimum care. The family must spend time to care for the special needs of their loved one. They should talk, touch, and hold the patient even though he or she may be in a coma. For example, Karen Quinlan's parents visited her every day even though she was unable to speak or to see. Also, it is very difficult to watch a loved one in a coma because his or her condition does not improve.

The third and most important reason is that the patients have no chance of recovery. They can never lead normal lives and must be kept alive by life – support machines. They may need a machine to breathe and a feeding tube to take in food. They are more dead than alive and will never get better. For example, in 1975, Karen Quinlan became unconscious after she swallowed some drugs and drank alcohol. She was kept alive by machines. Her parents knew that her body and brain would never be normal. Therefore, they asked the court to allow their daughter to die. The judge agreed, and Karen's breathing machine was turned off. She was able to breathe on her own, but she died nine years later in June of 1985.

In conclusion, because terminally ill patients have no chance to live normal lives, they should be allowed to die with dignity. Therefore, the family should have the right to ask to turn off the life-support machines or to stop further medical treatment. (397 words) (dignity: self-respect, pride)

1. Underline the thesis statement.
2. Underline the topic sentences that give reasons.
3. Circle the transition signals
4. What words begin each of the topic sentences?
5. What is euthanasia?

6. What would be a terrible financial burden for the family? (burden: problem)

How does the family suffer?

7. Which sentence expresses the writer's opinion about the right to die?

8. Do you agree with the writer's argument? Why or Why not?

Case study 2.

1. Read the article below, which gives a different opinion. It is only in draft form, and there grammatical errors. Correct them.

2. Does the writer put forward a logical argument for his opinion? What is it? Which opinion do you agree with most?

Genetic Science

Some of the most exciting progress in the science has happen in field of genetics. It is now possible to grow plants who do not get diseases, and to breed cows which produce more milk. The scientists can even create new types of animals.

In my opinion, these development are very good news. In the first place, doctors will soon be able to use the genetic engineering to help fighting disease. They can tell you if there is a medical problem in your family which it could be passed on to your children. Hopefully, he may then be able to alter the genes and cure disease. This is particularly important on poor countries where people starve if the harvest will be bad. Finally, farmers can breed animals who produce more food, and are therefore more profitably.

People sometimes argues that genetic engineering should be stop. They think scientific advance is 'unnatural'. However, I believe that scientists and doctors can trusted to use this knowledge responsibly. After all, peoples protested about things

like transplant surgery at the past but most people are in favour now. I feel sure that, in the future, genetic engineering is of enormous benefit to us of all.

Breed; raise; bring up; produce

LESSON 47. MAGAZINE ARTICLE: THE HISTORY OF TELEVISION

The History of Television

Television is one of our world's most important means of communication. It shows us information programs, like the news, documentaries, and sports events. We can watch films, listen to interviews and hear the sounds of events that happen far away. Television teaches us about countries and cultures and we can enjoy entertainment, like series, comedies, game shows or sitcoms. A television set can be used for other things as well. You can record shows and films for later viewing, play video games, watch DVDs, or even browse the Internet. There are basically two types of TV broadcasters. Commercial TV stations are owned privately. They get their money by selling advertising time. In America, for example, where commercial television has been dominant since the beginning, TV stations broadcast commercials every ten minutes. Commercial TV focuses on entertainment, like soap operas, dramas, game shows and reality television. Many of them have their own talk shows, where guests appear and discuss certain topics. Most commercial TV stations offer short news summaries of the day's events. Public television stations are owned either by the government or by non-profit organizations. They get their money by collecting fees from their viewers. But they have commercials as well. These stations offer their viewers a wide range of programs documentaries, current affairs programs, cultural and other information programs. They show opera performances, concerts and other big events. In Europe, for example, state owned TV stations have had a monopoly for many decades. At the beginning of the 1980s commercial TV stations got started in Germany and other countries across the continent. The first experiments with television broadcasting were conducted in the 1920s and 1930s in Great Britain and the United States. By the early 1950s television programs could be received throughout America. By 1960 television was so widespread that millions watched the first TV debate in history between Richard Nixon and John F. Kennedy, a major broadcasting event. While the first TV sets were black and white color television

was introduced in the early 1950s. During the 50s and 60s the demand for TV sets was at its greatest.

Impact of television

Television has been influencing our lives since it was developed over 80 years ago. It is an important way of spending our free time and shapes people's opinions about various issues.

Television has a big impact on the way we spend our free time. It probably affects younger people more than adults, as they watch more TV. Critics of television claim that TV takes away too much of our free time so that we lack time for other activities like family conversations, reading, getting exercise etc. It also shows us a world that is not real. Television often encourages us to think that the world is more violent than it really is. Through TV we perceive the glamorous life of people and believe that they are better off than we are.

Television contributes to our education and knowledge. Documentaries and information programs give us insight on nature, our environment and political events.

Television has a huge impact on politics. In election years, discussions, speeches and campaign news of candidates are broadcast almost every day. Political parties buy TV time to present their views and bring ideas to the audience. Sports attract the biggest audiences on television. TV stations pay enormous amounts of money to broadcast big sport events, like the Super Bowl, Olympic Games, or professional basketball, football and baseball. Because of television some sports have gained popularity and more and more people engage in TV.

EXERCISE 1. Fill in the correct words. There are TWO extra words you will not need!

advertising - audience - broadcasting - coverage - debate - entertainment - monopoly - networks - popular - public - source - war

Great Britain and America were the first countries to experiment with television in the 1930s and 40s. The three big American TV ABC, CBS and ABC were founded after World War II. They brought television to a growing audience in the 1950s. Television became the major source of information. In 1960 the first TV debate in history was broadcast between Richard Nixon and John F. Kennedy. Television also influenced the way people thought about the war in Vietnam. In the 1980s the audience of America's big TV stations was broken. New networks started advertising news, sports and music around the clock. CNN, an all news

network, became famous for its _____ of the Gulf War. In the last decade TV channels focused on _____ programs and reality shows. Among the most _____ are *Who Wants To Be A Millionaire* and *Survivor*.

EXERCISE 2. Cards with questions.

Answer the questions.

1. What kinds of reading do you usually do in your mother tongue?
2. Do you understand every word you read when reading a novel?
3. Do you read every word in the TV schedule?
4. How much time do you spend reading the newspaper? Do you read every single word? What kind of assumptions do you make when you read the first few lines, or a headline? (i.e. Once upon a time...)
5. How much time do you spend reading the various types of materials?
6. What kinds of reading styles do you know?
7. What style of reading do you usually use when reading any kind of material?

Case study 2

You as an English language learner wanted to know much about English TV shows. You searched for some information and came across the following text. Read the article below: first evaluate and give your opinion about the text, whether it is informative and worth reading. Then compare and contrast with our national TV programs. Try to find differences and similarities and present your own general brief description.

English TV Shows There are some fantastic TV shows produced in England every single day of the week. Various genres are covered, from soaps to documentaries, reality TV shows to quiz and gaming shows, dramas to music shows, cookery shows to current affairs ... you name it, English TV has it covered. Whether you are seeking something comical, something moving, something gripping, real life stories, or informational viewing, you will find what you are looking for amongst the vast selection of English TV shows. Many shows allow viewers to see different regions of England, set in famous cities such as London, Liverpool, Manchester, and Chester. There are those set in rural areas, like the *Yorkshire Dales*. There are those that follow certain themes all around the country. You can also hear a terrific range of English accents and dialects. There are also shows aimed at young viewers, including those that are purely for entertainment

and amusement, and those that are intended to be educational. Soap TV Shows Some iconic English soaps over the years have included *Coronation Street*, set in Manchester, *Brookside*, set in Liverpool, *Hollyoaks*, set in Chester, *Emmerdale*, and *Heartbeat*, both set in the Yorkshire Dales. When it comes to factual programs, wildlife programs by David Attenborough and the favourite car show, *Top Car*, are head and shoulders above anything else in their field. BBC News is highly rated for its high class reporting of current affairs and world events. Period Dramas English TV is renowned for its period dramas. Often featuring grand buildings, elaborate costumes, and compelling story lines, these have proved to be a big hit with the English public. Based on the books, *Lark Rise to Candleford* showed life throughout the 19th century for a variety of sectors and classes within society. *Brideshead Visited* was another sought after show. Perhaps the most popular period costume drama of all time, *Downton Abbey* captivated a nation. It was an award winning show, depicting life within a family during the post Edwardian era. It dealt with historical events, compelling viewers to keep tuning in. Foyle's War was a detective drama, set during and following the Second World War. *Comic Shows* The Catherine Tate Show and Little Britain were two favourite comedy sketch shows, with characters such as Vicky Pollard and the Gran often imitated by a nation. Leading the way for comedy sketches were Hale and Pace and French and Saunders. To see some of the humour that the English are known for, Fawcett Towers, Dinnerladies, Fonejacker, Mr Bean, Bottom, and Only Fools and Horses were must views. Blackadder was a very dark situational comedy.

Game and Reality TV Shows Game shows to grace English TV screens have included the *Weakest Link*, *Who Wants to be a Millionaire*, a *Question of Sport*, *Family Fortunes*, *The Crystal Maze*, and more. Reality TV Shows such as *Big Brother*, *X Factor*, *Britain's Got Talent*, *Desperate Housewives*, *Don't Tell the Bride*, *How Clean is Your House*, *How to Look Good Naked*, *Make me a Super model*, have either gripped or angered a nation. *Come Dine with Me* is a cooking competition program, where strangers eat in each other's homes and score their hosts. It has inspired groups of friends all over the country to hold their own *Come Dine with Me* style evenings. TV Shows for Children have loved the *Teletubbies*, *Dora the Explorer*, *Alphabet Zoo*, *Jackanory*, *Towser*, and many more. Characters such as Basil the Brush, Orville, Fireman Sam, Peppa Pig, Ermi, Bagpuss, Andy Pandy, and Spit the Dog have been part of many children's early days. Perhaps the most well known children's English TV show over the years was *Blue Peter*, which taught millions of children how to make things using items found all over the home, led fund raising campaigns, and aimed to be educational as well as fun.

The Most Popular English TV Shows Doctor Who has stood the test of time over the years, with various Drs stepping into the tardis and tackling a range of

foes. The modern spin off, *Torchwood*, also reached high popularity levels. Various dramas have kept people switched on – Detective dramas such as *The Adventures of Sherlock Holmes*, *Poirot*, and *Inspector Morse* are popular. The drama *All Creatures Great and Small* followed life in the footsteps of a rural vet. Medical dramas such as *Casualty*, *Holby City* and *Angels* have given viewers a new found respect for the medical profession. London's *Burning* provided insight into the fire service, and *The Bill* and *Holby Blue* were popular police dramas. *Shameless* was a huge hit, showing life in deprived and depraved council estates. True to life for many people, it illustrates problems that face huge sectors of English society today. King Arthur was a popular mythological program, containing mystery, magic, intrigue, and wonder. *Skins* was a hugely popular show, showing problems amongst the younger generations, confronting issues such as teenage drug abuse, eating disorders, mental health issues, homosexuality, family problems, pregnancy, suicide, financial issues, religion, illnesses, and more. *Spooks* was a gripping drama, set within MI5, the UK's internal security agency. It deals with threats to the country's security, terrorism, and similar. *Life on Mars* remains a popular viewing choice. This barely scratches the surface of the fantastic variety of English TV shows.

LESSON 48. PROBLEM SOLUTION ESSAYS

How to Plan & Write IELTS Problem Solution Essays

IELTS problem solution essays are the most challenging essay type for many people. The way they are worded can vary hugely which can make it difficult to understand how you should answer the question.

Generally, you'll be asked to write about both the problem, or cause, and the solution to a specific issue. Sometimes, however, you will only be required to write about possible solutions.

The 3 essay types:

- Problem and solution
- Cause and solution
- Just the solution

Hence, it's essential that you analyse the question carefully, which I'll show you how to do in this lesson. I'm also going to demonstrate step-by-step how to plan and write IELTS problem solution essays.

Once you understand the process, practice on past questions. Take your time at first and gradually speed up until you can plan and write an essay of at least 250 words in the 40 minutes allowed in the exam.

The Question

Here are two typical IELTS problem solution essay questions. They consist of a statement followed by the question or instruction.

1. One problem faced by almost every large city is traffic congestion.

What do you think the causes are? What solutions can you suggest?

2. Since the beginning of the 20th century, the number of endangered species has increased significantly and we have witnessed more mass extinctions in this period than in any other period of time.

State some reasons for this and provide possible solutions.

These are some examples of different ways in which questions can be phrased. The first half of the questions relate to the problem or cause, the second half to the solution.

What issues does this cause and how can they be addressed?

What are some resulting social problems and how can we deal with them?

What problems arise from this and how can they be tackled?

Why is this? How might it be remedied?

What are the reasons for this, and how can the situation be improved?

Why is this happening, and what measures can be taken to tackle this problem?

And here are a few questions where you only have to write about the solution.

How can this situation be improved?

What solutions can you suggest to deal with this problem?

How can this problem be solved?

What measures could be taken to prevent this?

It's important that you are able to recognise the common synonyms, words and phrases used in problem solution questions. Here are the key words and their synonyms used in the questions above.

Before we move on to some common mistakes, I want to quickly explain the difference between a problem and a cause. Read the following examples.

Problem – I've missed the last bus home after visiting my friend for the evening.

Cause – I misread the timetable and thought the bus left at 22.45 when it actually left at 22.35.

The 'cause' is the reason for the 'problem'. We'll be looking at question analysis in more detail in a minute.

6 Common Mistakes

These six errors are common in IELTS problem solution essays.

- Confusing problem and causes questions.
- Having too many ideas.
- Not developing your ideas.
- Not developing both sides of the argument equally.
- Not linking the problems and solutions.
- Not being specific enough.

It is common for an essay to consist of a list of problems and solutions without any of them being expanded on or linked to each other. Sometimes, a student will focus on just the problem or only the solution which leads to an unbalanced essay. Both these issues will result in a low score for task achievement.

You must choose just one or two problems and pick solutions directly linked to them. Explain them and give examples.

Another serious error is to write generally about the topic. You need to be very specific with your ideas. Analysing the question properly is essential to avoiding this mistake. I'll show you how to do this.

Essay Structure

Now let's look at a simple structure you can use to write IELTS problem solution essays. It's not the only possible structure but it's the one I recommend because it's easy to learn and will enable you to quickly plan and write a high-level essay.

1) Introduction

- Paraphrase the question
- State 1 key problem/cause and related solution

- 2) Main body paragraph 1 – Problem or Cause
 - Topic sentence – state the problem or cause
 - Explanation – give detail explaining the problem or cause
 - Example – give an example
- 3) Main body paragraph 2 – Solution

- Topic sentence – state the solution
- Explanation – give detail explaining the solution
- Example – give an example
- 4) Conclusion

- Summarise the key points
- This structure will give us a well-balanced essay with 4 paragraphs.

One Problem/Cause & Solution or Two?

Most questions will state problems, causes and solutions in the plural, that is, more than one. However, it is acceptable to write about just one.

This will give you an essay of just over the minimum 250 words. To write about two problems/causes and solutions will require you to write between 350 and 400 words which are a lot to plan and write in the 40 minutes allowed.

It is better to fully develop one problem/cause and solution than ending up with one idea missing an explanation or an example because you run out of time.

The step-by-step essay structure I'm going to show you includes one problem and solution but you can write about two if you feel able to or more comfortable doing so.

How To Plan IELTS Problem Solution Essays

Here's the question we're going to be answering in our model essay followed by the 3 steps of the planning process.

One problem faced by almost every large city is traffic congestion.

What do you think the causes are? What solutions can you suggest?

- Analyse the question
- Generate ideas
- Identify vocabulary

Analyse the question. This is an essential step in the planning process and will ensure that you answer the question fully. It's quick and easy to do. You just need to identify 3 different types of words:

1. Topic words

2. Other keywords

3. Instruction words

Topics words are the ones that identify the general subject of the question and will be found in the statement part of the question.

One problem faced by almost every large city is traffic congestion.

So, this question is about 'traffic congestion'.

Many people will do this first step of the process and then write about the topic in general. This is a serious mistake and leads to low marks for task achievement.

What we need to do now that we know the general topic, is to understand exactly what aspect of traffic congestion we're being asked to write about.

The other keywords in the question tell you the specific topic you must write about.

One problem faced by almost every large city is traffic congestion.

By highlighting these words, it's easy to see that you are being asked to write about the problem of traffic congestion in large cities. Your essay must only include ideas relevant to these ideas.

The instruction words are the question itself. These tell you the type of IELTS problem solution essay you must write. This is a 'causes and solutions' question.

What do you think the causes are? What solutions can you suggest?

GENERATE IDEAS

The next task is to generate some ideas to write about.

There are several different ways to think up ideas. I cover them fully on the IELTS Essay Planning page. We're going to use the 'friends technique'. This is the method I prefer as it allows you to take a step back from the stress of the exam situation and think more calmly. Here's how it works. Imagine that you are chatting with a friend over a cup of coffee and they ask you this question. What are the first thoughts to come into your head? Plan your essay around these ideas. Doing this will help you to come up with simple answers in everyday language rather than straining your brain to think of amazing ideas using high-level language, which isn't necessary.

You might want to try this yourself before reading on for my ideas.

Here are my ideas:

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Cause:

- Too many cars on the roads – increasing numbers of people own cars, more convenient than buses & trains
- Inadequate public transport – crowded, old & dirty
- Poor road layout
- Rush hour traffic – most people travel to & from work at the same times each day

Solution:

- Car sharing, park-and-ride scheme, congestion charge
- Improve public transport – more frequent and better quality
- Improve infrastructure – bus lanes, cycle lanes will make it safer for people to cycle
- Flexible working hours

For each cause you think of, immediately write down a possible solution. This you will ensure that the problems and solutions you think of are linked.

You don't need to spend long on this as you only need one or two ideas.

I've got more far more ideas here than I need as I spent more time thinking about it than I would in the real exam. I'm going to pick just one cause to develop in the essay and one or two solutions.

My advice on making your selection is to choose ideas you can quickly think of an example to illustrate.

Here are my choices:

Cause – Too many cars on the roads. Why? – increasing numbers of people own cars, more convenient than buses & trains

Solution – Park-and-ride schemes

We're almost ready to start writing our IELTS problem solution essay but first, we have one more task to do.

VOCABULARY

During the planning stage, quickly jot down some vocabulary that comes to mind as you decide which cause and solution you are going to write about, especially synonyms of key words. This will save you having to stop and think of the right language while you're writing. For example:

- traffic jam
- heavy traffic
- queue

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- vehicles
- commute
- rush hour
- private transport
- infrastructure

With that done, we can focus on the first paragraph of the essay – the introduction.

How To Write an Introduction

Good introductions to IELTS problem solution essays have a simple 2 part structure:

- Paraphrase the question
 - State 1 key problem/cause and related solution/s (outline sentence)
- It should:

- Have 2-3 sentences
- Be 40-60 words long
- Take 5 minutes to write

1) Paraphrase the question

Start your introduction by paraphrasing the question.

Question: One problem faced by almost every large city is traffic congestion.

What do you think the causes are? What solutions can you suggest?

Paraphrased question:

One of the most serious issues facing the majority of large urban areas is traffic jams.

Note my use of synonyms to replace key words in the question statement. You don't have to replace every key word but do so where possible whilst ensuring that your language sounds natural.

2) Outline statement

Now we need to add an **outline statement** where we outline the two main points that we'll cover in the rest of the essay, that is, the cause and the solution I chose earlier. Here they are again.

Cause – Too many cars on the roads. Why? – increasing numbers of people own cars, more convenient than buses & trains

Solution – Park-and-ride schemes

And, this is one way to develop them into an outline sentence.

Outline statement:

The main reason for this is that there are too many private cars on the roads these days and a viable solution is to introduce more park-and-ride schemes.

This introduction achieves three important functions:

- It shows the examiner that you understand the question.
- It acts as a guide to the examiner as to what your essay is about.
- It also helps to keep you focused and on track as you write.

The two ideas in your introduction will become your two main body paragraphs.

Main body paragraph 1 – Too many cars on the roads

Main body paragraph 2 – Park-and-ride schemes

How To Write Main Body Paragraphs

Main body paragraphs in IELTS problem solution essays should contain 3 things:

- Topic sentence – outline the main idea
- Explanation – explain it and give more detail
- Example – give an example

Main Body Paragraph 1

The **topic sentence** summarises the main idea of the paragraph. That's all it needs to do so it doesn't have to be complicated.

It plays an important role in ensuring that your ideas flow logically from one to another. It does this by acting as a sign post for what is to come next, that is, what the paragraph will be about.

If you maintain a clear development of ideas throughout your essay, you will get high marks for task achievement and cohesion and coherence.

We'll now take the idea for our first main body paragraph and create our topic sentence.

Obviously, we're going to write about the cause of the problem first.

Main body paragraph 1 – Too many cars on the roads

Topic sentence:

The number of people owning cars increases year on year, with most families now having more than one car.

Next, we must write an **explanation sentence** that develops the idea.

Explanation sentence:

Most people like the convenience of travelling at the time they want to rather than being restricted to public transport timetables, so they prefer to drive themselves around rather than taking the bus or train. This is despite the fact that they frequently have to sit in long traffic queues as they near the city centre.

Finally, we add an **example** to support our main point. If you can't think of a real example, it's fine to make one up, as long as it's believable. The examiner isn't going to check your facts. Alternatively, you could add another piece of information to support your idea.

Example sentence:

Whenever I have to attend a meeting in the city, I always drive because it means that I can leave home when I want to rather than getting stressed about getting to the station in time to catch the train.

Main Body Paragraph 2

Main idea 2 – Park-and-ride schemes

First, we write the **topic sentence** to summarise the main idea.

Topic sentence:

A solution that is proving successful in many areas is park-and-ride schemes.

Now for the **explanation sentence** where we expand on this idea.

Explanation sentence:

This is where you park your car for free in a large car park on the outskirts of the city and take a bus for the final part of your journey. The fee you have to pay for the bus trip is usually very small and this public transport system is generally very regular, running every ten minutes or so.

Finally, an **example** to support this point.

Example sentence:

A survey carried out in the city of Exeter showed that the rush hour congestion decreased by 10% when the council set up a park-and-ride scheme to the north of the city. There was an additional drop of another 10% in traffic volume when a second scheme began operating to the south.

How To Write a Conclusion

The conclusion is a summary of the main points in your essay and can generally be done in a single sentence. It should never introduce new ideas.

If you're below the minimum 250 words after you've written your conclusion, you can add a prediction or recommendation statement.

Our essay is already over the minimum word limit so we don't need this extra sentence but you can learn more about how to write a prediction or recommendation statement for IELTS problem solution essays on the **Task 2 Conclusions** page.

The conclusion is the easiest sentence in the essay to write but one of the most important.

A good conclusion will:

- Neatly end the essay
- Link all your ideas together
- Sum up your argument or opinion
- Answer the question

If you achieve this, you'll improve your score for both task achievement and cohesion and coherence which together make up 50% of the overall marks. Without a conclusion, you'll score below band 6 for task achievement.

You can start almost any final paragraph of an IELTS problem solution essay with the words:

- **In conclusion**
- or

- **To conclude**

Now all you need to do is briefly summarise the main ideas into one sentence.

Here's a **top tip**. Go back and read the introduction to the essay because this is also a summary of the essay. It outlines what you are going to write about.

To create a good conclusion, you simply have to paraphrase the introduction.

Here is the same information formed into a conclusion. I've also added a personal statement at the end to link back to one of my example sentences. You don't have to do this but in this case, I think that it rounds the essay off better.

That's it. We've completed our essay. Here it is with the 4 paragraphs put together.

Question:

One problem faced by almost every large city is traffic congestion.

What do you think the causes are? What solutions can you suggest?

LESSON 49. NEAT PEOPLE AND SLOPPY PEOPLE

By Suzanne Britt

1. Sometimes we learn the most about ourselves when our short comings are pointed out in a humorous way. The author of the following essay does just this, as she divides the human population into two basic groups. Suzanne Britt teaches English literature and writing at Meredith College in Raleigh, North Carolina. Her writing has been widely published: her essay and articles have appeared in such periodicals as *Newsweek* and the *New York Times*, and her books have been well received by readers of popular fiction and by students working in college writing classrooms. As you read the following essay, decide which of the two groups described by the author is the better one for you or which group is the one you would like to join. I've finally figured out the difference between neat people and sloppy people. The distinction is, as always, moral. Neat people are tazier and meaner than sloppy people.

2 Sloppy people, you see, are not really sloppy. Their sloppiness is merely the unfortunate consequence of their extreme moral rectitude. Sloppy people carry in their mind's eye a heavenly vision, a precise plan, that is so stupendous, so perfect, it can't be achieved in this world or the next.

3 Sloppy people live in Never-Never Land. Someday is their métier. Someday they are planning to alphabetize all their books and set up home catalogues. Someday they will go through their wardrobes and mark certain items for tentatively mending and certain items for passing on to relatives of similar shape and size. Someday sloppy people will make family scrapbooks into which they will put newspaper clippings, postcards, locks of hair, and the dried corsage from their senior prom. Someday they will file everything on the surface of their desks, including the cash receipts from coffee purchases at the snack shop. Someday they will sit down and read all the back issues of *The New Yorker*.

4 For all these noble reasons and more, sloppy people never get neat. They aim too high and wide. They save everything, planning someday to file, order, and straighten out the world. But while these ambitious plans take clearer and clearer shape in their heads, the books spill from the shelves onto the floor, the clothes pile up in the hamper and closet, the family mementos accumulate in every drawer, the surface of the desk is buried under mounds of paper and the unread magazines threaten to reach the ceiling.

5 Sloppy people can't bear to part with anything. They give loving attention to every detail. When sloppy people say they're going to tackle the surface of the desk, they really mean it. Not a paper will go unturned; not a rubber band will go unboxed. Four hours or two weeks into the excavation, the desk looks exactly the same, primarily because the sloppy person is meticulously creating new piles of papers with new headings and scrupulously stopping to read book catalogs before he throws them away. A neat person would just bulldoze the desk.

6 Neat people are buns and clods at heart. They have cavalier attitudes toward possessions, including family heirlooms. Everything is just another dust-catcher to them. If anything collects dust, it's got to go and that's that. Neat people will toy with the idea of throwing the children out of the house just to cut down on the clutter.

7 Neat people don't care about process. They like results. What they want to do is get the whole thing over with so they can sit down and watch the *rasslin'* on TV. Neat people operate on two unvarying principles: Never handle any item twice, and throw everything away.

8 The only thing messy in a neat person's house is the trash can. The minute something comes to a neat person's hand, he will look at it, try to decide if it has immediate use and, finding none, throw it in the trash.

9 Neat people are especially vicious with mail. They never go through their mail unless they are standing directly over a trash can. If the trash can is beside the mailbox, even better. All ads, catalogs, pleas for charitable contributions, church bulletins and money saving coupons go straight into the trash can without being opened. All letters from home, postcards from Europe, bills and paychecks are opened, immediately responded to, then dropped in the trash can. Neat people keep their receipts only for tax purposes. That's it. No sentimental salvaging of birthday cards or the last letter a dying relative ever wrote. Into the trash it goes.

10 Neat people place neatness above everything, even economics. They are incredibly wasteful. Neat people throw away several toys every time they walk

through the den. I knew a neat person once who threw away a perfectly good dish drainer because it had mold on it. The drainer was too much trouble to wash. And neat people sell their furniture when they move. They will sell a La-Z-Boy recliner while you are reclining in it.

11 Neat people are no good to borrow from. Neat people buy everything in expensive little single portions. They get their flour and sugar in two-pound bags. They wouldn't consider clipping a coupon, saving a leftover, reusing plastic non-dairy whipped cream containers or rinsing off tin foil and draping it over the unmoldy dish drainer. You can never borrow a neat person's newspaper to see what's playing at the movies. Neat people have the paper all wadded up and in the trash by 7:05 A.M.

12 Neat people cut a clean swath through the organic as well as the inorganic world. People, animals, and things are all one to them. They are so insensitive. After they've finished with the pantry, the medicine cabinet, and the attic, they will throw out the red geranium (too many leaves), sell the dog (too many fleas), and send the children off to boarding school (too many scuffmarks on the hardwood floors).

QUESTIONS FOR CRITICAL THINKING

1. At what point in your reading of the essay did you become aware that this was a humorous piece of writing?
2. What explanation does Suzanne Britt give for a sloppy person's behavior? Do you agree with her?
3. In paragraph 3, what are the examples the writer lists when she presents the projects a sloppy person plans to do? Do these plans seem admirable to you?
4. Does the author use the block method or the point-by-point method to contrast sloppy people with neat people?
5. One of the reasons Suzanne Britt's writing is so appreciated is that readers recognize themselves in her essays. In paragraph 11, the author tells us that "neat people are no good to borrow from." What makes her supporting statements for this comment humorous?
6. Review the concluding paragraph of the essay. Do you know anyone who acts in the ways listed in that paragraph? By the time you have finished the essay, have you come to your own conclusion as to which category the writer herself belongs to?

WRITING IN RESPONSE

1. Write an essay that takes the opposite viewpoint from the one given by Suzanne Britt. Defend the neat person and criticize the sloppy person.

2. Describe two people you know who have very different approaches to being neat and organized. Explain what it is like to be with each of them.

3. How would you describe the household in which you grew up? In what ways were your parents very organized? In what areas were they disorganized? What are the problems of growing up in a household that is extreme in one way or another?

4. Write an essay in which you give advice to a young couple setting up a household. How would you advise them on being neat and organized?

5. Suzanne Britt claims that sloppy people cannot part with anything. Write an essay in which you analyze your own attitude about possessions. What are the things you have a hard time parting with? What things do you especially like to collect and save?

LESSON 50. FORMAL LETTERS. LETTERS OF REQUEST

A formal letter of request is written to ask for permission, help, information, advice, etc. It may also provide information, explain a situation, make suggestions, present arguments in support of an opinion, etc. as requested in the topic instructions.

Each point should be presented in a separate paragraph containing a clear topic sentence supported by examples and / or justification.

INTRODUCTION

PARAGRAPH 1 : state reason(s) for writing

MAIN BODY

PARAGRAPH 2/3 : explain reasons for making the request

PARAGRAPH 4/5 : state expected results / consequences

CONCLUSION

FINAL PARAGRAPH : Closing remarks

Full name

Useful expressions to use :

To begin letters

I am writing to ask you if you would be so kind / generous as to ...

I am writing to request your assistance concerning the matter of ...

I wonder if you could possibly help me ...

I wonder if it would be possible for you to help me ...

I would (greatly) appreciate it if you could ...

I would be most grateful if you could ...

I am writing to ask / enquire if / whether you could possibly tell / inform me ...

I am writing to ask if / whether I might (perhaps) be permitted / allowed to ...
I am writing to request your (kind) permission for ... / (for me) to ...
I wonder if I might ask you for / request your valuable advice on / concerning ...

To end letters

I hope that my request will not inconvenience you too much.
I must apologise for troubling you with this matter / taking up your valuable time.

I hope that you will forgive me for troubling you with this matter / taking up your valuable time.

I look forward to hearing from you / receiving your reply as soon as possible.
Thank (ing) you in anticipation of your / in advance for your kind cooperation.

Topic to write as a home assignment: You work for a children's home which needs volunteers to help at weekends. Write the local newspaper requesting that they publicise the vacancies. You should include details of what is required of the applicants and explain the ways in which both volunteers and children might benefit.

GREETING

Dear / Hello / Hi ... (.)

INTRODUCTION

It's great to hear from you.
/ Many thanks for your e-mail / letter.
Sorry it's taken me so long to write back.
/ I haven't written for ages but ...
I've been really busy recently.
/ You've to know that I've been working really hard.
How are you? / How are things (with you)?
/ How's it going? / How's life?
I hope you're fine.
/ I hope you and your family are well.
/ I do hope this e-mail
/ letter will find you in good health and spirits.
REFERRING TO GOOD / BAD NEWS
Glad / sorry to hear / read about ...
I'm really glad / very happy to hear / read about ...
I'm extremely sorry / very sad to hear / read about ...

MOVING THE TOPIC ON

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By the way, have you heard about ...
/ Did you hear about ... / Tell me about ...
Oh, another thing I wanted to mention ...
/ So you want my advice about ...
Anyway, the reason I'm writing ...
/ Anyway, I was wondering ...
I thought I'd write to tell / ask you ...

ENDING

Well, time to go / to close! / Got to go now! / I've got to leave off now! / That's all for now.
Looking forward to hearing from you. / Hope to hear from you soon. / Write back soon!
Make sure you write soon! / Keep in touch! / Drop me a line if you have time!
Take care of yourself! / Look after yourself!
Let me know if you need anything. / Just give me a call if you have any questions left.

SIGN-OFF

Yours(.) / Your friend(.) /
Best wishes(.) / All the best(.)
Hugs(.) / Hugs and kisses(.)
Love(.) / Lots of love(.) / All my love(.)
Take care(.) / Bye for now(.)

WRITING TASK 1 (General)

You should spend about 20 minutes on this task.

You have just started a course in a college which has no sports facilities of its own. Write a letter to the manager of the nearest private sports club. In your letter introduce yourself say why you are interested in this sports club ask some questions about the club e.g. facilities, members, costs

Write at least 150 words.

You do NOT need to write any addresses.

Begin your letter as follows:

Dear Sir or Madam,

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LESSON 51. INFORMATION LEAFLETS/ UZBEKISTAN AND THE WORLD

Pre-activity EXERCISE 1.

Match the given words.

Vocabulary

D definitions

- | | |
|-------------------------------------|---|
| 1. a minimum | a. money that is given by a government, university or organisation to help you do something, e.g. study or travel |
| 2. funding/a grant | b. a place to stay when you travel somewhere |
| 3. a deadline | c. the cost of a class or course |
| 4. accommodation | d. the smallest possible number |
| 5. to express (one's) interest | e. to say officially that you want to do something |
| 6. to apply | f. to ask for something, especially by completing a form |
| 7. travel expenses | g. the day or time when something must be finished |
| 8. tuition fees | h. money you spend when you go to another city or country |

An expression of interest

Travel grant Are you a first-year or second-year student at Central University? Would you like to learn a language this summer? Central University offers funding of up to £800 each for five students to go overseas and study English, Spanish, French, German or Chinese. You can use the grant to pay for accommodation, travel expenses and tuition fees. For more information, email grants@central-university.ac.uk. Courses must be full time in July or August and for a minimum of two weeks.

To: grants@central-university.ac.uk

Subject: Summer travel grant

Dear Sir/Madam,

I'm writing to express my interest in the summer travel grant that was advertised in this month's university magazine.

I am a second-year student and I am planning to study English in New York for three weeks in July. I would like to apply for the travel grant to help me with my expenses.

Could you please send me further details, including how to apply and when the application deadline is?

I look forward to hearing from you.

Regards,

Merry

Tips

1. If you don't know the person's name when writing a formal email, you can start it *Dear Sir/Madam*.
2. Your email should have three short main paragraphs: 1. What you are interested in 2. Why you're interested
3. Any questions you have.
3. *I look forward to hearing from you* is a good way to close an email if you want a reply.
4. *Regards* is a semi-formal, respectful way to end an email. It is common in professional emails too.

Are the sentences true or false?

- | | Answer |
|---|--------|
| 1. Any student can apply for the grant. | True |
| 2. The grant is for learning any language. | True |
| 3. The grant is for full-time courses only. | True |
| 4. The style of the email is informal. | True |
| 5. Merry wants to know more about how to apply. | True |
| 6. Merry already knows when the deadline is. | False |

LESSON 52. CHOOSING WORDS THAT WORK

The right choice of words is always of critical importance for a writer's finished product. In this chapter, you will explore ways to improve your word choices by learning about the following:

CHAPTER OBJECTIVES:

- words rich in meaning

- denotations and connotations of words
- wordiness: redundant expressions wordy phrases overuse of the verb *to be* unnecessary repetition of the same word unnecessary use of *there is* or *there are* flowery or pretentious language apologetic, tentative expressions
- language inappropriate for formal writing: slang clipped language sexist language trite expressions (cliches)

USING WORDS RICH IN MEANING

Writing involves a constant search to find the right words to express thoughts and feelings as accurately as possible. When a writer wants to be precise or wants to give a flavor to a piece of writing, the creative possibilities for word choice and sentence construction are almost endless. The creative writer looks for words that have rich and appropriate meanings and associations. For instance, if you were describing a person under five years of age, you might choose one of these words:

Imp brat preschooler child

Toddler tot youngster

Some words have no associations beyond their strict dictionary meaning; these words are said to be neutral. Which word in the list is the most neutral, communicating the least negative or positive emotional associations? A person writing a brochure for a nursery school would probably choose the word *preschooler* because it identifies the age of the child. A person talking about a child who has just learned to walk might use the word *toddler* because it carries the association of a small child who is toddling along a bit unsteadily. What informal and unkind word might an angry older sibling shout when a younger brother or sister has just colored all over a favorite book?

UNDERSTANDING LOADED WORDS: DENOTATION/CONNOTATION

The careful writer considers more than the dictionary meaning of a word. Some words have different meanings for different people.

Politicians are usually experts in understanding the connotations of a word. They know, for instance, that if they want to get votes in a conservative area, they should not refer to their own views as liberal. The strict dictionary meaning of *liberal* is "favoring nonrevolutionary progress or reform," certainly an idea that most people would support. However, when most people hear the words *liberal* and *conservative*, they bring to the words many political biases and experiences from their past: their parents' attitudes, the political and social history of the area in which they live, and other factors that may correctly or incorrectly influence their understanding of the words. Choosing words that are not neutral but that have

more exact or appropriate meanings is a powerful skill for a writer, one that will help your reader better understand the ideas you want to communicate. As your vocabulary grows, your writing will become richer and deeper. Your work will reflect your understanding of the many shades of meaning that words can have.

EXERCISE 1. Denotation/Connotation

The following sentences contain words that have positive or negative associations for most people. Read each sentence and study the underlined word or phrase. Below each sentence, write the emotional meaning the underlined word or phrase has for you. Discuss your answers with your classmates. An example follows.

Sentence: Her brother went with her so that she would not have to drive alone.

Explanation: The word *brother* usually has a positive connotation.

We expect a brother to be someone who is helpful and protective.

The dog stood at the door; his size was quite astounding.

The foreigener approached the ranch slowly.

His pick up truck was parked in front.

A woman and child were peering out from behind the fence.

The stranger carried a long object of some kind.

EXERCISE 5. Denotation/Connotation

When you write, you create a tone by the words you choose. Review the sentences you worked with in Exercise 4. For each sentence, create a more positive tone, either by changing the underlined word or phrase to a different word or phrase or by adding adjectives to modify the underlined word or phrase.

WORDINESS: IN WRITING, LESS CAN BE MORE!

In his book *The Elements of Style*, the famous writer E. B. White quotes his old teacher William Strunk Jr., who said that a sentence "should contain no unnecessary words" and a paragraph "no unnecessary sentences." Strunk's philosophy of writing also includes the commandment he gave many times in his classes at Cornell University: "Omit needless words!" It was a lesson that E. B. White took to heart, with the wonderful results that we see in his own writing. Following is a summary of some important ways you can cut the number of your words to strengthen the power of your ideas. Read each example of wordiness, and notice how the revision makes the idea more concise.

RECOGNIZING LANGUAGE APPROPRIATE FOR FORMAL WRITING

When we have conversations with family and friends, or when we write to them, we use informal language. This relaxed use of language may include slang and other informal words and phrases familiar to our particular group or region. When we write or speak in public, however, we need to use more formal language. In this case, slang is not appropriate, nor is any type of sexist language or disrespectful use of words.

Slang is a term that refers to special words or expressions used by a particular group of people, often with the intention of keeping that meaning private. One characteristic of a slang word or expression is that it is often used only for a limited time and then forgotten.
For example:

- The party was swell. (1940s)
- The party was groovy. (1960s)
- The party was awesome. (1980s)
- The party was phat. (1990s)
- The party was hot. (2000s)

Slang or informal words	Acceptable words
bucks	dollars
kids	children
cops	police
a bumner	a bad experience
off the wall	crazy
yummy	delicious
chow	food

Clipped language refers to the use of shortened words to make communication more relaxed and informal. Clipped language is not appropriate in more formal writing, which requires standard English.

Clipped language	Acceptable words
Doc	Doctor
Fridge	Refrigerator
Pro	Professional
TV	Television

Sexist language refers to the use of single-gender nouns or pronouns to apply to both men and women. This was standard usage in the past, but writers and publishers today avoid such language.

Sexist language: Everyone must bring *his* project on Tuesday.

The following partial list of sexist terms is accompanied by present day acceptable forms.

Trite expressions (or clichés) are expressions that may have been fresh at one time but now have become stale from overuse.

EXERCISE 2. Recognizing Language Inappropriate for Formal Writing

The following sentences contain words that are informal, slang, sexist, or trite. Circle the word or phrase in each sentence that is inappropriate for formal writing, and on the line to the right of each sentence, provide a more formal word or expression to replace the inappropriate one.

STUDYING A STUDENT ESSAY FOR WORD CHOICES

Activity 1: Sharing Sentence Revisions

Share your revised sentences with other members of your class. For each of the six sentences, choose three revised examples to write on the board for the class to review.

Activity 2: Working with a Student Essay

Read the complete student essay out loud. Following the reading, search the essay to discover how Sandra Russell expressed the six ideas you revised in Activity 1. Underline the six sentences as you find them. Discuss with class members how these ideas were successfully expressed by the student writer.

Bad Weather

I was born in Booneville, Arkansas, and grew up on a small farm about five miles south of Paris. Naturally, I grew up in an area where tornados are feared each spring. I didn't really understand this until one humid, still night in April of 1985.

All afternoon, dark threatening clouds had been building up in the west, blocking out the sun. I could see the lightning dance about the sky as the thunder responded by shaking the ground beneath my feet. The wind softly stirred the tree tops but then quickly died as it got darker and darker.

I walked outside and listened to the silence ringing in my ears. In the distance, I could hear a rumble, soft at first but slowly and steadily intensifying. My mom came outside and stood at my side and listened to the rumbling noise. Everything was still; nothing dared to move. Even my dog.

Moose lay quietly, as if punished, in his dog house. It was almost as if he knew what was about to happen.

"Mama, what's that noise?" I asked her, but she didn't answer. She grabbed my hand and dragged me to the storm cellar. I didn't have time to argue with her before I heard the rumble nearly upon us. We huddled in the musty smelling cellar. The roar was so loud it hurt my ears. I could hear the whistling of the wind above us. I cried and screamed for the awful noise of the whistle to stop, but no one could hear me above the ferocious noise. The rumble barreled on us, and it seemed as if it would never end. The air was still in the dark cellar, but I could hear it as it moved violently above our heads. I didn't think the thundering noise would ever end.

I hadn't realized that I had quit breathing until it finally stopped. I drew a quick breath and thanked God it was over and my mother and I were safe. We crawled out of the cellar and took the first real look at our home. Trees were uprooted. Glass and boards and even a stop sign lay scattered around our yard. The roof on our house was damaged and a few windows were broken out, but that was all. Even most of our animals had survived that day, including Moose.

That night is one that I'll never forget. A moderately sized tornado (about an F3 on the Fujita scale) ripped through my neighborhood, destroying ten houses and damaging fifty others. No tornado warnings were issued for that area until ten minutes after it was already over, but still no one was seriously injured. The local television station didn't even bother to comment on its mistake. Until that night I had never realized how an event could change the way you feel about something for the rest of your life. I look at the television and see tornado, hurricane, and even flood victims with new eyes. They are real, just like me.

by Sandra Russell

MASTERY AND EDITING TESTS

Test 1. Student Writing: Editing for Wordiness

Below is an introductory paragraph of six sentences, taken from a student essay. On the lines that follow, revise the paragraph so that wordiness in each sentence is eliminated.

In the paragraph that follows, I am going to make an attempt to name at least some of the earliest Spanish explorations in the New World. To take just the first example, it was in 1513 that an extraordinary event of considerable magnitude took

place in what is now Florida when the Spanish explorer Ponce de Leon landed there. It was in the same area, and little more than a quarter of a century later, that the explorer Hernando de Soto, who later discovered the Mississippi River, also landed in Florida in 1539. Among historians and among those who are interested in cultural history, Florida has reached noteworthy status for another reason. In 1565, Pedro Menendez de Aviles landed in Florida and began building the city of St. Augustine, the oldest permanent settlement in the United States. We all know that explorers in every age and in every part of the world have to be of a courageous nature and personality, but in those days Spanish explorers were perhaps the bravest of their time because they dared to be among the very first to set foot in what was then known as the New World

Test 2. Student Writing: Editing for Inappropriate Language

Each sentence in the following paragraph contains at least one example of inappropriate language. Underline the inappropriate words, and then rewrite the paragraph, revising any language that is not appropriate in formal writing.

When my sister was hired by a major electronics company last summer, we were a little worried about her. She had flunked math in school, so we wondered if she had chosen the right kind of company. The person who had the job before her was let go because he had an attitude. Imagine our surprise when she soon announced that she had been selected chairman of an important committee at work.

She said that she really didn't want to be in a leadership position, but we all knew she was nuts about it.

Test 3. Editing for Wordiness and Inappropriate Language

The following paragraph contains examples of wordiness as well as inappropriate language (slang, clipped words, and sexist terms). Underline each problem as you find it, and then revise the paragraph. (Hint: Fifteen words or phrases need revision. Find and revise at least ten.)

One of the most outstanding scientists in the U.S. today came from China in 1936. She is Chien-Hsiung Wu, and her story is the story of the development of physics in our century. When Miss Wu came to America in 1936, she intended to do grad work and high tail it back to China. However, World War II broke out, and she remained to teach at Smith College, where she enjoyed working with the Smithies. Very soon after that, she was employed by Princeton U. At that time, she was the only girl physicist hired by a top research university. Later, she became an important workman on Columbia University's Manhattan Project, the project that developed the A bomb. She hunkered down at Columbia for more than thirty years, her many scientific discoveries bringing her world recognition. In 1990, Chien-Hsiung Wu became the first living scientist to have an asteroid named in her honor. This celestial object whirling in the darkest corners of outer space is now carrying her name.

PORTFOLIO SUGGESTION

Using the "Working Together" activity and class discussion, write on one of the following:

- Discuss the importance of using polite language in the workplace. (You can use the examples given during classroom discussion.)
- Give advice to employers on how to train employees to speak in an encouraging and supportive way while on the job.
- Describe the difficulty workers have when customers or clients are rude. (If you have had a job, you may have experienced such a situation. How did you deal with the situation?)
- Over the course of the semester, keep a record of actual incidents that happen to you in which the language used was less than respectful. At some future time, you could write an essay analyzing each situation and suggesting how the experiences could have been more positive.

LESSON 53. THE LEGEND OF FAIRIES

Read a text about the legend of fairies to practise and improve your reading skills.

Before reading

Do the preparation task first. Then read the text and do the exercises.
Preparation task.

EXERCISE 1. Vocabulary Definitions

Match the definitions (a-h) with the vocabulary (1-8).

1. a tribe
2. fake
3. to support
4. to worship
5. origin
6. a spirit
7. a weapon

Working Together

BEING TACTFUL IN THE WORKPLACE: Words are charged with meanings that can be either encouraging and supportive or hurtful and wounding. Although workers in government offices and other public places are there to help the public, they often are so overworked that they do not always respond in positive ways. Below are several comments or questions that might be heard in an office where a person has gone to get help. In each case, revise the language so that the comment or question is more encouraging.

I don't have any idea what you're talking about.

Why don't you learn to write so people can read it?

We don't accept sloppy applications.

How old are you anyway?

Can't you read directions?

What's the matter with you? Why can't you understand this simple procedure?

I don't have time today for people like you!

Share your revisions with each other. Then, as a class, discuss some individual experiences in which the use of language made you or someone you know feel hurt or upset. These experiences may have occurred at a campus office, a local bank, or a local shop. How could a change of language have improved each situation?

8. to invade

- a. the explanation for how something started
- b. the part of a living thing which is not the body and you can't see or touch it
- c. to pray to
- d. a group of people, usually connected to each other by place or culture
- e. something used to hit or hurt people
- f. to attack a place with an army
- g. to make something stronger
- h. looks real but is not

Reading text: The legend of fairies

(1) Fairies today are the stuff of children's stories, little magical people with wings, often shining with light. Typically pretty and female, like Tinkerbell in Peter Pan, they usually use their magic to do small things and are mostly friendly to humans.

(2) We owe many of our modern ideas about fairies to Shakespeare and stories from the 18th and 19th centuries. Although we can see the origins of fairies as far back as the Ancient Greeks, we can see similar creatures in many cultures. The earliest fairy-like creatures can be found in the Greek idea that trees and rivers had spirits called dryads and nymphs. Some people think these creatures were originally the gods of earlier, pagan religions that worshipped nature. They were replaced by the Greek and Roman gods, and then later by the Christian God, and became smaller, less powerful figures as they lost importance.

(3) Another explanation suggests the origin of fairies is a memory of real people, not spirits. So, for example, when tribes with metal weapons invaded land where people only used stone weapons, some of the people escaped and hid in forests and caves. Further support for this idea is that fairies were thought to be afraid of iron and could not touch it. Living outside of society, the hiding people probably stole food and attacked villages. This might explain why fairies were often described as playing tricks on humans. Hundreds of years ago, people actually believed that fairies stole new babies and replaced them with a 'changeling' – a fairy baby – or that they took new mothers and made them feed fairy babies with their milk.

(4) While most people no longer believe in fairies, only a hundred years ago some people were very willing to think they might exist. In 1917, 16-year-old Elsie Wright took two photos of her cousin, nine-year-old Frances Griffiths, sitting with fairies. Some photography experts thought they were fake, while others weren't sure. But Arthur Conan Doyle, the writer of the Sherlock Holmes detective stories, believed they were real. He published the original pictures, and three more the girls took for him, in a magazine called *The Strand*, in 1920. The girls only admitted the photos were fake years later in 1983, created using pictures of dancers that Elsie copied from a book.

EXERCISE 2.

Are the sentences true or false or is the information not given?

- 1. Fairies are not usually male.
True False Not given
- 2. Newer religions changed how people thought of fairies.
True False Not given
- 3. People used iron to protect themselves from fairies.
True False Not given
- 4. People thought very good babies were presents from the fairies.
True False Not given
- 5. Arthur Conan Doyle created some fake photos.
True False Not given
- 6. Elsie and Frances were surprised Arthur Conan Doyle believed them.
True False Not given

EXERCISE 2. Circle the best answer.

- 1. In paragraph 1, the word they refers to ...
 - a. fairies.
 - b. children.
 - c. stories.
- 2. In paragraph 2, the words these creatures refer to ...

- a. tree and rivers.
 - b. the spirits of trees and rivers.
 - c. the Ancient Greek people.
3. In paragraph 2, the word *They* refers to ...
- a. pagan gods.
 - b. pagan religions.
 - c. Greek and Roman gods.
4. In paragraph 3, the words *this idea* refer to ...
- a. the idea that fairies were based on people.
 - b. the idea that fairies used metal weapons.
 - c. the idea that fairies used stone tools.
5. In paragraph 3, the word *This* refers to ...
- a. the fact that fairies were thought to be afraid of iron.
 - b. stolen food.
 - c. the possibility that hiding people stole food and attacked villages.
6. In paragraph 4, the word *more* refers to ...

- a. the girls.
- b. the photos.
- c. the fairies.

Discussion

What stories of little magical people are there in your culture? What are they like?

LESSON 54. RELATIONS: FAMILY RELATIONSHIP

Read the passage below and answer the questions on the next page.

Family.

Family is one of the most important and integral parts of our lives. A family provides us with love, support, security, and stability - all the things we need to be happy and successful in life. Family can come in many forms, such as traditional

nuclear families, extended families, single-parent homes, adoptive families or even foster families. Regardless of the shape or size, family is an essential part of our identity. Family can be defined in many ways but typically consists of parents and their children. Parents provide guidance and stability for their children, helping them to develop into independent adults. In a nuclear family setting, siblings grow up together and learn important values from each other such as responsibility, trust, and respect. In larger families, such as extended or foster families, children often benefit from being part of a diverse network of people who can provide advice and support on various topics. These larger families give us the opportunity to learn about different cultures and values. Being part of a large family allows us to not only learn about our own heritage, but also to explore other cultures and backgrounds. Family is one of the most important forces in life as it helps shape who we are as individuals. Each family is unique and should be celebrated for its diversity and strength. Families provide us with a sense of belonging, security, and love that no other relationship we have can provide. No matter how diverse or different families may be, one thing is certain: family is the key to a happy life. Families are not perfect but they provide us with an endless source of acceptance and support so that we can reach our full potential in life. Having a strong family bond is *es*se.

- 1) What are the different types of family structures mentioned in the passage?
- 2) What values do siblings typically learn from each other within a nuclear family setting?
- 3) How can being part of a large family help us to explore different cultures and backgrounds?

- 4) Why is having a strong family bond essential for living a fulfilling life?
- 5) What does the author suggest is needed to be happy and successful in life?

EXERCISE 2. Grammar

Read the article below about families. Answer the questions.

- 1) What is the difference between *nuclear* and an *extended family*?
- 2) What are the benefits of an *extended family*?
- 2) Underline the right present tense form to complete the text. Then check your answers with your partner.
- 3) Work in pairs. Make a list of other advantages and disadvantages of living in an *extended family*.

EXERCISE 3. Read each definition and then put in the correct word.

- 1 Someone who is also studying, like you = a student
- 2 Someone you go on a trip with = a companion
- 3 Someone who you can really depend on = a friend
- 4 Someone you and another friend both know = a friend
- 5 Someone you share an apartment with = a
- 6 Someone you know but is not really a friend = an
- 7 Someone you are related to by birth = a relative
- 5 Work in pairs. Give details about one of the people in

EXERCISE 4.

Work in pairs. Give details about one of the people.

- who you hang out with regularly
- who you haven't kept up with
- whose house you go round to regularly

LESSON 55. WORK AND BUSINESS. MAGAZINE ARTICLE: FREEDOM AT WORK

Read what four people have to say about their working hours to practise and improve your reading skills.

Before reading

Do the preparation task first. Then read the text and do the exercises.

Preparation task. Match the definitions (a-j) with the vocabulary (1-10).

Vocabulary Definitions

1. idle chit-chat
2. maternity leave
3. to bounce ideas off someone
4. to wear someone out
5. to clock in

6. to make a concession
7. paid on a prorata basis
8. a freelancer
9. a commute
10. to be left to your own devices
- a. a regular journey between work and home
- b. to be allowed to decide what to do by yourself
- c. to record the time you begin work
- d. a period of time a woman takes off work due to the birth of a child
- e. calculated according to how many hours you work
- f. to make someone very tired
- g. to give or allow something in order to end an argument or conflict
- h. talk that is informal and irrelevant to work
- i. a person who sells their services or work by the hour or day
- j. to share ideas with someone in order to get feedback on them

Reading text: Work and life balance

Ronan

I work in a fairly traditional office environment doing a typical nine-to-five job. I like my job, but it's annoying that my commute to work takes an hour and a half each way and most of my work could really be done online from home. But my boss doesn't seem to trust that we will get any work done if left to our own devices, and everyone in the company has to clock in and out every day. It's frustrating that they feel the need to monitor what we do so closely instead of judging us based on our task performance, like most companies do these days.

Jo

I used to do a typical five-day week, but after I came out of my maternity leave, I decided that I wanted to spend more time with my children before they start school. After negotiating with my boss, we decided to cut my working week down to a three-day work week. This of course meant a significant cut in my pay too, as I'm paid on a pro-rata basis. I've since noticed, though, that my workload

hasn't decreased in the slightest! I'm now doing five days' worth of work in three days, but getting paid much less for it! I find myself having to take work home just so that I can meet the deadlines. It's wearing me out trying to juggle work with looking after my children and my family, but I don't dare to bring this up with my boss because I think he feels as if he's made a huge concession letting me come in only three days a week.

Marcus

I work for a global IT company, but because their headquarters is in the States, I do all my work online from home. That means that I don't waste time commuting or making idle chitchat with colleagues. I work on a project basis, and this flexibility is very valuable to me because it means that I can easily take some time off when my children need me to go to their school performances or if I need to schedule an appointment with the dentist. The downside is that without clear office hours, I tend to work well into the evening, sometimes skipping dinner to finish a task. It can also get quite lonely working on my own, and I sometimes miss sharing ideas with colleagues.

Lily

I'm a freelancer and work for myself. This is great because I am in control of what I do and how I spend my time. At first, I was working from home, but I found it really hard to concentrate. There were just too many distractions around: housework that needed doing, another cup of tea, my family members wanting my attention for various things. So I started to go to a nearby café to work, but the Wi-Fi connection wasn't ideal and I found myself drinking too much coffee. In the end, I decided to rent a desk in a co-working space with five other freelancers like myself. I liked getting dressed to go to work in the morning and being able to focus in an office environment. The other freelancers do similar kinds of web-based work to me and so it's nice to have workmates to bounce ideas off as well.

EXERCISE 1.

Circle the best answer.

1. Ronan would prefer it if he ...
 - a. wasn't left to his own devices.
 - b. could spend more time commuting and less time in the office.
 - c. could work from home and be judged based on task performance.
 - d. could trust his boss more.
2. Jo wanted to reduce her working hours because she ...

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a. thought she would be more efficient and productive when she was at the office.

- b. wanted to bring her work home.
- c. wanted to go on maternity leave.
- d. wanted to spend time with her children.
3. Jo is unhappy with her three-day work week because ...
 - a. she didn't realise how much the change would affect her economically.
 - b. she now has to spend more time looking after her children and her family.
 - c. she has more deadlines to meet.
 - d. her workload has remained the same although she's reduced her hours.
4. In Marcus's opinion, which of these is a disadvantage of working from home?
 - a. You spend a lot of time in the house.
 - b. It's easy to get distracted by your family.
 - c. You tend to work later.
 - d. You end up eating more as you have access to the fridge all day.
5. Why did Lily not like working from home?
 - a. She found it lonely.
 - b. Her family didn't like her working.
 - c. She didn't have a good Wi-Fi connection.
 - d. There were a lot of distractions.
6. What solution did Lily find most suitable for her working needs?
 - a. Renting an office space to work from.
 - b. Working from a café.
 - c. Working for an employer.
 - d. Working for other freelancers.

EXERCISE 2.

Whether the sentences true or false?

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1. Ronan's boss thinks his employees will not be as productive if they work from home.
2. Ronan thinks that the performance of employees should be judged according to how much time they spend in the office.
3. Jo is paid the same for a five-day work week as she is on a three-dayweek.
4. Jo feels exhausted trying to manage both a five-day workload and childcare.
5. Although Marcus sees the benefit in not having idle chit-chat, he misses interacting with his colleagues.
6. Lily didn't like working from the café because the coffee wasn't very good.

Discussion

What are the advantages and disadvantages of your working situation? What would you change if you could?

LESSON 56. INFORMATION LEAFLETS: WHAT IS THE TOURISM

Read the passage given below and answer the questions that follow:

Tourism is travel for recreation, leisure, religious, family or business purposes, normally for a limited duration. Tourism is generally associated with International travel, but may also refer to travel to another place within the same country. The World Tourism Organization defines tourists as people "travelling to and staying at places outside their usual environment for not more than one consecutive year for leisure, business and other purposes".

1. Tourism has become a popular global leisure activity. Tourism can either be domestic or international tourism can be classified as either inbound or outbound tourism. Today inbound tourism is a major source of income for many countries. Especially in terms of foreign exchange earned by the country as a whole. It also has substantial impact on the local economy and employment of a place frequently visited by tourists.

2. India is a country with a rich cultural heritage which has always fascinated travelers. It is a unique land of diversities where all kinds of natural beauty including desert, sea forests, mountains, flowers, wildlife is present within a single geographical boundary of a country. Anybody visiting India will have experience of different dresses, culture, flora and fauna in different states. Thus India has always been a destination for tourists who want to enjoy this combination of

culture, tradition and rich heritage. Not only this, foreign tourists act as "Ambassadors of Indian Culture" and take the message further across the world.

3. Indian government has made various efforts to take advantage of these unique possessions to promote tourism. One such big initiative is the scheme of e-Tourist. The measure has been introduced to make travelling to India easier and simpler for foreign tourists.

4. The entire scheme began with the demand by the tourism industry to liberalize the visa regime for foreign tourists to give a boost to tourism in the country. In response, "Visa-On-Arrival" was initiated by the government and is now made available to forty four countries. "Visa-On-Arrival" means that you need a visa to enter but it is possible to apply for and receive the visa only when you show up in the country of visit itself.

1. On the basis of your reading of the passage, answer the following questions in about 30-40 words

- (i) What do you understand by 'tourism'?
 - (ii) How is the economy of a country affected by tourism?
 - (iii) Can India be a popular tourist destination? Give two reasons.
 - (iv) Give any two factors that help boost tourism in India.
 - (v) What is the aim of e-tourist visa?
2. On the basis of your reading of the passage, answer the following:
- (i) In para 1, the synonym of 'frequently' is
 - (a) consecutive
 - (b) regularly
 - (c) occasionally
 - (d) seemingly
 - (ii) Inbound tourism is a major source of
 - (a) Knowledge
 - (b) foreign
 - (c) exchange
 - (d) economy
 - (iii) The rich cultural heritage of India has always the travellers.

- (a) pulled
- (b) pushed
- (c) influenced
- (d) invited
- (iv) The government of India took several steps..... tourism in the country.

- (a) to encourage
- (b) to promote
- (c) to spread
- (d) to introduce
- (v) In para 4, antonym for 'boost' is.....

- (a) harsh
- (b) spoil
- (c) mar
- (d) split

Answers

2.1 (i) Travel for tourism, business, pleasure, religious or any other purpose - domestic or international usually for a limited duration.

- (ii) Major sources of income, provides employment.
- (iii) Yes, India is unique land of diversities and rich heritage.
- (iv) Introduction of e-tourist visa on arrival in addition to other factors.
- (v) It aims to make travelling to India easier and simpler for foreign tourists.

- 2.2 (i) (b) regularly
- (ii) (a) knowledge
 - (iii) (c) influenced
 - (iv) (b) to promote
 - (v) (c) mar

LESSON 57. THE BUY NOTHING MOVEMENT

Read about the Buy Nothing movement and answer the questions to practise and improve your reading skills.

Before reading

Do the preparation task first.

EXERCISE 1. Vocabulary Definitions

Then read the text and do the exercises.

Preparation task. Match the definitions (a-h) with the vocabulary (1-8).

- 1. overconsumption
- 2. disposable
- 3. consumerism
- 4. to bombard
- 5. to spring up
- 6. a landfill site
- 7. overspending
- 8. an influencer

- a. to hit someone with a lot of something, without pausing
- b. designed to be thrown away after use
- c. a place where rubbish is buried under the ground
- d. to appear
- e. the practice of buying and owning lots of products
- f. the act of spending more money than you should
- g. using too much of something
- h. someone who uses social media to advertise products to their followers

Reading text

The Buy Nothing movement

Social media, magazines and shop windows bombard people daily with things to buy, and British consumers are buying more clothes and shoes than ever before. Online shopping means it is easy for customers to buy without thinking, while major brands offer such cheap clothes that they can be treated like disposable items worn two or three times and then thrown away.

In Britain, the average person spends more than £1,000 on new clothes a year, which is around four per cent of their income. That might not sound like much, but that figure hides two far more worrying trends for society and for the environment. First, a lot of that consumer spending is via credit cards. British people currently owe approximately £670 per adult to credit card companies. That's 66 per cent of the average wardrobe budget. Also, not only are people spending money they don't have, they're using it to buy things they don't need. Britain throws away 300,000 tons of clothing a year, most of which goes into landfill sites.

People might not realise they are part of the disposable clothing problem because they donate their unwanted clothes to charities. But charity shops can't sell all those unwanted clothes. 'Fast fashion' goes out of fashion as quickly as it came in and is often too poor quality to recycle; people don't want to buy it second-hand. Huge quantities end up being thrown away, and a lot of clothes that charities can't sell are sent abroad, causing even more economic and environmental problems. However, a different trend is springing up in opposition to consumerism the 'buy nothing' trend. The idea originated in Canada in the early 1990s and then moved to the US, where it became a rejection of the overspending and over consumption of Black Friday and Cyber Monday during Thanksgiving weekend. On Buy Nothing Day people organise various types of protests and cut up their credit cards. Throughout the year, Buy Nothing groups organise the exchange and repair of items they already own. The trend has now reached influencers on social media who usually share posts of clothing and make-up that they recommend for people to buy. Some YouTube stars now encourage their viewers not to buy anything at all for periods as long as a year. Two friends in Canada spent a year working towards buying only food. For the first three months they learned how to live without buying electrical goods, clothes or things for the house. For the next stage, they gave up services, for example haircuts, eating out at restaurants or buying petrol for their cars. In one year, they'd saved \$55,000. The changes they made meant two fewer cars on the roads, a reduction in plastic and paper packaging and a positive impact on the environment from all the energy saved. If everyone followed a similar plan, the results would be impressive. But even if you can't manage a full year without going shopping, you can participate in the anti-consumerist movement by refusing to buy things you don't need. Buy Nothing groups send a clear message to companies that people are no longer willing to accept the environmental and human cost of overconsumption.

EXERCISE 1.

Are the sentences true or false?

1. People buy clothes because they want to throw them away.
2. The writer thinks it is worrying that people spend money on things they do not need.
3. The amount the average Briton owes on credit cards is one third of the amount they spend on clothes each year.
4. Only a very small proportion of unwanted clothes are thrown away.
5. Charities can find ways to use clothes even if they are not very good quality.
6. Buy Nothing Day is a protest against credit cards.
7. The two friends who did the 'buy nothing' experiment only bought food for 12 months.
8. If everyone followed the Buy Nothing idea, the environment would benefit.

EXERCISE 2.

Complete the sentences with words from the box.

Sites hand spending shops fashion away

1. Fast is made quickly and cheaply.
2. Some clothing is so cheap that people can afford to wear it a couple of times and throw it.....
3. There is a worrying trend for more consumers on credit cards.
4. Giving clothes to charity does not completely solve the problem.
5. Make sure you only donate clothes that people will want to buy second-.....
6. A lot of clothes donated to charity cannot be reused and end up in landfill

Discussion

What do you think about the buy nothing trend?

GLOSSARY

- SALUTATION** - the part of the letter where the writer greets the reader
ENDING - the closing part of the letter
INFORMAL LETTER - personal letter to friends, relatives
CAMPAIGN - to try to win an election
BALLOT - the process of voting secretly to choose a candidate in an election, the total number of votes recorded in an election
RIG - to influence something such as an election in a dishonest way in order to produce a particular result
SUFFRAGE - the right to vote
SENATE - the more senior part of a law-making institution
LEGISLATIVE - relating to laws or to the process of creating new laws
EXECUTIVE - the part of government that makes certain that laws are being used as planned
CONSTITUENCY - the voters in a division of a country who elect a representative to parliament
CHAMBER - one of the sections of a parliament
THE JUDICIARY - the part of government that consists of all the judges and courts in a country
CONSECUTIVE - following one after another in order and with nothing else in between
RESIDE - to live in a particular place
CAPITOL - the building in the main city of each US state where government officials meet to make state laws
ELECTORATE - all the people who are allowed to vote in an election
RATIFICATION (ratify) - making an agreement official by signing it or formally accepting it
AMENDMENT - a change made to a law or agreement
UNIVERSAL - involving all the members of a group or society
REGARDLESS OF - without being affected or influenced by anything else that happens or exists
COMPRISE - to consist of two or more things
POINT-BY-POINT ORGANIZATION - method alternates arguments about the two items (A and B) that you are comparing and/or contrasting.
BLOCK ORGANIZATION - method presents all arguments related to A, and then compares and/or contrasts them to all arguments related to B.
WHIRLPOOL - a place in a river or the sea where currents of water spin round very fast
HOLLOW - having a hole or empty space inside
SPECTACULAR - very impressive
MOTTO - a short sentence or phrase that expresses the aims and beliefs of a person, a group etc. and is used as a rule of behavior

- SURVEY** - an investigation of opinions, behavior, etc. of a particular group of people, which is usually done by asking them questions
HAIR - A person who has the legal right to receive smb's property, money or title when that person die
OPENING STATEMENTS - the first sentence in the introductory paragraph
THE THESIS STATEMENT - the last sentence of the introductory paragraph.
CONCLUSION - the last paragraph of the lesson
INVENTIONS - a thing or an idea that has been invented
FAME - the state of being known and talked about by many people
EXUBERANT - full of energy, excitement and happiness
ANCESTORS - a person in your family who lived a long time ago
COMPANION - a person or an animal that travels with you or spends a lot of time with you
BELIEF - a strong feeling that sth/sb exists or is true
GUARDIAN - a person who protects sth
ETERNALLY - without an end; existing or continuing for ever
SALVATION - the state of being saved from the power of evil
PROSPERITY - the state of being successful, especially, financially
FLOURISH - to thrive or grow well,
EXTERMINATE - to kill, to bring to an end, to finish
CARRION - dead flesh, carcasses
RANCHES - a house on a small farm
PREDATOR - any organism that hunts and kills other organisms
LOGIC - a method of human thought
MULTIPLE CAUSE - having several cause
SEPARATE - not connected
CAUSAL - being a cause
PREFECTURES - Japanese administrative division
DROUGHT - a period of below average rainfall, longer and more severe than a dry spell
FAMINE - extreme shortage of food in a region
UPROOT - to remove utterly
COLLAPSE - to cave in

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3. www.literature.org/
4. www.pearsonlongman.com/ae/
5. www.developreading.com
6. www.jobproblems.com
7. <https://www.cspi.uz/uz>
8. www.teachingenglish.org.uk
9. www.teachingenglish.org.uk
10. www.onestopenglish.com

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