

LAB 1

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 tiddle.*
6. Which sport can you watch that takes place outside? *Golf review*.
7. Which sport can you watch that takes place inside? *Pump those 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 B
- 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 K

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

LANGUAGE	DEVELOPED	FUNCTION	CHARACTERISTIC
FORTRAN	1959	solved maths	
COBOL	1959	commercial	
ALGOL	1960	mathematical and scientific purposes	
PEL	1964	data processing	combines features of COBOL and ALGOL
BASIC	1965	learn programming	
C	1970	to support Unix operating system	
PAL	1962		
PASCAL			

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

Rely on

Very rapidly

Impossible for me

is totally ignorant

start working

enjoyed herself tremendously

vulnerable

annoys her very much

convinced him

be offensive

exasperated = exhausted

annoys

1. Don't ask Mrs. Smith how old she is. It drives her crazy.
enjoyed
2. Last summer, Nicole had a blast backpacking through Europe with some friends.
enjoyed
3. Don't take this the wrong way, but I liked your hair better before you got it cut.
rely
4. We can always count on good friends to help us when we need them.
5. Chris didn't want to jump ^{out of} ignorant the plane, but Erin talked him into it.
convincing him
6. Nancy doesn't have a clue about the internet. She's never even used email.
start working
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.
impossible
9. Amber offered to help out ^{assist} in the kitchen by chopping nuts.
10. Toni's business is growing like crazy! *very rapidly*.

Exercise
The following sentences are to be used in a formal context. Choose the best answer according to
the context.

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.

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 unusual circumstance. *process*
5. The Changes in the Ocean. *process*
6. How to find a good book? *process*
7. Tackling Laziness as a Student to Earn Better Grades *prob. soln.*
8. My favourite Movie Character *Narrative*
9. Driving a bike and driving a car. → *compare*
10. Optimism *descriptive*

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

Process compare & contrast

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

process

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

Problems

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

causes and effects

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. A combination 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 between the protector and the phone screen. Enjoy the added protection.

Do the same task with the following.

1. The Age of the Dinosaurs

Descriptive

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

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 and 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

descriptive

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

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.

Objectives

- Practicing conjunctions and clause types
- Sentence Structural types
- Critical Reading 101: Identifying the author's purpose and tone

OXFORD comma
FANBOYS

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

and, but, so, for, yet

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) *but many*
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) *but he*

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

since, although, as, because, while

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) *while*

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

so, even though, and, because

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) *because*
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) *that*
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) *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)

Exercise

Indicate the structural type of the following sentences.

1. The lambs were gamboling in the field. *Simple*.
2. I'll tell you when I get home. *Complex*
3. What are you doing? *Simple*.
4. Anne lost her keys, but I found them, and gave them back to her. *Compound*
5. Although I am not a gambling man, I always put some money on a horse in the Grand National. *Complex*

LD + LI

6. I came here first with my parents when I was sixteen, and I have come back here every year since then. *Compound-complex*
7. I did it because I care for you. *Complex*
- Simple* 8. The island was filled with many winding trails, a small lake, and dangerous wild animals.
9. Juan 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]

as

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. ^{so} He jumped over the net to congratulate his opponent.
4. ^{since} Education is vitally important, All Pakistanis must be concerned about quality education.
5. The boat was old. ^{yet} The boat was still seaworthy.
6. The fog covered the area. ^{so} The pilot did not want to land the plane.
7. He had a part-time job. The college student had little free time. ^{since}
8. My good shows are aired in the afternoon. Some college students schedule classes before noon.
9. Dave submitted his essay. He proofread it carefully.
10. You invest now. You will have little for your retirement later.

Read the paragraphs and identify the author's purpose

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? entertain

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

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 terracide. 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 unlivable and the stream water undrinkable. This is terracide, 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 terracide.

Tone = Andaz e lagan.

academic = objective

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entertainment = melancholy

narrative = subjective

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.

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

(emotions)

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 = pain but accept

optimistic = hope

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 tow 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 = fact .

Objectives:

- Practicing subject verb agreement
- Critical Reading 101: Read in between the lines or infer

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.

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.

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.

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 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.

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.
- S 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.
- P 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.
- P 15. Something about those people (seems, seem) suspicious to me.
- S 16. No one in the bleachers (cheers, cheer) more loudly than Jason.
- S 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.
b) Either Julio or his brother is singing.
c) Flowers or balloons make a nice gift for a sick friend.
d) Neither rain nor ants are spoiling our picnic.
e) Neither ants nor rain is spoiling our picnic.

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.

1. Two rabbits and a gerbil (lives, live) in big cages in our science classroom.
2. Either my brother or my sister (is, are) waiting for me.
3. One maple and three elms (stands, stand) in the yard.
4. Lentils or beans (is, are) are used in the stew.
5. Neither my sister nor my parents (knows, know) the answer to the riddle.
6. A car and three buses (was, were) involved in the accident.
7. Neither my cousins nor my aunt (wants, want) the apple.
8. Either Mr. Brooks or his son (washes, wash) the car.
9. Damont or his parents usually (helps, help) us.
10. 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.

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. → Some precautions to take.

There are certain things

before attempting strength training.

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.

There are several techniques to manage stress

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.

Obese people are more prone to diseases

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 four risk factors that can be reduced 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 than can be reduced through changes in lifestyle.

It is not easy to recover after the death of a loved one

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.

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.

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

that nature is a cleansing vent for troubled minds, extending clarity to the lives of humans. His poetic works have inspired nature-lovers for centuries by displaying the true beauty that only a seasoned writer, like Wordsworth, can accurately depict.

Do the following as an assignment.

Read the passage and answer the questions that follow. Next, find the main idea of every paragraph and write it in your own words. The first and last paragraph may give you the central idea. Create a one paragraph summary of the passage mentioning clearly the thesis and key main ideas of the passage. Your summary should not be more than one-third of the passage in terms of words.

From keeping a complicated pass to remembering it, is a challenge faced

The average computer user has between 5 and 15 username/password combinations to log in to email accounts, so networking sites, discussion boards, news and entertainment sites, online stores, online banking accounts, or other websites. For people who use email or other internet applications at work, the number of required username/password combinations may surpass 30. Some of these accounts demand that you use a specific number of symbols and digits, while others require you to change your password every 60 days. When you add to this list the codes needed to access things like ATMs, home alarm systems, padlocks, or voicemail, the number of passwords becomes staggering. 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.

Having to remember so many different passwords is irritating, but it can also be dangerous. Because it is virtually impossible to remember a unique password for each of these accounts, many people leave handwritten lists of usernames and passwords on or next to their computers. Others solve this problem by using the same password for every account or using extremely simple passwords. While these practices make it easier to remember login information, they also make it exponentially easier for thieves to hack into accounts.

Keeping same password for all accounts, is not a solution

Single sign-on (SSO) authentication and password management software can help mitigate this problem, but there are drawbacks to both approaches. SSO authentication can be used for related, but independent software systems. With SSO, users log in once to access a variety of different applications. Users only need to remember one password to log in to the main system; the SSO software then automatically logs the user in to other accounts within the system. SSO software is typically used by large companies, schools, or libraries. Password management software, such as KeePass and Password Safe, is most often used on personal computers. These software programs—which have been built into many major web browsers—store passwords in a remote database and automatically “remember” users’ passwords for a variety of sites.

losing the password of sso can result in a greater problem

The problem with both SSO authentication and password management software is that the feature that makes them useful is also what makes them vulnerable. If a user loses or forgets the password required to log in to SSO software, the user will then lose access to all of the applications linked to the SSO account. Furthermore, if a hacker can crack the SSO password, he or she will then have access to all of the linked accounts. Users who rely on password management software are susceptible to the same problems, but they also incur the added threat of passwords being compromised because of computer theft. Although most websites or network systems allow users to recover or change lost passwords by providing email addresses or answering a prompt, this process can waste time and cause further frustration. What is more, recovering a forgotten password is only a temporary solution; it does not address the larger problem of password fatigue.

Biometrics

Some computer scientists have suggested that instead of passwords, computers rely on biometrics. This is a method of recognizing human users based on unique traits, such as fingerprints, voice, or DNA. Biometric identification is currently used by some government agencies and private companies, including the Department of Defense and Disney World. While biometrics would certainly eliminate the need for people to remember passwords, the use of biometrics raises ethical questions concerning privacy and can also be expensive to implement.

The problems associated with SSO, password management software, and biometrics continue to stimulate software engineers and computer security experts to search for the cure to password fatigue. Until they find the perfect solution, however, everyone will simply have to rely on the flawed password system currently in place.

Total Words: 629

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

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. (D + D)
- 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. *xford comma*.
- 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.
- 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.

- After passing ECC exam, I plan to go for a trip outstation. D + ID.
-

- To save few marks in ECC, I completed all the exercises D + ID.
-



3. If the exercises are complete, full credit will be awarded.

4. Often the students complain, regarding the lack of college events.

5. Hearing siren wailing down the street, Sohaib got afraid.

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.



Semicolon

The semicolon is sometimes described as stronger than a comma but weaker than a period. In certain uses, this is a reasonably accurate definition. Yet there is more to the semicolon than that. Let's see the following cases.

a. Between independent clauses when a coordinating conjunction is omitted

Most commonly, the semicolon is used between two independent clauses (i.e., clauses that could stand alone as separate sentences) when a coordinating conjunction (for, and, nor, but, or, yet, so) is omitted.

For example:

- The upperclassmen are permitted off-campus lunch; the underclassmen must remain on campus.

**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.

Colon

The colon has primarily three grammatical uses and several non-grammatical uses. Following are the cases.

Grammatical uses of the colon**a. Introducing a list:**

The colon is used to introduce a list of items.

For example:

1. The bookstore specializes in three subjects: art, architecture, and graphic design.

before or after the colon.

3. Attention: Accounts Payable
4. PS: Don't forget your swimsuit.

Example:

- Genesis 1:31

Exercise:

Fill in the missing colons.

1. I gave you the spray bottles for one reason: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.
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!

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.

is a good idea. Quotations are available in most word processors, though many people simply 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."

dialogue

3. "I believe," Jack remarked, ~~that~~^{dia} 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."

For example:

- In conducting the study, researchers relied on positron emission tomography (PET) and, to a lesser extent, functional magnetic resonance imaging (fMRI).

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.

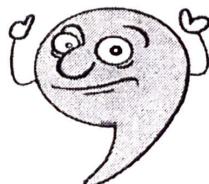
1. A friend of mine believes there are four qualifications for being a good pet owner (a.) one must have enough time to give care and companionship to a pet; (b.) one should be willing to provide proper nutrition and health care for a pet; (c.) one should be able to offer adequate living space for the 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.
3. The entire Pep squad (yell leaders, dance team, flag team, pep band and mascot) received free ✓
admission into the games. *semi Add colon*
4. Sarah struggled a very long time to complete her first novel; (It took her over three years!)! *remove parenthesis*
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.
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.

It's → possession

Its → no possession.

Apostrophe



has three uses: contractions, plurals, and possessives. Following are the cases.

xercise:

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

1. Whos 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 its just about to fall apart.
4. In three weeks time well 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. Its important that the kitten learns to find its way home.
9. She did not hear her children's cries.
10. My address has three 7s, and Tim's phone number has four 2s.
11. Didn't he say when he would arrive at Arnies house?
12. Its such a beautiful day that I've decided to take a sun bath.
13. She said the watch Jack found was hers, but she couldnt identify the manufacturers name on it.
14. Little girls' clothing is on the first floor, and the mens' department is on the second.
15. The dogs' bark was far worse than its bite.
16. The moon's rays shone feebly on the path, and I heard a lone crickets 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 cs' in the word process.
20. Johns 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 am 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? _____ about to find out! _____ pretty obvious that she is a person _____ acting skills equal her beauty. _____ guess might include people like Kiera Knightley or Julia Roberts, and, of course, _____ very glamorous actresses. However, _____ one woman _____ head and shoulders above the rest. Film fans would all agree that _____ favorite actress is Cameron Diaz, _____ comedy acting is all that _____ talking about!

Correction: look at the pictures.
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.

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
2. Our team made the playoffs this year our final game is on Saturday. R
3. When we looked out the window, we saw our dog, it had gotten out of the yard again. R
4. Did you forget to set your alarm clock, or did you turn it off and go back to sleep? S
5. Come to my house today after school, we can work on math together. R
6. My sister always turns up the volume when that song comes on the radio. S
7. The sauce is almost finished, you can start cooking the pasta now. R
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 R
10. Turn left at the stop sign my apartment building is the second one on the right. R

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.
So
12. Tangerines are my favorite fruit I also like peaches and apples.
but
13. What a great time we had last summer; we visited my mother's family in Ireland!
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.

LAB 10

Post-reading Tasks

1. Write a cause and effect paragraph on nuclear power disaster.

Floods, Earthquake, Tsunami, Cyclone, Volcanic eruptions and Tornadoes are some of the natural disasters that cause widespread destruction. The destruction lasts until the disaster ends. In contrast, nuclear accidents-or precisely disasters- are human errors that can't be overwritten and leaves its effects for decades. Scientists and Engineers tend to take utmost care when handling radioactive materials in nuclear power plants. The unforeseen occurrences of Chernobyl and Fukushima nuclear catastrophes reveal that -indeed- a little human negligence and limited knowledge of the environment are responsible for nuclear disasters. Once nuclear plant blows up, the explosion results in thousands of casualties immediately and the acute radiation exposure gradually ends the lives of thousands others in future. Moreover, the hundreds of kilometers area become inhabitable for human life as a result people leave their homes and belongings behind for a safe passage.

2. In the list of the two articles, prepare a list of the tasks to be done if nuclear accident happens at any plant.

- 1) People surrounding the nuclear power plant should be immediately evacuated to a safe place.
- 2) Nuclear debris should be cleared as soon as possible.
- 3) Dig the surrounding areas of the nuclear power plant to get rid of the diseased top layer of the soil.
- 4) Maximum power should be restored so that the coolant can keep pumping around the hot cores.

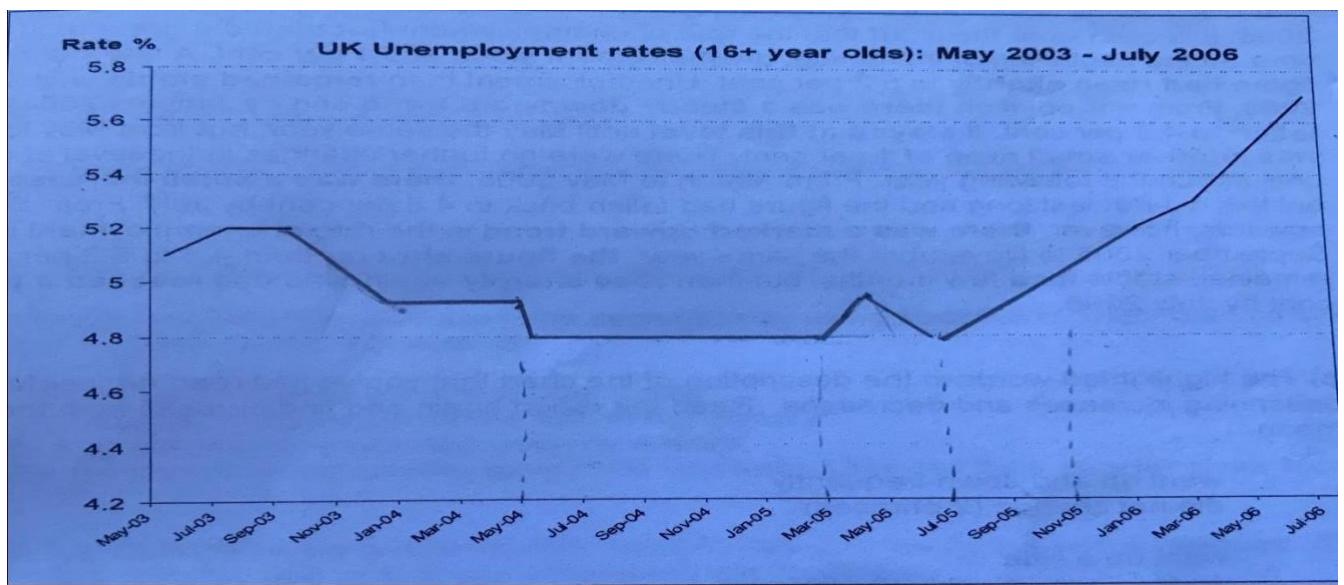
LAB 11

Activity 1 :

a)

- 1) B
- 2) A
- 3) C
- 4) A
- 5) B

b)



c)

went up and down frequently : fluctuated a great deal **did**

not change : remained stable **went up a little** : risen slightly /

there was a small increase **went up very quickly**: rose

sharply / shot up **arrived at its highest point** : reached a

peak **went up noticeably over a period** : marked upward

trend **went down** : fallen to / small drop **went down**

gradually over a period : steady downward trend **Activity 2:**

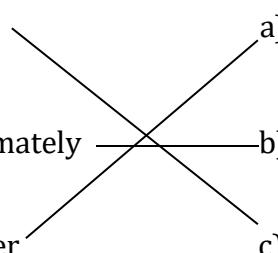
- 1) There was an increase in the price of oil.
- 2) Temperature rose noticeably from May onwards
- 3) There has been decrease in the number of people attending the theatre.
- 4) DVD sales rose steadily in the first six months of the year
- 5) The use of alternative energy sources grew rapidly
- 6) There was a decrease in the self catering holidays during the 1990s.

Activity 3:

- 1) Lemons sales increased by a quarter
- 2) Bananas sales fell by a third
- 3) Plums sales decreased by half
- 4) Apricots sales tripled
- 5) Pine apples sales increased by a third.

Activity 4:

a)

- 1) Just over a) around
 - 2) Approximately b) nearly
 - 3) Just under c) slightly more than
- 

b)

- 1) The imports of DVD approximately doubled
- 2) The imports of CD players nearly fell by a quarter
- 3) The imports of Televisions increased nearly by around a third
- 4) The imports of Radios rose by just over a quarter
- 5) The imports of video recorders fell by just over a half.

Activity 5:

a)

The line graph shows figures for unemployment in the UK workforce between May 2003 and July 2006. It is clear from the chart that the rate of unemployment fluctuated a great deal during this time. At the beginning of the period, unemployment stood at 5.1 per cent. A few months later the figure had risen slightly to 5.2 per cent. Unemployment then remained stable until September 2003. From this point on there was a steady downward trend and by January 2004 the rate had fallen to 4.9 per cent. It stayed at this level until May the same year, but from May to July there was another small drop of 1 per cent. There were no further changes in the level of unemployment until March the following year. From March to May 2005, there was a small increase of 1 per cent, but this did not last long and the figure had fallen back to 4.8 per cent by July. From September 2005 onwards, however, there was a marked upward trend in the rate of unemployment in the UK. From September 2005 to November the same year, the figure shot up from 4.8 to 5.2 per cent. The rate remained stable for a few months, but then rose sharply again, and had reached a peak of 5.7 per cent by July 2006.

a) _____

b)

- 1) In
- 2) At
- 3) To
- 4) During
- 5) After

- 6) In
- 7) In
- 8) To
- 9) After

Activity 6:

1) From

2) To

3) In

4) From

5) Up

to

6) To

7) Of

8) To

9) Betwe
en

10) By

11) By

12) To

Biases

Exercise 1 :

The books that are likely going to be biased are :

1 , 3 , 5 , 11

Exercise 2:

1) Resolute 2)

Cautious

3) Eccentric

4) Traditional

5) Abrasive

6) Thin

7) Thrifty

8) Courageous

9) Curious

10) Dignified

Exercise 3:

1) Tenacious

2) Mule-headedness

3) Stubborn **Exercise 4:**

1) I'm indiscreet

2) I'm open minded

3) I'm procrastinating.

4) I'm observing silence

5) I'm boasted

Exercise 5:

A

1) C 2) B

B

1) B 2) B

C

1) B 2)

C

D

1) B 2) C

E

1) B 2) D

F

1) D

2) C

Exercise 6 :

Exercise 6: Identifying Bias

Directions: Read the following accounts of a confrontation between women faculty members and the administration of a local college. The first description is biased in favor of the women, and the second is biased against them. Circle the biased or loaded words in both accounts, and then write an objective or unbiased account of the event using neutral words.

1. This past week, 25 female faculty members struck a blow against male dominance and caught the attention of Wellstone College's sexist administration for three hours. The well-justified protest was organized by those hard-working female teachers in the trenches who are forced to cope with degrading working conditions, unfair salary scales, and lack of promotional opportunities. Embarrassed administrators watched in disgrace as the teachers organized a peaceful, orderly picket line in front of the administration building. The teachers carried placards and talked calmly and earnestly to passersby. Many passersby voiced support of the protest. When the media arrived, an apologetic college vice president rushed forward to agree to form a committee to study the group's modest demands and to immediately curtail discriminatory policies. The group's success serves as an inspiration to oppressed female employees everywhere.
2. An outlandish protest was lodged against the administration of Wellstone College on November 15. A group of irate female faculty disgraced themselves by milling about in front of the administration building. They thrust placards in the faces of passersby and railed against supposed inequities in hiring, wages, working conditions, and promotion of female faculty. It required a great deal of patience and diplomacy on the part of the college vice president to maintain control of the disturbance and to soothe the group's hurt feelings. Speaking in a dignified manner, the vice president promised to evaluate the teachers' claims in a calmer, more appropriate setting. Judging from the chorus of boos that were heard, it appears that the ladies have done a grave disservice to themselves and to the college with their immoderate demands and juvenile, attention-seeking behavior.

The female faculty members of Wellstone College raised their concerns over the issues of working conditions, salaries and promotional opportunities. They demonstrated outside

the college premises by holding placards after which the vice president of the college promised to evaluate the teachers concerns as soon as possible.

Comprehension Checkup:

Short answers

1. King solver's believe that an immediate change in our attitude is required towards the children who are underprivileged.
2. He shows detest towards the U.S government and its general people as in his view, they have become greedier and have lost the essence of true humanity.
3. He completely relies on the facts that he mentions in his writing that are the laws of cutting Sesame Street and free school lunches.
4. i) Our social programs for children are hand down worst ii) Political shuffle seems to be making sure they cost as little as possible iii) The worth of children in America is tied to a dollar value.

Vocabulary in Context

Cheerful; confident: thoroughly

A state of being aloof scattered: detachment

Characterized by machine production: industrialized

In a stealthy manner, sneaky: furtively

Statement of beliefs ; principles: creed

Deviating from what is considered right or good: worst

Wanted ardently: coveted ordinary: commonplace an obstruction,

a burden: encumbrance arrival; coming: advent a period of ten

years: decade a system of moral standards: **ethic** to bring in goods

from another country to sell: **not in the paragraph**

a basic social unit consisting of parents and their children living in one household:

nuclear family to adhere ;cling to: **cleave** to send goods to another country to sell:

not in the paragraph a saltwater shellfish that attaches itself to rocks, ships bottom

etc: **barnacle**

In your own words

Yes , my view in this respect after reading kingsolver's have changed. I had never before thought about it but his concern is totally justified.

The art of writing

1. I would give more factual numbers graphs that would strengthen his side of argument.
2. “ Children are not a LIABILITY!!!!”

Internet Activity

Kingsolver was born on April 8, 1955, in Annapolis, Maryland. Her parents favored all sorts of reading. In 1973 she entered DePauw University, in Indiana, on a piano scholarship. She supported herself as an art-class model, typist, housecleaner, and typesetter in the town's print shop during her studies. She took a job as a scientific writer for the University of Arizona after completing her Masters, and her duties ranged from grant-writing to reporting on research news. In the mid-80's she began publishing poems and short fiction, in addition to journalism. Her famous books include the essay collection *High Tide in Tucson* ('95), novels *The Poisonwood Bible* ('98) and *Prodigal Summer* (2000), and *Small Wonder* (essays, 2001). She served as editor

for *Best American Short Stories 2001*, contributed work to many literary anthologies, and wrote for newspapers and magazines.

Objectives**Critical Reading**

- Identifying Facts and Opinions
- Analyzing and Evaluating Arguments
- Identifying fallacious arguments

LAB 12**FACT OR OPINION?**

A fact is a statement that can be proven _____

or _____.

Example:

My car has been driven for 23,600 miles.

Michael Jordon was born on February 17, 1963.

The Empire State Building is 1,250 feet tall.

An **opinion** is someone's view, or belief, or way of thinking about something.

Example:

Beethoven is the greatest composer that ever lived.

Goodnight Moon is the best children's book ever written.

Extraterrestrials exist.

When you are reading, it is important to be able to distinguish between facts and opinions. Written materials such as articles, website information, biographies, and newspapers often contain both facts *and* opinions. Being able to tell them apart will help you judge the **validity** of a writer's ideas. It will also help you choose appropriate sources when doing research.

Practice

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

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

- 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."

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.

- c 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

- b 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

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

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

- b 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

- c 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

- b 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

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

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

b

8. Phil likes chocolate because he's a caring person.
- either/or
 - non sequitur
 - ad populum

c

9. Araceli did poorly in a bilingual school. Bilingual education must be a failure.
- ad hominem
 - red herring
 - hasty generalization

a

10. To improve education, we can either hire more teachers or build more schools.
- either/or
 - false analogy
 - slippery slope

b

11. All of the following contain fallacies except
- we can't adopt Laurie Legislator's proposal. She comes from a long line of chiselers.
 - the school rules state that after three absences you can be dropped from a class.
 - 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.

c

12. All of the following contain fallacies except:
- 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.
 - An Infiniti is a good car because it costs a lot of money.
 - I didn't study for the final exam, and I failed it.

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.

And what genteel women wore, leading men wore. On public occasions throughout the revolutionary crisis, radical leaders appeared in homespun, 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

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

radical, elite, corrupt, invest, humiliating

Multiple Choice

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

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

- a 5. The words *emblem* and *badge* in paragraph 1 are
 a. synonyms
 b. antonyms
 c. homonyms
 d. transition words
- d 6. A "common and humdrum task" is one that is likely to be
 a. dull.
 b. monotonous.
 c. challenging.
 d. both a and b
- c 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.
- d 8. The author uses the words *virtue* and *corruption* in paragraph 1 as
 a. synonyms.
 b. antonyms.
 c. homonyms.
 d. figurative language.
- b 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.

- | | | |
|----------|-----------------------------|--------------------------------------|
| <u>a</u> | 1. corruption (paragraph 1) | a. dishonest dealings |
| <u>a</u> | 2. vanity (paragraph 2) | b. wellborn; aristocracy |
| <u>c</u> | 3. domestic (paragraph 2) | c. competed |
| <u>c</u> | 4. vied (paragraph 3) | d. pretension; ostentation |
| <u>f</u> | 5. vogue (paragraph 5) | e. produced within one's own country |
| <u>d</u> | 6. gentry (paragraph 7) | 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.

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

PART 4 Reading Critically

- 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.
- T 11. Something *edifying* makes you feel tired or sleepy.
- T 12. Only the *elite* in sports qualify for the Olympics.

In Your Own Words

- What reasons does the selection give for wearing homespun garments?
- Some historians credit homespun and the "democracy of fashion" with helping to unite the colonists. According to the selection, what propaganda techniques or logical fallacies were employed by early revolutionary leaders to promote sacrifice on the part of colonial America?

The Art of Writing

Write a brief essay discussing how homespun clothing came to symbolize American "frugality, industry, and independence."

Internet Activity

To learn more about colonial clothing, go to the Colonial Williamsburg Web site at www.history.org/history/clothing/intro/

After viewing the online exhibit, briefly summarize your findings.

Brain Teasers

What animal is associated with the statement below?

- To stretch one's neck for a better view Ostrich
- To repeat another's words Parrot
- To try to attract compliments Peacock
- To lower the head quickly Horse
- To annoy Mosquito
- To eat too much is to be a Pig
- A supporter of war Vulture
- An opponent of war Horse
- A coward Pigeon
- One who stays up late Owl
- Free as a Eagle

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 acts as a death penalty. It should not be abolished.

2. Medical marijuana should be legalized.

Opposing claim: People will take wrong advantage, so it should not be allowed.

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

Opposing claim: Absolutely not. Poor people would not be able to attend colleges.

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

Opposing claim: Yes, they support mental health.

5. College football players should be paid to play.

Opposing claim: No, they should play for fun, not for money.

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. fun

2. supports economy.

3. trending between teens.

No

Supporting Reasons

1. Bad for health.

2. Causes drowsiness.

3. teens will get addicted.

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 someone with a lot of work.

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

Commercials are *ubiquitous* on evening TV.

Ubiquitous means usual.

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 degrade.

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 biased to a very high extent.

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 A highly skilled individual.

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 person who expects negative outcome.

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 narrow minded.



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?

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

Yes

Supporting Reasons

1. Help learn about
2. antibodies, vitamins etc.
3. Economy booster.

No

Supporting Reasons

1. Humans and animals don't react same.
2. Extinction of animals.
3. Animals can feel pain too.

C. Texting while driving should be outlawed.

Yes

Supporting Reasons

1. less accidents
2. focused driving
3. makes people patient

No

Supporting Reasons

1. Emergency texts.
2. helps finding addresses.
- 3.

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.

- 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.
- S 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.
- S Tongue rings can damage teeth.
- Many sports stars have tattoos.
- 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.
- If government can control the actions of private citizens in restaurants, what's to stop it from extending its reach into private residences?
- 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.
 - S 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.
 - S 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.
 - S Bottled water can be as contaminated as tap water.
 - S Bottled water is more expensive than tap water.
 - S 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: People are not cautious when getting tattoos or piercings.

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

Assumption: Smoking is allowed in privately owned facilities.

3. Claim: The law should not allow physician-assisted suicide of the terminally ill.
 Assumption: The law allows physician-assisted suicide of ill.
4. Claim: People should drink regular tap water rather than buying water in plastic bottles.
 Assumption: People do not drink regular tap water.

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.

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.

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?

~~They love their lives. They sacrifice their lives for humans.~~

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

~~It will get people to get emotionally affected!~~

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

~~Brownie's death was a mayhem for their family, therefore, it gives us sympathetic emotions.~~

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

~~This was a personal experience of author, and he can try to manipulate the readers.~~

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? Richer countries consume an inordinate share of the world's natural resources and produce a shockingly high proportion of pollutants and wastes.

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

- a. Average American takes about 450 kg raw material every
- b. 18 kg fossil fuels-
- c. 12 kg farm products, etc.

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

Yes, Author provide relevant facts and figures.

4. List some examples of highly connotative language.

profligate, disastrous. Such words are an example.

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

Very nice. Many facts given.

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.

We need to practice critical thinking to detect bias and make sense out of what we see and hear. Although the immediacy and visual impact of television or the Internet may seem convincing, we have to use caution and judgment to interpret the information they present. Don't depend on a single source for news. Compare what different media outlets say about an issue before making up your mind.

(William P. Cunningham, et al., *Environmental Science*, 9/e, 2007)

✓ COMPREHENSION CHECKUP

True or False

Indicate whether the statement is true or false by writing T or F in the space provided.

- T 1. It is possible for a news provider to manipulate images and content.
- T 2. According to the author, news reports are increasingly one-sided.
- F 3. On live media, attack journalism is a thing of the past.
- T 4. More than three-quarters of all news segments consist of stand-up reports.
- F 5. Policy issues make up more than 90 percent of the coverage on a typical television news program.
- T 6. People who get news primarily from TV tend to be more optimistic than those who get their news from magazines or newspapers.

Multiple Choice

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

- C 7. A key point the author makes is that
 - a. complex issues get too much attention from the media.
 - b. news reports bend over backwards to present multiple points of view.
 - c. Americans are overwhelmed by conflicting information.
 - d. news and entertainment are presented as two separate and distinct entities.
- a 8. We can infer that the author of this selection is in favor of
 - a. partisan journalism.
 - b. providing fair and balanced coverage of issues.
 - c. deregulation of the media.
 - d. tabloid journalism.
- b 9. The author would probably agree with which of the following statements?
 - a. Access to news is becoming ever more restricted.
 - b. Print journalism and tabloid journalism are beginning to resemble each other in some respects.
 - c. News reports are scrupulously checked to make sure the facts are accurate.
 - d. Attack journalism is a thing of the past in live television.