

# UNIT 6- PSYCHOLOGY

## Reading I- How People Learn to Become Resilient



### PREVIEW THE READING

#### A. Quick Discussion



Discuss these questions with your classmates.

1. What is an *obstacle*? Describe different types of obstacles that can occur.
2. Do you know someone who overcame an obstacle? What kind of obstacle was it?
3. Look at the photo. What kinds of challenges does the man have? What qualities or characteristics do you think might help him?

**B. Preview** Read the title and first paragraph. How would you describe the boy in the article? Check (✓) your answers.

- ☐ He has a good home life.
- ☐ He's a happy person.
- ☐ He's unlucky.
- ☐ He feels sorry for himself.
- ☐ He makes the most of his situation.

**C. Vocabulary** Here are some words from Reading 1. Read the sentences. Then match each bold Word with its definition below.

- \_\_\_\_\_ 1. The teacher **predicted** that the students would do well on the achievement test if they continued to do all of their assignments.
- \_\_\_\_\_ 2. There are many **elements** involved in being a successful student such as determination and hard work.
- \_\_\_\_\_ 3. Even though he grew up in **poverty**, he was able to succeed in life by working hard and focusing on his education.
- \_\_\_\_\_ 4. Many people go through **traumatic** events as children such as the death of a parent.
- \_\_\_\_\_ 5. When someone has an experience in a different country, it **sets** them **apart** from others who never left their homeland.
- \_\_\_\_\_ 6. Receiving a seeing-eye dog **enabled** the blind woman to travel to places on her own.
- \_\_\_\_\_ 7. Olivia **emerged** as a very competent and confident young woman even though she was very shy as a child.
- \_\_\_\_\_ 8. The **threat** of losing his job was a constant fear in his life after he receive a poor evaluation from his boss.
- \_\_\_\_\_ 9. Some people **perceive** a challenge as stressful, while others see it as a new opportunity for personal growth.
- \_\_\_\_\_ 10. One **trait** that resilient people share is that they feel that they are in control of their lives.

- a. (n.) a quality or part of someone's character
- b. (v.) to appear or come from somewhere unexpectedly
- c. (n.) the state of having very little money or of being poor
- d. (n.) an important part of something
- e. (v.) to see or think of something in a particular way
- f. (v.) to make someone able to do something
- g. (v.) to say that something will happen
- h. (n.) something that indicates future danger
- i. (v. phr.) to make something different from or better than others
- j. (adj.) causing someone to feel great unhappiness or shock



1 Norman Garmezy, a psychologist at the University of Minnesota, met thousands of children in his four decades of research. But one boy in particular stuck with him. He was nine years old, with an ill mother and an absent father. Each day, he would arrive at school with the exact same sandwich: two slices of bread with nothing in between. At home, there was no other food available and no one to make any. Even so, Garmezy would later recall, the boy wanted to make sure that "no one would feel pity for him." Each day, without fail, he would walk in with a smile on his face and a "bread sandwich" tucked into his bag.

2 The boy with the bread sandwich was part of a special group of children. Garmezy identified this group of kids as succeeding, even excelling, despite incredibly difficult circumstances. These were the children who exhibited a **trait** Garmezy would later identify as "resilience."

3 Resilience presents a challenge for psychologists. Finding out if you have it or not largely depends on the way your life unfolds. If you are lucky enough to never experience any sort of adversity, we won't know how resilient you are. It's only when you're faced with obstacles, stress, and other environmental **threats** that resilience, or the lack of it, **emerges**: do you fall apart or do you rise above it?

4 Environmental threats can come in various ways. Some are continuous, such as **poverty** and challenging home conditions. Other threats are acute: experiencing or witnessing a **traumatic** violent encounter, for example, or being in an accident. What matters is the intensity and the duration of the stressful event.

5 Garmezy's work looked at protective factors: the elements of an individual's background or personality that could enable success despite the challenges the person faced. His research identified elements that fell into two groups: individual psychological factors and external environmental factors.

6 In 1989, a psychologist named Emmy Werner published the results of a 32-year project. She had followed a group of 698 children in Kauai, Hawaii, from before birth through their third decade of life. Along the way, she'd monitored them for any exposure to stress: poverty, problems in the family, and so on. Two-thirds of the children came from backgrounds that were essentially stable, successful, and happy; the other third qualified as "at risk." Like Garmezy, she soon discovered that not all of the at-risk children reacted to stress in the same way. Two-thirds of them "developed serious learning or behaviour problems by the age of ten," or had other more serious mental health and behaviour problems as they became

older. But the remaining third developed into "competent, confident, and caring young adults." They had attained academic, domestic, and social success—and they were always ready to take advantage of new opportunities that arose.

7 What was it that **set** the resilient children **apart**? She found that several elements **predicted** resilience. Some elements had to do with luck: a resilient child might have a strong bond with a supportive caregiver, parent, teacher, or other mentor-like figure. But another, quite large set of elements was psychological and had to do with how the children responded to the environment. From a young age, resilient children tended to "meet the world on their own terms." They were autonomous and independent, would seek out new experiences, and had a "positive social orientation." Werner wrote, "Though not especially gifted, these children used whatever skills they had effectively." Perhaps most importantly, the resilient children believed that they, and not their circumstances, affected their achievements. The resilient children saw themselves as being able to make good decisions about their obstacles to improve their future.

8 George Bonanno is a clinical psychologist at Columbia University's Teachers College and has been studying resilience for nearly 25 years. Garmezy, Werner, and others have shown that some people are far better than others at dealing with adversity. Bonanno has been trying to figure out where that variation might come from. One of the central elements of resilience, Bonanno has found, is perception: Do you **perceive** an event as traumatic or as an opportunity to learn and grow? "Events are not traumatic until we experience them as traumatic," Bonanno told me. Take something as terrible as the surprising death of a close friend: you might be sad, but if you can find a way to see that event as filled with meaning—perhaps it leads to greater awareness of a certain disease or to closer ties with the community—then it may not be seen as a trauma. The good news is that positive interpretation can be taught. "We can make ourselves more or less vulnerable by how we think about things," Bonanno said.

## WORK WITH THE READING

**A. Identify** Complete the statements with information from the reading. Then write the paragraph number where the answer is found.

1. Some people belong to a group that succeeds even though they live in \_\_\_\_\_.  
Paragraph \_\_\_\_
2. Environmental threats can be either continuous or \_\_\_\_\_. Paragraph \_\_\_\_
3. Emmy Werner studied children for more than \_\_\_\_\_ years.  
Paragraph \_\_\_\_
4. Two-thirds of the children she studied came from \_\_\_\_\_ homes.  
Paragraph \_\_\_\_
5. Of the "at risk" children that Werner studied, two-thirds of these children had \_\_\_\_\_ as they became older. Paragraph \_\_\_\_
6. Werner found that the resilient children had an element of luck, which she described as a bond with \_\_\_\_\_. Paragraph \_\_\_\_
7. Werner described these resilient children as \_\_\_\_\_. Paragraph \_\_\_\_
8. Bonanno also feels that a positive interpretation of events is something that we can \_\_\_\_\_. Paragraph \_\_\_\_

**B. Categorize** Read the statements. Write *T* (true) or *F* (false). Then correct each false statement to make it true according to the article.

- \_\_\_\_\_ 1. The boy who Norman Garmezy describes came to school every day with a cheese sandwich and a smile on his face.
- \_\_\_\_\_ 2. When you are resilient, you rise above a situation that is stressful.
- \_\_\_\_\_ 3. An example of a continuous threat, according to Garmezy, is being in an accident.
- \_\_\_\_\_ 4. Emmy Werner found in her study of 698 children that they all reacted to stress in the same way.
- \_\_\_\_\_ 5. One-third of the children Werner studied became successful adults.
- \_\_\_\_\_ 6. According to Werner, the resilient children believed that their life circumstances affected how successful they would be.
- \_\_\_\_\_ 7. George Bonanno believes that the key to resilience is how you perceive an event.

**C. Identify** Read the statements. Identify which researcher discovered this information. Write the letter of the researcher. There may be more than one answer.

***G (Norman Garmezy) W (Emmy Werner) B (George Bonanno)***

- \_\_\_\_\_ 1. How long and how intense a threat is to someone will affect how resilient they are.
- \_\_\_\_\_ 2. A stressful event will only be traumatic if we perceive it that way.
- \_\_\_\_\_ 3. There are always some people who respond in a positive way to traumatic events.
- \_\_\_\_\_ 4. Two-thirds of the children who grew up in very bad situations developed serious behaviour problems.
- \_\_\_\_\_ 5. Resilient people take control of their obstacles by making good decisions, rather than letting their circumstances control them.
- \_\_\_\_\_ 6. There are certain factors in one's personality or environment that can help them to deal with stress.

## READING SKILL Using referents to understand contrast

We learned referent is a word or group of words that refers to a noun that was mentioned previously. Understanding referents will help you become a better reader. In Reading 1, the writer is focusing on what makes one group of people more resilient than others. The writer uses certain words and phrases to refer to this particular group and to the factors leading to resilience throughout the reading. Words like *this* and *these* refer back to the noun being focused on.

The boy with the bread sandwich was part of **a special group of children.**

These children stood out from others in similar situations. Garnezy identified this group of kids as succeeding ...

Words like *some* and *other* show differences among groups of things but still refer back to the noun being focused on.

**Environmental threats** can come in various ways. Some are continuous ...

Other threats are acute ...

She found **several elements** predicted resilience. Some elements had to do with luck ... But another, quite large set of elements was psychological.

**A. Identify** Read the sentences and look at the words in bold. Circle the noun that they refer to.

1. The resilient children displayed a certain kind of personality. **These** children felt they were in control of their life circumstances. Other children felt that their circumstance would never improve.
2. The researchers discovered that there are several elements that help someone be resilient. **Some** of the elements are environmental. **Others** are psychological.
3. Resilient people tend to look at adversity differently. **These** people see obstacles as opportunities for growth. Others tend to feel overwhelmed by life's challenges.
4. Resilience is something that can be taught. **This** quality can develop when we perceive problems differently.

**B. Recognize** Read the paragraph about resilient people. Underline the words and phrases that refer to resilient people. Circle the words and phrases that refer to other types of people.

Some people see the glass as half full, and others see it as half empty. The first group has a trait we call resilience. When adversity strikes, this group of people tends to look at the problem in a positive light. For example, say you lose your job because of cutbacks at your company. A resilient person will look at this not as an obstacle to overcome, but as a new opportunity. Maybe this person has never had the time to look at other employment opportunities. Maybe this person will decide to go back to school to change careers. The difference between resilient people and others is that they perceive the challenges differently. Other people might be depressed and stressed over losing their job, but resilient people, though they might be stressed at first, have the ability to bounce back and use the challenge as a way to see and do things differently.





## WRITING I

### IDENTIFYING FACT AND OPINION

\* A **fact** is something that people generally agree is true. Facts are sometimes supported by statistics or other numbers.

Water freezes at 0° Celsius.

Paper is one of the easiest materials to recycle.

In the United States, 18 percent of old TVs are recycled.

\* An **opinion** is what a person thinks about something. Another person may not agree.

English is an easy language to learn.

Consumers are more interested in a product's price than in its quality.

Advertising has a bad influence on our spending habits.

\* When reading, it's helpful to understand the difference between facts and opinions.

Some words that can indicate an opinion are: *(not) think*, *(not) believe*, *(not) feel*, and *in my opinion*.

I don't think English is an easy language to learn.

The author believes advertising has a bad influence on our spending habits.

**A. Read these sentences from Reading 1. Write F (fact) or O (opinion). Then compare your answers with a partner.**

- \_\_\_ 1. It's now easier to replace an item than to repair it.
- \_\_\_ 2. Many materials such as paper, plastic, and glass can be replaced, but only a small percentage of these are actually recycled.
- \_\_\_ 3. Perhaps recycling is not the answer.
- \_\_\_ 4. We should think about repairing something before we toss it in the trash.
- \_\_\_ 5. We are all responsible for taking care of our environment.
- \_\_\_ 6. People are throwing away twice as much trash as they did 40 years ago.

**B. Write a sentence with an opinion and a fact about each topic. For your opinion sentences, use (not) think, (not) believe, (not) feel, and in my opinion.**

#### 1. colour

Fact:

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Opinion:

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#### 2. cell phones

Fact:

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Opinion:

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### 3. recycling plastic, paper, and glass

Fact:

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Opinion:

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### 4. shopping online

Fact:

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Opinion:

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## Stating Opinions

Successful writers clearly state their opinions when they write an opinion essay. You can state your opinion with opinion phrases or with modals. Remember to support your opinion with details.

<b>Opinion phrases</b> <i>In my opinion,</i> <i>In my view,</i> <i>I believe (that)</i> <i>I think (that)</i>	In my opinion, both parties have a role to play in dealing with this global problem.
<b>Modals</b> <i>should / shouldn't</i> <i>ought to</i> <i>need to/ don't need to/</i> <i>must / don't have to</i>	<p>The government needs to play a larger role in fighting obesity.</p> <p>Individuals ought to make better food choices .</p>



Notice how writers often use different words to mean think when they present their opinion about an argument. This helps avoid repetition.

Many people	<b>think</b> <b>argue</b> <b>believe</b> <b>claim</b> <b>feel</b> <b>insist</b> <b>suggest</b>	that individuals should be responsible for their own health.
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## OPINION ESSAY GUIDED EXERCISES

**PRACTICE 1:** Read these introductory paragraphs to different opinion essays. Which is the best thesis statement for each essay?

1. Advertising has been around for many years, and most people just accept it as part of our lives. But I was watching TV with my young son the other night when he pointed out to me the name of a particular computer that he noticed on the show we were watching. That's when I realized that advertising has invaded our lives too much. If my son recognizes a company logo that easily, I wonder how much more advertising he is being exposed to without even realising it? Enough is enough.

- a) There should not be any advertising on the internet.
- b) Advertising products within television shows should be banned.
- c) We need to find a way to reduce the amount of advertising in our lives.

2. While watching my son's baseball game the other night, I noticed something new on the fence surrounding the field. There was a huge advertisement for a popular brand of soda. I was absolutely shocked! How could an advertisement for junk food be placed in view of all of the children and parents? I realize now that this huge corporation is giving money to my son's school, but at what cost?

- a) Advertisements for unhealthy food or drinks should not be on school property.
- b) I think soda advertisements are very funny.
- c) I think it's wonderful that companies are paying for sports programs.

3. With new technology, advertising can be very deceptive. For example, many beauty ads show women with perfect skin and hair. In reality, their photos have been "touched up" by computer software programs. Men, too, are shown as very muscular and strong, when the reality may be quite different. Men and women both age naturally, but advertisements show a different kind of person—one who never gets old.

- a) I think changing the way someone looks in a photo is an outdated advertising trick.
- b) I think advertisements should show people of different ages, shapes, and sizes, not just young people.
- c) I think computer software programs are very innovative.

4. I was watching TV last night and I realized something about my life: I'm missing a lot of things. When I saw a commercial for a new sports car, I realized I don't have the most modern car. An ad for flat-screen TVs reminded me that my television is eight years old. And finally, the travel commercials reminded me that I don't have the money to travel to exotic places and stay in world-famous resorts. So, in the end, all of these ads make me feel like a failure. This is the reason why I don't want to watch TV at times.

- a) Advertising on TV should provide us with details about all the latest products.
- b) Advertising on TV should entertain us.
- c) Advertising on TV should not make us feel like we are unsuccessful.

**PRACTICE 2:** Read the sample essay and match the following statements so that they fit in the paragraphs.

**Smoking should be banned in all public places. What is your opinion? Explain it with your reasons.**

As society grows more and more health-conscious, stronger voices to ban smoking in all public areas begin to emerge. Banning smoking in public has been used as a means for governments to discourage smoking and also to improve the image of cities. It is almost impossible to achieve consensus on this issue as it creates great inconvenience for the smokers. <sup>(1)</sup> \_\_\_\_\_.

<sup>(2)</sup> \_\_\_\_\_. Cigarettes are known to contain carcinogens that have been associated with increased rates of lung cancer and heart disease. However, the hazard does not end there; second-hand smoke has been proven to create more detrimental effects on health on both smokers and the people around them. This is especially harmful for those with weaker immune systems such as children and the elderly.

<sup>(3)</sup> \_\_\_\_\_. One's personal enjoyment should not be at the expense of others' health. When a person smokes in indoor public areas such as restaurants and shopping centres, pollutants continue to circulate the premise and affect the health of everyone within the building. It is unfair for non-smokers to be forced to share the health risks of smokers.

<sup>(4)</sup> \_\_\_\_\_. Negative effects of smoking go beyond the smoker himself, creating health problems for everyone else. While some choose to accept the side effects of smoking, the risks of smoking should not be forced upon others. Therefore, in my humble opinion, smoking should be banned in public places.

- a) *To sum up, public places are shared by all, smokers and non-smokers, old and young, and should be made safe for all.*
- b) *Looking at it from a health aspect, smoking should be banned in public places because it is not only a health hazard for the smoker, but it also harms others.*
- c) *However, I believe smoking should be banned in public places and my reasons are as follow.*
- d) *Looking at it from a sociological aspect, smoking should be banned in public places because smoking is a personal choice.*

**PRACTICE 3:** Read the following essay and write the missing sentences.

### IN OR OUTSIDE OF SCHOOL?

Some people strongly believe that they learn more outside of school. However, I disagree with this belief as most of the knowledge that I have learned in my life has been through school \_\_\_\_\_

Firstly, there are many experts in various fields that can guide a student. Outside of school, it is difficult to find people as knowledgeable as the teachers you can find within schools. This lack of experts makes learning about anything outside of school difficult. The advantages of having teachers really become obvious when students begin to study subjects at advanced levels. To learn anything extensively, teachers are absolutely necessary.

Secondly, going to school allows students to come into contact with others that have interests similar to their own. Having a group of peers that are studying the same topics can be an incredible resource for knowledge. For instance, these peers can provide the necessary help and support when a student has trouble learning about a difficult subject. I have had many experiences in school where my peers have helped me to understand a difficult concept.

Finally, going to school provides a structured environment where a person is exposed to a number of different viewpoints and subjects. Since students need to take many different courses, they get a much broader understanding of a field. Those who choose to learn outside of a school are less likely to encounter views that differ from their own or to be exposed to new schools of thought.

In brief, \_\_\_\_\_

## SAMPLE STUDENT ESSAY

### Unacceptable Effects of Consumerism on a Society

Human beings tend to consume things ever since they existed and this consumption has adversely affected society since **then** ~~that time~~. Although many people say that consumerism is significant and necessary, **I** believe that it has inadmissible results on society because it causes ~~to be~~ dissatisfaction and inability to save ~~the~~ money.

First of all, consumerism generates a dissatisfaction effect on society. People always want more than what they have. For example a girl buys a dress and a few days later she sees ~~the~~ **a** different color of the same dress on ~~their~~ **her** friend so ~~that~~ she goes **to** the shop and buys ~~which have different color~~ another dress too. Dissatisfaction causes unhappiness ~~on a~~ **in** society. People ~~are~~ **may get** unhappy **when** they do not have what they see in other people's. Hence, consumerism is not a good thing because of causing lack of satisfaction.

Additionally, people cannot save their money because of consumerism. They tend to buy almost everything they see, even if they don't need it. As a result of ~~result of this~~, they cannot control their budget and they do not have enough money to purchase what they really need. They cannot invest for the future because they have lost their ability to save money because of consumerism. For instance, especially woman purchase too many clothes so that they cannot go to the country they **want to travel** so much ~~beacuse~~ **because** they have no money left. Therefore, consumerism creates unacceptable consequences ~~for this situation~~.

To sum up, **I** agree with **the idea** that consumerism has inadmissible effects on society. People have lost ~~their features~~ **sense** of gratification. In addition, they cannot save money so they become unable to do something they need.



#### WRITING TASK 5

Write a well-organized opinion essay about **one** of the topics given below.

- 1- "Do you think it is better to solve a problem on your own or with someone's help?"
- 2- "Some people believe that being an only child is a lot better than having siblings. Do you agree or disagree with this opinion?"

**EDIT-** Complete the self-assessment checklist before you hand in your essay.

SELF-ASSESSMENT	Yes	No
Does the essay include an introductory paragraph, two / three body paragraphs, and a concluding paragraph?		
Does the essay start with an introductory paragraph with a hook and give important background information regarding the topic?		
Is there a clear thesis statement?		
Do the body paragraphs provide details and /or examples ?		
Does the concluding paragraph summarize the information you have put in the essay?		
Have you used the opinion phrases and modals suitably?		
Does the essay include vocabulary from the unit?		
Did you check your essay for punctuation, spelling, and grammar?		

## Reading II - The Climb of My life



### PREVIEW THE READING

#### A. Quick Discussion



**Discuss these questions with your classmates.**

1. When you have a problem, who do you ask for advice? Why?
2. Do you know anyone who overcame an obstacle and reached their dreams?

**B. Preview** Read the title and first two paragraphs. Why do you think Kelly Perkins felt that she needed to climb a mountain? Check (✓) your answer.

- a. She wanted to improve her health.
- b. She wanted to improve how she felt about herself.
- c. She likes the excitement of mountain climbing.

**C. Vocabulary** Complete each sentence with the vocabulary from Reading 2.

<i>bravely (adv.)</i>	<i>distinctive (adj.)</i>	<i>role (n.)</i>
<i>conquer (v.)</i>	<i>earn (v.)</i>	<i>significant (adj.)</i>
<i>determined (adj.)</i>	<i>goal (n.)</i>	<i>ultimate (adj.)</i>

1. My \_\_\_\_\_ for this year is to train until I am ready to run the city marathon.
2. My husband took a class that helped him \_\_\_\_\_ his fear of flying. Now he can ride in airplanes without feeling so nervous.
3. We were very tired, but we didn't give up. We were \_\_\_\_\_ to get to the top of the mountain.
4. The firefighters \_\_\_\_\_ entered the burning school to rescue the children.
5. When our parents were away, my oldest brother took on the \_\_\_\_\_ of the family guardian.
6. I always recognize Dina on the phone because she has a very \_\_\_\_\_ voice. She doesn't sound like any of my other friends.
7. When we were children, we had to do work around the house in order to \_\_\_\_\_ rewards like toys or candy.
8. Rock climbing is the \_\_\_\_\_ activity for people who want a fun, exciting challenge.
9. Volunteering in South America was one of the most \_\_\_\_\_ experiences of my life. It inspired me to pursue a career in public service.





1 At the age of 30, Kelly Perkins developed a disease of the heart, and after three years of treatment, she received a heart transplant. Ten months later, she climbed to the top of Half Dome Mountain in Yosemite National Park in the United States and became the first heart transplant patient to do so.

2 Like life, mountains can be seen as a series of difficulties that you need to overcome. To me, a mountain is the **ultimate** challenge, with body, spirit, and mind all having to work together. Being sick is a challenge, too. Both challenges involve **bravely** facing the unknown, and to **conquer** either requires well-defined **goals** and discipline. Of the two, of course, I'd rather the mountain be my physical challenge than physical challenges be my "mountain."

3 Mountains began to consume my thoughts. Secretly, I wanted to do something **significant** to help change the image that friends and family had developed of me. I had been cast in the **role** of patient. In spite of being very good in that role, I hated being a patient and desperately wanted to change my image. I wanted bruises to be **earned** from sports-related activities, not from needle pricks and aspirin-thinned blood. At this stage, my self-image was as important to my well-being as anything else. If, I figured, I could rebuild my strength and regain at least some of my former athleticism, an improved image would naturally follow.

4 I set a goal—to hike the 4,100-foot ascent of Half Dome in Yosemite. I was drawn to this destination by its beauty, a beauty not because it was perfect, but because it was imperfect. Half Dome's shape is unforgettably **distinctive** because it's broken. If it were whole, it would lose its uniqueness. The spirit-building message wasn't lost on me. Just because I wasn't perfect didn't mean I couldn't stand as tall and mighty as anyone else.

5 In August of 1996, just ten months after my heart replacement, my husband Craig and I began to hike the trail leading to Half Dome. The trail began with a mild incline, which we eagerly took at a brisk pace. I was winded at first, but as soon as my heart caught up with me, I felt energized. I tried to go as fast as the other hikers, but found it difficult to keep up. The canyon had many steep slopes and deep stone stairs, allowing in very little sunlight, which kept temperatures cool and the rocks slippery.

6        Though the climb's final half-mile isn't technically difficult, the granite dome, angled at 45 degrees, can be extremely intimidating, especially for those afraid of heights. A stairway is used to climb the last 500 feet to the summit. There was a handrail made out of steel cables, connected to stairs made of thin wooden planks. Thrown along the stairs were weathered work gloves, available to help protect the climbers' hands from the "death grip" commonly used during descent. Craig, observing the daunting task ahead, gently asked, "Are you sure you want to continue?" **Determined** to reap the reward for all my effort, I replied, "Absolutely, we have to go on." Step for step, Craig stayed directly behind me, providing a welcome sense of security. When I finally reached the top, I was overcome with joy. Ten months after my transplant, I had reached the top of Half Dome! My new heart had not failed me.

7        Craig and I made our way over to the edge. Pausing to peer into the valley below, we stood in silence, amazed at how far we had come. As if the moment itself was not enough, Craig surprised me with a gold charm in the shape of Half Dome. He said, "This is the first mountain to add to the bracelet I gave you." As I held the handcrafted ornament in my hand, I was amazed at its likeness. It was smooth on the back, resembling the perfectly bell-shaped dome, the front being chiselled, replicating its famous broken granite face. Craig took a moment to express how proud he was of me, saying, "When you were really sick and I had to help you up the stairs at night, I always looked at the famous Ansel Adams photo of Half Dome hung on the stairway wall and wondered if we'd ever make another climb." We had done it; we were here at the top of the mountain—a long way from those nights of not knowing what the future would bring.

## WORK WITH THE READING

**A. Identify** Read the sentences. Then number them in the order that the events happened.

- \_\_\_\_\_ 1. Perkins decided to climb Half Dome Mountain in Yosemite.
- \_\_\_\_\_ 2. Ten months after her heart replacement, Perkins began to climb Half Dome.
- \_\_\_\_\_ 3. Perkins decided that she wanted to climb a mountain to change her image.
- \_\_\_\_\_ 4. Kelly Perkins became very sick and received a heart transplant.
- \_\_\_\_\_ 5. Craig was proud of his wife's accomplishment.
- \_\_\_\_\_ 6. Perkins reached the top of Half Dome with a new heart.

**B. Interpret** Read the summary statements. Then write the number of the paragraph that each statement summarizes.

- \_\_\_ 1. I'd prefer to be challenged by mountain climbing and not illness.
- \_\_\_ 2. I hoped to stand tall, but imperfect, like the mountain I chose to climb.
- \_\_\_ 3. The last part of the mountain is so steep that there are stairs to help people climb to the top, and I was going to be one of those people.
- \_\_\_ 4. I missed extreme physical activity and needed to prove to my family and friends, and more importantly, to myself, that I could still do it.

**C. Restate** Complete each statement with information from Reading 2. Then write the paragraph number where the answer is found.

- 1. Kelly Perkins chose a mountain to climb that is \_\_\_\_\_ feet high. Paragraph: \_\_\_
- 2. One reason she chose this mountain is because, like her, it is \_\_\_\_\_. Paragraph: \_\_\_
- 3. Perkins began her climb of Half Dome with her husband in August of \_\_\_\_\_.  
Paragraph: \_\_\_\_
- 4. The last half-mile of the climb is hard if you're afraid of heights because it's angled at \_\_\_\_\_ degrees. Paragraph: \_\_\_\_
- 5. There is a rough stairway to help climbers for the last \_\_\_\_\_ feet. Paragraph: \_\_\_
- 6. Perkins's husband Craig said it was the first mountain to add to a(n) \_\_\_\_\_ that he had given her. Paragraph: \_\_\_\_

**D. Categorize** Read the statements. Write T (true) or F (false) and the paragraph number where the answer is found. Then correct each false statement to make it true according to the article.

- \_\_\_ 1. Kelly Perkins didn't want her husband to climb directly behind her. Paragraph: \_\_\_
- \_\_\_ 2. Craig was confident before this climb that they would be climbing mountains again. Paragraph: \_\_\_\_
- \_\_\_ 3. Perkins had trouble when she began the climb up Half Dome Mountain.  
Paragraph: \_\_\_\_
- \_\_\_ 4. Perkins used to be very athletic before she got sick. Paragraph: \_\_\_\_
- \_\_\_ 5. The gloves on the stairs of Half Dome are to help people going up the mountain.  
Paragraph: \_\_\_\_



## WRITING II

### SENTENCE PROBLEMS

#### PARALLEL SENTENCE STRUCTURE

In order to make your writing easier to read, you need to follow certain rules. One of these rules is called parallelism. Here are some examples:

- \* Not Parallel: Mary likes hiking, cooking, and to ride a bicycle.
- \* Parallel: Mary likes hiking, cooking, and riding a bicycle. (the items are all gerunds)
  
- \* Not Parallel: The teacher wanted to know which country we came from and our future goals.
- \* Parallel: the teacher wanted to know which country we were from and what our future goals were. (the items are both noun clauses)

**Edit these sentences to create a parallel structure.**

1. Mike likes to listen to rock music and reading mystery novels.  
\_\_\_\_\_
2. While in France, my nephew spent his time studying French, working in a restaurant, and he jogged along the Seine River every morning.  
\_\_\_\_\_
3. My home-office is filled with student reports, scrap paper and the garbage can is overflowing.  
\_\_\_\_\_
4. Joan decided to paint her office, to add some new curtains, and that the rug needs dry cleaning.  
\_\_\_\_\_
5. He wanted three things out of university: to pick up a marketable skill, to make good friends, and understanding the stock market.  
\_\_\_\_\_
6. My grandfather's favourite pastime is to eat in trendy restaurants and visiting art galleries.  
\_\_\_\_\_
7. Julia is in charge of stocking the shelves, writing orders, and to sell computers.  
\_\_\_\_\_

## RUN ON SENTENCES

- Run-on sentences have two or more independent clauses (simple sentences) with no punctuation.

Run-on sentences are difficult to read and understand.

My mother likes to cook and she cooks delicious cakes and cookies and I love the smell of the house whenever she is baking something because it makes my mouth water.

- Run-on sentences can be fixed in one of three ways:
  1. use a period to make separate ,independent clauses (a simple sentence)
  2. use a subordinating conjunction (WHILE, BECAUSE and ALTHOUGH, etc)
  3. add or move words

Here is the above sentence corrected.

My mother likes to cook. Her cakes and cookies are delicious. I love the smell of the house whenever she is baking something because it makes my mouth water.

### **Rewrite these paragraphs by fixing the run-on sentences.**

1. The first dog I had after graduating from college was named Fred and he was a great dog and he loved to play ball and get a bath but he also used to chew my shoes and plants when he was a puppy that made me very angry.

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2. The other day John got a speeding ticket when he was driving through a school zone at forty five kilometres per hour and the speed limit was only fifteen kilometres per hour but he didn't realize it was the first day of school so he wasn't paying too much attention to the traffic sign in the middle of the road and he was very angry at the policeman because he was rude and would not give him a break.

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3. Telephones are probably one of the best and most convenient devices produced in the twentieth century because you can call anyone, anytime from just about anywhere especially now that there are so many cell phones available and telephones don't really cost that much to buy or to use.

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## COHESIVE DEVICES

By using cohesive devices properly, you can make your writing more interesting and easier to follow.

### \* REFORMULATING; CLARIFYING; RESTATING

Actually,	In fact,	That is,	Namely,
Indeed,	In other words,	That is to say,	

### \* CHRONOLOGY

At first,	In the end,	Lastly,	Next,
At last,	First,	Firstly, Secondly, Finally	

### \* CONCLUDING, SUMMARISING

In brief,	In short,	To sum up,	In summary,
In conclusion,	Mostly,	To finish with,	To summarize,

### \*CHANGING SUBJECT; REFERRING TO SUBJECT

As far as ... is concerned,	As for...,	Regarding...,
Speaking of...,	With reference to...	

### \* ADDITIONAL INFORMATION

Additionally,	Besides,	Furthermore,	In addition,
Most importantly,	Moreover,	What is more,	

\*

for example,	mainly,	principally,	primarily,
for instance,	particularly,	in particular,	specifically,

**Exercise:** Choose one word from each box and fill in the blanks.

**in addition,                      for instance,                      that's to say,                      as for...**

1. Women like spending more time at home. \_\_\_\_\_ men, they are more likely to go out with their friends.
2. The first advantage of having a car is that you don't have to hurry up all the time. \_\_\_\_\_, you can give a lift to your friends.
3. Private schools provide a lot of facilities. \_\_\_\_\_, you can use their libraries whenever you want.
4. Living alone does not mean you can do whatever you want. \_\_\_\_\_, you still have a lot of responsibilities even when you are alone.
5. There are some steps to follow to own a place to live. (a) \_\_\_\_\_, you have to decide where you want to live. (b) \_\_\_\_\_, you should choose the neighborhood you would like to live in. (c) \_\_\_\_\_ the type of your home, it could be a flat or you might prefer to live in a detached-house. You can (d) \_\_\_\_\_ choose to live in a cottage if you want to stay away from city life.

**in brief,                      furthermore,                      first of all,                      speaking of...**

6. My father has an interesting personality. (a) \_\_\_\_\_, he can astonish you at any moment with his unexpected behavior. You can see him with a bunch of flowers in his hand even when there is no occasion. (b) \_\_\_\_\_, he is always fun and ready to make you laugh all the time. (c) \_\_\_\_\_ fun, he is right there with his teasing smile looking into your eyes. (d) \_\_\_\_\_, he is such an entertaining person that you never want to miss any single minute with him.

