

UNIT 5

Responsibility

- READING ● using a graphic organizer
- VOCABULARY ● phrasal verbs
- WRITING ● stating reasons and giving examples
- GRAMMAR ● gerunds and infinitives



LEARNING OUTCOME

Write a paragraph about why people help others using reasons and examples.



Q



Unit QUESTION

Why do people help each other?

PREVIEW THE UNIT

A Discuss these questions with your classmates.

Did your parents teach you to be helpful to others? Is being helpful something we learn, or is it human nature?

Are there any situations in which you don't think you should help someone? Explain.

Look at the photo. What do you think is happening?

B Discuss the Unit Question above with your classmates.

 Listen to *The Q Classroom*, Track 2 on CD 2, to hear other answers.

C Discuss these questions in a group.

1. What are some situations in which you need help?
2. What are some situations in which other people need help?
3. Read the list of situations. Would you help? Why or why not?
 A homeless person is asking for money.
 A tourist is looking at a map on a street corner.
 A child falls down.

D Look at the pictures. Discuss these questions in a group.

1. What is happening in each picture? Where are these situations taking place?
2. Why do people help strangers in these situations?
3. Have you helped others in a similar way? Explain.





READING 1 | A Question of Numbers

VOCABULARY

Here are some words from Reading 1. Read their definitions. Then complete each sentence.

according to (*phr.*) as stated by someone

apply to (*phr. v.*) to concern or involve someone or something

complex (*adj.*) made up of several connected parts and often difficult to understand

end up (*phr. v.*) to find yourself in a place or situation that you did not intend or expect

factor (*n.*) something that affects a decision or situation

prove (*v.*) to use facts and evidence to show that something is true

responsibility (*n.*) a job or duty that you must do

theory (*n.*) an idea or set of ideas that tries to explain something

witness (*n.*) a person who sees something happen and who can tell other people about it later

1. _____ social psychologists, cultures have different ideas about what is good and bad behavior.
2. The police wanted to talk to the _____ who saw the thief steal the woman's purse.
3. Human behavior is _____. It is not easy to explain.
4. Scientists use a(n) _____ to explain why something happens. Then they test the idea to see whether or not it is true.
5. In some cultures, people feel it is their _____ to help their neighbors as much as they can.
6. Scientists must do experiments in order to _____ that their ideas are correct.
7. An experiment can have unexpected results. Scientists can _____ discovering something completely new or unexpected from an experiment.

8. Scientists who study people's behavior look at many different _____ that can affect behavior, such as gender and culture.
9. Some biologists study the way our biology affects our behavior; in contrast, social psychologists examine the way our actions _____ society.



PREVIEW READING 1

You are going to read an article from a news magazine that presents research on the *bystander effect*. The bystander effect describes how a group of ordinary people, suddenly in an emergency situation, react when help is needed.

When do you think a person is more likely to help other people?
Check (✓) your answer.

- ☐ when he or she is alone
- ☐ when there are many people around

A Question of Numbers

1 You're walking down a busy city sidewalk, and you see someone in front of you fall down. What would you do? Now imagine that same situation, but you are the only other person on the sidewalk. What would you do then? **According to** social psychologists, you are more likely to help when there is no one else around. In contrast, if there are many **witnesses**, or bystanders, you might not offer help. It is even possible that no one would help the person at all. Psychologists believe this is a natural yet **complex** human reaction, which they call the *bystander effect*.

2 The bystander effect was first discovered in 1964 as a result of a very unfortunate event that happened outside Catherine Genovese's home in New York City. At three o'clock in the morning, someone attacked and murdered Genovese in front of her apartment building. The noise of the killing woke up 38 of Genovese's neighbors. All of them looked out of their windows to see what was happening. However, not one of those 38 witnesses did anything to help. No one reported the murder to the police. The whole nation was shocked by the news the next day, and psychologists had no answers to explain why these people didn't help.

3 Newspapers called the 38 witnesses selfish and uncaring, but social psychologists John Darley and Bibb Latane had a different

theory. They believed that a large number of witnesses actually *decreased* the chances that any individual would help. If only one person witnesses a murder, he or she will feel fully responsible for calling the police. If there are two witnesses, each person might feel only half responsible. Now imagine there are many witnesses, as in the Genovese case. Darley and Latane pointed out that each person felt only a small amount of **responsibility**, so each did nothing. The reason they didn't help was not that they were uncaring or selfish people. There were just too many of them.

4 Darley and Latane knew they had to **prove** their theory scientifically, so they set up an experiment with college students to test it. They divided the students into three groups. They took each student to a small building. They put him or her in a room with a TV screen that showed another person in a different room in the building; then they left. Students in the first group thought that they were alone in the building. Students in the second group thought that there was one other person in the building. Students in the third group thought that there were four other people in the building. As part of the experiment, the person on the TV screen pretended¹ to become ill and called out for help. In the first group, where students believed

¹ **pretend:** to behave as if something is true or real, when it is not



The bystander effect is common on busy city streets.

they were the only people in the building, 85 percent went to get help for the person. In the second group, only 62 percent tried to help. In the third group, only 31 percent tried to help. The results supported Darley and Latane's theory. They figured out that having more witnesses did not mean that help was more likely. In fact, the opposite was true.

- 5 Social psychologists believe the bystander effect can **apply to** a number of everyday situations. For example, on a busy sidewalk, you might not give money to a homeless man (or help someone who falls down). On a crowded subway, you may not give up your seat to an elderly person. On the highway, you might choose not to stop and help someone change a flat tire. In these situations, you—and the other bystanders—feel less responsible because so many people are around to help, so no one **ends up** helping at all.
- 6 The bystander effect is one of the many **factors** that influence a person's decision to help out a stranger in need. Some people might naturally feel more desire to help. Some cultures might put more importance on helping strangers than others do. Some cities and towns could be designed to be more friendly than others. However, psychologists know that humans are naturally influenced by the presence of others around them even if they are not aware of it.

MAIN IDEAS

Read the statements. Write *T* (true) or *F* (false) according to the reading.

- ___ 1. The bystander effect is a natural human reaction that occurs in situations in which help is needed.
- ___ 2. Social psychologists studied the bystander effect before the murder of Catherine Genovese.
- ___ 3. Darley and Latane's experiment showed that having more witnesses meant that help was less likely.
- ___ 4. Darley and Latane studied the bystander effect by watching how people behave in everyday situations.
- ___ 5. The bystander effect is one of the factors that influence people's decision to help others.

DETAILS

Circle the answer that best completes each statement.

1. Catherine Genovese's murder occurred ____.
 - a. outside New York City
 - b. in her apartment
 - c. in front of her apartment building
2. When only one person witnesses a crime, he or she will feel ____ for calling the police.
 - a. not responsible
 - b. partly responsible
 - c. fully responsible
3. Darley and Latane's experiment divided college students into ____ different groups.
 - a. two
 - b. three
 - c. four
4. In Darley and Latane's experiment, ____ of the students who thought they were alone went to get help for the victim.
 - a. 85 percent
 - b. 62 percent
 - c. 31 percent
5. Helping strangers may be more important in some ____.
 - a. cities
 - b. cultures
 - c. psychologists



WHAT DO YOU THINK?

Discuss the questions in a group. Then choose one question and write five to eight sentences in response.

1. Have you ever *not* helped someone who needed help? Why or why not? What factors might make someone choose not to help a stranger?
2. In general, which people do you think are more helpful to strangers in need: people who live in cities or people who live in small towns? Why?
3. The author of “A Question of Numbers” writes that “some cultures might put more importance on helping strangers than others do.” Do you think that a person’s culture can be a factor in making him or her a more helpful person? Why or why not?

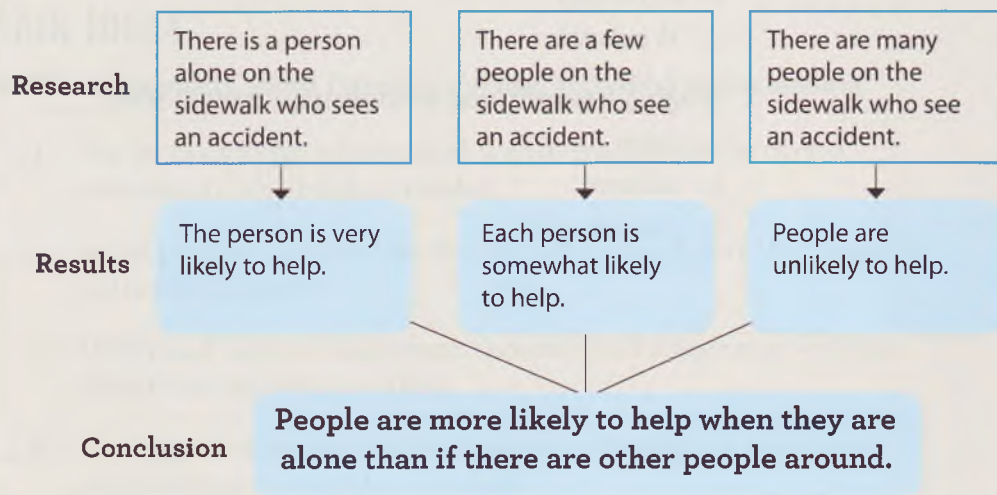
Reading Skill

Using a graphic organizer



Graphic organizers represent ideas with images, such as diagrams, charts, tables, and timelines. You can use graphic organizers to help you see connections between ideas or remember the main points of a text or parts of a text. Using graphic organizers can help you review a text you have read in preparation for class or a test.

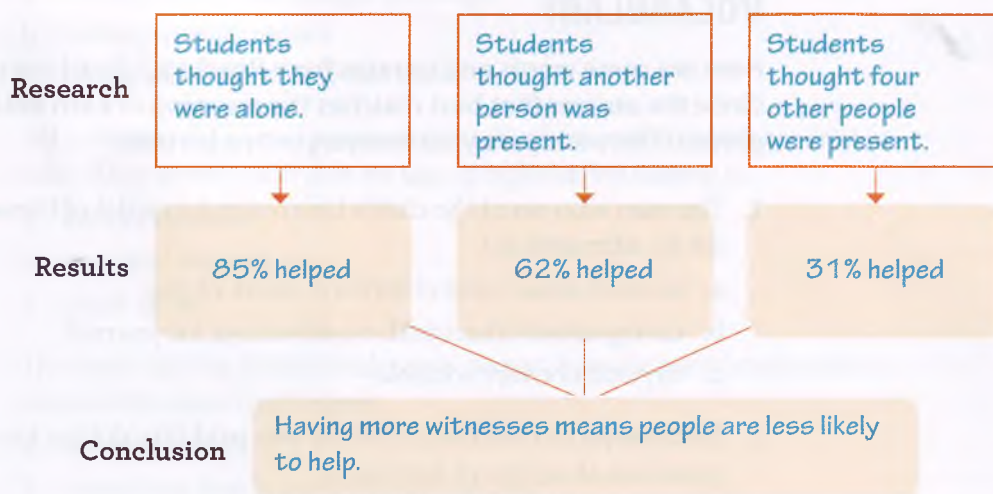
The flowchart below organizes the main points of a scientific article.



Tip Critical Thinking

Activity A uses a graphic organizer to **illustrate** the ideas of a reading. When you illustrate, you make a picture of information or ideas. This is a good way to understand material and to review for a test.

A. With a partner, look at a student's graphic organizer for Paragraph 4 of Reading 1. Then discuss the questions.

**Tip for Success**

Looking for patterns of organization in a text will help you understand what the writer wants to say about the topic.

1. How does the flowchart organize information from the reading?
2. Look at the labels on the left. Are these words from the reading or from the student who made the graphic organizer?
3. Does the graphic organizer make the information easier to understand?

B. Work with a partner. Use the flowchart from Activity A. Complete the summary of Paragraph 4 of Reading 1.

Darley and Latane researched the bystander effect using

_____ groups of students in different situations. When
 (1) _____, 85 percent tried
 (2) _____ to help someone in need. When they thought one other student was
 present, _____ tried to help. Finally, only 31 percent
 (3) _____ helped when students thought _____ other bystanders
 (4) _____ were present. Based on these results, Darley and Latane concluded that

(5)

READING 2 | The Biology of Altruism

VOCABULARY

Here are some words and phrases from Reading 2. Read the sentences. Circle the answer that best matches the meaning of each bold word or phrase. Then compare your answers with a partner.

1. The man who saved the child's life received a medal of honor from the city for his **altruistic** act.
 - a. worried about what others will think of you
 - b. caring about others with no advantage for yourself
 - c. shy and not very sociable
2. Each **subject** in the medical study was paid fifty dollars for answering questions about his or her health.
 - a. a person who works in hospitals
 - b. a person who is part of an experiment
 - c. a person who doesn't have enough money
3. The researcher could **barely** hear anything because there was so much noise coming from outside.
 - a. hardly; almost not
 - b. completely
 - c. often
4. Some scientists **hypothesize** that natural instincts and how we are raised have an equal effect on how helpful we are. Others believe one has more influence than the other.
 - a. state that something is definitely true
 - b. suggest a possible explanation
 - c. disagree strongly with someone
5. Designing an experiment well can **lead to** useful results. In contrast, a poorly designed experiment can result in unreliable information.
 - a. control
 - b. end
 - c. cause
6. Watching people on a crowded sidewalk can **bring about** a better understanding of how the bystander effect works in real life.
 - a. cause
 - b. destroy something
 - c. improve the look of something

7. Health-care workers are usually **compassionate** people—they want to help others in need.
 - a. caring about other people's feelings
 - b. having enough money
 - c. taking more than your fair share
8. All scientists **rely on** experiments to test whether their ideas are true or false. They never guess that an idea is right before testing it.
 - a. use occasionally
 - b. need and depend on
 - c. think about
9. The results of the **initial** study were correct because every study after it showed the same conclusions.
 - a. last in a series
 - b. something that is at the beginning; first
 - c. of little importance

PREVIEW READING 2

You are going to read an article from a science journal that presents research on how the brain can influence a person's decision to help strangers.

Read the first and last paragraphs. Why do you think people want to help strangers? Check (✓) your answer(s).

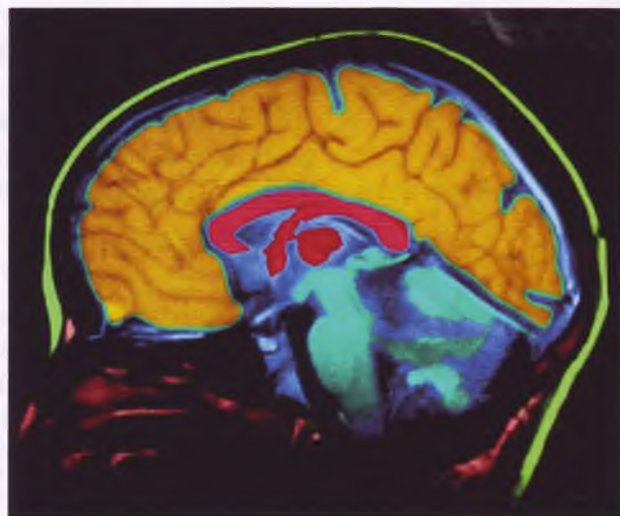
- ☐ It makes them feel good.
- ☐ It helps people survive.
- ☐ They feel they have to.
- ☐ They want something in return.
- ☐ It makes them feel important.
- ☐ It is polite.

The Biology of Altruism

- 1 Scientific evidence suggests that humans have a biological desire to help others, including strangers. **Altruistic** behavior towards strangers is uniquely human and observed at a very young age. Dr. Felix Warneken and Dr. Michael Tomasello of Germany's Max Planck Institute for Evolutionary Anthropology have shown that children as young as 18 months want to help strangers. When their 18-month-old **subjects** saw a stranger throw a pencil on the floor, none of them picked it up. However, when the same subjects saw someone "accidentally" drop a pencil, nearly all the children picked it up in the first ten seconds. Says Dr. Warneken, "The results were astonishing because these children are so young. They still wear diapers and are **barely** able to use language, but they already show helping behavior." Because altruistic behavior appears in children so young, Dr. Warneken and other scientists **hypothesize** that the human brain is designed to be altruistic.

Mirror Neurons

- 2 By using brain scans¹, neuroscientists are making new discoveries about the biology of the human brain. The recent discovery of mirror neurons in humans **leads to** scientists' belief that the brain can influence altruistic behavior. Mirror neurons are ordinary brain cells located throughout the brain. They "light up" when a person is performing an action or observing someone else doing a similar action. Mirror neurons make us cry when we see someone else



Brain scans like this one help scientists see the brain in action.

cry or smile when someone smiles at us. Our mirror neurons actually feel what they feel. They cry and smile along with them.

- 3 How, then, can mirror neurons **bring about** altruistic behavior? By helping us feel what others feel, mirror neurons naturally make us feel **compassionate**. They allow us to put ourselves in someone else's situation; without them, we would not understand or care about other people's emotions. Would we help hurricane victims²? Give money to the poor? Save lives? Probably not, says Marco Iacoboni, a leading neuroscientist: "We are good because our biology drives us³ to be good." In other words, mirror neurons seem to prepare us to be altruistic.

Neuroeconomics

- 4 Neuroeconomist Bill Harbaugh and his team at the University of Oregon study the biology of altruism. They look specifically at

¹ brain scan: an image of the brain taken by a special machine

² victim: a person harmed or killed as a result of a crime or accident

³ drive: to motivate, or cause someone to act in a particular way

neuroeconomics, or the connection between the brain and economic decisions. In one of their experiments, the researchers tried seeing if people's donations to charity⁴ were affected by neurons. Nineteen women were given \$100 to play a charity game on the computer. They could choose to donate or not to a charity, each decision leading to other situations where they could gain or lose money. At the end of the game, the subjects were able to keep all the money that was left in their accounts.

- 5 As the subjects played the game, the scientists scanned their brains. They looked at the brain's "pleasure center," which controls how good people feel. When most subjects donated money to a charity, their pleasure centers lit up on the brain scan. Some even lit up when the subjects were taxed on their donation. Both results suggest that the brain's pleasure center is rewarded for altruistic acts. In addition, the more people donated, the more their pleasure centers lit up. For some, the pleasure center lit up more when the computer gave the charity extra money than when they received extra money to keep for themselves. The scientists point out that this was "the first neural evidence for ... pure altruism," meaning that altruism may indeed have a biological connection.

Unanswered Questions

- 6 Why would our brains be biologically prepared to help others? What benefit does it have for each of us and for human beings as a whole? One popular scientific theory suggests that being natural helpers improves our chances of survival. Humans are social creatures, dependent on family, friends, governments, and strangers. Babies need food to survive, but they also need someone there to feed them. Larger social groups also **rely on** our help, such as when we pay taxes or donate money to charities. Without a "helping brain," humans would have a much harder time trying to survive.
- 7 The study of the biology of altruism still has a long way to go, however. Many questions have grown out of these **initial** studies. For instance, if humans are born with a "helping" brain, why do we also have the ability to hurt others? Why are some of us more altruistic than others? How much control does the brain have on altruistic behavior? How much influence does society have? As technology advances, scientists hope to find answers to these questions and increase our understanding of ourselves.

⁴ charity: an organization set up to help people in need

MAIN IDEAS

Circle the answer to each question.

1. What is the main idea of the reading?
 - a. Research suggests that the brain influences our desire to help others.
 - b. Humans survive because they are natural helpers.
 - c. Children as young as 18 months have the desire to help strangers.
2. Which of the following is not true about mirror neurons?
 - a. They light up when a person is doing something.
 - b. They make us feel compassionate towards others.
 - c. They are different from ordinary brain cells.
3. What is neuroeconomics?
 - a. the study of how the brain makes decisions about money
 - b. the study of how the brain controls donations to charities
 - c. the study of how the brain's pleasure center works
4. What did Dr. Harbaugh's study reveal about neuroeconomics?
 - a. Some people get pleasure from being taxed on donations.
 - b. The brain's pleasure center is not rewarded for altruistic acts.
 - c. Donating money does not light up the brain's pleasure center.
5. Why might people be born with a "helping brain"?
 - a. Human babies need parents to feed them.
 - b. It improves people's chances of survival.
 - c. People have to live and work with others.

DETAILS

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

- ___ 1. When 18-month-old subjects saw a stranger throw a pencil on the floor, they picked it up immediately.
- ___ 2. Very young children show altruistic behavior.
- ___ 3. Scientists believe that the brain can influence human behavior.
- ___ 4. Scientists have known about mirror neurons for hundreds of years.
- ___ 5. Without mirror neurons, we would not understand or care about other people's emotions.

- 6. In Bill Harbaugh's experiments, women were given \$1,000 to play a charity game.
- 7. The subjects' memory centers lit up when they donated money.



WHAT DO YOU THINK?

A. Discuss the questions in a group.

1. How altruistic do you think you are? Give examples to support your opinion.
2. Why do you think some people are more altruistic than others?

B. Think about both Reading 1 and Reading 2 as you discuss the questions. Then choose one question and write five to eight sentences in response.

1. What do you think has more influence on our decision to help other people: the presence of others or human nature?
2. Can a person's own life experiences make him or her a more helpful person? Explain, using examples from your own observations and experiences.

Vocabulary Skill

Phrasal verbs



A **phrasal verb** is a combination of a verb and a particle. Particles are usually prepositions, such as *up*, *on*, *in*, *down*, and *over*. When they are used in a phrasal verb, however, they can change the meaning of the verb.

Compare these pairs of sentences.

The scientist was finished with his research, so he **ended** the experiments. He tried to help the old man find the address, but he **ended up** taking him home.

Bob and Al like to **watch** ice hockey on the weekends.

Watch out for that rock! It looks as if it's going to fall!

The phrasal verb *end up* has a different meaning from the verb *end*.

end	→	to finish
end up	→	to be in a situation after a series of events

The phrasal verb *watch out* has a different meaning from the verb *watch*.

watch	→	to look carefully or with interest at something
watch out	→	to be careful about something

A. These phrasal verbs appear in the readings in this unit. Match each phrasal verb with its definition. Look back at the readings or use your dictionary to help you.

- ___ 1. set up (Reading 1, Paragraph 4)
- ___ 2. call out (Reading 1, Paragraph 4)
- ___ 3. figure out (Reading 1, Paragraph 4)
- ___ 4. help out (Reading 1, Paragraph 6)
- ___ 5. point out (Reading 2, Paragraph 5)
- ___ 6. grow out of (Reading 2, Paragraph 7)

- a. to tell or show something that people didn't know or think about
- b. to develop from
- c. to find an answer to something or to understand
- d. to prepare something
- e. to assist somebody
- f. to say something loudly or shout in order to attract attention

B. Complete this short article with phrasal verbs from Activity A.

Darley and Latane _____⁽¹⁾ experiments with college students to _____⁽²⁾ why no bystanders reacted to the murder of Catherine Genovese. Their study helped _____⁽³⁾ new information that they didn't expect. They discovered that the presence of more people at a scene makes people feel less responsible. The study also showed that people in groups don't react to a problem if nobody else acts or looks concerned. They assume that nothing is wrong, even if they hear someone _____⁽⁴⁾ for help. There have been other experiments since Darley and Latane's findings. Probably even more studies will _____⁽⁵⁾ their research because psychologists are very interested in knowing more about what other factors affect people's decisions to _____⁽⁶⁾ those in need.

Writing Skill

Stating reasons and giving examples



Writers state **reasons** to explain why something happens. Reasons can explain why people act or do things in a certain way or why things happen. Writers support their reasons with **examples**. Examples can be specific situations or personal observations that writers give to make their reasons clearer.

Topic sentence: Some people don't know their neighbors very well.

Reason 1: They don't see each other often enough.

Example: They work so much that they are rarely at home during the day.

Example: They prefer not to spend much time outside.

Reason 2: They make wrong assumptions about their neighbors.

Example: They think their neighbors are unfriendly when in fact they are really just shy.

Example: They assume their neighbors are not interested in being friends.

There are certain phrases that signal examples, such as:

For example,

For instance,

Stating reasons with *because*

Because is often used to show reasons why something happens or is true. When *because* is at the beginning of a sentence, a comma is put before the second subject-verb combination.

Diagram illustrating the structure of a sentence starting with *Because*:

reason	second subject-verb combination
<u>Because they don't feel safe themselves,</u>	they don't think they can help someone else.

When *because* is in the middle of a sentence, no comma is used.

Diagram illustrating the structure of a sentence with *because* in the middle:

reason
People may not help <u>because they don't feel safe.</u>

Tip for Success

Why questions appear on many tests. The test is asking you to state reasons. These are some words that signal *why* questions:

Explain why ...

Give reasons for ...

Discuss the causes of ...

A. Read the paragraphs. Put a check mark (✓) next to the reasons and underline examples. Then write them in the outline that follows.

Why We Don't Help

There are a number of reasons why someone might not help a stranger in need. First of all, we might be too busy to help. For example, people might not stop to help a stranded driver on the side of the road because they are in a hurry to get to work. Another reason people may not help is because they don't feel safe. For instance, when people hear a stranger scream in the middle of the night, they might be too scared to help out. Since they don't feel safe themselves, they don't think

they can help someone else. Finally, we might not help others because we assume they can help themselves. For example, if someone on the sidewalk seems to be lost, people think that he or she can find the necessary information without help.

Overall, the decision not to help is very complex. Time, safety, and thinking people can help themselves are just three of many reasons a person chooses not to help others.

1. Topic sentence:

There are a number of reasons why someone might not help a stranger in need.

2. Reasons and examples:

Reason 1: too busy to help

Example: don't stop for stranded driver; in hurry to get to work

Reason 2: _____

Example: _____

Reason 3: _____

Example: _____

3. Concluding sentence: _____

B. Read the sentences. Underline the reasons. Add commas if needed.

1. Because the witnesses didn't feel responsible, they did nothing to help.
2. Because our brains have mirror neurons we can feel what others feel.
3. The scientists performed an experiment because they wanted to prove their theory.

4. Altruistic behavior is complex because many factors are involved.
5. People might help others because it improves their chances of survival.
6. Because the street was so busy no one noticed the man.

Grammar

Gerunds and infinitives



A **gerund** is the base form of a **verb + ing**. Gerunds function as nouns in a sentence. A gerund can be one word (*running, eating, living*) or part of a phrase (*running outdoors, eating healthily, living in a big city*).

Gerunds as subjects

A gerund or **gerund phrase** can be the subject of a sentence. A gerund subject always takes a singular verb.

Helping is easier when we feel safe.

Being altruistic means helping others without expecting anything in return.

Gerunds after verbs

Gerunds follow certain verbs. Here are some of the verbs that gerunds follow:

avoid	discuss	enjoy	go	quit
consider	dislike	finish	practice	suggest

An **infinitive** is **to + the base form** of a verb. Infinitives can also function as nouns in sentences.

They wanted **to donate** money.

Infinitives after verbs

Infinitives follow certain verbs. Here are some of the verbs infinitives follow:

agree	decide	hope	plan	wait
appear	forget	learn	seem	want

A. Complete each sentence with a gerund phrase. Use the words in parentheses.

1. Studying social psychology (study/social psychology) is very interesting.
2. _____ (understand/human behavior) is not always easy.
3. _____ (help/other people) is part of human nature.
4. _____ (donate/money) is an example of altruistic behavior.

5. _____ (use/brain scans) has helped scientists better understand human behavior.
6. _____ (live/in a big city) can be stressful sometimes.

B. Complete each sentence with a verb + a gerund.

1. I wanted to be healthier, but I really dislike exercising (dislike/exercise).
2. If you have heart problems, you should _____ (quit/eat) salty foods.
3. Monica and Rodrigo _____ (consider/move) to Chicago, but they decided to stay in Miami.
4. We should _____ (avoid/buy) a big car. Gasoline is too expensive.
5. In our next class, we are going to _____ (discuss/write) paragraphs.
6. After Margo _____ (finish/eat) dinner, she read the newspaper.

C. Complete each sentence with a gerund or an infinitive.

1. I hope to go (go) to Australia someday.
2. Yuri wants _____ (visit) his friend in Seoul next fall.
3. You should practice _____ (speak) Spanish every day if you want to become fluent.
4. My neighbor agreed _____ (help) me move into my new apartment.
5. Do you enjoy _____ (play) soccer?
6. Vanessa goes _____ (swim) every morning with her daughter.



In this assignment, you are going to write a paragraph with reasons and examples. As you prepare your paragraph, think about the Unit Question, “Why do people help each other?” Refer to the Self-Assessment checklist on page 110. Use information from Readings 1 and 2 and your work in this unit to support your ideas.

For alternative unit assignments, see the *Q: Skills for Success Teacher’s Handbook*.

PLAN AND WRITE

A. BRAINSTORM In a group, brainstorm reasons other than the ones in the readings that might affect a person’s decision to help others. Write your ideas in your notebook.

B. PLAN Follow these steps as you plan your paragraph.

1. Look at your notes from Activity A. Circle the reasons you want to include in your paragraph. Then think of examples to support these reasons.
2. Think about the readings in this unit. Is there any information from them that can help support your ideas?
3. Write an outline for your paragraph.

a. **Topic sentence:** _____

b. **Reasons and examples:**

Reason 1: _____

Example: _____

Reason 2: _____

Example: _____

Reason 3: _____

Example: _____

c. **Concluding sentence:** _____

- C. WRITE** Write your paragraph in your notebook. Use your outline from Activity B. Use *because* when you state some of your reasons. Look at the Self-Assessment checklist below to guide your writing.

REVISE AND EDIT

- A. PEER REVIEW** Read a partner's paragraph. Answer the questions and discuss them with your partner.

1. Does the paragraph have a clear topic sentence? Underline it.
2. Do the reasons support the topic sentence?
3. Are examples given to support the reasons?

- B. REWRITE** Review the answers to the questions in Activity A. You may want to revise and rewrite your paragraph.








- C. EDIT** Complete the Self-Assessment checklist as you prepare to write the final draft of your paragraph. Be prepared to hand in your work or discuss it in class.

SELF-ASSESSMENT		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Is the punctuation correct?
<input type="checkbox"/>	<input type="checkbox"/>	Are all words spelled correctly?
<input type="checkbox"/>	<input type="checkbox"/>	Does the paragraph include vocabulary from the unit?
<input type="checkbox"/>	<input type="checkbox"/>	Does the paragraph include a topic sentence with reasons that support it?
<input type="checkbox"/>	<input type="checkbox"/>	Does the paragraph contain examples to support reasons?
<input type="checkbox"/>	<input type="checkbox"/>	Is <i>because</i> used correctly to state reasons? Are commas used if necessary?
<input type="checkbox"/>	<input type="checkbox"/>	Does the paragraph use phrasal verbs from the unit? Are they used correctly?
<input type="checkbox"/>	<input type="checkbox"/>	Do gerunds end in <i>-ing</i> ?
<input type="checkbox"/>	<input type="checkbox"/>	Are all gerund subjects followed by a singular verb?







Track Your Success

Circle the words you learned in this unit.



Nouns

factor  
 responsibility 
 subject 
 theory  
 witness 

Verbs

apply (to) 
 hypothesize 
 lead (to) 
 prove 
 rely (on)  

Adjectives

altruistic
 compassionate
 complex  
 initial  

Adverb


barely 

Phrasal Verbs


bring about
 call out

end up
 figure out
 grow out of
 help out
 point out
 set up
 watch out

Phrase

according to 

 Oxford 3000™ words

 Academic Word List

Check (✓) the skills you learned. If you need more work on a skill, refer to the page(s) in parentheses.

- READING** ● I can use a graphic organizer. (p. 96)
- VOCABULARY** ● I can use phrasal verbs. (p. 103)
- WRITING** ● I can state reasons and give examples. (p. 105)
- GRAMMAR** ● I can use gerunds and infinitives. (p. 107)

LEARNING OUTCOME ● I can write a paragraph about why people help others using reasons and examples.