

# English for Academic Purposes

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# Psychology

## READING AND LISTENING OUTCOMES:

- To use context clues to define vocabulary
- To identify the main ideas and supporting details in a reading.
- To use note-taking strategies for reading and listening.
- To define and use vocabulary related to Psychology.

## GRAMMAR OUTCOMES:

- To use present tenses in the appropriate context.
- To ensure that verbs agree with subjects.
- To use English punctuation and capitalization.

## WRITING OUTCOMES:

- To identify and create different types of sentences.
- To identify and correct sentence problems.
- To follow the steps of the writing process from pre-writing to final draft.
- To write a cause and effect essay.

# SECTION 1: READING AND LISTENING

## CONTEXT CLUES

Adapted from:

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You may not understand a new word by itself, but you can often make a good guess when you see it used in a sentence.

### VOCABULARY

*Words*

### CONTEXT

*Where you find the words*

### VOCABULARY IN CONTEXT

*Understanding new words from the rest of a sentence, paragraph, or text*

Context clues are the words and sentences around an unfamiliar word. They can help you guess the meaning of a word.

#### Why is this an important skill to learn?

1. You save time. You don't need to stop and look up every word in the dictionary.
2. You remember it more easily. Look up a word and it's easy to forget. Figure it out in context, and you're more likely to remember it.
3. You understand how it's really used. A dictionary may have several confusing meanings without real-world examples. Words in context are authentic. You can see how they are really used.

In other words: You will be able to read faster and understand more.

**How do we learn vocabulary in context?** We look for context clues.

Context Clues:

1. Definitions
2. Synonyms and Antonyms
3. Examples
4. General Topic

### Definitions

Some writers, especially in textbooks, clearly explain the meanings of important words. They might even make the word **boldface** or *italic* text. They might put the definition in a special box or footnote. Writers often use **signal words** to introduce a definition, such as:

X, or	X is	X, that is
X means	X is defined as	X is also known as

**Example 1:** Can you define the word **conformity**? Which clues in this sentence can lead me to the meaning of an unknown word?

**Conformity**, or **acting the way most other people in one's social group act**, often grows out of a person's desire for security and belonging in a group – usually a group of similar age, culture, religion, or educational background.



- 'Conformity': Term
- 'acting the way most other people in one's social group act': Definition

**Example 2:** Few people desire to be an “**outlier**” whose opinion differs widely from what is typical in the group.

What does the word **outlier** mean?

- A. A person who uses their opinion to be the leader
- B. A person who can represent another country
- C. A person with an idea that is not common**

- 'whose opinion **differs** widely from what is typical in the group': Definition

## Synonyms and Antonyms

Writers frequently use synonyms and antonyms to more clearly explain their ideas to their readers. Sometimes these clues are in the same sentence, but often they are elsewhere in the passage. That's why it's important to keep reading a little instead of immediately stopping to use a dictionary; a helpful synonym or antonym might be in the next sentence or paragraph.

**Example:** Read the following sentence and try to figure out the meaning of the word adolescents? Which clues in this sentence can lead you to the meaning of an unknown word?

The drive to conform is often particularly powerful for **adolescents**, for whom acceptance by **other teenagers** can be a primary goal, **but** it also affects **people of all ages**.

- **Term:** adolescents
- **Similar (synonym):** other teenagers
- **Different (antonym) :** people of all ages
- **Signal words for antonyms:** but

**Antonyms are sometimes signaled by words and phrases such as:**

<b>However</b>	<b>but</b>	<b>Yet</b>	<b>on the other hand</b>
<b>instead of</b>	<b>in contrast</b>	<b>Unlike</b>	<b>whereas</b>

## Examples

Writers sometimes use examples to more clearly explain their ideas to their readers. Instead of giving exact definitions or explaining things like a dictionary, writers often prefer to **show, not tell**. They do this with examples or illustrations that give more information about a word or idea.

**Signal words for examples:**

for example    for instance    such as

**Example:** Read the sentence below. What does the word **adhering** mean?

**Adhering** to rules for driving, **such as** when drivers stop at red lights, enables safe transportation.

- A. Obeying
- B. Breaking
- C. Writing

- Adhering= Obeying
- Clue: 'such as'

### General Topic : What is the reading about?

Even just knowing the general idea of a text is helpful. You can use what you know about the general topic to understand new words.

**Example:** The **drive** to conform is often particularly powerful for adolescents, for whom acceptance by other teenagers can be a primary goal, but it also affects people of all ages.

Here it's a good guess that **drive** does not refer to operating a car or truck. It probably has an alternate meaning, such as **motivation to succeed**.

But later, we see ...

Adhering to the rules for **driving**, such as when **drivers** stop at red lights, enables safe transportation.

Therefore, the topic of the sentence, paragraph, or reading can help us choose the best meaning for a word.

**Example:** Read the sentence below. What does the verb **to conduct** mean?

He conducted an experiment in which people were positioned in a dark room and asked to stare at a small dot of light 15 feet away.

- A. to lead an orchestra or band
- B. to organize or do something**
- C. to allow electricity or heat to pass through it

How do you know?

- The topic of the sentence is "experiment" which helps us choose the best meaning for the verb, 'conduct'.

### CONTEXT CLUES EXERCISE 1:

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Accessed 14 July 2021.

**Directions:** Read each sentence and determine the meaning of the word using cross sentence clues or your prior knowledge. Then, explain what clues in the sentence helped you determine the word's meaning.

1. **Universal:** Jim wanted to ask Janet to the dance, but he felt it was a **universally** acknowledged truth that popular girls like her didn't go with unpopular guys like him.

Definition:

---

What clues in the sentence lead you to your definition?

2. **Extraordinary:** Kevin may know how to layup a basketball, but my jump shot is **extraordinary**.

Definition:

---

What clues in the sentence lead you to your definition?

3. **Establish:** Even though peace between the two formerly warring nations had been **established** for years now, the soldier still woke cold from dreams of battle.

Definition:

---

What clues in the sentence lead you to your definition?

4. **Scrupulous:** I wanted to just set the table and be done with it, but my mother **scrupulously** arranged each napkin, dish, and utensil until they were in perfect alignment.

Definition:

---

What clues in the sentence lead you to your definition?

5. **Consent:** Jake asked his mother for permission to go to his friend Rodney's dance party, stating that his grades had improved, and he was quite pleased when she **consented**.

Definition:

---

What clues in the sentence lead you to your definition?

6. **Vexed:** When Jose found out that his little brother Emilio carelessly broke Jose's Xbox disc tray, Jose was **vexed** and sure let Emilio know it.

Definition:

---

What clues in the sentence lead you to your definition?

7. **Tact:** Jane could have easily offended Bertha when she informed her that the dress did not fit her well, but Jane used **tact** and consideration when choosing her words, so Bertha understood without being hurt.

Definition:

---

What clues in the sentence lead you to your definition?

8. **Emphatic:** Her parents really wanted her to attend the local university, but Shaniqua argued her case so **emphatically** and with such great passion, that her parents gave Shaniqua their consent

Definition:

---

What clues in the sentence lead you to your definition?

9. **Amends:** After Brian broke Darcy's heart this last time, he will have to make some serious **amends** if he ever wants to win her back.

Definition:

---

What clues in the sentence lead you to your definition?

10. **Conjecture:** Stanley tried to determine the meaning of the vocabulary word, but there were so few clues in the sentence all he could do was hopelessly **conjecture** as to what the word might mean.

Definition:

---

What clues in the sentence lead you to your definition?

11. **Ascertain:** The clues in the sentence were so helpful, Stanley was able to **ascertain** the meaning of the word beyond a shadow of a doubt.

Definition:

---

What clues in the sentence lead you to your definition?

12. **Defer:** Kyle really wanted to play basketball, but since it overlapped with the volleyball season (and since Carrie played volleyball), he would just have to **defer** his hoop-dreams until next year, when his relationship with her would be secure.

Definition:

---

What clues in the sentence lead you to your definition?

### CONTEXT CLUES EXERCISE 2:

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Accessed 14 July 2021.

**Directions:** *Read each sentence and determine the meaning of the word using cross sentence clues or your prior knowledge. Then, explain what clues in the sentence helped you determine the word's meaning.*

1. **Degrade:** Suzie's mother taught her to never let anyone **degrade** her, so now she demands respect in all of her relationships.

Definition:

---

What clues in the sentence lead you to your definition?

2. **Fivolous:** My mom wanted to get the red napkins for the party and my dad wanted the blue napkins, but I'm not even concerned about such **frivolous** things.

Definition:

---

What clues in the sentence lead you to your definition?

3. **Discontent:** If we use the red napkins, my mom will be happy but my dad will be **discontent**.

Definition:

---

What clues in the sentence lead you to your definition?

4. **Morsel:** The dogs were so hungry that they would have killed one another for a **morsel** of meat.

Definition:

---

What clues in the sentence lead you to your definition?

5. **Fretful:** My mom always worries about my grades and the colleges that I'll be able to attend, but if she were a little less **fretful** she'd be a lot more fun.

Definition:

---

What clues in the sentence lead you to your definition?

6. **Appall:** John had seen horror movies before, but when he saw *Bloodcore 6*, he was so **appalled** by the bloodshed that he wrote the newspapers warning parents not to allow their children to see this movie.

Definition:

---

What clues in the sentence lead you to your definition?

7. **Wither:** Alice finally threw the **withering** roses away when a dead petal fell into her cereal bowl.

Definition:

---

What clues in the sentence lead you to your definition?

8. **Simultaneous:** Few were impressed by Kirstin's presentation, "How to Walk and Chew Gum at the Same Time," even though Kirstin was able to **simultaneously** walk and chew gum.

Definition:

---

What clues in the sentence lead you to your definition?

9. **Reluctant:** As Kevin remembered the promise he made earlier, he **reluctantly** agreed to help Jennie move her stuff into her new apartment.

Definition:

---

What clues in the sentence lead you to your definition?

10. **Reproach:** Miss Annie **reproached** Johnny for the missing chocolate chip cookies, even though Johnny is allergic to chocolate.



Definition:

---

What clues in the sentence lead you to your definition?

11. **Penitent:** It is difficult to forgive someone who has hurt you, even if that person is **penitent** and expresses regret for their decisions.

Definition:

---

What clues in the sentence lead you to your definition?

12. **Sustain:** It is difficult to **sustain** a smile when your whole world is falling apart.

Definition:

---

What clues in the sentence lead you to your definition?

## MAIN IDEAS AND SUPPORTING DETAILS

Adapted from:

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### STATED MAIN IDEA

Finding the **main idea** or **central theme** of a reading is probably the most important part of reading. But it's not enough to figure out only the **topic** of a text. To really understand the main idea of a text, you also need to identify the author's **claim** or **controlling idea**.

### Why learn this?

It's usually easy to identify the general topic of a reading, and sometimes it's easy to understand individual facts or details, but the writer put them together for a reason. The writer has a message. Good readers try to "connect the dots" in order to see the bigger picture.

### How do we find the main idea?

Each paragraph has a **main idea**. Larger texts, such as essays, chapters, or magazine articles, do, too, but then it is called a **central theme** or **thesis**.

In academic writing, the main idea of each paragraph is often at the beginning. However, the **main idea can be anywhere**. It could come in the beginning, middle, or end. In fact, in formal academic writing, the central theme or thesis is often stated as the last sentence of the introduction.

As you read, ask yourself:

- **What is the topic?**
- **What claim does the author make about that topic?**
- **Do all (or most) of the supporting details support that claim?**

**Look for general versus specific** information and **look for keywords** that signal lists or additional information.

**LIST WORDS** can signal a main idea:

several kinds of ...  
three advantages of ...  
various reasons for ...  
several causes of ...  
five steps ...  
a number of effects ...  
a series of ...  
some factors in ...

**ADDITION WORDS** can signal supporting details that add up to the main idea:

first, second, third, next, last, finally ...  
to begin with ...  
for one thing ...  
other/another ...  
also ...  
in addition ...  
further/furthermore ...

### **EXAMPLE:**

Psychologists study **groups** because nearly all human activities—working, learning, worshiping, relaxing, playing, and even sleeping—**occur in groups**. The lone individual who is cut off from all groups is a rarity. Most of us live out our lives in **groups**, and these groups have a profound impact on our thoughts, feelings, and actions. Many psychologists focus their attention on single individuals, but social psychologists expand their analysis to include **groups**, organizations, communities, and even cultures.

- What is the topic of this passage? **Groups**
- What claim does the author make about that topic? **Psychologists study groups because most human activities happen in groups.**
- Do all (or most) of the supporting details support that claim? **Yes, there are examples of group activities that the author provided to support the claim, such as working and learning. Also, the author provides how it relates to psychologists by mentioning that groups impact thoughts, feelings, and actions.**

### **MAIN IDEAS EXERCISE:**

**Directions:** Read the following passages and answer the questions following each passage.

#### PASSAGE 1:

Groups are particularly useful when it comes to making a decision, for groups can draw on more resources than can a lone individual. A single individual may know a great deal about a problem and possible solutions, but his or her information is far surpassed by the combined knowledge of a group. Groups not only generate more ideas and possible solutions by discussing the problem, but they can also more objectively evaluate the options that they generate during discussion. Before accepting a solution, a group may require that a certain number of people favor it, or that it meets some other standard of acceptability. People generally feel that a group's decision will be superior to an individual's decision.

1. What is the topic of this paragraph?

---

2. What claim does the author make about this topic?

---

---

3. Do all (or most) of the supporting details support that claim? Explain.

---

---

---

PASSAGE 2:

Groups, however, do not always make good decisions. Juries sometimes render verdicts that run counter to the evidence presented. Community groups take radical stances on issues before thinking through all the ramifications. Military strategists concoct plans that seem, in retrospect, ill-conceived and short-sighted. Why do groups sometimes make poor decisions?

1. What is the topic of this paragraph?

---

2. What claim does the author make about this topic?

---

---

3. Do all (or most) of the supporting details support that claim? Explain.

---

---

---

**PASSAGE 3:**

Janis also singled out four group-level factors that combine to cause groupthink. First, groupthink only occurs in cohesive groups. Such groups have many advantages over groups that lack unity. People enjoy their membership much more in cohesive groups, they are less likely to abandon the group, and they work harder in pursuit of the group's goals. But extreme cohesiveness can be dangerous. ... The second factor is isolation. Groupthink groups too often work behind closed doors, keeping out of the limelight. They isolate themselves from outsiders and refuse to modify their beliefs to bring them into line with society's beliefs. ... Third, a biased leader who exerts too much authority over group members can increase conformity pressures and railroad decisions. In groupthink groups, the leader determines the agenda for each meeting, sets limits on discussion, and can even decide who will be heard. The final factor is decisional stress ...

1. What is the topic of this paragraph?

---

2. What claim does the author make about this topic?

---

---

3. Do all (or most) of the supporting details support that claim? Explain.

---

---

---

### SUPPORTING DETAILS

Supporting details help readers to believe or understand the writer's claim about a topic.

Look for:

- reasons
- examples
- facts
- steps
- numbers
- other kinds of evidence

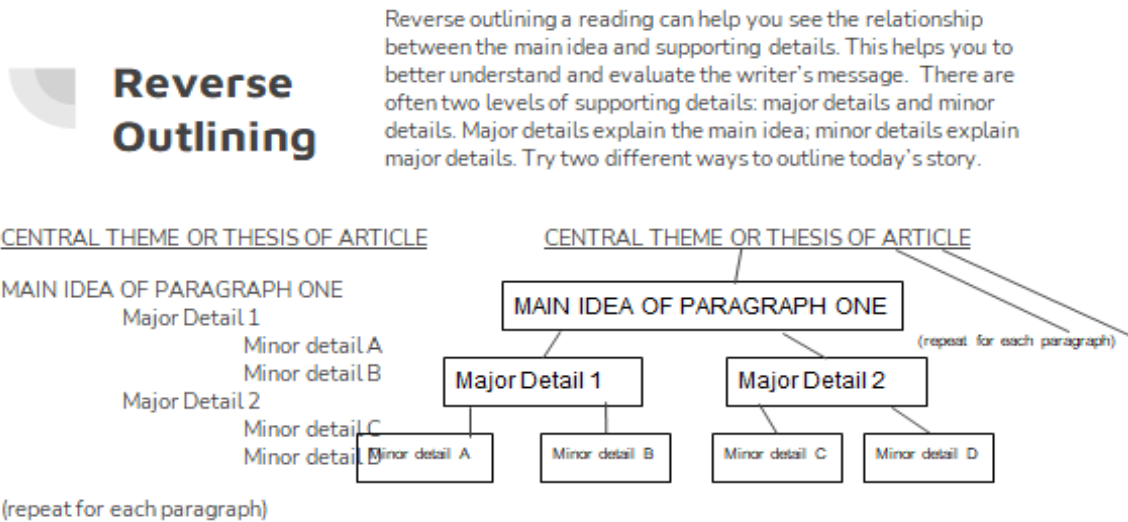
#### Why learn this?

Without supporting details, there is no way to know if the main idea is true or reasonable. Sometimes, you can't even understand the main idea if you don't have an explanation or

examples. Supporting details explain the main idea.

Some transitions you can look for to signal the supporting details are:

- |                                       |                               |
|---------------------------------------|-------------------------------|
| To begin with...                      | For example, for instance...  |
| Also, in addition...                  | Including...                  |
| First, second, next, last, finally... | Such as...                    |
| Furthermore, moreover...              | Because...                    |
| Another...                            | Since, therefore, as a result |
| Similarly, likewise...                | On the other hand, however... |



**EXAMPLE:**

President Franklin Delano Roosevelt declared that the day of the Japanese attack on Pearl Harbor, December 7, 1941, would live in **infamy**\*. This was because the attack launched the United States fully into the two major areas of the world war. Prior to Pearl Harbor, the United States had been involved in the European war only by supplying England and other anti-fascist countries of Europe with necessary war materials. The attack on Pearl Harbor also launched an outbreak of fear about national security, especially on the West Coast.

*\*being well known for something bad*

- What is the main idea of this paragraph? **The day of the Japanese attack on Pearl Harbor would live in infamy.**
- What are the supporting details? How do they help to explain the main idea?
  - Major Detail 1: **The attack launched the United States fully into the two major areas of the world war.**
    - i. Minor detail A: **Prior to Pearl Harbor, the United States had been involved in the European war only by supplying England and other anti-fascist countries of Europe with necessary war materials.**
  - Major Detail 2: **The attack on Pearl Harbor also launched an outbreak of fear about national security, especially on the West Coast.**

## SUPPORTING DETAILS EXERCISE

**Directions:** Read the following passages and answer the questions following each passage. It is important to note that some of the details may not be in the paragraph, so you can leave the space blank.

### PASSAGE 1:

The relocation centers created instant, but unusual communities. As four or five families with their sparse collections of clothing and possessions squeezed into shared barracks\* made of tar paper, life took on some familiar routines of socializing and school. However, eating in common facilities and having limited opportunities for work interrupted other social and cultural patterns. Persons who became troublesome were sent to a special camp at Tule Lake, California, where dissidents\*\* were housed.

\*buildings used to house soldiers

\*\*persons who became troublesome

1. What is the main idea of this paragraph?

---

2. What are the supporting details? How do they help to explain the main idea?

- a. Major Detail 1

---

---

- i. Minor detail A

---

---

- ii. Minor detail B

---

---

- b. Major Detail 2

---

---

- i. Minor detail C

---

---

- ii. Minor detail D

---

---

PASSAGE 2:

As the war drew to a close, the relocation centers were slowly evacuated\*. While some persons of Japanese ancestry returned to their hometowns, others sought new surroundings. For instance, the Japanese American community of Tacoma, Washington, had been sent to three different centers; only 30 percent returned to Tacoma after the war. Japanese Americans from Fresno had gone to Manzanar; 80 percent returned to their hometown.

\*emptied

3. What is the main idea of this paragraph?

---

4. What are the supporting details? How do they help to explain the main idea?

a. Major Detail 1

---

---

i. Minor detail A

---

---

ii. Minor detail B

---

---

b. Major Detail 2

---

---

i. Minor detail C

---

---

ii. Minor detail D

---

---

## IMPLIED MAIN IDEAS

What is an **implied main idea**?

*The dictionary says implied means: suggested or shown without being stated directly. Readers must sometimes infer what the writer wants to say about the topic.*

### Why learn this?

Sometimes the writer does NOT provide a sentence that directly tells the reader what the main idea is. Readers sometimes need to “connect the dots” to understand the main idea.

### How do we find an implied main idea?

1. What is the topic of this paragraph?
2. What are the supporting details?
3. How are these supporting details connected?
4. **What does the author want to say about the topic?**
5. Does all (or most) of the paragraph support this idea?

### EXAMPLE:

Jackie Robinson was born in Georgia on January 31, 1919, the youngest of five children. His father left the family just a year later, and his mother moved herself and her children to Pasadena, California, where she worked odd jobs to support her family. Growing up in relative poverty in an otherwise affluent community, Robinson and his minority friends were excluded from many recreational opportunities. As a result, Robinson joined a neighborhood gang, but his friend later persuaded him to abandon it.

- What is the topic of this paragraph? **Jackie Robinson**
- What are the supporting details?
  - **His father left them**
  - **His mother worked hard to support her family**
  - **They lived in a poor neighborhood**
  - **He was excluded from many recreational opportunities.**
- How are these supporting details connected? **These supporting details are connected in time order (Chronologically)**
- What does the author want to say about the topic? **Jackie Robinson had a difficult life when he was young, which led him to make bad decisions, such as joining a neighborhood gang.**
- Does all (or most) of the paragraph support this idea? **Yes.**

## IMPLIED MAIN IDEAS EXERCISE

**Directions:** Read the following passages and answer the questions to find the implied main ideas.

### Passage 1:

Robinson once said, “The right of every American to first-class citizenship is the most important issue of our time.” In 1938, while still at junior college, he was arrested after disputing the police’s detention of one of his black friends. He managed to escape a long jail sentence, but this and other run-ins with the police earned him a reputation of being very combative against racial oppression.



1. What is the topic of this paragraph?

---

2. What are the supporting details?

---

---

---

3. How are these supporting details connected?

---

4. What does the author want to say about the topic?

---

---

5. Does all (or most) of the paragraph support this idea?

---

Passage 2:

Robinson joined the professional Negro Leagues to play baseball in early 1945. He signed with the Kansas City Monarchs and had great success, but he was frustrated by all the disorganization that plagued the Negro Leagues. During the season, Robinson explored ways to move up. He attended a tryout for the Boston Red Sox, but it was just for show. After he was heckled with racial slurs, he left humiliated.

1. What is the topic of this paragraph?

---

2. What are the supporting details?

---

---

---

3. How are these supporting details connected?

---

4. What does the author want to say about the topic?

---

---

5. Does all (or most) of the paragraph support this idea?

---

# NOTE-TAKING/ANNOTATING STRATEGIES

Adapted from:

- [Advanced Community College ESL Composition: An Integrated Skills Approach](#) by Jenell Rae, Jacob Skelton, Edgar Perez, and Sara Besta is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License
- [Chapter 11: Note-Taking Strategies](#) by Mindy Boland is licensed under Creative Commons Attribution Non-Commercial Share Alike

## Note-taking

In college, your instructors expect you to make connections between class lectures and reading assignments; they expect you to create an opinion about the material presented; they expect you to make connections between the material and life beyond college. Your notes are your roadmaps for these thoughts. Do you take good notes? After learning to listen, note taking is the most important skill to ensure your success in a class.

Effective note taking is important because it:

- Supports your listening efforts.
- Allows you to test your understanding of the material.
- Helps you remember the material better when you write key ideas down.
- Gives you a sense of what the instructor thinks is important.
- Creates your “ultimate study guide.”

Effective note-taking helps students retain what they learned in class so that they can use the material to study and build their knowledge and tackle more complex concepts later on. In fact, research indicates that there’s a 34 percent chance that students will remember key information if it’s present in their notes but only a 5 percent chance if it’s not. It doesn’t matter whether you prefer to write brief summaries or make visual guides and diagrams in your notes. The important thing is to find a note-taking strategy that works for you.

There are various forms of taking notes, and which one you choose depends on both your personal style and the instructor’s approach to the material. Each can be used in a notebook, index cards, or in a digital form on your laptop. No specific type is good for all students and all situations, so we recommend that you develop your own style, but you should also be ready to modify it to fit the needs of a specific class or instructor. To be effective, all of these methods require you to listen actively and to think; merely jotting down words the instructor is saying will be of little use to you.

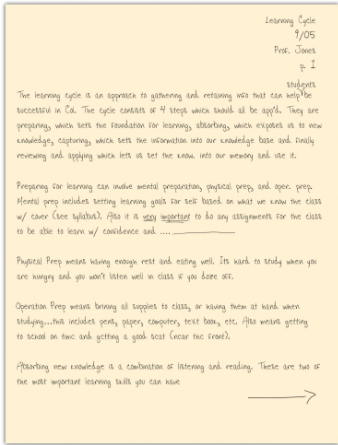
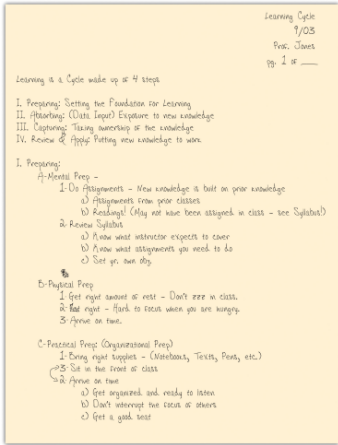
The following are a few recommendations to try out:

- **Stay organized:** Keep your notes and handouts separate for each class. For example, you might have a different notebook and folder for each class or a large notebook with a different tab for each class. This will save you the time of trying to organize and locate your notes when studying for an exam.
- **Use your paper:** Many students try to fit all of a day’s class notes onto one page and are often left with many extra blank pages in their notebooks. Instead, every time your instructor changes topics, flip to a new page. This allows you to find the material easily and makes your notes much cleaner.
- **Use visual cues:** Try highlighting, underlining, or drawing arrows or exclamation points next to any main or difficult concepts. This will call attention to these sections and remind you to spend more time reviewing them.
- **Group together similar concepts:** Grouping or “chunking” material is a good way to make studying and memorization easier. You can try drawing the main concept and

connecting it to smaller, related concepts or making an outline of the information. Either one can serve as an effective study guide.

- **Make notes legible:** Some people have messy handwriting. However, writing as clearly as possible when you take notes will make it easier to review them later. It's also helpful if you're asked to share your notes with another student who missed class. If laptop use is permitted during class, you can also type your notes.

## Note-Taking Systems

Method	Description	When to Use	Image
Lists	A sequential listing of ideas as they are presented. Lists may be short phrases or complete paragraphs describing ideas in more detail.	This method is what most students use as a fallback if they haven't learned other methods. This method typically requires a lot of writing, and you may find that you are not keeping up with the professor. It is not easy for students to prioritize ideas in this method.	 <p>The Learning Cycle is an approach to gathering and retaining info that can help be successful in Col. The cycle consists of 4 steps which build all be applied. They are preparing, which tests the foundation for learning, absorbing, which expands us to new knowledge, capturing, which tests the information into our knowledge base and finally reviewing and applying which lets us test the know into our memory and use it.</p> <p>Preparing for learning can involve mental preparation, physical prep, and oper. prep. Mental prep includes setting learning goals for test based on what we know the class w/ cover (see syllabus). Also it is very important to do any assignments for the class to be able to learn w/ confidence and ...</p> <p>Physical Prep means having enough rest and eating well. It's hard to study when you are hungry and you won't listen well in class if you don't eat.</p> <p>Operational Prep means having all supplies to class, or having them at hand when studying...that includes pens, paper, calculator, text book, etc. Also means getting to school on time and getting a good seat (near the front).</p> <p>Absorbing new knowledge is a combination of listening and reading. These are two of the most important learning skills you can have.</p>
Outlines	The outline method places the most important ideas along the left margin, which are numbered with Roman numerals. Supporting ideas to these main concepts are indented and are noted with capital letters. Under each of these ideas, further detail can be added, designated with an Arabic number, a lowercase letter, and so forth.	A good method to use when material presented by the instructor is well organized. Easy to use when taking notes on your computer.	 <p>Learning is a Cycle made up of 4 steps</p> <p>I. Preparing: Setting the Foundation for Learning    II. Absorbing: (Last Input) Exposure to new knowledge    III. Capturing: Taking ownership of the knowledge    IV. Review &amp; Apply: Putting new knowledge to work</p> <p>I. Preparing:</p> <p>A-Mental Prep -    1- Do Assignments - New knowledge is built on your knowledge    a) Assignments from your classes    b) Readings! (May not have been assigned in class - see Syllabus)    2- Review Syllabus    a) Know what instructor expects to cover    b) Know what assignments you need to do    c) Set yr. own obj.</p> <p>B-Physical Prep    1- Get right amount of rest - Don't eat in class.    2- Eat right - Hard to focus when you are hungry.    3- Arrive on time.</p> <p>C-Practical Prep: Organizational Prep    1- Bring right supplies - (Notebooks, Texts, Pens, etc.)    2- Sit in the front of class    3- Arrive on time    a) Get organized and ready to listen    b) Don't interrupt the class or others    c) Get a good seat</p>



- Copy anything the instructor writes on the board. It's likely to be important.
- Use signals and abbreviations. Which ones you use is up to you, but be consistent so you will know exactly what you mean by "att." when you review your notes.
- You may find it useful to keep a key to your abbreviations in all your notebooks.
- Create a symbol to use when you fall behind or get lost in your note-taking. Jot down the symbol, leave some space, and focus on what the instructor is covering now. Later you can ask a classmate or the professor to help you fill in what you missed, or you can find it in your textbook.

## Annotating while Reading

- **Annotate** – v. To make notes on a written work for explanation or critical commentary.

### Why do we annotate?

To better understand and to think critically about what you are reading. While the amount of annotation may vary widely from page to page, any notes you add to a text will help you to read it more critically. In addition, any attempt to annotate a text will strengthen your understanding of a reading, ultimately helping you return to the reading with confidence later. This is very important for E.S.L. students who need additional support with vocabulary, cultural references, and idiomatic language.

Here are some ways to annotate a text:

- **Chapter summaries/titles:** At the end of each chapter, section, or article, write a brief summary of the main idea, plot, or simply what occurred. This does not have to be long or greatly detailed, but should include all relevant ideas or incidents. This practice will help you improve your understanding of a chapter in just a few of your own words.
- **Underline:** Within the text of any written piece, and as you read, underline or otherwise note anything that strikes you as important, significant, or memorable. If possible, write brief comments within the side margins that indicate your motivation in underlining. In works of non-fiction, focus on important ideas, themes, and the main ideas used by the writer. Underline isolated words and phrases that are important.
- **Vocabulary/unusual diction:** You should circle or highlight words that are unfamiliar or unusual to you. Look up these words in a dictionary and write a short definition in the margin of the text. You can also write the definition in your own language, but you should have the definition written down in English first. You can also write down synonyms.
- **Questions:** Actively engage the text and further/confirm your understanding of each chapter by writing questions in the margin. This will help you think deeper and more critically about the text. If you have time, make multiple choice, fill in the blank, matching, and true/false questions as well to prepare for a test or quiz.

### The Process:

There are a number of procedural expectations that make annotation practical and effective.

- Use a consistent system. Use the same abbreviations and symbols every time you annotate (See Below).
- Use different colors to mark the text to separate important information. For example, yellow for vocabulary, green for main ideas, blue for unknown expressions, and so on.
- Do underlining, brackets [ ], highlighting, and circling as you read.

- At chapter or section ends, stop to index page numbers on your front cover list of character information and traits as well as on your back cover list of themes, images, allusions, etc. Also, write chapter summaries at that time.
- Write questions in the margins to actively engage with the text and to think critically about what you've read.
- Be neat and be disciplined, and always REVIEW your annotations!

Some suggested Abbreviations/Symbols:

b/c = because	+ = and
w/ = with	w/o = without
b/t = between	e.g. = for example
ex = example	info = information
b4 = before	↑ = increase, improvement, rising
↓ = decrease, decline, falling	* = important
** = very important	# = of the utmost importance; crucial to understanding
> = use caret to point to an exact location	

For Literature:

PLOT = plot item	TP = turning point	cf = conflict	RA = rising action
Cx = climax	FA = falling action	RES = resolution	S = setting
POV = point of view (mention type: 1st person, limited omniscient, etc.)		Th = theme	

## BUILDING VOCABULARY THROUGH READING AND LISTENING

Adapted from:

- [Read Faster, Understand More](#) by Timothy Krause is licensed under a Creative Commons Attribution NonCommercial ShareAlike 4.0 International License.

### READING EXERCISE 1

**Directions:** As you read the following passage, answer the questions in the box to the right hand side. As you read, you should take notes or annotate the text as well. When you finish, answer the reflection questions below the reading.

## READ

# Conformity

Adapted from *Conformity* by CommonLit.org, which is licensed under CC BY NC-SA 2.0.

[1] Conformity, or acting the way most other people in one's social group act, often grows out of a person's desire for security and belonging in a group – usually a group of similar age, culture, religion, or educational background. Acting differently from the group carries the risk of social rejection, a deep fear that many people have. The drive to conform is often particularly powerful for adolescents, for whom acceptance by other teenagers can be a primary goal, but it also affects people of all ages. Some studies suggest that conformity decreases with age. **Q1** →

[2] Although the word often has a negative connotation,<sup>1</sup> conformity is not necessarily a bad thing. The tendency of people to conform helps society to function smoothly in many ways. Adhering to rules for driving, such as when drivers stop at red lights, enables safe transportation. The tendency of people to follow norms of interpersonal interaction enables effective communication and collaboration.

[3] Psychologist Herbert Kelman identified and labeled three major types of conformity. The first, compliance, occurs when a person conforms publicly, but privately keeps his or her own original beliefs. People comply because of a need for approval from others and fear of rejection. The second, identification, is conforming to a particular person who is well liked and respected, such as a friend or a family member. Identification is usually motivated by the perceived role model's attractiveness or success. Internalization is when people have actually internalized a group's belief system and see it as truly their own, both publicly and privately. This is the most profound form of conformity and is likely to stay with people for a long time. **Q2** →

[4] The strong force of conformity is well documented in psychological research. A researcher named Muzafer Sherif, for example, wanted to know how many people would change their opinions about something because of the desire to conform to a larger group. He conducted an experiment in which people were positioned in a dark room and asked

## ASK YOURSELF

### BEFORE YOU START:

Read the title. What question will the article answer about the topic? What do you already know about this topic?

**Q1:** Conformity...

- A. worsens as people age into full adults.
- B. only affects adults struggling to belong.
- C. is not wanting to belong to a group.
- D. is acting a certain way to fit into a group.

**Q2:** Which of the following is NOT one of the three major types of conformity?

- A. pretending in public, and keeping individual beliefs private
- B. publicly hating a group, but secretly wanting to join them
- C. truly believing the beliefs of a group publicly and privately
- D. following a role model because you really admire them

to stare at a small dot of light 15 feet away. They were then asked to guess the amount by which the light moved (the dot actually was not moving at all). On the first day, each person saw different degrees of movement; but from the second to the fourth day, the same estimate was agreed on and the members of the group conformed their opinions to this estimate. Sherif believed this experiment demonstrated the way a norm develops in a society, and how people tend to fit their personal beliefs to that norm. Few people desire to be an “outlier” whose opinion differs widely from what is typical in the group.

[5] The “dark side” of conformity has often been explored as well. The need to be accepted and the fear of punishment for deviating<sup>2</sup> from group norms can in many cases impel<sup>3</sup> people to unthinkingly adopt negative attitudes or behaviors. A phenomenon called the “spiral of silence” can occur when one opinion takes control because people who have different opinions are more and more afraid to speak or act on them. History is rife<sup>4</sup> with many examples of mass conformity to group norms and ideas that were destructive. Q3→

Q3: Which of the following statements would the author most likely agree with?

A. Conformity is the healthiest behavior because it teaches us to follow rules and laws.

B. Conformity can occasionally create positive norms or behaviors that are dangerous.

C. Conformity is always dangerous to our society because it makes us act without thinking.

D. Conformity is necessary because it is better to think as a group than to think for yourself.

1. Which of the following best describes the main idea of the text?
  - A. Societies can maintain order without any forms of conformity.
  - B. People who conform lack individual independence.
  - C. People conform in order to fit in based on societal pressure.
  - D. Conforming is a conscious decision people make.
2. Which of the following best explains the relationship between compliance, identification, and internalization?
  - A. Compliance occurs when people pretend to change their personal beliefs, while identification and internalization occur when people begin to believe other’s ideas.
  - B. Compliance, identification, and internalization are three types of conformity that range from high to low impact, respectively.
  - C. Compliance, identification, and internalization are three types of conformity that range from long to short-lasting, respectively.
  - D. Compliance and identification occur when people begin to believe other’s ideas, while internalization occurs when people pretend to change their personal beliefs.

## READING EXERCISE 2

**Directions:** As you read the following passage, you will identify the meaning of words from contexts and find the main ideas. As you read, you should take notes or annotate the text as well.

### Excerpts from *The Many Varieties of Conformity*

Adapted from *The Many Varieties of Conformity* by Dr. Rajiv Jhangiani and Dr. Hammond Tarry, as published in *Principles of Social Psychology*, which is licensed under a CC BY-NC-SA 4.0 license.

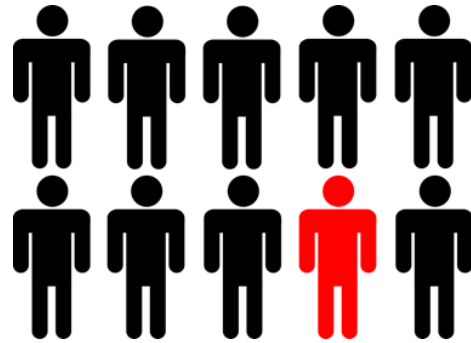


<sup>1</sup>The typical outcome of social influence is **conformity**; in other words, our beliefs and behaviors become more similar to those of others around us. <sup>2</sup>At times, this change occurs in a **spontaneous** sense, without any obvious intent of one person to change the other.

<sup>3</sup>Perhaps you learned to like jazz or rap music because your roommate was playing a lot of it.

<sup>4</sup>You didn't really want to like the music, and your roommate didn't force it on you—your preferences changed in **passive** way. <sup>5</sup>Robert Cialdini and his colleagues found that college students were more likely

to throw litter on the ground when they had just seen another person throw some paper on the ground and were least likely **to litter** when they had just seen another person pick up and throw paper into a trash can. <sup>6</sup>The researchers interpreted this as a kind of spontaneous conformity—a tendency to follow the **behavior** of others, often entirely out of our awareness.



### Imitation as Subtle Conformity

<sup>7</sup>Perhaps you have noticed in your own behavior a type of very **subtle** conformity—the tendency to imitate other people who are around you. <sup>8</sup>Have you ever found yourself talking, smiling, or frowning in the same way that a friend does? <sup>9</sup>Tanya Chartrand and John Bargh (1999) investigated whether the tendency **to imitate** others would occur even for strangers, and even in very short periods of time.

<sup>10</sup>In their first experiment, students worked on a task with another student, who was actually a **confederate** of the researchers. <sup>11</sup>The two worked together to discuss photographs taken from current magazines. <sup>12</sup>While they were working together, the confederate engaged in some unusual behaviors to see if the research participant would mimic them.

<sup>13</sup>Specifically, the confederate either rubbed his or her face or shook his or her foot. <sup>14</sup>It turned out that the students did **mimic** the behavior of the confederate, by themselves either rubbing their own faces or shaking their own feet. <sup>15</sup>And when the experimenters asked the participants if they had noticed anything unusual about the behavior of the other person during the experiment, none of them indicated **awareness** of any face rubbing or foot shaking.

<sup>16</sup>It is said that imitation is a form of **flattery**, and we might therefore expect that we would like people who imitate us. <sup>17</sup>Indeed, in a second experiment, Chartrand and Bargh found exactly this. <sup>18</sup>Rather than creating the behavior to be mimicked, in this study the confederate imitated the behaviors of the participant. <sup>19</sup>While the participant and the confederate discussed the magazine photos, the confederate **mirrored** the posture, movements, and mannerisms displayed by the participant. ... <sup>20</sup>Participants who had been mimicked indicated that they liked the person who had imitated them more and that the interaction with that person had gone more **smoothly**, in comparison with participants who had not been mimicked. ...

<sup>21</sup>Imitation is an important part of social interaction. <sup>22</sup>We easily and **frequently** -- more often than we think -- mimic others without being aware that we are doing so. <sup>23</sup>We may communicate to others that we agree with their **viewpoints** by mimicking their behaviors, and we tend to get along better with people with whom we are well "coordinated." <sup>24</sup>We even expect people to mimic us in social interactions, and we become distressed when they do not. <sup>25</sup>This **unconscious** conformity may help explain why we **hit it off** immediately with some people and **never get it together** with others.

1. In sentence 1, what is the meaning of the word **conformity**?
  - a. how correct or precise something is
  - b. a state in which people do not understand what is happening or what they should do
  - c. behavior that is the same as the way that most other people behave
  - d. a stressful or worrisome situation
  
2. In sentence 2, what is a synonym for **spontaneous**?
 

a. Intentional	c. unplanned
b. Detailed	d. overworked
  
3. What does the word **passive** mean in sentence 4?
 

a. letting things happen	c. making things happen
b. stopping things from happening	d. wishing things would happen
  
4. In sentence 5, **to litter** means\_\_\_\_\_.
 

a. to pick up trash off the ground	c. to throw trash on the ground
b. to throw paper in a garbage can	d. to pick trash out of the garbage can
  
5. What does the word **behavior** mean in sentence 6?
 

a. A. directions	c. personality
b. C. advice	d. actions
  
6. What is the antonym of the word **subtle** in sentence 7?
 

a. Obvious	c. unsure
b. Delicate	d. appropriate
  
7. In sentence 9, **to imitate** means\_\_\_\_\_.
 

a. to copy someone's actions	c. to do the opposite of someone's actions
b. to make a mistake	d. to behave inappropriately
  
8. In sentence 10, what is a **confederate**?
 

a. someone you tell secrets to	c. a partner you work with, often secretly
b. someone who gives you confidence	d. an enemy or opponent
  
9. In sentence 14, **to mimic** is a synonym for which earlier term?
 

a. to conform	c. to litter
b. to imitate	d. to behave
  
10. In sentence 15, **awareness** means\_.
 

a. Misunderstanding	c. the ability to notice things
b. imitation or mimicry	d. ignorance or lack of attention
  
11. In sentence 16, we can suppose that **flattery** is\_.
 

a. good	c. bad
b. neutral, neither good nor bad.	d. unrelated
  
12. In sentence 19, **mirrored** means\_.
 

a. Responded	c. reported
b. Reflected	d. repealed

13. What does the word **smoothly** mean in sentence 20?
- |                    |            |
|--------------------|------------|
| a. Problematically | c. easily  |
| b. Roughly         | d. quietly |
14. What phrase helps us to understand the word **frequently** in sentence 21?
- “an important part of social interaction”
  - “without being aware that we are doing so”
  - “by mimicking their behaviors”
  - “more often than we think”
15. A synonym for **viewpoints** in sentence 23 is\_.
- |                 |            |
|-----------------|------------|
| a. Opinions     | c. facts   |
| b. Observations | d. actions |
16. In sentence 25, the word **unconscious** means that we are not aware of what we are doing.
- true
  - false
17. In sentence 25, **to hit it off** and **to never get it together** are opposites. Which means to get along well?
- |                  |                             |
|------------------|-----------------------------|
| a. to hit it off | c. to never get it together |
| b. Both          | d. Neither                  |
18. What is the topic of the passage? \_\_\_\_\_
19. What is the main idea of the passage?
- \_\_\_\_\_
- \_\_\_\_\_
20. How do you know that is the main idea? Which sentences support this main idea?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**LISTENING EXERCISE**

**DIRECTIONS:** Watch the video (found at: <https://www.youtube.com/watch?v=-7iN0V-GbM0>) and answer the following questions based on the video.

True/False

- All the other people in the waiting room were there for an eye exam: \_\_\_\_\_
- Social conformity or peer pressure is not always a bad thing. \_\_\_\_\_
- Conformity shapes only people’s behavior. \_\_\_\_\_
- One participant never conformed. \_\_\_\_\_

Multiple Choice

5. What is called when we see members of a group perform a task and our brains reward us for following in their footsteps?
  - a. Social reward
  - b. Educational learning
  - c. Social learning
  
6. The brain craves \_\_\_\_\_
  - a. Knowing what to wear in the morning
  - b. Supporting your team at the big game
  - c. Going with the flow

Open-Ended

7. Why does the girl in the purple sweatshirt think she is there?

---

---

8. After how many beeps does the girl in the purple sweatshirt stand up? \_\_\_\_\_

9. Why does the girl in the purple sweatshirt say that she stood up?

---

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10. What is the test (experiment) about?

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**DISCUSSION QUESTIONS:**

1. Why do you think older people are less susceptible to conformity?
2. What are some examples in history of the destructive power of conformity?
3. Can you think of any instances in which conformity would be a good thing?
4. What are the effects of “following the crowd” in your own life?

## SECTION 2: GRAMMAR AND MECHANICS

### PRESENT PERFECT/ PRESENT PERFECT CONTINUOUS

Adapted from:

- [College ESL Writers: Applied Grammar and Composing Strategies for Success](#) by Barbara Hall and Elizabeth Wallace is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International
- [ESL for Low Intermediate Students: The Way You Like It Intermediate Grammar/Writing Part One \(of Two\), Plus Idiomatic Expressions and Some Punctuation Rules](#) by Don Bissonette is licensed under a Creative Commons Attribution-NonCommercial-4.0 International License

- [Writing 8 Academic Research and Essays](#) by Davina Ramirez is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike

## Present Perfect Tense

The present perfect tense is used for situations that began in the past, continue to the present, and may continue into the future. It may also be used for situations that began at some indefinite time in the past.

The action started in the past – but it affects NOW. The action may or may not be completed; this tense doesn't give any information about that.

This tense connects actions of the past to the present. Both times are part of the meaning. The action might be continuing now – or might not be.

To make verbs in the present perfect simple tense, combine the present tense of *to have* and the past participle.

### Affirmative

Subject	“Have” Form	Past Participle	Example marker of time
I You We They ----- He She It	have  ----- has	studied eaten slept	for many years. since he was a boy. all day long.

### Negative

Subject	“Have” Form	Past Participle	Example marker of time
I You We They ----- He She It	haven't (have not)  ----- hasn't (has not)	studied eaten slept	for many years. since he was a boy. all day long.

### Yes/No Question

“Have” Form	Subject	Past Participle	Example marker of time
Have	I you we they	studied	for many years?

----- Has	----- he she it	eaten slept	since he was a boy? all day long?
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*Open-ended Question*

Question Word	“Have” Form	Subject	Past Participle
Whom What Where How When Why Whose (noun) Which (noun) How much (noun) How many (noun) Who*	Have  ----- Has	I you we they  ----- he she it	studied eaten slept

*\*When you use who, you should use third person (has) and remove the subject. Ex: Who has lived in the United States?*

**Use the present perfect tense to describe a continuing situation and to describe an action that has just happened.**

- I **have worked** as a caretaker since June. *This sentence tells us that the subject has worked as a caretaker in the past and is still working as a caretaker in the present.*
- Dmitri **has just received** an award from the Dean of Students. *This sentence tells us that Dmitri has very recently received the award. The word just emphasizes that the action happened very recently.*
- I **have taught** English as a second language since 1971. *This sentence tells us that I began to teach ESL in 1971 and I am still teaching ESL.*
- My wife and I **have lived** in Seattle for 36 years. *This sentence tells us that we came here 36 years ago, and we are still living here.*
- Seattle **has always had** rainy weather. *This sentence tells us that throughout history, it has always rained a lot in Seattle.*

**Present Perfect does NOT refer to any specific time in the past. As a result, with the present perfect tense we can not use time words or expressions such as the following list of words:**

yesterday                      last week                      two months ago                      when I was a boy  
In 2011                      before I got up this morning

- Wrong: “There has been a flood last year.” → Correct: “There was a flood last year.”
- Wrong: “We have started break at 11:00.” → Correct: “We started break at 11:00.”
- Wrong: “He has travelled to Chile in 2013.” → Correct: “He travelled to Chile in 2013.”

**On the other hand, we can use expressions such as the following list of words because they “say” that something has already begun but is not finished:**

so far                      yet                      up to now                      since  
for (time) *For can be used with the simple past tense and the present perfect tense.*

The following words do “say” that something is already finished, but they can be used in the present perfect because they “say” that the time was very close to the present time:

Already                      lately                      recently

**Examples:**

- I have been at school for two hours so far today. (*I got here two hours ago and I am still here now. I will continue to be here for about five more hours today.*)
- My son has lived in Japan since July 25, 2009. (*He arrived in Japan on July 25, 2009. He is in Japan now. I don't know how long he will remain in Japan.*)
- Hopefully, you have learned a lot of English grammar so far. (*You began studying in the past. You are still studying grammar but need to study more. Some day you will finish.*)
- The weather has recently gotten better in Seattle. (*The weather was very bad in January and February. March was a little warmer. In April, May, and June, it will get even better.*)
- We haven't finished studying the perfect tenses yet. (*We started perfect tenses, but we are still studying. We will finish in the future.*)
- Have you already had dinner tonight? (*Asking about an action close to the present.*)
- What has your mother cooked for dinner so far? (*Asking about an action that is not finished, but started in the past.*)

**Present Perfect Continuous/Progressive Tense**

Similar to the present perfect tense, the present perfect progressive tense is used to indicate an action that was begun in the past and continues into the present. However, the present perfect progressive is used when you want to stress that the action is ongoing. It stresses that the action of the verb is in progress and not finished as the speaker is speaking.

To make verbs in the present perfect continuous tense, combine the present tense of *to have*, *been*, and the present participle *-ing*.

*Affirmative*

Subject	“Have” Form	been	Present Participle	Example marker of time
I You We They	have			
-----	-----	been	studying eating sleeping	for many years. since he was a boy. all day long.
He She It	has			

Negative

Subject	"Have" Form	been	Present Participle	Example marker of time
I You We They ----- He She It	haven't (have not)  ----- hasn't (has not)	been	studying eating sleeping	for many years. since he was a boy. all day long.

Yes/No Question

"Have" Form	Subject	been	Present Participle	Example marker of time
Have  ----- Has	I you we they ----- he she it	been	studying eating sleeping	for many years? since he was a boy? all day long?

Open-ended Question

Question Word	"Have" Form	Subject	been	Present Participle
Whom What Where How When Why Whose (noun) Which (noun) How much (noun) How many (noun) Who*	Have  ----- Has	I you we they ----- he she it	been	studying eating sleeping

\*When you use who, you should use third person (has) and remove the subject. Ex: Who has lived in the United States?

**Use the present perfect continuous for an action that started in the past and is ongoing in the present to stress that it is continuing.**

- She **has been talking** for the last hour. *This sentence indicates that she started talking in the past and is continuing to talk in the present.*



- I **have been feeling** tired lately. *This sentence indicates that I started feeling tired in the past, and I continue to feel tired in the present. Instead of indicating time, as in the first sentence, the second sentence uses the adverb lately. You can also use the adverb recently when using the present perfect progressive tense.*

### PRESENT TENSES EXERCISE 1

**Directions:** Combine the following sentences or ideas by using the present perfect continuous tense, please.

1. The men are building a fence now. They started building the fence early this morning.

---

---

2. My wife is preparing for a party at our house tomorrow. She started preparing for the party yesterday.

---

---

3. My sons and I are trying to decide on which restaurant to go to for Mother's Day. We started talking about this last week.

---

---

4. I started writing this exercise about ten minutes ago.

---

---

5. The sun is shining today. In fact, the sun was shining on Friday and Saturday, and Sunday, too.

---

---

6. I am listening to some music as I write this exercise. It started playing about two minutes ago.

---

---

7. I put on a short sleeved shirt this morning. I am still wearing it right now. I won't take it off until I get home this afternoon.

---

---

8. My friend and his wife always argue. Last week they were arguing about where to go during summer vacation. They are still arguing about it today.

---

---

9. A baby is crying in another room. She started crying about ten minutes ago.

---

---

10. I started teaching at this college in 1981. I am still teaching here now.

---

---

11. The boys outside are playing a game of baseball. They started playing about two hours ago.

---

---

12. I am typing this exercise. I started it 15 minutes ago.

---

---

13. My son is living in Japan. He started living there in July 2009.

---

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**PRESENT TENSES EXERCISE 2**

**Directions:** Fill in the blanks with the correct form of the Present Perfect Continuous Tense, please.

1. My friend \_\_\_\_\_ (hold) his baby for 20 minutes.

2. My sister \_\_\_\_\_ (live) in Rhode Island for many years.

3. My sons \_\_\_\_\_ (play) video games all day long.
4. My neighbor is an astronomer and \_\_\_\_\_ (look) at stars all night long.
5. I \_\_\_\_\_ (drive) around Chinatown looking for a parking space for 10 minutes.
6. Microsoft \_\_\_\_\_ (sell) computer software since the early 1980s.
7. The students \_\_\_\_\_ (use) many books in the library for their research project all quarter long.
8. People \_\_\_\_\_ (record) their thoughts on paper for many centuries.
9. Scientists \_\_\_\_\_ (think about) going to Mars for a number of years.
10. You \_\_\_\_\_ (use) my handout in this class this quarter.

## Subject-Verb Agreement

Adapted from:

- Advanced Community College ESL Composition: An Integrated Skills Approach by Jenell Rae, Jacob Skelton, Edgar Perez, and Sara Beseta is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License
- College ESL Writers: Applied Grammar and Composing Strategies for Success by Barbara Hall and Elizabeth Wallace is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International

Making Sure Subject and Verbs Agree: Subjects and verbs must agree in two ways: number (singular or plural) and person (first, second, or third). These two general rules hold through all the different subject/verb guidelines. As a rule, plural subjects end in –s and plural verbs do not end in –s.

### Errors in Subject-Verb Agreement

Errors in subject-verb agreement may occur when

- a sentence contains a compound subject;
- the subject of the sentence is separate from the verb;
- the subject of the sentence is an indefinite pronoun, such as *anyone* or *everyone*;
- the subject of the sentence is a collective noun, such as *team* or *organization*;
- the subject appears after the verb;
- a relative pronoun is the subject of a clause;
- a gerund or infinitive is the subject;
- a singular subject looks plural.

Recognizing the sources of common errors in subject-verb agreement will help you avoid these errors in your writing. This section covers the subject-verb agreement errors in more detail.

## Compound Subjects

A compound subject is formed by two or more nouns. A compound subject can be made of singular subjects, plural subjects, or a combination of singular and plural subjects.

- Compound subjects combined with **and** take a plural verb form.
- Compound subjects combined with **or** and **nor** are treated separately. The verb must agree with the subject that is nearest to the verb.

**Tip:** If you can substitute the word *they* for the compound subject, then the sentence takes the third person plural verb form.

- Situation: Compound subject with plural verb.
- Example: Rock and grass combine to make Badlands National Park amazing.
  - Watch Out For: “Rock and grass” is a plural subject formed by two singular words. Don’t get confused and use “combines” for the verb because the individual subjects are singular.
- Situation: Non-compound double subject functioning as a singular subject
- Example: Depending on where you look, rock or grass dominates your view.
  - Watch out for: Since the subjects are joined by “or,” they do not automatically become plural because there are two of them.

## Separation of Subjects and Verbs

As you read or write, you may come across a sentence that contains a phrase or clause that separates the subject from the verb. Often, prepositional phrases or dependent clauses add more information to the sentence and appear between the subject and the verb. However, the subject and the verb must still agree.

**Tip :** If you have trouble finding the subject and verb, cross out or ignore the phrases and clauses that begin with prepositions or dependent words. The subject of a sentence will never be in a prepositional phrase or dependent clause.

- Situation: Words fall between subject and verb.
- Example: Six national parks in Alaska were formed in 1980.
  - Watch Out For: Mistaking “Alaska” for the subject would make it seem as if the verb should be “was formed.”

## Indefinite Pronouns

Indefinite pronouns refer to an unspecified person, thing, or number. When an indefinite pronoun serves as the subject of a sentence, you will often use a singular verb form.

To determine whether to use a singular or plural verb with an indefinite pronoun, consider the noun that the pronoun would refer to. If the noun is plural, then use a plural verb with the indefinite pronoun. View the chart to see a list of common indefinite pronouns and the verb forms they agree with.

<b>Indefinite Pronouns That Always Take a Singular Verb</b>	<b>Indefinite Pronouns That Can Take a Singular or Plural Verb</b>
anybody, anyone, anything	All
Each	Any
everybody, everyone, everything	None
Much	Some

Many	
nobody, no one, nothing	
somebody, someone, something	

- Situation: Indefinite subject with singular meaning on its own.
- Example: Each of the fossils in the Petrified Forest National Park tells a story.
  - Watch Out For: Even though there is more than one fossil, the word “each” is always singular.
- Situation: Indefinite subject with singular meaning based on the rest of the sentence.
- Example: All of Arizona was once located in a tropical region.
  - Watch Out For: Since “Arizona” is singular, “all” is singular. Some indefinite subjects can be singular or plural. Examples include all, any, more, most, none, some, and such.
- Situation: Indefinite subject with plural meaning based on the rest of the sentence.
- Example: All the petrified trees in the Petrified Forest National Park are millions of years old.
  - Watch Out For: Since “trees” is plural, “all” is plural.
- Situation: Indefinite subject with plural meaning on its own.
- Example: Both scrub-land and rock formations are common in desert settings.
  - Watch Out For: Some indefinite subjects are always plural. Examples include both, few, fewer, many, others, several, and they.

### Collective Nouns

A collective noun is a noun that identifies more than one person, place, or thing and considers those people, places, or things one singular unit. Because collective nouns are counted as one, they are singular and require a singular verb. Some commonly used collective nouns are *group, team, army, flock, family, and class*.

- Situation: Collective subject with singular verb.
- Example: The team meets twice a year at Far View Lodge in Mesa Verde National Park.
  - Watch Out For: Although you know that the “team” is made up of more than one person, you must view “team” as a single unit.

### The Subject Follows the Verb

You may encounter sentences in which the subject comes after the verb instead of before the verb. In other words, the subject of the sentence may not appear where you expect it to appear. To ensure proper subject-verb agreement, you must correctly identify the subject and the verb.

- Situation: Subject comes after the verb.
- Example: Throughout Mammoth Cave National Park run passages covering over 367 miles.
  - Watch Out For: Who or what runs? The passages do. Even though you might be tempted to think “Mammoth Cave National Park” is the subject, it is not doing the action of the verb. Since “passages” is plural, it must match up to a plural verb.

### Relative Pronouns

Relative pronouns, such as “who”, “which”, “that”, and “one of”, are singular or plural based on the pronoun’s antecedent. You have to look at the antecedent of the relative clause to know whether to use a singular or plural verb.

- Situation: Relative pronoun that is singular.
- Example: The Organ, which rises up seven hundred feet, is so named for its resemblance to a pipe organ.
  - Watch Out For: The word “organ” is singular and is the antecedent for “which.” So the word “which” is also singular. The word “which” is the subject for the relative clause “which rises up seven hundred feet” and, therefore, requires a singular verb (rises).
- Situation: Relative pronoun that is plural.
- Example: Arches National Park in Utah offers sites that mesmerize the most skeptical people.
  - Watch Out For: The word “sites” is plural and is the antecedent for “that.” The word “that” is the subject for the relative clause “that mesmerize the most skeptical people.” So “that” is plural in this case and requires a plural verb (mesmerize).

### Gerunds and Infinitives

Gerunds are nouns formed by adding “-ing” to a verb. Gerunds can combine with other words to form gerund phrases, which function as subjects in sentences. Gerund phrases are always considered singular. Infinitives are the “to” forms of verbs, such as “to run” and “to sing”. Infinitives can be joined with other words to form an infinitive phrase. These phrases can serve as the subject of a sentence. Like gerund phrases, infinitive phrases are always singular.

- Situation: Gerund phrase as singular subject.
- Example: Veering off the paths is not recommended on the steep hills of Acadia National Park.
  - Watch Out For: Don’t be fooled by the fact that “paths” is plural. The subject of this sentence is the whole gerund phrase, which is considered to be singular. So a singular verb is needed.
- Situation: Infinitive phrase as singular subject.
- Example: To restore Acadia National Park after the 1947 fire was a Rockefeller family mission.
  - Watch Out For: All words in an infinitive phrase join together to create a singular subject.

### Singular Subjects That Look Plural

Some subjects appear plural when they are actually singular. Some of these same subjects are plural in certain situations, so you have to pay close attention to the whole sentence.

- Situation: Singular subjects that look plural.
- Example: Politics plays a part in determining which areas are named as national parks.
  - Watch Out For: Many subjects are or can be singular, but look plural, such as “athletics”, “mathematics”, “mumps”, “physics”, “politics”, “statistics”, and “news”. Take care when matching verbs to these subjects.
- Situation: Subject that looks plural, and is sometimes singular and sometimes plural.
- Example: State and national politics sway Congress during national park designation talks.
  - Watch Out For: Just because words such as “politics” can be singular doesn’t mean that they always are. In this case, the adjectives “state and national” clarify that different sources of politics are involved (“state politics” and “national politics”), so “politics” is plural in this case.

### **SUBJECT-VERB AGREEMENT EXERCISE 1**

**Directions:** *Correct the errors in subject-verb agreement in the following sentences. If there are no errors in subject-verb agreement, write OK.*

1. My dog and cats chases each other all the time.
2. The books that are in my library is the best I have ever read.
3. Everyone are going to the concert except me.
4. My family are moving to California.
5. Here is the lake I told you about.
6. These is the newspapers I was supposed to deliver.
7. Which room is bigger?
8. When are the movie going to start?
9. My sister and brother cleans up after themselves.
10. Some of the clothes is packed away in the attic.

### **SUBJECT-VERB AGREEMENT EXERCISE 2**

**Directions:** *Correct the errors in subject-verb agreement in the following paragraph.*

Dear Hiring Manager,

I feels that I am the ideal candidate for the receptionist position at your company. I has three years of experience as a receptionist in a company that is similar to yours. My phone skills and written communication is excellent. These skills, and others that I have learned on the job, helps me understand that every person in a company helps make the business a success. At my current job, the team always say that I am very helpful. Everyone appreciate when I go the extra mile to get the job done right. My current employer and coworkers feels that I am an asset to the team. I is efficient and organized. Is there any other details about me that you would like to know? If so, please contact me. Here are my resume. You can reach me by e-mail or phone. I looks forward to speaking with you in person.

Thanks,

VyNguyen

# English Punctuation Rules

Adapted from:

- [ESL for Advanced Students: The Way You Like It Advanced Grammar/Writing Plus Modified Bloom's Taxonomy Capitalization and Punctuation Rules](#) by Don Bissonnette is licensed under a Creative Commons Attribution-NonCommercial-4.0 International License

## I. End Punctuation

### A. Periods [.] (Also referred to as a Full Stop)

#### 1. At the end of a statement

- a) We went to the bookstore.
- b) My classes run from Monday through Friday.
- c) I am a teacher.

#### 2. At the end of an imperative sentence

- a) Pick up your dirty clothes.
- b) Don't let the dogs in the living room.
- c) Skip lines when writing homework.

#### 3. After an abbreviation

- a) The package weighed 8 lbs. 6 oz.
- b) Mt. St. Helens is a volcanic mountain.
- c) I live on Phinney Ave. N.

#### 4. After an initial

- a) Donald R. Bissonnette
- b) U. S. A.
- c) T. B. Bourret

#### 5. In outlining after Roman Numerals, capital letters, and numbers.

- a) Look at all the categories in this outline for examples, please.

### B. Question Marks [?]:

#### 1. At the end of an interrogative sentence

- a) Do you speak English?
- b) Have you eaten dinner yet?
- c) Will you be absent tomorrow?
- d) How many children do you have?

### C. Exclamation Points [!]

#### 1. At the end of an exclamatory sentence

- a) watch out for that car!
- b) What a great game!
- c) What a day I had!

#### 2. After an interjection that expresses strong feelings

- a) Oh! I can't believe it.
- b) Holy cow! That was an expensive meal.
- c) Right! I don't trust him for a second.

## II. Interior Sentence Punctuation

### A. Commas [,]

#### 1. Between the name of a city or town and the name of the state

- a) Seattle, WA
- b) South Attleboro, MA
- c) San Francisco, CA

#### 2. In a series

- a) I bought bananas, apples, peaches, kiwis, and strawberries yesterday.



- b) She is a wonderful, happy, beautiful, and intelligent child.
  - c) The boy goes to school, works at the music store, helps out at home, and sings at church.
3. **Between the day and month of the year**
- a) August 24, 1945
  - b) September 11, 2001
  - c) April 24, 2005
4. **To set off words such as *yes, no, well, oh*, etc. that come at the beginning of a sentence**
- a) Yes, I will help you tomorrow.
  - b) No, I don't have any money to give you.
  - c) Oh, I am so sorry.
5. **To set off the name of a person addressed directly**
- a) Thuy, please go to the board and write a sentence.
  - b) Will you open the door for me, Cheo?
  - c) As I said, Teresa, I want you to skip lines.
6. **To set off adverbial clauses at the beginning of a sentence**
- a) When the door opened, I entered.
  - b) Although I love teaching, I don't like correcting papers at night.
  - c) Because the sun was shining, people were happy.
7. **To set off introductory words and phrases**
- a) She comes from Vietnam. Therefore, she speaks Vietnamese.
  - b) As a result of the accident, she had to miss a lot of school.
  - c) Nowadays, I don't move as quickly as I did as a young man.
8. **To set off inserters (Inserters are words inserted in the middle or end of a sentence to help clarify meaning.)**
- a) I want to go, but I can't go, however.
  - b) He doesn't want to do it, yet he, nonetheless, will certainly do it.
  - c) I enjoy doing a lot of things. I love traveling, for example.
9. **Direct quotations**
- a) "I love you," he said.
  - b) She screamed, "Get out of my way."
  - c) Speaking softly, she answered the phone and said, "How may I help you"?
10. **Coordinating conjunctions followed by a subject**
- a) I will take you to the park, and your mother will bring you home.
  - b) You haven't done your homework, so you can't go to the movie with Tommy.
  - c) It is raining out, yet the boys want to go to the beach.
11. **Nonrestrictive clauses and phrases (Nonrestrictive clauses and phrases are used when referring to someone or something that is understood by both the writer and the reader. In other words, there is only one possibility of whom or what the writer is writing.)**
- a) My father, whom I loved dearly, died when I was a teenager.
  - b) I spoke to my sons, Alex and André, about going camping next month.
  - c) John F. Kennedy, who was the president when I was in college, was assassinated in 1963.
12. **Tag questions**
- a) You speak English, don't you?

b) He has a car, doesn't he?

c) He can come, can't he?

**13. To set off participle phrases or reduced relative clauses**

a) Agreeing to pay the fine, I wrote a check for \$38.00.

b) The old man, stooping to pick up the book, winced because his back hurt him.

c) The dishes, washed and stacked next to the sink, still need to be put away.

**14. Following conjunctive adverbs (transition words and phrases) in compound sentences**

a) I have to teach every day; in addition, I have to correct papers every night.

b) My sons have drivers' licenses; therefore, they can drive cars legally.

c) My mother was outgoing and loud; in contrast, my father was reserved and quiet.

**15. In the salutation of a friendly letter**

a) Dear Mom,

b) Dear Roger,

c) Dear Noonie,

**16. After the complimentary closing of a letter**

a) Sincerely yours,

b) Love always,

c) Yours truly,

**17. After the last name when it comes before the first name**

a) Bissonnette, Donald

b) Riley, Rosanne

c) Tran, Xuan Mai

**B. Semicolons [;]**

**1. To connect compound sentences which are not connected by conjunctions**

a) She comes from Vietnam; she speaks Vietnamese.

b) It was a beautiful night; the moon was full and the stars were shining brightly.

c) She cooks all kinds of food; for instance, she can cook Chinese food, Indonesian food, Arabian food, Italian food, and Brazilian food.

**2. To separate items in a series in a sentence when the sentence already contains a lot of commas for other punctuation reasons**

a) My most enjoyable free-time activities include working in my garden, which always makes me happy; reading all kinds of books, which helps me pass the time as well as keep me interested and knowledgeable; and watch movies, which I do at theaters, on DVDs, and on TV.

**C. Colons [:]**

**1. To introduce a list**

a) You will need to buy the following items: books, pencils, notebooks, pens, and erasers.

- b) People can get all kinds of materials from a library: books, videos, DVDs, CDs, cassette tapes, magazines, professional journals, etc.
  - c) The following people came to the party: Lisa, Linda, Veleda, Roz, Willa, and Liza.
2. **To indicate time, separating hours from minutes**
    - a) 8:00 AM
    - b) 7:45 PM
    - c) 12:00 AM midnight
  3. **Formal salutation in a business or legal letter**
    - a) Dear Ms. Baldwin:
    - b) Dear Dr. Williams:
    - c) To Whom It May Concern:
  4. **To introduce an appositive or an amplification of what you wrote before the colon**
    - a) The death of a child is a parent's worst nightmare: there is nothing worse.
    - b) The man was a miserable excuse for a son: he often robbed from his parents and was known to hit his mother.
    - c) She was the most beautiful woman I ever saw: when I looked at her, she always made me forget what I was thinking.
  5. **Between the main title and the subtitle of a book**
    - a) Deceived, Used, and Discarded: One Veteran's Thirty-three Year Vietnam War Experience
    - b) English Grammar through Guided Writing: Parts of Speech
    - c) ExpressWays: English for Communication
  6. **To introduce a quotation longer than three lines (indented on both sides with no quotation marks).**
    - a) In Mahdi Ahmed's story "The Hanging Tree," he writes:  
I walked down the main street of the village. Somehow it didn't look quite the same as I had remembered. But then, thirty years can change pictures in the mind which have been put there by a twelve-year-old boy.
  7. **7. In the Bible, the Qoran, and other holy books to separate chapter and verse**
    - a) Psalms 23:6
    - b) Corinthians: 1:8

**D. Hyphens [-]**

1. **To separate words carried over from one line of writing to the next (Separate words only at the end of syllables and do not separate a syllable of fewer than three letters.)**
  - a) The man wrote his auto-biography in three months.
  - b) A friend of mine wants to study anthro-pology at the university.
2. **In some compound words or a series of words used as an adjective**
  - a) I love forget-me-nots. They are such lovely flowers.
  - b) Many times when doing business, we need a go-between to help make a deal happen.

c) I am a seventy-year-old man.

#### E. Dashes [-]

**1. To replace commas when too many commas already exist in a sentence**

a) I had my books, a magazine, lots of tapes – some old, some new – a DVD, and a CD.

b) John, my old friend, Bob, a new friend, and Tony, an acquaintance from work – all good guys – came to the party.

**2. To indicate a series of uninterrupted pages, days or numbers**

a) Pages 55 - 91

b) Ages 15 - 25

c) April 4 - June 9, 2015

**3. In telephone numbers, extended zip codes, and social security numbers**

a) 789-3693

b) (401) 232-2811

c) 98103-3431

**4. To set off an abrupt break or an interruption in a thought in a sentence**

a) When the boy saw the chocolate, his first thought – if he even had a thought at all – was to eat it as fast as he could.

b) My plan for life when I was a boy – as if I ever really had any plans ever – was to have a good time before I settled down.

c) After a hard night of drinking with his friends, Henry went to bed – if you call the living room floor a “bed.”

#### F. F. Apostrophes [’s]

**1. In a contraction**

a) Don’t do that.

b) He hasn’t spoken to her in years.

c) You mustn’t use bad language in class.

**2. To show possession**

a) My sister’s dogs have a very good life.

b) I spoke to the boys’ parents last night.

c) My parents’ house was in Massachusetts.

**3. To form the plurals of letters and numbers**

a) The boy got three A’s and four B’s on his report card.

b) There are two P’s in Mississippi.

c) I had five 1’s, two 5’s, six 10’s, and two 20’s in my wallet.

#### G. Parentheses (( ))

**1. To add extra, often unnecessary, information**

a) I was with my friend Roger at a boring meeting last week. (Is there really any other kind of meeting?) The meeting was about teaching English to curriculum changes.

b) I ate two cheeseburgers, a large order of fries, a milk shake, and an ice cream cone for lunch. (I wonder why I am fat.)

**2. To use numbers within a paragraph or in a list**

a) There are a lot of reasons to study English. (1) You need it to speak to most Americans. (2) Everything is written in English in America. (3) Almost all jobs require people to speak and write English. (4) Your children will need help with homework.

## H. Quotation Marks [“ ”]

1. **Direct quote at the beginning of a sentence**
  - a) “I want to leave right away,” said the young mother.
  - b) “Take me with you,” cried her son.
  - c) “Why do you want to go?” she demanded.
2. **Direct quote at the end of a sentence**
  - a) Laughing, he looked at her and said, “You are a very funny girl.”
  - b) She replied, “Maybe it is you who make me say funny things.”
  - c) Smiling, he whispered, “I’m really a clown at heart.”
3. **Direct quote split in the middle of a sentence**
  - a) “You are,” he shouted, “an idiot.”
  - b) “I,” said the startled boy, “am not an idiot. You are the idiot here.”
  - c) “I am far from an idiot,” he sneered, “very far from an idiot.”
4. **To indicate that a word is used sarcastically or incorrectly on purpose**
  - a) I love it when my dog “sings” to me when she wants to come in.
  - b) He did “just great” on the exam. He got a 45%.
  - c) He “forgot” to pay when he left the store and ended up getting arrested.

## Rules of Capitalization

Adapted from:

- [ESL for Advanced Students: The Way You Like It Advanced Grammar/Writing, Plus Modified Bloom's Taxonomy, Capitalization and Punctuation Rules](#) by Don Bissonnette is licensed under a Creative Commons Attribution-NonCommercial-4.0 International License

1. **Always capitalize the first word in every sentence.**
  - When will I ever learn to speak English?
  - My sister lives in Rhode Island.
2. **Always capitalize the word “I” wherever it appears in a sentence.**
  - My sister, my brother, and I liked to laugh a lot when we were kids.
  - My dog and I often go to the park together.
3. **Capitalize the first word of a direct quotation.**
  - John said to his friend, “You had better get down to the store right away.”
  - “I’ll see you later,” was the last thing the boy said to his parents.
4. **Capitalize the names of people.**
  - Bob and Mary will come to Seattle next year.
  - I always enjoy seeing my friends Roger and Doug.
5. **Capitalize the actual names of places.**
  - We went to Boston to a baseball game at Fenway Park last year.
  - I was at Harvard University with a friend of mine from Le Puy, France.
6. **Capitalize the actual names of bodies of water and mountains.**
  - The Columbia River flows through southern Washington and empties into the Pacific Ocean.
  - A lot of people like to climb mountains during the summer. Last year a friend of mine climbed Mount Rainier and Mount Baker.
7. **Capitalize the actual names of schools, buildings, and businesses.**
  - Both of my sons will either go to the University of Washington or to some other university in 2026.

- Many people in Seattle work for Microsoft or various other software companies.
- 8. Capitalize the names of the days of the week, months of the year, and holidays. Do not capitalize the seasons of the year: summer, fall, autumn, winter, and spring.**
- On Tuesday and Wednesday, April 16 and 17, I will be absent from school.
  - On New Year's Eve a lot of people drink too much alcohol. Our only holidays this quarter are Martin Luther King Jr. Day and President's Day. My favorite holiday is Thanksgiving.
- 9. Capitalize the first word in a letter salutation and in a complimentary closing.**
- Dear John
  - Sincerely yours
- 10. Capitalize the actual names of streets, avenues, boulevards, lanes, etc.**
- I walked along First Avenue when I went to Safeco Field last Friday with my friend Doug.
  - My address is 9548 Phinney Avenue North, which is located in the north end of Seattle.
- 11. Capitalize the names of regions of the country and world.**
- I lived for two years in North Africa.
  - The North Pole is very cold.
- 12. Capitalize nationalities, languages, and religions.**
- Some Chinese people are Muslims.
  - Mexican people speak Spanish and Indian languages.
- 13. Capitalize school subjects if they are the actual names of the courses along with a number or if the subject is the name of a language.**
- I want to take a history course. I want to take History 244. Some students want to take a psychology course next quarter. Many want to take Psychology 141. Some people love studying foreign languages like French or Spanish.
- 14. Capitalize titles before a person's name or titles which are used in place of names.**
- The mayor of Seattle is Mayor Maguin.
  - One of my uncles, Uncle Carl, used to take me to baseball games when I was a boy.
- 15. Capitalize the first, last, and other important words in a title. Do not capitalize prepositions, conjunctions, or articles unless they are the first or last word in the title.**
- War and Peace
  - Elements of Style
- 16. Usually (but not always) capitalize the first word in every line of poetry.**
- Half a league, half a league
  - Half a league onward,
  - All in the valley of Death
  - Rode the six hundred.
- 17. Capitalize sacred names (names of God) and books.**
- Some people believe that there is only one God, but they call Him by different names. For example, some people call God Jesus; others call Him Allah; still others call Him Yahweh. In religious books, such as the Bible, the Koran, and the Talmud, these are the names they use for the same God. Basically, only the name is different.
- 18. Capitalize historical periods, events, and documents.**
- In 1215, King John of England signed the Magna Carta, which established *habeas corpus* as a basic principle of English common law. 1215 was during the Middle Ages.
  - The Declaration of Independence was signed in 1776. The United States Constitution became the law of the land in 1789.
- 19. Capitalize acronyms and many abbreviations.**

- *Jr.* after a man's name means that that man has exactly the same name as his father. For example, Ken Griffey Jr. is named after Ken Griffey Sr. *Jr.* means junior and *Sr.* means senior.
- I have both a B. A. and an M. A. B. A. stands for Bachelor of Arts and M. A. stands for Master of Arts. Ph. D stands for doctor of philosophy.

**20. Basically, when trying to decide whether to capitalize or not, you must think and decide if you are using the actual names of people, places, and things. If you are using the actual names of persons, places, and things, then use capital letters.**

### MECHANICS EXERCISE 1

**Directions:** *Please capitalize the following sentences. Be careful.*

1. while i was walking down the road, i saw a little boy on the corner of pine street and fifth avenue near the benson building.
2. dr. jones wanted to do three things before he went home: make a phone call, study a report, and lock his medicine cabinet.
3. the boy's father wanted him to pass the exam; therefore, he made him study three afternoons a week: monday, tuesday, and thursday.
4. although john f. kennedy was a rich man, many poor people loved him.
5. it's 5:00 o'clock in the afternoon, and billy still isn't home from his school.
6. they'll bring the knife and its diamond studded sheath to the store to try to sell it to the store's owner, mr. j. j. johnson.
7. wow! did you see the 1947 cadillac which the andersons just bought?
8. the woman i saw was mrs. simpson, bart's mother.
9. i know they've tried to fix the problem many times, but it still hasn't improved at all.
10. my brother carl likes to drive big cars; on the other hand, i like to drive small ones like the ones our parents used to have.
11. by the time we got there, the house's occupants had put out the fire; however, they hadn't shut off the electricity.
12. we live in seattle, washington, which is one of the most beautiful cities in america, but it is also one of its wettest.
13. the women's basketball team lost to the kent state university team on wednesday evening at the joseph p. billings auditorium; however, they're still eligible to play one more game on friday.
14. i love robert frost's poem "stopping by woods on a snowy evening." its first four lines are  
     whose wood these are i think i know.  
         his house is in the village though;

he will not see me stopping here  
to watch his woods fill up with snow.

## **MECHANICS EXERCISE 2**

**Directions:** *Please capitalize and punctuate the following sentences. Be careful.*

1. while i was walking down the road i saw a little boy on the corner of pine street and fifth avenue near the benson building
2. dr jones wanted to do three things before he went home make a phone call study a report and lock his medicine cabinet
3. the boys father wanted him to pass the exam therefore he made him study three afternoons a week monday tuesday and thursday
4. although john f kennedy was a rich man many poor people loved him
5. its 5 00 o'clock in the afternoon and billy still isnt home from his school
6. theyll bring the knife and its diamond studded sheath to the store to try to sell it to the stores owner mr j j johnson
7. wow did you see the 1947 cadillac which the andersons just bought
8. the woman i saw was mrs simpson bart's mother
9. i know theyve tried to fix the problem many times but it still hasnt improved at all
10. my brother carl likes to drive big cars on the other hand i like to drive small ones like our parents car
11. by the time we got there the houses occupant had put out the fire however he hadnt shut off the electricity
12. we live in seattle washington which is one of the most beautiful cities in america but also one of its wettest
13. the womens basketball team lost to the kent state university team on wednesday evening at the joseph p billings auditorium however theyre still eligible to play one more game on friday
14. i saw a beautiful girl named ellen at my high school basketball game
15. sometimes people do stupid things such as making fun of other people
16. have you ever seen a baseball game in seattle
17. my grandparents came from canada and italy but my parents were born in america
18. my father whom i loved very much spoke french before he spoke english



# SECTION 3: WRITING SKILLS

## SENTENCE TYPES

Adapted from:

- [Advanced Community College ESL Composition: An Integrated Skills Approach](#) by Jenell Rae, Jacob Skelton, Edgar Perez, and Sara Besta is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License
- [College ESL Writers: Applied Grammar and Composing Strategies for Success](#) by Barbara Hall and Elizabeth Wallace is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International
- [ESOL Writing 6: Paragraph to Essay Workbook](#) by Davina Ramirez is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike

### Components of a Sentence

A complete sentence consists of a subject and a predicate. The subject is the word or group of words that names the person, place, thing, or idea that the sentence is about, and the predicate consists of the verb and any words that are necessary to complete its meaning. Both subject and predicate are necessary for the sentence to express a complete thought. In a way, every sentence can be compared to a story. Like a story, a sentence must be about someone or something, and that person or thing must have something said about it. In grammatical terms, a complete sentence is an independent clause, which is a group of words that contains a subject and a predicate and can stand on its own as a complete thought.

**Example:** “I could not play in the basketball game.”

- In this sentence the subject is “I”, and the rest of the sentence is the predicate.

Now consider this clause:

**Example:** “Because I sprained my ankle.”

- Here also the subject is “I”, and there is a predicate, “sprained my ankle”, but this clause is “dependent” (or subordinate), which means that in order to express its meaning completely it must be joined to an independent clause, as follows:

**Example:** “Because I sprained my ankle, I could not play in the basketball game.”

- As this example illustrates, a “dependent” (or “subordinate”) clause cannot stand on its own. It must be joined to an “independent” clause to make its meaning clear. All complete sentences must contain at least one “independent clause”.

### Type of Sentences

#### Compound Sentences: Joining Clauses with Coordination

A compound sentence consists of two independent clauses joined by coordination. Coordination connects the two clauses in a way that emphasizes both clauses equally. Consider these two sentences:

**Original sentences:** I spent my entire paycheck last week. I am staying home this weekend.

In their current form, these sentences contain two separate ideas that may or may not be related. Am I staying home this week because I spent my paycheck, or is there another reason for my lack of enthusiasm to leave the house? To indicate a relationship between the two ideas, we can use the coordinating conjunction “so”:

**Revised sentence:** I spent my entire paycheck last week, so I am staying home this weekend.

The revised sentence illustrates that the two ideas are connected. Notice that the sentence retains two independent clauses “I spent my entire paycheck; I am staying home this weekend” because each can stand alone as a complete idea.

### Making Compound Sentences by Using Coordinating Conjunctions

A coordinating conjunction is a word that joins two independent clauses. The most common coordinating conjunctions are for, and, nor, but, or, yet, and so. Note that a comma precedes the coordinating conjunction when it joins two independent clauses.

Independent Clause	Coordinating Conjunction	Independent Clause	Revised Sentence
I will not be attending the dance.	for (indicates a reason or cause)	I have no one to go with.	I will not be attending the dance, for I have no one to go with.
I plan to stay home.	and (joins two ideas)	I will complete an essay for class.	I plan to stay home, and I will complete an essay for class.
Jessie isn't going to be at the dance.	nor (indicates a negative)	Tom won't be there either.	Jessie isn't going to be at the dance, nor will Tom be there.
The fundraisers are hoping for a record-breaking attendance.	but (indicates a contrast)	I don't think many people are going.	The fundraisers are hoping for a record-breaking attendance, but I don't think many people are going.
I might go to the next fundraising event.	or (offers an alternative)	I might donate some money to the cause.	I might go to the next fundraising event, or I might donate some money to the cause.
My parents are worried that I am antisocial.	yet (indicates a reason)	I have many friends at school.	My parents are worried that I am antisocial, yet I have many friends at school.
Buying a new dress is expensive.	so (indicates a result)	By staying home I will save money.	Buying a new dress is expensive, so by staying home I will save money.

**Tip:** To help you remember the seven coordinating conjunctions, think of the acronym FANBOYS: for, and, nor, but, or, yet, so. Remember that when you use a coordinating conjunction in a sentence, a comma should precede it.

## SENTENCE TYPES EXERCISE 1

**Directions:** Add a FANBOYS and comma to connect these sentences. Use each FANBOY only once.

1. The best time to buy shoes is at the end of the day your feet are bigger than.

---

2. Your feet are bigger at the end of the day that's the best time to buy shoes.

---

3. I will not marry you will I move in with you.

---

4. Only female bees are worker bees they are the ones that sting.

---

5. Everyone dreams every night some people don't remember their dreams.

---

6. I could fall asleep early I could go out late with my friends.

---

7. The cougar, mountain lion, and puma are the same animal they have different names in different places.

---

### Making Compound Sentences by Using Conjunctive Adverbs

Another method of joining two independent clauses with related and equal ideas is to use a conjunctive adverb and semicolon. A conjunctive adverb is a linking word that demonstrates a relationship between two clauses. Read the following sentences:

**Original sentences:** Bridget wants to take part in the next Olympics. She trains every day.

Since these sentences contain two equal and related ideas, they may be joined using a conjunctive adverb. Now, read the revised sentence:

**Revised sentence:** Bridget wants to take part in the next Olympics; therefore, she trains every day.

The revised sentence explains the relationship between Bridget's desire to take part in the next Olympics and her daily training. Notice that the conjunctive adverb comes after a **semicolon (;)** that separates the two clauses and is followed by a **comma (,)**.

Review the following chart of some common conjunctive adverbs with examples of how they are used:

Function	Conjunctive Adverb	Example

Addition	also, furthermore, moreover, besides	Alicia was late for class and stuck in traffic; furthermore, her shoe heel had broken and she had forgotten her lunch.
Comparison	similarly, likewise	Recycling aluminum cans is beneficial to the environment; similarly, reusing plastic bags and switching off lights reduces waste.
Contrast	instead, however, conversely	Most people do not walk to work; instead, they drive or take the train.
Emphasis	namely, certainly, indeed	The Siberian tiger is a rare creature; indeed, there are fewer than five hundred left in the wild.
Cause and Effect	accordingly, consequently, hence, thus	I missed my train this morning; consequently, I was late for my meeting.
Time	finally, next, subsequently, then	Tim crossed the barrier, jumped over the wall, and pushed through the hole in the fence; finally, he made it to the station.

**Tip:** When writing an essay or a report, it is important that you do not use excessive coordination. Workplace documents should be clear and concise, so only join two clauses that are logically connected and can work together to make one main point. If you repeat the same coordinating conjunction several times in a sentence, you are probably including more than one idea. This may make it difficult for readers to pick out the most important information in each sentence.

## SENTENCE TYPES EXERCISE 2

**Directions:** *Combine each sentence pair into a single sentence using either a coordinating conjunction or a conjunctive adverb.*

1. Pets are not allowed in Mr. Taylor's building. He owns several cats and a parrot.

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2. New legislation prevents drivers from sending or reading text messages while driving. Many people continue to use their phones illegally.

---

3. The coroner concluded that the young man had taken a lethal concoction of drugs. By the time his relatives found him, nothing could be done.

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4. Amphibians are vertebrates that live on land and in the water. Flatworms are invertebrates that live only in water.

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5. Ashley carefully fed and watered her tomato plants all summer. The tomatoes grew juicy and ripe.

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6. When he lost his car key, Simon attempted to open the door with a wire hanger, a credit card, and a paperclip. He called the manufacturer for advice.

---

### Complex Sentences: Joining Clauses with Subordination

Subordination joins two sentences with related ideas by combining them into an independent clause (a complete sentence) and a dependent clause (a construction that relies on the independent clause, also called the main clause, to complete its meaning). While coordination allows a writer to give equal weight to the two ideas that are being combined, subordination enables a writer to emphasize one idea over the other. Take a look at the following sentences:

**Original sentences:** Tracy stopped to help the injured man. She would be late for work.

To illustrate that these two ideas are related, we can rewrite them as a single sentence using the subordinating conjunction even though.

**Revised sentence:** Even though Tracy would be late for work, she stopped to help the injured man.

In the revised version, we now have an independent clause “she stopped to help the injured man” that stands as a complete sentence, and a dependent clause “even though Tracy would be late for work” that is subordinate to the main clause. Notice that the revised sentence emphasizes the fact that Tracy stopped to help the injured man, rather than the fact that she would be late for work. We could also write the sentence this way:

**Revised sentence:** Tracy stopped to help the injured man even though she would be late for work.

The meaning remains the same in both sentences, with the subordinating conjunction “even though” introducing the dependent clause.

Function	Subordinating Conjunction	Example
Concession	although, while, though, whereas, even though	Sarah completed her report even though she had to stay late to get it done.
Condition	if, unless, until	Until we know what is causing the problem, we will not be able to fix it.
Manner	as if, as, though	Everyone in the conference room stopped talking at once, as though they had been stunned into silence.
Place	where, wherever	Rita is in San Jose where she has several important client meetings.
Reason	because, since, so that, in order that	Because the air conditioning was turned up so high, everyone in the office wore sweaters.
Time	after, before, while, once, when	After the meeting had finished, we all went to lunch.

**Tip:** To punctuate sentences correctly, look at the position of the main clause and the subordinate clause. If a subordinate clause precedes the main clause, use a comma. If the subordinate clause follows the main clause, no punctuation is required. Exception: subordinate clauses that begin with conjunctions that indicate concession (see table below) are sometimes preceded by a comma, even when they follow the main clause.

### SENTENCE TYPES EXERCISE 3

**Directions:** Combine each sentence pair into a single sentence using a subordinating conjunction.

1. A snow storm disrupted traffic all over the east coast. There will be long delivery delays this week.

---

2. My neighbor had his television volume turned up too high. I banged on his door and asked him to keep the noise down.

---

3. Jessica prepared the potato salad and the sautéed vegetables. Ashley marinated the chicken.

---

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4. Romeo poisons himself. Juliet awakes to find Romeo dead and stabs herself with a dagger.

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**SENTENCE TYPES EXERCISE 4**

**Directions: Combine each set of simple sentences into a compound or a complex sentence.**

1. Heroin is an extremely addictive drug. Thousands of heroin addicts die each year.

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2. Shakespeare's writing is still relevant today. He wrote about timeless themes. These themes include love, hate, jealousy, death, and destiny.

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3. Originally, gay marriage was legal in only six states: Iowa, Massachusetts, Connecticut, Vermont, New Hampshire, and Maine. The Supreme Court ruled it was legal in all states.

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4. Prewriting is a vital stage of the writing process. Prewriting helps you organize your ideas. Types of prewriting include outlining, brainstorming, and idea mapping.

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5. Ernest Hemingway is a famous writer. He also served on the local school board. His house is in Key West, Florida.

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# SENTENCE PROBLEMS

Adapted from:

- [Advanced Community College ESL Composition: An Integrated Skills Approach](#) by Jenell Rae, Jacob Skelton, Edgar Perez, and Sara Besta is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License
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## Fragments

As mentioned in Chapter 1, *a sentence that is missing a subject or a verb is called a fragment*. You can easily fix a fragment by adding the missing subject or verb.

See whether you can identify what is missing in the following fragments:

**Fragment:** Told her about the broken vase.

**Complete sentence:** I told her about the broken vase.

**Fragment:** The store down on Main Street.

**Complete sentence:** The store down on Main Street **sells music**. The following Figure on the next page gives you a good path to fix errors:

### Editing Fragments That Are Missing a Subject or a Verb

Fragments often occur because of some common error, such as starting a sentence with a preposition, a dependent word, an infinitive, or a gerund. If you use the six basic sentence patterns discussed in Chapter 1 when you write, you should be able to avoid these errors and thus avoid writing fragments.

When you see a preposition, check to see that it is part of a sentence containing a subject and a verb. If it is not connected to a complete sentence, it is a fragment, and you will need to fix this type of fragment by combining it with another sentence. You can add the prepositional phrase to the end of the sentence. If you add it to the beginning of the other sentence, insert a comma after the prepositional phrase.

### Editing Fragments That Begin with a Preposition

Clauses that start with a dependent word—such as *since, if, because, when, although, even though, after, without, or unless*—are similar to prepositional phrases. Like prepositional phrases, these clauses can be fragments if they are not connected to an independent clause containing a subject and a verb. To fix the problem, you can add such a fragment to the beginning or end of a sentence. If the fragment is added at the beginning of a sentence, add a comma.

When you encounter a word ending in *-ing* in a sentence, identify whether or not this word is used as a verb in the sentence. You may also look for a helping verb. If the word is not used as a verb or if no helping verb is used with the *-ing* verb form, the verb is being used as a noun. An *-ing* verb form used as a noun is called a gerund.



Once you know whether the *-ing* word is acting as a noun or a verb, look at the rest of the sentence. Does the entire sentence make sense on its own? If not, what you are looking at is a fragment. You will need to either add the parts of speech that are missing or combine the fragment with a nearby sentence.

**Incorrect:** Taking deep breaths. Saul prepared for his presentation.

- **Correct:** Taking deep breaths, Saul prepared for his presentation.
- **Correct:** Saul prepared for his presentation. He **was taking** deep breaths.

**Incorrect:** Congratulating the entire team. Sarah raised her glass to toast their success.

- **Correct:** She was **congratulating** the entire team. Sarah raised her glass to toast their success.
- **Correct:** Congratulating the entire team, Sarah raised her glass to toast their success.

#### Editing Fragments That Begin with Infinitives

**Another error in sentence construction is a fragment that begins with an infinitive.** An infinitive is a verb paired with the word *to*; for example, *to run*, *to write*, or *to reach* are all infinitives. Although infinitives are verbs, they can be used as nouns, adjectives, or adverbs. You can correct a fragment that begins with an infinitive by either combining it with another sentence or adding the parts of speech that are missing.

**Incorrect:** We needed to make three hundred more paper cranes. To reach the one thousand mark.

- **Correct:** We needed to make three hundred more paper cranes **to** reach the one thousand mark.
- **Correct:** We needed to make three hundred more paper cranes. **We wanted to** reach the one thousand mark.

### SENTENCE PROBLEMS EXERCISE 1

**Directions:** *Circle the fragments. Then combine the fragment with the independent clause to create a complete sentence.*

1. Working without taking a break. We try to get as much work done as we can in an hour.

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2. I needed to bring work home. In order to meet the deadline.

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3. Unless the ground thaws before spring break. We won't be planting any tulips this year.

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4. Turning the lights off after he was done in the kitchen. Mohammed tries to conserve energy whenever possible.

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5. You'll find what you need if you look. On the shelf next to the potted plant.

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## Run-on Sentences

Just as short, incomplete sentences can be problematic, lengthy sentences can be problematic too. Sentences with two or more independent clauses that have been incorrectly combined are known as run-on sentences. A run-on sentence may consist of either a fused sentence or a comma splice or both.

When two complete sentences are combined into one without any punctuation, the result is a fused sentence.

- **Fused sentence:** A family of foxes lived under our shed young foxes played all over the yard.

When two complete sentences are joined by a comma, the result is a comma splice.

- **Comma splice:** We looked outside, the kids were hopping on the trampoline.

Writers sometimes create run-ons that are an entire paragraph. An example of writing with both a fused sentence and a comma splice is the following:

- **Fused sentence and comma splice:** A good communicator always possesses these traits like being a good and non-interruptive listener this is the #1 traits that lets people know if you are a good communicator, Confidence is one of them, Good posture, Respect, Clarity, Eye contact, body language is another important of them too because we have verbal and non-verbal communication we have people who cannot talk but use sign language to communicate.

## Correcting a Run-on Sentence

One way to correct run-on sentences is to correct the punctuation.

- Adding a period to create two separate sentences.
- Using a semicolon between the two complete sentences. A semicolon allows you to keep the two closely related ideas together in one sentence.
- Adding a semicolon and a conjunctive adverb. After the semicolon, add the conjunctive adverb (transition word) and follow it with a comma.
- Adding a comma and then a coordinating conjunction (FANBOYS).
- Adding a subordinating conjunction to create a complex sentence.

### Examples:

**Run-on:** The new printer was installed, no one knew how to use it.

- **Period:** The new printer was installed. No one knew how to use it.
- **Semicolon:** The new printer was installed; no one knew how to use it.
- **Conjunctive Adverb:** The new printer was installed; **however**, no one knew how to use it.

- **Coordinating Conjunction:** The new printer was installed, **but** no one knew how to use it.
- **Subordinating Conjunction:** **Although** the new printer was installed, no one knew how to use it.

**Run-on:** Cobwebs covered the furniture, the room hadn't been used in years.

- **Period:** Cobwebs covered the furniture. The room hadn't been used in years.
- **Semicolon:** Cobwebs covered the furniture; the room hadn't been used in years.
- **Conjunctive Adverb:** The room hadn't been used in years; **thus**, cobwebs covered the furniture.\*
- **Coordinating Conjunction:** Cobwebs covered the furniture, **for** the room hadn't been used in years.
- **Subordinating Conjunction:** Cobwebs covered the furniture **because** the room hadn't been used in years.

*\*Sometimes you may have to switch the order of the clauses to retain the meaning.*

## SENTENCE PROBLEMS EXERCISE 2

**Directions:** *A reader can get lost or lose interest in material that is too dense and rambling. Use what you have learned about run-on sentences to correct the following passages:*

1. The report is due on Wednesday but we're flying back from Miami that morning. I told the project manager that we would be able to get the report to her later that day she suggested that we come back a day early to get the report done and I told her we had meetings until our flight took off. We e-mailed our contact who said that they would check with his boss, she said that the project could afford a delay as long as they wouldn't have to make any edits or changes to the file our new deadline is next Friday.

2. Ana tried getting a reservation at the restaurant, but when she called they said that there was a waiting list so she put our names down on the list when the day of our reservation arrived we only had to wait thirty minutes because a table opened up unexpectedly which was good because we were able to catch a movie after dinner in the time we'd expected to wait to be seated.

3. Without a doubt, my favorite artist is Leonardo da Vinci, not because of his paintings but because of his fascinating designs, models, and sketches, including plans for scuba gear, a flying machine, and a life-size mechanical lion that actually walked and moved its head. His

paintings are beautiful too, especially when you see the computer enhanced versions  
researchers use a variety of methods to discover and enhance the paintings' original colors, the  
result of which are stunningly vibrant and yet delicate displays of the man's genius.

### **SENTENCE PROBLEMS EXERCISE 3**

**Directions:** *Edit this paragraph to fix the run-on issues.*

Communication is a big topic that if I keep going I could write up to two pages, in conclusion  
communication is the way of life it can detect ones' feelings and emotions and that's where body  
language comes in because you can tell if someone is paying attention to you speak by the way  
they are sitting, looking or even the way they answer or reply to you, we all can be good  
communicators if we listen more before we speak that's why we have one mouth and two ears  
talk less and listen more.

### **SENTENCE PROBLEMS EXERCISE 4**

**Directions:** *Use what you have learned so far to identify common sentence errors. Label each sentence as a fragment (F), a run-on sentence (R), or a correct, complete sentence (C) in your own notebook. Then, rewrite corrected sentences.*

1. \_\_\_\_\_ Being absent hurts a student's grade, he or she should be in class every day.
2. \_\_\_\_\_ Having been interested in science most of her life, she did well in Biology 101.
3. \_\_\_\_\_ Hurry with your breakfast, you will miss the bus.
4. \_\_\_\_\_ Several students had the right answer; however, most of them failed the exam.
5. \_\_\_\_\_ Several girls expressed concerns about course selections, therefore, changes were made.
6. \_\_\_\_\_ Jim practiced the violin daily, he wanted to excel in music.
7. \_\_\_\_\_ The child loved his mother, but he did not want to obey her.
8. \_\_\_\_\_ I had a severe case of the flu last year.
9. \_\_\_\_\_ And had spent the first three days of my illness in bed.
10. \_\_\_\_\_ Because I was sick of my bed and decided I'd lie on the sofa and watch television.

11. \_\_\_\_\_ Only getting up to take care of the necessities of life.
12. \_\_\_\_\_ Then I must have fallen asleep.
13. \_\_\_\_\_ When I was suddenly conscious again.
14. \_\_\_\_\_ The wind howled outside, the house was damp and chilly, and my fever soared.
15. \_\_\_\_\_ Then somewhere in the blackness ahead of me, I saw a spot of light.
16. \_\_\_\_\_ What has happened to the economy, many Americans want the answer to this question.
17. \_\_\_\_\_ He was late for his appointment, then he forgot to bring his briefcase with him.
18. \_\_\_\_\_ Voting is a privilege, this privilege should not be taken for granted.
19. \_\_\_\_\_ Be ready for any emergency, plan ahead.
20. \_\_\_\_\_ Because I was sure that I had died.
21. \_\_\_\_\_ A friend is always willing to help, friendship is invaluable.
22. \_\_\_\_\_ Although he was sick, James came to class.
23. \_\_\_\_\_ Running a temperature between 102 and 107.
24. \_\_\_\_\_ We were excited about the game, and we won.
25. \_\_\_\_\_ Be careful with your answer, your grade could be affected.

## THE WRITING PROCESS

Adapted from:

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If you think that a blank sheet of paper or a blinking cursor on the computer screen is a scary sight, you are not alone. Many writers, students, and employees find that beginning to write can be intimidating. When faced with a blank page, however, experienced writers remind

themselves that writing, like other everyday activities, is a process. Every process, from writing to cooking, and bike riding to using a new cell phone, will get easier with practice.

Just as you need a recipe, ingredients, and the proper tools to cook a delicious meal, you also need a plan, resources, and adequate time to create a well-written composition. In other words, writing is a process that requires following steps and using strategies to accomplish your goals.

Effective writing can be simply described as good ideas that are expressed well and arranged in the proper order.

## Step 1: Prewriting

Loosely defined, prewriting includes all the writing strategies employed before writing your first draft. Although many more prewriting strategies exist, the following section covers: using experience and observations, reading, freewriting, asking questions, listing, and clustering/idea mapping. Using the strategies in the following section can help you overcome the fear of the blank page and confidently begin the writing process.

### Choosing a Topic/Theme

In addition to understanding that writing is a process, writers also understand that choosing a good general topic for an assignment is an essential first step. Sometimes your instructor will give you an idea to begin an assignment, and other times your instructor will ask you to come up with a topic on your own. A good topic not only covers what an assignment will be about, but it also fits the assignment's purpose and its audience. The first step is to identify why you are writing (to inform, to explain, or some other purpose) and for whom you are writing.

### Topic Checklist: Developing a Good Topic

- Am I interested in this topic?
- Would my audience be interested?
- Do I have prior knowledge or experience with this topic? If so, would I be comfortable exploring this topic and sharing my experience?
- Do I want to learn more about this topic?
- Is this topic specific?
- Does it fit the length of the assignment

### Prewriting Technique 1: Brainstorming

Brainstorming refers to writing techniques used to:

- Generate topic ideas
- Transfer your abstract thoughts on a topic into more concrete ideas on paper (or digitally on a computer screen)
- Organize the ideas you have generated to discover a focus and develop a working thesis

Although brainstorming techniques can be helpful in all stages of the writing process, you will have to find the techniques that are most effective for your writing needs. The following general strategies can be used when initially deciding on a topic, or for narrowing the focus for a topic: freewriting, asking questions, listing, and clustering/idea mapping.

In the initial stage of the writing process, it is fine if you choose a general topic. Later you can use brainstorming strategies to narrow the focus of the topic.

### Prewriting Technique 2: Reading

Reading plays a vital role in all the stages of the writing process, and firstly influences the development of ideas and topics. Different kinds of documents can help you choose and develop a topic. For example, a magazine cover advertising the latest research on the threat of global warming may catch your eye in the supermarket. This subject may interest you, and you may consider global warming as a topic. Or maybe a novel's courtroom drama sparks your curiosity of a particular lawsuit or legal controversy.

After you choose a topic, critical reading is essential to the development of a topic. While reading almost any document, you evaluate the author's point of view by thinking about the main idea and supporting details. When you judge the author's argument, you discover more about not only the author's opinion but also your own. If this step already seems daunting, remember that even the best writers need to use prewriting strategies to generate ideas. Prewriting strategies depend on your critical reading skills. Reading, prewriting, and brainstorming exercises (and outlines and drafts later in the writing process) will further develop your topic and ideas.

### Prewriting Technique 3: Freewriting

Freewriting is an exercise in which you write freely about any topic for a set amount of time (usually five to seven minutes). During the time limit, you may jot down any thoughts that come to your mind. Try not to worry about grammar, spelling, or punctuation. Instead, write as quickly as you can without stopping. If you get stuck, just copy the same word or phrase over and over again until you come up with a new thought.

Writing often comes easier when you have a personal connection with the topic you have chosen. Remember, to generate ideas in your freewriting, you may also think about readings that you have enjoyed or that have challenged your thinking. Doing this may lead your thoughts in interesting directions.

Quickly recording your thoughts on paper will help you discover what you have to say about a topic. When writing quickly, try not to doubt or question your ideas. Allow yourself to write freely and unconsciously. Once you start writing with few limitations, you may find you have more to say than you first realized. Your flow of thoughts can lead you to discover even more ideas about the topic. Freewriting may even lead you to discover another topic that excites you even more.

### Prewriting Technique 4: Idea Mapping

Idea mapping, sometimes called clustering or webbing, allows you to visualize your ideas on paper using circles, lines, and arrows. This technique is also known as clustering because ideas are broken down and clustered, or grouped together. Many writers like this method because the shapes show how the ideas relate or connect, and writers can find a focused topic from the connections mapped. Using idea mapping, you might discover interesting connections between topics that you had not thought of before.

To create an idea map:

1. Start by writing your general topic in a circle in the center of a blank sheet of paper. Moving out from the main circle, write down as many concepts and terms ideas you can think of related to your general topic in blank areas of the page. Jot down your ideas quickly—do not overthink your responses. Try to fill the page.

2. Once you've filled the page, circle the concepts and terms that are relevant to your topic. Use lines or arrows to categorize and connect closely related ideas. Add and cluster as many ideas as you can think of.

## Step 2: Outlining

Once your topic has been chosen, your ideas have been generated through brainstorming techniques, and you've developed a working thesis, the next step in the prewriting stage is to create an outline. Sometimes called a "blueprint," or "plan" for your paper, an outline helps writers organize their thoughts and categorize the main points they wish to make in an order that makes sense.

Creating an outline is an important step in the writing process!

The purpose of an outline is to help you organize your paper by checking to see if and how your ideas connect to each other, or whether you need to flesh out a point or two.

No matter the length of the paper, from a three-page weekly assignment to a 50-page senior thesis, outlines can help you see the overall picture. Having an outline also helps prevent writers from "getting stuck" when writing the first draft of an essay.

A well-developed outline will show the essential elements of an essay:

- thesis of essay
- main idea of each body paragraph
- evidence/support offered in each paragraph to substantiate the main points

### Creating an Outline

A well-developed outline breaks down the parts of your thesis in a clear, hierarchical manner. The formatting of any outline is not arbitrary; the system of formatting and number/letter designations creates a visual hierarchy of the ideas, or points, being made in the essay. Major points, in other words, should not be buried in subtopic levels.

1. **Identify your topic:** Put the topic in your own words with a single sentence or phrase to help you stay on topic.
2. **Determine your main points.** What are the main points you want to make to convince your audience? Refer back to the prewriting/brainstorming exercise of answering 5 WH questions: "why or how is the main topic important?" Using your brainstorming notes, you should be able to create a working thesis.
3. **List your main points/ideas in a logical order.** You can always change the order later as you evaluate your outline.
4. **Create sub-points for each major idea.** Typically, each time you have a new number or letter, there need to be at least two points (i.e. if you have an A, you need a B; if you have a 1, you need a 2; etc.). Though perhaps frustrating at first, it is indeed useful because it forces you to think hard about each point; if you can't create two points, then reconsider including the first in your paper, as it may be extraneous information that may detract from your argument.
5. **Evaluate:** Review your organizational plan, your blueprint for your paper. Does each paragraph have a controlling idea/topic sentence? Is each point adequately supported? Look over what you have written. Does it make logical sense? Is each point suitably fleshed out? Is there anything included that is unnecessary?

### Sample Alphanumeric Outline

Thesis: Making the perfect egg omelet requires proper preparation and cooking techniques.



- I. Making the perfect omelet requires proper preparation.
  - A. The cook must have adequate utensils.
    1. A heavy, Teflon-coated frying pan gives even heat and prevents burning.
    2. A plastic spatula prevents the cook from scratching the frying pan.
  - B. The cook must select fresh ingredients.
    1. Fresh eggs make a fluffier omelet than eggs that have aged.
    2. Sweet milk blends into the egg batter more evenly than sour milk.
    3. Fresh vegetable oil is necessary to avoid giving the omelets a greasy flavor and texture.
    4. Newly cracked pepper and salt add extra zest to the egg batter.
- II. Making the perfect egg omelet requires skillful cooking techniques.
  - A. The cook must prepare the egg batter quickly.
    1. The eggs must be beaten with a whisk until they are fluffy.
    2. The milk and seasonings must be whisked into the egg batter before the eggs go flat.
  - B. The cook must fry the egg batter with care
    1. The egg batter must be poured into the frying pan as soon as the oil is hot.
    2. The omelet must be turned in the pan only once as soon as the batter sets on top.

### Step 3: Drafting

Drafting is the stage of the writing process in which you develop a complete first version of a piece of writing. Even professional writers admit that an empty page scares them because they feel they need to come up with something fresh and original every time they open a blank document on their computers. Because you have completed the first two steps in the writing process, you have already recovered from empty page syndrome. You have prewriting and planning already done, so you know what will go on that blank page: what you wrote in your outline.

#### Goals and Strategies for Drafting

Your objective at this stage of the writing process is to draft an essay with at least three body paragraphs, which means that the essay will contain a minimum of five paragraphs, including an introduction and a conclusion. A draft is a complete version of a piece of writing, but it is not the final version. The step in the writing process after drafting, as you may remember, is revising. During revising, you will have the opportunity to make changes to your first draft before you put the finishing touches on it during the editing and proofreading stage. A first draft gives you a working version that you can later improve.

If you are more comfortable starting on paper than on the computer, you can start on paper and then type it before you revise. You can also use a voice recorder to get yourself started, dictating a paragraph or two to get you thinking.

#### Writing a Title

A writer's best choice for a title is one that alludes to the main point of the entire essay. Like the headline in a newspaper or the big, bold title in a magazine, an essay's title gives the audience a first peek at the content. If readers like the title, they are likely to keep reading.

- **Thesis Statement:** Everyone wants the newest and the best digital technology, but the choices are many, and the specifications are often confusing.
- **Working Title:** Digital Technology: The Newest and the Best at What Price?

## Drafting Body Paragraphs

If your thesis gives the reader a roadmap to your essay, then body paragraphs should closely follow that map. The reader should be able to predict what follows your introductory paragraph by simply reading the thesis statement. The body paragraphs present the evidence you have gathered to confirm your thesis. Before you begin to support your thesis in the body, you must find information from a variety of sources that support and give credit to what you are trying to prove.

## Select Primary Support for Your Thesis

Without primary support, your argument is not likely to be convincing. Primary support can be described as the major points you choose to expand on your thesis. It is the most important information you select to argue for your point of view. Each point you choose will be incorporated into the topic sentence for each body paragraph you write. Your primary supporting points are further supported by supporting details within the paragraphs. Remember that a worthy argument is backed by examples. In order to construct a valid argument, good writers conduct lots of background research and take careful notes.

## *Identify the Characteristics of Good Primary Support*

In order to fulfill the requirements of good primary support, the information you choose must meet the following standards:

- Be relevant to the thesis: Primary support is considered strong when it relates directly to the thesis. Primary support should show, explain, or prove your main argument without delving into irrelevant details. When faced with lots of information that could be used to prove your thesis, you may think you need to include it all in your body paragraphs. But effective writers resist the temptation to lose focus. Choose your supporting points wisely by making sure they directly connect to your thesis.
- Be specific: The main points you make about your thesis and the examples you use to expand on those points need to be more specific than the thesis. Use specific examples to provide the evidence and to build upon your general ideas. These types of examples give your reader something narrow to focus on, and if used properly, they leave little doubt about your claim. General examples, while they convey the necessary information, are not nearly as compelling or useful in writing because they are too obvious and typical.
- Be detailed: Remember that your thesis, while specific, should not be very detailed. The body paragraphs are where you develop the discussion that a thorough essay requires. Using detailed support shows readers that you have considered all the facts and chosen only the most precise details to enhance your point of view.

## Drafting Introductory and Concluding Paragraphs

Picture your introduction as a storefront window: You have a certain amount of space to attract your customers (readers) to your goods (subject) and bring them inside your store (discussion). Once you have enticed them with something intriguing, you then point them in a specific direction and try to make the sale (convince them to accept your thesis). Your introduction is an invitation to your readers to consider what you have to say and then to follow your train of thought as you expand upon your thesis statement.

## Writing an Introduction

An introduction serves the following purposes:

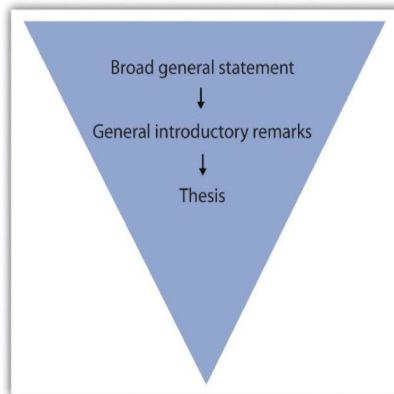
- Establishes your voice and tone, or your attitude, toward the subject

- Introduces the general topic of the essay
- States the thesis that will be supported in the body paragraphs

### *Attracting Interest in Your Introductory Paragraph*

Your introduction should begin with an engaging statement devised to provoke your readers' interest. In the next few sentences, introduce them to your topic by stating general facts or ideas about the subject. As you move deeper into your introduction, you gradually narrow the focus, moving closer to your thesis.

Moving smoothly and logically from your introductory remarks to your thesis statement can be achieved using a funnel technique, as illustrated in the diagram "Funnel Technique."



Immediately capturing your readers' interest increases the chances of having them read what you are about to discuss. You can garner curiosity for your essay in a number of ways. Try to get your readers personally involved by doing any of the following:

- Appealing to their emotions
- Using logic
- Beginning with a provocative question or opinion
- Opening with a startling statistic or surprising fact
- Raising a question or series of questions
- Presenting an explanation or rationalization for your essay
- Opening with a relevant quotation or incident
- Opening with a striking image
- Including a personal anecdote

Remember that your diction, or word choice, while always important, is most crucial in your introductory paragraph. Boring diction could extinguish any desire a person might have to read through your discussion. Choose words that create images or express action.

### *Writing a Conclusion*

It is not unusual to want to rush when you approach your conclusion, and even experienced writers may fade. But what good writers remember is that it is vital to put just as much attention into the conclusion as in the rest of the essay. After all, a hasty ending can undermine an otherwise strong essay.

A conclusion that does not correspond to the rest of your essay, has loose ends, or is unorganized can unsettle your readers and raise doubts about the entire essay. However, if you have worked hard to write the introduction and body, your conclusion can often be the most logical part to compose.

### *The Anatomy of a Strong Conclusion*

Keep in mind that the ideas in your conclusion must conform to the rest of your essay. In order to tie these components together, restate your thesis at the beginning of your conclusion. This helps you assemble, in an orderly fashion, all the information you have explained in the body. Repeating your thesis reminds your readers of the major arguments you have been trying to prove and also indicates that your essay is drawing to a close. A strong conclusion also reviews your main points and emphasizes the importance of the topic.

The construction of the conclusion is similar to the introduction, in which you make general introductory statements and then present your thesis. The difference is that in the conclusion you first paraphrase, or state in different words, your thesis and then follow up with general concluding remarks. These sentences should progressively broaden the focus of your thesis and maneuver your readers out of the essay.

Many writers like to end their essays with a final emphatic statement. This strong closing statement will cause your readers to continue thinking about the implications of your essay; it will make your conclusion, and thus your essay, more memorable. Another powerful technique is to challenge your readers to make a change in either their thoughts or their actions. Challenging your readers to see the subject through new eyes is a powerful way to ease yourself and your readers out of the essay.

When closing your essay, do expressly state that you are drawing to a close. Relying on statements such as “in conclusion”, “it is clear that”, “as you can see”, or “in summation” is necessary for clarity; although it may be considered trite at the transfer level English courses. It is wise to avoid doing any of the following in your conclusion:

- Introducing new material: Introducing new material in your conclusion has an unsettling effect on your reader. When you raise new points, you make your reader want more information, which you could not possibly provide in the limited space of your final paragraph.
- Contradicting your thesis: Contradicting or changing your thesis statement causes your readers to think that you do not actually have a conviction about your topic. After all, you have spent several paragraphs adhering to a specific point of view.
- Changing your thesis: When you change sides or open up your point of view in the conclusion, your reader becomes less inclined to believe your original argument.
- Using apologies or disclaimers: By apologizing for your opinion or stating that you know it is tough to digest, you are in fact admitting that even you know what you have discussed is irrelevant or unconvincing. You do not want your readers to feel this way. Effective writers stand by their thesis statement and do not stray from it.

### Step 4: Revising and Editing

Revising and editing are the two tasks you undertake to significantly improve your essay. Both are very important elements of the writing process. You may think that a completed first draft means little improvement is needed. However, even experienced writers need to improve their drafts and rely on peers during revising and editing.

#### Understanding the Purpose of Revising and Editing

Revising and editing allow you to examine two important aspects of your writing separately, so that you can give each task your undivided attention.

- When you revise, you take a second look at your ideas. You might add, cut, move, or change information in order to make your ideas clearer, more accurate, more interesting, or more convincing.

- When you edit, you take a second look at how you expressed your ideas. You add or change words. You fix any problems in grammar, punctuation, and sentence structure. You improve your writing style. You make your essay into a polished, mature piece of writing, the end product of your best efforts.

Here are some strategies that writers have developed to look at their first drafts from a fresh perspective. Try them over the course of this semester; then keep using the ones that bring results.

- Take a break. You are proud of what you wrote, but you might be too close to it to make changes. Set aside your writing for a few hours or even a day until you can look at it objectively.
- Ask someone you trust for feedback and constructive criticism.
- Use the resources that your college provides. Find out where your school’s writing lab is located and ask about the assistance they provide online and in person.
- Pretend you are one of your readers. Are you satisfied or dissatisfied? Why?

## The Cause and Effect Essay

Adapted from:

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### The Purpose of Cause and Effect in Writing

It is often considered human nature to ask, “why?” and “how?” We want to know how our child got sick so we can better prevent it from happening in the future, or why our colleague received a pay raise because we want one as well. We want to know how much money we will save over the long term if we buy a hybrid car. These examples identify only a few of the relationships we think about in our lives, but each shows the importance of understanding cause and effect.

A cause is something that produces an event or condition; an effect is what results from an event or condition. The purpose of the cause-and-effect essay is to determine how various phenomena relate in terms of origins and results. Sometimes the connection between cause and effect is clear, but often determining the exact relationship between the two is very difficult. For example, the following effects of a cold may be easily identifiable: a sore throat, runny nose, and a cough. But determining the cause of the sickness can be far more difficult. A number of causes are possible, and to complicate matters, these possible causes could have combined to cause the sickness. That is, more than one cause may be responsible for any given effect. Therefore, cause-and-effect discussions are often complicated and frequently lead to debates and arguments. Indeed, you can use the complex nature of cause and effect to your advantage. Often it is not necessary, or even possible, to find the exact cause of an event or to name the exact effect. So, when formulating a thesis, you can claim one of a number of causes or effects to be the primary, or main, cause or effect. As soon as you claim that one cause or one effect is more crucial than the others, you have developed a thesis. In this unit, we will use Women in STEM as the underlying theme of the readings and try to understand the Cause – Effect relationship that this has had in its related fields.

### WRITING EXERCISE 1

**Directions:** Consider the causes and effects in the following thesis statements. List a cause and effect for each one.

1. The growing childhood obesity epidemic is a result of technology.
2. Much of the wildlife is dying because of the oil spill.
3. The town continued programs that it could no longer afford, so it went bankrupt.
4. More young people became politically active as use of the Internet spread throughout society.
5. While many experts believed the rise in violence was due to the poor economy, it was really due to the summer-long heat wave.

### The Structure of a Cause-and-Effect Essay

The cause-and-effect essay opens with a general introduction to the topic, which then leads to a thesis that states the main cause, main effect, or various causes and effects of a condition or event.

The cause-and-effect essay can be organized in one of the following two primary ways:

1. Start with the cause and then talk about the effects.
2. Start with the effect and then talk about the causes

For example, if your essay were on childhood obesity, you could start by talking about the effect of childhood obesity and then discuss the cause, or you could start the same essay by talking about the cause of childhood obesity and then move to the effect.

Regardless of which structure you choose, be sure to explain each element of the essay fully and completely. Explaining complex relationships requires the full use of evidence, such as scientific studies, expert testimony, statistics, and anecdotes. Be careful of resorting to empty speculation. In writing, speculation amounts to unsubstantiated guessing. Writers are particularly prone to such trappings in cause-and-effect arguments due to the complex nature of finding links between phenomena. Be sure to have clear evidence to support the claims that you make.

Because cause-and-effect essays determine how phenomena are linked, they make frequent use of certain words and phrases that denote such linkage. Common transitions to use in cause-and-effect structure include:

**as a result   because   consequently   due to   hence   since   thus   therefore**

The conclusion should wrap up the discussion and reinforce the thesis, leaving the reader with a clear understanding of the relationship that was analyzed.

## Writing a Cause-and-Effect Essay

Choose an event or condition that you think has an interesting cause-and-effect relationship. Introduce your topic in an engaging way. End your introduction with a thesis that states the main cause, the main effect, or both.

Organize your essay by starting with either the cause-then-effect structure or the effect-then-cause structure. Within each section, you should clearly explain and support the causes and effects using a full range of evidence. If you are writing about multiple causes or multiple effects, you may choose to sequence either in terms of order of importance. In other words, order the causes from least to most important (or vice versa), or order the effects from least to most important (or vice versa).

Use the phrases of causation when trying to forge connections between various events or conditions. This will help you to organize your ideas and orient the reader. End your essay with a conclusion that summarizes your main points and reinforces your thesis.

## Online Cause-and-Effect Essay Example

Alan Weisman examines the human impact on the planet and its effects in “Earth without People.” Women in STEM By Carly Berwick

Mathematicians and scientists are socially awkward men who wear glasses—at least, according to children. In several studies, when children were asked to draw a mathematician or scientist, girls were twice as likely to draw men as they were to draw women, while boys almost universally drew men, often in a lab coat. I decided to try this out at home with my 12-year-old son, who said, “Really anyone can be a mathematician, but this is your average one,” and promptly sketched a man in a checked oxford shirt with a pocket protector. Persistent, subconscious images of male mathematicians and scientists that start at the earliest ages may be one explanation why girls enter STEM fields—science, technology, engineering, and mathematics—at dramatically lower rates than boys.

As an English teacher at a STEM magnet high school in New Jersey, I see these gender disparities in our engineering and computer science (CS) academies, even as our dynamic, thoughtful girls work hard to dispel stereotypes and recruit younger girls through coding camps and workshops. Our teachers certainly reflect the STEM fields of a generation ago: Three of our four CS teachers and engineering teachers are male.

The irony is that girls perform as well as boys in math. Nationally, math test scores for girls have been consistently equal to or within two points of boys in fourth and eighth grades over several years; middle school girls pass algebra at higher rates than boys. In science, girls perform on par with boys and enroll in advanced science and math courses at equal rates as they move into high school. And then something happens: A gender gap in participation starts to appear as girls take fewer of the more advanced STEM courses and tests as they get closer to college. This gap widens the longer girls are in school and is often compounded by issues of race and class.

Researchers don’t know yet if these continuing disparities in STEM reflect the slow pace of societal change, child-rearing expectations, or something deeper and more entrenched, such as the way we think about girls’ minds. But teachers can play a significant role in influencing

or dispelling stereotypes in STEM education. Here are some studies from researchers and educators that may offer a few insights—and a few solutions.

### WRITING EXERCISE 2

**Directions:** *You are going to write a cause and effect essay. Choose one of the following topics and select one of the prewriting techniques to help generate ideas for your topic.*

TOPICS:

1. The psychological effects of immigration.
2. Cause and effect of stress.
3. How does conformity affect behavior and/or thoughts?

### WRITING EXERCISE 3

**Directions:** *Using the ideas generated in your prewriting, write an outline following the cause and effect organization and hierarchical outlining system below.*

#### A Cause and Effect Essay Outline

- I. Introduction
  - A. Attention grabber (hook)
  - B. Basic information about the topic
  - C. Thesis statement (indicate what the essay will be about: causes, effects, or both)
- II. Body paragraph I
  - A. Topic sentence (indicates causes, effects, or both)
  - B. Cause 1/effect 1
    1. (detailed explanation with examples)
    2. (detailed explanation with examples)
- III. Body paragraph II
  - A. Topic sentence (indicates causes, effects, or both)
  - B. Cause 2/effect 2
    1. (detailed explanation with examples)
    2. (detailed explanation with examples)
- IV. Body paragraph III
  - A. Topic sentence (indicates causes, effects, or both)
  - B. Cause 3/effect 3
    1. (detailed explanation with examples)
    2. (detailed explanation with examples)
- V. Conclusion
  - A. Restating the thesis statement
  - B. Reminding the reader of the main points
  - C. Concluding sentence

### WRITING EXERCISE 4

**Directions:** *Using your outline, write your first draft. Follow the information provided to write body paragraphs, introductions and conclusions.*



# Health

## READING AND LISTENING OUTCOMES:

- To make inferences when reading or listening.
- To define and use vocabulary related to health.

## GRAMMAR OUTCOMES:

- To use past tenses in the appropriate context.
- To use definite and indefinite articles appropriately.

## ORAL PRESENTATION OUTCOMES:

- To follow the process for developing and delivering a presentation.
- To present a compare and contrast speech.

# SECTION 1: READING AND LISTENING

## MAKING INFERENCES

Adapted from:

- [Preparing for University Reading](#) by Kathleen Mitchell, Matthew Burrows, and Kendra Staley is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](#).
- [Read Faster, Understand More](#) by Timothy Krause is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

While most information in academic texts is stated directly, it is also important to be able to identify and understand inferences. When we infer, we draw conclusions, based on direct information, about the writer's opinion, possible consequences, or the reasoning behind their statements. Inferring can also be considered 'reading between the lines' in that we look beyond simple words into the author's intentions or logic. This skill is useful when reading for pleasure as well as for homework and exams.

### Why is it important to learn this?

Inferences are important for three main reasons:

First, authors don't always explain everything. They expect you to use logic.

For example: **The waves wrapped around his legs, and he could feel the coarse sand under his feet.**

- Where is he? How do you know?

Second, sometimes authors expect readers will have a shared cultural understanding.

For example: **When I arrived, all of the tables were occupied. But the aroma of freshly roasted beans convinced me to wait in line at the counter. I needed the caffeine! Then I saw the white cup with the green logo with my name misspelled -- again!**

- Where are you? How do you know?

Third, sometimes authors -- especially in creative writing -- will say one thing and mean another, such as when they use similes, metaphors, and symbolism.

For example: **The exam was so painful!**

- Did the exam hurt? Was the exam easy or difficult? How do you know?

In order to make inferences, it is essential to actively ask questions. This way we can more deeply understand what we read. The following questions can be used when inferring:

- What does this sentence imply about...?
- How does the writer feel about...?
- What does this mean?
- Why did the author write that?
- What could be the reasons behind the author's statement?
- Is this inference logical or illogical?

## How do we make inferences?

**SIMPLE EXAMPLE**

All dogs are brown.  
Leroy is a dog.  
What color is Leroy?

Good readers always ask themselves two important questions:  
 What does it say?  
 What does it mean?

Sometimes the meaning is explicit, or directly stated. Other times, we need to combine what the text says with what we already know from our own experience to make a logical conclusion.

### MAKING INFERENCES EXERCISE 1:

Copied from E Reading Worksheets. "Inferences Worksheets." [ereadingworksheets.com](https://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/inferences-worksheets/),  
<https://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/inferences-worksheets/>  
 Accessed 14 July 2021.

**Directions:** Read each passage and respond to the questions. Each question will ask you to make a logical inference based on the text. **Explain your answer by referencing the text.**

Mr. Thomas sat on the front porch of his house in a bathrobe and bunny slippers with his head in his hands. He was holding the daily newspaper. The sun shone brightly in the sky. His neighbors were coming out of their houses and getting in their cars. Mr. Thomas sighed. His neighbor Mr. Rosencrantz stepped out on his porch and saw Mr. Thomas. "Did it again, huh?" said Mr. Rosencrantz. Mr. Thomas replied, "Yep." Mr. Rosencrantz chuckled and said, "Here, Mr. Thomas, you can use my cell phone. I could even keep a key over here if you wanted." Tom thankfully grabbed the cell phone and called his wife. "Honey, I did it again." Mr. Rosencrantz heard Mrs. Thomas yelling at Mr. Thomas in a distorted high-pitched squeal. "Yes, dear. I'm so sorry. I'll see you soon," Mr. Thomas returned the phone, sighed deeply, and ran his fingers through his hair.

1. What is the thing that Mr. Thomas "did again"?

---

How do you know this?

2. Why will Mr. Thomas see Mrs. Thomas soon?

---

How do you know this?

Mr. Ericson was a manager at a small insurance company in Minnesota. One cold winter day, April McKenzie, one of his employees, approached him about some time off from work. "This job is very important to me, Mr. Ericson, but I've been called into jury duty. When my government asks for my help, I have to answer the call." Mr. Ericson rubbed his forehead. "We really need you here, April, but the government needs you more. Take the time. We'll be alright." Mr. Ericson had thought that they needed her there at the office, but they managed fine without her. When April returned a week later, Mr. Ericson noticed that most of her skin was bright shade of red except for around her eyes. Pale white circles ran from the top of her eyebrows to the bottom of her cheeks. These pale circles were surrounded by sunburned flesh. That's when Mr. Ericson knew. "April, step into my office. There are some things we need to discuss," Mr. Ericson said ominously.

3. Where was April?

---

How do you know this?

4. What does Mr. Ericson want to talk about with April?

---

How do you know this?

5. Why does April have white circles around her eyes?

---

How do you know this?

Gloria was driving around the neighborhood in her pajamas. Every block or so she'd stop the car, hold her head out of the door, whistle, and call out "Candy! Candy! Come here girl!" Then she'd start the car again and slowly drive another block or two, looking around from left to right. Curtis sat in the passenger seat. He was looking around too, but he held his head low. "How many times have I told you to make sure that you shut and lock the door after you come in?" Gloria reprimanded Curtis. Curtis sighed. He felt bad enough without her finger-wagging.

6. Who is Candy and what are Gloria and Curtis doing?

---

How do you know this?

7. How did Candy get out?

---

How do you know this?

8. Why does Curtis feel bad?

---

How do you know this?

Justin came running down the stairs wearing his Tatakai Ninjas pajamas. He did a karate kick off of the last step and shouted "Kiya!" He slipped on the floor and almost fell as he landed, which didn't stop him from continuing to practice his ninja strikes on his way to the bathroom. He brushed his teeth with his Tatakai Ninjas toothbrush and rinsed his mouth out with water from a Tatakai Ninjas cup. "Moouoom, Daaaaad! It's time to open my present!" After his parents came downstairs and poured themselves coffee, Justin began to open his present. His fingers were tense with excitement. Then they were still. It was six pairs of plain white socks. Justin checked in the box for something else. There was nothing. He looked at his parents and said, "Oh, socks. Just what I needed. Thank you so much," and then he sighed.

9. Is Justin happy with the socks?

---

How do you know this?

10. What present would have made Justin happier?

How do you know this?

### MAKING INFERENCES EXERCISE 2:

Copied from E Reading Worksheets. "Inferences Worksheets." ereadingworksheets.com,  
<https://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/inferences-worksheets/>  
Accessed 14 July 2021.

**Directions:** Read each passage and respond to the questions. Each question will ask you to make a logical inference based on the text. **Explain your answer by referencing the text.**

Jenna was shocked when she opened the door to her apartment. There were long rips in the couch, as though someone had run knives down the front of it. A lamp was shattered on the floor. Some picture frames were hanging crookedly, some of them had fallen off the wall and the door to her cat's travel cage was open. Not only that, but the door to the birdcage was swinging back and forth and there were feathers on the floor. She could have sworn that she had locked her cat in the travel cage before she left for work. At first Jenna thought it might have been burglars. *Oh no*, she thought. *Someone broke into my apartment, trashed the place, and stole my cat!* Then she heard the cat meowing in her bedroom. She ran to the bedroom and saw the cat patting one of Jenna's favorite shoes with its claws. "That's it!" Jenna yelled. "I'm done with this." She threw the cat back into its travel cage and tried to shut the door, but the lock wouldn't catch. Jenna huffed and then grabbed some duct tape.

1. What happened to Jenna's apartment?

How do you know this?

2. Why is there an empty birdcage in Jenna's apartment?

How do you know this?

3. What is Jenna going to do with the cat?

How do you know this?

"I'm home!" Earl shouted as he walked in the door. His wife Gail came bounding down the stairs. She hadn't seen him since he had left to go on his silly fishing trip two weeks ago. "I missed you, Husband. Did you catch anything?" Gail reluctantly asked, knowing that Earl was not a very good fisherman. Earl scratched his head and responded, "You're not going to believe what I'm bringing home." Earl unzipped a cooler and pulled out several perfectly filleted salmon steaks. "Wow, Earl, I didn't know that you could fillet a fish like that." Earl looked around the room a little bit and scratched his head, "Uh, yeah, Jeff taught me how." Gail looked at him suspiciously. "Well, let me help you unpack." As Gail was helping Earl unpack his truck, she found a receipt from the grocery store. It was dated from that morning. What she saw was both disappointing and unsurprising.

4. What did Gail find on the receipt?

How do you know this?

5. Why was Gail disappointed *and* unsurprised with what she saw?

How do you know this?

"Gus, I need to see you in my office," said Mr. Matthews. Gus nervously shut the door to Mr. Matthews' office behind him and took a seat. Mr. Matthews' office was so high up that Gus had to angle his chair awkwardly so that he couldn't see out of the window. Mr. Matthews pointed his finger at Gus and began talking, "You have been fitting in great over here, and that's one of the most important things you can do in this company." Gus let out a sigh of relief. Mr. Matthews

continued speaking. "Gus, I want to invite you on a company trip. We will be taking a private jet to Colorado." Gus's eyes widened and his heart began thumping rapidly. "Wow, Mr. Matthews! I don't know what to say," Gus replied honestly. Mr. Matthews continued, "Then we will be climbing up a mountain to a private cabin." Gus loosened his tie a bit and gulped. He was hoping that it would be over but Mr. Matthews continued, "After completing some team building activities, we will take a hot air balloon ride over the mountains!" Gus's heart was now pounding so hard that he was worried that Mr. Matthews might see it thumping through his shirt. He was sweating excessively. Mr. Matthews slapped him on the shoulder, "So what do you say Gus?" Gus did not know what to say.

6. Why does the view from Mr. Matthews' office make Gus uncomfortable?

---

How do you know this?

7. How does Gus really feel about his boss's invitation? Why does he feel this way?

---

How do you know this?

8. Why is Gus reluctant to tell Mr. Matthews how he truly feels?

---

How do you know this?

Mike got out of the driver seat of the classic car. He looked at the mailbox and then at the bumper. The mailbox was smashed and bent. The shiny chrome bumper had a dent about the size of a football around the passenger side. Mike shook his head and got back in the driver seat. He knew what he had to do. He didn't want to do it, but he had to. He drove back home and sat in the driveway for a few minutes, holding his head in his hands. Mike's dad came out of the house carrying a black garbage bag. He smiled and waved at Mike as he passed the driver side of the car. Then he looked again as he walked past the passenger side of the vehicle. His mouth dropped open and he let go of the garbage bag.

9. In the text it says, "[Mike] knew what he had to do." What did Mike have to do?



How do you know this?

10. What is Mike going to tell his father and how will his father react?

How do you know this?

## BUILDING VOCABULARY THROUGH READING AND LISTENING

Adapted from

- Breaking News English. "Working long hours kills hundreds of thousands." [breakingnewsenglish.com, https://breakingnewsenglish.com/2105/210522-working-hours.html](https://breakingnewsenglish.com/2105/210522-working-hours.html). Accessed 14 July 2021.

### PRE-LISTENING DISCUSSION

**Directions:** Before you listen, discuss the following questions to activate your background knowledge.

1. What are the working hours in your home country?
2. In your home country, how many hours do most people work in a week?
3. Do you think that working hours in your home country are similar or different from the US? Why?
4. How can overtime, bad bosses, customers, work space, colleagues, and job duties cause stress at work?
5. What can we do to reduce the stress from each one?

### LISTENING EXERCISE

**Directions:** Go to: <https://breakingnewsenglish.com/2105/210522-working-hours-a.mp3>. As you listen to the following passage, fill in the blanks using the words in the word box to complete the passage.

loss    accounted    premature    strokes    stark    deaths    sobering    result

The World Health Organization (WHO) and International Labour Organization have issued a (1) \_\_\_\_\_ warning about the danger of overworking. They said working long hours is causing the (2) \_\_\_\_\_ death of hundreds of thousands of people worldwide. The two organizations analysed the link between (3) \_\_\_\_\_ of life and working long hours. Their findings were (4) \_\_\_\_\_. Around three quarters of a million workers die early after suffering (5) \_\_\_\_\_ and heart

attacks as a (6) \_\_\_\_\_ of working over 55 hours a week. Most of these (7) \_\_\_\_\_ were in people aged 60 to 70 who had worked at least 55 hours between the ages of 45 and 74. The researchers discovered that men (8) \_\_\_\_\_ for 72 per cent of the deaths.

limits    risk    overwork    trend    revealed    worth    pandemic    workforces

The WHO study (9) \_\_\_\_\_ that people who work at least 55 hours a week have a 42 per cent increased (10) \_\_\_\_\_ of stroke, and a 19 per cent increased chance of heart disease. Researchers analysed data from (11) \_\_\_\_\_ in 154 countries. They looked at data collected from 1970 to 2018. The WHO Director-General said: "No job is (12) \_\_\_\_\_ the risk of stroke or heart disease. Governments, employers and workers need to work together to agree on (13) \_\_\_\_\_ to protect the health of workers." The WHO said over nine per cent of workers (14) \_\_\_\_\_. It warned that the situation is worsening, saying: "The (15) \_\_\_\_\_ is accelerating developments that could feed the (16) \_\_\_\_\_ towards increased working time."

**VOCABULARY EXERCISE**

**DIRECTIONS:** *Using the context clues from the audio passage, match the words to their definitions.*

1. Stark	a. The state of feeling pain, distress, or hardship.
2. Premature	b. Happening or done before the usual or proper time; too early.
3. Analysed	c. A relationship between two things or situations, a connection.
4. Link	d. Severe or unpleasant.
5. Suffering	e. Supplied or made up a specified amount or proportion.
6. Stroke	f. Examined in detail for purposes of explanation and interpretation.
7. Accounted for	g. A sudden disabling attack or loss of consciousness caused by an interruption in the flow of blood to the brain.
8. Revealed	h. A point or level beyond which something does not or may not pass.
9. Workforce	i. Of a disease that is over a whole country or the world.
10. Worth	j. Increasing in amount or extent.
11. Limit	k. Made previously unknown or secret information known to others
12. Pandemic	l. The people engaged in or available for work in a particular place.

13. Accelerating	m. A general direction in which something is developing or changing.
14. Trend	n. Sufficiently good, enjoyable, or successful to repay any effort or expense.

### LISTENING COMPREHENSION:

**Directions:** *Decide if the following statements are true or false based on the listening.*

1. The World Health Organization issued an urgent warning. **T / F**
2. The WHO said working long hours caused the early death of millions. **T / F**
3. The WHO looked at the link between the loss of hours and a long life. **T / F**
4. Over 70% of the deaths caused by working long hours were men. **T / F**
5. Working over 55 hours a week carries a 19% increased risk of a stroke. **T / F**
6. Researchers looked at data from workforces in 154 countries. **T / F**
7. The WHO said the working week should be limited to 35 hours. **T / F**
8. COVID-19 is making this situation worse. **T / F**

### READING EXERCISE

Copied from Amy Woodyatt. "Long working hours are killing hundreds of thousands of people a year, WHO says." CNN Business. 17 May 2021. <https://edition.cnn.com/2021/05/17/success/who-long-hours-intl-scli-wellness/index.html> Accessed 14 July 2021.

**Directions:** *Read the passage and answer the questions that follow.*

#### **Long working hours are killing hundreds of thousands of people a year, WHO says**

Working long hours is killing hundreds of thousands of people a year through stroke and heart disease, according to the World Health Organization (WHO). In a global analysis of the link between loss of life and health and working long hours, WHO and the International Labour Organization estimated that in 2016, some 745,000 people died as a result of having worked at least 55 hours a week. Most of the deaths were recorded among people aged 60 to 79, who had worked at least 55 hours between the ages of 45 and 74. Men were the worst affected, accounting for 72% of deaths, the analysis found. People living in the Western Pacific and Southeast Asia, and middle-aged or older workers took on a particularly significant share of the disease burden, the report said.

The study, published Monday in the journal *Environment International*, found that deaths from heart disease linked with working long hours increased by 42% between 2000 and 2016, and stroke by 19%. People who worked 55 or more hours a week had an estimated 35% higher risk of a stroke and a 17% higher risk of dying from ischemic heart disease -- heart disease caused by a narrowing of the arteries -- compared with those working 35-40 hours a week, the study found. "Working 55 hours or more per week is a serious health hazard," Dr. Maria Neira, director of WHO's Department of Environment, Climate Change and Health said in a statement. "It's time that we all, governments, employers, and employees wake up to the fact that long working hours can lead to premature death."

WHO said there are two ways in which working long hours can cause death. First, the psychological stress from working long hours can generate a physiological response, triggering reactions in the cardiovascular system and lesions that cause a change in tissue. The second is through health-harming behavior in response to stress, including smoking, drinking alcohol,

poor diet, physical inactivity and impaired sleep and poor recovery -- all considered risk factors for heart disease and stroke.

The analysis looked at a period of time before March 11, 2020, when WHO declared the novel coronavirus outbreak a pandemic. But it said the coronavirus pandemic could be putting significant pressure on employees who have been forced to work from home. Home-working employees in the United Kingdom, Austria, Canada and the United States are putting in more hours than before, according to research conducted during the pandemic by NordVPN Teams, a New York-based company that provides virtual private networks (VPNs) to businesses. Home working has led to a 2.5-hour increase in the average working day in those countries, NordVPN Teams said in its report, published in February. The UK and the Netherlands stand out, with employees "working until 8pm, regularly logging off later than usual to wrap up an extended working day," it added. "The COVID-19 pandemic has significantly changed the way many people work," WHO Director-General Tedros Adhanom Ghebreyesus said in a statement. "Teleworking has become the norm in many industries, often blurring the boundaries between home and work. In addition, many businesses have been forced to scale back or shut down operations to save money, and people who are still on the payroll end up working longer hours. "No job is worth the risk of stroke or heart disease. Governments, employers and workers need to work together to agree on limits to protect the health of workers," he added.

1. What is the main idea of this passage?

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Are the following statements logical or illogical inferences? Explain why based on the passage.

2. Factors, like age, gender, and location increase the risk of health problems related to working more than 55 hours a week.

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3. Working between 45-50 hours a week has no significant risk

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4. Working less than 40 hours a week is less of a health risk.

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5. People, who are overworked, have more health-harming behaviors than those who are not overworked.

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6. Most people increased the number of hours they worked during the pandemic.

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7. It is difficult to separate work hours from personal time when working from home.

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8. If you continue to work more than 55 hours a week for 25 or more years, you will die between 60 and 79 years old.

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**DISCUSSION QUESTIONS:**

1. Should there be a limit on the number of hours people work?
2. Why do some people work such long hours?
3. Should companies be fined if their workers overwork?
4. Do you think there should be a 4-day week?
5. What advice do you have for people who overwork?

# SECTION 2: GRAMMAR

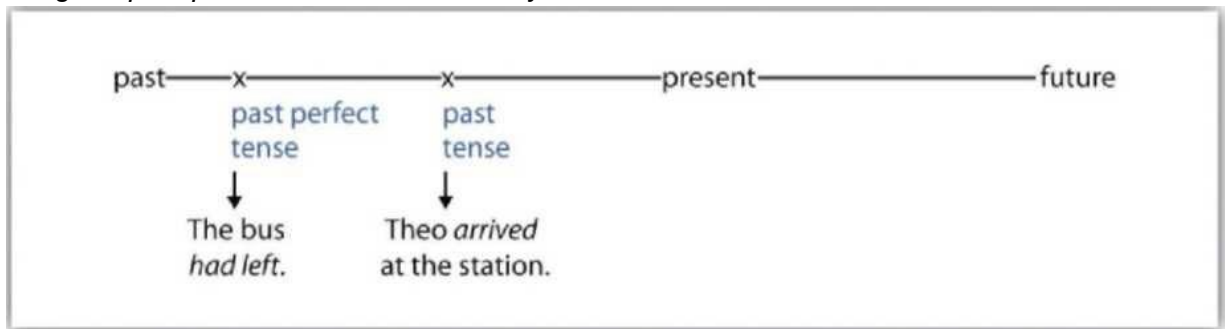
## PAST PERFECT VS. PAST PERFECT CONTINUOUS

Adapted from:

- Advanced Community College ESL Composition: An Integrated Skills Approach by Jenell Rae, Jacob Skelton, Edgar Perez, and Sara Beseta is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License
- College ESL Writers: Applied Grammar and Composing Strategies for Success by Barbara Hall and Elizabeth Wallace is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License
- ESL for Low Intermediate Students: The Way You Like It Intermediate Grammar/Writing Part One (of Two), Plus Idiomatic Expressions and Some Punctuation Rules by Don Bissonnette is licensed under a Creative Commons Attribution-NonCommercial-4.0 International License

### Past Perfect Tense

The **past perfect** moves from the past further into the past for two actions that happened at different times in the past. It is used to describe **two** related actions or activities that happened **at different times** in the past. Its emphasis is on showing the relationship of the actions relative to which one happened first and which one happened second. **Note:** *Most native speakers tend not to use the past perfect. It can be avoided simply by using words such as before, after, first, then, next, afterwards, etc. and using the simple past tense to express both actions. Also, if something logically comes before something else, then native speakers avoid using the past perfect. It is not necessary.*



To make verbs in the past perfect simple tense, combine the past tense of *to have* and the past participle.

*Affirmative*

Subject	“Have” Form	Past Participle	Example marker of time
I You We They He She It	had	studied eaten slept	by the time I went to bed. at the time he left the house.. when we arrived.

Negative

Subject	“Have” Form	Past Participle	Example marker of time
I You We They He She It	hadn't (had not)	studied eaten slept	by the time I went to bed. at the time he left the house.. when we arrived.

Yes/No Question

“Have” Form	Subject	Past Participle	Example marker of time
Had	I you we they he she it	studied eaten slept	by the time I went to bed? at the time he left the house? when we arrived?

Open-ended Question

Question Word	“Have” Form	Subject	Past Participle
Whom What Where How When Why Whose (noun) Which (noun) How much (noun) How many (noun) Who*	Had	I you we they he she it	studied eaten slept

\*When you use who, you should remove the subject. Ex: Who had visited before you moved?

The past perfect tense is used when two or more actions happened in the past at different times. One action began and ended in the past before another action began and ended in the past at a different time. **The action further in the past (the action that happened first) uses the past perfect tense.** The action that happened second uses the simple past tense.

**Examples:**

- We **had finished** dinner when our friends **stopped by** for a visit.
- My wife **had graduated** from the university when we **met** in 1979.
- The students **had taken** the ESL Compass test when they **received** permission to register for class.

- I **had taken out** the trash by the time my wife **returned** home from shopping.
- I **had finished** university when I **went** into the army.
- The students **had finished** the examination when John **arrived** in the room.

**Do not use the past perfect tense when talking about only one action. Moreover, don't use the past perfect if you are listing a sequence of actions that naturally show time order.**

Keywords for sequencing using simple past are *before, after, first, then, next, afterwards*  
 Keywords for using past perfect are *by the time, at the time, and when* (sometimes *before* and *after* are used in past perfect). *Already* is also used sometimes in addition to the transitions.

**Note:** Remember past continuous/progressive shows actions occurring at the same time and you can use *while*, but past perfect shows an action happening before, so you cannot use *while*.

**Examples:**

- I **had graduated** from university when I **was drafted** into the US Army.
- After I **graduated** from university, I **was drafted** into the US Army.
  
- I **had prepared** dinner when I **started** working on this handout.
- Before I **started** working on this handout, I **prepared** dinner.
  
- At the time I **went** shopping, I **had already put** gas in my car.
- I **put** gas in my car. After that, I **went** shopping.
  
- I **had defrosted** the beef when I **started** cutting up the vegetables.
- First, I **defrosted** the beef. Next, I **cut up** the vegetables.
  
- While we **were studying**, we **were watching** tv. (*at the same time*)
- We **had** already **studied** when we watched tv. (*Studying finished and then watching TV started*)
  
- Michelle **was arriving** at class when we **were discussing** the news. (*at the same time*)
- When Michelle **arrived** at class, we **had discussed** the news already. (*The discussion was over when Michelle arrived*).

### Past Perfect Continuous/Progressive Tense

Like the non-continuous past perfect, the past perfect continuous tense is used for two actions in the past at different times. However, when using the past perfect continuous tense, the first action occurs **just before the second action begins**. **The first action takes the past perfect continuous tense and the second action takes the simple past tense.**

To make verbs in the present perfect continuous tense, combine the present tense of *to have, been*, and the present participle *-ing*.

*Affirmative*

Subject	“Have” Form	been	Present Participle	Example marker of time
I				



You We They He She It	had	been	<b>studying</b> <b>eating</b> <b>sleeping</b>	for many years. since he was a boy. all day long.
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*Negative*

Subject	“Have” Form	been	Present Participle	Example marker of time
I You We They He She It	hadn't (had not)	been	<b>studying</b> <b>eating</b> <b>sleeping</b>	for many years. since he was a boy. all day long.

*Yes/No Question*

“Have” Form	Subject	been	Present Participle	Example marker of time
Had	I you we they he she it	been	<b>studying</b> <b>eating</b> <b>sleeping</b>	for many years? since he was a boy? all day long?

*Open-ended Question*

Question Word	“Have” Form	Subject	been	Present Participle
Whom What Where How When Why Whose (noun) Which (noun) How much (noun) How many (noun) Who*	had	I you we they he she it	been	<b>studying</b> <b>eating</b> <b>sleeping</b>

\*When you use who, you should remove the subject. Ex: Who had been studying before the teacher arrived?

Similar to the past perfect tense, the past perfect progressive tense is used to indicate an action that was begun in the past and continued until another time in the past. The past perfect progressive does not continue into the present but stops at a designated moment in the past.

Examples:

- The employees **had been talking** until their boss arrived. *This sentence indicates that the employees were talking in the past and they stopped talking when their boss arrived, which also happened in the past.*
- I **had been working** all day. *This sentence implies that I was working in the past. The action does not continue into the future, and the sentence implies that the subject stopped working for unstated reasons.*

### PAST TENSES EXERCISE 1

**Directions:** *Combine the following sentences into one past perfect sentence, please.*

**Example:**

- John studied very hard for the test. He got 100 % on the test.
- John had studied very hard, and he got 100 % on the exam.

1. Pedro played soccer all afternoon long. He felt very tired that night.

---

2. My sons and I walked in the forest for four hours. We decided to take a rest.

---

3. My son practiced the piece of music for many days. He won the piano contest.

---

4. I worked for two years in Iran. I took a two-year vacation.

---

5. My friend was in a hurry to get downtown. He waited for the bus for over an hour, but it never came. Finally, he took a taxi.

---

6. My son saved his money for two years. He bought a plane ticket to Japan.

---

7. I slept for 10 hours on Saturday night. I felt very good on Sunday.

---

8. My wife packed our suitcases. We left on vacation two days later.

---

9. I wrote a letter. I mailed the letter that afternoon at the post office.

---

10. My wife cooked dinner on Saturday. We ate the dinner on Sunday evening.

---

11. I studied in college for four years. I got my BA degree.

---

### PAST TENSES EXERCISE 2

**Directions:** Fill in the blanks with the correct past tense form of the verb, please. The answers could be simple past, past continuous/progressive, past perfect, or present perfect (refer to present perfect section for contrast with past tense).

1. My sister \_\_\_\_\_ (take care of) my brother for many years. He's dead now.
2. I \_\_\_\_\_ (brush) my teeth before my son \_\_\_\_\_ (wake up) today.
3. While my son \_\_\_\_\_ (play) the piano, my wife \_\_\_\_\_ (tell) him to clean up his room.
4. My wife \_\_\_\_\_ (need) to sharpen one of her knives last night.
5. Although I \_\_\_\_\_ (eat) breakfast yesterday, I \_\_\_\_\_ (feel) hungry later.
6. I \_\_\_\_\_ (not smoke) cigarettes as a young boy.
7. My car \_\_\_\_\_ (break down) on my way to school today, so I \_\_\_\_\_ (need) to call Triple A to get it \_\_\_\_\_ (start) again.
8. While a girl \_\_\_\_\_ (look) at an apple, it \_\_\_\_\_ (fall) to the ground.
9. The boys \_\_\_\_\_ (finish) their homework, by the time their father \_\_\_\_\_ (get) home from work.
10. My wife \_\_\_\_\_ (make) dinner for our family many times.
11. My grandfather, who died many years ago, \_\_\_\_\_ (plant) a garden every year in his backyard.
12. I \_\_\_\_\_ (never smoke) in my life.

13. While he \_\_\_\_\_ (lie) on the grass, my dog \_\_\_\_\_ (jump) on him.
14. Your teacher \_\_\_\_\_ (write) this exercise for 10 minutes.
15. My car \_\_\_\_\_ (run out of) gas on the way to school, and it \_\_\_\_\_ (stop) on the highway.
16. My friend \_\_\_\_\_ (drink) a lot of alcohol, and he \_\_\_\_\_ (fall) asleep on the living room floor.
17. My sister \_\_\_\_\_ (take) out the garbage last Wednesday morning.
18. My wife \_\_\_\_\_ (have) two babies, but my mother \_\_\_\_\_ (have) three babies.
19. The weather \_\_\_\_\_ (be) nice lately.

## DEFINITE AND INDEFINITE ARTICLES: A, AN, THE

Adapted from:

- Advanced Community College ESL Composition: An Integrated Skills Approach by Jenell Rae, Jacob Skelton, Edgar Perez, and Sara Beseta is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License
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Nouns are words that name things, places, people, and ideas. Right now, you may be surrounded by desks, computers, and notebooks. These are called count nouns because you can count the exact number of desks, computers, and notebooks—three desks, one computer, and six notebooks, for example.

On the other hand, you may be carrying a small amount of money in your wallet and sitting on a piece of furniture. These are called noncount nouns. Although you can count the pieces of furniture or the amount of money, you cannot add a number in front of *money* or *furniture* and simply add -s to the end of the noun. Instead, you must use other words and phrases to indicate the quantity of money and furniture.

- **Incorrect:** five moneys, two furnitures, three rices
- **Correct:** some money, two pieces of furniture, two cups of rice

### Count and Noncount Nouns

A count noun refers to people, places, and things that are separate units. You make count nouns plural by adding -s.

#### Examples of Count Nouns

Count Noun	Sentence

Quarter	It takes six quarters to do my laundry.
Candidate	The two candidates debated the issue.
Comedian	The two comedians made the audience laugh.

A noncount noun identifies a whole object that cannot separate and count individually. Noncount nouns may refer to concrete objects or abstract objects. A concrete noun identifies an object you can see, taste, touch, or count. An abstract noun identifies an object that you cannot see, touch, or count. There are some exceptions, but most abstract nouns cannot be made plural, so they are noncount nouns. Examples of abstract nouns include anger, education, melancholy, softness, violence, and conduct.

#### Types of Noncount Nouns

Type of Noncount Noun	Examples	Sentence
Food	sugar, salt, pepper, lettuce, rice, coffee, tea	Add more sugar to my coffee, please
Solids	concrete, silver, soap	Concrete needs a few days to dry completely.
Abstract Nouns	peace, warmth, hospitality, information	I need more information about the insurance policy.

#### Definite and Indefinite Articles

The word *the* is a **definite** article. It refers to one or more **specific** things. For example, *the woman* refers to not any woman but a particular woman. The definite article ***the* is used before singular and plural count nouns.**

Examples of specific (definite) count and noncount nouns:

- I want **the** purple shoes (that we saw yesterday).
- **The** rice was delicious tonight.
- Who is Meral? Oh, she is **the** teacher from Turkey.

The words *a* and *an* are **indefinite** articles. They refer to one **nonspecific** thing. For example, *a woman* refers to any woman, not a specific, particular woman. The indefinite article ***a* or *an* is used before a singular count noun.**

Examples of nonspecific (indefinite) singular count nouns:

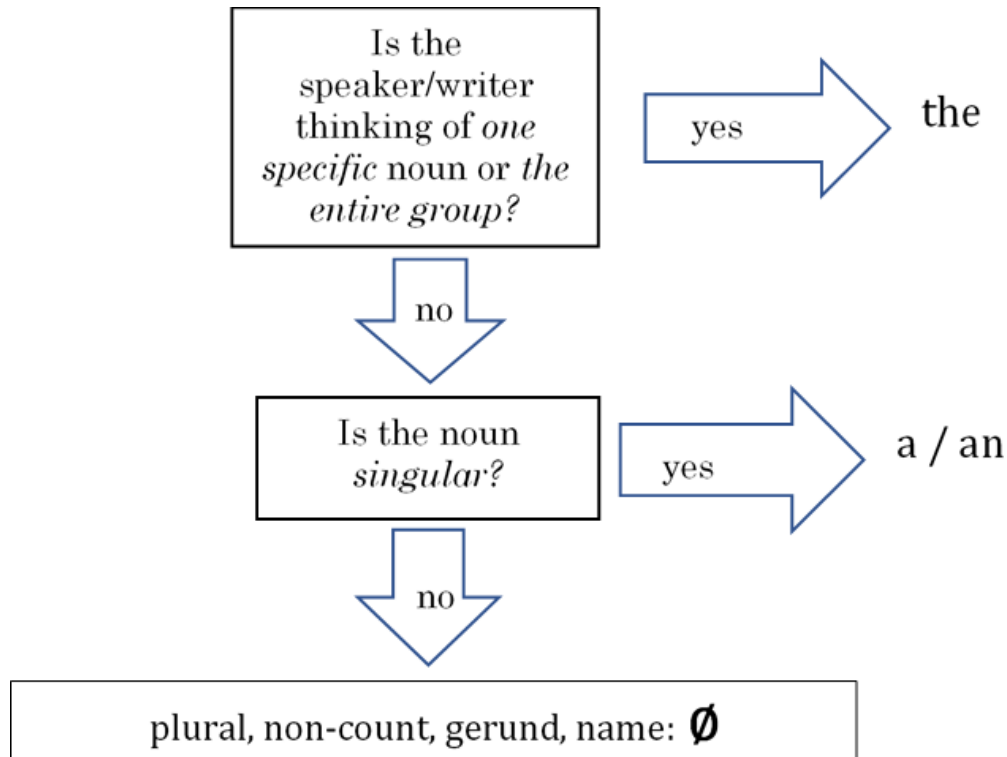
- I bought **a** new car.
- **An** old friend called me last night.
- Who was that? That was **a** student from my history class.

When referring to a nonspecific uncountable thing or nonspecific plural things, do not use an article.

Examples of nonspecific (indefinite) noncount and plural count nouns:

- I need \_\_\_ new pants.
- \_\_\_ Bulgar is more nutritious than \_\_\_ rice..
- Who keeps calling you? \_\_\_ Telemarketers are constantly calling.

Try working through this flow chart with several example sentences until you understand it. The more you use it and say the process aloud, the easier it will get.



### ARTICLES EXERCISE 1

**Directions:** Add an article in the space if needed.

- 1) One good way to identify \_\_\_\_\_ spider is by its markings.
- 2) One ancient animal is \_\_\_\_\_ shark.
- 3) It's such \_\_\_\_\_ nice day today.
- 4) People used to believe \_\_\_\_\_ whale was \_\_\_\_\_ fish.
- 5) I want to go to \_\_\_\_\_ island where \_\_\_\_\_ trees sway in \_\_\_\_\_ warm breeze.
- 6) Let's drive until we see \_\_\_\_\_ ocean.
- 7) When \_\_\_\_\_ automobile was invented, \_\_\_\_\_ life changed forever.
- 8) Without \_\_\_\_\_ music, \_\_\_\_\_ life would be \_\_\_\_\_ mistake.

- 9) Scientific calculations were slower before \_\_\_\_\_ invention of \_\_\_\_\_ calculator.
- 10) In 2012, \_\_\_\_\_ Olympics were held in \_\_\_\_\_ London, and \_\_\_\_\_ Queen of England was there.
- 11) There have been many \_\_\_\_\_ Queens of England.
- 12) \_\_\_\_\_ Current Queen is named \_\_\_\_\_ Queen Elizabeth.
- 13) You can't teach \_\_\_\_\_ old dog \_\_\_\_\_ new tricks.
- 14) Don't try to teach \_\_\_\_\_ old dogs \_\_\_\_\_ new trick.
- 15) Lions are \_\_\_\_\_ carnivores.
- 16) \_\_\_\_\_ camel can live for \_\_\_\_\_ days without \_\_\_\_\_ water.
- 17) I enjoyed \_\_\_\_\_ pastries at \_\_\_\_\_ party yesterday.
- 18) \_\_\_\_\_ politician spoke of many important issues.
- 19) I really enjoyed \_\_\_\_\_ actor's performance in \_\_\_\_\_ play.
- 20) \_\_\_\_\_ goal I have is to run \_\_\_\_\_ marathon this year.

## ARTICLES EXERCISE 2

**Directions:** *Correct the misused or missing articles.*

Stars are large balls of spinning hot gas like our sun. The stars look tiny because they are far away. Many of them are much larger than sun. Did you know that a Milky Way galaxy has between two hundred billion and four hundred billion stars in it? A scientists estimate that there may be as many as five hundred billion galaxies in an entire universe! Just like a human being, the star has a life cycle from birth to death, but its lifespan is billions of years long. The star is born in a cloud of cosmic gas and dust called a nebula. Our sun was born in the nebula nearly five billion years ago. Photographs of the star-forming nebulas are astonishing.

# SECTION 3: ORAL PRESENTATION SKILLS

## DEVELOPING ORAL PRESENTATIONS

Adapted from:

- Fundamentals of Public Speaking by Lauren Rome, Tammera Stokes Rice, Victoria Leonard is licenced under a Creative Commons Attribution 4.0
- How to Write an Informative Speech by Leslie Collins is licenced under a Creative Commons Attribution Non-Commercial Share Alike <https://www.oercommons.org/courseware/lesson/58901/student/>

## Step 1: Analyze Your Audience

Before you begin writing your speech, you should analyze the audience of that speech. After all, every effective speech is crafted with its real audience in mind. When you tailor your speech to your real audience, you give yourself the best opportunity to meet your specific purpose - your goal for your audience. When analyzing your audience, ask yourself these questions:

- Who will hear/see my message?
- What are their backgrounds?
- What do they have in common?
- Where are their areas of difference?
- What do they already know about my topic?
- What new information might they find useful?
- How can I connect my speech to my audience members' real lives?

## Step 2: Write Your Speech Body

"Wait, shouldn't I start with the introduction?" you might ask yourself. No. Not unless you are a fan of doing extra, repetitive, unnecessary work. Are you? I'm not. :) While an introduction comes first in your speech (and your outline), you need to know what you're introducing before you can write it. How can you introduce the content of your speech if you haven't written that content yet? Sure, you can guess, but one of two things will likely happen:

1. You'll guess wrong, and your introduction won't match your speech body when you finally write it. Then you'll have to either fix it (creating extra work for you), or stick with a disjointed speech that is difficult for the audience to follow. Neither of these are great options.
2. You'll be so worried about making the mistake above that you will force the body of your speech to match the introduction, even when your initial plan isn't the most effective one. Then, when you do a peer feedback activity in class, you'll get advice from a classmate in which s/he will recommend that you change the introduction and the speech body to make sense (which, again, is more extra work for you).

*Choose Transitions Between Your Main Points (Your transitions should coincide with the type of speech you are giving. Ex: cause/effect, comparison, chronological, etc.)*

You decided on the main points of your speech body. Good!

You developed those main points with subpoints. Excellent!

Those subpoints include some combination of examples, definitions, statistics, and testimony to help your audience understand your ideas. Rock on!

You did it! You wrote the speech body which means you completed about 80% of the speech writing process. Nice work :) Only a bit left to do.

## Step 3: Write Your Introduction

Now that you have a speech body, you can introduce it to your audience. Effective introductions intrigue and entice the audience into listening to your message. They also lay out an organizational plan to help the audience follow your train of thought. Effective introductions include five important elements to accomplish this goal:

1. Attention-getter
2. Purpose statement - *I tend to refer to this as a "topic statement"*
3. Establishment of credibility



4. Audience connection
5. Main idea preview - *I sometimes refer to this as a "thesis statement preview"*

### ***Capture the Audience's Attention***

The attention-getter is the most important part of the introduction because it convinces your audience to listen to the rest of your speech. If you can't catch the audience's attention from the very beginning, getting them to listen to your message later in the speech will be extremely difficult.

Tips for success:

- The attention-getter requires a lot of creativity. If you get stuck while trying to write it, move on to the easier elements in the intro (topic statement, thesis statement) then circle back around.
- Brainstorm by running through the list of attention-getting devices and consider how you might use them in your speech (ex: "What interesting brief story could I tell about my topic?" "What thought-provoking question could I ask my audience relating to my topic?" "What presentation aid could I show to illustrate my topic in a unique way?")
- Don't go with the first attention-getter you think of. Write down a list of possible ideas (5 - 10) and give yourself time to analyze, refine, and improve them before you commit to one.
- Don't be afraid to replace your attention-getter with a better one if you have an "aha" moment!

### ***Establish Your Credibility***

In addition to convincing the audience to listen to your speech (the attention-getter), you also need to convince them to trust you and the information you're sharing with them. One way you establish your credibility is nonverbal - how you dress, your posture, eye contact, etc. Another way is verbal - tell your audience explicitly why they should believe you in a sentence or two in the introduction.

- Do you have personal experience with your topic? If so, briefly explain that experience.
- Did you research your topic using credible sources? If so, briefly preview those.

### **Step 4: Write Your Conclusion**

The conclusion of your speech is the shortest part - around 5% - 10% of your total speech length. Even though it's a small section, it's a powerful one because it helps you reinforce your message for your audience for lasting impact. An effective conclusion has three specific elements:

Clearly signal the end of your speech by reviewing your topic

- Your textbook authors label this a thesis statement review
- Use a concluding statement at the very beginning of your conclusion. Common concluding statements include "In conclusion..." "To close..." "Let's review" "To sum it up..." etc.
- Then add in a reminder of your topic. For example, "To review, today we learned how to create a natural deodorant from common kitchen products"

End with a concluding device

- I often refer to this as a final thought or memorable ending.
- In a persuasive speech, I'm looking for a clear call to action.

### ***How to Choose the Right Concluding Device***

Your concluding device (aka, final thought or memorable ending) is going to be different in an informative speech than it is for a persuasive speech.

- In an informative speech, you'll leave your audience with a residual message. You won't ask them to do anything, because doing something is inherently persuasive and thus out of line with your general and specific purpose.
- In a persuasive speech, you will provide a call to action.

## COMPARISON AND CONTRAST ORGANIZATION

Comparison discusses elements that are similar, while contrast discusses elements that are different. A compare-and-contrast structure, then, analyzes two subjects by examining them closely and comparing them, contrasting them, or both.

The key to a good compare-and-contrast essay or speech is to choose two or more subjects that connect in a meaningful way. The purpose of conducting the comparison or contrast is not to state the obvious but rather to illuminate subtle differences or unexpected similarities.

### For example:

- If you wanted to focus on contrasting two subjects you would not pick apples and oranges; rather, you might choose to compare and contrast two types of oranges or two types of apples to highlight subtle differences. For example, Red Delicious apples are sweet, while Granny Smiths are tart and acidic. Drawing distinctions between elements in a similar category will increase the audience's understanding of that category.
- Similarly, to focus on comparison, choose two subjects that seem at first to be unrelated. For a comparison essay, you likely would not choose two apples or two oranges because they share so many of the same properties already. Rather, you might try to compare how apples and oranges are quite similar. The more divergent the two subjects initially seem, the more interesting a comparison essay will be.

### The Comparison-and-Contrast Structure

The compare-and-contrast essay or presentation focuses on a thesis that clearly states the two subjects that are to be compared, contrasted, or both, and the reason for doing so. The thesis could lean more toward comparing, contrasting, or both. Remember, the point of comparing and contrasting is to provide useful knowledge to the reader. Take the following thesis as an example that leans more toward contrasting.

#### Example

- Thesis statement: Organic vegetables may cost more than those that are conventionally grown, but when put to the test, they are definitely worth every extra penny.

Here the thesis sets up the two subjects to be compared and contrasted (organic versus conventional vegetables), and it makes a claim about the results that might prove useful to the reader.

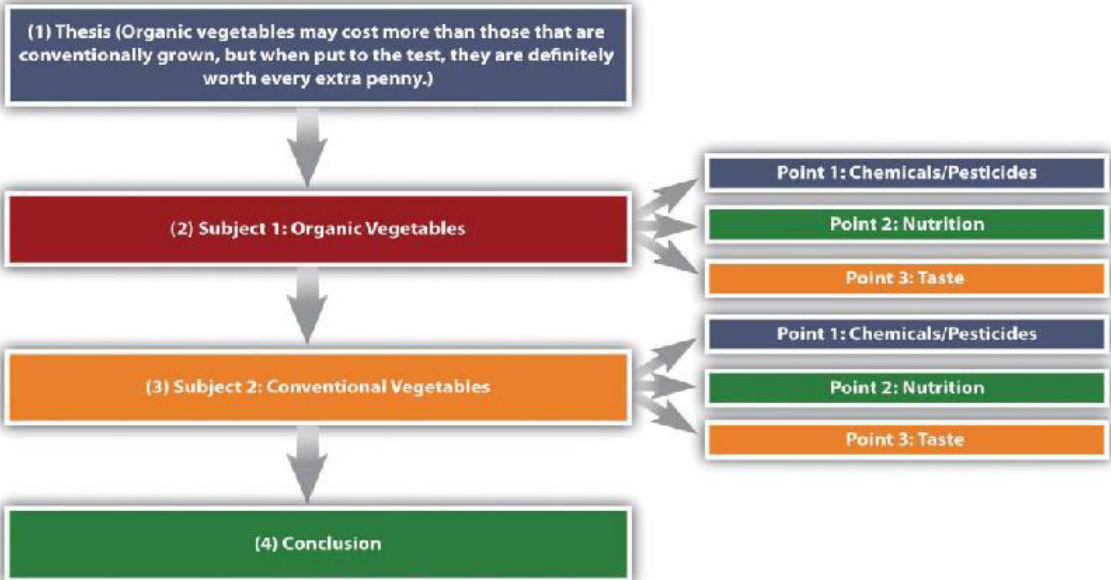
You may organize compare-and-contrast essays in one of the following two ways:

1. According to the subjects themselves, discussing one and then the other
2. According to individual points, discussing each subject in relation to each point

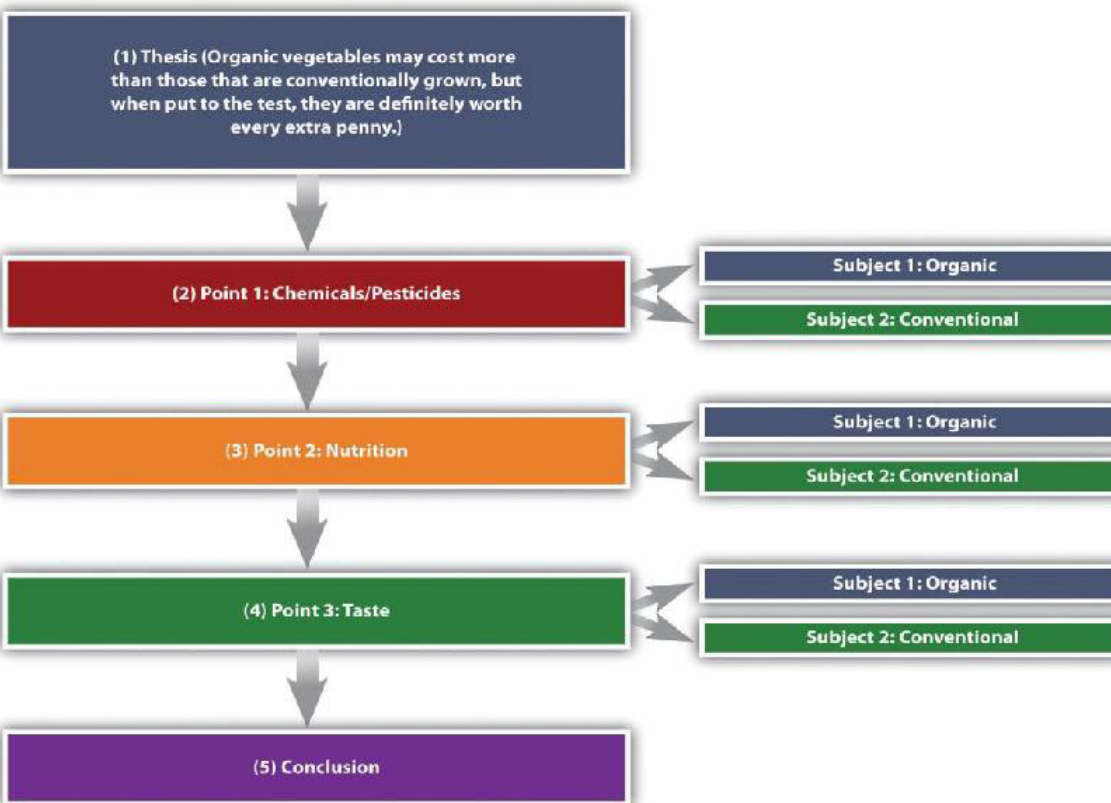
The organizational structure you choose depends on the nature of the topic, your purpose, and your audience.

The following are ways of organizing the comparison of organic and conventional vegetables.

**Organize by Subject:**



**Organize by Point:**



## BRAINSTORMING EXERCISE

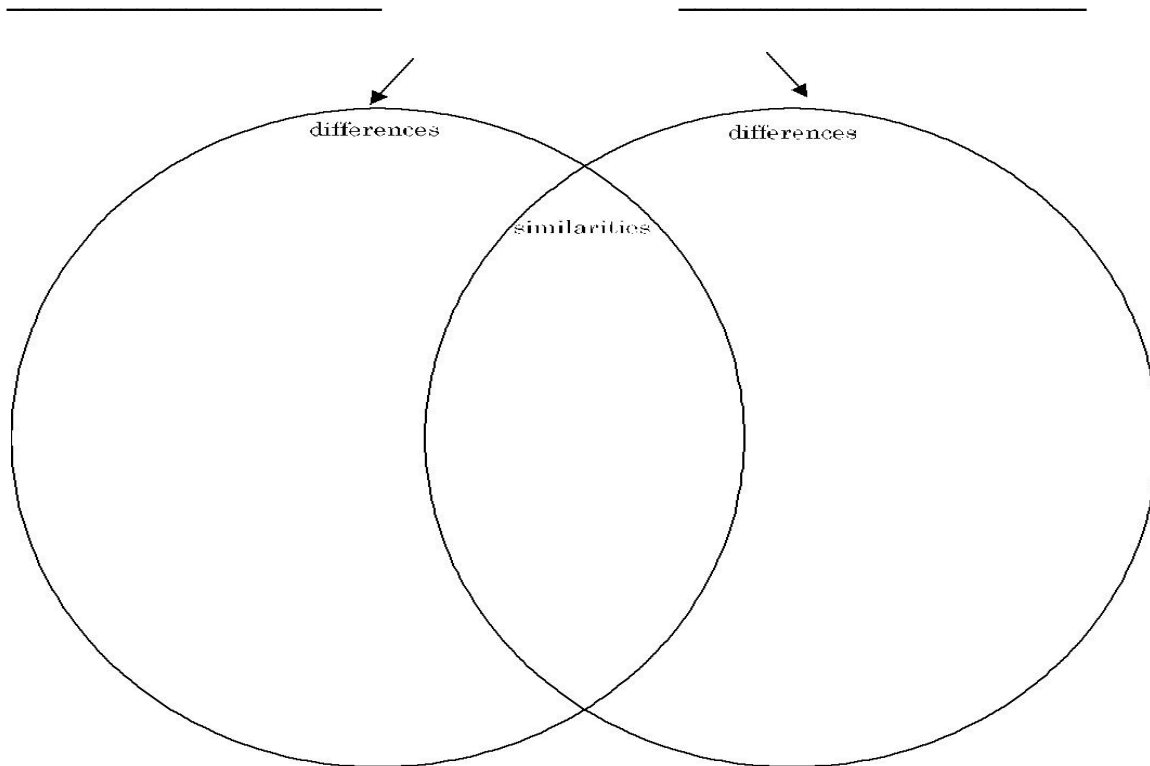
**DIRECTIONS:** Choose one of the topics below to compare and/or contrast for your presentation and then think about and fill in all the similarities and differences you can think of. Don't worry you won't write about them all, but this will give you ideas that you could write about.

Topics:

1. Medicine vs. Alternative Remedies (Natural Remedies)
2. Eating Habits in the US vs. Eating Habits in Your Home Country
3. Two Diets (Ex: Keto vs. Atkins, Vegetarian vs. Non-Vegetarian, etc)

Subject of comparison 1

Subject of comparison 2



## OUTLINING EXERCISE

**DIRECTIONS:** Now you will write your outline. Use the guidelines for developing your oral presentation and compare and contrast structure to develop an outline. You can write an outline by subject or by point. Use the following guidelines to help you organize your outline.

**Remember: The subjects are the two things you are comparing and contrasting and the points are the similarities and differences inside the circles. Choose only three points for developing your presentation.**

## Outline Comparison

By Subject	By Point
<p>I. Introduction</p> <ul style="list-style-type: none"> <li>A. Attention getter</li> <li>B. Topic</li> <li>C. Credibility</li> <li>D. Thesis or Main Idea</li> </ul> <p>II. Body 1 Subject 1</p> <ul style="list-style-type: none"> <li>A. Point 1               <ul style="list-style-type: none"> <li>1. Example or explanation</li> <li>2. Example or explanation</li> </ul> </li> <li>B. Point 2               <ul style="list-style-type: none"> <li>1. Example or explanation</li> <li>2. Example or explanation</li> </ul> </li> <li>C. Point 3               <ul style="list-style-type: none"> <li>1. Example or explanation</li> <li>2. Example or explanation</li> </ul> </li> </ul> <p>III. Body 2 Subject 2</p> <ul style="list-style-type: none"> <li>A. Point 1               <ul style="list-style-type: none"> <li>1. Example or explanation</li> <li>2. Example or explanation</li> </ul> </li> <li>B. Point 2               <ul style="list-style-type: none"> <li>1. Example or explanation</li> <li>2. Example or explanation</li> </ul> </li> <li>C. Point 3               <ul style="list-style-type: none"> <li>1. Example or explanation</li> <li>2. Example or explanation</li> </ul> </li> </ul> <p>IV. Conclusion</p> <ul style="list-style-type: none"> <li>A. Summarize the main points or thesis</li> <li>B. Concluding device, such as opinion or prediction</li> </ul>	<p>I. Introduction</p> <ul style="list-style-type: none"> <li>A. Attention getter</li> <li>B. Topic</li> <li>C. Credibility</li> <li>D. Thesis or Main Idea</li> </ul> <p>II. Body 1 Point 1</p> <ul style="list-style-type: none"> <li>A. Subject 1               <ul style="list-style-type: none"> <li>1. Example or explanation</li> <li>2. Example or explanation</li> </ul> </li> <li>B. Subject 2               <ul style="list-style-type: none"> <li>1. Example or explanation</li> <li>2. Example or explanation</li> </ul> </li> </ul> <p>III. Body 2 Point 2</p> <ul style="list-style-type: none"> <li>A. Subject 1               <ul style="list-style-type: none"> <li>1. Example or explanation</li> <li>2. Example or explanation</li> </ul> </li> <li>B. Subject 2               <ul style="list-style-type: none"> <li>1. Example or explanation</li> <li>2. Example or explanation</li> </ul> </li> </ul> <p>IV. Body 3 Point 3</p> <ul style="list-style-type: none"> <li>A. Subject 1               <ul style="list-style-type: none"> <li>1. Example or explanation</li> <li>2. Example or explanation</li> </ul> </li> <li>B. Subject 2               <ul style="list-style-type: none"> <li>1. Example or explanation</li> <li>2. Example or explanation</li> </ul> </li> </ul> <p>V. Conclusion</p> <ul style="list-style-type: none"> <li>A. Summarize the main points or thesis</li> <li>B. Concluding device, such as opinion or prediction</li> </ul>

## SELECTING VISUAL AIDS

Before you just open up PowerPoint and begin creating slides, you should stop for a moment and consider what type of visual aid will best serve your purpose. Select a visual aid that adds to your presentation in a meaningful way, not merely something pretty to look at or a substitute for thorough preparation. Visuals are not there for you to hide behind when you are in front of your audience. Visuals can spark interest, build emotional connections, clarify your words, explain abstract ideas, help draw conclusions, or increase understanding.

### For instance

- A speaker may show a stack of books to represent the amount of data storage in a speech about the evolution of computers
- Demonstrate the proper use of ear plugs by distributing ear plugs, showing how to insert them, and then blasting an air horn to make the value of ear protection more memorable and concrete.

For many people, the term “visual aids” for presentations or speeches is synonymous with PowerPoint, but this is just one type of visual aid. You should consider all the available options to determine what will be most effective and appropriate for your presentation.

**Objects and props** should be displayed at the front while you are talking about it. Passing an object can be distracting to your audience.

- a bicycle helmet for a speech on bike safety
- an actual sample of the product you are trying to sell

A large amount of digitized **audio and video** is now available to be included and embedded in your presentation.

- Select short clips. You should not have a presentation primarily composed of audio/video clips.
- The clip must be cued to start where you want it to begin playing.
- It is also important that your file format can be played on the computer you are using.
- If your clip isn't playing properly, move on rather than attempt to correct the issue.

**Slideware** is a generic term for the software used to create and display slide shows such as *Microsoft PowerPoint*, *Apple iWorks Keynote*, *Google Drive Presentation*, *Zoho Show*, and others. Composed of individual slides, collectively known as the **slide deck**, slideware is a de facto standard for presentation visual aids.

**Digital presentation software**, like Prezi breaks away from the standard slide deck presentation. Instead of flipping through the slide deck, the presenter zooms in and out of the presentation to visually demonstrate connections not available in other slideware.

### **Guidelines for using Slideware and Digital Presentations**

1. Your slide show is **not** your outline. The slide show is also **not** your handout.
2. Include only **one concept or idea per slide**. If you need more than one slide, use it, but don't cram more than one idea on a slide.
3. Regarding slide design, **focus on simplicity**.
  - a. Don't overcrowd your slide with text and images.
  - b. Leaving empty space, also known as **white space**, makes your slide appear more elegant and professional.
  - c. Using repetition of color, font, images, and layout throughout your presentation will help tie all of your slides together.
4. Backgrounds
  - a. It is best to use solid colors.
  - b. Make sure you are consistent throughout your presentation.
  - c. Avoid the color red because it has been shown to reduce your ability to think clearly.
  - d. Bright colors, such as yellow, pink, and orange, should also be avoided as background colors, as they are too distracting.
5. Colors
  - a. Avoid using red and green closely together. Red-green color blindness is

the predominate form of color blindness, meaning that the person cannot distinguish between those two colors (Vorick, 2011).

- b. There are other forms of color blindness, and you can easily check to see if your visuals will be understandable to everyone using an online tool such as the [Coblis Color Blindness Simulator](#) to preview images as a color-blind person would see it.

#### 6. Fonts

- a. Stick to standard fonts, such as Times New Roman, Georgia, and Palatino, or Ariel, Helvetica, Tahoma, and Veranda
- b. Make sure that the font size is large enough for everyone to read.

#### 7. Text

- a. Reduce the text on your slide. The audience cannot listen and read at the same time. Use short amounts of text, bullets (not sentences), images, and quotes (if they are short).

#### 8. Images

- a. Use photographs to introduce an abstract idea, to evoke emotion, to present evidence, or to direct the audience attention, just make sure it is compatible with your message (Kosslyn, 2007).
- b. You might consider using simplified images like **silhouettes**, **line art**, diagrams, enlargements, or **exploded views**, but these should be high quality and relevant. Simple images also translate better than words to a multicultural audience.
- c. When using images, do not enlarge them to the point that the image becomes blurry, also known as **pixelation**.
- d. Never use an image that has a **watermark** on it. A watermark is text or a logo that is placed in a digital image to prevent people from re-using it.
- e. Be sure to only use images that you have permission or rights to use and give proper credit for their use. If you are looking for free images, try searching the [Creative Commons database](#) for images from places like Flickr, Google, and others. The creators of images with a **Creative Commons License** allow others to use their work, but with specific restrictions.

#### 9. Graphs and Charts

- a. If you have numerical data that you want to present, consider using a graph or chart.

#### 10. Implementation

- a. Give credit where credit is due. Mention the source of your props if you borrowed them from a person or organization. You should **cite the source** of all data and images used in your presentation.
- b. Practice with your speech with your visual aids.

### **VISUAL AIDS EXERCISE**

**DIRECTIONS:** *Now look at your outline. How will you use visuals to support your speech? Prepare your visuals keeping in mind the guidelines above. Once you have prepared your visuals, it is time to move on to the delivery of your speech.*

## DELIVERING YOUR SPEECH

A formal speech requires extra attention to detail. What can one do in advance to prepare for a speech?

**Articulation** is how well and correctly we form our vowels and consonants using our lips, jaw, tongue, and palate to form the sounds.

- Say “going to” instead of “gonna” or “did not” instead of “dint.”

The **pronunciation** includes how vowels and consonants are supposed to sound, as well as which syllable is emphasized.

- With online dictionaries, “look up” how to pronounce any words you are unsure of.

The pitch is the “highness” or “lowness” of the voice. Each of us has a range of tone. When the pitch is altered to convey a meaning (like raising the pitch at the end of a sentence that is a question), it is the **inflection**.

- Practice different Inflections to convey energy and “aliveness.” Remember that in a speech, the audience does not have the written punctuation to follow, so you have to provide the punctuation with your inflection.
- Those who do not use inflection, or use a range of pitch, are speaking in monotone. And, as the word implies, it can be monotonous, boring, and dull.

In order to retain clarity of the speech with articulation and inflection, the speaker must be aware that there is a range of **appropriate tempo** for speaking.

- If the tempo is too slow, the speech might be monotonous.
- If it is too fast, the articulation could suffer if consonants or vowels are dropped or rushed to keep up the speed.

### **Pauses Versus Fillers**

- Pauses can help increase comprehension.
- Pauses that are filled with “uh’s, “um’s,” “like,” etc., should be avoided.

The volume produced is **projection**.

- Practice voice volume.
- While there is no need to shout, a speaker should project to be easily heard from the furthest part of the audience.

**Dress appropriately for the situation.** You should be comfortable and confident knowing that you look good.

- It is good practice to dress a bit more formal than less. Most class speeches would be best in business casual (which can vary from place to place and in time).
- If you have long hair, be sure it is out of the way so it won’t cover your face. Flipping hair out of your face is very distracting.

**Movement should be relaxed and natural, and not excessive.** This requires practice.

- Avoid fidgeting, stroking your hair, and any other nervousness-related movement.
- Don’t clutch the podium or put your hands in your pockets.

**Facial expression is a valid form of communication.** Facial expressions should be organic and spontaneous, not contrived.



**Eye contact is another very important element of speaking.** Good eye contact takes practice. The best practice is to be able to scan the audience making each member believe the speaker is speaking to him or her.

- A speaker should include 80% to 90% of the delivery time with eye contact.
- Practice the speech with a generous amount of eye contact.
- Know the speech well enough to only periodically (and quickly) glance at your notes.
- Prepare your notes so they can be easily read and followed without hesitation.

**Note cards** are notes, not sentences. They are to remind you of the topics. You want to present, not read your presentation. Follow these guidelines:

- Your note cards must be organized in the precise order of your speech. Put numbers in the upper right hand corner of them.
- If you are reading the cards word-for-word, there are too many words on them, unless it is an extended exact quote, or group of statistics that must be delivered precisely.
- Write on only one side of the card.

**Rehearse your speech—aloud** and ideally with a colleague or fellow student as an audience. Rehearse in front of a mirror if needed.

- If you are using visual aids or note cards, rehearse with them for timing and familiarity so you only have to glance at the screen or easel.
- Time the speech to be sure it is within the assigned time.
- Phrase the speech as you will phrase it in the actual delivery.
- Plan what to do with your hands.

### **Memorize**

Know exactly how you are going to begin your speech. Not just an idea, but verbatim, with every inflection, every gesture, every eye contact with the audience. The first few sentences should be so ingrained, that you could perform it during an earthquake without batting an eye.

- It will help if you are nervous.
- It lets the audience know you are prepared.
- It gives you the opportunity for direct eye contact (because you are not reading) and commands the audience's attention.

Know exactly how you will end (verbatim), so there is no hesitation, no stumbling, no tentative "I guess that's all" feeling.

### **DELIVERY EXERCISE**

**DIRECTIONS:** *Now create your notes and practice, practice, practice. The more you practice, the more confidence you will have.*

# Business

## READING AND LISTENING OUTCOMES:

- To use the strategy of synthesizing
- To define and use vocabulary related to Business.

## GRAMMAR OUTCOMES:

- To distinguish between will and would.
- To define direct speech and indirect speech
- To distinguish between direct and indirect speech
- To convert direct speech to indirect speech and indirect speech to direct speech.

## WRITING OUTCOMES:

- To distinguish between a summary, a paraphrase and a quote.
- To apply strategies to paraphrase.
- To apply strategies to summarize a text.
- To apply strategies to quote.
- To write a summary response essay.

# SECTION 1: READING AND LISTENING

Adapted from:

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## SYNTHESIZING INFORMATION

At university, you'll be asked to combine information from multiple sources. This is called synthesizing information. You'll do it every day in classes when you combine the information your professor says in lectures with what you've read. Sometimes, you'll notice similarities and differences. For example, the professor might want to offer a slightly different perspective. Other times, the professor might assign different readings on the same topic and want you to synthesize the reading. Either way, the connections may be harder to understand.

Using a Know-Want-Learned (KWL) chart can help you make connections between readings and your own experiences. Before going to a lecture or starting another reading on a similar topic, you can write down what you already know about the topic and what you hope to learn. After listening or reading more, you can write down what you learned and how your understanding of the concepts may have shifted. The next two readings, labeled 6A and 6B, are about trends in global business. Before you read, fill out the KWL chart below. Write down what you know and what you want to learn about global business trends. After you read, make note of what you've learned.

Global Business Trends		
What I Know...	What I Want to Know...	What I Learned...

## PRE-READING DISCUSSION

**Directions:** *Discuss the following questions prior to reading.*

1. How can world trade be encouraged or grown?
2. What does it mean for a company to be environmentally friendly or environmentally sustainable?
3. How environmentally friendly or sustainable are most American companies? Chinese companies? Indian companies?
4. Companies are responsible, in part, to their shareholders that own shares or stocks in the company. Who else, or to what else, might companies be responsible to?
5. What do people mean when they discuss "corporate social responsibility"?
6. How do the United Nations' actions affect business, if at all?

## READING: TRENDS IN GLOBAL COMPETITION<sup>[1]</sup>

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In this section, we will examine several underlying trends that will continue to propel the dramatic growth in world trade. These trends are market expansion, resource acquisition, and the emergence of China and India.

### Market Expansion

The need for businesses to expand their markets is perhaps the most fundamental reason for the growth in world trade. The limited size of domestic markets often motivates managers to seek customers and markets beyond their national frontiers. The economies of large-scale manufacturing demand big markets. Domestic markets, particularly in smaller countries like Denmark and the Netherlands, simply can't generate enough demand. Nestlé was one of the first businesses to "go global" because its home country, Switzerland, is so small. Nestlé was shipping milk to 16 different countries as early as 1875. Today, hundreds of thousands of businesses are recognizing the potentially rich rewards to be found in international markets.

### Resource Acquisition

More and more companies are going to the global marketplace to acquire the resources they need to operate efficiently. These resources may be cheaper skilled labor, scarce raw materials, technology, or capital. Nike, for example, has manufacturing facilities in many Asian countries in order to use cheaper labor. Other companies might look to the developing world for not only labor, but cheaper materials, for their products although environmentalists maintain that those materials might be cheaper because they are less sustainably produced. On the other hand, Honda opened a design studio in southern California to put that "California flair" into the design of some of its vehicles. Large multinational banks such as Bank of New York and Citigroup have offices in Geneva, Switzerland. Geneva is the private banking center of Europe and attracts investments and capital from around the globe.

### The Emergence of China and India

China and India—two of the world's economic powerhouses—are impacting businesses around the globe, in very different ways. The boom in China's worldwide exports has left few sectors unaffected. From garlic growers in California to jeans makers in Mexico, companies have seen the impact China can have on their business. In a similar way, India's impact has altered business around the world.

The causes and consequences of each nation's growth are somewhat different. China's exports have boomed thanks in large part to foreign investment. Big manufacturers have been lured to China by, in part, low labor costs. The resulting increased production has pushed down prices, globally. Now manufacturers of all sizes, making everything from windshield wipers to washing machines to clothing, are scrambling to either reduce costs at home, or to outsource more of what they make to cheaper locales such as China and India<sup>16</sup>.

Indians are playing invaluable roles in the global innovation chain. Hewlett-Packard, Cisco Systems, and other tech giants now rely on their Indian teams to devise software platforms and multimedia features for next-generation devices. Google principal scientist Krishna Bharat set up the Google Bangalore lab



complete with colorful furniture, exercise balls, and musical instruments—like Google’s Mountain View, California, headquarters—to work on core search-engine technology. Indian engineering houses use 3-D computer simulations to tweak designs of everything from car engines and forklifts to aircraft wings for such clients as General Motors Corp. and Boeing Co. Recently, experts have speculated that within five years India could overtake Germany as the world’s fourth-biggest economy. By 2050, China should overtake the United States as number one. By then, China and India could account for half of global output<sup>17</sup>.

An accelerating trend is that both China and India are becoming more important for companies around the world. China will stay dominant in mass manufacturing and is one of the few nations building multibillion-dollar electronics and heavy industrial plants while India is a rising power in software, design, services, and precision industry.

## **READING: THE UNITED NATIONS SUSTAINABILITY DEVELOPMENT GOALS**

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Corporations like Albertsons, Unilever, Kimberly Clark, and Siemens are starting to act on the United Nations Sustainability Development Goals. For many years, through corporate social responsibility (CSR) programs, corporations have donated money and employee time to address various social and environmental problems, both globally and locally. The Carnegie Foundation and the Bill and Melinda Gates Foundation are examples of this commitment. While these efforts have achieved some progress in environmental protection, ethical business practices, building sustainable positive impacts, and economic development by organizations, they do require deeper and longer engagement. Because the benefit of this ethical behavior is difficult to quantify, the attention of business is often drawn back to the bottom line and profits.

In 2015, the United Nations member-nations adopted 17 resolutions aimed at ending poverty, ensuring sustainability, and ensuring prosperity for all. The aggressive goals were set to be met over the next 15 years.

1. End poverty in all its forms everywhere.
2. End hunger, achieve food security and improved nutrition, and promote sustainable agriculture.
3. Ensure healthy lives and promote well-being for all at all ages.
4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
5. Achieve gender equality and empower all women and girls.
6. Ensure availability and sustainable management of water and sanitation for all.
7. Ensure access to affordable, reliable, sustainable, modern energy for all.
8. Promote sustained, inclusive, sustainable economic growth; full and productive employment; and decent work for all.
9. Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation.
10. Reduce inequality within and among countries.
11. Make cities and human settlements inclusive, safe, resilient, and sustainable.
12. Ensure sustainable consumption and production patterns.
13. Take urgent action to combat climate change and its impacts.
14. Conserve and sustainably use the oceans, seas, and marine resources for sustainable development.
15. Protect, restore, and promote sustainable use of terrestrial ecosystems; sustainably manage forests; combat desertification and halt and reverse land degradation; and halt biodiversity loss.

16. Promote peaceful and inclusive societies for sustainable development; provide access to justice for all; and build effective, accountable, inclusive institutions at all levels.
17. Strengthen the means of implementation and revitalize the global partnership for sustainable development.

Companies like the grocery store chain Albertsons recognize that a robust CSR program can enhance a corporation's reputation, which can indirectly boost the bottom line. They used number 14 on the United Nations Sustainability Development list in collaboration with World Oceans Day to announce that they as a company pledged to meet the U.N. goals. "We recognize that the wellbeing of people and the sustainability of our oceans are interdependent. As one of the largest U.S. retailers of seafood, we are committed to protecting the world's oceans so they can remain a bountiful natural resource that contributes to global food security, the livelihoods of hard-working fishermen and the global economy," said Buster Houston, Director of Seafood at Albertsons Companies. The company is also committed to the concept of fair trade, which guarantees fair pay to producers, and was the first retailer to sell tuna with the fair trade seal.

Siemens, the German-based multinational, also supports the United Nations Sustainability Development goals, which they believe are based on their company values—responsible, excellent, innovative. They define sustainable development as the means to achieve profitable and long-term growth. In doing so, they align themselves with the goals of the UN's 2030 Agenda for Sustainable Development.

Sources:

Thane Kreiner, "Corporations and Social Entrepreneurship: A Shift?" <https://www.scu.edu>, accessed June 30, 2017; United Nations Sustainable Development website: <http://www.un.org>, accessed June 30, 2017; "Practicing Sustainability—in the Interest of Future Generations," <https://www.siemens.com>, accessed June 30, 2017; "Albertsons Companies Commits to United Nations Sustainable Development Goals, Joins Influential Seafood Task Force," *Cision PR Newswire*, <http://www.prnewswire.com>, June 6, 2017; Ingrid Embree, "How 17 Companies Are Tackling Sustainable Development Goals (and Your Company Can, Too)," *Huffington Post*, <http://www.huffingtonpost.com>, September 14, 2016.

## READING COMPREHENSION EXERCISE 1

**Directions:** Answer the questions in your own words.

1. The readings discuss four trends. Three are stated explicitly and one is implied. What are these four trends in global business?
2. How are the labor trends in China and India different, according to the reading?

**Directions:** Choose the best answer to the following questions according to the reading.

3. What is one reason why more companies now have to expand into the global market?
  1. They produce goods on a very large scale.
  2. They want to have global recognition.
  3. They need resources to make their products.
  4. They require additional funds to support their businesses.

4. Why does Honda design some of its cars in California?
  1. It has more designers.
  2. It is near car manufacturing.
  3. It has a unique style.
  4. It is a sustainable location.
  
5. Reading 6B uses the term “the bottom line” several times. What does it mean?
  1. the boundary between what is considered acceptable and not
  2. the ratio of money spent to money earned
  3. the amount of money a company makes
  4. the lowest paid people in a company’s workforce
  
6. The United Nation’s Sustainability Development Goals do explicitly NOT support:
  1. gender equality
  2. safer cities
  3. religious cooperation
  4. educational opportunities

**Directions:** *Try to synthesize information from the two readings. Answer the questions in your own words.*

7. One of the trends mentioned in the first reading was about using cheaper labor overseas. What UN goals (list specific numbers) target fair pay? Circle all that apply.
  1. Goal 1
  2. Goal 5
  3. Goal 8
  4. Goal 10
  5. Goal 12
  6. Goal 16
  
8. The Reading 6A also mentioned acquiring other resources in foreign countries. What UN goals (list specific numbers) relate to this trend?
  1. Goal 2
  2. Goal 3
  3. Goal 12
  4. Goal 13
  5. Goal 16
  
9. Reading 6B gives the example of Albertsons’s efforts to support the UN’s goals. What are other ways that companies can acquire resources more ethically?
  
  
10. Why would some companies pledge to meet the United Nations Sustainability Development goals when some of their competitors ignore these goals in the name of greater, perhaps short-term, profits?

## VOCABULARY EXERCISE

**Directions:** Complete the sentences with the best word. You may need to change the verb form to fit the sentence.

assemble	devices	precision	reliable	reverse
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Manufacturing businesses often seek to reduce their costs by either moving production overseas or investing in technology. This has been especially true of technology companies that manufacture small (1) \_\_\_\_\_. These companies have found that machines can (2) \_\_\_\_\_ the tiny parts in phones, for example, with greater (3) \_\_\_\_\_ than humans. The machines are also more (4) \_\_\_\_\_ as their parts rarely break down. Still some governments are working to (5) \_\_\_\_\_ this trend and secure manufacturing jobs in their cities and states.

**Directions:** Discuss the questions below using the academic vocabulary words in italics.

6. What are many people's *principal* concerns about globalization?
7. What is the *foundation* of a successful international business?
8. How can companies help *restore* customers' faith in them after a scandal?
9. Do you know of a company that was *acquired* by a large corporation? What might happen after an *acquisition*?
10. Is it important to you that businesses act *ethically*? If so, when? If not, why?

## READING DISCUSSION

**Directions:** Discuss these questions with your classmates.

1. How do you think the trends listed in the reading will affect U.S. companies? And foreign companies?
2. How might the United Nations' sustainability program benefit developing nations? Could it negatively affect any countries?
3. Are you, as a consumer, more likely to purchase products from Albertsons rather than another grocery chain that does not follow the UNs' sustainability program?

## LISTENING EXERCISE

Copied from SLE. "Steve Jobs Talks about Managing People." Eslvideos.com <https://eslvideo.com/quiz.php?id=25714>. Accessed 14 July 2021.

**DIRECTIONS:** Watch the video (found at: <https://www.youtube.com/watch?v=f60dhe14ARg>) and answer the following questions based on the video.

1. What is the key of Management at Apple ?
  - A. Apple is a collaborative company



- B. Apple is a structured company
  - C. Apple is a startup
2. How many committees does Apple have ?
    - A. 0 committees
    - B. 2 committees
    - C. 10 committees
  3. How is Apple organized ?
    - A. Like an industry
    - B. Like a startup
    - C. Like a house
  4. How many times a week do the Apple teams meet ?
    - A. 3 times a week
    - B. twice a week
    - C. once a week
  5. How long does each meeting last ?
    - A. 1 hour
    - B. 3 hours
    - C. 6 hours
  6. Do the teams work individually on a product?
    - A. no, all the teams work on all Apple products.
    - B. yes, each team works individually on a product.
    - C. Yes, but the people in charge of each team collaborate.
  7. How is work organized to make a product ?
    - A. All teams work on the same product in group
    - B. Each team works on a different product
    - C. Work is trustfully distributed among each team, which works alone
  8. Does Steve Jobs accept his coworkers' opinions ?
    - A. Yes, Steve Jobs is open-minded and accepts other people's opinions.
    - B. No, Steve Jobs is the boss and his opinion is the only one that counts.
    - C. Yes, he sometimes does.
  9. Does Steve Jobs work only as a facilitator ?
    - A. Yes, he just arranges the meetings.
    - B. Yes, he is a facilitator, and he also contributes ideas.
    - C. Yes, he is a facilitator, but he doesn't work on products.
  10. In order to keep powerful people working for you, what should you do ?
    - A. Be nice with them
    - B. Let them make lots of decisions
    - C. Offer them gifts

### **LISTENING DISCUSSION**

**Directions:** *Discuss these questions with your classmates.*

1. What do you think of Apple’s management style? Would you like to work at a company with this style?
2. What are the benefits of working in a team and working by yourself? What are the disadvantages? Which do you prefer and why?

## SECTION 2: GRAMMAR

### DIRECT AND INDIRECT SPEECH (Reported Speech)

Adapted from: [ESOL Writing 8: Academic Research and Essays](#) by Davina Ramirez is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike

Direct speech is when we report what someone else says/said directly, his/her exact words. In writing, when we use direct speech, we place the words spoken between quotation marks (" ") and we do not change anything.

For example: Mary said, “What time will John be home?”

However, indirect speech, which is also called reported speech, is different from direct speech because we use reported verbs, such as ‘tell’, ‘ask’ and change the verb tense of the words spoken.

For example: He said, “ I am tired.” (Direct Speech)

He said that he was tired. ( Indirect- reported speech)

You know that a signal phrase, like “Michelle writes ...” or “Chrissy said ...” must include a special type of verb. At this point, you should be very confident about the verbs “write,” “state” and “say.” Now, let’s learn a few more. These verbs can be classified into three groups.

<p><b>Pattern 1:</b> Verb Object Infinitive</p> <p>Use this pattern with <b>tell, encourage, command, urge</b></p> <p><b>“I told you [to do] it.”</b> verb object [infinitive verb]</p>	<p><b>Pattern 2:</b> Verb That {Sentence}</p> <p>Use this pattern with <b>demand, insist, propose, recommend, suggest, say</b></p> <p><b>“I suggest that [you do it.]”</b> verb that [sentence]</p>
<p><b>Both Patterns:</b> Use both patterns with <b>ask, advise</b></p>	

#### REPORTED SPEECH EXERCISE 1: Pattern 1

**Directions:** Take the given direct quote and rewrite it as reported speech. Use the suggested verb.

**Example:** The doctor, to his patients: "I'd like you to avoid spicy foods at night."

- *Dr. Proctor told* his patients to avoid spicy foods at night.

1. The dentist, to you: "You have to floss more carefully."

*Dr. Molar told* \_\_\_\_\_

2. The major, to the troops: "March up that hill."

*Major Tom commanded* \_\_\_\_\_

3. The college advisor, to the audience at a meeting: "It's a great idea to volunteer during your college years."

*Shawn the advisor told* \_\_\_\_\_

4. Your sister, to you: "When you want to get married, look for someone who's the opposite of you."

*She encouraged* \_\_\_\_\_

5. Your teacher, to the class: "I want you to revise the paper and turn it in by Friday."

*The professor urged* \_\_\_\_\_

6. Your father, to your sister: "It's too early to get married. I hope you'll finish your studies first."

*Dad told* \_\_\_\_\_

## **REPORTED SPEECH EXERCISE 2: Pattern 2**

**Directions:** *Paraphrase as needed to create clear, simple sentences. Remember the pattern:*

**Example:** "Pay us ten thousand dollars OR ELSE!"

- *The kidnappers demanded* that we pay them ten thousand dollars OR ELSE.

1. "No, no, no. You MUST buy the tickets before I will let you in."

*The ticket taker insisted* \_\_\_\_\_

2. "Well how about this? You pay half and I'll pay half."

*She proposed* \_\_\_\_\_

3. "This is what I think you should do. Don't think about looks. Choose your spouse based on character."

*The relationship expert recommended* \_\_\_\_\_

4. "You could always try Chinese medicine if Western medicine doesn't work."

She suggested \_\_\_\_\_

5. "These researchers think that most Americans need more Vitamin D."

Some experts suggest \_\_\_\_\_

### REPORTED SPEECH EXERCISE 3: Both Patterns with ask and advise

**Directions:** Take the given direct quote and rewrite it as reported speech. Use the suggested verb.

**Example: "If you want to lose weight, don't eat cheese."**

- He advised \_\_\_\_\_ us to avoid cheese if we wanted to lose weight.
- He advised that \_\_\_\_\_ we could lose weight if we avoided cheese.

1. "Please turn off all the lights before you leave."

He asked \_\_\_\_\_

He asked that \_\_\_\_\_

2. "Please treat all members with respect."

The manager of the club asks \_\_\_\_\_

The manager of the club asks that \_\_\_\_\_

3. "People should change their passwords regularly."

The computer security expert advises \_\_\_\_\_

The computer security expert advises that \_\_\_\_\_

4. "You should keep taking this medicine until it's gone."

My doctor advised \_\_\_\_\_

My doctor advised that \_\_\_\_\_

## Future (Will) vs Conditional / Hypothetical Sentences

Adapted from: [ESL for Advanced Students: The Way You Like It Advanced Grammar/Writing, Plus Modified Bloom's Taxonomy, Capitalization and Punctuation Rules](#) by Don Bissonnette is licensed under a Creative Commons Attribution-NonCommercial-4.0 International License

### FUTURE (WILL)

There are many ways to express future plans, hopes, expectations and predictions, and one of the ways is using 'will'.

"Will" is often used between two people

Promises, requests, and offers can only happen in relationships. Speakers and writers choose “will” to indicate a choice, rather than a plan.

- “Will you marry me?”
- “I promise, I’ll wash the dishes every night if it makes you happy.”
- Waiter: “What will you have?” Customer: “I’ll have the soup and salad, please.”
- “Will you help me move?” “I’ll help you carry the boxes, but I won’t help you pack.”
- “Bring me back a coffee, will you?”

### 1. “Will” is often used for predictions beyond any person’s control

Using “will” in these cases communicates *inevitability*. The process or event will happen without any person trying to make it happen: the outcome is not in a person’s control.

- “If the volcanic eruption is significant, sulfur clouds will poison any nearby mammals.”
- “After the elections, the new Vice President will be sworn in.”

### 2. “Will” is used with more uncertain possible futures – “maybe”

Using “will” in these cases communicates *uncertainty*. This seems like the exact opposite of Use 2 – but it is actually the same! Again, the outcome is not in a person’s control.

- “Maybe we’ll go to Mt. Hood over break.”
- “If he gets the job, he’ll take his family with him.”
- “The spider lays hundreds of eggs, but it’s likely that only a few will survive.”

### 3. “Will” is often used with the “dummy” subjects “It/There” and in “That” clauses – not because it is more correct, but because it’s short.

- “There will be times you’re too tired to get out of bed.”
- “If you keep going to the gym, there will be visible improvement in a month.”
- “There will be music, dancing, and romance.”
- “Publishers want books that will sell.”

## Conditional / Hypothetical Sentences

All conditional / hypothetical sentences consist of a dependent clause beginning with *if (or other adverbials of condition)* and an independent clause which is a result of the condition or hypothesis. A conditional sentence is one that is real or possibly can happen; a hypothetical sentence is one that is only imaginary - it either will not happen or did not happen.

### Class One: Conditional

#### A. Present or future situation: True and Real or Possible

Form: *If* + present tense verb, *will* or *future implied verb* (can, might, want, need, etc.)

Examples:

- If my sister visits Seattle, I will take her to Mount Rainier.
- If we go there, I want to take a picnic lunch.

#### B. General Truth situations, not for a specific time, something is always true and never changes. It is True and Real or Possible

Form: *If* + present tense verb, present tense verb

Examples:

- If plants have good soil and get enough sunlight and water, they always grow well.
- If a car runs out of gas, it stops.

### **Class Two: Hypothetical**

#### **A. Present or Future Situations - will not or are not very likely to occur- Not Real, Not Possible, Only Imaginary**

Form: If + past tense verb, would or could + verb stem

Examples:

- If I had a million dollars, I would go on a long vacation.
- If I played professional baseball, I could make a lot of money.

#### **B. Verb To Be: Were (Subjunctive)**

In Class Two Conditionals, when you need to use the verb To Be, always use were after if.

Form: If + subject + were, would or could + verb stem.

Examples:

- If I were a bird, I could fly.
- If she were my daughter, I would love her.

#### **C. Alternate Form for Present Hypothetical Situations: Were**

*Were* may be used in place of *if* to form the Class Two Conditionals; however, this is usually only done in very formal situations.

Form: Were + noun, would or could + verb stem

*or*

Were + subject + infinitive, would or could + verb stem

Examples:

- If you were an American, you would not take ESL classes.
  - Were you an American, you would not take ESL classes.
- If I were a woman, I could have a baby.
  - Were I a woman, I could have a baby.
- If I bought a new car, my wife would be happy.
  - Were I to buy a new car, my wife would be happy.
- If I went to Russia, I would visit Moscow.
  - Were I to go to Russia, I would visit Moscow.

### **Class Three: Hypothetical**

#### **A. Past Situations - Did Not Happen, Not Real, Imaginary**

Form: If + past perfect tense, past tense modal (would have, could have, might have, should have + past participle of verb)

Examples:

- If I had won the lottery last week, I would have bought a new car.
- If you had grown up in America, you could have learned English as a child.

### **B. Alternate Form with *Had***

The meaning is the same using this form; however, it has a more elegant sound to it.

Form: Had + subject + past participle of verb, past tense modal.

Examples:

- If I had known your address, I would have visited you.
  - Had I known your address, I would have visited you.
- If you had stayed in your native country, you would not have had me as your teacher.
  - Had you stayed in your native country, you would not have had me as your teacher.

***\*Please note that with this alternate form that the negative is formed by making the past participle negative.***

- If I hadn't prepared this handout, this lesson would have been more difficult for you to understand.
  - Had I not prepared this handout, this lesson would have been more difficult to understand.
- If I hadn't gone to Tunisia, I might not have learned to speak French.
  - Had I not gone to Tunisia, I might not have learned to speak French.
- If I hadn't prepared this handout yesterday, we wouldn't have studied it today.
  - Had I not prepared this handout yesterday, we wouldn't have studied it today.

### **Class Four: Mixed Hypothetical - Past Influences the Present or Future**

Both situations are imaginary. Neither one is a fact. A past hypothetical situation (imaginary, did not happen, or is contrary to fact) influences a present or future hypothetical situation. This is actually a combination of a Class Three Conditional and a Class Two Conditional.

Form: If + past perfect tense, would or could + verb stem.

Examples:

- If my grandmother had taught me to speak Italian when I was a little boy, I would speak Italian as well as a native speaker of Italian now. However, she didn't teach me to speak Italian.
- If you had stayed in your native country, you could not attend this school. However, you didn't stay in your native country. You came to America and to my class.

### **CONDITIONAL/ HYPOTHETICAL EXERCISE 1**

**Directions:** Answer the following questions about hypothetical situations in the past that did not happen, please.

1. What would you have done for a living if you had stayed in your native country?

2. Would you have had me for a teacher if you had gone to a different college?
3. What would you have done today if you had stayed home and not come to class?
4. Would you have learned English if you had not come to America?
5. What kind of restaurant would you have gone to last weekend if you had decided to eat out instead of eating in?
6. How would your life have been different if you had learned English very well before you came to the United States?
7. What kind of clothes would you have worn to school if it had snowed last night?
8. If your teacher hadn't come to class today, what would you have done?
9. What would you have done if there had been a fire in your house last night?
10. If you had already learned English perfectly before you came to America, what would you have studied at university?

### **CONDITIONAL/ HYPOTHETICAL EXERCISE 2**

**Directions:** *Complete the following past hypothetical (unreal) sentences, using the correct verb tenses, please.*

1. My father and mother would have graduated from university if
2. If I had been in Japan during the earthquake and tsunami,





4. If people always did what they were supposed to do,

5. If it is sunny tomorrow,

## SECTION 3: WRITING SKILLS

### SUMMARIZING - What is a Summary Paper?

Adapted from: [ESOL Writing 8: Academic Research and Essays](#) by Davina Ramirez is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike

This is a VERY common type of assignment throughout college, and you can expect to write several summaries in your college career. The good news: If you can write an Essay, you can write a summary paper! There are some differences, though. Compare essay organization to summary paper organization.

<b>Essay</b>	<b>Summary Paper</b>
The goal of an essay: To share the writer's opinion, supported by facts	The goal of a summary paper: To share the main ideas of another writer in a shorter form
Has a short and interesting Title	Has a Title that reflects the original reading
Has 3 sections: Introduction, Body, Conclusion	Has 2 required sections: Introduction and Body. Includes Conclusion only if the instructor requires it.
Intro. starts with a Hook	Intro. MUST introduce the reading being summarized: it must name the author and title. Intro. and it may give more background information as well.
Has a Thesis Statement – usually last sentence in the Intro	Has a Thesis Statement – usually last sentence in the Intro
Thesis St. reflects writer's opinion and the writing style. Transition words fit the writing style.	Thesis St. reflects the main points from the original reading. Transitions include "The author states that ..." and "According to the author, ..."
Each Body paragraph has a Topic Sentence	Each Body paragraph has a Topic Sentence that summarizes one main idea of the reading

<p>The Body reflects your opinions and uses colorful language. You choose a tone and maintain it.</p> <p>Conclusion restates the Thesis St.</p>	<p>The Body reflects the original reading. It absolutely does NOT include your opinions or ideas. The tone is neutral.</p> <p>MAY OR MAY NOT HAVE A CONCLUSION!</p> <p>If the instructor requires a Conclusion, its purpose is usually to give your Response – your opinion – of the original source reading. Do not restate Thesis.</p>
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### The Content of the Summary Paper

**Introduction:** The intro. is usually quite short, and you MUST give the author's full name and the book title in the Intro.

**Example of an acceptable Introduction:**  
 "Recently, I read part of a chapter from *Fast Food Nation\**, by Eric Schlosser. Schlosser writes about workers in fast food restaurants, including who they are, why they are chosen, how they are trained, and how they are treated."

\* Notice that the title of the book is *in italics!* When writing by hand, use underline instead.

**Body:** The goal of a summary paper is to give the reader the most important points of a reading in a shorter, briefer form. The writer avoids 'experimental' or 'artistic' style. You're trying to make life easier for the reader.

The language of a summary paper is the writer's own. The Body is not a long quotation. The writer is trying to simplify a difficult reading, so they must simplify the language. A few quotations are acceptable, but avoid long quotes.

Include all major ideas from the book excerpt. Leave out less important ideas; leave out most supporting examples. Use your outline to guide you in choosing which ideas are "major" and which are "less important." What is a "major idea"? There is no single correct answer! You may have a different opinion than me or your classmates on some ideas. However, there are some ideas that everyone should agree are important; we'll discuss these in class.

If you use sentences copied directly from the book excerpt, use quotation marks and give the author's name. Since your goal is to be brief, don't use a lot of quotes: maximum four.

**Conclusion:** Explain your own reaction to the reading here. Include your opinion, what you liked or disliked, and how the reading made you feel. This is the **ONLY** place in the summary paper that you will include your opinion.

## Example Summary Paper

Davina Ramirez  
ESOL 262  
May 33, 2020

### Summary of Schlosser Reading

Recently, I read an excerpt from Eric Schlosser's best-selling book, *Fast Food Nation*. The sections I read – from the chapter “Behind the Counter” – discussed the types of worker sought out by the fast food industry, the modern fast food workplace, and the economic structure of this business.

Fast food employees are, Schlosser states, “some of the most disadvantaged members of American society” (p 71). Typically, these workers have been teenagers – when Schlosser published the book, nearly 65% of fast food employees were teens – but increasingly they are from any “marginalized [group]” – retired people and the disabled, and in particular, immigrants. Schlosser points out that these workers are at a disadvantage in the workplace and seldom insist on good treatment; they often accept poor working conditions, poor pay, and even abuse.

Because of the structure of the workplace, the obvious disadvantage of these workers – their low skills – is not a problem. “A McDonald's kitchen is full of buzzers and flashing lights that tell employees what to do,” Schlosser writes on page 70. “Computerized cash registers” and thick manuals control the workplace. This highly mechanized workplace has two effects: first, it creates jobs where the individual worker is nearly worthless and can be fired without damage to the company. Second, it creates a workplace that does not teach workers any skills. Schlosser quotes Jerry Sus, a McDonald's executive, who described the factory-like kitchens this way: “The easier it is for him [the worker] to use, the easier it is for us not to have to train him” (71).

These two factors – lack of training on the job and powerless employees– are actually key parts of the industry's economic plan. Schlosser states that fast food companies have spent “enormous sums on research and technology to eliminate worker training,” yet have at the same time “accepted hundreds of millions of dollars in government subsidies for ‘training’ their workers.” In fact, these corporations get up to \$2,400 for every new employee. It's not surprising that the “typical fast food worker quits or is fired every three to four months” (73). And because they are afraid to complain, workers are often abused; some workers are required to work off the clock, some are paid in food instead of money, and thousands of employees have had their time cards illegally altered, cheating them of millions of dollars. These millions have turned into company profit.

## PARAPHRASING

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### Paraphrasing Sources

When you paraphrase material from a source, **restate the information from an entire sentence or passage in your own words**, using your own original sentence structure. A paraphrased source differs from a summarized source in that you focus on restating the ideas, not condensing them. Again, it is important to check your paraphrase against the source material to make sure it is both accurate and original. Inexperienced writers sometimes use the thesaurus method of paraphrasing—that is, they simply rewrite the source material, replacing most of the words with synonyms. This constitutes a misuse of sources. **A true paraphrase restates ideas using the writer's own language and style.**

- **Original Source (from Tracy Niethercott):** Some insulin users in particular find that their blood glucose is far easier to control when they limit the carbs in their diet.
- **Paraphrase:** Some people with diabetes are better able to control their blood sugar when they reduce their carbs intake (Neithercott).

**The most common problems with paraphrases are:**

- **Too similar:** The paraphrase is almost the same as the original sentence. Maybe the word choices are almost the same, or maybe the sentence structure is the same – or maybe both. If the sentences are similar, college instructors will consider this type of paraphrase to be plagiarism.
- **Missing information:** Important meanings are left out, which changes the meaning of the original. This does NOT mean that you must paraphrase every detail exactly! You will often choose to summarize an idea.
- **Information added or changed:** The writer puts in information that’s not in the original, changing the meaning. Or, the writer changes something important, like the tense. It’s OK to add your reaction to the information you quote or paraphrase. However, your reaction should be in a separate sentence. The reader needs to identify which ideas are yours, and which ideas came from a source.
- **More difficult vocabulary:** Never forget the main purpose of paraphrasing, which is to present ideas from other writers in your own writing – in your own style. And YOUR style must be clear and easy to understand. Even if you are paraphrasing from a difficult piece of technical writing, you MUST think of your audience first. In this class, your audience is a general audience, so simplifying difficult language is one of your most important jobs as a writer. Choosing unusual synonyms is a poor way to paraphrase.

**Exercise 1: Choose the Paraphrase**

**Directions:** Choose the better paraphrase for each of these original sentences. Explain your reasoning: why do you reject some of the paraphrases? Use a dictionary if needed!

1. Original Sentence: “Nearly thirty percent of the children suffer a vitamin deficiency, despite their apparently good health.”
  - A. “Almost a third of the children suffer deficient vitamins, despite being apparently healthy.”
  - B. “Even though they look healthy, almost a third of the youngsters have malnutrition.”
  - C. “More than thirty percent of the kids have nutrition deficiencies, in addition to looking healthy.”
2. Original Sentence: “Consumers are not to blame for most pollution. It’s large companies that create the most damage to the environment.”
  - A. “Consumers are blamed for toxic waste though companies also pollute.”
  - B. “Businesses and agriculture hurt the environment more than average people do.”
  - C. “Corporations are responsible for more pollution than consumers are.”
3. Original Sentence: “The egg quivered and began to crack open as the chick inside struggled to break free.”
  - A. “The egg started to hatch.”
  - B. “The egg is shaking when its chick is breaking out.”
  - C. “The ovum trembled as the chick in its interior worked hard to break out.”

## Exercise 2: Diagnose the Paraphrase

**Directions:** For each of these “weaker” paraphrases, choose the problem(s) it suffers from.

Original Sentence: “Nearly thirty percent of the children suffer a vitamin deficiency, despite their apparently good health.”

1. Paraphrase: “Almost a third of the children suffer deficient vitamins, despite being apparently healthy.”

Too similar       Missing info       Added/changed info       More difficult

2. Paraphrase: “More than thirty percent of the kids have nutrition deficiencies, in addition to looking healthy.”

Too similar       Missing info       Added/changed info       More difficult

3. Paraphrase: “So many kids have a poor diet, with lots of candy and fast food, and they don’t get enough vitamins.”

Too similar       Missing info       Added/changed info       More difficult

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Original Sentence: “Consumers are not to blame for most pollution. It’s large companies that create the most damage to the environment.”

4. Paraphrase: “Consumers are blamed for toxic waste though companies also pollute.”

Too similar       Missing info       Added/changed info       More difficult

5. Paraphrase: “Businesses and agriculture hurt the environment more than average people do.”

Too similar       Missing info       Added/changed info       More difficult

6. Paraphrase: “Purchasers cannot be mostly recriminated for the creation of corruption which causes damage to ecosystems. It is the enormous businesses that contaminate the surrounding areas to the highest degree.”

Too similar       Missing info       Added/changed info       More difficult

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Original Sentence: “The egg quivered and began to crack open as the chick inside struggled to break free.”

7. Paraphrase: “The egg is shaking when its chick is breaking out.”

Too similar       Missing info       Added/changed info       More difficult

8. Paraphrase: “The ovum trembled and began to splinter as the chick in its interior worked hard to rupture out.”

Too similar       Missing info       Added/changed info       More difficult

9. Paraphrase: “A beautiful baby bird was born.”

Too similar       Missing info       Added/changed info       More difficult

## QUOTING

Adapted from: [College ESL Writers: Applied Grammar and Composing Strategies for Success](#) by Barbara Hall and Elizabeth Wallace is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International

Most of the time, you will summarize or paraphrase source material instead of quoting directly. Doing so shows that you understand your research well enough to write about it confidently in your own words. However, direct quotes can be powerful when used sparingly and with purpose.

Quoting directly can sometimes help you make a point in a colorful way. If an author's words are especially vivid, memorable, or well phrased, quoting them may help hold your reader's interest. Direct quotations from an interviewee or an eyewitness may help you personalize an issue for readers. And when you analyze primary sources, such as a historical speech or a work of literature, quoting extensively is often necessary to illustrate your points. These are valid reasons to use quotations.

Less experienced writers, however, sometimes overuse direct quotations in a research paper because it seems easier than paraphrasing. At best, this reduces the effectiveness of the quotations. At worst, it results in a paper that seems haphazardly pasted together from outside sources. Use quotations sparingly for greater impact. When you do choose to quote directly from a source, follow these guidelines:

- Make sure you have transcribed the original statement accurately.
- Represent the author's ideas honestly. Quote enough of the original text to reflect the author's point accurately.
- Never use a stand-alone, or "dropped in," quotation. Always integrate the quoted material into your own sentence.
- Use ellipses (...) if you need to omit a word or phrase. Use brackets [ ] if you need to replace a word or phrase or add any explanation or clarification of the original.
- Make sure any omissions or changed words do not alter the meaning of the original text. Omit or replace words only when absolutely necessary to shorten the text or to make it grammatically correct within your sentence.
- Remember to include correctly formatted citations that follow the assigned style guide.

Original Source (from the American Heart Association)

- A high carbohydrate diet that includes fruits, vegetables, nonfat dairy products and whole grains also has been shown to reduce blood pressure.

Quotation from the Source

- According to the American Heart Association, "A high carbohydrate diet that includes fruits, vegetables, nonfat dairy products and whole grains also has been shown to reduce blood pressure."

## Choosing Quotations Wisely

If you can use only a few quotes in your paper ... How do you choose **good** quotes?

Use these three criteria:

FIRST: Is it an **interesting** quote?

If your paraphrase would make an interesting, stylish sentence into a more boring sentence, KEEP THE QUOTE. This may be the best reason to use a quote.

SECOND: Does the quote use special words that **can't be paraphrased**, like jargon, numbers, metaphor, simile? Does it include strong, specific descriptive language?

This does NOT mean you should use a quote if you don't understand it!

Instead, it means that if your paraphrase **must** use almost the same words as the original, KEEP THE QUOTE.

THIRD: Is your paraphrase **more difficult** to understand than the original?  
 If your paraphrase will be much longer or more confusing  
 than the original,  
**KEEP THE QUOTE.**

Apply these three criteria when deciding whether to quote or to paraphrase/summarize from the original source.

### Using Quote/Paraphrase in Your Paper

It does NOT matter whether you are quoting or paraphrasing a sentence: you **MUST** give credit to the source. There are many ways to do this. Let's begin with two patterns that will work both for this paper and for all your future college work as well.

Memorize these patterns!

- 1) According to Jane Nguyen, ("quote" or paraphrase.)
- 2) John Doe states that ("quote" or paraphrase.)

Look at the underlying grammar.

Pattern 1	
Transition Phrase,	Sentence.
According to AUTHOR,	Subject – Verb – Complement.
According to Schlosser,	"two-thirds of the nation's fast food workers are under the age of twenty."
According to Schlosser,	most of the workers in this industry - over 60% - are teenagers.

Pattern 2	
Subject Verb	[THAT CLAUSE].
AUTHOR states	that <b>S.</b>
Schlosser states	<b>that</b> "two-thirds of the nation's fast food workers are under the age of twenty."
Schlosser states	<b>that</b> most of the workers in this industry - over 60% - are teenagers.



## Quotation and Paraphrase Exercise

**Directions:** Here are some quotes from the Schlosser reading that you want to use in your summary paper. Decide if you should quote or paraphrase each one.

\*\* CHOOSE ONLY THREE OR FOUR QUOTES! \*\*

1. About two-thirds of the nation's fast food workers are under the age of twenty.
2. Throughput is all about increasing the speed of assembly, about doing things faster in order to make more.
3. The fast food industry's obsession with throughput has altered the way millions of Americans work, turned commercial kitchens into small factories, and changed familiar foods into commodities that are manufactured.
4. The burgers, chicken, french fries and buns are all frozen when they arrive at a McDonald's. The shakes and sodas begin as syrup. At Taco Bell restaurants the food is "assembled," not prepared.
5. "Everything's add water," a Taco Bell employee told me. "Just add hot water."
6. While quietly spending enormous sums on research and technology to eliminate employee training, the fast food chains have accepted hundreds of millions of dollars in government subsidies for "training" their workers.
7. Today few employees in the fast food industry qualify for overtime -- and even fewer are paid for it.
8. The turnover rate for assistant managers is extremely high.
9. In the absence of good wages and secure employment, the chains try to inculcate "team spirit" in their young crews.
10. One employee, a high school dropout named Regina Jones, regularly worked seventy to eighty hours a week but was paid for only forty.

## The Summary-Response or Reaction Paper

Adapted from:

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- [ESOL Writing 8: Academic Research and Essays](#) by Davina Ramirez is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike

This is a very common college assignment in almost every major! **What are instructors looking for when they grade these papers?**

Generally, they check for two things:

1. Did you understand the information in the reading?
2. Did the information affect you in any way?

In other words: Did the reading touch both your *mind* and your *heart*? I don't mean that college students must have passionate feelings about every idea they read. I just mean that we all have some feelings (even very weak ones) about the things we **learn**.

In the Summary paragraph, avoid just repeating the source. Your instructor does know the source: your job is to show that you also understand the source (a reading, a movie, or a world event).

### Summary-Response Example 1

#### Beautiful Animation

Last week, our class watched the film “Spirited Away” by director Hayao Miyazaki. The movie introduces us to a girl named Chihiro who is moving to a new house, and she isn't happy about it. The family takes a break to explore a tunnel before they go to their new house, and amazingly, they enter the spirit world. Chihiro's parents turn into pigs because they have eaten spirit food, and now it's Chihiro's responsibility to save them. We see the spirits change Chihiro over time. She starts as a child who cannot clean or take care of herself, but she becomes hard-working and brave, and even helps other characters. She helps a river spirit become clean from pollution; she helps a dragon with a lost memory remember his identity; she even helps a huge baby become independent. And of course, she helps her parents become humans again.

This experience was so new for me. It was the first time I watched a whole movie for a college class; it was the first movie I ever saw by this director; and it was the first time I ever realized that animation is not just for children. Like most people in my country, I grew up watching “cartoons”. I remember that they were short, with harsh colors and silly stories. “Spirited Away” was totally different. The colors were gorgeous and the music was enchanting. The movie really looked at the relationship between parents and children in modern society. Parents can be immature, and children are so often spoiled and lazy brats. “Spirited Away” made me think about these ideas, but it wasn't critical of parents or of children. The parents were weak, but they loved their daughter a lot, and the little girl learned to work and survive. At the end, I felt hopeful, but I also realized how serious these problems are.

#### Notice:

- **First Paragraph: Summary Paragraph- Tells the reader about the topic.**
- **Second Paragraph- Response Paragraph- Shares the writer's feelings and ideas.**

### Summary-Response Example 2

#### Clean Rivers for Everyone!

The Japanese director Miyazaki Hayao is very popular in this country. I realized how popular he is when our Art History class watched his 2001 movie, “Sen to Chihiro no Kamikakushi,” which is called “Spirited Away” in English. In the movie, a young girl enters the world of spirits and has to prove herself by working in a bath house, which is like a spa for kami. None of the spirits really believe she can do it. The leader of the bath house turns the girl into a servant and takes her name and memory away from her. Her first success is when she helps rescue a river spirit that is polluted with garbage. She also saves a

different river spirit which was covered up and lost its identity. Chihiro succeeds at her job and she saves her name and her parents. The spirits support her and feel impressed at her character in the end.

I felt so excited when I realized that my American classmates loved the movie. So many of them had watched the movie before. Many of my classmates talked to me excitedly about Miyazaki's other movies. I suddenly felt that his movies, which seem very Japanese to me, are really universal. His theme of pollution, and how humans are hurting the natural world, is true in the U. S. too. Even though my classmates don't use the word "spirit" or "kami" like we Japanese do, I think they understand what we mean. Watching this great movie with all my class, I really believed that we are all "one big family."

### Summary-Response Example 3

#### Killer Burgers

Recently I read the chapter titled "A Bug That Kills Children," from the book *Fast Food Nation*. This book is by the American writer Eric Schlosser. In this chapter, he describes e. coli, the bacteria which is getting into our food more and more these days. This bacteria is really dangerous, especially to kids, and Schlosser had lots of examples. We learned that this bacteria can survive being cooked or being frozen. Schlosser also lists the outbreaks of e. coli in fast food restaurants and explains how unclean conditions for cattle lead to this disease which kills hundreds of Americans each year.

After reading this chapter, I wanted to cry. The quotes from the parents who watched their little boy die painfully in the hospital were horrible. I can't imagine seeing my child beg me for just a drink of water and saying "no." I also can't imagine how I would feel if I gave my son a hamburger that killed him. I will be more serious about food now. I thought that food from a clean store was clean but now I know that might not be true. I also feel very sorry for the cows, which live in disgusting and terrible conditions. I think I will order a salad the next time I go to a drive-through.

## RESPONSE REACTION ESSAY FORMAT

### **Introduction:**

Early in the writing you *must identify the thing (reading, movie, song, painting, etc) you're writing about*. You must include the important identifying details of the item you are responding to and give a brief summary of what it is about.

For this assignment:

- **If you're writing a response to a reading:** tell us the author's name and the title of the reading.
- **If you're writing a response to a movie:** state the title of the movie and the director's name. It may be helpful to state the year the movie was made.

Reviews are a related type of writing.

- **If you're writing a review of a restaurant:** give the restaurant's name and address.
- **If you're writing a review of music:** identify the musician and the name of the musical work.

Conclude your introduction paragraph with a thesis statement that connects your ideas with the original work.

**Example thesis statement:**

- After reading “Food As Medicine: Why Doctors Are Writing Prescriptions for Produce,” I believe that more doctors should inform their patients about healthy choices, schools should include a nutrition course, and people should reconsider healthy habits.

**Body**

After that, develop the essay with your ideas and feelings listed in your thesis statement. Read the instructor’s directions carefully – your teacher might require only ideas, or only personal feelings. Follow instructions – *remember the first rule of college writing!* Be sure that you show how your ideas and feelings connect to the original sources.

**Conclusion:**

First restate your thesis. Don’t forget to use different words or to paraphrase your original thesis. End your writing with a clear prediction, recommendation, or call to action.

**WRITING EXERCISE 1**

**Directions Part 1:** *You are going to write a summary and response essay. Look at the topic listed below, complete the first two columns of the KWL chart (What I Know and What I Want to Know) to help you prepare.*

TOPIC: Global competition in business		
What I Know...	What I Want to Know...	What I Learned...

**Directions Part 2:** *Now read the reading below. Be sure to annotate the text as you read. After you finish, complete the last column of the KWL chart (What I Learned).*

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**READING 5: EXPANDING AROUND THE GLOBE [1]**

**U.S. Brands Face Global Competition**

America dominates consumer goods brands. Here, wealthy consumers have supported Apple, Google, Coca-Cola, Microsoft, and countless other companies. Many of those brands then spread around the world.

But American brands are slowly losing their place in the global marketplace. From Samsung to Toyota to Mercedes Benz, companies in Europe and Asia are creating top-quality goods and selling them as such rather than competing on price. “There are longer-term trends toward greater competition. The United States was the only global brand country [but]



that's no longer the case," says Earl L. Taylor, chief marketing officer of the Marketing Science Institute. "Consumers prefer brands that they take to be of higher quality" regardless of the country of origin, he notes. "Increasingly, there will be other successful global brands in the U.S. [market]."

Of the brands at the top of Interbrand's recent list of the world's most valuable, four of the top five still originate in the United States; the five most valuable are Apple, Google, Coca-Cola, and Microsoft, while Toyota (Japan) comes in at number five. American companies have lost the most ground in the middle tier of recognizable brand names, says George T. Haley, professor of marketing at the University of New Haven's School of Business.

One area from which U.S. brands are feeling the pressure is the Asia-Pacific region, which harbors the fastest-growing markets today. In the kitchen appliance category, two Chinese companies, Haier and Kelon, are becoming top competitors for well-known U.S. brands Whirlpool and Maytag. In fact, Haier bought the American company GE's appliance division in 2016. The Chinese branding trend is not confined only to large goods. Sporting goods and sportswear brand Li Ning, well known within China, is building its international profile. While the Chinese basketball team wore Nike uniforms at the Athens Olympic Games, the Spanish team wore Li Ning apparel. The threat to U.S. brands is not restricted to China, however. South Korean brands, such as Samsung, LG, and Hyundai, have emerged on the global stage in specific categories, such as smartphones, household appliances, and automobiles.

In Europe, the weakened relationship with the United States has translated into a preference for European or even Asian brands at the expense of U.S. brands. Plus, experts say, European brands are simply becoming stronger and more consistent.

Meanwhile, European brands are gaining momentum in the areas of consumer goods, putting the pressure on well-known U.S. brands, experts say. For instance, Gaggenau is a popular, high-end European kitchen appliance brand, along with Bosch and Dyson. Other European brands maintaining a strong positive reputation—if not always with the allure of luxury—include Absolut Vodka, Virgin Airlines, Mini Cooper, Red Bull, and Ikea.

Sources: "Interbrand: Best Global Brands 2016 Rankings," <http://interbrand.com>, accessed June 30, 2017; Vasileios Davvetas and Adamantios Diamantopoulos (2016), "How Product Category Shapes Preferences toward Global and Local Brands: A Schema Theory Perspective," *Journal of International Marketing*, 24 (4), 61–81; Deborah Vence, "Not Taking Care of Business?" *Marketing News*, March 15, 2005, pp. 19–20.

## WRITING EXERCISE 2

**Directions:** *Using the ideas generated in your prewriting, write an outline following the summary and response outline. Use the outline below as a model.*

### A Summary- Response Essay Outline

- I. Introduction - Summary Paragraph
  - A. Include author's full name, full title of text, and main idea
  - B. Summarize the reading - the author's point, sub-points, and purpose
  - C. THESIS - clear, single-sentence which responds/reacts to the article
- II. Body paragraph I - Response
  - A. Topic sentence - your main reasons to support your thesis statement

- B. Support your topic sentences with your own knowledge and experience
    - 1. Examples
    - 2. Examples
- III. Body paragraph I - Response
  - A. Topic sentence - your main reasons to support your thesis statement
  - B. Support your topic sentences with your own knowledge and experience
    - 1. Examples
    - 2. Examples
- IV. Body paragraph I - Response
  - A. Topic sentence - your main reasons to support your thesis statement
  - B. Support your topic sentences with your own knowledge and experience
    - 1. Examples
    - 2. Examples
- V. Conclusion
  - A. Restating the thesis statement
  - B. Reminding the reader of the main points
  - C. Concluding sentence

#### **WRITING EXERCISE 4**

**Directions:** *Using your outline, write your first draft. Follow the information provided to write body paragraphs, introductions and conclusions.*

# Technology

## READING AND LISTENING OUTCOMES:

- To use context clues to define vocabulary
- To identify the main ideas and supporting details in a reading.
- To define and use vocabulary related to Technology.

## GRAMMAR OUTCOMES:

- To use active and passive voice properly
- To use gerunds and infinitives appropriately

## WRITING OUTCOMES:

- To learn how to find, evaluate and use information/sources.
- To learn MLA formatting.
- To write an argumentative research paper.

# SECTION 1: READING AND LISTENING

## BUILDING VOCABULARY THROUGH READING AND LISTENING

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### READING EXERCISE

**Directions:** *As you read, you should take notes or annotate the text as well. When you finish, answer the comprehension questions below the reading.*

#### **Social Media and Teens: How Does Social Media Affect Teenagers' Mental Health**

**Article by:** [Katie Hurley, LCSW](#)

Last Updated: Nov 16, 2020

Teenagers can use social media to find community, but their mental health is often negatively affected by this culture of comparison

The verdict is still out on whether social media is damaging to the mental health of teens. This is in part due to the lack of research. Some studies show that online connections with small groups of people can be beneficial to teens, while other research points to a rise in symptoms of anxiety, depression, and eating disorders.

The other reason it's difficult to get a good read on the issue is that social media is constantly changing and evolving. Plus, no long-term studies have been completed. So, we're left making educated guesses based on current research. There's just not enough data to back up the potential long-term pros and cons of living on "likes".

#### **Small Studies, Worrisome Results**

One study out of the University of Pittsburgh, for example, found a **correlation** between time spent scrolling through social media apps and negative body image feedback. Those who had spent more time on social media had 2.2 times the risk of reporting eating and body image concerns, compared to their peers who spent less time on social media. The participants who spent the most time on social media had 2.6 times the risk.<sup>1</sup>

Results from a separate study from the University of Pittsburgh School of Medicine showed that the more time young adults spent on social media, the more likely they were to have problems sleeping and report symptoms of depression.<sup>2</sup>

And another small study of teens ages 13-18 from the UCLA Brain Mapping Center found that receiving a high number of likes on photos showed increased activity in the reward center of the brain. Further, teens are influenced to like photos, regardless of content, based on high numbers of likes.<sup>3</sup> Bottom line: It feels good to be "liked" and herd mentality is big on social media. Like what others like and you're in.

#### **The Upside of Social Media for Teens**

There are some positive aspects to social media. It's important to remember that teens are hardwired for socialization, and social media makes socializing easy and immediate. Teens who **struggle** with social skills, social anxiety, or who don't have easy access to face-to-face socializing with other teens might benefit from connecting with other teens through social media. Teens in **marginalized** groups—including LGBTQ teens and teens struggling with mental health



issues—can find support and friendship through use of social media. When teens connect with small groups of supportive teens via social media, those connections can be the difference between living in isolation and finding support.

### **The Downside Social Media Use by Teens**

Read enough of the current research and you'll find that the negatives tend to feel bigger than the positives. While teens can use social media to connect and create friendships with others, they also **confront** cyberbullying, trolls, toxic comparisons, sleep **deprivation**, and less frequent face-to-face interactions, to name a few.

Too much time spent scrolling through social media can result in symptoms of anxiety and/or depression. Here's how social media can be **destructive**:

- **Focusing on likes:** The need to gain “likes” on social media can cause teens to make choices they would otherwise not make, including altering their appearance, engaging in negative behaviors, and accepting risky social media challenges.
- **Cyberbullying:** Teens girls in particular are at risk of cyberbullying through use of social media, but teen boys are not immune. Cyberbullying is associated with depression, anxiety, and an elevated risk of suicidal thoughts.
- **Making comparisons:** Though many teens know that their peers share only their **highlight reels** on social media, it's very difficult to avoid making comparisons. Everything from physical appearance to life circumstances to perceived successes and failures are under a microscope on social media.
- **Having too many fake friends:** Even with privacy settings in place, teens can collect thousands of friends through friends of friends on social media. The more people on the friend list, the more people have access to screenshot photos, Snaps, and updates and use them for other purposes. There is no privacy on social media.
- **Less face time:** Social interaction skills require daily practice, even for teens. It's difficult to build **empathy** and compassion (our best weapons in the war on bullying) when teens spend more time “engaging” online than they do in person. Human connection is a powerful tool and builds skills that last a lifetime.

There's a happy medium in here somewhere. The key to helping teens learn to balance social media with real life friendships is to keep the lines of communication open and keep talking. Honest communication shows your teen that you are there to support, not to judge or lecture. It's also important to walk the walk. Disconnect on weekends and show your teen that there is a whole world out there that doesn't require a handheld screen. She may miss her phone a lot less than she thinks she will and this is a very good lesson to learn.

#### **Article Sources**

1. Sidani, J., et al, “The Association between Social Media Use and Eating Concerns among US Young Adults,” *Journal of the Academy of Nutrition and Dietetics*, September (2016), Volume 116, Issue 9: Pages 1465–1472.
2. Levenson, JC, et al, “Social Media Use Before Bed and Sleep Disturbance Among Young Adults in the United States: A Nationally Representative Study,” *Sleep*, 2017 Sep 1;40(9).
3. Sherman, Lauren, et al, “The Power of the Like in Adolescence: *Effects of Peer Influence on Neural and Behavioral Responses to Social Media*,” *Psychological Science*, May (2016), Vol 27, Issue 7.

#### **Comprehension Questions:**

1. Social media can negatively influence teen behavior and looks.
  - a. True
  - b. False

2. With selecting the right privacy settings teens can protect their content on social media effectively.
  - a. True
  - b. False
  
3. Social skills are acquired mainly through in person interaction.
  - a. True
  - b. False
  
4. According to the text, how can social media alter your friendships?
 

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---
  
5. There has been a definite conclusion on whether the use of social media is beneficial or detrimental to teens.
  - a. True
  - b. False

**VOCABULARY EXERCISE 1**





**DIRECTIONS:** Look at the underlined words in the passage above and use the context clues to fill in the word that corresponds to the picture and definition.

Image and definition	Definition	Word
	1. (v) to stand up to; to face boldly	<hr/>
	2. (n.) sympathy for another's suffering; pity	<hr/>

	<p>3. (adj.) If someone or something is hardwired to do a particular thing, they automatically do it and cannot change that behaviour</p>	<hr/>
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**VOCABULARY EXERCISE 2**

**DIRECTIONS:** Look at the underlined words in the passage above and use the context clues to match the word to the correct definition.

Images	Definitions	Words
	<p>1. the state of lacking or doing without something; loss _____</p>	<p>A. Correlation</p>
	<p>2. treat (a person, group, or concept) as insignificant or peripheral _____</p>	<p>B. Destructive</p>
	<p>3. Causing harm or damage _____</p>	<p>C. Marginalize</p>
	<p>4. A measure of the relationship between two variables _____</p>	<p>D. Deprivation</p>

### VOCABULARY EXERCISE 3

**DIRECTIONS:** Look at the underlined words in the passage above and use the context clues to select the multiple choice word that matches the definition.

1. to brag about the best moments
  - a. highlight reels
  - b. destructive
  - c. confront
  - d. deprivation
  
2. Disadvantage
  - a. downside
  - b. verdict
  - c. upside
  - d. confront
  
3. to try very hard to do, achieve, or deal with something that is difficult or that causes problems
  - a. Compassion
  - b. Hardwired
  - c. LGBTQ
  - d. struggle
  
4. Advantage
  - a. Downside
  - b. Upside
  - c. Verdict
  - d. suicidal
  
5. the ability to understand and share the feelings of another
  - a. verdict
  - b. empathy
  - c. suicidal
  - d. deprivation

### LISTENING COMPREHENSION AND DISCUSSION

**DIRECTIONS:** Watch the video (found at:

<https://www.youtube.com/watch?v=GGGdfciqyvw&t=16s>) and answer the following questions based on the video.

1. According to the teenagers, what are some of the benefits and drawbacks of social media?
2. Do you agree with the teenagers' opinion? Share your thoughts with your classmates.
3. Do you think the benefits of technology outweigh the disadvantages?
4. Do you use social media platforms? Which platforms do you use?
5. Do different social media platforms have different values? Why or why not?

# SECTION 2: GRAMMAR

Adapted from: [ESL for High Intermediate Students: The Way You Like It High Intermediate Grammar/Writing Part One \(of Two\), Plus Vocabulary \(Passive Adjective Expressions\), Pronunciation Practice, and Punctuation](#) by Don Bissonnette is licensed under a Creative Commons Attribution-NonCommercial-4.0 International License

## The Passive Voice

### I. Reasons for using the Passive Voice:

1. When the action (verb) in an active sentence is more important than the person or thing (subject) who/which does the action;  
*People take medicine all over the world.*  
-->*Medicine is taken all over the world.*
2. When the receiver of the action (object) in an active sentence is more important than the doer of the action (subject);  
*A college offered my son a \$ 9,000 scholarship.*  
-->*My son was offered a \$ 9,000 scholarship.*  
-->*A \$9,000 scholarship was offered to my son.*
3. In other words, to change the focus of the sentence from the subject of the active sentence (A college) to the object of the active sentence. This is done because in English whatever appears first in a sentence is usually most important.

*Japanese workers **made** my car in Japan in 1996.* (Active Sentence)

- Do we care who the Japanese workers were? Do we want their names? No.
- Do we know who they were? No.
- Is it important that we know? No.

#### HOWEVER

- Is it important to know what the workers did? Yes.
- Is it important that we know where the workers made the car? Yes.
- Is it important that we know what the workers made? Yes.

#### THEREFORE

*My car **was made** in Japan in 1996.* (Passive Sentence)

(Of course Japanese workers made it.)

### Other Examples:

Students **have studied** English in this school for many years.

-->English **has been studied** in this school for many years.

Bakers **are making** cakes in the bakery now.

-->Cakes **are being made** in the bakery now.

### II. When to use the passive voice:

1. When the subject is unknown, we use the passive voice.

For example:

- *The bank **was robbed** last night.*
- *A lot of money **was stolen**.*
- *The robbers **have not been seen**.*
- *The location of their hideout **is not known** at this time.*

2. When the person or thing that does the action is not important.

For example:

- *The garbage and trash **are picked up** in my neighborhood on Wednesdays.*
- *The baby's dirty diaper **was thrown** in the trash.*
- *It **was done** five minutes ago.*

3. When the doer of the action (subject) is a secret or when you don't want someone to know who did something.

For example:

- *The married man **was seen** kissing another woman last night.*
- *His wife **was told** about it and **was seen** hitting him over the head with a baseball bat.*
- *His head **has been bandaged** for him.*

4. When someone wants to lie to, mislead, or cheat someone by not telling who exactly did something or what exactly was done.

For example:

- *A certain kind of medicine **has been used** for over twenty years in twenty different countries.*
- *Its discoverer **has been praised** all over the world.*
- *It **must be used** to make you as healthy and beautiful as its other users.*

In all of these examples, the passive voice is used because either the subject is not known or is unimportant or because the speaker/writer wants to hide the name of the subject, the **doer** of the action.

### III. Formation of the passive voice:

1. It can only be used with transitive verbs, verbs that have an object. (Intransitive verbs have no object; therefore, they cannot be made passive.)

Transitive Verbs (Verbs which have an object)

*I **drink** beer.*

*Beer **is drunk**.*

*She **played** the piano.*

*The piano **was played**.*

*They **have done** their homework.*

*Their homework **has been done**.*

Intransitive Verbs are verbs which do not have an object. For example, *happen, live, arrive, exist, come, walk, occur, rise, rain, go, sleep, agree, stay*, etc.

*I **slept** all night long.*

*They **walked** yesterday.*

*John **goes** shopping every evening.*

None of these sentences has an object; therefore, the passive voice cannot be used. The subject both does and receives the action.

2. The object of the active sentence becomes the subject of the passive sentence.

3. The main verb is always in its past participle form. (*spoken, eaten, played, drunk, studied*)

4. You must always use the verb "**To Be**." The tense of the sentence determines which form of the verb "**To Be**" to use. "**To Be**" is the verb of the sentence.

#### Forms of "be"

Present tense: *am, is, are*

- *English **is spoken** in America.*

- *Students **are taught** to speak English.*

Past tense: *was, were*

- *I **was educated** in Massachusetts.*
- *We **were driven** to school on a bus.*

Modal verbs: can, could, will, would, may, might, should, must *be*

*A person who plays with guns **might be killed** by the guns. Guns **can** easily **be bought** in America. They **should be better controlled** by the government, in my opinion.*

Infinitive verbs: *to be*

- *I want your homework **to be written** neatly.*
- *It needs **to be done** carefully.*
- *I expect it **to be checked** after I hand it back to you.*

Progressive/Continuous forms: *am, is are, was, were being*

- *The car **was being fixed** by a mechanic.*
- *The brakes **were being adjusted**.*
- *Now, it **is being driven** home.*

Perfect verb tenses: *have, has, had been done*

- *The dinner **had been prepared** before I got home.*
- *The food **had been cooked** by my wife.*
- *Now, it **has been eaten** and the dishes **have been washed and put away**.*

#### Non-Continuous Tenses (Active Voice and Passive Voice)

Simple Present Tense Active	Simple Present Tense Passive
I You study history. We eat lunch. They watch TV. ----- He <u>studies</u> history and art She <u>eats</u> lunch. It <u>watches</u> me.	History is studied (by me). Lunch is eaten. TV is watched  History and art are studied (by him). Lunch is eaten. I am watched (by him).

Simple Past Tense Active	Simple Past Tense Passive
I He She studied children. It ate two hamburgers. We watched a game show. You They	Children were studied (by me). Two hamburgers were eaten (by her). A game show was watched (by us).

<b>Simple Future with Will and Other Modals</b>	<b>Passive Modals</b>
I He           ought to study English. She           will study It             will eat its dog food. We            might watch our spending. You           must study They         should watch their children.	English ought to be studied.  Its dog food will be eaten.  Their children should be watched.

<b>Present Perfect Tense Active</b>	<b>Present Perfect Tense Passive</b>
I You           have studied math. We            have eaten They         have watched their diet. He            has studied She           has eaten her two sandwiches. It             has watched	Math has been studied (by you).  Their diet has been watched (by them).  Her two sandwiches have been eaten.

<b>Past Perfect Tense Active</b>	<b>Past Perfect Tense Passive</b>
I He She           had studied Chinese. It             had eaten its food. We            had watched the chickens. You They	Chinese had been studied. Its food had been eaten. The chickens had been watched (by us).

<b>Future Perfect Tense Active</b>	<b>Future Perfect Tense Passive</b>
I He She           will have studied for the test. It             will have eaten her breakfast. We            will have watched the news. You They	The test will have been studied for. Her breakfast will have been eaten. The news will have been watched (by us).

The Continuous Tenses in English (Active and Passive Voice)

<b>Present Continuous Tense Active</b>	<b>Present Continuous Tense Passive</b>
I            am He         is        studying English. She        is        eating a sandwich.	English is being studied. A sandwich is being eaten (by her).



It is playing with the boys. We are You are They are	The boys are being played with.
---	---------------------------------

Past Continuous Tense Active	Past Continuous Tense Passive
I was He was She was It was We were studying with John and Jill. You were eating his lunch. They were playing baseball.	John and Jill were being studied with. His lunch was being eaten (by you). Baseball was being played (by them).

Future Continuous with Modals Active	Future Continuous Modals Passive
I will be He might be She should be studying biology. It could be eating soup. We ought to be playing backgammon. You may be They have to be	Biology might be being studied (by them). Soup could be being eaten. Backgammon ought to be being played.

5. If you want to say who or what did something when using the passive, then you must use *by*. (See other examples above, please.) Very often, it is not necessary to say who or what did something, so *by* is very often omitted.

In all of the sentences below, it is not necessary to say *by* because it is obvious who did all the actions. In fact, it would be foolish to add the *by* prepositional phrase.

*This grammar explanation was written **by** me.*

*It will be studied and learned **by** you.*

*You will be tested on it by me as soon as the test is written **by** me.*

However, in the following sentences, *by* would most often be used by a native speaker because the doer of the action is not obvious and may be important.

The *Declaration of Independence* was mainly written **by** Thomas Jefferson.

The damage which was done **by** John and his brother was extensive.

The boy's life was saved **by** an experimental drug.

I was taught good manners **by** my parents and my teachers.

The electric light bulb was invented **by** Thomas Edison.

### ACTIVE VS. PASSIVE VOICE EXERCISE 1

**Directions:** Change the following sentences from the active voice to the passive voice.

1. I am buying a book now.

---

2. I buy books every quarter.

---

3. We were buying books at the bookstore this morning.

---

4. We bought a book at the bookstore last week.

---

5. My sister will buy some books next week.

---

6. My sister will be buying her books at 6:00 PM tonight.

---

7. I have bought a book this morning.

---

8. My mother had bought a book before she went to the baby shower.

---

9. We will have bought many books by the time we finish our college careers.

---

10. My sister is driving her car now.

---

11. She drives her car every day.

---

12. I was driving my car this morning.

---

13. My wife drove her van to the post office.

---

14. My sister will be driving her car to Seattle next summer.

---

15. My son will drive my car to the party.

---

16. My son has driven my car many times.

---

17. My brother had driven trucks for four years before I got my license.

---

18. I will have driven cars for 55 years on my next birthday.

---

19. I must check my students' homework papers.

---

20. Young children should obey their parents.

---

21. Children ought to eat healthy food.

---

22. They should have seen the stop sign.

---

23. He has seen the same movie three times.

---

24. We were playing with the neighbors' dog.

---

25. The new mother is nursing her baby now.

---

## Gerunds and Infinitives

Adapted from: [ESL for High Intermediate Students: The Way You Like It High Intermediate Grammar/Writing Part One \(of Two\), Plus Vocabulary \(Passive Adjective Expressions\), Pronunciation Practice, and Punctuation](#) by Don Bissonnette is licensed under a Creative Commons Attribution-NonCommercial-4.0 International License

### I. Basic Ideas and Principles

A gerund is the *ing* form of the verb (present participle) used as a noun. Therefore, it can occur in all the same places that a noun can occur in a sentence: subject, object, complement, object of a preposition and appositive. Please note: when a preposition is followed by a verb, that verb must always be in the form of a gerund.

An infinitive is the *base form of the verb* with *to* in front of it. For example, *to go, to run, to die, to love*, etc. are infinitives. Like a gerund, an infinitive too can also be used as a noun. However, unlike a gerund an infinitive can never be used as the object of a preposition. On the other hand, it can be used in places that neither a noun nor a gerund can be used: as an adverbial or an adverbial modifier. Thus, infinitives are used as subjects, objects, complements, appositives, adverbials and adjective modifiers.

### II. Gerunds

The following verbs take a gerund after them. The ones with an \* next to them can also take an infinitive after them with no change in meaning.

admit	advise	allow	avoid	* begin	consider
* continue	can't help	complete	defer	delay	deny
* deserve	dislike	enjoy	finish	forget	* hate

imagine	* like	* love	miss	permit	postpone
propose	* prefer	quit	regret	remember	* start
stop	suggest	* try	take turns	*take time	resent
acknowledge	justify	report	facilitate	anticipate	mention

**Examples:**

- I dislike working on Sundays.
- He missed seeing his father every day.
- She can't help being sick.
- I began going to school when I was six years old. / I began to go to school ....
- They loved eating pizza every Friday evening. / They loved to eat pizza ....

**Possessive Gerunds**

The following verbs can take a possessive noun or a possessive adjective after them and before a gerund. This is especially true in formal grammar. In informal grammar, native speakers tend to use regular nouns and objective pronouns.

advise	appreciate	enjoy	excuse	defend	finish
forget	forbid	hate	imagine	like	dislike
love	permit	postpone	prefer	understand	suggest
regret	remember	consider	facilitate	mention	regret

The possessive adjectives are the following: my, your, his, her, its, our, your, their. They are always followed by a noun or a gerund.

**Examples:**

- My books                      my carrying books
- Your music                    your playing music
- Their teacher                their teaching me

Possessive nouns end in an apostrophe s ('s) if the noun is singular or in an s apostrophe (s') if the noun is plural.

**Examples:**

- | <b>Singular</b>       | <b>Plural</b>       |
|-----------------------|---------------------|
| • The boy's father    | the boys' father    |
| • The teacher's books | the teachers' books |
| • My sister's dresses | My sisters' dresses |

Form: Subject    Verb Possessive Form    Gerund    Remainder of the Sentence

**Examples:**

- I appreciate your skipping lines when you do your homework.
- He defended the woman's killing her husband because he had beaten her for years.
- I suggest your studying hard for the exam next week.
- We regretted their not being able to come to the party.
- She hated Bob's hanging around with those lazy boys.

### Gerunds after Prepositions

When a verb follows a preposition, the verb must always be in the ing form of the verb, in other words, the present participle form.

#### Examples:

- I have always been interested in studying history all my life.
- Many students are worried about attending regular classes with native English speakers.
- Teachers disapprove of cheating on exams and quizzes.
- Because of cheating, many students fail exams and compositions.
- In spite of losing the game, the players were still happy about playing.

\*Some verbs have two parts to them: the main verb part and a preposition after the verb. These are called two-word verbs. There are thousands of them in English. These two-word verb phrases are always followed by either a noun, a gerund, or some other noun form. If they are followed by a verb, it must be a gerund. Some common examples of two-word verbs are as follows:

to approve of	to care about	to take care of	to congratulate on
to decide between	to consist of	to dream about	to prevent from
to get used to	to have a reason for	to insist on	to look forward to
to decide on	to plan on	to waste money, time, or energy on	

\*In addition, there are very many passive adjective expressions which also end in a preposition.

to be afraid of	to be appropriate for	to be accustomed to	to be affected by
to be sure of	to be grateful to	to be worried about	to be willing to
to be sensitive to	to be tired of	to be interested in	to be concerned about

### III. Infinitives

An infinitive is the *base form of the verb* with *to* in front of it. For example, *to go, to run, to die, to love*, etc. are infinitives. An infinitive can be used as a noun. Thus, infinitives are used as subjects, direct objects, complements, appositives, adverbials and adjective modifiers. However, infinitives can never be used as the object of a preposition.

#### The following verbs are followed by an infinitive:

Agree	Afford	Arrange	Attempt	Consent	Decide
Can't wait	Cease	Commence	Decline	Deserve	Dread
Endeavor	Expect	Fail	Hesitate	Hope	Intend
Learn	Like	Manage	Mean	Need	Offer
Plan	Prepare	Proceed	Promise	Pretend	Strive
Try	Refuse	Seek	Want	Seem	Undertake

#### Examples

- I agreed to go to the party with my wife.
- We plan to buy a new car next year.
- The boy wants to stay overnight at his friend's house.
- The teacher promised to give the students an examination next week.
- My son refused to go to the University of Washington.
- Children sometimes pretend to be sick when they don't want to go to school.
- I hesitate to borrow anything from anybody.
- Students need to manage to go to school, work, and take care of their families every day.
- I can't afford to buy a new car. I don't have enough money.

### GERUNDS AND INFINITIVES EXERCISE 1

**Directions:** Answer the following questions by using a verb followed by an infinitive, please.

1. Why do you want to learn English?

---

2. Where do you intend to go after class today?

---

3. What kind of food do you like to eat?

---

4. What do you hesitate to do because you are afraid?

---

5. What do you seek to do in the next year?

---

6. Tell me something you can't wait to do.

---

7. What do little boys pretend to be?

---

8. What do you strive to do in your life all the time?

---

9. What do you need to do before you come to class tomorrow?

---

10. What can't you afford to buy before next year?

---

11. Where do you hope to live 10 years from now?

---

12. Tell me something you would refuse to do.

---

13. Tell me something that you try to do every day.

---

**GERUNDS AND INFINITIVES EXERCISE 2**

**Directions:** Use the following words in good sentences, please.

1. to prepare

---

2. to intend

---

3. to decide

---

4. to dread

---

5. to refuse

---

6. to offer

---

7. to arrange

---

8. to attempt

---

9. to agree

---

10. to hesitate

---

**Negative Infinitives**

To make infinitives negative, put not before them.

### Examples

- The student promised not to come to class late anymore.
- I preferred not to eat out in a restaurant.
- The old man prefers not to drive at night.
- The boy is planning not to go to college.
- My sons often arrange not to be available when I need them to help me in the garden.
- My son pretended not to feel well when my wife asked him to clean the bathrooms.

### Infinitives with Different Subjects

It is possible in a sentence to have the subject of the sentence be different from the subject of the infinitive. The following are some verbs that can take a different subject for the infinitive:

Would like	Persuade	Challenge	Expect	Get	Require
Tell	Force	Encourage	Advise	Help	Enable
Order	Permit	Direct	Urge	Invite	Prepare
Allow	Ask	Teach			

### Examples

- I wanted André to go to the store for some milk.
- We need Alex to lift up the heavy boxes.
- I expected my students to do their homework every night.
- I would like my friend to help me on Sunday.
- The wife persuaded her husband to go to the doctor's.
- The girl invited her friends to come to the party.
- The teacher urged the students to study.

### Infinitives with Adjectives before Them

Infinitives often follow adjectives. The infinitive is the complement of the adjective because the adjective needs the infinitive to give meaning to the adjective. Very often adjectives with infinitive complements follow sentences that begin with the expletive *It*. It has no meaning in these sentences; it is just serving as the subject of the sentence.

### Examples

- The English teacher was happy to help the student with her composition.
- My wife was delighted to bake a birthday cake for our sons when they were boys.
- It is difficult to learn English grammar.
- All of the students were unhappy to hear the results of the examination.
- My father was always willing to take all of my friends fishing when I was a boy.
- I am content to continue to teach for a long time.
- It is easy to ride a bicycle.
- It is enjoyable to lie on a beach and do nothing.

### Infinitives with Adjectives and Too and Enough and Very

*Too*, *Enough* and *Very* are called quantifiers in grammar. *Too* means that something is excessive. It is negative in meaning. *Enough* means that something is sufficient. It is affirmative in meaning. *Very* only means to a high degree, "a lot." *Very* does not say either excessive or sufficient; it just says *a lot*. Many times people use the preposition *for* with these words.

### Examples:



- A new car is too expensive to buy. I can't buy one.
- I am too old to play football. I can't play anymore.
- To speak Chinese is too difficult for me to do. I can't do it.
- My sister is too short to reach the shelves in the cupboard. She is only 5 feet tall.
- Sixteen-year-old children are old enough to drive. They can drive legally.
- My son is strong enough to lift 200 pounds. He is strong enough. He can do it.
- This exercise is easy enough for my students to do. They can do it.
- New houses are very expensive to buy in the Seattle area. Only people with money can buy one.

### GERUNDS AND INFINITIVES EXERCISE 3

**Directions:** Answer the following question using a negative infinitive, please.

1. Tell me something you decided not to do.

---

2. Who do you not want to talk to?

---

3. Tell me a job you intend not to seek.

---

4. Tell me something you try not to do.

---

5. Tell me something you promised your mother not to do when you were a boy or girl.

---

6. What do you hope never to happen to you?

---

7. Tell me something you decided not to buy.

---

8. What did you learn not to do when you were younger?

---

9. What would parents not like their children to do?

---

10. What do you hope not to do again in the future?

---

#### Infinitives after Nouns

Infinitives sometimes follow nouns to express the purpose of the nouns.

#### Examples

- I bought a new chair to sit on.

- My friend uses a hose to water his garden.
- I use an old knife to peel apples with.
- My wife uses pots and pans to cook food in.
- I have red pens to correct papers with.
- He took out a handkerchief to blow his nose.
- The policeman pulled out his gun to shoot the robber.
- The violinist picked up his violin to play the musical piece he wrote.

**Verbs (*Forget, Remember, Stop, Quit*) that Have Different Meanings when Followed by a Gerund than when followed by an Infinitive**

**Forget + Infinitive: The forgetting occurs before the idea of the infinitive didn't happen.**

**Examples:**

- The man forgot to buy milk on his way home from work. [First, the man forgot, so he didn't buy the milk.]
- I forgot to feed the dog. [First I forgot, so I didn't feed the dog.]
- My sister forgot to send me a birthday card. [First she forgot, so she didn't send me a card.]

**Forget + Gerund: The forgetting occurs after the idea of the gerund did happen.**

**Examples:**

- I forgot taking my medicine. [First I took the medicine, and then I forgot that I took it.]
- The teacher forgot making copies of an assignment for his students. [First the teacher made the copies, and then he forgot that he had already made them.]
- The old man forgot telling me the story. [First the old man told me the story, and then he told me the same story again because he didn't remember telling me the story before.]

**Remember + Infinitive: Someone is telling the person not to forget to do something.**

**Examples:**

- I want my students to remember to study the past participles before the final exam. Don't forget to study them.
- My son remembered to call home last night from Japan. He called home around 11:00 PM last night. He didn't forget to call home.

**Remember + Gerund: The remembering takes place after the action of the gerund. It means not forgetting that you did something.**

**Examples:**

- I remember sending her a birthday day card. I sent the card and I remember that I sent it.
- I remember going fishing with my father when I was a boy. I remember that we went fishing. I won't ever forget that we went fishing together.
- When I was with my sister last summer, we were talking about old times. We both remembered my having to go to her kindergarten class to sit with her because she was afraid and crying.

**Stop + Infinitive: The stopping of one action takes place before another action happens.**

**Examples:**

- While the man was driving home from work, he stopped to buy some milk at Safeway.
- The boy was playing a video game, but he stopped [playing the video game] to eat dinner with his family.
- While the young men were sitting and talking in a café, they stopped to look at a pretty girl who was walking by the café window.

**Stop + Gerund: The stopping of one action is complete at least for a short while.**

**Examples:**

- At the age of 35, my brother stopped smoking. He never smoked again.
- I wish my students would stop making mistakes in grammar and writing.
- The man's heart stopped beating when he died.

**Quit + Infinitive: The quitting of one action takes place before another action happens.**

**Examples:**

- The boy quit (school) to take a job.
- The men quit working for fifteen minutes to take a break.
- The students were arguing. They quit arguing when the teacher came into the room.

**Quit + Gerund: The quitting of one action is complete at least for a short while.**

**Examples:**

- The man's wife quit complaining about his being a couch potato.
- I quit trying to learn Portuguese.
- It quit raining in Seattle last week.

## SECTION 3: WRITING SKILLS

### Writing a Research Paper

Adapted from: [Advanced Community College ESL Composition: An Integrated Skills Approach](#) by Jenell Rae, Jacob Skelton, Edgar Perez, and Sara Besta is licenced under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License

You will follow the same process as when you are writing an essay, but you will also add in one more step: you look for and evaluate sources and synthesize the information to use in your essay. A research paper presents an original thesis about a topic and develops that thesis with ideas and information gathered from a variety of sources. In a research paper, you use facts, interpretations, and opinions you encounter in your research to create a narrative and support an argument about your topic.

Most writers of research papers follow six basic steps:

1. Selecting topic
2. Brainstorming

3. Conducting research
4. Organizing your research and ideas (outline)
5. Drafting your paper
6. Revising and editing

## Gathering Your Sources

This phase can be both exciting and challenging. In addition to finding sources, research entails determining the relevance and reliability of sources, organizing findings, as well as deciding whether and how to use sources in your paper. The technological advances of the past few decades—particularly the rise of online media—mean that, as a twenty-first-century student, you have countless sources of information available at your fingertips. But how can you tell whether a source is reliable? This section will discuss strategies for finding and evaluating sources so that you can be a media-savvy researcher.

Depending on your assignment, you will likely search for sources by using:

- Internet search engines to locate sources freely available on the web.
- A library's online catalog to identify print books, ebooks, periodicals, DVDs, and other items in the library's collection.
- Online databases to locate articles, ebooks, streaming videos, images, and other electronic resources. These databases can also help you identify articles in print periodicals.
- You can also find research guides and tutorials on library websites. Please visit RCBC's ESL Guide: <https://rcbc.libguides.com/ESL>

As you gather sources, you will need to examine them with a critical eye. Smart researchers continually ask themselves two questions: "Is this source relevant to my purpose?" and "Is this source reliable?" The first question will help you avoid wasting valuable time reading sources that stray too far from your specific topic and research questions. The second question will help you find accurate, trustworthy sources.

## Determining Whether a Source Is Reliable

The CRAAP Test- can the website you are looking at pass the test for credibility and reliability?

- **Currency**- When was the website last updated? Was it published in 2010 and not updated since? Was the website updated within the past year? Make sure the information is not out of date! Are there links to other websites? Do these links still work?
- **Relevancy**- Does this website give you information about your topic? Who is the intended audience? Is the information presented appropriate for you (Are you looking at an explanation for children, adults, general public, scholars, etc?)
- **Authority**- Who is the author, publisher, or sponsor of this website? Are they experts in the field, have credentials such as an advanced degree or an affiliation with professional organizations? Is there contact information given?
- **Accuracy**- Is the information backed up by other reliable sources? Can you verify the information in other sources? Are there spelling and grammar errors?
- **Purpose**- What is the purpose of this website? Is it for entertainment? Is it to inform people? Is it to sell something? Is it to persuade you to a certain point of view? Is the information presented based on facts, opinions, or propaganda? Is the point of the website clear?

## The Structure of a Research Paper

Research papers generally follow the same basic structure: an introduction that presents the writer's thesis; a body section that develops the thesis with supporting points and evidence; and a conclusion that revisits the thesis and provides additional insights or suggestions for further research.

Your writing voice will come across most strongly in your introduction and conclusion as you work to attract your readers' interest and establish your thesis. These sections usually do not cite sources at length. They focus on the big picture, not specific details. In contrast, the body of your paper will cite sources extensively. As you present your ideas, you will support your points with details from your research.

There are several approaches to writing an introduction, each of which fulfills the same goals. The introduction should get the readers' attention, provide background information, and present the writer's thesis. Many writers like to begin with one of the following catchy openers:

- A surprising fact
- A thought-provoking question
- An attention-getting quote
- A brief anecdote that illustrates a larger concept
- A connection between your topic and your readers' experiences

The next few sentences place the opening in context by presenting background information. From there, the writer builds toward a thesis, which is traditionally placed at the end of the introduction. Think of your thesis as a signpost that lets readers know in what direction the paper is headed.

In your introduction, you tell readers where they are headed. In your conclusion, you recap where they have been. You should revisit your thesis and sum up your main ideas. The conclusion should not simply echo the introduction or rely on bland summary statements, such as "In this paper, I have demonstrated that...." In fact, avoid repeating your thesis verbatim from the introduction. Restate it in different words that reflect the new perspective gained through your research. That helps keep your ideas fresh for your readers. An effective writer might conclude a paper by asking a new question the research inspired, revisiting an anecdote presented earlier, or reminding readers of how the topic relates to their lives.

### Sample Research Paper

Jorge Ramirez  
Professor Thompson  
English 1101  
1 May 2014

#### **Beyond the Hype: Evaluating Low-Carb Diets**

Picture this: standing in the aisle of your local grocery store, you see an overweight man nearby staring at several brands of ketchup on display. After deliberating for a moment, he reaches for the bottle with the words "Low-Carb!" displayed prominently on the label. Is he making a smart choice that will help him lose weight and enjoy better health—or is he just buying into the latest diet fad? Over the past decade, increasing numbers of Americans have jumped on the low-carb

bandwagon. Regardless of whether or not low-carb diets are most effective for weight loss, their potential benefits for weight loss must be weighed against other long-term health outcomes such as hypertension, the risk of heart disease, and cholesterol levels. Research findings in these areas are mixed. For this reason, people considering following a low-carbohydrate diet to lose weight should be advised of the potential risks in doing so.

Research on how low-carbohydrate diets affect cholesterol levels is inconclusive. Some researchers have found that low-carbohydrate diets raise levels of HDL, or “good” cholesterol (Ebbeling et al. 2093). Unfortunately, they may also raise levels of LDL, or “bad” cholesterol, which is associated with heart disease (Ebbeling et al. 2094). A particular concern is that as dieters on a low-carbohydrate plan increase their intake of meats and dairy products—foods that are high in protein and fat—they are also likely to consume increased amounts of saturated fats, resulting in clogged arteries and again increasing the risk of heart disease. Studies have identified possible risks to cardiovascular health associated with low-carb diets, so the American Heart Association cautions that doctors cannot yet assess how following a low-carbohydrate diet affects patients’ health over a long-term period.

Some studies have found that following a low-carb diet helped lower patients’ blood pressure (Bell 32). Again, however, excessive consumption of foods high in saturated fats may, over time, lead to the development of clogged arteries and increase risk of hypertension. According to the American Heart Association, “a high carbohydrate diet that includes fruits, vegetables, nonfat dairy products and whole grains also has been shown to reduce blood pressure.” Eliminating those foods in a low-carb diet may raise blood pressure because intake of sodium may increase and intake of minerals like calcium, potassium, and magnesium, all of which are important for maintaining healthy blood pressure, may be decreased. Choosing lean meats over those high in fat and supplementing the diet with high-fiber, low-glycemic index carbohydrates, such as leafy green vegetables, is a healthier plan for dieters to follow.

Perhaps most surprisingly, low-carbohydrate diets are not necessarily advantageous for patients with Type II diabetes. According to Tracey Neithercott, some people with diabetes are better able to control their blood sugar when they reduce their carb intake, but others are not, and there are no studies that prove one single approach is best for everyone. One problem is that there are no long-term studies of a large scale that have examined this issue in detail. Neithercott advises diabetics to monitor blood sugar levels carefully and to consult with their health care provider or a registered dietitian to develop a plan for healthy eating.

Low-carb diets have garnered a great deal of positive attention, and it is not entirely undeserved. These diets do lead to rapid weight loss, and they often result in greater weight loss over a period of months than other diet plans. Significantly overweight or obese people may find low-carb eating plans the most effective for losing weight and reducing the risks associated with carrying excess body fat. However, because these diets are difficult for some people to adhere to and because their potential long-term health effects are still being debated, they are not necessarily the ideal choice for anyone who wants to lose weight. A moderately overweight person who wants to lose only a few pounds is best advised to choose whatever plan will help him stay active and consume fewer calories consistently—whether or not it involves eating low-carb ketchup.

#### Works Cited

Bell, John R. “Low Carb Beats Low Fat Diet for Early Losses but not Long Term.” OBGYN News 41.12 (2006): 32. Medline with Full Text (at EBSCOhost). Accessed 15 Apr. 2014.

Ebbeling, Charles B., et al. "Effects of a Low-glycemic Load vs Low-fat Diet in Obese Young Adults: A Randomized Trial." *Journal of the American Medical Association* 297.19 (2007): 2092-2102. Medline with Full Text (at EBSCOhost). Accessed 25 Apr. 2014.

"High Protein Diets." American Heart Association. American Heart Association, 2014. Accessed 25 Apr. 2014.

Neithercott, Tracey. "Are Carbs the Enemy? The Debate Over Eating and Diabetes." *Diabetes Forecast: The Healthy Living Magazine*. March 2011. Accessed 18 Apr. 2014.

## Documenting Your Source Material

Throughout the writing process, be scrupulous about documenting information taken from sources. There are multiple reasons for doing so:

- To give credit to others for their ideas
- To allow your reader to follow up and learn more about the topic if desired
- To build your own reputation as a writer

It is important to indicate the source both in your essay and in a bibliography, list of references, or Works Cited, to prevent the possibility of plagiarism. If you follow the appropriate style guide (e.g., APA and MLA), pay attention to detail, and clearly indicate your sources, then this approach to formatting and citation offers a proven way to demonstrate your respect **for others and earn their respect in return.**

## Citing Sources in Your Paper

You need to cite all your information: if someone else wrote it, said it, drew it, demonstrated it, or otherwise expressed it, you need to cite it. The exception to this statement is common, widespread knowledge, but if you are ever in doubt, go ahead and document the material.

The following examples illustrate basic rules for documenting sources within the text of your paper in **MLA (Modern Language Association)** style:

- Author named in the introduction to the paraphrase or quote: Jacob Leibowitz found that low-carbohydrate diets often helped subjects with Type II diabetes maintain a healthy weight and control blood-sugar (56). Leibowitz states, "People with Type II diabetes should follow a low-carbohydrate diet in order to prevent weight gain and unbalanced blood-sugar levels" (56).
- Author named in parentheses: One source indicates that low-carbohydrate diets often helped subjects with Type II diabetes maintain a healthy weight and control blood-sugar (Leibowitz 56). A noted nutritionist advises diabetics: "People with Type II diabetes should follow a low-carbohydrate diet in order to prevent weight gain and unbalanced blood-sugar levels" (Leibowitz 56).
- Unknown author: One website points out that a low-carbohydrate diet may aggravate a heart condition by raising a person's bad cholesterol ("Cholesterol and the Low-carb Diet").
- Unknown or No Page Reference: The risks of following a low-carbohydrate diet outweigh any benefits according to one researcher (Jones). Gerald Jones believes that "a balanced diet is still the safest and most effective approach to good health."

- A source quoted in another source (an indirect quotation): “For the chronically overweight,” states Martin Rogers, “a low-carbohydrate diet may provide a viable option for weight loss” (qtd. in Evans 46).

## Creating a List of References

Each of the sources you cite in the body of your paper should appear in a list of references at the end of your paper. If you’re using **MLA** style, then your **Works Cited** should list the sources alphabetically by last name, or by title if the author is not identified. While in-text citations provide the most basic information about the source, your Works Cited will include more complete publication details. There are a number of ways to learn how to properly cite your sources in your Works Cited:

- The MLA Guide at Purdue University’s Online Writing Lab (OWL)
- A current edition of The MLA Handbook for Writers of Research Papers.
- RCBC’s ESL Guide: <https://rcbc.libguides.com/c.php?g=1115874&p=8136509>

## Avoiding Plagiarism

Your research paper presents your thinking about a topic, supported and developed by other people’s ideas and information. It is crucial to always distinguish between the two—as you conduct research, as you plan your paper, and as you write. Failure to do so can lead to plagiarism.

If you incorporate the words or ideas of a source into your own writing without giving full credit, then you are plagiarizing that source. In academic settings, the penalties for plagiarism are severe. In a class, a student’s plagiarism may result in a range of sanctions, from the loss of points on an assignment to a failing grade in the course to expulsion from college.

The concepts and strategies discussed in this section connect to a larger issue—academic integrity. You maintain your integrity as a member of an academic community by representing your work and others’ work honestly and by using other people’s work only in legitimately accepted ways. It is a point of honor taken seriously in every academic discipline and career field. Even when cheating and plagiarism go undetected, they still result in a student’s failure to learn necessary research and writing skills. In short, it is never worth the risk to plagiarize.

## Checklist for Revision

Ask yourself the following about your draft to help you revise for:

- Organization - Overall
  - Does my introduction proceed clearly from the opening to the thesis?
  - Does each body paragraph have a clear main idea that relates to the thesis?
  - Do the main ideas in the body paragraphs flow in a logical order? Is each paragraph connected to the one before it?
  - Do I need to add or revise topic sentences or transitions to make the overall flow of ideas clearer?
  - Does my conclusion summarize my main ideas and revisit my thesis?
- Organization - Paragraphs
  - Does the topic sentence clearly state the main idea?
  - Do the details in the paragraph relate to the main idea?
  - Do I need to recast any sentences or add transitions to improve the flow of sentences?



- Cohesion
  - Does the opening of the paper clearly connect to the broader topic and thesis?
  - Do entertaining quotations or anecdotes serve a purpose?
  - Have I included support from research for each main point in the body of my paper?
  - Have I included introductory material before any quotations so quotations do not stand alone in paragraphs?
  - Does paraphrased and quoted material clearly serve to develop my own points?
  - Do I need to add to or revise parts of the paper to help the reader understand how certain information from a source is relevant?
  - Are there any places where I have overused material from sources?
  - Does my conclusion make sense based on the rest of the paper?
  - Are any new questions or suggestions in the conclusion clearly linked to earlier material?
- Style and Tone
  - Does my paper avoid excessive wordiness?
  - Are my sentences varied in length and structure?
  - Have I used points of view (pronouns) effectively and appropriately for the assignment?
  - Have I used active voice whenever possible?
  - Have I defined specialized terms that might be unfamiliar to readers?
  - Have I used clear, straightforward language whenever possible and avoided unnecessary jargon?
  - Does my paper support my argument using a balanced tone—neither too indecisive nor too forceful?
  - Does my paper avoid vague or imprecise terms? Slang? Repetition of the same phrases (“Smith states...”, “Jones states...”) to introduce quoted and paraphrased material? Exclusive use of masculine pronouns or awkward use of he or she? Use of language with negative connotations? Use of outdated or offensive terms?
- Grammar, Mechanics, Punctuation, Usage, and Spelling
  - My paper is free of grammatical errors, such as errors in subject-verb agreement and sentence fragments.
  - My paper is free of errors in punctuation and mechanics, such as misplaced commas or incorrectly formatted source titles.
  - My paper is free of common usage errors, such as “a lot” and “alright”.
  - My paper is free of spelling errors. I have proofread my paper for spelling in addition to using the spell-checking feature in my word-processing program.
  - I have checked my paper for any editing errors that I know I tend to make frequently.
- Citations
  - Within the body of my paper, each fact or idea taken from a source is credited to the correct source.
  - Each in-text citation includes the author’s name (or, if no author is given, the organization name or source title).
  - I have used the correct format for in-text and parenthetical citations. If my source gives page numbers, I have included page numbers in parentheses directly after the quote or paraphrase taken from that page or pages.
  - Each source cited in the body of my paper has a corresponding entry in the Works Cited at the end of my paper.
- Formatting

- All entries in my Works Cited are in alphabetical order by author's last name (or by title or organization if no author is listed).
- My Works Cited is consistently double spaced (both within and between entries), and each entry uses proper indentation ("hanging indent": indented on the second and all subsequent lines).
- Each entry in my Works Cited includes all the necessary information for that source type, in the correct sequence and format.
- My paper includes a heading (with your name, course information, and date) in the upper left-hand corner of the first page; if no heading is used or your instructor requests it, substitute a title page for the heading.
- My paper includes a title that reflects the topic of my paper.
- My paper includes a running head (page numbers, or a header in the upper right-hand corner of each page of the paper).
- The margins of my paper are set at one inch. The text is double spaced and set in a standard 12-point font.

## Writing an Argumentative Paper

Copied from: [Argument Essay: Purpose and Organization](#) by Dr. Lisa B. Martin is licensed under a Creative Commons Attribution Non-Commercial

### Purpose and Organization

*Definition:* An argument essay (sometimes called a persuasive essay) is a paper written about a controversial issue with the purpose of convincing readers to see the issue the way the writer does. There are usually two main views regarding the issue (*for* or *against*). Writers of this type of paper use reasons to convince readers to accept or at least consider the position they are taking.

*Thesis Statement:* The thesis of an argument essay includes two main parts: The controversial issue as well as the stance the writer is taking on that issue. The thesis should indicate the definite position the writer is taking, so words like *should*, *must*, *should not*, or *must not* should be included.

#### **Example of a Thesis Statement for an Argument Essay: The death penalty in South Carolina should be enforced.**

Topic: Death penalty in South Carolina

Stance: Should be enforced

#### **Another Example of a Thesis Statement for an Argument Essay: On-campus daycare *should be* provided for the children of Piedmont Technical College students.**

NOTE: The strong, definite stance is indicated by the verb "should be."

#### **Example of a Three-Point Thesis Statement for an Argument Essay: Graduating high school seniors should consider attending Piedmont Technical College because of its convenient location, cost savings, and caring faculty.**

NOTE: This is called a three-point thesis because the "three points" (three reasons) used as evidence to convince readers to accept or at least consider the stance the writer is taking are previewed in the thesis. In the actual essay, the first body paragraph would be about the

convenient location of the college. The second body paragraph would discuss the cost savings students enjoy, and the final paragraph would discuss/provide examples of the caring faculty.

*Counter Argument:* When you write an argument paper, your audience is not composed of people who already believe the way you do. It is your challenge, as an effective communicator, to convince your readers to accept, or at least consider, the main point you are making. Thus, think about the people who see the issue differently than you. If, for example, you are writing a paper where you are trying to convince people of the need to enforce the death penalty, you need to think about the people who believe this is absolutely wrong. Why do they think this? What is their strongest reason against the death penalty? In a non-confrontational, objective way, try to “counter” this argument.

*Note:* All of the reasons you use in your paper should be strong. To build momentum in your paper, begin with your weakest reason and end with your strongest reason.

### **WRITING EXERCISE 1: Research Proposal**

**Directions:** Fill in the following questions about your proposed topic.

1. Topic. I want to write about the following issue: \_\_\_\_\_

I am interested in the topic because: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Research Question: Write a question that you would like to answer by doing research into this topic.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Possible Research Thesis Statement:

Write in the form “Someone should do something about this problem because it will have these consequences.”

Example: “The government should make Roundup illegal because its ingredients cause cancer in humans and animals.”

\_\_\_\_\_ should \_\_\_\_\_

because \_\_\_\_\_

4. List some possible arguments against your position.

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## WRITING EXERCISE 2

**Directions:** *You are going to write an argumentative research paper. After your instructor has approved your topic, select one of the prewriting techniques to help generate ideas for your topic.*

## WRITING EXERCISE 3

**Directions:** *Using the ideas generated in your prewriting, write an outline following the argumentative organization and hierarchical outlining system below.*

### ORGANIZING AN ARGUMENT ESSAY: Five-paragraph Organization

- I. Introduction
  - A. Try to capture your readers' interest in this paragraph. You could, for example, open with a startling fact or an interesting quote.
  - B. Provide any needed background information.
  - C. Include a strong thesis statement that indicates the stance you are taking on a controversial issue.
- II. Body I
  - A. Begin this paragraph with a topic sentence.
    1. The topic sentence should directly support the thesis.
    2. It should offer one "reason" why readers of your paper should accept or at least consider the stance you are taking.
- III. Body II
  - A. Begin this paragraph with a topic sentence.
    1. The topic sentence should directly support the thesis.
    2. It should offer one "reason" why readers of your paper should accept or at least consider the stance you are taking.
- IV. Body III
  - A. Begin this paragraph with a topic sentence.
    1. The topic sentence should directly support the thesis.
    2. It should offer one "reason" why readers of your paper should accept or at least consider the stance you are taking.
- V. Conclusion
  - A. Bring your paper to a close.
  - B. Restate your position.
  - C. Do not bring in new reasons here.

## WRITING EXERCISE 4

**Directions:** *Using your outline, write your first draft. Follow the information provided to write body paragraphs, introductions and conclusions. Please make sure you set up your page in MLA format, cite your sources, and create an MLA "Work Cited" page. As you write, include summaries, paraphrases and quotes.*

# Science

## READING AND LISTENING OUTCOMES:

- To identify the author's purpose and tone.
- To recognize organizational patterns.
- To define and use vocabulary related to Psychology.

## GRAMMAR OUTCOMES:

- To identify and use adverb clauses appropriately in context.
- To identify and use relative clauses properly in context.

## ORAL SKILLS OUTCOMES:

- To use strategies to prepare and deliver an argumentative speech.

# SECTION 1: READING AND LISTENING

Adapted from:

- [Preparing for University Reading](#) by Kathleen Mitchell, Matthew Burrows, and Kendra Staley is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](#).
- [Read Faster, Understand More](#) by Timothy Krause is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

## Purpose and Tone

By understanding a writer's purpose, we can better understand and evaluate the text. By recognizing a writer's tone, readers more accurately understand and interpret meaning in a text. Without purpose or tone, there is little meaning.

**Purpose:** Why does the author write this text? What are the author's intentions? What does the author want the reader to think, do or feel -- and why?

There are three common purposes for writing:

1. Inform - to share information with the reader about something
2. Persuade - to convince the reader to do or believe something
3. Entertain - to give the reader enjoyment in something

**Tone:** What is the attitude of the author in the writing? What is the feeling that he/she conveys?

Tone shows attitude through word choice, imagery, perspective, style, and subject matter. Examples: happy, sad, encouraging, angry, jealous, sexy, objective, incredulous

### How do we find purpose and tone?

Purpose is expressed often in a text's main idea or thesis statement. Remember that sometimes this is implied, not stated. Start at the introduction and conclusion; then examine topic sentences of each paragraph to look for the progression of ideas. Ask yourself: *Why did the author write this text?*

Tone is expressed by context clues, such as:

- Grammar and sentence structure
- Level of formality (formal, informal)
- Point of view (first person, second person, third person)
- Word choice and imagery
- Patterns of organization

Ask yourself: *What is the author's attitude? How does the text "feel"?*

## PATTERNS OF ORGANIZATION

Patterns of organization show the **relationships** between ideas in paragraphs, essays, chapters, and even whole books. You can think of it as a blueprint for the passage. It shows how information is arranged -- where things are and if they are connected.

There are many patterns a writer can use to organize ideas. The specific pattern (or combination of patterns) chosen depends upon the particular topic and the objectives the writer has identified for the document. There is no rule to follow in choosing a pattern of organization; one must simply think carefully about which pattern makes the most sense in helping the reader to better understand and remember the information. There are many different ways of organizing the same information, and often two or more different organizational patterns are combined to create a final outline of information.

### Why is this an important skill to learn?

1. When you can clearly see how the individual pieces fit together, then you have a better idea of how they work together to support the author's main idea or thesis.
2. Following a regular pattern makes it easier to read.
3. You can read faster because you can predict what's coming, which can be very useful for skimming and scanning.
4. A clear pattern of organization can also help you to remember what you read.

### How do we recognize the pattern of organization?

- Look for specific keywords.
- Examine the different ideas or supporting details. What types of relationships do you see?
- Does that relationship contribute to the passage's main idea or thesis?

A text might follow one of these structures or it could be a combination of them:

- chronological description
- compare-contrast
- listing
- problem-solution
- cause-effect

### Chronological (Time Order) Pattern

Chronological, which is also time order or sequence of events, is probably the easiest to recognize. This type of paragraph presents events in the order they happened.

Answers: "When did it happen?" "In what order did it happen?"



### Examples:

- He always brushes his teeth before he brushes his hair.
- Before Marvin lost his job, he had begun to drink too much, and that led to the car accident.

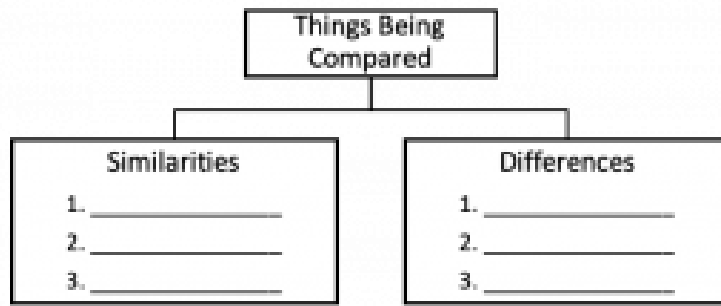
### KEYWORDS

after, afterward, as soon, as, at last, at that time, before, during, eventually, finally, first, second, following, formerly, immediately, in/on (date), last, later, next, now, meanwhile, shortly, since, then, until, when

### Compare/contrast Pattern

Compare/contrast is another familiar pattern of organization used to emphasize the similarities and/or differences between two or more items or topics.

Answers: "How are items similar?" "How are items different?"



**EXAMPLES**

Comparison:

- All the games award similar prizes to their winners.

Contrast:

- Although it was warm and sunny yesterday, the weather today is cold and rainy.

Combination:

- Wolves and dogs share many characteristics, but really are quite different.

**KEYWORDS**

Comparison:

also, as well as, both, compared to, in comparison, in the same way, just as, like, likewise, resembles, share, similarly, the same as, too

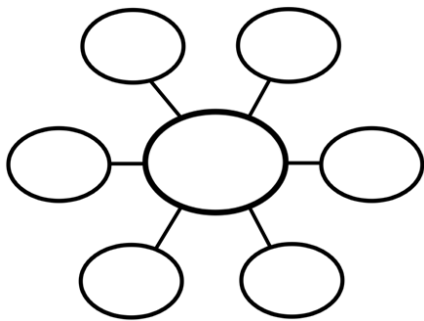
Contrast:

although, as opposed to, but, despite, differs from, even though, however, instead, nevertheless, on the contrary, on the other hand, in contrast, instead, in spite of, unlike, whereas, while, yet

**Listing Pattern**

A listing pattern of organization supports the main idea as a list of items and examples in which a certain order is not needed.

Answers: "What are the examples/types of something?"



**EXAMPLE**

- There are several strategies that you can use to manage your time.

**KEYWORDS**

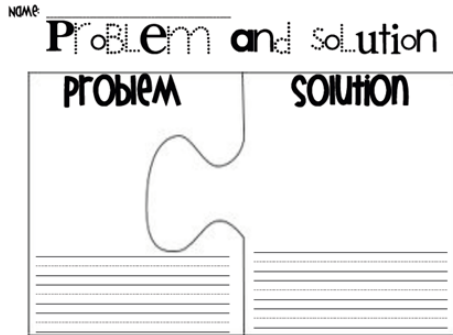
first, second, alos, in addition, third, last, finally, additionally



## Problem/solution Pattern

When the text is organized in a problem/solution form, it presents a significant problem and explains it in detail. Then, a possible solution is suggested. Sometimes, only the problem is presented because there is no solution.

Answers: "What is the problem?" "What is a possible solution?"



### EXAMPLE

- The government is responding to the measles epidemic by urging parents to vaccinate their children.

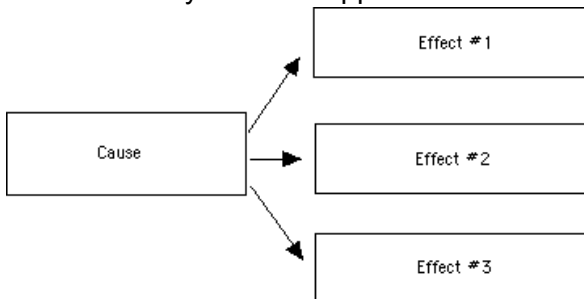
### KEYWORDS

answer, challenge, need, difficulty, dilemma, enigma, improve, indicate, issue, plan a need, problem, propose, remedied, resolve, respond to, solve, suggest

## Cause and effect

Cause and effect is a common pattern of organization that describes or discusses an event/action that is caused by another event/action. There may be a single cause and effect or several causes with several effects.

Answers: "Why did this happen?" "What were the results of a particular event?"



### EXAMPLES

The near constant rain in Portland leads to a city filled with beautiful trees, plants, and flowers.

Since she wasn't paying close attention while driving, Jennie missed the turn and ended up in Gresham instead of Beaverton.

### KEYWORDS

#### Causes:

because, causes, creates, due to, for this reason, if this...then, leads to, on account of, produces, since, this

#### Effects:

as a result, consequently, hence, in effect, resulting, since, therefore, thus

REMEMBER: Not every piece of writing fits neatly into these categories. In the real world, many texts contain sections and passages that combine two or more patterns of organization.

## BUILDING VOCABULARY THROUGH READING AND LISTENING

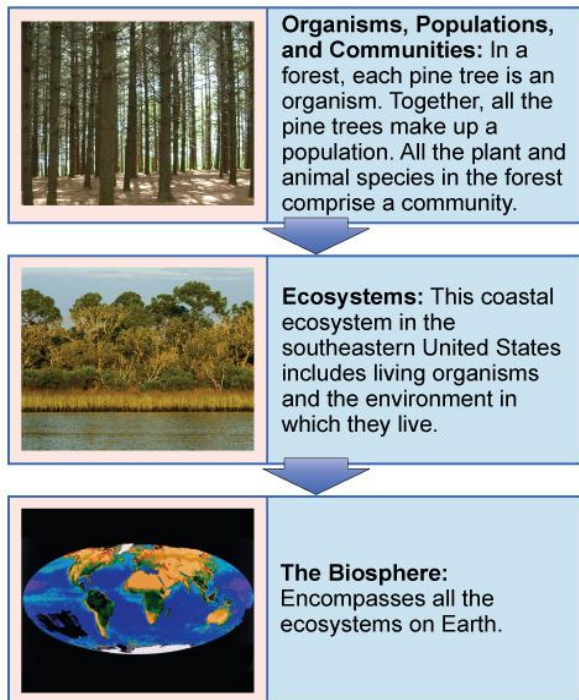
Adapted from:

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### Pre-Reading Exercise 1

**Directions:** *Discuss the following questions with a partner.*

1. According to Figure 3 below, what are the biological levels of organization that ecologists study?
2. What is the connection between these levels: organism, population, community, and ecosystem?



(Figure 3) *Ecologists study within several biological levels of organization. (credit "organisms": modification of work by "Crystl"/Flickr; credit "ecosystems": modification of work by Tom Carlisle, US Fish and Wildlife Service Headquarters; credit "biosphere": NASA)*

### Pre-Reading Exercise 2

**Directions:** *The words in bold in the chart are from the following reading. Complete the chart with the different forms of each word.*

NOUN	VERB	ADJECTIVE	ADVERB
		endangered	_____
ecology ecologist	_____		
mutualism	_____		

## READING ACTIVITY: LEVELS OF ECOLOGICAL STUDY [1]

**Directions:** Read the following passage and answer the comprehension questions that follow.

When a discipline such as biology is studied, it is often helpful to subdivide it into smaller, related areas. For instance, cell biologists interested in cell signaling need to understand the chemistry of the signal molecules (which are usually proteins) as well as the result of cell signaling. Ecologists interested in the factors that influence the survival of an endangered species might use mathematical models to predict how current conservation efforts affect endangered organisms. They might be then be called conservation biologists. To produce a sound set of management options, a conservation biologist needs to collect accurate data, including current population size, factors affecting reproduction (like physiology and behavior), habitat requirements (such as plants and soils), and potential human influences on the endangered population and its habitat (which might be derived through studies in sociology and urban ecology). Within the discipline of ecology, researchers work at four specific levels, sometimes discretely and sometimes with overlap: organism, population, community, and ecosystem (Figure 3).

### Organismal Ecology

Researchers studying ecology at the organismal level are interested in the adaptations that enable individuals to live in specific habitats. These adaptations can change the shape, physical form, and behavior of organisms. For instance, the Karner blue butterfly (*Lycaeides melissa samuelis*) (Figure 4) is considered a specialist because the females lay eggs on wild lupine plant. This means that the Karner blue butterfly is highly dependent on the presence of wild lupine plants for its continued survival.



*(Figure 4) The Karner blue butterfly (Lycaeides melissa samuelis) is a rare butterfly that lives only in open areas with few trees or shrubs. It can only lay its eggs on lupine plants. (credit: modification of work by J & K Hollingsworth, USFWS)*

After hatching, the larval caterpillars emerge and spend four to six weeks feeding solely on wild lupine (Figure 5). The caterpillars pupate (undergo metamorphosis) and emerge as butterflies after about four weeks. The adult butterflies feed on the nectar of flowers of wild lupine and other plant species. A researcher interested in studying Karner blue butterflies at the

organismal level might ask questions about egg laying and about the butterflies' preferred temperature (a physiological question) or the behavior of the caterpillars when they are at different larval stages (a behavioral question).



(Figure 5) The wild lupine (*Lupinus perennis*) is the host plant for the Karner blue butterfly.

### Population Ecology

A population is a group of interbreeding organisms that are members of the same species living in the same area at the same time. (Organisms that are all members of the same species are called conspecifics.) A population is identified, in part, by where it lives, and its area of population may have natural or artificial boundaries: natural boundaries might be rivers, mountains, or deserts, while examples of artificial boundaries include mowed grass, manmade structures, or roads. The study of population ecology focuses on the number of individuals in an area and how and why population size changes over time. Population ecologists are particularly interested in counting the Karner blue butterfly, for example, because it is classified as federally endangered. However, the distribution and density of this species is highly influenced by the distribution and abundance of wild lupine. Researchers might ask questions about the factors leading to the decline of wild lupine and how these affect Karner blue butterflies. For example, ecologists know that wild lupine thrives in open areas where trees and shrubs are largely absent. In natural settings, intermittent wildfires regularly remove trees and shrubs, helping to maintain the open areas that wild lupine requires. Mathematical models can be used to understand how wildfire suppression by humans has led to the decline of this important plant for the Karner blue butterfly.

### Community Ecology

A biological community consists of the different species within an area, typically a three-dimensional space, and the interactions within and among these species. Community ecologists are interested in the processes driving these interactions and their consequences. Questions about conspecific interactions often focus on competition among members of the same species for a limited resource. Ecologists also study interactions among various species; members of different species are called heterospecifics. Examples of heterospecific interactions include predation, parasitism, herbivory, competition, and pollination. These interactions can have regulating effects on population sizes and can impact ecological and evolutionary processes affecting diversity.

For example, Karner blue butterfly larvae form mutualistic relationships with ants. Mutualism is a form of a long-term relationship that has coevolved between two species and from which each species benefits. For mutualism to exist between individual organisms, each species must receive some benefit from the other as a consequence of the relationship. Researchers have shown that there is an increase in the probability of survival when Karner blue butterfly larvae

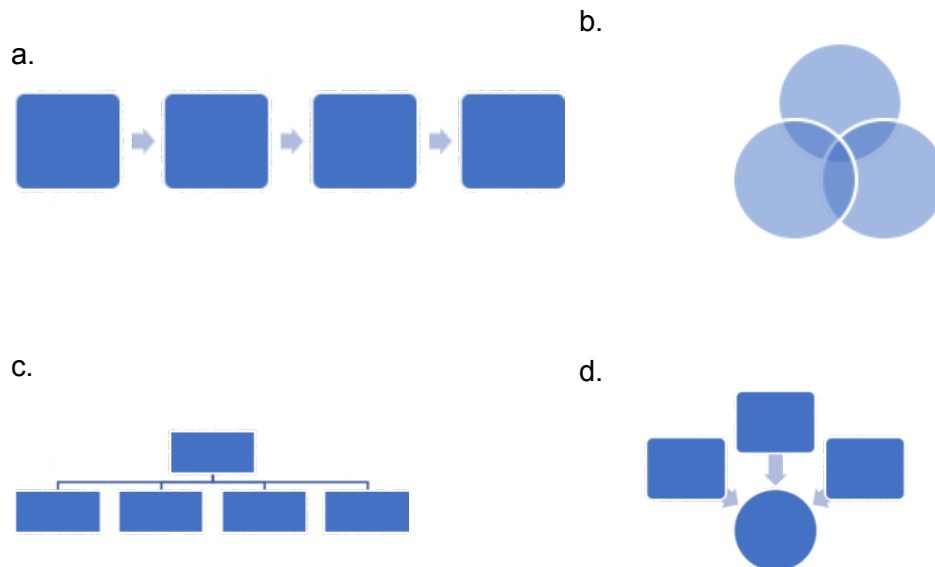
(caterpillars) are tended by ants. This might be because the larvae spend less time in each life stage when tended by ants, which provides an advantage for the larvae. Meanwhile, the Karner blue butterfly larvae secrete a carbohydrate-rich substance that is an important energy source for the ants. Both the Karner blue larvae and the ants benefit from their interaction.

### Ecosystem Ecology

Ecosystem ecology is an extension of organismal, population, and community ecology. The ecosystem is composed of all the biotic components (living things) in an area along with the abiotic components (non-living things) of that area. Some of the abiotic components include air, water, and soil. Ecosystem biologists ask questions about how nutrients and energy are stored and how they move among organisms and the surrounding atmosphere, soil, and water. The Karner blue butterflies and the wild lupine live in an oak-pine barren habitat. This habitat is characterized by natural disturbance and nutrient-poor soils that are low in nitrogen. The availability of nutrients is an important factor in the distribution of the plants that live in this habitat. Researchers interested in ecosystem ecology could ask questions about the importance of limited resources and the movement of resources, such as nutrients, through the biotic and abiotic portions of the ecosystem.

### Reading Comprehension

1. Which diagram best shows Reading 2's text organization?



**Directions:** Complete the summary of “Levels of Ecological Study” using keywords from the reading.

Ecology is the study of the interactions of living things with their environment. Ecologists ask questions that comprise four levels of general biological organization—organismal, (2) \_\_\_\_\_, community, and ecosystem. At the organismal level, ecologists study individual organisms and how they interact with their environments. At the population and community levels, ecologists explore, respectively, how a population of organisms changes over

time and the ways in which that population interacts with other species in the community. Ecologists studying an (3) \_\_\_\_\_, examine the living species (the biotic components) of the ecosystem as well as the nonliving portions (the (4) \_\_\_\_\_ components), such as air, water, and soil, of the environment.

**Directions:** Match the terms with their definitions

- |   |   |
|---|---|
| 5. _____ Organismal ecologists might... | a) ask about an organisms' natural predators.                     |
| 6. _____ Population ecologists might... | b) research the physical requirements of an organism.             |
| 7. _____ Community ecologists might...  | c) investigate the population size and distribution of organisms. |
| 8. _____ Ecosystem ecologists might...  | d) study the water and soil that an organism lives in.            |

**Directions:** Answer the questions in your own words.

9. What aspects of the Karner blue butterfly do organismal ecologists study?
10. What is the difference between conspecifics and heterospecifics?
11. How do ants help the Karner blue butterfly? What is that an example of?
12. Which type of ecology do you find the most interesting? Why?

### Vocabulary Exercise

**Directions:** Look at the sentences from "Reading 2." Find the meaning of the words in bold. Try to use context clues to figure out the meaning.

1. "A population is identified, in part, by where it lives, and its area of population may have natural or artificial **boundaries**: natural **boundaries** might be rivers, mountains, or deserts, while examples of artificial **boundaries** include mowed grass, manmade structures, or roads." "What does boundary mean?"  
\_\_\_\_\_
2. "Some of the abiotic **components** include air, water, and soil." What does component mean?  
\_\_\_\_\_

3. “potential human influences on the endangered population and its habitat... might be **derived** through studies in sociology and urban ecology” What does derived mean?  
\_\_\_\_\_
4. “When a **discipline** such as biology is studied, it is often helpful to subdivide it into smaller, related areas.” What does discipline mean?  
\_\_\_\_\_
5. “Within the discipline of ecology, researchers work at four specific levels, sometimes **discretely** and sometimes with **overlap**: organism, population, community, and ecosystem” What does discretely mean? What does overlap mean?  
\_\_\_\_\_
6. “Ecosystem biologists ask questions about how **nutrients** and energy are stored and how they move among organisms and the surrounding atmosphere, soil, and water.” What does nutrient mean?  
\_\_\_\_\_
7. “Researchers interested in ecosystem ecology could ask questions about the importance of limited resources and the movement of resources, such as nutrients, though the biotic and abiotic **portions** of the ecosystem.” What does portion mean?  
\_\_\_\_\_
8. “These interactions can have **regulating** effects on population sizes” What does regulate mean?  
\_\_\_\_\_
9. “the larval caterpillars emerge and spend four to six weeks feeding **solely** on wild” flowers. What does solely mean?  
\_\_\_\_\_

### Reading Discussion

**Directions:** *Discuss these questions with your group.*

1. Ecologists often collaborate with other researchers interested in ecological questions. What might they collaborate on (and at what level of ecology)?
2. Conversely, what levels of ecology might be more difficult for collaboration with other researchers?
3. Population is an important unit in ecology as well as other biological sciences. How is a population defined in the reading, and how is that different from your understanding of population?

### LISTENING EXERCISE

Copied from: Danielle BIA. “TOEFL Quiz 8: Microbes.” Eslvideos.com. <https://eslvideo.com/quiz.php?id=12184>. Accessed 14 July 2021.

**DIRECTIONS:** *Watch the video (found at: <https://www.youtube.com/watch?v=7JsNH7A4qM0>) and answer the following questions based on the video.*

1. The main topic of the lecture is

- A. How air pollution can make people very sick
  - B. The relationship between microorganisms and building design
  - C. The importance of preventing contagious disease by designing smart walls
2. According to the lecture, all of the following are true about microorganisms except
- A. They cannot be seen
  - B. There are both good and bad microorganisms
  - C. Microorganisms reproduce in the lungs of humans and animals
3. Having microbially diverse air
- A. Might be better for human health than air without this diversity
  - B. Is found in higher quantities in hospitals
  - C. May have increased global warming
4. According to the lecture, mechanically ventilated air
- A. Is more likely to contain germs
  - B. Is unique to hospitals
  - C. Is the most energy efficient way of building homes
5. All of the following are problems with the current structure of hospitals EXCEPT
- A. High energy costs
  - B. There are not enough hospitals for the amount of people living in the U.S.
  - C. The amount of patients that suffer from nosocomial infections
6. The lecturer believes that we should think of buildings as we think of managing
- A. National parks
  - B. A government
  - C. Cities

## SECTION 2: GRAMMAR

Adapted from: [ESL for High Intermediate Students: The Way You Like It High Intermediate Grammar/Writing Part One \(of Two\), Plus Vocabulary \(Passive Adjective Expressions\), Pronunciation Practice, and Punctuation](#) by Don Bissonnette is licensed under a Creative Commons Attribution-NonCommercial-4.0 International License

### Adverbial Clauses

A sentence is a group of words with at least a subject and a verb organized around one idea. Sentences can be short or long. For example, "*I am a man.*" is a sentence, and "*I have done many things in my life such as traveling around the world two times and learning to speak many languages*" is also a sentence. The form of an English sentence is as follows:

**Subject          Verb                  Object          Place          Time          Adverbial Clause.**

Notice that there is no punctuation in the above because everything is in its place. If a writer moves anything out of its place and puts it before the subject of the sentences, then a comma is necessary. For example:



- *I am writing this sentence in my office right now because I want you to understand about adverbial clauses and commas.*
- *Because I want you to understand about adverbial clauses and commas, I am writing this sentence in my office right now.*

Notice how I used a comma in the second sentence and not in the first sentence even though they say exactly the same thing.

Basically, when writing if anything comes before the subject of the sentences, then the writer should use a comma. Many writers, however, don't use commas if what comes before the subject is one or two common words. For example:

- *I ate eggs for breakfast this morning.*
- *This morning I ate eggs for breakfast.*

Below is a list of adverbials in English. An adverbial clause begins with an adverbial, has a subject and a verb (and maybe an object, place, and time), but it can not stand alone. It needs another part of a sentence to make sense. For example:

- *Although it is raining outside* (has a subject and verb; however, it doesn't make any sense.)
- *Although it is raining outside, the man decided to lie on the grass and read a book.* (makes sense because *the man decided to lie on the grass and read a book* gives meaning to *Although it is raining outside*.)

Another example:

- *Because you want to learn English* (has a subject and verb, but it doesn't make sense. It can't stand alone. It needs more information in order to make sense.)
- *Because you want to learn English, you come to school every day and do your homework.* (*Because you want to learn English* only has meaning when you add *you come to school every day and do your homework*.)

### **Groups of Adverbials by General Meanings**

#### **Time**

As long as, as soon as, as, when, whenever, before, next time, once, since, the next time, by the time that, until, till, while, now that

#### **Cause or Reason**

As, as long as, because, now that, since, so that, whereas, inasmuch as, on account of the fact that, owing to the fact that, in view of the fact that, because of the fact that, due to the fact that

#### **Condition**

If, unless, in case, whatever, where, whether, on condition that, provided that, providing that, in the event that, whether or not

#### **Contrast or Concession**

Although, even though, though, while, whereas, even if, in spite of the fact that, despite the fact that, notwithstanding the fact that

#### **Adversative**

While, where, whereas (*Adversatives always have a comma separating sentences into two parts*.)

#### **Purpose**

So that, in order that, for the purpose that

**Result**

So *adjective* or *adverb* that, such a [Noun] *adjective* that

**Comparison**

As *adjective* or *adverb* as, Not so *adjective* or *adverb* as, *Adjective* or *adverb* + *er* + than  
More *adjective* or *adverb* than

**Manner**

As if, as though (*These always come last in a sentence.*)

**Examples:**

- As soon as I got home from school, I ate a sandwich.
- You look as though you have seen a ghost.
- The boy ran home as if a killer was chasing him.
- My students have trouble writing sentences whereas I can write sentences easily.
- Some students learn English faster than other students do.
- Due to the fact that you need to learn how to write correctly, I will make you rewrite some of your homework assignments.
- I took a bus downtown on Saturday so that I could save money on gas and on parking.
- Unless you study hard for the final exam, you will not get a passing grade.
- By the time that you learn all of these words, your English writing ability will have improved quite a bit.
- My friend failed the examination despite the fact that she studied hard.
- Once you learn to write well, the rest of English will be rather easy.

**Adverbial Clauses Exercise 1**

**Directions:** Use the following adverbial to make complete sentences, please.

1. although
  
  
  
  
  
  
  
  
  
  
2. because
  
  
  
  
  
  
  
  
  
  
3. while
  
  
  
  
  
  
  
  
  
  
4. as long as
  
  
  
  
  
  
  
  
  
  
5. whereas
  
  
  
  
  
  
  
  
  
  
6. even though

7. as

8. due to the fact that

9. in spite of the fact that

10. by the time that

## Relative Clauses/Adjective Clauses

Adapted from: [ESL for High Intermediate Students: The Way You Like It High Intermediate Grammar/Writing Part One \(of Two\). Plus Vocabulary \(Passive Adjective Expressions\), Pronunciation Practice, and Punctuation](#) by Don Bissonnette is licensed under a Creative Commons Attribution-NonCommercial-4.0 International License

A relative clause is a dependent clause that is used as an adjective. In other words, it is a group of words with a subject and a verb that can't stand alone and is used to modify or describe a noun. A relative clause always begins with a relative pronoun. Another name for a relative clause is an adjective clause. The relative pronouns are as follows:

### Relative Pronouns

Who	people (subjects)
Whom	people (objects)
Which	things, animals
That	people, places, things, animals
Whose	possessive nouns and adjectives
Where	places
When	times
Why	reasons

### Compound Relative Pronouns

whoever / whosoever
whomever / whomsoever
whichever / whichever
whosoever / whosesoever
wherever / <u>wheresoever</u>
whenever / whensoever
whyever / whysoever

Relative pronouns introduce relative clauses. As I said above, another name for a relative clause is an adjective clause because, like adjectives, relative clauses modify (change or describe) nouns. Relative pronouns generally come directly after the noun they modify. The noun that the relative pronoun modifies has the same meaning as the relative pronoun. The compound relative pronouns with the *-ever* and *-soever* (rarely used anymore) suffixes added on to the relative pronoun intensify the meaning to cover any and all possibilities of the particular relative pronoun. (Also, the words where, when, and why listed above are actually relative adverbs, but they are used exactly as relative pronouns. Furthermore, the word whose is in fact a relative adjective, but it also is used exactly as a relative pronoun.)

Examples:

- The person who stole my car left it parked on Aurora Avenue North.

- I gave the report to the girl whose father visited our class.
- The reason why he came to my office was to tell me a secret.
- The man that I saw was standing on the east side of the street.
- The book that I bought cost \$28.00.
- The city that I am thinking about is not very big.
- The thieves whoever they are had better not try to sell the stolen goods.
- The man whosoever she finally decides to marry had better be rich.

### Diagrammed Relative Clauses

Relative clauses are actually two complete sentences joined together into one sentence. One sentence is an independent clause (a complete sentence) and the other becomes a relative clause (not a complete sentence). In other words, two sentences become one sentence.

Note these examples, please.

- John is studying in the library. John is waiting for his friend.
  - John, who is waiting for his friend, is studying in the library.
- My son is looking for his book. He lost the book yesterday.
  - My son is looking for the book that he lost yesterday.
- I went for a walk with my friend. His father is a lawyer.
  - I went for a walk with my friend whose father is a lawyer.
- Central Falls is the city. I was born in the city.
  - Central Falls is the city where I was born.
- Wednesday is the day. I take out the trash on that day.
  - Wednesday is the day when I take out the trash.
- Roger is my best friend. I met Roger in Iran in 1975.
  - Roger, whom I met in 1975, is my best friend.

### WHO and WHOM

Both **WHO** and **WHOM** are relative pronouns that replace persons. The difference is that **WHO** replaces the subject of a sentence, while **WHOM** replaces the object of a sentence.

### Examples with WHO

- I went to the public market with my sons. **They** needed to buy a present for my wife. (*They is the subject of the sentence and means the same as my sons.*)
  - I went to the public market with my sons who needed to buy a present for my wife.
- Jane is a good friend of mine. **She** grew up in Seattle. (*She is the subject of the sentence and means the same as Jane.*)
  - Jane, who grew up in Seattle, is a good friend of mine.
- Allan French is a teacher in this college. **He** lives in Tacoma. (*He is the subject of the sentence and means the same as Allan French.*)
  - Allan French, who lives in Tacoma, is a teacher in this college.

### Examples with WHOM

- I gave my students an exam. I teach **them** every day. (*Them is the object of the sentence and means the same as my students.*)
  - I gave my students whom I teach every day an exam.
- My sister was talking to my brother. She used to take care of my brother. (*My brother is the object of the sentence.*)
  - My sister was talking to my brother whom she used to take care of.

- The police were looking for the criminal. They found **him** at his friend's house. (*Him is the object of the sentence and means the same as the criminal.*)
  - The police were looking for the criminal whom they found at his friend's house.
- The mother punished her daughter. She made **her** clean the toilet. (*'Her' is the object of the sentence and means the same as her daughter.*)
  - The mother punished her daughter whom she made clean the toilet.

### Relative Clauses Exercise 1

**Directions:** *Combine the following sentences by making the second sentence a relative clause. If replacing a subject, use who; if replacing an object, use whom. Remember to make the second sentence part of the first sentence.*

1. The two men went into the office. They had an important meeting to attend.
2. I went to the party with John and Bob. I have known them for many years.
3. The teacher forgot to copy the assignment. He had been very busy with meetings and conferences at school.
4. The girls brought their father to the airport. He had to attend a meeting in San Francisco.
5. The mailman delivered the package to my office. I had never seen him before.
6. The baseball players went to the restaurant. They play for the Seattle Mariners.
7. The doctor operated on the man's heart. The doctor is famous all over the world.
8. Some students were fighting in the cafeteria. They used to attend a different school.
9. I took my son to his music lesson last Tuesday. He plays both the piano and violin.

10. I gave Bob a beautiful new baseball glove. I have known Bob for many years.

### **WHICH and THAT**

**WHICH** is a relative pronoun that replaces **things** and **animals**. **WHICH** replaces **both subjects and objects**. **As with who and whom, it follows the same rules. The relative clause follows the noun which it modifies.**

### **Examples with WHICH**

- **The book** is on the table. My father gave me **the book**.
  - The book **which my father gave me** is on the table.
- **My dog** chewed on the leg of the table. **My dog** always destroys things.
  - My dog, which **always destroys things, chewed** on the leg of the table.
- The students were doing **their homework**. I gave them **their homework**.
  - The students were doing their homework **which I gave them**.

**THAT** is a relative pronoun that replaces **people, things, places and animals**.

### **Examples with THAT**

- I spoke to the man. He is wearing a red hat. (*Man and He are the same*)
  - I spoke to a man **that is wearing a red hat**.
- The boy picked up his school books. They were on the kitchen table. (*School books and They are the same.*)
  - The boy picked up his school books **that were on the table**.
- I have a very good car. It has 167,000 miles on it. (*Car and It are the same.*)
  - I have a very good cat **that** has 167,000 miles on it.

### **Restrictive [no commas] vs. Non-restrictive [commas] Relative Clauses**

Nonrestrictive clauses and phrases (Nonrestrictive clauses and phrases are used when referring to someone or something that is understood by both the writer and the reader. In other words, there is only one possibility of whom or what the writer is writing.)

In the following examples, first I will use a restrictive relative clause and then I will use a non-restrictive relative clause. Notice the difference.

- A man whom I loved dearly died when I was a teenager.
- My father, whom I loved dearly, died when I was a teenager.
- I spoke to my sons, Alex and André, about going camping next month.
- I spoke to some boys about going camping next month.
- The man who was president when I was in college was assassinated in 1963.
- John F. Kennedy, who was the president when I was in college, was assassinated in 1963.
- The baseball team that plays in Safeco Field is the Seattle Mariners.
- The Seattle Mariners baseball team, which plays in Safeco Field, is my favorite baseball team.

When trying to decide if you need commas or not, you must decide if the person whom you are writing to knows who or what you are writing about. It can be VERY difficult even for a native speaker to decide. For example, note these two sentences. Think why the first one has two commas, and the second one has no commas.

- My sister, who lives in Rhode Island, has five dogs. The person knows that I have **ONLY** one sister.

- My sister who lives in Rhode Island\_has five dogs. The person doesn't know how many sisters I have.

**Whose** is a relative pronoun that replaces possessive nouns, possessive pronouns, and possessive adjectives. Possessive nouns end in an 's for singular nouns and irregular plural nouns and an s' for regular plural nouns. The possessive pronouns are *mine, yours, his, hers, its, ours, yours, theirs*. The possessive adjectives are *my, your, his, her, its, our, your, their*. Possessive pronouns are never followed by a noun. Possessive adjectives are always followed by a noun.

**Examples:**

<u>Possessive Nouns</u>	<u>Possessive Pronouns</u>	<u>Possessive Adjectives</u>
The teacher's book	His	His book
The children's toys	Theirs	Their toys
Don's garden	Mine	My garden
My students' teacher	Yours	Your teacher
My family's house	Ours	Our house

**Sample Sentences:**

- I sent a letter to **my sister**. **Her** husband opened the letter. **My sister and her mean the same person.**
  - I sent a letter to **my sister whose** husband opened the letter.
- **My dog** was small and very fat. **His** name was Lucky. **My dog and his refer to the same dog.**
  - **My dog, whose** name was Lucky, was small and very fat.
- I called **Graham** last night. **Graham's** father is an old friend of mine. **Graham and Graham's refer to the same person.**
  - Last night I called **Graham, whose** father is an old friend of mine.

**When** and **where** are actually relative adverbs; however, they are used in exactly the same manner as relative adjectives.

**When** replaces **time** words and **where** replaces **place** words.

**Example Sentences with When and Where:**

- I remember **July 31, 1987**. It was **the day** my first son was born. **July 31, 1987 and the day are the same.**
  - I remember **July 31, 1987, when** my first son was born.
- I saw many wonderful sights **in India**. For example, I saw the Taj Mahal **there**. **In India and there refer to the same place.**
  - I saw many wonderful sights **in India, where**, for example, I saw the Taj Mahal.
- I will not work **on Fridays** this quarter. I will have a free day **on Fridays**. **On Fridays is the same in both sentences.**
  - This quarter, I will not work **on Fridays when** I will have a free day.
- I come from **Massachusetts**. The first permanent British colony in North America was in **Massachusetts**. **Massachusetts is the same in both sentences.**
  - I come from **Massachusetts, where** the first permanent British colony in North America was.

**Relative Clauses Exercise 2**

**Directions:** Combine the following sentences to make one sentence. Combine them by making the second sentence a relative clause.

**Example:**

- The man spoke to the little child. The little child had a ball in her left hand.
    - The man spoke to the little child ***who had a ball in her hand.***
1. We went into the building. The building rose high into the sky above the other buildings.
  2. My sons and their friend went for a walk with our dog. The dog likes to run away.
  3. My wife teaches cooking classes in our home. She has also written five cookbooks.
  4. The man took his briefcase with him to the meeting. The man has his own computer business in downtown Seattle.
  5. The baseball game was on television. It featured Atlanta against Florida.
  6. Three boys walked into the room and stole the money on the table. The boys wore masks on their faces.
  7. The boys came into the room with their friend. He had a ball and a bat with him.
  8. The mountain range is located in the western part of the United States. The mountain range has many high peaks and deep valleys.
  9. Five horses ran into the field. They have no owners.
  10. The books were written by Edgar Allan Poe. They cost \$20.00 for the set.
  11. The Space Needle is very famous. My friend works at the Space Needle.
  12. I put the book on the kitchen floor. My brother tripped over the book on the kitchen floor.



13. My mother made French fries for dinner. She loved to eat fried food.

14. We flew in an airplane to Sicily. My grandfather was born in Sicily.

15. I have a car. It has 166,500 miles on it.

**Relative clauses can be used with quantity expression, especially in very formal English. This grammatical construction will always have the full quantity expression followed by a comma after it with the part of the quantity expression following the comma the preposition “of.” Then, depending on noun it refers to, the relative pronouns “whom, which, or whose will be used.**

**Sample sentences with quantity expressions:**

- The store bought **12 boxes** of glasses from the manufacturer. **Seven of the boxes** were damaged in route to the store. ***Seven of the boxes is part of the 12 boxes.***
  - The store bought **12 boxes of glasses** from the manufacture, **seven of which** were damaged in route to the store.
- My father had **11 brothers and sisters**. **One of his brothers** died as an infant. ***One of his brothers is part of the 11 brothers and sisters.***
  - My father had **11 brothers and sisters**, **one of whom** died as an infant.
- My friend has **15 dogs**. **Six of the dogs** are puppies. ***Six of the dogs is part of the 15 dogs.***
  - My friend has **15 dogs**, **six of which** are puppies.
- My friend has **lots of money**. **Some of his money** is in foreign banks. ***Some of his money is only a part of lots of money.***
  - My friend has **lots of money**, **parts of which** is in foreign banks.

**Relative Clauses Exercise 3**

**Directions:** *Combine the following sentences using expressions of quantity in relative clauses. Make the second sentence the relative clause, please.*

1.. We bought ten bags of rice. Two of them were imported from India.

2. They had two pets. Both of the pets were friendly.

3. My father had 11 brothers and sisters. None of them are still alive.

4. We bought a used car. The inside of it looked like new.

5. I have six flowers in my house. Two of the flowers are blue.

## SECTION 3: ORAL PRESENTATION SKILLS

### Preparing and Delivering an Argumentative/Persuasive Speech

Adapted from:

- [Exploring Public Speaking](#) by Tucker, Barbara; Barton, Kristin; Burger, Amy; Drye, Jerry; Hunsicker, Cathy; Mendes, Amy; and LeHew, Matthew, is licenced under a Creative Commons Attribution-NonCommercial-Share Alike 4.0 International License.
- [Stand up. Speak out](#) by University of Minnesota is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License

When thinking about a central idea statement in a persuasive speech, we use the terms “proposition” or claim. Persuasive Speaking speeches have one of four types of propositions or claims, which determine your overall approach. Before you move on, you need to determine what type of proposition you should have (based on the audience, context, issues involved in the topic, and assignment for the class).

Proposition of Fact Speeches with this type of proposition attempt to establish the truth of a statement. The core of the proposition (or claim) is not whether something is morally right and wrong or what should be done about the topic, only that a statement is supported by evidence or not. These propositions are not facts such as “the chemical symbol for water is H<sub>2</sub>O” or “Barack Obama won the presidency in 2008 with 53% of the vote.” Propositions or claims of fact are statements over which persons disagree and there is evidence on both sides, although probably more on one than the other.

Some examples of propositions of fact are:

- Converting to solar energy can save homeowners money.
- Experiments using animals are essential to the development of many life-saving medical procedures.
- Granting tuition tax credits to the parents of children who attend private schools will perpetuate educational inequality.
- Watching violence on television causes violent behavior in children.

Organization for a proposition of fact If your proposition is one of fact, you will do best to use a topical organization. Essentially that means that you will have two to four discrete, separate arguments in support of the proposition.

For example: Preparing a speech of fact requires a great deal of research and understanding of the issues. A speech with a proposition of fact will almost always need an argument or section related to the “reservations,” refuting the arguments that the audience may be preparing in their minds, their mental dialogue. So the second example needs revision, such as:

I. The first argument in favor of animal experimentation is the record of successful discoveries from animal research.

II. A second reason to support animal experimentation is that research on humans is limited for ethical and legal reasons.

III. Animal experimentation is needed because computer models for research have limitations.

IV. Many people today have concerns about animal experimentation.

A. Some believe that all experimentation is equal.

1. There is experimentation for legitimate medical research.

2. There is experimentation for cosmetics or shampoos.

B. Others argue that the animals are mistreated.

1. There are protocols for the treatment of animals in experimentation.

2. Legitimate medical experimentation follows the protocols.

C. Some believe the persuasion of certain advocacy groups like PETA.

1. Many of the groups that protest animal experimentation have extreme views.

2. Some give untrue representations

To complete this outline, along with introduction and conclusion, there would need to be quotations, statistics, and facts with sources provided to support both the pro-arguments in Main Points I-III and the refutation to the misconceptions about animal experimentation in Subpoints A-C under Point IV.

### **Propositions of Value**

When the proposition has a word such as “good,” “bad,” “best,” “worst,” “just,” “unjust,” “ethical,” “unethical,” “moral,” “immoral,” “beneficial,” “harmful,” “advantageous,” or “disadvantageous,” it is a proposition of value. Some examples include: Hybrid cars are the best form of automobile transportation available today. Homeschooling is more beneficial for children than traditional schooling.

Capital punishment is morally wrong.

A vegan diet is the healthiest one for adults.

### **Organization for a proposition of value**

An argumentative speech that incorporates a proposition of value will have a slightly different structure. As mentioned earlier, a proposition of value must first define the “value” word for clarity and provide a basis for the other arguments of the speech. The second or middle section would present the defense or “pro” arguments for the proposition based on the definition. The third section would include refutation of the counter arguments or “reservations.” The following outline draft shows a student trying to structure a speech with a value proposition. Keep in mind it is abbreviated for illustrative purposes, and thus incomplete as an example of what you would submit to your instructor, who will expect more detailed outlines for your speeches.

Proposition: Hybrid cars are the best form of automotive transportation available today.

I. Automotive transportation that is best meets three standards. (Definition)

A. It is reliable and durable.

B. It is fuel efficient and thus cost efficient.

C. It is therefore environmentally responsible.

II. Studies show that hybrid cars are durable and reliable. (Pro-Argument 1)

A. Hybrid cars have 99 problems per 100 cars versus 133 problem per 100 conventional cars, according to TrueDelta, a car analysis website much like Consumer Reports.

B. J.D. Powers reports hybrids also experience 11 fewer engine and transmission issues than gas-powered vehicles, per 100 vehicles.

III. Hybrid cars are fuel-efficient. (Pro-Argument 2)

A. The Toyota Prius gets 48 mpg on the highway and 51 mpg in the city.

B. The Ford Fusion hybrid gets 47 mpg in the city and in the country.

IV. Hybrid cars are environmentally responsible. (Pro-Argument 3)

A. They only emit 51.6 gallons of carbon dioxide every 100 miles.

B. Conventional cars emit 74.9 gallons of carbon dioxide every 100 miles.

- C. The hybrid produces 69% of the harmful gas exhaust that a conventional car does.  
V. Of course, hybrid cars are relatively new to the market and some have questions about them. (Reservations)
- A. Don't the batteries wear out and aren't they expensive to replace?
1. Evidence to address this misconception.
  2. Evidence to address this misconception.
- B. Aren't hybrid cars only good for certain types of driving and drivers?
1. Evidence to address this misconception.
  2. Evidence to address this misconception.
- C. Aren't electric cars better?
1. Evidence to address this misconception.
  2. Evidence to address this misconception.

### **ORAL PRESENTATION EXERCISE PART 1**

**Directions:** *You are going to prepare and deliver an argumentative speech. You can use your topic from your argumentative research paper or select a new one from the list below.*

TOPICS:

1. Homeschooling
2. Gun Control
3. School Uniforms

You should present the points, with the same organization as an essay, but this should sound like you are talking to an audience and presenting facts to support your opinion.

### **ORAL PRESENTATION EXERCISE PART 2**

**Directions:** *Using your outline, prepare your speech.*

You should present the points, with the same organization as an essay, but this should sound like you are talking to an audience and presenting facts to support your opinion.