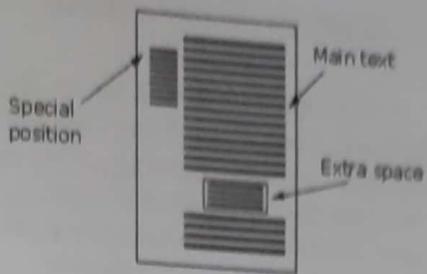


Page 3

LAB 1



SCANNING:

"A quick hunt for a specific detail"

Scanning refers to quickly going through a text to find a specific or particular detail. For example, looking up a word in a telephone book or a dictionary. You are looking for key words or ideas.

People use scanning when

- To check if a resource would answer their questions
- To get to the desired answer quickly
- To concentrate on finding a particular answer

Can you think of any more reasons for scanning? Can you list a few advantages of scanning?

How to scan?

To scan a book, article, passage, brochure, tables, charts, etc for specific details, you can follow the guidelines below:

1. Move your eyes quickly focusing on certain connectors
2. Look for the author's organizers, such as, numbers, letters, steps, headings, and subheadings.
Look for words that are boldfaced, italics, or in different font, size, style, or color.
3. Sometimes authors put key ideas in the margin

Exercises

First read the following questions and then use the TV Schedule to find the answers.

1. Jack has a video - can he watch both documentaries without having to make a video? Yes
2. Is there a show about making good investments? *it's your money*
3. You are thinking about traveling to the USA for a vacation. Which show should you watch? *travel abroad*
4. Your friend doesn't have a TV, but would like to watch a film starring Tom Cruise. Which film should you record on your video? *Pretty boy*
5. Peter is interested in wild animals which show should he watch? *the Wild*
6. Which sport can you watch that takes place outside? *field review*
7. Which sport can you watch that takes place inside? *pump these weights*
8. You like modern art. Which documentary should you watch? *Moma*
9. How often can you watch the news? *twice / thrice*
10. Is there a horror film on this evening? *green park*

Choose the correct answer from the text. The answers may be in any order and chosen more than once.

SEASIDE RESORTS

Which seaside resort would you go to if you

01. liked seeing a lot of people A
02. had breathing problems C
03. were interested in architecture B
04. wanted to go fishing D
05. were interested in fish D
06. were interested in rocks E
07. liked drinking British beer B
08. preferred a warm climate C
09. wanted to go sailing C
10. were interested in English poetry F

A. Bournemouth

Bournemouth is well-known as a healthy and attractive and modern resort, surrounded by gardens and pine forests, which is popular all year round. It stands on two small hills in the sheltered valley of the Bourne river, the banks of which are laid out as public gardens. There are excellent and extensive sandy beaches for bathing, and a long line of picturesque cliffs. Among interesting things to see, there is the town art gallery and museum, and the East Cliff rock garden attracts geologists for it contains a large collection of British geological specimens. The town has literary connections, with Thomas Hardy and R. L. Stevenson, and Mary, the second wife of the poet, Shelley, is buried in St Peter's churchyard. Pleasant walks may be taken along the coast in both directions.

B. Brighton

Brighton is a popular place, with a pebble beach and some sand at low tide. It lies on the slope of a hill, in the middle of a broad and shallow bay. The chief attractions of the place are its clear and bracing air, the fine expanse of sea bordered by white chalk-cliffs, and the crowds of visitors. There are a large number of old and interesting buildings in the town, in particular the Royal Pavilion, built in an Oriental style by the famous architect, John Nash, for the Prince Regent. There is an interesting aquarium near the Palace Pier. On the landward side of the town, the South Downs provide many interesting walks and viewpoints. In the summer, there is horseracing at the town race course, immortalized in Graham Greene's novel, Brighton Rock. Brighton is well-known for its numerous public houses.

C. Torquay

This is a well-known resort and spa on Tor Bay, Devon, with excellent bathing from a sand and pebble beach. It has a reputation for being a warm and well-sheltered place, and there is sub-tropical vegetation, palm-trees and the like, growing in the public gardens. On account of the mild climate, it is a popular place for people with delicate chests and pulmonary problems. The place dates back to pre-historical times, and there are numerous archaeological remains. Visitors enjoy picturesque cliff walks, but the town is best seen from a boat in the bay. In fact, Torquay is an important yachting station and an annual regatta is held there in August or September.

D. Scarborough

Situated on the Yorkshire coast, Scarborough is built around two bays, separated by a headland on which are the ruins of a twelfth-century castle. The castle makes a fine viewpoint, especially at sunrise. The new town to the north is rather formal, and some find it dull; the narrow streets of the old town to the south become very crowded. The North Bay has gardens and a promenade, protected by a sea-wall. Anne Bronte is buried in Scarborough churchyard. It is a good place for the active and vigorous, for the town makes a good centre for the North York Moor national park, and there is opportunity for sea fishing.

E. Hastings

The name of the town is remembered because of the Battle of Hastings, 1066, in which the French defeated the English and took over the country. Near Hastings is Battle Abbey, one of the most interesting historical monuments in Britain, founded by William the Conqueror after his victory over the English, led by Harold. The Abbey stands on the exact spot where the English king fell. There are many old buildings, including the remains of a Norman castle, open to the public. The sea front is striking, being about three miles long, and having a fine esplanade. The beach is pebble with sand at low tide. The town is active only in summer, and along the sea-front are row upon row of bed and breakfast hotels. There are cliffs to the east, providing walks to the well-known beauty spots of Fairlight and Ecclesbourne Glens.

Complete the table below by quickly scanning the text that follows:

LANGUAGE	DEVELOPED	FUNCTION	CHARACTERISTIC
FORTRAN	1954	sci, Math prob	algebra & English
COBOL	1959	data processing	common business oriented language
ALGOL	1960	mathematical and scientific purposes	IAL
PL/I	1964	process scientific applications	combines features of COBOL and ALGOL
BASIC	1965	simple language to begin program	
C	1970s	to support Unix operating system	high level language
APL	1962	CBT	—

COMPUTER LANGAUGES:

Computers can deal with different kinds of problems if they are given the right instructions for what to do. Instructions are first written in one of the high-level languages, e.g. FORTRAN, COBOL, ALGOL, PL/I, PASCAL, BASIC, or C, depending on the type of problem to be solved. A program written in one of these languages is often called a source program, and it

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LAB 2

- Studying the SQ4R method of Reading

Exercises (Speech and Writing Differences)

Following is a conversation between Emma and John. Emma is discussing the difference between Tokyo and Auckland. Assume that Emma is writing an email to John in response to his question "What's different about Tokyo and Auckland?" Rewrite Emma's messages using the style and techniques of written language.

John: What's different about Tokyo and Auckland?

Emma: Well, for a start, it's ... I mean Tokyo....um... I don't know if it's actually bigger in size, but bigger population-wise. Of course, it's a lot more crowded and a lot busier , obviously the transport system is a lot different – there is a tram system in Auckland ... well, there are buses in Tokyo, but they are very efficient.

Read the responses of different people to the question "Are you afraid of heights?"

Now, write a short report. Remember, you will have to create a context. Describe the purpose of the report, the inquiry made, and the summary of interviewees' responses, and your conclusion.

1. "I don't particularly like heights. Erm. Heights, er, at the top of a mountain, or a hill, where it's possible to fall. Erm, the top of something like a lighthouse or something I don't mind, because there's a barrier around you. But heights where you think you may be able to fall."
2. "Although I am a qualified pilot, I am petrified by heights, especially if I am on a tall building. I am not at all worried when flying, I think it is because I am in control and have something to hang on to. I also was in the special forces and did over 50 parachute drops, again no problem. Strange really."
3. "Funny thing is I am never scared when looking out an airplane window, but if I were on a balcony in a high rise building I hate looking down and don't even like standing near the rail."
4. "I was okay until I had a rather nasty experience about er, height. Until then I was okay. I could go anywhere."

Rewrite the informative article on the next slide as a conversation between a student and a psychologist. Invent necessary details.

A phobia is a type of anxiety disorder. It is a strong, irrational fear of something that poses little or no real danger. There are many specific phobias. Acrophobia is a fear of heights. Agoraphobia is a fear of public places, and claustrophobia is a fear of closed-in places. If you become anxious and extremely self-conscious in everyday social situations, you could have a social phobia. Other common phobias involve tunnels, highway driving, water, flying, animals and blood. People with phobias try to avoid what they are afraid of. If they cannot, they may experience

- ✓ • Panic and fear
- ✓ • Rapid heartbeat
- ✓ • Shortness of breath

6. **Review:** Get in the habit of regularly reviewing the important information from each of your reading assignments. A good guideline is to review once a week, each week until you are tested over the information. This will help the content stay fresh in your mind.

Utilizing SQ4R as you read textbooks, essays, and research articles will keep you actively engaged with the text. In this way, you'll have an increased understanding of the topic and you'll be more likely to remember the information later on.

The SQ4R Method

1. **Survey:** Skim the text to get a general overview and estimate time.
2. **Question:** Create a list of questions using the 5 WH question words: who, what, where, when, why, and how for each section.
3. **Read:** As you read, look for answers to your questions.
4. **Respond:** Answer the questions in your own words.
5. **Record:** Highlight, underline, or take notes on important concepts.
6. **Review:** Regularly review the important information. Try using the auditory and visual techniques you learned.

Exercise

Q1-In step 1 of SQ4R, "Survey," students should look at the general structure of the text, read headings, and skim the introduction and conclusion to get a general idea of how the information is organized and what the main idea of the text is. Look at the sub-headings in the article called, *What Are Intelligence and Creativity* by Spielman, R., Dumper, K., Jenkins, W., Lacombe, A., Lovett, M., & Perlmutter, M. (2014).

- 1 • Classifying Intelligence
- 2 • Creativity
- 3 • High Intelligence: Nature or Nurture
- 4 • What are Learning Disabilities?

Based on the sub-headings, which of the following information will you most likely NOT obtain in this text?

1. how to define creativity ↗
2. whether intelligence is a product of your environment or how you are raised ↘
3. how to improve your intelligence? ✓
4. the meaning of learning disability ↘
5. what the different categories of intelligence are ↘

Q2-In step 2 of SQ4R, "Question," students should turn each section of the text into a question to answer after they read. Read an excerpt from a section of a psychology text called *What Are Intelligence and Creativity* by Spielman, R., Dumper, K., Jenkins, W., Lacombe, A., Lovett, M., & Perlmutter, M. (2014). The heading of this section is "**Classifying Intelligence**".

SPARK Student Papers & Academic Research Kit

» Effective Reading Strategies

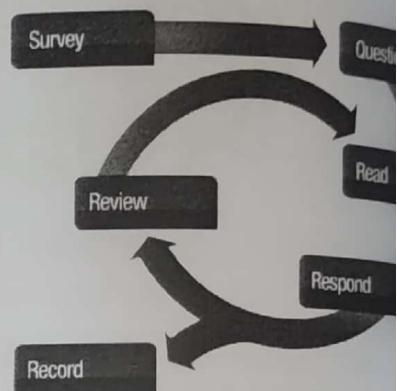
SQ4R Worksheet

Use this worksheet for each of your readings to help you concentrate and focus while you read, improve your understanding of the information and use your time more effectively.

Survey:

For each resource:

- A. Examine the chapter and section titles, headings and subheadings.
- B. Read introductions, conclusions, abstracts and chapter summaries.
- C. Take note of any bold or italic print.
- D. Observe graphics, diagrams, charts, tables, formulae, and boxed inserts.



Questions:

- What is the chapter/article about?
- What key points or subtopics are included?
- What evidence is presented?
- KDW HYLGHQFH LV SUHVHQWHG WR VXSSRUW WKH VH SRLQWV DUJXPHQWV"

what is/are main conclusion?

- KDW LV/are WKH PDLQ FRQFOXVLRQ(s)?

What & how will you see this reading in your paper?

- KHUH DQG KRZ ZLOO IRX XVH WKLV UHDGLQJ LQ IRXU paper"

How does this reading connect to other readings?

- +RZ GRHV WKLV UHDGLQJ FRQQHFW WR RWKHU UHDGLQJV IRX DUH XVLQJ"

It's about endangered species Tigers and helping them and their needs for survival.

→ Below

Not included!

Tigers are endangered species and there is huge loss of their body parts.

17

17

Add any further questions that come up for you as you Survey the reading:

Question:

writing the future of species is uncertain?

Answer:

What's the value of Tigers body part?

Question:

Answer:

Ques: Why is it good to play hunted games?

SPARK Student Papers & Academic Research Kit

Effective Reading Strategies

Read:

For each resource:

- A. Break the material into appropriate and manageable sections.
- B. Examine closely the first sentence of every paragraph to gain an idea of what will be discussed.
- C. Look for the answers to your questions within the text and note any new questions that arise.

Respond:

As you read, you will have a variety of reactions to the text - excitement, confusion, annoyance, etc. Ask yourself what, specifically, in the text leads you to react in a particular way.

I was surprised in the beginning but later on when I studied about their habitat killing etc, I feel really sad. How cruel human beings are.

Record:

Your notes serve primarily as a summary or synthesis of main ideas, a starting point for future reference and reflection, and a way back into the reading for key quotes or concepts. Be sure to note the source, including page numbers of ideas or quotes.

It's about endangered species Tigers and how to help them & it also talks the needs of the survival of Tigers which is the work of the men to look up and help these endangered species.

Review:

Review your questions and the notes you have made. Compare the information in the text you have just read with your knowledge of the topic from other readings.

- What is the evidence or reasoning put forward in support of the claims?
- What objections could be raised to the ideas and arguments put forth by the author? Do you agree or disagree with these arguments, or have alternatives?
- What does the author want you to think? What's left out?

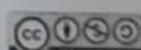
(1) They need help (2) People kill them for fun sake

This is not that kinda essay!

(2) calling for action as a human being



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LAB 3

8. Religious sermons ✓
 9. News telecasts ✓

Can you think of anymore? Can you think of situations/people/context which allow the usage of informal language?

Exercise

The following sentences are to be used in a formal context. Choose the best answer according to the context. → avoid two words verbs

1. University regulations say/state that students must pass 18 modules to graduate.
2. Anybody driving a car is obliged/supposed to by law have insurance.
3. The fact that crime increases when unemployment goes up seems to suggest a link/point out that there is a link between the two.
4. In the first assignment, we will assess/check out your work and then give you detailed feedback on how to improve your writing.
5. Because foreign exchange rates rise and fall/fluctuate, it is not always possible for exporters to know how much money they will receive from sales.
6. Over a period of twenty years, the economy grew at/went up by an average of 8% per year.
7. Prehistoric man could not comprehend/understand why the moon appears to grow bigger and then smaller each month.
8. In some situations, a law court can authorize/let the police to enter a house without the owner's permission.
9. Politicians often complain that newspapers distort/mess up their reputations.
10. You can obtain/get further information from the nearest British Council office.

Replace the underlined bold faced expressions with their formal equivalents. You can choose from the options below. Two of them might not be useful:

Assist ①	is totally ignorant ^{5/oblivious/clueless}	annoys her very much ⁹
Rely on 2	start working ⁶	convinced him ¹⁰
Very rapidly ^{3/growing exponentially}	enjoyed herself tremendously ⁷	be offensive ^{11/affended.}
Impossible for me ⁴	vulnerable ⁸	exasperated ¹² → exhausted.

1. Don't ask Mrs. Smith how old she is. It drives her crazy. 9
2. Last summer, Nicole had a blast backpacking through Europe with some friends.
3. Don't take this the wrong way, but I liked your hair better before you got it cut.
4. We can always count on good friends to help us when we need them.
5. Chris didn't want to jump out of the plane, but Erin talked him into it.
6. Nancy doesn't have a clue about the internet. She's never even used email.
7. If we don't get the ball rolling on our vacation plans soon, we'll end up going nowhere.
8. My friend Emily wanted me to climb Mount McKinley with her, but I told her it was out of the question. ⑨
9. Amber offered to help out in the kitchen by chopping nuts.
10. Toni's business is growing like crazy! 3

Evaluating What You Have Read

After reading the article, answer these questions to help you to reflect upon and analyze what you have read.

- ✓ 1. What is the author's main argument? Use your own words to rearticulate the main idea.
- ✓ 2. List and explain the reasons the author provides for his/her main argument.
- ✓ 3. What kind of evidence is presented to support the author's argument? Is it fact or opinion? What is the source of the information—does it come from an informed authority in the field?
- ✓ 4. What is the purpose and tone of the article? For assistance with "tone," click [here](#).
- ✓ 5. Is the author objective, or does he/she try to convince the reader to have a certain opinion? If so, what viewpoint does the author try to convince you of? What reasons does the author provide for choosing this viewpoint?
- ✓ 6. Does the author's argument assume that the reader thinks in a particular way or has a particular world-view? What are the major underlying assumptions that the author makes, and do you think they are reasonable and acceptable to most people?
- ✓ 7. Does the author make "jumps" or inferences based on his/her evidence? Is the line of reasoning logical?
- ✓ 8. Does the author try to appeal to the reader's emotions? Does the author use any loaded words in the headline or the article? List these words and explain their effect on the reader.
- ✓ 9. Forgetting what the author thinks for a moment, what are your own thoughts and opinions about the issues raised in the article?

Examining Your Reactions After Reading: A Three-Part Exercise

Part One: To apply these 3 parts on any reading
for self learning - (H.W)

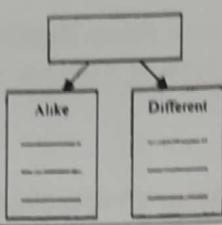
Answer the following questions freely (write whatever comes to mind) to gauge the extent to which the text influenced your views.

- ✓ 1. What does the author want me to believe or agree with?
- ✓ 2. What were my beliefs about the subject before I read this?
- ✓ 3. What are my beliefs about it now?
- ✓ 4. What has the text convinced me of specifically?
- ✓ 5. What do I still have doubts about?
- ✓ 6. What questions does this text raise for me?
- ✓ 7. What insights do I have now that I didn't have before I read this?

Part Two:

Now, although you may firmly agree or disagree with the author's views, you will take turns writing from each perspective. First you will write freely in support of the author, looking at the world through the author's perspective. We can call this "writing with the author." You will look to your own personal experiences, memories, and knowledge for anything that is in line with the author's argument.

Next, you must think of all the problems, contradictions, and weak points in the author's argument. We can call this "writing critically about the author's ideas." Either one of these roles may be harder

	are different and how they are similar		<ul style="list-style-type: none"> also/likewise in contrast/comparison different either/or in the same way/just as 	<ul style="list-style-type: none"> these items? What conclusion did the author reach about these items?
Definition or Description	Describes a topic by listing characteristics, features, attributes, and examples		<ul style="list-style-type: none"> for example characteristics for instance such as including to illustrate 	<ul style="list-style-type: none"> What are the most important characteristics? How is it being described (what does it look like, how does it work, ...) What is important to remember about it?

Exercise

Given below are titles of different articles/essays. Read the title and suggest what text structure the author will have followed in these essay/articles.

1. Pros and cons of self-isolation *Compare/contrast*
2. A trip you will never forget. *Narrative*
3. Effects of professional sport on children. *Cause/Effect*
4. A time you made friends in an *conflict* unusual circumstance. *Process* ...
5. The Changes in the Ocean. *Process/Effect*
6. How to find a good book? *Process* ...
7. Tackling Laziness as a Student to Earn Better Grades *Descriptive*
8. My favourite Movie Character *Narrative*
9. Driving a bike and driving a car. *Compare & contrast*
10. Optimism *Definition or Description*

Match the definitions with the correct academic text type.

Text Type	Definition
Essay <i>2</i>	Accounts of original research conducted by an expert in a field. They are usually published in a scholarly journal and written for a specific audience. Their aim is to inform the reader and evaluate research that was done by other scholars. <i>(4)</i>
Technical Article <i>2</i>	Shorter pieces of writing focused on a particular theme or thesis, can inform, persuade, analyze, or evaluate information. <i>(1)</i>
Book <i>3</i>	Reports about a specific case. This could be a person or group or situation that has been systematically studied. They are common in business, sociology, and law classes. Their purpose is to analyze and evaluate a specific situation. <i>(5)</i>
Research Paper <i>4</i>	Designed to inform, ideal for introductory learning or reading about a topic for the first time. <i>(3)</i>
Case Study <i>5</i>	A piece of writing included with others in a newspaper, magazine, or other publication. Follows a thesis in a loosely organized manner. <i>(2)</i>

Task
To be done in groups of 4

What text structure do you expect an author to follow in any of the above given academic text types? Explain your answer with 1 or 2 examples.

Exercise

Following are extracts from different academic texts. Read them and identify the text structure used by the writer in each extract.

Passage #1 – Chemical and Physical Changes *Compare* ✓

All matter, all things can be changed in two ways: chemically and physically. Both chemical and physical changes affect the state of matter. Physical changes are those that do not change the make-up or identity of the matter. For example, clay will bend or flatten if squeezed, but it will still be clay. Changing the shape of clay is a physical change, and does not change the matter's identity. Chemical changes turn the matter into a new kind of matter with different properties. For example, when paper is burnt, it becomes ash and will never be paper again. The difference between them is that physical changes are temporary or only last for a little while, and chemical changes are permanent, which means they last forever. Physical and chemical changes both affect the state of matter.

Passage #2 – The Best PB & J Ever *Narrative X Process* ✓
climax is not included

When I got home from school after a long boring day, I took out the peanut butter, jelly, and bread. After taking the lid off of the jars, I spread the peanut butter on one side of the bread and the jelly on the other, and then I put the two pieces of bread together. After that, I enjoyed it while watching "Cops" on the TV. I swear, that was the best peanut butter and jelly sandwich I ever ate.

Passage #3 – Bobby Fischer *Narrative* ✓

Robert James Fischer was born in Chicago but unlocked the secrets of chess in a Brooklyn apartment right above a candy store. At the age of six he taught himself to play by following the instruction booklet that came with his chess board. After spending much of his childhood in chess clubs, Fischer said that, "One day, I just got good." That may be a bit of an understatement. At the age of 13 he won the U.S. Junior Chess Championship, becoming the youngest Junior Champion ever. At the age of 14 he won the U.S. Championship and became the youngest U.S. Champion in history. Fischer would go on to become the World Champion of chess, but he would also grow to become his own worst enemy. Instead of defending the title, he forfeited it to the next challenger without even making a move, and the rise of a chess superstar ended with a fizz.

Passage #4 – Save the Tigers *Problem* ✓

Dr. Miller doesn't want the tigers to vanish. These majestic beasts are disappearing at an alarming rate. Dr. Miller thinks that we should write to our congress people. If we let them know that we demand the preservation of this species, maybe we can make a difference. Dr. Miller also thinks that we should donate to Save the Tigers. Our donations will help to support and empower those who are fighting the hardest to preserve the tigers. We owe it to our grandchildren to do something.

Passage #5 – The Great Recession

Caused by

Many people are confused about why our economy went to shambles in 2008. The crisis was actually the result of a combination of many complex factors. First, easy credit conditions allowed people who were high-risk or unworthy of credit to borrow, and even people who had no income were eligible for large loans. Second, banks would bundle these toxic loans and sell them as packages on the financial market. Third, large insurance firms backed these packages, misrepresenting these high-risk loans as safe investments. Fourth, because of the ease of acquiring credit and the rapid growth in the housing market, people were buying two or three houses, intending to sell them for more than they paid. All of these factors created bubbles of speculation. These bubbles burst, sending the whole market into a downward spiral, causing employers to lose capital and lay off employees. Consumer spending then plummeted and most businesses suffered. The economy is like a big boat, and once it gets moving quickly in the wrong direction, it's hard to turn it around.

Passage #6 – Screen Protector

Process ---

Before applying the screen protector, clean the surface of your phone's screen with a soft cloth. Once the surface of your screen is clean, remove the paper backing on the screen protector. Evenly apply the sticky side of the screen protector to your phone's screen. Smooth out any air bubble trapped on between the protector and the phone screen. Enjoy the added protection.

Do the same task with the following.**1. The Age of the Dinosaurs**

Description

Dinosaurs existed about 250 million years ago to 65 million years ago. This era is broken up into three periods known as the Triassic, Jurassic and Cretaceous periods. The Triassic Period lasted for 35 million years from 250-205 million years ago. Planet Earth was a very different place back then. All the continents were united to form one huge land mass known as Pangaea. The Jurassic Period was the second phase. The continents began shifting apart. The time scale for this famous period is from 205 to 138 million years ago. The Cretaceous Period was the last period of the dinosaurs. It spanned a time from 138 million to about 65 million years ago. In this period the continents fully separated. However, Australia and Antarctica were still united.

2. Vicious Predators

Compare & contrast

The Cretaceous Period was filled with dangerous predators, but two of the most feared hunters were the tyrannosaurus rex and the velociraptor. The tyrannosaurus rex was one of the largest carnivores to ever walk the Earth. He was 20 feet tall and weighed seven tons. His jaws could crush down with 3,000 lbs. of force, enough to smash the bones of his prey. The velociraptor was very small compared to rex. Raptors only stood three feet tall and were seven feet long, weighing merely 35 pounds. But the velociraptor was fast. Scientists think that raptors could run 24 miles per hour and turn on a dime. Both dinosaurs used their jaws to kill prey, but the raptor had a secret weapon: a retractable toe claw that he pulled out like a knife to slash at his prey. Both dinosaurs had eyes on the front of their heads, which helped them track prey. If these two dinosaurs had fought, it would be difficult to say which would win; however, since raptors died over ten million years before the first tyrannosaurus was born, scientists don't believe such a fight ever occurred.

3. Creating a Dinosaur Sculpture

Materials: pipe cleaners, clay, non-toxic paint

Process

Wouldn't you like a scary dinosaur model on your desk to protect your pencils and textbooks? You can easily make one by following these simple directions. First, bend your pipe cleaner to make the frame of your dinosaur. I suggest you create a tyrannosaurus frame by using one long pipe cleaner as his neck, spine, and tail, and then bend another into a u-shape to make his feet. Wrap the feet around the spine piece. Next, roll out clay to wrap around the pipe cleaners. Let the clay dry overnight. The next day you may want to paint your dinosaur using non-toxic paint. His eyes should be white, but feel free to color your dinosaur as you wish. Nobody really knows how dinosaurs were colored, so don't let anyone tell you that your dinosaur can't be pink. Lastly, put him on your desk and watch as he or she scares away bullies and pencil thieves.

4. What Happened to the Dinosaurs?

Cause/effect

There are many theories about why the dinosaurs vanished from the planet. One theory that many people believe is that a gigantic meteorite smashed into the Earth. Scientists believe that the meteorite was very big and that the impact may have produced a large dust cloud that covered the Earth for many years. The dust cloud may have caused plants to not receive sunlight and the large plant eaters, or herbivores, may have died off, followed by the large meat eaters, or carnivores. This theory may or may not be true, but it is one explanation as to why these giant reptiles no longer inhabit the Earth.

5. Fossil Mishap

Description

It's important to think critically about the information that you receive, or else you may be led astray. For example, the brontosaurus is a type of dinosaur that never really existed. Many people still believe in the brontosaurus today, but the "brontosaurus" is actually the body of an apatosaurus with the head of a camarasaurus. This concocted creature was made from two mismatched fossils. Had more people thought critically about these findings, analyzing the components that were presented, entire generations of school children may not have been misinformed; therefore, think critically about the information that people tell you, even if it's information you find on a book or in a worksheet. Keep these problems in mind when conducting your studies.

6. Dino the Dinosaur

Narrative

concocted

One day Dino the Dinosaur decided to go for a walk to the watering hole. It was a sunny day and the sky was blue and clear. Dino was thinking about his girlfriend Dina when he saw a pack of wild lizards and animals running through the plains in a frenzy. Dino tried to ask the critters why they were running, but they just kept running. Dino scratched his dinosaur head and continued walking toward the watering hole. Soon after, Dino heard a loud thumping noise like the slow beat of a drum. The earth shook and fruit fell from the trees, but Dino was so deep in thought over his girl Dina that he didn't even notice. The thumping grew louder and louder as Timmy the Tyrannosaurus Rex approached Dino. Dino kept thinking about his girl Dina until the moment Timmy ate him.

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LAB 4

Join the following sentences using the coordinating conjunctions given in the brackets.

1. The general had complete confidence in his soldiers' training and skills, He considered his battle plan a work of genius. (and)
2. Carl spent too many nights going to parties in his first semester, He missed more classes than he should have. (so)
3. The railroad finally came, Many businesses had already left the area. (but)
4. The dancer was not tall and slender, The dancer was extremely elegant. (yet)
5. They spoke to him in Spanish, He responded in English. (but)

Join the following sentences using the subordinators given in the brackets.

1. The price of gas has risen sharply, Wood stoves are popular again. (since)
2. Einstein's theory of relativity was largely a product of speculation, Experiments conducted within the last fifty years have confirmed its basic points. (although).
3. Relaxation can be difficult to learn, Some people do seek help. (as)
4. The governor decided to pardon the criminal, The criminal had not been proven guilty, (because)
5. We were walking to the other side of the island, We found a small stream. (while)

Join the following sentences using the conjunctions given in the brackets.

1. The shoplifter had stolen clothes, He ran once he saw the police. (so)
2. Crocodiles, goannas, freshwater turtles and land turtles were probably part of its New Zealand's heritage, It lacks these species today. (even though)
3. Modern management techniques have been used with success in firms in the industrial sector, There is scope for a greater transfer of these concepts, techniques and principles to the farm sector. (and)
4. Many people catch the cold, They have poor diet. (because)
5. We're waiting for class to begin, We should study our notes. (while)
6. The person grows stronger, The person has to face challenges. (whenever)
7. The small streams are loaded with fish, They run through the area. (that)
8. We can wait here, Carlo calls us. (until)
9. The construction workers finished repaving the road, Traffic returned to normal. (since)
10. Mr. Smith was a talented teacher, He was voted teacher of the year, His students admired him. (because, and)
11. Da Vinci was trained to be a painter, He was also one of the most versatile geniuses in all of history. (although)

12. I have to support my family, I want to find a job. (as)
13. Winston Churchill was a great politician and statesman, He also won the Nobel Prize for literature. (and)
14. The government aid came finally. Many people had already been reduced to poverty, Others had been forced to leave the area. (Even though, and)
15. People begin to recycle, They generate much less trash. The environment also becomes cleaner. (when, while)
16. He reached his house, He gave orders. He was not to be disturbed. (and, that)
17. I struck the man in self-defense, I explained this to the magistrate. He would not believe me. (even though, and)

- compound - complex
- I IDC** ↗ **Pre-positional phrase** ↗ **Simple**
6. I came here first with my parents when I was sixteen, and I have come back here every year since then. **Subordinating verb**
7. I did it because I care for you. **Complex**
8. The island was filled with many winding trails, a small lake, and dangerous wild animals.
9. Juan ^{END} played football, yet Maria went shopping. **Compound**
10. We enjoyed the show although we had an exam the other day, and were very sad when the final curtain fell. **Compound - Complex**

Combine the following simple sentences to create compound or complex sentences depending on which is more suitable in a given case. You can also change the order of the sentences if needed. There is a solved example below:

I could protest. The dentist began to drill.

Before I could protest, the dentist began to drill. [Complex Sentence]

1. The thief ran into the alley. The police officer followed him.
2. The child ran a high temperature. His parents called his pediatrician.
3. Julio won the tennis match. He jumped over the net to congratulate his opponent.
4. Education is vitally important. All Pakistanis must be concerned about quality education.
5. The boat was old. The boat was still seaworthy ^{until}.
6. The fog covered the area. The pilot did not want to land the plane. **because**
7. He had a part-time job. The college student had little free time.
8. My good shows are aired in the afternoon. Some college students schedule classes before noon. **since**
9. Dave submitted his essay. He proofread it carefully,
10. You invest now. You will have little for your retirement later. **when**

NOTE: An author may have a more specific purpose in mind other than to inform, entertain, or persuade. The following chart shows examples of specific purposes. **General and Specific Purposes**

To inform → facts → logic → research	To entertain To amuse To delight To frighten	To persuade → logical arguments → social arguments To argue against To argue for To convince To criticize To inspire (motivate a change)
---	---	---

Read the paragraphs and identify the author's purpose

It's Narration.

Persuade inform entertain

1. It was a glorious morning in Alabama. The sun was shining through the trees. Alan couldn't wait to find his fishing pole and call his friend Sam to go fishing. They had a great time on these early morning fishing trips. They took their dogs with them and the dogs would swim in the lake while they fished. It was so funny to watch those dogs paddle around the lake.

What is the author's purpose of this writing? Entertainment

2. The Slim-O-Matic will cause you to lose pounds and inches from your body in one month. This amazing machine helps you to exercise correctly and provides an easy video to show you the proper way to exercise. Send \$75.99 and begin exercising today.

What is the author's purpose of this writing? Persuade → call for an action

3. The Underground Railroad was a secret organization which helped slaves escape to freedom. Many slaves were able to escape because of the conductors and station masters. The northern states were free states and slaves were free once they arrived in the north. Secret codes and signals were used to identify the conductors and station masters.

What is the author's purpose of this writing? inform

Read each paragraph. Then select the answer that best describes the author's purpose in writing.

The word is terricide. It is not committed with guns and knives, but with relentless bulldozers, roaring dump trucks, and giant shovels like mythological beasts. Dynamite cuts and rips apart mountains to reach the minerals inside, leaving nothing but empty, naked hills. The land is left wasted and allowed to slide down upon houses and into streams, making the land uninhabitable and the stream water undrinkable. This is terricide, or if you prefer, strip mining.

The author's purpose is to

- a. inform you about the purposes of strip mining.
- b. describe a strip mining operation.
- c. persuade you that strip mining is bad for the environment.
- d. define terricide.

To make a delicious New England pit, proceed as follows: take some water and flour; then construct a bullet-proof dough. Make this into a disk-shaped object. Dry it for a couple of days in a mild temperature. Pour on stewed dried apples and slabs of citron; leave it in a safe place until it petrifies. Serve cold at breakfast and invite your mother-in-law.

The author's purpose is to

- a. tell the steps in making a pie.
- b. make fun of (satirize) New England cooking.
- c. persuade the reader to buy New England pie.
- d. describe New England pie.

I will try to give the reader of this article some idea of the real nature of Gothic architecture, not just of Venice, but of universal Gothic. One of the most interesting parts of our study will be to find out how far Venetian architecture went in achieving the perfect type of Gothic, and how far it fell short of it.

The author's purpose is to

- a. explain the importance of Gothic architecture.
- b. describe Venetian architecture.
- c. show how Venetian architecture is different from Gothic architecture.
- d. show the nature of Gothic architecture.

BONUS: Remember, in more advanced academic writing (research papers and reports), an author's purpose will be to analyze information, evaluate information, and critique ideas.

Author's tone

Tone refers to the author's attitude towards the topic.

The author's attitude is expressed through the words and details he or she selects. For example, textbooks are usually written with an objective tone which includes facts and reasonable explanations. The objective tone is matter-of-fact and neutral. The details are mostly facts. On the other hand, fiction and personal essays are usually written with a subjective tone. A subjective tone uses words that describe feelings, judgments, or opinions. The details are likely to include experiences, senses, feelings, and thoughts.

- Objective tone is impartial. It does not show any feelings for or against a topic; therefore, it is unbiased or neutral. Often objective tone uses higher level words and avoids pronouns such as *I* and *you*, creating a formal tone.
- Subjective tone is personal, biased, emotional, and often informal.

NOTE: Tone is expressed through the words and details the author selects. To determine the author's tone, you must notice how these words and details are used within the writing.

The following statements each express different attitudes about a shabby apartment. Six different tones are used: *optimistic, bitter, tolerant, sentimental, humorous, and objective*.

1. This place may be shabby, but since both of my children were born while we lived here, it has a special place in my heart. *sentimental*
2. This isn't the greatest apartment in the world, but it's not really that bad. *tolerant*

3. If only there were some decent jobs out there, I wouldn't be reduced to living in this miserable dump. *bitter*
4. This place does need some repairs, but I'm sure the landlord will be making improvements sometime soon. *optimistic*
5. When we move away, we're planning to release three hundred cockroaches and two mice, so we can leave the place exactly as we found it. *humorous*
6. This is the apartment we live in. It provides shelter. *objective*

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LAB 6⁵

Subject-Verb Agreement Discussion

Subject and Verb Agreement A

A verb should agree in number with its subject.

(1) Singular subjects take singular verbs.

EXAMPLE: She plays softball every weekend.

(2) Plural subjects take plural verbs.

EXAMPLE: They play softball once a month.

(3) If a sentence has a verb phrase, the first helping verb in the phrase agrees with the subject.

EXAMPLES: a) Sophie has been practicing every day.

b) The runners have been practicing all week.

EXERCISE 1: In each of the following sentences, the verb agrees with its subject. On the line before each sentence, write S if the subject and verb are singular or P if the subject and verb are plural.

Example: S 1. Dad is cooking dinner.

S 1. The door slams. P 6. The radios are too loud.

S 2. He has been painting the fence. S 7. Dr. Rodriguez is writing a letter.

P 3. Our forests need rain. P 8. The dogs were barking.

S 4. Belize is a small country. P 9. The twins are swimming.

P 5. My uncles bowl on Wednesdays. S 10. Earl has been practicing.

EXERCISE 2: Each of the following sentences contains two verb forms in parentheses. For each sentence, underline the verb form that agrees with the subject.

Example 1: Justine (plays, play) the clarinet in the school band.

11. The clarinet (is, are) a musical instrument.

12. Most clarinets (is, are) made of wood.

13. A clarinet (has, have) a long, hollow tube and a bell-shaped opening.

14. The mouthpiece (is, are) located at the other end of the tube.

15. A flat reed (fits, fit) into the back of the mouthpiece.

16. These reeds (comes, come) from cane plants.

17. The clarinet player (blows, blow) air into the mouthpiece.

18. The air (makes, make) the reed vibrate.

19. The vibrations (creates, create) sound.

S

20. A player (controls, control) the sound with keys on the clarinet's tube.

Subject and Verb Agreement B

A verb should agree in number with its subject.

- (1) Singular subjects take singular verbs.

EXAMPLE: **He rides** his bicycle in the park.

- (2) Plural subjects take plural verbs.

EXAMPLE: **We collect** newspapers for the paper drive.

- (3) If a sentence has a verb phrase, the first helping verb in the phrase agrees with the subject.

EXAMPLES: a) **Janet has** played clarinet for three years.

b) The **ducks are** flying south.

EXERCISE 3: Each of the following sentences contains two verb forms in parentheses. For each sentence, underline the verb form that agrees with the subject.

Example: Maria (loves, love) her new bicycle.

[1] Maria (rides, ride) her bicycle almost every day. [2] She (knows, know) how to take care of her bike. [3] Maria (oils, oil) the chain whenever it gets wet. [4] She (pumps, pump) up the tires once a week. [5] Sometimes the brakes (wears, wear) down. [6] Her cousins (knows, know) how to adjust the brakes. [7] Maria (has, have) a new helmet, too. [8] At night, she (uses, use) a headlight. [9] Reflectors (makes, make) her more visible to motorists. [10] Maria (enjoys, enjoy) riding her bicycle safely.

H-W

EXERCISE 4: Each of the following sentences contains two verb forms in parentheses. For each sentence, underline the verb form that agrees with the subject.

Example: Camping (is, are) a fun family event.

11. Many campers (carries, carry) a tent.
12. The tent (keeps, keep) the campers dry when it rains.
13. It also (protects, protect) them from insects.
14. Campers (uses, use) poles to hold up the tent.
15. The poles (supports, support) the tent and give it its shape.
16. Stakes (helps, help) anchor the tent during strong winds.
17. Tents (is, are) often made of nylon.
18. Nylon (is, are) a light material.
19. A rubber coating (makes, make) the tent waterproof.
20. Campers (wants, want) to stay dry and comfortable.

Phrases between Subject and Verb

The number of a subject is not changed by a phrase following the subject.

EXAMPLES: a) Our hike in the mountains was fun.
 b) The hands on my watch glow in the dark.
 c) The tomatoes from your garden are delicious.

H.W EXERCISE 5: Underline the subject in each of the following sentences. Then, underline the form of the verb in parentheses that agrees with the subject.

- Example: A box of old photographs (was, were) found in the attic.
1. The sneakers ^{verb} in the closet (belongs, belong) to me.
 2. A fan in the bleachers (was, were) waving a large banner.
 3. A pile of dirty dishes (is, are) in the sink.
 4. Many paintings by Vincent van Gogh (hangs, hang) in the art museum.
 5. The teacher of my science class (was, were) writing a book.
 6. Many houses in my neighborhood (has, have) wooden porches.
 7. The capital of the United States (is, are) Washington, D.C.
 8. The author of these short stories (has, have) written a play, too.
 9. The players on our team (works, work) hard.
 10. Five students in my school (plays, play) in a band.

H.W EXERCISE 6: The following paragraph contains errors in agreement of subject and verb. Correct each error by crossing out the incorrect verb form and writing the correct form above it. If a verb is already correct, write C above it.

Example: The history of the Irish people ~~includes~~ many hardships and struggles.

[11] A popular name for Ireland is "the Emerald Isle." [12] The green rolling hills and pasture of Ireland was the source of this name. [13] Many farmers in Ireland raises cattle, horses, and sheep. [14] Other farm products from the Emerald Isle include dairy products, wheat, and potatoes. [15] Shallow waters along Ireland's coastline gives the country a rich supply of fish, too.

Agreement with Indefinite Pronouns A

- These indefinite pronouns are singular: anybody, anyone, anything, each, either, everybody, everyone, everything, neither, nobody, no one, nothing, one, somebody, someone, and something.
- These indefinite pronouns are plural: both, few, many, several.
- The indefinite pronouns all, any, more, most, none, and some may be either singular or plural, depending on their meaning in a sentence.

EXERCISE 7: Each of the following sentences has an indefinite pronoun as a subject. On the line before each sentence, write **S** if the indefinite pronoun is singular or **P** if it is plural. Then, underline the correct form of the verb in parentheses.

Example P. Some of the pages (is, are) torn.

- S 1. Each of these apples (is, are) ripe.
- S 2. During the play, someone (was, were) whispering.
- P 3. All of the actors (knows, know) their lines.
- S 4. One of my favorite songwriters (is, are) Paul Simon.

- P 5. A few from the other class (needs, need) new textbooks.
- P 6. Some of my cousins (has, have) come to my party.
- P 7. Both of my parents (works, work) at the hospital.
- S 8. All of the bread (was, were) eaten.
- S 9. Neither of my two uncles (speaks, speak) French.
- S 10. This morning several (was, were) late.
- P 11. Most of the plants (needs, need) water.
- P 12. Now more of the waiters (seems, seem) busy.
- S 13. One of my cousins (is, are) on vacation.
- P 14. In the past month several in that department (has, have) gotten raises.
- S 15. Something about those people (seems, seem) suspicious to me.
- S 16. No one in the bleachers (cheers, cheer) more loudly than Jason.
- P 17. Most of the field (needs, need) mowing.
- S 18. Everyone in the club (has, have) read this book.
- S 19. None of the guests (has, have) left.
- P 20. Many of his classes (requires, require) daily homework.

Agreement with Indefinite Pronouns B

- **These indefinite pronouns are singular:** anybody, anyone, anything, each, either, everybody, everyone, everything, neither, nobody, no one, nothing, one, somebody, someone, and something.
- **These indefinite pronouns are plural:** both, few, many, several.
- The indefinite pronouns all, any, more, most, none, and some may be either singular or plural, depending on their meaning in a sentence.

EXERCISE 8: Each of the following sentences has an indefinite pronoun as a subject. For each sentence, underline the verb that agrees with the subject.

Example: Each of the planets in our solar system (orbits, orbit) the sun.

1. One of the planets (has, have) visible rings.
2. Nobody (has, have) observed moons around Mercury.
3. All of the students (uses, use) telescopes.
4. Everyone (is, are) able to see the moon tonight.
5. Some of the stars (seems, seem) to twinkle.
6. Most of the stars (is, are) invisible to us.
7. Each of the visible stars (is, are) a huge ball of gas.
8. None of the planets (escapes, escape) the gravitational pull of the sun.
9. No one (knows, know) how many stars there are.
10. Neither of the astronomers (needs, need) a microscope.

11. Most of the researchers (has, have) many questions.
12. Everyone (needs, need) to learn more.
13. One of the constellations (resembles, resemble) a hunter.
14. Several of the books (contains, contain) photographs.
15. Some of the scientists (works, work) high up on mountaintops.
16. Neither of the inner planets (has, have) moons.
17. (Is, Are) either of the inner planets visible tonight?
18. A few of the planets (is, are) not visible to the naked eye.
19. Someone (is, are) asking about comets.
20. (Does, Do) anyone know if comets orbit the sun?

Compound Subjects

- Subjects joined by and generally take a plural verb. Singular subjects that are joined by or or nor take a singular verb. Plural subjects joined by or or nor take a plural verb.
- When a singular subject and a plural subject are joined by or or nor, the verb agrees with the subject nearer the verb.

EXAMPLES: a) Raoul and Mark have been playing tennis all day.

- Either Julio or his brother is singing.
- Flowers or balloons make a nice gift for a sick friend.
- Neither rain nor ants are spoiling our picnic.
- Neither ants nor rain is spoiling our picnic.

H.W

EXERCISE 9: Each of the following sentences contains two verb forms in parentheses. For each sentence, underline the verb form that agrees with the subject.

Example: An adult or two children (fits, fit) inside this bumper car.

- Two rabbis and a gerbil (lives, live) in big cages in our science classroom.
- Either my brother or my sister (is, are) waiting for me.
- One maple and three elms (stands, stand) in the yard.
- Lentils or beans (is, are) are used in the stew.
- Neither my sister nor my parents (knows, know) the answer to the riddle.
- A car and three buses (was, were) involved in the accident.
- Neither my cousins nor my aunt (wants, want) the apple.
- Either Mr. Brooks or his son (washes, wash) the car.
- Damont or his parents usually (helps, help) us.
- He and his dogs (is, are) going for a hike.

EXERCISE 10: Each of the following sentences contains two verb forms in parentheses. For each sentence, underline the verb form that agrees with the subject.

Example: Fruits and vegetables (contains, contain) many nutrients.

11. Spinach and kale (is, are) green, leafy vegetables.
12. Neither a plum nor a pear (is, are) a citrus fruit.
13. Either an orange or a grapefruit (is, are) good for dessert today.
14. Lemons and limes (provides, provide) vitamin C.
15. Neither harsh winds nor rain (affects, affect) this tree.

In the following paragraphs, the main idea is implied. You will have to infer the main idea. Find the main idea and write it in your own words as a complete topic sentence for the paragraphs. Do the task in groups of 4. Read out your main idea sentences to the class and compare your interpretation with that of the others.

One can do warming up but it's better to warm up than pull weight also take spotter to avoid injury.

Paragraph 1. Always warm up before attempting any strength training exercises. Failure to warm up can cause injuries to cold muscles. Remember to use proper lifting procedures for safety sake. In addition, to avoid harm, make sure that you have a spotter with you if you are using free weights. You can also avoid injury by working within your limits and avoiding the need to show off.

Create different ways of relaxing body & mind, one can apply & use

Paragraph 2. One technique to manage stress is self-hypnosis. Another relaxation technique is the "relaxation response." In this technique, one learns how to quiet the body and mind. Still another way to manage stress is progressive muscular relaxation. This is a procedure in which muscles are contracted and relaxed systematically. Other techniques include yoga, quieting, and diaphragmatic breathing.

Obesity can cause different diseases in people which are life threatening.

Paragraph 3. People who are obese are likely to develop type II, non-insulin dependent diabetes. In fact, 90% of obese people develop this disease. Seventy percent of obese people will develop heart disease, and 33% will develop hypertension. Colon and breast cancers are also linked to obesity.

There are 4 risk factors which can be respective of (1, 2, 3) which can be changed by changing lifestyle.

Paragraph 4. Eliminating cigarette and tobacco use can reduce one's risk for cardiovascular disease. Increasing physical activity is another lifestyle change that will reduce one's chances of developing heart disease. Another controllable risk factor for heart disease is blood cholesterol level. If we change our eating habits, we can lower the level of cholesterol in the blood, thus reducing our risk of disease. The last controllable risk factor is high blood pressure, a risk factor that can be reduced through changes in lifestyle.

Many people experience sensations after death of their loved ones, some become normal / some doesn't.

Paragraph 5. Shortly after a loved one has died, grieving people often experience physical discomfort such as shortness of breath and tightness of the throat. Grieving people may also experience a sense of numbness. Another common emotion of the bereaved is feelings of detachment from others. Still other bereaved people are preoccupied with the image of the deceased. Some may not be able to complete everyday tasks without thinking of their lost loved one. Still other survivors may be overcome with feelings of guilt, feeling that they somehow neglected or ignored their departed loved one.

Hunt

Paragraph 6. When tigers hunt, they hunt alone. In contrast, lions hunt in groups; they work together to drive their prey into an ambush. Cheetahs are known for their speed when they chase prey. Leopards are able to climb trees when they are prowling for prey. Surprisingly, jaguars often hunt in water. There is great diversity in the hunting habits of large cats. There is also great diversity in the places in which they hunt.

Hunt

Paragraph 7. A mistaken belief about sleepwalking is that sleepwalkers drift about in a ghost-like way, with arms extended. The fact is most sleepwalkers walk around quite normally, though their eyes are usually closed or glazed. It is also commonly believed that one should never wake a sleepwalker. But it is advisable to do so if the walker seems in immediate danger—for example, if he or she is going toward an open window or handling a sharp object. Another popular misconception is that sleepwalkers are not "really" sleeping or are only half-asleep. In fact, they are in a very deep state of sleep. A last

Questions

1) Which of the following best describes the organization of the passage? [1]

- A. The passage organizes ideas in order of increasing importance.
- B. The author presents an argument and then uses evidence to dismiss opposing views.
- C. The author explains a problem, explores solutions, and then dismisses these solutions as inadequate.
- D. The author explains a problem and then persuades readers to agree with his or her solution to the problem.
- E. The author explains a problem, contextualizes the problem, and ultimately dismisses it as an unnecessary concern.

2) The passage discusses all of the following solutions to password fatigue except [1]

- A. writing the passwords down on a piece of paper
- B. voice-recognition software
- C. KeePass
- D. using very simple passwords
- E. intelligent encryption

3) As used in paragraph 3, which is the best synonym for *mitigate*? [1]

- A. predict
- B. postpone
- C. investigate
- D. lessen

E. complicate

4) According to the passage, SSO authentication software may be safer than password management software because [1]

- I. stolen personal computers contain passwords memorized by a user's web browser
- II. if a user of password management software forgets his or her login credentials, the user can no longer access any of the applications protected by the password
- III. hackers who access password management software can gain access to all of the applications protected by that password

- A. I only
- B. II only
- C. I and II only
- D. II and III only
- E. I, II, and III



5) Which of the following statements from the passage represents an opinion, as opposed to a fact? [2]

- A. "For people who use email or other internet applications at work, the number of required username/password combinations may surpass 30."
- B. "The feeling of frustration that results from maintaining a memorized list of login credentials has grown so prevalent that it actually has a name: password fatigue."
- ✓ C. "Having to remember so many different passwords is irritating, but it can also be dangerous."
- D. "Additionally, recovering a forgotten password is only a temporary solution; it does not address the larger problem of password fatigue."
- E. "The problems associated with SOS, password management software, and biometrics continue to stimulate software engineers and computer security experts to search for the cure to password fatigue."

6) In paragraph 6, the author notes that "the use of biometrics raises ethical questions concerning privacy." Which of the following situations could be used as an example to illustrate this point? [2]

- A. A thief steals a personal computer with password management software and gains access to private email accounts, credit card numbers, and bank statements.
- ✓ B. An employee at a company uses a voice recognition system to log in to his computer, only to be called away by his boss. While he is away from the computer but still logged in, another employee snoops on his computer and reads personal email correspondence.
- C. A computer hacker gains access to a system that uses SSO software by cracking the password, thus gaining private access to all linked accounts.
- D. A company that employs fingerprint identification security software turns over its database of fingerprints to the local police department when a violent crime occurs on its grounds.
- E. Even when a person is on password-protected websites, an internet browser tracks the person's internet use and collects information in order to tailor advertisements to his or her interests.

7) In the final paragraph, the author's tone can best be described as [1]

- A. angry
- ✓ B. resigned
- C. confused
- D. hopeful
- E. depressed

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6
Lab ~~5~~

Now read a revised version of these thesis statements and write your own thesis statements for the topics given in the brainstorming exercise.

1. People should add exercise to their daily morning routine because it not only keeps their bodies at a healthy weight but also reduces the risk of high blood pressure.
2. Reading develops a child's mind by fostering comprehension skills, increasing vocabulary, and exposing them to new worlds they might not otherwise encounter.
3. The internet serves as a means of expediently connecting people across the globe, fostering new friendships and an exchange of ideas that wouldn't have occurred prior to its inception.

Generating Supporting Ideas

After finalizing your thesis, generate ideas for each body paragraph topic and prepare an academic essay outline. Supporting Ideas must include at least 2 main points with some example.

Topic: Every one should exercise

Purpose: To motivate

Audience: youngsters of all ages

Thesis Statement: People should add exercise to their daily morning routine bcoz it not only keep them active but also reduces high blood pressure

Topic Sentence 1: One should wake up early & do morning exercise

Supporting Ideas: as it keep'em healthy.

According to the latest survey by ABC, It shows only 5% ppl. getup early in the morning and do exercises by going in the parks etc

By this way they intake the fresh air which keep'em active & healthy

Topic Sentence 2: Jogging in d morning is also one of the best exercise

Supporting Ideas: to do, it decreases the chances of heart attack by reducing the high blood pressure

Topic Sentence 3:

Supporting Ideas:

refine your thesis and main ideas. Some techniques that can help you be an efficient and focused reader are as follows:

- 1. Underlining: Underline important ideas/information with a pen or highlighter or highlight in digital medium.
- 2. Annotating: It means to write notes in margins. These notes can be summaries or your reaction, your response or your new learning.
- 3. Outlining: Extract the central and main ideas with key points.
- 4. Note-taking: Take detailed notes in your own words for future reference.

Task

Imagine that you have made the following essay outline:

Thesis Statement: Walking is a simple activity with numerous physical and mental health benefits for people and for the overall economy of a country.

Topic Sentence 1: Physical health benefits of walking

Topic Sentence 2: Mental health benefits of walking

Topic Sentence 3: Benefits for the economy

You are gathering information on the mental health benefits of walking. After an internet search, you have identified the following articles on the mental health benefits of walking. Use underlining and annotation as techniques to actively read the texts and make notes on the important main points you will discuss in your paragraph. Study the sample annotated text to understand the process. Gather useful ideas and information on the topic and write a body paragraph and submit to the teacher. Remember to paraphrase and summarize and not plagiarize. You can provide the details of the article under the heading "sources" at the end of your work.

Article 1

Did you know walking just 30 minutes a day can improve your mental health?

According to The MindShift Foundation's Clinical Psychologist Dr Lars Madsen, "The mental health benefits of going for a good walk are wide-ranging. These benefits, combined with walking in a group, are an effective tool for promoting emotional wellbeing as it encourages interaction, social engagement as well as physical activity. Walking is an inexpensive, low risk and accessible form of exercise, and combined with nature and a group setting, it is a very powerful, under-utilised stress buster."

Walking is low impact, can be done at any time of day and conducted at your own pace. You can get out and walk without the risks associated with more vigorous forms of exercise. Walking is also a great form of physical activity for people who are overweight, elderly or who haven't exercised in a long time. *Not always st.* **possible** *what are others?*

Here are some great reasons for walking that Dr Madsen confirms will help create and maintain a healthy mind.

1. Reduces Stress. One of the most common mental health benefits of exercise is stress relief, as exercise increases concentrations of brain chemicals that moderate our response to stress.
2. Boosts 'feel good' chemicals. Exercise releases endorphins which creates feelings of happiness and euphoria.

3. Alleviates Anxiety. The chemicals that are released during and after exercise can help people with anxiety maintain their sense of calm.

4. Increases Relaxation. A moderate workout can be the equivalent of a sleeping pill, even for people with insomnia. → ~~Exercise~~

5. Improves Self-Worth. Physical fitness can boost self-worth and improve your self-image in a positive and active way.

Dr. Madsen suggests that walking is one of the best non-drug related ways to assist in controlling mental health conditions. "Something as simple as joining an outdoor walking group will not only improve someone's positive emotions but may also contribute a non-pharmacological approach to serious conditions like depression. Research confirms the benefits of walking as a way to improve and maintain our overall health, both mental and physical, and it's easier to get fitter in the body, mind and spirit when we walk with someone else." → ~~difference?~~ → ~~calling for an action~~ → ~~Pursuing~~

Regardless of your age or fitness level, it's never too late to start walking and enjoy the physical and mental health benefits. Walking for at least 30 minutes a day is a great way to improve or maintain your overall health, and walk your way towards wellness. Keeping physically active is your key to a healthy lifestyle, but remember it's always best to check with your doctor before you start any form of exercise.

e 2

~~2nd~~

~~Lack of info.~~

~~secret?~~

~~need~~

~~Argum~~

In the modern world, it's vital that we get as much exercise as we can, whenever we can, for the sake of our health. Unfortunately, our busy lives often limit the amount of outdoor time we're able to get, but there is a simple activity which can go a long way to improving our wellbeing.

Walking is a pursuit that people frequently underestimate, but it remains one of the best possible ways for everyone to get outside and be active. Something that everyone can take part in, simply incorporating walking into your daily routine or making time for walking in the evening or weekends can provide an incredible range of health advantages, not just for the body but also the mind! While you can learn about the many health benefits of walking in our other blog, read on to discover more about the mental health advantages that regular walking can provide.

IMPROVE YOUR MOOD

One of the best things about walking is that it gives our mind a moment to relax, without having to work through the many tasks that we complete every day. Even if it is just for a moment, this is vital and makes a massive difference to our mood throughout the day. There is also scientific fact behind the idea that walking boosts our mood. As with any physical activity, walking releases endorphins through our body, which are known to improve our mood.

REDUCE STRESS AND ANXIETY

Endorphins are also known to reduce our stress levels which, when combined with the act of taking time out of our day to go walking, can make a noticeable difference to our stress levels. Being active can reduce the likelihood of clinical depression while spending more time surrounded by nature is another well-proven way of calming the mind.

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LAB 7

For example:

- The prime minister's plan seemed quickly and sloppily put together, and when they saw it, the opposition party immediately attacked it.

Exercise:

A. Place commas wherever they are needed in the following sentences.

- We went to Bar Harbor, but did not take the ferry to Nova Scotia. (50+0)
- The ginkgo tree, whose leaves turn bright yellow in the fall, came to this country from Asia.
- The address for the governor's mansion is 391 West Ferry Road Atlanta, Georgia.
- The villagers enjoyed fairs, festivals and good conversation.
- When the intermission was over, the members of the audience moved back to their seats.
- Andy took the elevator to the third floor, rushed into the office and asked to see his father. dependent C.
- When he stumbled over your feet, William was clumsy not rude.
- She listened to her favorite record with close, careful attention.
- Jillian who had worked in the dress shop, all summer, hoped to work there again during the Christmas holidays.
- Go to the first traffic light, turn left and then look for a yellow brick building on the north side of the street.
- After eating the dog's dinner, Frisbee ate his own.
- "Oh no," Max exclaimed "I think that Dr. Holmes was referring to Eliot, the novelist not Eliot the poet."
- Below the fields stretched out in a hundred shades of green.
- To understand the purpose of the course, the student needs to read the syllabus.
- All students are eligible to receive tickets but must go to the athletic office to pick them up.
- Thomas Paine's pamphlet appeared in Philadelphia Pennsylvania on January 9, 1776.
- You don't want any more hamburgers, do you?

B. Write your own sentences with introductory elements, and punctuate them correctly.

1. After I finished homework, I will go to study.

2. To save the file, you must have to press "ctrl + S".

3. If I became president, I will allow
order uni's to pass students without exam.

4. Often watches anime too, but I like to
read manga.

5. Hearing gunshots can damage your hearing
ability the doctor says.

C. The following sentences all contain additional information about the subject of each sentence. Add the necessary commas.

1. Roald Dahl, who died a few years ago, wrote many books for children.
2. History, one of my favorite subjects it is about how people used to live.
3. Mr. Joyce, our headteacher, came to our school in September 1997.
4. Mount Everest, the highest mountain in the world is in Nepal.



Exercise:

Put semicolon where necessary.

1. Many companies make sugar-free soft drinks, which are flavored by synthetic chemicals; the drinks usually contain only one or two calories per serving.
2. The hill was covered with wildflowers; it was a beautiful sight.
3. The artist preferred to paint in oils; he did not like watercolors.
4. The dog, growling and snarling, snapped at me; I was so frightened that I ran.
5. The snowstorm dumped twelve inches of snow on the interstate subsequently, the state police closed the road.
6. In the first place, it was snowing too hard to see the road; in the second place, we had no chains.
7. Riding a bicycle is excellent exercise; I ride mine every day.
8. Jack worked overtime to pay off his education debts; at least, that was his explanation for his long hours.
9. Our dog seems to have a built-in alarm clock; he wakes us up at exactly the same time every morning.
10. I realized at once that something was wrong; I was not, however, the only person who was concerned.

Example:

- 11:35 a.m.

 **b. Ratio**

The colon is used to express a ratio of two numbers, with no space before or after the colon.

Example:

- 1:3

 **c. Biblical references**

The colon is used in biblical references to separate chapter from verse, with no space before or after the colon.

Example:

- Genesis 1:31

Exercise:

Fill in the missing colons.

1. I gave you the spray bottles for one reason~~to~~ to clean the windows.
2. You will need the following ingredients~~milk, sugar, flour, and eggs.~~
3. Johann set the alarm clock for 6~~00~~00.
4. My father ended every conversation the same way~~“Don’t give up.”~~
5. Dear Mr. Kurasu~~of the Kiragowa Corporation~~
6. Mix the oil and vinegar at a 1~~2~~ ratio.
7. I have invited the following people to my party~~Kevin, Amy, and Keeley.~~
8. There is only one way to make it to the top~~hard work.~~
9. The soldier shouted the following before leaving to war~~“We shall return victorious!~~

 **d. Other references**

The colon is used to separate the volume from page numbers of a cited work, with no space before or after the colon.

Example:

1. Punctuation Quarterly 4:86–89
2. Explanation: This reads as “pages 86 through 89 of volume four.”

 **e. Correspondence**

The colon is frequently used in business and personal correspondence.

Examples:

1. Dear Ms. Smith:
2. cc: Tom Smith
3. Attention: Accounts Payable
4. PS: Don’t forget your swimsuit.

immediately before the noun they modify

For example:

1. Voters are fed up with this do-nothing congress.
2. The victim is being described only as a twenty-five-year-old man.
3. Does this come with a money-back guarantee?
4. The house comes with a state-of-the-art security system.
5. Though the one-bedroom apartments are sold out, we still have some four-bedroom units available.

The major exception is when the compound adjective begins with an adverb, since a misreading is unlikely, the hyphen is unnecessary. If the -ly part of the compound adjective, use a hyphen.

For example:

1. This is a poorly produced movie.
2. He followed up with a not-so-poorly-produced sequel.

Exercise:

Rewrite each sentence below, using a hyphen correctly.

1. Jonas Jenkins is the president elect.
2. We found twenty-nine errors in the document.
3. My father has the most up-to-date computer available.
4. Her time-worn excuses are getting old.
5. I anticipate thirty-six guests at the wedding.
6. Two-thirds of the class is home with the flu.

use single and double quotation marks: 5 - 10%.

Exercise:

In the following sentences put in quotation marks wherever they are needed, and underline words where italics are needed.

1. Mary is trying hard in school this semester, her father said.
2. "No," the taxi driver said curtly, I cannot get you to the airport in fifteen minutes.

3. I believe, Jack remarked, that the best time of year to visit Europe is in the spring. At least that's what I read in a book entitled Guide to Europe.
4. My French professor told me that my accent is abominable.
5. She asked, Is Time a magazine you read regularly?
6. Flannery O'Connor probably got the title of one of her stories from the words of the old popular song, A Good Man Is Hard to Find.
7. When did Roosevelt say, We have nothing to fear but fear itself?
8. It seems to me that hip and cool are words that are going out of style.
9. Yesterday, John said, This afternoon I'll bring back your book Conflict in the Middle East; however, he did not return it.
10. Can you believe, Dot asked me, that it has been almost five years since we've seen each other?
11. A Perfect Day for Bananafish is, I believe, J. D. Salinger's best short story.
12. Certainly, Mr. Martin said, I shall explain the whole situation to him. I know that he will understand.

Exercise:

Place the parentheses where needed in the following sentences. Cross out any misplaced parentheses. If the sentence is correct as written, indicate with a "C." An answer key follows.

1. A friend of mine believes there are four qualifications for being a good pet owner: (a) one must have enough time to give care and companionship to a pet; (b) one should be willing to provide proper nutrition and health care for a pet; (c) one should be able to offer adequate living space for the pet, which includes a safe exercise and play area; and (d) one should consider the life span of the animal and consider the long term commitment involved before taking on a pet.

2. I wish I had room in my garage to park my new car (actually, it's an SUV) because the trees in the yard tend to drip sap and that ruins the paint. *Correct*
3. The entire Pep squad (yell leaders, dance team, flag team, pep band and mascot) received free admission into the games. *Add semi-colon*
4. Sarah struggled a very long time to complete her first novel (It took her over three years). Fortunately, the book became a best seller.
5. Last night during the storm, (Did you hear that thunder?) all the cats hid under the bed.
6. Are you sure that all the guests (especially the children?) have extra blankets.
7. My cousins and their spouses (They are all over 50 years old.) have each earned several college degrees. *C*
8. Although the wedding guests' complaints, (the photographer was pushy, the music was bad, there wasn't enough food), were valid, the reception was still a big success.
9. The entire group was emotionally moved (many parents were crying!) by the speaker's powerful presentation.
10. Dr. Granger put Joey (the fattest cat) on a strict diet.

Apostrophe



The apostrophe (') has three uses: contractions, plurals, and possessives. Following are the cases.

a. Contractions:

Contractions (e.g., let's, don't, couldn't, it's, she's) have a bad reputation. Many argue that they have no place at all in formal writing. You should, of course, observe your publisher's or instructor's requirements. An absolute avoidance of contractions, however, is likely to make your writing appear stilted and unwelcoming.

Avoid two of the most common contraction–apostrophe errors: the contraction of it is is it's, and the contraction of let us is let's; without the apostrophe, its is the possessive form of it, and lets is a form of the verb let, as in “to allow or permit.”

For example:

1. It's often said that every dog has its day.

Sentence B	The house on the left is the Smiths,' but the house at the end of the street is the Whites.'	Apostrophe separated from Smiths and Whites	X
------------	--	---	---

Exercise:**A. Punctuate the following sentences with apostrophes according to the rules for using the apostrophe.**

1. Who's the party's candidate for vice president this year?
2. The fox had its right foreleg caught securely in the trap's jaws.
3. Our neighbor's car is an old Chrysler, and I told him the other day that it's just about to fall apart.
4. In three weeks time we'll have to begin school again.
5. Didn't you hear that they're leaving tomorrow?
6. Whenever I think of the stories I read as a child, I remember Cinderella's glass slipper and Snow White's wicked stepmother.
7. We claimed the picnic table was ours, but the Jones' children looked so disappointed that we found another spot.
8. It's important that the kitten learns to find its way home.
9. She did not hear her children's cries.
10. My address has three 7's, and Tim's phone number has four 2's.
11. Didn't he say when he would arrive at Arnie's house?
12. It's such a beautiful day that I've decided to take a sun bath.
13. She said the watch Jack found was hers, but she couldn't identify the manufacturer's name on it.
14. Little girls' clothing is on the first floor, and the men's department is on the second.
15. The dog's bark was far worse than its bite.
16. The moon's rays shone feebly on the path, and I heard a lone cricket's chirpings and whistlings.
17. They're not afraid to go ahead with the plans, though the choice is not theirs.
18. The man whose face was tan said that he had spent his two weeks' vacation in the mountains.
19. I found myself constantly putting two c's in the word process.
20. John's '69 Ford is his proudest possession.

B. Firstly, identify the words that could be contracted (shortened) and then rewrite the passage so that it does not sound so formal.

If you have nothing better to do with your free time, ~~you are~~ welcome to come and stay with us. You ~~cannot~~ imagine what fun ~~we have~~ here! I am not exaggerating when I say that it will be the best experience of your life! ~~You will~~ make new friends and ~~they will~~ remain your friends for life. Mr Toob, who is camp coordinator, is great! He has had many years experience and he will

ensure that you have the time of your life! I have been to camp every summer for five years now and I'm still finding something new to do every day. If you have not been to camp before, you should not worry as it is not a frightening experience and, if you feel afraid of any task, you do not have to try it. You need not buy expensive equipment either as we will provide everything you will need. It will be great to see you!

C. Contract the following words.

He is He's	We will we'll	We are we're	I am I'm	Does not doesn't
You will you'll	Were not weren't	They have they've	I will I'll	It will it'll
Have not haven't	Could not couldn't	We would we'd	Let us let's	When is when's
You are you're	Who is who's	She would she'd	Will not won't	Cannot can't
Shall not shalln't	Are not aren't	Would not wouldn't	Do not don't	They will they'll

D. Read the following paragraph and fill the blank spaces by picking the right word from the box.

There's	✓	whose	✓	you're	✓	its	✓	it's	✓	your	✓
there		their				whose		who's		you're	

Who's the most popular actress of this decade? you're about to find out! It's pretty obvious that she is a person whose acting skills equal her beauty. your guess might include people like Kiera Knightley or Julia Roberts, and, of course, there very glamorous actresses. However, There's one woman whose head and shoulders above the rest. Film fans would all agree that their favorite actress is Cameron Diaz, its comedy acting is all that you're talking about!

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LAB 9

look at the pictures.

Correction: When I told the children I would read to them, they said they wanted to sit by me so they could look at the pictures.

Practice: identifying, correcting and Avoiding Run-Ons.

sentence (complete thought)
word-group (Not a com-th.)

EXERCISE A

Identify each of the following word groups by writing R in front of each word group if it is a run-on sentence or S if the word group is a complete sentence

1. Jaime and Ramon grew up in the same neighborhood. S → Fuse
2. Our team made the playoffs this year our final game is on Saturday. → comma Splice
3. When we looked out the window, we saw our dog it had gotten out of the yard again.
4. Did you forget to set your alarm clock, or did you turn it off and go back to sleep? S → cat. complete sen.
5. Come to my house today after school, we can work on math together.
6. My sister always turns up the volume when that song comes on the radio.
7. The sauce is almost finished, you can start cooking the pasta now.
8. School was canceled because a thunderstorm knocked down some power lines. S
9. My shoelace came untied in the middle of the race I had to stop and tie it again. 1
10. Turn left at the stop sign, my apartment building is the second one on the right. S

EXERCISE B

Identify which of the following word groups are run-on sentences. Then, on the line provided, rewrite each run-on sentence by (1) making two separate sentences or (2) using a comma and a coordinating conjunction. You may have to change the punctuation and capitalization, too. If a word group is already a complete sentence, write S on the line.

11. We are going ice-skating tomorrow don't forget to wear warm clothes.
12. Tangerines are my favorite fruit, I also like peaches and apples. S
13. What a great time we had last summer, we visited my mother's family in Ireland! [also use 'as']
14. Please let me borrow that book when you are finished with it. S
15. That bakery sells fresh bread, the baker wakes up at 4:00 A.M. to start the dough.

Instructions: Read the paragraph that follows. Circle the numbers of the run-ons and comma splices (You should find five in all). Then write corrected versions of these sentences in the space below.

✓ 1When Mark began his full-time job, he quickly ran into financial problems. 2He immediately got a credit card, a used sports car was his first purchase. 3 Then he began to buy expensive clothes ^{and} he also bought impressive gifts for his parents and his wife. 4 After several months passed, Mark realized that he owed an enormous amount of money. 5 Things got worse when his car broke down, ^{and} a stack of bills suddenly seemed to be due at once. 6Mark tried to cut back on his purchases, ^{but} he soon realized the need to cut up his credit card. 7He also began keeping a careful record of his spending ^{but} he was surprised to find out where his money was going. 8He hated to admit to his family and friends that he ^{had} to get his budget under control. 9 Luckily, his wife agreed to do inexpensive shopping, and his parents were proud of his growing maturity.

Reading Task

Pre-reading Discussion

Answer the questions below.

- What role does advertising play in our lives?
- Describe your all-time favorite ad?
- What is impulse shopping? Have you ever done it?
- Have you ever regretted buying a product despite its satisfactory quality?

Now, read the following articles on advertising. Read each article and answer the questions given after it. Be brief and to the point. After having read both the articles, do the post reading task. All these tasks are to be done in groups of four.

transformed after the purchase into an object of envy for others - an envy which will then give me back my love of myself.

The prevalence of this social envy is a necessary condition if advertising is to have any hold on us whatsoever. Only if we have got into the habit of comparing ourselves with others and finding ourselves lacking, will we fall prey to the power of advertising.

While fanning the flames of our envy advertising keeps us preoccupied with ourselves, our houses, our cars, our holidays and the endless line of new electronic gadgets that suddenly seem indispensable. Tensions in society and problems in the rest of the world, if attended to at all, quickly fade into the background. They are certainly nothing to get particularly worked up about. After all, there can't be any winners without losers. That's life.

Furthermore, together with the holy rituals of shopping (people get dressed up now to go shopping in the way that they only used to get dressed up when they went to church) advertising is one of the ways in which we are quietly persuaded that our society is the best of all possible worlds (or at least so good that it is not worth campaigning for any fundamental changes). Adverts implicitly tell us to get off our fat arses and do some shopping, and the idea that the shelves of the shops are full of the latest products is indeed one of the most effective ways in which contemporary society gets its legitimation. *considered reasonable/acceptance*

People like John Berger are also not entirely over the moon about the impact that advertising and shopping have on the value of political freedom. Freedom is supposed to be the highest value in our societies, but in the age of the consumer that freedom is all too readily identified with the freedom to choose between Pepsi and Coke, McDonald's and Kentucky Fried Chicken, Toyota and Ford, and people lose interest in the various political freedoms and our ability to participate in the process of exercising democratic control. There are lots of criticisms that could be made of modern democracies, but no one is going to pay much attention to them if they are more interested in becoming happy shoppers.

In all these ways advertising helps to keep the whole socio-economic show on the road. We are rarely aware of this because we are too busy working to earn the money to pay for the objects of our dreams - dreams that play on the screen of our mind like the little clips of film we see in the commercial breaks.

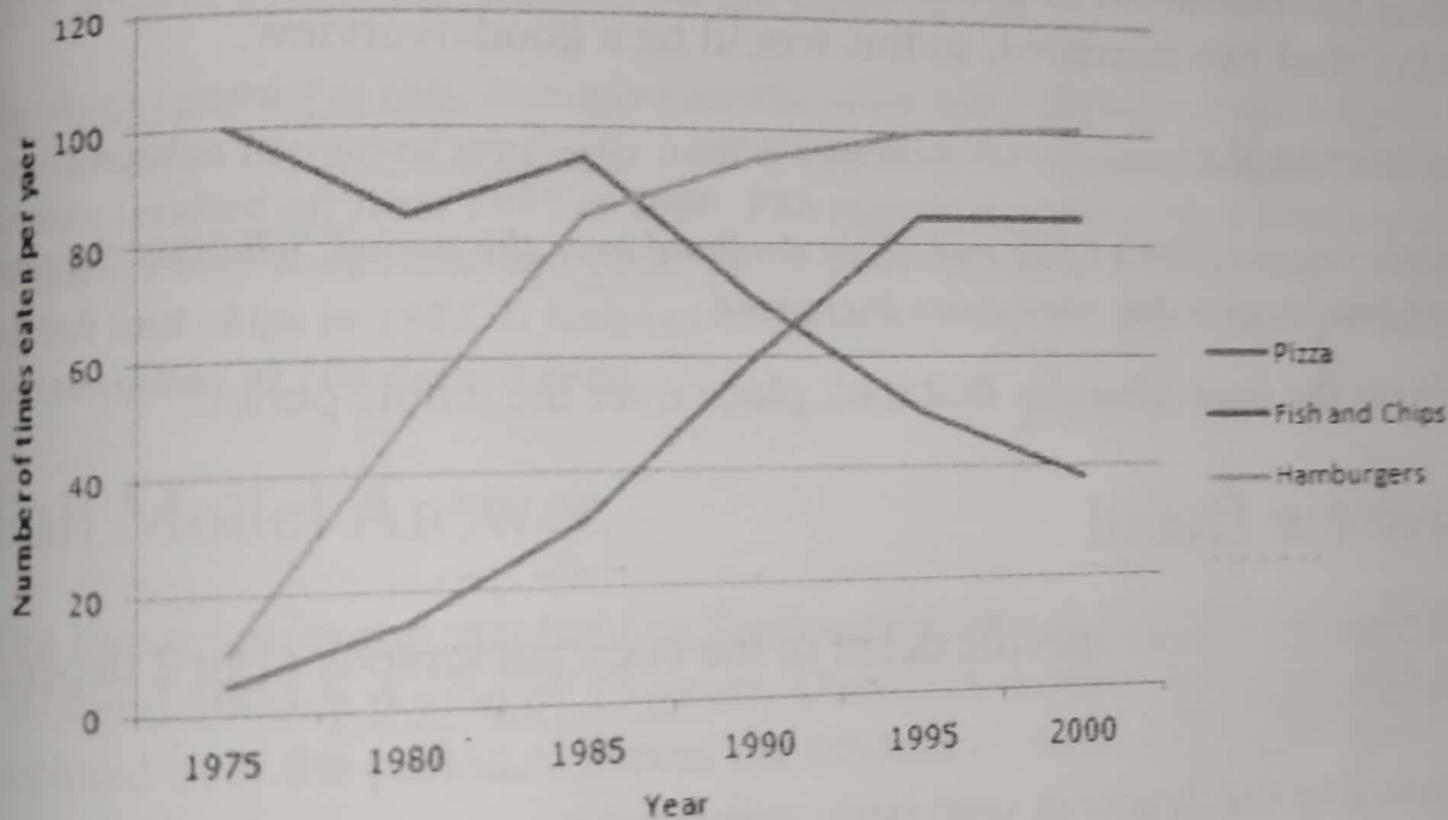
Questions for Discussion.

1. What is the tone of the writer? Do you think it is ironic?
2. People derive their purpose and aim in life from different religious or other philosophies? What type of philosophy of life does advertising promote according to the article?
*Development of illusionary philosophies in life
Develops social envy (greedily)*
3. Religion, science, psychology, philosophy-all describe human beings in different ways. How does advertising at its core conceptualize a human being? Can one describe a human being?
describe as a puppets
4. What kind of detrimental effect can advertising have on people's political attitudes?
5. How valid are the writer's point about advertising? As per your own experience and observation, how much do you agree with the writer's argument about advertising?

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LAB 10

Consumption of Fast Food by Australian Teenagers

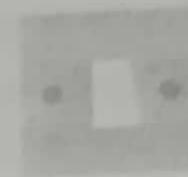


There are three basic things you need to do in a graph description account.

1. Introduce the graph
2. Give an overview
3. Give the detail

We'll look at each of these in turn.

- Gradually inc/decre
- Sizable decrease
- Moderate increase
- Stood up



Get yourself a smart meter with an IHD

Switch to energy-efficient light bulbs

Turn off appliances on standby

Don't leave lights on unnecessarily

Take energy-saving steps in the kitchen

intro from question

The given line graph describes the cost of three utilities

In UAE DIRHAM, from 1980 to 2000.

Overall an increasing trend for electricity and cable TV where as a constant trend for water can be observed.

Review

Cost of electricity shows gradually increasing. In 1980, cost of electricity is 40 whereas for cable TV, it is 70 Dirham. In the next five years, it reached to around 60 and for TV it is around 90. For the next five years, cost for E & TV dramatically decreased and reached 50 Dirham whereas cable TV again increased moderately. Again for the next 5 years cost of E & TV went to the sky and crossed 120 DHS, but cost of cable TV neither increased nor decreased but remains constant. In the last five years, cost of both, the E & TV causally increased and finally reached an increase of plus 30 DHS.

Trend for water shows an increase of cost b/w year 1980 and 1985.
It stood

Activity 3 > Describing increase and decrease (2) > 5 minutes

You can also describe increases and decreases by using fractions to show the size of the change over a certain period. For example:

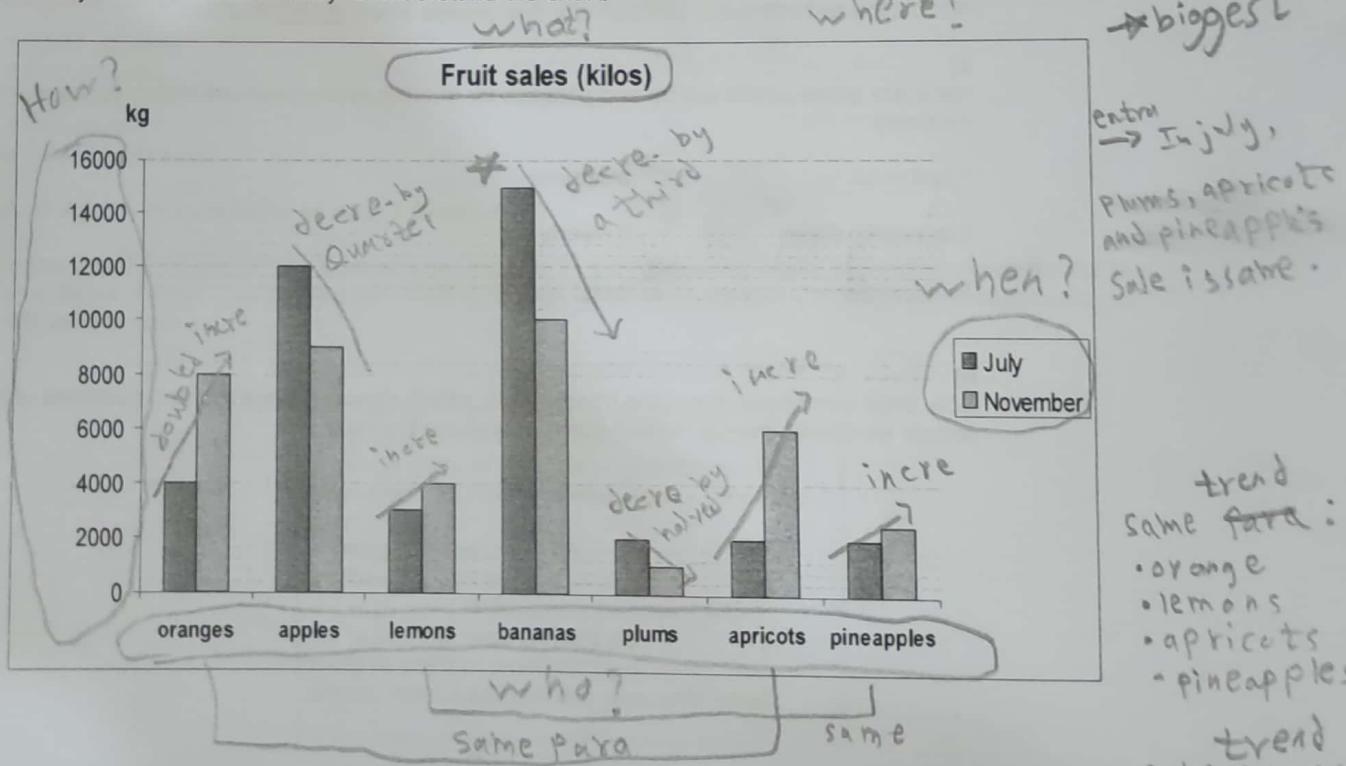
The cost of rents doubled in less than a year.

Birth rates have halved since the turn of the century.

By July, the price of petrol had fallen by a third.

The number of school leavers going on to university has risen by a quarter since 1980.

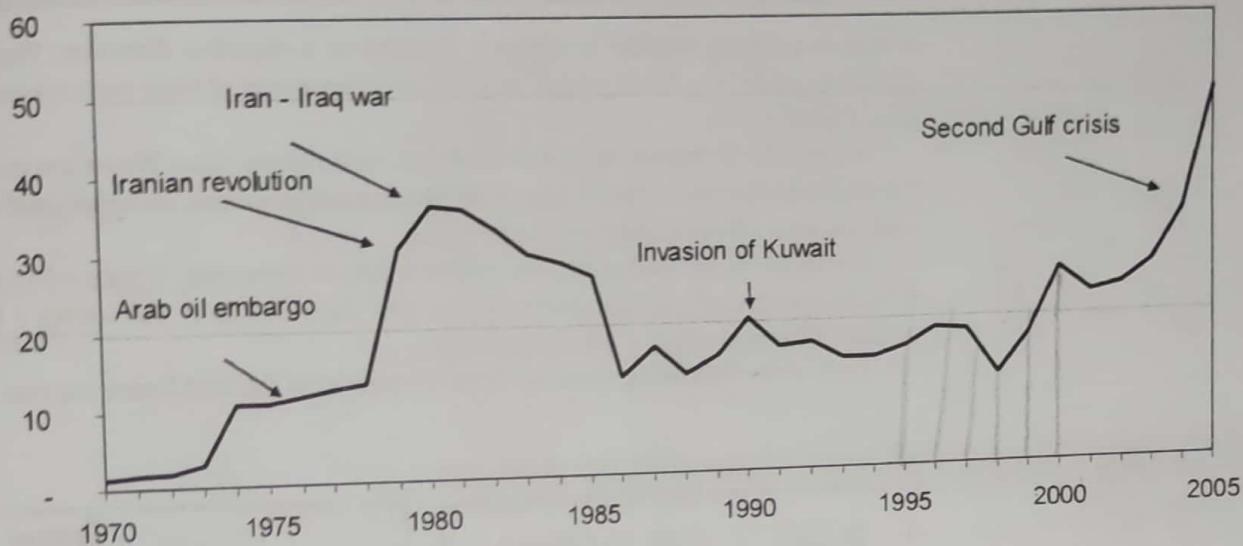
- a) The chart below compares monthly sales for two months from a fruit wholesaler. Check the title, the key and the axes so that you understand the chart.



- b) Now write sentences about the changes in fruit sales from July to November. Use the words from the box.

a quarter a third doubled fell by halved rose by tripled

Crude oil prices: US dollars per barrel



Source for chart: OECD Factbook 2006 - ISBN 92-64-03561-3 - © OECD 2006
<http://stats.oecd.org/WBOS/default.aspx?DatasetCode=CSP6>

The chart shows fluctuations in the price of crude oil over a thirty five year period, and clearly illustrates how oil prices are affected by world events.

In general there has been an upward trend in the price of crude oil [1]..... 1970, when it was only \$1.30 per barrel. The oil embargo of the early 1970s, however, caused the price to rise sharply [2]..... nearly \$11 per barrel. The crisis ended soon afterwards, but the price remained [3].....

[4]..... nearly \$11 to \$13 per barrel until 1979. The Iranian revolution of that year had a huge impact on oil prices, which shot up [5]..... \$17 to reach [6]..... about \$30 per barrel in the same year.

The following Iran-Iraq war caused a further increase, and the price reached [7]..... a peak [8]..... nearly \$36 in 1980. From that point until 1985, the price fell steadily. However, from 1985 to

[9]..... nearly \$14, but with the invasion of Kuwait in 1990 there was a sudden rise [10]..... \$5. The price quickly fell again and remained stable for most of the 1990s.

Things changed once again at the end of the decade, and from 1999 to 2000 the price increased [11]..... almost \$10 per barrel. Despite a slight drop in 2000, the rise continued and by the end of the period, the price of crude oil had shot up [12]..... a peak of \$50 per barrel.

more judgemental = more biasness

Read the following two quotes from two different history textbooks, and decide which example gives the reader a more negative view of Alexander Hamilton.

EXAMPLE 1

Hamilton even secretly plotted with certain members of the cabinet against President Adams, who had a conspiracy rather than a cabinet on his hands.

(Thomas A. Bailey, et al., *American Pageant*, 1998)

-negative
→ no facts
→ judgemental statement

EXAMPLE 2

Although Hamilton had resigned from the Treasury Department in 1795, key members of Adams's cabinet turned to the former secretary for advice.

(James West Davidson, et al., *Nation of Nations*, 2001)

The first quote appears to portray Hamilton in a far more sinister way. The words plotted and conspiracy are examples of words with strong negative feelings.

Exercise 1: Predicting Bias from Titles

Directions: The following is a list of actual book titles. Read through the list and place a check mark before the titles that are likely to be biased.

1. *Just How Stupid Are We? Facing the Truth About the American Voter* by Rick Sherkman
2. *A Field Guide to Household Bugs* by Joshua Abarbanel
3. *The Dumbest Generation: How the Digital Age Stupefies Young Americans and Jeopardizes Our Future (Or, Don't Trust Anyone Under 30)* by Mark Bauerlein
4. *American Sketches* by Walter Isaacson
5. *Day of Reckoning: How Hubris, Ideology, and Greed Are Tearing America Apart* by Patrick J. Buchanan
6. *Traffic: Why We Drive the Way We Do* by Tom Vanderbilt
7. *Let Their Spirits Dance* by Stella Pope Duarte
8. *The Read-Aloud Handbook* by Jim Trelease
9. *Signs and Symbols: The Complete Encyclopedia* by Mark O'Connell and Raje Airey
10. *The Langston Hughes Reader* by George Braziller
11. *Bright-Sided: How the Relentless Promotion of Positive Thinking Has Undermined America* by Barbara Ehrenreich
12. *The Trouble with Boys* by Peg Tyre

Denotative and Connotative Language

When you look a word up in the dictionary, you are determining its exact meaning, without the suggestions or implications that it may have taken on. This is called the

"Thanks to words we have been able to rise above the brutes; and thanks to words we have often sunk to the level of demons."

—Aldous Huxley

Exercise 2: Recognizing Connotative Meaning

Directions: Which of the following words in each group is the most positive? Write that word on the line.

1. resolute more Ne. Pos. resolute, stubborn, unyielding
2. cautious more Ne. Pos. timid, wary, cautious
3. eccentric more Ne. Pos. bizarre, eccentric, nutty
4. traditional more Neg. old-fashioned, traditional, out-of-date
5. self-assertive more Ne. Pos. obnoxious, abrasive, self-assertive
6. slim more Ne. Pos. thin, slim, scrawny
7. thrifty more Neg. Pos. miserly, cheap, thrifty
8. courageous more Ne. Pos. foolhardy, courageous, vainglorious
9. curious more Ne. Pos. curious, nosy, officious
10. dignified more Ne. Pos. solemn, dignified, glum

Exercise 3: Identifying Connotative Language

Directions: What are the three connotative words in the cartoon on page 393? Put these three connotative words in order from the most positive to the most negative.

1. Tenacious
2. Mule-headedness
3. Stubborn

Exercise 4: Using Connotative Language

Well-known linguist S. I. Hayakawa developed the idea of "conjugating irregular verbs" to demonstrate how connotative language works. With Hayakawa's method, an action or a personality trait is "conjugated" to show how it can be viewed either favorably or unfavorably depending on the "spin" we put on it. Study the examples and then complete the activity.

For example:

I'm casual. → pos

You're a little careless.

He's a slob. → worst

Or:

I'm thrifty. → pos

You're money conscious.

She's a cheapskate. → worst

Try a few of these conjugations yourself.

- | | | |
|----------------------|--------------------------|-----------------------|
| 1. I'm tactful. | <u>sensitive</u> (worst) | <u>cautious</u> |
| 2. I'm conservative. | <u>Moderate</u> | <u>traditionalist</u> |
| 3. I'm relaxed. | <u>lighthearted</u> | <u>formal</u> |
| 4. I'm quiet. | <u>confidential</u> | <u>unofficial</u> |
| 5. I'm proud. | <u>joyful</u> | <u>gratified</u> |

Exercise 5: Identifying Bias in Textbook Material

Directions: Read each paragraph. Then choose the best answer for each item.

A. Elephants, like humans, grieve, cry from frustration and sadness, and help one another. They have a long childhood and remain with their mothers for fifteen years. They are sensitive, intelligent, and affectionate, and they long for social relationships. Now try to imagine one of these magnificent creatures in complete isolation, spending its entire life in either a small cage or the back of a truck, being moved from city to city. Confined, chained, and caged, the elephant quickly learns the futility and brutal repercussion of protesting. Picture this dignified and social animal responding to this isolation and lack of space. Pacing, weaving, rocking, sucking, or chewing on the steel bars of the cage are the animals' response to monotony and loneliness. Many, of course, simply go mad.

(Larry A. Samovar, *Oral Communication: Speaking Across Cultures*, 10/e, 1998)

- _____ 1. The author is most opposed to which of the following?
- a. depriving an elephant of its mother
 - b. moving elephants from city to city
 - c. depriving an elephant of companionship and space
 - d. depriving an elephant of peanuts
- _____ 2. The choice of the words "futility and brutal repercussion of protesting" suggest that
- a. the elephant will be sent to a zoo if it causes trouble
 - b. the elephant will be dealt with harshly if it protests
 - c. the elephant will not be allowed to socialize with other elephants if it does not behave
 - d. elephants will not receive treats if they cause trouble

B. There it was—the ship from New York bobbing down the Atlantic Coast and through the Caribbean. It was a 3,100-ton barge loaded with unwanted trash. After 41 days and more than 2,000 smelly miles at sea, the barge was still searching for a home. With an end to its odious odyssey nowhere in sight, the scow raised once again the dilemma of a throwaway society, quickly running out of room for all its solid waste.

(Larry A. Samovar, *Oral Communication: Speaking Across Cultures*, 10/e, 1998)

- _____ 1. In this paragraph, the author expresses disgust for
- a. large barges
 - b. a society that does not reuse and recycle materials
 - c. smelly trash
 - d. New Yorkers
- _____ 2. Which phrase best expresses the author's disapproval?
- a. "bobbing down the Atlantic Coast"
 - b. "throwaway society, quickly running out of room"
 - c. "2,000 smelly miles at sea"
 - d. "solid waste"
- C. One of history's most tragic figures, Wolfgang Amadeus Mozart began his performing career as a child prodigy. He played the piano (still something of a

novelty in his day), harpsichord, organ, and violin beautifully, and was taken by his father on a number of concert tours through several European countries. The young performer delighted his noble audiences, but was rewarded with flattery and pretty gifts rather than fees. Mercilessly prodded by his self-seeking father, upon whom he remained emotionally dependent most of his life, Mozart constantly sought to please his parent (who was never satisfied), his wife (demanding and ungrateful), his public (appreciative but ungenerous), and finally himself (who never doubted his own genius). Though fun-loving, sociable, and generous to a fault, Mozart never learned the art of getting along with people. He could not refrain from offering honest but unsolicited criticism; nor could he bring himself to flatter a potential patron. Fiercely independent, he insisted upon managing his own affairs, although he was quite incapable of doing so. Few besides Mozart's great contemporary Haydn appreciated the true worth of this man who wrote such quantities of beautiful music in such a short time. Mozart lived a short and difficult life, and now lies buried in an unmarked grave.

(Jean Ferris, *Music: the Art of Listening*, 7/e, 2008)

1. Which statement best expresses the main point the author is trying to convey about Mozart's life?
- [Mozart] was rewarded with flattery and pretty gifts rather than fees."
 - ✓ "Mozart lived a short and difficult life . . ."
 - "[Mozart] began his performing career as a child prodigy."
 - "Mozart constantly sought to please his parent . . ."
2. In this paragraph, the author expresses disapproval of all the following except
- Mozart's father
 - Mozart's wife
 - ✓ c. Mozart's mother
 - Mozart's public
- D. There are hundreds of fad diets and diet books, but such diets are usually unbalanced and may result in serious illness or even death. Fad diets cannot be maintained for long periods; therefore, the individual usually regains any lost weight. Less than 5 percent of people who lose weight maintain the loss for more than a year. Constant losing and gaining, known as the "yo-yo syndrome," may be as harmful as the original overweight condition.
- (Charles B. Corbin, *Concepts of Fitness and Wellness*, 7/e, 2008)
1. The author is opposed to
- fruits and vegetables.
 - fad diets.
 - constant losing and gaining of weight.
 - ✓ d. both b and c
2. The author would agree that
- fad diets are often popularized by celebrities.
 - fad diets are a good way to maintain a healthy weight.
 - ✓ c. fad diets are likely to be unhealthy.
 - d. if persons lose weight by means of a fad diet, it is likely they will maintain the weight loss for at least several years.

- E. You should know that the gap between the earnings of high school graduates and college graduates, which is growing every year, now ranges to more than 80 percent. According to the U.S. Census Bureau, the holders of bachelor's degrees will make an average of \$51,206 per year as opposed to just \$27,915 for high school graduates. That's a whopping additional \$23,291 a year. Thus, what you invest in a college education is likely to pay you back many times. That doesn't mean there aren't good careers available to non college graduates. It just means that those with an education are more likely to have higher earnings over their lifetime. But the value of a college education is more than just a larger paycheck. Other benefits include increasing your ability to think critically and communicate your ideas to others, improving your ability to use technology, and preparing yourself to live in a diverse world. Knowing you've met your goals and earned a college degree also gives you the self-confidence to continue to strive to meet your future goals.

(William G. Nickels, et al., *Understanding Business*, 8/e, 2008)

- _____ 1. The author would agree that
- a. college is a waste of time for many people.
 - b. college is a good investment.
 - c. it is unlikely that in the future there will be an earnings gap between those who choose to attend college and those who do not.
 - d. students are unlikely to recover their original investment in a college education.
- _____ 2. The author would disagree with which of the following statements?
- a. A college education is unlikely to develop critical thinking skills.
 - b. A college degree is unlikely to contribute to a feeling of self-confidence.
 - c. A college education is unlikely to prepare a student to live in a diverse, technical world.
 - d. All of the above

- F. Let us imagine that you are feeling good as you take a long, deep puff on your cigarette. But let us add a touch of realism to this scene by asking you to also picture what your body is doing with this invisible and sinister chemical as it invades your body. Your gums and teeth are the first recipients of the poisonous chemical. While the smoke pays but a short visit to your mouth it is leaving enough pollution to increase the risk of painful gum diseases and the agony of mouth and throat cancer. But this is just the beginning. As the smoke continues its journey into your unsuspecting lungs, you will soon find that your breathing is shallow and impaired, for now the smoke deposits insidious toxins that, after a period of time, will increase your chances of crippling and deadly cancer. Your stomach too will experience the effects of this corrupt and silent killer. While you cannot see them, small bits of acid are coating your stomach, adding to the chances that you will develop lacerated ulcers. Think about all this the next time you decide that it is okay to take one little puff of this cleverly concealed stick of dynamite.

(Larry A. Samovar, *Oral Communications: Speaking Across Cultures*, 10/e, 1998)

- _____ 1. Which phrase expresses the author's bias against smoking?
- a. "invisible and sinister chemical"
 - b. "agony of mouth and throat cancer"
 - c. "corrupt and silent killer"
 - d. all of the above

COMPREHENSION CHECKUP

Short Answer

1. What is Kingsolver's main idea? Criticizing American culture / world system

2. What is Kingsolver's bias about the way the U.S. treats children?

Social fact was given but conclusion is personal.

America & Spain

3. To what extent does Kingsolver rely on facts to support her opinions?

Gov. is taking care of children as a result parents

didn't do their part

4. Give some examples of Kingsolver's use of connotative language to support her arguments. [Paragraph Two ↗]

Vocabulary in Context

Directions: Find the words in paragraph 1 that mean:

1. cheerful; confident cheerful

2. a state of being aloof; disinterested sanguine

3. characterized by machine production industrialized world

4. in a stealthy manner; sneaky furtively

5. statement of beliefs; principles detachment

6. deviating from what is considered right or good perversion

Find the words in paragraph 2 that mean:

1. wanted ardently encumber
2. ordinary semi-permissible
3. an obstruction; a burden burdened
4. arrival; coming _____
5. a period of ten years a decade

Find the words in paragraph 3 that mean:

1. a system of moral standards ethic
2. to bring in goods from another country to sell import-broker
3. a basic social unit consisting of parents and their children living in one household
Nuclear family
4. to adhere; cling to impractical
5. to send goods to another country for sale Export broker
6. a saltwater shellfish that attaches itself to rocks, ship bottoms, etc. barnacles

In Your Own Words



Considering that Kingsolver's purpose is to persuade the reader to accept her point of view, did she change your opinion on this issue?

The Art of Writing

- 1. What further information would you like to have to better evaluate Kingsolver's thesis?
- 2. Create a slogan or bumper sticker that expresses Kingsolver's point of view.
Example: "Kids are people too."

Internet Activity



Did you know that Kingsolver wrote her first novel in a closet? Consult her official Web site to find out more about her writing career. To read about her early years, click on: About Barbara: Biography. Then write a short biographical sketch or profile about her.

www.kingsolver.com

Euphemism

The word euphemism is derived from the Greek word *euphemios*, meaning "to use a good word for an evil or unfavorable word." The Greek prefix *eū* means "good," and *phēmī* means "speak."

When someone substitutes an inoffensive word or phrase for one that could be offensive to someone, they are using a euphemism. Most of the time euphemisms are used to be polite or to avoid controversy. The result is often a more positive connotation, such as when a garbage collector is referred to as a "sanitation engineer" or a clerk is referred to as a "junior executive."

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LAB 12

Practice

Directions: Write "F" for fact beside the statements below that are facts. Write "O" for opinion beside the statements below that are opinions.

- F 1. Washington, D.C. is the Capital City of the United States.
- O 2. Walt Disney World is a family friendly theme park.
- O 3. Whales are superior to dolphins. → judgement
- F 4. Whales are mammals.
- F 5. John Adams was the second president of the United States.
- O 6. Stephen King is talented.
- O 7. Abraham Lincoln was the best president the United States has ever had.
- O 8. Britney Spears sings better than Madonna.
- O 9. Michael Jordon is the greatest basketball player of all time.

Fact can be proven
right & wrong
Opinion

- F 10. Will Smith starred in the movie *Men in Black*.
F 11. There are glaciers in Alaska.
F 12. The Frenchman, La Salle, explored the Mississippi.
O 13. Every time you wash your car it always ends up raining.
O 14. There is no life on Pluto.
O 15. Cats are not as friendly as dogs.

Directions: The paragraphs below contain both facts and opinions. Underline the sentences which contain facts. Circle the sentences which contain opinions. There are some sentences which are neither fact nor opinion. Do not mark these.

Area 51

Area 51 is a military facility approximately 90 miles north of Las Vegas. At the center of the site there sits a large air base. Area 51 is also the site of a U.S. Government UFO cover-up. "The government is hiding the remains of alien spacecraft there," says Sarah Mitchell, a long-time resident from the surrounding area.

Others believe that weapons testing done there is causing toxic pollution that could harm people near the site. One such person is Mr. Hayakawa, a member of a civilian intelligence group that monitors covert (secret) government operations. "The secrecy must end," he says. "There's nothing extraterrestrial or strange there. It's good old American technology. The government sits back and watches - and sometimes manipulates - these UFO stories to keep people from asking about the real activities there."

*distortion can't be
opinion & fact*

So does this mean Hayakawa is against the government research and development? No. "Progress is going to take place, and it's not necessarily a bad thing. But it has the potential for abuse," he says.

Rumors about what goes on at the base continue. The possibility of aliens draws visitors to the area. There is even a book for visitors seeking information. Written by Glenn Campbell, it is titled *Area 51 Viewers Guide*. It is the best and most informative book available on Area 51.

Advice on investing money

There are many different ways to invest your money to provide for a financially secure future. Many people invest in stocks and bonds, but I think good old-fashioned savings accounts and CDs (certificates of deposit) are the best way to invest your hard-earned money. Stocks and bonds are often risky, and it doesn't make sense to risk losing the money you've worked so hard for. True, regular savings accounts and CDs can't make you a millionaire overnight or provide the high returns some stock investments do. But by the same token, savings accounts and CDs are fully insured and provide steady, secure interest on your money. That makes a whole lot of cents.



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Exercise 7: Identifying Logical Fallacies

Directions: Indicate the logical fallacies being used in each of the following items.

- _____ 1. Central State University has won its first two basketball games, and therefore it's going to win all of its games.

- a. slippery slope
- b. either/or
- c. hasty generalization

- _____ 2. I just washed my car, so I know it's going to rain.

- a. circular logic
- b. faulty cause and effect
- c. ad hominem

- _____ 3. The Wildcats are in last place because they lost more games than any other team.

- a. ad populum
- b. ad hominem
- c. circular logic

- _____ 4. Senator Wealthy wants to change the inheritance tax laws. But he's a notorious womanizer who has a profligate lifestyle. So let's not waste our time with his proposals.

- a. hasty generalization
- b. ad hominem
- c. non sequitur

personal attack

- _____ 5. Either the Democrats will quickly unite behind Gary Goodfellow, or the Republicans will roll to victory.

- a. faulty cause and effect
- b. red herring
- c. either/or

- _____ 6. Don't ever let children have second helpings of dinner. If you do, pretty soon they will be gorging themselves.

- a. red herring
- b. slippery slope
- c. circular logic

overeating

- _____ 7. Americans are honest, hardworking, and caring. That's why we need to lower taxes.

- a. ad populum
- b. either/or
- c. slippery slope

Simplifying

- 8. Phil likes chocolate because he's a caring person.
- a. either/or
 - b. non sequitur
 - c. ad populum
- 9. Araceli did poorly in a bilingual school. Bilingual education must be a failure.
- Small sample*
- a. ad hominem
 - b. red herring
 - c. hasty generalization
- 10. To improve education, we can either hire more teachers or build more schools.
- a. either/or
 - b. false analogy
 - c. slippery slope
- 11. All of the following contain fallacies except
- a. we can't adopt Laurie Legislator's proposal. She comes from a long line of chiselers.
 - b. the school rules state that after three absences you can be dropped from a class.
 - c. I'm going to have bad luck for the rest of the year because a black cat crossed my path on New Year's Day.
- 12. All of the following contain fallacies except:
- a. Two of my son's friends got in accidents the day after they got their licenses at 16. Sixteen-year-olds should not be allowed to drive.
 - b. An Infiniti is a good car because it costs a lot of money.
 - c. I didn't study for the final exam, and I failed it.
- hasty*
- hasty cause & effect*
- Non-sequitur*

SELECTION

"By 1789 radical propaganda had produced a new ritual of American resistance, the patriotic spinning competition."

GETTING THE PICTURE

When England imposed new taxes on the colonies, women in America worked to mount a successful boycott of the British goods that carried these taxes. To protest the tax on imported clothing, women participated in "spinning bees" in which they competed to see who could produce the most skeins of wool in a day. Songs such as the following became popular:

Wear none but your own country linen;
Of economy boast; let your pride be the most
To show cloths of your own make and spinning.

BIO-SKETCH

James West Davidson, a well-known historian, is the author of numerous books. He is also the co-editor of the *Oxford New Narratives in American History*.

BRUSHING UP ON VOCABULARY

Amazons in Greek mythology, a nation of female warriors. An Amazon has come to mean a large, unusually strong woman.

Excerpt from

NATION OF NATIONS

by James West Davidson

جوش
ardent / Passionate
support

CLOTHING AND FASHION IN THE REVOLUTIONARY TIMES

Women and men of revolutionary America sought to invest themselves with virtue as they escaped British "corruption." The most zealous partisans of colonial rights took that investiture to a literal extreme: they made and wore particular clothing as an emblem of political commitment. In the 1760s "homespun," any coarse cloth made in America, became a badge of opposition to British colonial policy.

Clothes sewn from domestic textiles identified the men and women who wore them as friends of liberty, freed from the vanity of British fashion and the humiliating dependence on British imports. As early as 1766 the radical press called for increased domestic industry to offset American reliance on English cloth. It aimed its pleas particularly at the women who managed colonial households.

appeal

custom

By 1789 radical propaganda had produced a new ritual of American resistance, the patriotic spinning competition. Wives and daughters from some of the wealthiest and most prominent families, who had heretofore vied to outdo each other in acquiring the latest English finery, were the featured players in this new form of political theater. Its setting was usually the home of a local minister where, early in the morning, respectable young ladies, all dressed in homespun, assembled with their spinning wheels. They spent the day spinning furiously, stopping only to sustain themselves with "American produce . . . which was more agreeable to them than any foreign Dainties and Delicacies" and to drink herbal tea. At the end of the day the minister accepted their homespun and delivered an edifying sermon to all present. That was a large group, often including from 20 to 100 respectable female spinners as well as hundreds of other townsfolk who had come to watch the competition or to provide food and entertainment.

Women reveled in the new attention and value that the male resistance movement and the radical press now attached to a common and humdrum domestic task. By the beginning of 1769 New England newspapers were highlighting spinning bees and their female participants, sometimes termed the "Daughters of Liberty." Front pages overflowed with praise of female patriotism: "The industry and frugality of American ladies must exalt their character in the Eyes of the World and serve to show how greatly they are contributing to bring about the political salvation of a whole Continent."

Spinning competitions and the vogue of wearing homespun served two political purposes. First, the bees actively enlisted American women in the struggle against Britain. Wives and daughters from families of every rank were made to feel that they could play an important role in resistance by imitating the elite women showcased in public spinning spectacles. Every woman could display her devotion to liberty by encouraging industry and frugality in her own household. Many women took pride in the new political importance that radical propaganda attributed to domestic pursuits. Writing to her English cousin, Charity Clarke of

New York City cast herself as one of America's "fighting army of amazons—armed with spinning wheels."

Spinning bees and "dressing down" in homespun also contributed to the 6 solidarity of the resistance by narrowing the visible distance between rich and poor Americans. In accounts of spinning competitions, the radical press emphasized that even the daughters of the elite sacrificed for the cause of resistance by embracing domestic economy and simplicity.

And what genteel women wove, leading men wore. On public occasions 7 throughout the revolutionary crisis, radical leaders appeared in homespun, displaying both their patriotic virtue and their identification with poorer Americans who could not afford British finery. When they returned to their home counties to muster local militia companies, many southern gentlemen adopted homespun "hunting shirts," long, loose, full-sleeved frocks that reached past the thigh. The dress of the frontier united the gentry with ordinary men of the backcountry while declaring their superiority to the corrupt mother country.

(James West Davidson, et. al., *Nation of Nations*, Volume 1: To 1877, 5/e, McGraw-Hill, 2005, pp. 178–179)



COMPREHENSION CHECKUP

Identifying Bias

1. Find five words in the selection that suggest the writer's bias in favor of the American revolution.
-

Multiple Choice

Write the letter of the correct answer in the blank provided.

- _____ 2. Which is the main idea of this selection?
 a. New England newspapers highlighted spinning bees.
 b. Radical leaders began to wear homespun clothing.
 c. Women from families of every rank received praise for their wartime contributions.
 ✓ d. Colonial women participated in the resistance movement by making homespun clothing.
- _____ 3. The author suggests that
 a. women were taking a great risk in not buying British clothing.
 ✓ b. the women who made homespun clothing played an important role in the resistance movement against the British.
 c. the spinning of homespun clothing created a greater rift between rich and poor.
 d. the British tried to stamp out spinning bees.
- _____ 4. The women in the public spinning competitions
 a. were primarily from wealthy and prominent families.
 b. wanted to show their commitment to the resistance movement.
 c. had previously depended on British imports.
 ✓ d. all of the above

- _____ 5. The words *emblem* and *badge* in paragraph 1 are
 a. synonyms
 b. antonyms
 c. homonyms
 d. transition words
- _____ 6. A "common and humdrum task" is one that is likely to be
 a. dull.
 b. monotonous.
 c. challenging.
 d. both a and b
- _____ 7. The author suggests all of the following except
 a. homespun clothing was a visible symbol of patriotism.
 b. wearing homespun served to unify colonists and smooth over class distinctions.
 c. only those of limited financial resources wore homespun.
 d. clothing was used to demonstrate independence from England.
- _____ 8. The author uses the words *virtue* and *corruption* in paragraph 1 as
 a. synonyms.
 b. antonyms.
 c. homonyms.
 d. figurative language.
- _____ 9. In the first paragraph, the word *corruption* is in quotes because
 a. the author is taking the point of view of revolutionary America.
 b. the author means to imply the direct opposite of what he says.
 c. the author is highlighting the resentment the colonials felt over their dependence on British imports.
 d. both a and c

Vocabulary in Context

Match the words on the left, which appear in the indicated paragraphs, to the definitions on the right.

- Show off*
- _____ 1. corruption (paragraph 1) ① a. dishonest dealings
 _____ 2. vanity (paragraph 2) ② b. wellborn; aristocracy (*higher class*)
 _____ 3. domestic (paragraph 2) ③ c. competed
 _____ 4. vied (paragraph 3) ④ d. pretension; ostentation
 _____ 5. vogue (paragraph 5) ⑤ e. produced within one's own country
 _____ 6. gentry (paragraph 7) ⑥ f. fashion; style

If the word is used correctly in the sentence, write a C on the line. If it is used incorrectly, write an I.

- III - manner C*
- _____ 7. I can't seem to *muster* much enthusiasm for going out tonight.
 _____ 8. A *genteel* person is more likely to chew with the mouth open rather than closed.
 _____ 9. He is especially *zealous* about doing his homework right after it is assigned.

- C 10. The *literal* meaning of putting your foot in your mouth means to do just that. However, figuratively, it means to say something tactless.
- I 11. Something *edifying* makes you feel tired or sleepy.
- C 12. Only the *elite* in sports qualify for the Olympics.

teduling / sermons
↓
الخطب

In Your Own Words

- C 10. The literal meaning of putting your foot in your mouth means to do just that. However, figuratively, it means to say something tactless.
- I 11. Something edifying makes you feel tired or sleepy.
- C 12. Only the elite in sports qualify for the Olympics.

teaching / sermon
خطبہ

In Your Own Words

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LAB 13

An Introduction to Argument

The critical reader must be able to evaluate arguments. When you evaluate an argument (a claim supported by reasons or evidence), you determine its value or persuasiveness. When an author tries to persuade a reader that something is true or correct by presenting supporting reasons or evidence, an argument is being made. This means that an argument is different from an ordinary assertion, which need not be backed up by reasons or evidence.

Arguments focus on a matter of dispute or a controversial topic. For instance, the question "Do the majority of 18-year-olds drink alcohol?" is not very debatable. We can answer it with research and statistical evidence. However, if we change the question to "Should it be lawful for 18-year-olds to drink alcohol?" we have a good argument. This is because the lawful drinking age is a controversial topic. Some people will support lowering the drinking age to 18 and others will oppose it.

In order to effectively evaluate an argument, a reader must first understand its components. The next section demonstrates how to analyze the structure of an argument.

Analyzing Arguments

An argument has four parts or characteristics: the issue, the claim, the support, and the assumptions.

- ✓ • Issue: a controversial or debatable topic. It must be something that people disagree about or with.
- ✓ • Claim: (conclusion) the key point. This is what the author is trying to prove.

All of the following are claims: Smoking should be outlawed. We should do whatever it takes to protect the environment. Illegal immigrants should be given a path to become citizens.

- ✓ • Support: (premises) evidence given for the claim. The support can be made up of facts, statistics, expert opinion, research, personal experience, or experiences of others.
- ✓ • Assumption: something that is believed to be true but has not been proven. When you get together with a friend once a week for lunch, you assume your friend likes your company. If the bank's hours of business are from 9 to 5, we assume it is going to be open if we go there during those hours. Assumptions are assertions the author believes but may leave unsaid.

Let's examine our previous example about the legal drinking age. However, let's make a contrary claim that the legal drinking age should stay at 21. As an argument it might look something like this:

- ✓ Issue: Should the legal drinking age remain at age 21?

To find the issue, ask: "What is the controversial topic?"

In the example above, the controversial topic is underlined.

- ✓ Claim: To curb alcohol abuse among the young, the legal drinking age should remain at age 21.

To find the claim, ask: "What is the author's position on the issue?"

✓ **Support:** In the early 1970s, many states lowered the drinking age to accommodate the returning Vietnam War veterans. Alcohol-related highway deaths rose and states went back to the age 21 cutoff. On average, traffic deaths drop by 16% when the drinking age goes from 18 to 21. Federal highway safety authorities estimate that since 1984, approximately 25,000 lives have been saved.

To find the support, ask: "What reasons or evidence does the author give to back up the claim?"

✓ **Assumptions:** Right now many 18-year-olds drink alcohol illegally. Lowering the drinking age to 18 would only increase teen drinking, including by younger teens. People at age 21 are more mature than teenagers and are more likely to drink responsibly.

To find the author's assumptions, ask: "What does the author take for granted without bothering to prove?"

Exercise 1: Identifying the Issue and Writing an Opposing Claim

Directions: First, underline the issue in each claim. Then, for each of the claims, write an opposing claim.

1. Capital punishment is inhumane and should be abolished.

Opposing claim: It prevents prisons from becoming over-populated

2. Medical marijuana should be legalized.

Opposing claim: Frequent use may lead to short-term memory loss.

3. College tuition should be raised significantly to reflect the true costs of education.

Opposing claim: poor youngsters are can not be able to

4. Nutritional supplements are potentially dangerous and should be regulated by the FDA the same as drugs.

Opposing claim: provide immune system supports.

5. College football players should be paid to play.

Opposing claim: College fans can't afford to pay them.

Exercise 2: Providing Support

Directions: For each claim listed below, identify reasons that support each side of the argument.

A. It should be permissible to sell beer at college football games.

Yes

Supporting Reasons

1. College can earn wholesome
2. way to attract audience
3. Entertainment

No

Supporting Reasons

1. It is immoral.
2. unethical activities may happen
3. Security issues

1. "In our own everyday lives most of us are *inundated* by information and misinformation."

He is such a dynamic speaker that he is *inundated* with requests to speak at various charitable events.

Inundated means overwhelm

2. "For most of us, access to news is becoming ever more abundant and *ubiquitous*."

Commercials are *ubiquitous* on evening TV.

Ubiquitous means found everywhere

3. "Participants try to ridicule and *demean* their opponents rather than listening respectfully and comparing facts and sources."

If you lie and cheat to get ahead in your career, you are likely to *demean* yourself.

Demean means unworthy of one's status / defaming

4. "A State of the Media study by the Center for Journalistic Excellence at Columbia University concluded that the news is becoming increasingly *partisan* and *ideological*."

His goal was to remain neutral and above *partisan* politics.

Partisan means a firm affection with someone/something

5. "At the same time that media is becoming more technically sophisticated, news providers are also becoming more *adept* at manipulating images and content to convey particular messages."

Karla is an *adept* tennis player; she has won many tournaments.

Adept means proficient in

6. "People who get their news primarily from TV are significantly more *fearful* and *pessimistic* than those who get news from print media."

With their continual fights, I am very *pessimistic* about their marriage surviving much longer.

Pessimistic means tending to see the worst aspect of things

7. "News reports are increasingly *shallow* and one-sided, with little editing or fact checking."

I think that she is a *shallow* person because her conversation is limited to discussions about hair and makeup.

Shallow means unreliable / not capable of serious talk

In Your Own Words



1. In a 2003 Gallup poll, 62 percent of the respondents stated that they believed news organizations are often inaccurate in their reporting. What factors do you think have led to the public's loss of confidence in the news media?

2. Do you primarily get your news from cable, local news channels, nightly network news, satirical comedy shows, the Internet, morning TV shows, or radio talk shows? Do you think the source of your news tends to be biased or slanted, or does it tend to be objective?

- _____ 10. All of the following are statements of opinion except
a. "by now, most of us know not to believe everything we read or hear"
b. "we have more choices than we can possibly manage, and know more about the world around us than ever before, but, perhaps, understand less"
c. "a State of the Media study by the Center for Journalistic Excellence at Columbia University concluded that the news is becoming increasingly partisan and ideological"
✓ d. "the line between news and entertainment has become blurred in most media"
- _____ 11. Which of the following best describes the author's attitude toward the current state of the news story?
a. ambivalent
✓ b. concerned
c. objective
d. compassionate
- _____ 12. Which of the following best describes the author's main purpose?
a. to encourage the public to think critically about information presented by the media
b. to inform the public about possible bias in news reports
c. to persuade the reader to lobby the government to return regulation to the media industry
✓ d. both a and b
- _____ 13. In paragraph 2 the author gives examples to demonstrate
a. the stupidity of the public
✓ b. deceptive advertising techniques
c. products to help people lose weight
d. remedies for cancer
- _____ 14. As used in paragraph 4, the words *partisan*, *overdramatized*, *shallow*, and *sensationalistic* have a
✓ a. negative connotation
b. positive connotation
- _____ 15. The author expresses a negative bias toward all of the following except
✓ a. the Center for Journalistic Excellence at Columbia University.
b. e-mail, cell phones, mobile faxes, and pagers.
c. partisan journalism.
d. cable television news.
- _____ 16. The author concludes the selection with a warning to
a. practice critical thinking in order to detect bias in the media.
b. rely on only a single source you know and trust for daily news.
c. make up your mind about an issue after comparing different viewpoints.
✓ d. both a and c

Vocabulary in Context

Each question below has a sentence from the selection and another sentence. A word is italicized in both sentences. Use the context clues in the two sentences to determine the meaning of the word.

B. It should be lawful to use animals to test drugs and cosmetics.

Yes

Supporting Reasons

1. animals are independent
2. helps ensure safety of drugs.
3. improves human health

C. Texting while driving should be outlawed.

Yes

Supporting Reasons

1. Source of accidents
2. distract focus
3. Expensive

No

Supporting Reasons

1. animals also feels pain etc
2. humans & animals aren't exactly same
3. some substances tested, may never be used for anything useful.

No

Supporting Reasons

1. waste of time to stop car for answering phone
2. Risking others life
3. Taking mind off driving.

Exercise 3: Identifying the Evidence That Supports the Claim

Directions: Each group of sentences below begins with a claim. Some of the sentences support the claim, and some don't. Write an S (for support) on the line next to the sentence that directly supports the claim. Leave the other sentences blank.

EXAMPLE:

Claim: Students should have to attend school year round.

- Year-round school doesn't boost learning.
- S Students forget too much over long summer breaks.
- Year-round schools ruin parents' vacation plans.
- S Because most parents work, students are left to hang out in the summer with no one supervising them.
- Most large cities also have charter schools.

1. **Claim:** School cafeterias in elementary schools should offer only healthy food choices.

- Fast food isn't bad for the very young.
- S Many of today's kids are alarmingly overweight.
- S Obese kids are more likely to become overweight adults with health problems.
- S If parents make good food choices, kids will imitate them.
- Some environmentalists condemn drinking water from plastic bottles.

2. **Claim:** Public schools should require students to wear uniforms.

- S Recent studies show that school uniforms reduce peer pressure.
- Nurses in hospitals wear uniforms.

- S Uniforms make it easier to identify those who are not from the school.
- Uniforms interfere with students' rights of self-expression.
- Having a uniform prevents gang members from displaying their colors.
3. Claim: All-day kindergarten should be mandatory for all children.
- S With all-day kindergarten, working parents will save on child care.
- Public schools did not have kindergarten in the 1800s.
- S Teachers report greater academic progress by students who attend all-day kindergarten.
- All-day kindergarten programs are too expensive.
- All-day kindergarten programs can be very stressful for some children.
4. Claim: High school students should be required to learn a foreign language.
- S Foreign languages are increasingly needed in this age of globalization.
- The official language of the Roman Empire was Latin.
- It's a personal choice whether or not to be bilingual.
- Students are made to do enough in schools as it is without having to learn a foreign language.
- S Studying a foreign language broadens students by acquainting them with the culture, history, and literature of another country.
5. Claim: Tattoos and body piercings should be approached with caution.
- S There is always a risk of infection with tattoos and body piercings.
- Tongue rings can damage teeth.
- Many sports stars have tattoos.
- S Tattoos and body piercings should be considered permanent alterations to the body.
- Tattooing is becoming more popular.
6. Claim: Smoking should be banned in privately owned facilities.
- Business owners have the right to operate their businesses without undue government interference.
- Bans on smoking can reduce revenue at restaurants and bars and put them out of business.
- If people don't like to be around smokers, they can go to another restaurant.
- S If government can control the actions of private citizens in restaurants, what's to stop it from extending its reach into private residences?
- X The right to smoke should not interfere with the nonsmoker's right to breathe smoke-free air.
- S Studies show that secondhand cigarette smoke increases the risk of disease in individuals who do not smoke themselves.

7. **Claim:** The laws should not allow physician-assisted suicide of the terminally ill.

- Physician-assisted suicide undermines the value of life and could give troubled people who are not ill the idea that suicide is acceptable.
- Physicians have taken an oath to do no harm.
- Too many medical and financial resources are used to keep people alive who want to die.
- Sometimes sick individuals are pressured to end their lives sooner by family members eager to inherit money.
- Many ill people say they want to die, but they are just depressed and need medication to relieve their depression.
- All cultures have funeral practices.

8. **Claim:** People should drink regular tap water rather than buying water in plastic bottles.

- Water keeps people hydrated, which is important when the weather is hot.
- Bottled water can be as contaminated as tap water.
- Bottled water is more expensive than tap water.
- A large percentage of plastic water bottles end up in landfills or the ocean, which harms the environment.
- Bottled water often lacks fluoride, which is needed to prevent tooth decay.

Now let's look more closely at the assumptions underlying arguments. Although assumptions are usually left unsaid, they are sometimes included. In the following example, the author's assumption is stated explicitly.

Claim: The driving age should be raised to age 18.

Evidence: Statistics show 16-year-olds are more likely to cause accidents than drivers 18 years or older.

Assumption: There would be fewer accidents if the driving age were raised to age 18.

Exercise 4: Identifying the Assumptions

Directions: Identify the assumptions for the following claims from Exercise 3. Write your answers below.

1. **Claim:** Tattoos and body piercings should be approached with caution.

Assumption: There is always a risk of infection ...

2. **Claim:** Smoking should be banned in privately owned facilities.

Assumption: The right to smoke ...

3. Claim: The law should not allow physician-assisted suicide of the terminally ill.

Assumption: Many ill people

4. Claim: People should drink regular tap water rather than buying water in plastic bottles.

Assumption: bottled water can be

Exercise 5: Understanding Assumptions

Directions: Read this selection and answer the questions that follow.

Brownie

by ROGER FOUTS

I grew up on a farm where animals were a very important part of our family's life. 1

My closest animal companion was our dog, Brownie. Feisty and fiercely loyal, 2 Brownie was a fixture of our household. She needed us and we needed her. In addition to guarding the house, she baby-sat the youngest kids in the fields during the harvest season.

One day I saw Brownie do something that shaped my view of animals forever. 3 She saved my brother's life. It happened during cucumber-picking season when I was four years old. The whole family—my parents, six brothers, and one sister—had been out in the field all day working. Brownie had been watching over me and my nine-year-old brother, Ed, whenever he got tired of picking. By the time the sun was going down our Chevy flatbed was piled high with boxes of cucumbers. It was time to head home for dinner. Ed wanted to ride back on our older brother's bicycle, a big thing that he could barely control. My parents said OK and Ed headed out on the bike, chaperoned by Brownie. Twenty minutes later, the rest of us clambered onto the truck and left the field with my twenty-year-old brother, Bob, driving.

It was the dry season, six months or so since the last rain, and the dirt road was 4 blanketed with four or five inches of chalky dust. As the truck drove along the well-worn tire ruts in the road, it kicked up a huge cloud of dust that covered us on all sides, making it impossible to see more than two feet ahead or behind. After going along for a while, we suddenly heard Brownie barking very loudly and very persistently. We looked down and we could just make her out next to the front fender. She was sniping at the right front tire. This was very strange behavior. Brownie had come to the fields hundreds of times and had never once barked at the truck. But now she was practically attacking it. My brother Bob thought this was odd but didn't give Brownie much thought as he plowed ahead even as her barking became more frenzied. Then, without further warning, Brownie dove in front of the truck's front tire. I heard her shriek, and I felt a thump as we drove over her body. Bob hit the brakes, and we all got out. Brownie was dead. And right there in front of the truck, not ten feet away, was Ed, stuck on his bike in the deep tire rut, unable to escape. Another two seconds and we would have run him down.

Brownie's death was devastating to all of us. I had seen animals die before, but 5 this one was my nearest and dearest friend. My parents tried to explain that Brownie had only done what either of them would have done for us. No one doubted for a

second that Brownie had sacrificed her own life to save my brother's. She saw a dangerous situation unfolding, and she did what she had to do to protect the boy she had been baby-sitting for so many years. Had she not acted, the course of our family's life would have been very different.

(Roger Fouts, *Next of Kin*, 1997)

1. Roger Fouts is a strong proponent of animal rights. What assumptions about animals (and dogs in particular) does Fouts make in this excerpt?

(4)

2. How might this incident transform someone into a crusader for animal rights?

(3)

3. How does this excerpt appeal to our emotions rather than our reasoning ability?

(5)

4. In what ways could this excerpt be viewed as a form of propaganda?

Evaluating Arguments

Now that we know what an argument is and how it is put together, let's talk about how to evaluate an argument. Here are the steps.

1. Think critically and skeptically about the support (reasons or evidence) that the argument presents and the assumptions that the argument makes. Is the author's support relevant and persuasive? Do the assumptions defeat or weaken the argument?
2. Ask yourself how well the support and assumptions back up the conclusion. If the assumptions you do not share or if the support is weak or false, then the argument will be unpersuasive, unsound, or invalid.
3. Many good arguments will attempt to directly refute key points in the opposing argument. The absence of such a refutation can be a sign of weakness in an argument. If the author omits the refutation, ask yourself why he or she has done so.
4. Examine opposing viewpoints carefully. In evaluating an argument, never rely on just one source. Instead, investigate opposing viewpoints. To come to a balanced conclusion, you need to study the points made by the opposition. Don't assume that what you already believe must be true. And don't become so enamored of a particular argument that you neglect to investigate the opposing viewpoint. The goal should be to discover truth, even if it means that you might have to change your original position.

5. Question claims that are based solely on anecdotal evidence, opinions, or testimonials. Instead, pay more attention to those claims that are supported by research studies. For example, many herbal supplements have not been rigorously tested for safety and effectiveness. Yet, they are promoted as being both safe and effective by many enthusiastic users. Many celebrities today are providing questionable or even dangerous medical advice. Some make claims about the effectiveness of alternative cancer "cures" that medical experts would challenge. Testimonials by themselves do not constitute proof. Be wary of claims that are not substantiated by other evidence. While everyone is entitled to his or her own opinion, opinions are not facts.
6. Be careful in evaluating poll data. Remember that not all people respond honestly in surveys or polls. Many people say they are for someone or something when they are not. They may wish to please the pollster or to portray themselves in a more favorable light. Results to particular poll questions also depend on how the question was asked. For instance, if asked, "Are you in favor of welfare?" most people say "no." But if asked, "Are you in favor of helping the poor?" many people will say "yes."
7. Recognize the fallibility of experts. Experts provide valuable information about many subjects of interest, but they are not infallible. Just because someone has a PhD or MD does not mean we can automatically assume the argument he or she espouses is correct. As critical thinkers, we must remain skeptical.

Exercise 6: Evaluating Arguments

Directions: Identify the conclusion (or central issue) and the supporting reasons in each of the following excerpts. Where indicated, also list the logical fallacies used. (Logical fallacies are located in Chapter 11).

A. A Fair Share of Resources?

The affluent lifestyle that many of us in the richer countries enjoy consumes an inordinate share of the world's natural resources and produces a shockingly high proportion of pollutants and wastes. (The United States, for instance, with less than 5 percent of the total population, consumes about one-quarter of most commercially traded commodities and produces a quarter to half of most industrial wastes.)

To get an average American through the day takes about 450 kg (nearly 1,000 lbs) of raw materials, including 18 kg (40 lbs) of fossil fuels, 13 kg (29 lbs) of other minerals, 12 kg (26 lbs) of farm products, 10 kg (22 lbs) of wood and paper, and 450 liters (119 gal) of water. Every year we throw away some 160 million tons of garbage, including 50 million tons of paper, 67 billion cans and bottles, 25 billion styrofoam cups, 18 billion disposable diapers, and 2 billion disposable razors.

This profligate resource consumption and waste disposal strains the life-support system of the Earth on which we depend. If everyone in the world tried to live at consumption levels approaching ours, the results would be disastrous. Unless we find ways to curb our desires and produce the things we truly need in less destructive ways, the sustainability of human life on our planet is questionable.

(William Cunningham & Barbara Saigo, *Environmental Science*, 6/e, 2001)

1. What is the author's claim? Consuming anordinate share of world's natural resources & producing more garbage

2. List the author's support for the argument.

a. 1
 b. 2
 c. 3

3. Is the author's claim adequately supported by factual evidence or inadequately supported? Give reasons for your answer. inadequately supported

4. List some examples of highly connotative language. _____

5. What is your overall assessment of the author's argument? _____

B. Just How Stupid Are We?

James Madison famously said that if men were angels, we wouldn't need government. It could as well be said that if politicians were angels, we wouldn't have to worry about the voters' ignorance. Politicians would simply do the right thing. They wouldn't play on voters' fears or pander to their irrational biases. Unfortunately, angelic politicians are rare, so the issue that must absorb our energies is raising the level of ordinary voters to make them less ignorant.

Schooling by itself is not the answer. More than half of all Americans now have some college education. Yet they are no more knowledgeable about civics than Americans a half-century ago, when fewer than half of all citizens even graduated from high school (six in ten in 1940 never even got past the eighth grade). What's needed is specifically an emphasis on civics. Studies show that people who know civics are less easily manipulated by politicians. Americans do not pick up civics lessons by osmosis. They have to be taught it.

The time has arrived when we need to restore civics to the college curriculum. Studies show that students who take civics courses in high school usually forget what they learn after a few years. This is an argument in favor of doing more civics, not less. Students should be required to take civics courses not only in high school but in college as well. Most colleges have not placed an emphasis on civics. A beguiling but unproven assumption is that by the time students reach college they understand the basic facts about American government. This may once have been the case, when college was restricted to an elite group. But now that college is open to everybody we need to admit that many students arrive with an inadequate understanding of civics. Their ignorance of civics should no longer be regarded as somebody else's problem. College students naturally would resist attending classes in civics. Few college teachers would want to teach the subject. But there is a way to teach civics without being boring or tedious. It is by requiring students to read newspapers and other news sources. We cannot of course force students to read anything. But if we test students on current events they will read what they have to in search of the answers. I recommend giving all freshmen in American colleges weekly current events tests. Those who pass with flying colors should be eligible for federal tuition subsidies paid for out of a special fund. Graduation should be made contingent on achieving at least a passing grade.

(Rick Shenkman, *Just How Stupid Are We?* 2008)