

# National University

of Computer and Emerging Sciences

<b>Department</b>	Computer Science		<b>Dept. Code</b>	CS
<b>Course Title</b>	English Composition and Comprehension-Lab		<b>Course Code</b>	SL150
<b>Pre-requisite(s)</b>	None		<b>Credit Hrs.</b>	2+1
<b>Course Objective:</b>	The course will acquaint students with more concise, lucid, and correct expression of English. The aims are to: achieve proficiency in language use, develop skills in reading comprehension, improve reading efficiency, use the conventions of standard written English with skill and assurance, build-up vocabulary, and summarize clearly and accurately the ideas of others etc. It will illustrate the force and effectiveness of simple and direct English. The course is intended to be interesting in itself.			
<b>PLO</b>	<b>Program Learning Outcome (PLO) Statement</b>			
10	Communication	Communicate effectively on complex computing activities with the computing community and with society at large.		
12	Life-long Learning	Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological changes.		
<b>CLO</b>	<b>Course Learning Outcome (CLO)</b>	<b>Domain</b>	<b>Taxonomy Level</b>	<b>PLO</b>
01	Uses relevant vocabulary in a variety of professional and social situations.	Affective	1	10 <b>A, M</b>
02	Critically infer a variety of field related and general texts.	Affective	2	10 <b>A, M,</b>
03	Demonstrate effective academic reading skills.	Affective	2	12 <b>P, F</b>

Tool: A = Assignment, M = Midterm, F=Final, CPA =Class Participation Activity ,FP = Final Project

<b>Text Book(s)</b>	<b>Title</b>	College Writing Skills
	<b>Author</b>	John Langan
	<b>Publisher</b>	McGraw Hill
<b>Ref. Book(s)</b>	<b>Title</b>	Oxford Practice Grammar
	<b>Author</b>	John Eastwood
	<b>Publisher</b>	Oxford University Press
	<b>Title</b>	English Vocabulary in use
	<b>Author</b>	Michael McCarthy
	<b>Publisher</b>	Cambridge University Press

## Assessment

<b>Particulars</b>	<b>% Marks</b>
1. Assignments	10 %
2. Project	10 %
3. Mid-Terms	30 %
4. Final Exam	50 %
<b>Total:-</b>	<b>100</b>

<b>Weeks</b>	<b>Contents/Topics</b>	<b>CLOs</b>
1	Orientation. Ice-breaking activities. Introduction to Academic Reading; Skimming and Scanning. Reading Activities.	1,2,3
2	Practice Speech and Writing. The SQ4R Method of Reading	1,2,3
3	Formal and Informal English (Practice Activities) Critical Reading: Identifying Text Structure and Text Types in academic and technical communication	1,2,3
4	Exercise on Clauses, Conjunctions, and Sentence Structures. Critical Reading 101: Identifying the author's purpose and tone	1,2,3
5	Writing Process (Practice) Critical Reading: Reading to Write	1,2,3
<b>6</b>	<b>Midterm 1</b>	
7	Subject Verb Agreement. Critical Reading: Reading between the lines/ Inferential Reading.	1,2,3
8	Punctuation Marks Critical Reading: Inference, evaluation, and drawing conclusions	1,2,3
9	Punctuation Marks <b>Critical Reading: Inference and Evaluation</b>	1,2,3
10	Run-On Critical Think 101: Infer, Evaluate, Analyze, Compare and Contrast	1,2,3
11	Interpreting and describing graphs-Types of graphs, reading graphs, writing the description. Technical Description: Line Graphs <b>Critical Reading: Inference and drawing conclusions</b> <b>Online Assignment on Editing.</b>	1,2,3
<b>12</b>	<b>Midterm 2</b>	
13	<b>Interpreting and Describing Graphs-Vocabulary for graph description.</b> Technical Description: Bar Charts and Pie Charts <b>Critical Reading-Identifying author's biases</b> Vocabulary and Reading Practice for Descriptive Essays.	1,2,3
14	Identifying Facts and Opinions Analyzing and Evaluating Arguments Identifying fallacious arguments Technical Descriptive Writing ( <b>Project; Deadline: week 16</b> )	1,2,3
15	<b>Revision</b> <b>Critical Reading: Analyzing and evaluating arguments</b>	1,2,3
16	Revision	

# LAB 1

## **Objectives**

- Breaking the ice.
- Understanding the purpose of the lab (to develop advanced academic literacy skills)
- Understanding Academic Reading (definition, purpose, strategies)

## **Ice Breaker**

- Prepare a short speech to introduce yourself.
- Describe your reading habits (share how much you read, what you like to read or would like to read, how you read (any technique), why do you think reading is important)

## **Introduction to Academic Reading**

Academic reading often requires you to actively engage with, and critically think about the information you take in. There is a purpose behind what you're reading, and understanding this purpose frames how you interpret and use the information. Rather than passively read information, reading academic sources and information encourages you to ask questions about what you're reading, and invites you to draw connections to existing knowledge. As a university student you will be exposed to lengthy texts, some of which will contain unfamiliar terminology or complex concepts. You will be asked to directly act upon that information in some way. You will be quizzed or tested. You will be asked to debate, analyze, or critique what you read. You will need to read closely, remember the text accurately, and compare it to other texts for style and content. However, as you develop your academic skills, reading academic material will become easier.

## **Types of reading materials at university**

- selected chapters from textbooks
- allocated weekly readings, usually from books or journals
- academic sources, such as peer-reviewed journals, reports, conference papers and theses
- discussion forums
- lecture slides, course notes and assessment criteria

## **Key Academic Reading Strategies**

1. Skimming
2. Scanning
3. SQ4R
4. Critical Reading

## SKIMMING:

### “A quick hunt for the gist”

Skimming refers to reading a text quickly to get the essence, the basic overall idea, rather than concentrating on absorbing all the details. Skimming is done at a speed three to four times faster than normal reading.

People often skim when

- They have lots of material to read in a limited amount of time
- They want to see if an article, book, etc. may be of interest in their research
- They are buying books, magazines

Can you think of more reasons for why people skim texts? Do you think skimming is useful? What advantages does it have?

### How to skim?

To skim an article, essay, passages, etc., you can do the following:

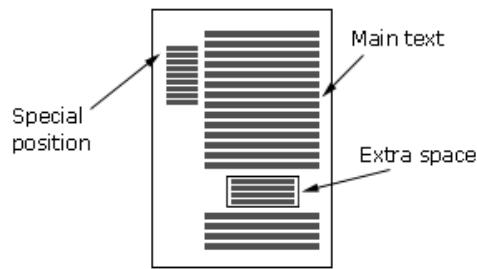
1. Read the title
2. Quickly study the pictures or any other graphic illustrations (diagrams, tables, charts, graphs, etc.) used by the writer.
3. Read the subtitles and headings if present
4. Read the introduction paragraph (central idea)
5. Read the first and the last sentence of the body paragraphs (main ideas)
6. Use connectors as guiding sign posts
7. Read the conclusion paragraph

To skim a book, you can do the following:

1. Cover page
2. Book name and subtitles
3. Content list
4. For each chapter, just go through the headings, subheadings, introduction, conclusion paragraphs, illustrations, and chapter summary if included.
5. Use connectors in the chapters as guides
6. If required, read the topic sentences and the conclusion sentences of the body paragraphs as well.

Many articles or chapters in a book contain visual clues to important details. Often the layout of the text will give some clues to what is important. Look out for any sign that a piece of text is being:

- emphasized, e.g. **bold**, *italic*, underlined, colored, CAPITALS
- given more or special space, e.g.



## SCANNING:

**“A quick hunt for a specific detail”**

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

People use scanning when

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

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

### How to scan?

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

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

### Exercises

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

1. Jack has a video - can he watch both documentaries without having to make a video?
2. Is there a show about making good investments?
3. You are thinking about traveling to the USA for a vacation. Which show should you watch?
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?
5. Peter is interested in wild animals which show should he watch?
6. Which sport can you watch that takes place outside?
7. Which sport can you watch that takes place inside?
8. You like modern art. Which documentary should you watch?
9. How often can you watch the news?
10. Is there a horror film on this evening?

CBC	FNB	ABN
<p>6.00 p.m.: <b>National News</b> - join Jack Parsons for your daily news roundup.</p> <p>6.30: <b>The Tiddles</b>- Peter joins Mary for a wild adventure in the park.</p> <p>7.00: <b>Golf Review</b>- Watch highlights from today's final round of the Grand Master's.</p> <p>8.30: <b>Shock from the Past</b>- This entertaining film by Arthur Schmidt takes a poke at the wild side of gambling.</p> <p>10.30: <b>Nightly News</b>- A review of the day's most important events.</p> <p>11.00: <b>MOMA: Art for Everyone</b>- A fascinating documentary that helps you enjoy the difference between pointilism and video installations.</p> <p>12:00: <b>Hard Day's Night</b>- Reflections after a long, hard day.</p>	<p>6.00 p.m.: <b>In-Depth News</b> - In-depth coverage of the most important national and international news stories.</p> <p>7.00: <b>Nature Revealed</b>- Interesting documentary taking a look at the microscopic universe in your average speck of dust.</p> <p>7.30: <b>Ping - Pong Masters</b>- Live coverage from Peking.</p> <p>9.30: <b>It's Your Money</b>- That's right and this favorite game show could make or break you depending on how you place your bets.</p> <p>10.30: <b>Green Park</b>- Stephen King's latest monster madness.</p> <p>0.30: <b>Late Night News</b>- Get the news you need to get a hard start on the upcoming day.</p>	<p>6.00 p.m.: <b>Travel Abroad</b> - This week we travel to sunny California!</p> <p>6.30: <b>The Flintstones</b>- Fred and Barney are at it again.</p> <p>7.00: <b>Pretty Boy</b>- Tom Cruise, the prettiest boy of them all, in an action packed thriller about Internet espionage.</p> <p>9.00: <b>Tracking the Beast</b>- The little understood wildebeest filmed in its natural surroundings with commentary by Dick Signit.</p> <p>10.00: <b>Pump Those Weights</b>- A guide to successfully using weights to develop your physique while getting fit.</p> <p>11.30: <b>The Three Idiots</b>- A fun farce based on those three tenors who don't know when to call it quits.</p> <p>1.00: <b>National Anthem</b>- Close the day with this salute to our country.</p>

**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
02. had breathing problems
03. were interested in architecture
04. wanted to go fishing
05. were interested in fish
06. were interested in rocks
07. liked drinking British beer
08. preferred a warm climate
09. wanted to go sailing
10. were interested in English poetry

#### **A. Bournemouth**

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

#### **B. Brighton**

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

#### **C. Torquay**

This is a well-known resort and spa on Tor Bay, Devon, with excellent bathing from a sand and pebble beach. It has a reputation for being a warm and well-sheltered place, and there is sub-tropical vegetation, palm-trees and the like, growing in the public gardens. On account of the mild climate, it is a popular place for people with delicate chests and pulmonary problems. The place dates back to pre-historical times, and there are numerous archaeological remains.

Visitors enjoy picturesque cliff walks, but the town is best seen from a boat in the bay. In fact, Torquay is an important yachting station and an annual regatta is held there in August or September.

#### **D. Scarborough**

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

### **E. Hastings**

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

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

LANGUAGE	DEVELOPED	FUNCTION	CHARACTERISTIC
FORTRAN			
	1959		
		mathematical and scientific purposes	
			combines features of COBOL and ALGOL
BASIC			
		to support Unix operating system	
	1962		

### **COMPUTER LANGAUGES:**

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

cannot be directly processed by the computer until it has been compiled, which means interpreted into machine code. Usually a single instruction written in a high-level language, when transformed into machine code, results in several instructions. Here is a brief description of some of the many high-level languages:

**FORTRAN** acronym for FORmula TRANslation. This language is used for solving scientific and mathematical problems. It consists of algebraic formulae and English phrases. It was first introduced in the United States in 1954.

**COBOL** acronym for COmmon Business-Oriented Language. This language is used for commercial purposes. COBOL, which is written using English statements, deals with problems that do not involve a lot of mathematical calculations. It was first introduced in 1959.

**ALGOL** acronym for ALGOrithmic Language. Originally called IAL, zo which means International Algebraic Language. It is used for mathematical and scientific purposes. ALGOL was first introduced in Europe in 1960.

**PL/I** Programming Language I. Developed in 1964 to combine features of COBOL and ALGOL. Consequently, it is used for data processing as well as scientific applications.

**BASIC** acronym for Beginner's All-purpose Symbolic Instruction Code. Developed in 1965 at Dartmouth College in the United States for use by students who require a simple language to begin programming.

C developed in the 19 70s to support the UNIX operating system. C is a highly portable general-purpose language.

Other such languages are APL (developed in 1962), PASCAL (named after Blaise Pascal and developed in 1971), and LISP and PROLOG, both of which are used for work in artificial intelligence. LOGO is a development of LISP which has been used to develop computer-based training (CBT) packages.

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## LAB 2

### **Objectives**

- Practice on topic (The difference between Speech and Writing)
- Learning to familiarize oneself with critical reading
- Studying the SQ4R method of Reading

### **Exercises (Speech and Writing Differences)**

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

John: What’s different about Tokyo and Auckland?

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

**Read the responses of different people to the question “Are you afraid of heights?”**

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

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

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

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

- Panic and fear
- Rapid heartbeat
- Shortness of breath

- Trembling
- A strong desire to get away

## The SQ4R Method of Reading

**SQ3R** is a **study method** developed on the basis of research in cognitive psychology which promotes **enhanced learning of reading material** (APA, 2020).

SQ3R was proposed by **Francis P. Robinson**, a prominent American educational psychologist, in his book *Effective study* (1946). In a **very recent article in the journal Reading Literacy**, Stahl and Armstrong (2020), define Robinson as a pioneer in the development of postsecondary literacy theory, research, and pedagogy who, despite his enormous and various contributions to the field of reading and learning, is most widely known by SQ3R.

SQ3R is the acronym for **Survey, Question, Read, Recite, and Review**, which are the **five steps** proposed by Robinson **when actively and effectively reading one specific text**. Through this sequence, the readers are expected to **increase their understanding** of the text by **engaging** in the reading process, both before, during, and after, **intentionally**.

SQ3R is now modified into a more efficient form called SQ4R. SQ4R stands for survey, question, read, respond, record, and review. Let's briefly discuss each of these steps.

1. **Survey:** Start out by looking at the general structure of the text. Notice the title, any headings, as well as charts and figures. Skim the introduction and the conclusion of the paper. You can also go through the first and last sentence of most of the paragraphs. This will give you a general idea of what you're about to read and allow you to estimate the amount of time it will take you to complete. You shouldn't spend more than five minutes on this step for an average textbook chapter.
2. **Question:** Next, create some questions to answer before you read. If your professor has provided any questions or a study guide, you can use these. Alternatively, you can turn each section of the chapter or text into a question using the five WH question words who, what, where, when, why, and how. Either way, this will focus your attention on the information that you should be able to get from the reading assignment. You can also create more general questions such as “what is this text about?” or “how could the content of this text be beneficial for me?”
3. **Read:** Now, read the text. Try to find answers to each of the questions you just wrote down. After you finish reading, try to answer each of the questions in your own words without looking back at the text. This is a powerful technique to ensure that you understand the information you read.
4. **Respond:** In academic reading, we react to what we read. We think, reflect, and critically interpret the information. How do you intellectually respond to the ideas and information? How useful, valid, or authentic does it seem? What is its value? How has it changed or enhanced understanding of the topic?
5. **Record:** Record any important concepts by highlighting, underlining, or taking notes. This will make it much easier to locate during subsequent study time.

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

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

### The SQ4R Method

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

### Exercise

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

- Classifying Intelligence
- Creativity
- High Intelligence: Nature or Nurture
- What are Learning Disabilities?

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

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

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

"In the 1940s, Raymond Cattell proposed a theory of intelligence that divided general intelligence into two components: crystallized intelligence and fluid intelligence (Cattell, 1963). Crystallized intelligence is characterized as acquired knowledge and the ability to retrieve it... Fluid intelligence encompasses the ability to see complex relationships and solve problems... Robert Sternberg developed another theory of intelligence, which he titled the triarchic theory of intelligence because it sees intelligence as comprised of three parts (Sternberg, 1988): practical, creative, and analytical intelligence."

Based on the excerpt above, what is the best question for this heading of the article: "Classifying Intelligence?"

1. How is intelligence classified?
2. What is the definition of intelligence?
3. Which is the best way to classify intelligence?

Q3-In step 4 of SQ4R: Respond, students respond to the questions that they created in step 2: Question. The psychology article, called *What Are Intelligence and Creativity* by Spielman, R., Dumper, K., Jenkins, W., Lacombe, A., Lovett, M., & Perlmutter, M. (2014) contains a sub-section called, "What are Learning Disabilities?" Imagine you used this sub-section title as a study question. Read the excerpt from this sub-section.

"Learning disabilities are cognitive disorders that affect different areas of cognition, particularly language or reading. It should be pointed out that learning disabilities are not the same thing as intellectual disabilities. Learning disabilities are considered specific neurological impairments rather than global intellectual or developmental disabilities. A person with a language disability has difficulty understanding or using spoken language, whereas someone with a reading disability, such as dyslexia, has difficulty processing what he or she is reading. "

Which answer below is the best response to the question: What are learning disabilities?

1. Learning disabilities are the same thing as intellectual disabilities. Both kinds of disability are related to problems with language or reading. Some doctors consider them to be neurological impairments while others say that they are more universal developmental disabilities.
2. A learning disability is not the same as an intellectual disability. Instead, it is a cognitive disorder that affects a specific area of learning. Two commonly affected areas are language and reading.
3. There are two types of learning disabilities: language or reading

## **TASK**

**Use the SQ4R worksheet as a guide and read the article given below using this method and discuss your understanding with other groups. The task is to be done in groups of 4.**

## Tigers | Nonfiction Reading

Who would win in a fight, a lion or a tiger? Well, if size has anything to do with the matter, the tiger would win. That's because tigers are the largest of all cat species. They grow up to eleven feet long and weigh as much as 670 lbs. This makes tigers the third largest land carnivore. The only larger land carnivores are polar bears and brown bears. Tigers are not only large; they are also fast. They can sprint as fast as 40 miles per hour for short distances and leap as far as 30 feet horizontally. This makes for an extremely dangerous pounce. You might not think that such large, fast, and ferocious creatures need help to survive, but they do. The tiger is an endangered species.

Despite all of the tiger's strengths, the future of the species is uncertain. Tigers face a very high risk of extinction. It is estimated that at the start of the 20<sup>th</sup> century, there were over 100,000 tigers living in the wild. By the turn of the century, the number of tigers outside of captivity dwindled to just over 3,000. Interestingly, the most serious threats that tigers face come from a much smaller species, one with an average weight of around 140 lbs. That species is *Homo sapiens*, better known as humans. Humans threaten tigers in primarily two ways: hunting and destroying habitat.

Tigers are hunted for many reasons. People have long valued the famous striped skins. Though trading tiger skins is now illegal in most parts of the world, tiger pelts are worth around \$10,000 on the black-market. Though the fur would be incentive enough for most poachers, other parts of the tiger can also fetch a pretty penny. Some people in China and other Asian cultures believe that various tiger parts have healing properties. Traditional Chinese medicine calls for the use of tiger bones, amongst other parts, in some prescriptions.

Tigers have also been hunted as game. In other words, people hunted tigers solely for the thrill and achievement of killing them. Such killings took place in large scale during the 19th and early 20th centuries, when a single maharaja or English hunter might claim to kill over a hundred tigers in their hunting career. Though



Humans have done considerable damage to the world's tiger population through hunting, but perhaps more damage has been caused through the destruction of habitat. Tigers once ranged widely across Asia, all the way from Turkey to the eastern coast of Russia. But over the past 100 years, tigers have lost 93% of their historic range. Instead of spanning all the way across Asia, the tiger population is now isolated in small pockets in south and southeastern Asia. This is because humans have drastically changed the environments. Humans have built towns and cities. Road and transit systems were created to connect these towns and cities. To feed the people living in these areas, forests and fields have been cleared to create farmland. Large tracts of land have been strip-mined to yield metals and other materials used in manufacturing. All of these activities have consumed habitats that at one time supported tigers.

A major obstacle to preserving tigers is the enormous amount of territory that each tiger requires. Each wild tiger demands between 200 and 300 square miles. Tigers are also both territorial and solitary animals. This means that they are protective of the areas that they claim and they generally do not share with other tigers. Because tigers need so much territory, it is difficult for conservationists to acquire land enough to support a large population of tigers. Even when such these considerable spaces are allocated, it is even more difficult to patrol such large areas to prevent poaching. There is no easy

this practice is much less popular today than it was in the past, it has not ceased entirely.

way to preserve the wild tiger population without making large sacrifices.

**Assignment 1**

**Follow the given SQ4R method worksheet and read the article provided to you. Record your responses in the worksheet and submit hardcopy in Lab 3.**



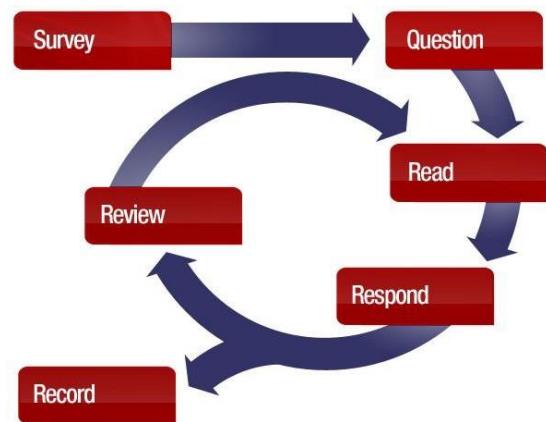
## SQ4R Worksheet

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

### **Survey:**

For each resource:

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



### **Questions:**

- What is the chapter/article about? \_\_\_\_\_
- What key points or subtopics are included? \_\_\_\_\_
- :KDW HYLGHQFH LV SUHVHQWHG WR VXSSRUW WKH VSHFLILF DQG SRLQWV DUJXPHQWV" \_\_\_\_\_
- :KDW LV/are WKH PDLQ FRQFOXVLRQ(s)? \_\_\_\_\_
- :KHUH DQG KRZ ZLLOO \RX XVH WKLV UHDGLQJ LQ \RXU paper" \_\_\_\_\_
- +RZ GRHV WKLV UHDGLQJ FRQQHFW WR RWKHU UHDGLQJV \RX DUH XVLQJ" \_\_\_\_\_

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

- Question: \_\_\_\_\_  
 Answer: \_\_\_\_\_  
 Question: \_\_\_\_\_  
 Answer: \_\_\_\_\_



**SPARK** Student Papers & Academic Research Kit

» Effective Reading Strategies

**Read:**

For each resource:

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

**Respond:**

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

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**Record:**

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

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**Review:**

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

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

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## LAB 3

### Objectives

- Learning the difference between Formal and Informal English
- Understanding Critical Reading
- Critical Reading 101: Identifying Text Structure and Text Types in academic and technical communication

### Formal and Informal English

POINT OF DIFFERENCE	FORMAL	INFORMAL
VOCABULARY	Uses more difficult, dignified, complex, and bigger words. It prefers one-part verbs to simpler phrasal verbs. Words with many syllables are used.	Uses simple and familiar expressions. Idiomatic expressions are very common, esp. phrasal verbs. Colloquial and slang (impolite) expressions are very common.
SENTENCES	Sentences are longer with many clauses, esp. in writing. Grammar rules are followed strictly. It uses the standard language. However, in speaking, sentences may be less complex and shorter.	It is not very concerned about grammatical correctness.
TONE/STYLE	It uses a very polite, impersonal, and objective tone.	It uses a very personal, impolite, and casual attitude. In case of writing, conversational style is very common.
GRAMMAR	Passive voice is more common. Formal modal verbs are quite common.	Active voice is more common with informal, casual, and neutral modal verbs.

Formal language must be used in the following cases:

1. Business letters
2. Letters to officials
3. Office memos
4. Company and business reports
5. Educational domain (assignments, examination answers, lectures, etc.)
6. Speeches, presentations, oral reports
7. Important conversation with senior highly regarded/ranked people

8. Religious sermons
9. News telecasts

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

### Exercise

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

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

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

Assist	is totally ignorant	annoys her very much
Rely on	start working	convinced him
Very rapidly	enjoyed herself tremendously	be offensive
Impossible for me	vulnerable	exasperated

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

# Critical Reading

**Critical reading** is a form of language analysis that does not take the given text at face value, but involves a deeper examination of the claims put forth as well as the supporting points and possible counterarguments. The identification of possible ambiguities and flaws in the author's reasoning, in addition to the ability to address them comprehensively, are essential to this process. Critical reading involves THREE main goals

- Developing a clear understanding of the writer's ideas, i.e., both explicitly stated ideas, indirectly stated ideas, and implied ideas
- After reading, evaluating the ideas and evidence provided to support those ideas
- And finally forming our own opinion about the message of the text

## Two Modes of Reading

It is helpful to think of critical reading as involving two modes of reading: reading with the author, or trying to completely understand the author's views, and reading the author *critically*, or questioning the author's views. The first mode is necessary for the second to be possible. By reading in two modes, you will be able to develop your own ideas and theories—but only after thoroughly understanding the author's arguments.

Reading *with* the author: understanding the author's perspective

1. Make sure you truly understand the author's views and ideas. Summarizing and paraphrasing his/her argument in your own words may be helpful at this stage.
2. Accept the author's ideas temporarily (even if you disagree). Use the author's ideas as a lens with which to look at your world, extending the author's theories with examples of your own that are in agreement.

Reading the author *critically*: engaging the author in a dialogue

1. Looking through *your own* lens now, question and challenge the author. Some things to look for include limitations, biases, faulty reasoning, questions left unaddressed, and problems with or alternate interpretations of the author's examples.
2. Now you can form your own ideas and theories. What parts of the author's ideas do you agree with? What parts would you revise? What is *your* perspective?

Critical reading involves using our higher order or critical thinking skills while reading. For ease, let's conceptualize the process of critical reading through the following equation:

$$\text{Critical Reading} = \text{Interpreting (inference, making connections, drawing conclusions)} + \text{evaluation} + \text{my critical response}$$

## Interpreting (inferring) what you read

- It means being a discerning reader who does the following:
  - questions what you read
  - thinks about what the author wants you to believe and works to convince you

- decides whether the author's views are worthy of agreement
- Asking questions about what you read requires your careful examination of the writer's claims, as well as the use and quality of the writer's supporting evidence. As you interpret the text, you inevitably draw upon your own experiences, as well as your knowledge of other texts. However, the basis of your analysis must be rooted in the text itself.
- Learning how to examine texts critically is an essential skill, especially in college. You will need to use the knowledge you acquire from texts for your own projects. In order to do that, you must interpret or analyze them.

**Here are some things to consider in your analysis:**

- **the authority of the writer**

Using both the information that you have about the writer as a person (training, political affiliation, life experiences), as well as clues from the language, tone, and approach of the text, decide whether the writer is credible. Is the writer knowledgeable? What biases or values may be playing a role in his/her argument?

- **the logic of the writer's argument**

It is important to ask yourself what the writer wants you to believe and whether the reasons and supporting evidence convince you of this viewpoint. Examine the credibility of the "facts" as well as the line of reasoning that ties the facts to the main assertion.

- **how the writer gets your interest**

A writer may use one or more of the following strategies to get the reader intellectually and emotionally involved in the text:

1. Trying to get the reader to identify with the author or evoke respect for the authority of the author (for example, through the tone)
2. Trying to get the reader to care about a subject, cause, or problem (perhaps by appealing to his/her emotions by using shocking statistics, anecdotes, or detailed descriptions)
3. Trying to get the reader to align him/herself with a greater class of readers (e.g. "the educated," women, environmentalists)
4. Using the assumed interests and values of the reader as a foundation for another argument

**Ask yourself which of these techniques the writer is using and how. Are they effective?**

- **consider the writer's use of language and style**

The writer makes many decisions concerning language and style that serve to influence your responses as a reader. Examine the following aspects of the writing: overall tone, sentence formation, choice and connotation of words, use of punctuation, and brevity or length of passages. How do the writer's choices about language and style aid their argument? What do these choices reveal about the writer's argument?

- **consider the ideology that informs the text**

Try to uncover the ideology--the system of beliefs, values, and ideas about the world--that underlies the text. A simple way to do this is to write down words and ideas that are valued in the text or represented by the author in a positive way. Then write down the opposite of each word. These binaries, or pairs of opposites, will reveal the ideology that informs the text.

## Evaluating What You Have Read

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

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

## Examining Your Reactions After Reading: A Three-Part Exercise

### Part One:

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

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

### Part Two:

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

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

for you, depending on whether you have a strong opinion about the subject. However, this is a very important exercise for critical readers, because it teaches you to explore unfamiliar perspectives.

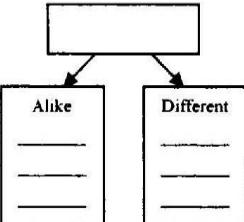
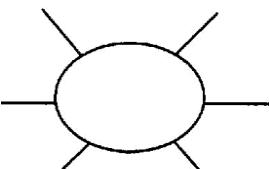
### Part Three:

Think of questions you would ask the author if you could. These may include ideas that came up during the first two parts of this exercise, your doubts about or problems with their argument, or a request for clarification or expansion on a point.

### TEXT STRUCTURES

Text structures refer to the way authors organize information in text. Recognizing the underlying structure of texts can help students focus attention on key concepts and relationships, anticipate what is to come, and monitor their comprehension as they read.

TEXT STRUCTURE	DEFINITION	GRAPHIC ORGANIZER	TRANSITIONS	QUESTIONS
<b>Narrative/ Chronological</b>	Narrates an event/story with characters, setting, conflict, point of view, and plot		• Descriptive language	<ul style="list-style-type: none"> <li>Who is the narrative about?</li> <li>Where is it set?</li> <li>What is the conflict?</li> <li>Who is telling the narrative?</li> <li>What is happening?</li> </ul>
<b>Process, or Sequence</b>	Present ideas or events in the order in which they happen		<ul style="list-style-type: none"> <li>First, second, third...</li> <li>later</li> <li>next</li> <li>before</li> <li>then</li> <li>finally</li> <li>after/later</li> <li>when</li> <li>since</li> <li>now/previous</li> <li>actual use of dates</li> </ul>	<ul style="list-style-type: none"> <li>What items, events, or steps are listed?</li> <li>Do they have to/always happen in this order?</li> <li>What sequence of events is being described?</li> <li>What are the major incidents that occur?</li> <li>How is this structure revealed in the text?</li> </ul>
<b>Cause and Effect</b>	Provide explanations or reasons for phenomena		<ul style="list-style-type: none"> <li>if/then</li> <li>reasons why</li> <li>as a result</li> <li>therefore</li> <li>because</li> <li>consequently</li> <li>since</li> <li>so that</li> <li>for</li> <li>due to</li> </ul>	<ul style="list-style-type: none"> <li>What happened?</li> <li>Why did it happen?</li> <li>What caused it to happen?</li> </ul>
<b>Problem/ Solution</b>	Identify problems and pose solutions		<ul style="list-style-type: none"> <li>problem is</li> <li>dilemma is</li> <li>if/then</li> <li>because</li> <li>so that</li> <li>question/answer</li> <li>puzzle is solved</li> </ul>	<ul style="list-style-type: none"> <li>What is the problem?</li> <li>Why is this a problem?</li> <li>Is anything being done to try to solve the problem?</li> <li>What can be done to solve the problem?</li> </ul>
<b>Compare and Contrast</b>	Discuss two ideas, events, or phenomena, showing how they		<ul style="list-style-type: none"> <li>However/yet</li> <li>nevertheless</li> <li>on the other hand</li> <li>but/where as</li> <li>similarly</li> <li>although</li> </ul>	<ul style="list-style-type: none"> <li>What items are being compared?</li> <li>In what ways are they similar? Different?</li> <li>What conclusion does the author reach about</li> </ul>

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

### 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
2. A trip you will never forget.
3. Effects of professional sport on children.
4. A time you made friends in an unusual circumstance.
5. The Changes in the Ocean.
6. How to find a good book?
7. Tackling Laziness as a Student to Earn Better Grades
8. My favourite Movie Character
9. Driving a bike and driving a car.
10. Optimism

Match the definitions with the correct academic text type.

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

**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**

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**

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**

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**

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**

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

## **Passage #6 – Screen Protector**

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

### **Do the same task with the following.**

#### **1. The Age of the Dinosaurs**

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**

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

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?

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

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

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.

## LAB 4

### **Objectives**

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

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

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

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

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

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

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

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

## **SENTENCE STRUCTURAL TYPES**

There are four important types of sentences in English language. They are as follows:

### **SIMPLE SENTENCE:**

A **simple sentence** has a single subject-verb combination or just one independent clause. For example:

Joe runs.  
The dog ate my homework.

### **COMPOUND SENTENCE:**

A **compound sentence** is made up of two or more independent clauses. Usually, the two complete statements are connected by a *comma* and a *coordinating conjunction*. For example:

The dog ate my homework, *so* I am in trouble.  
Jo-Jo was in Tucson, *and* Loretta was in San Diego.

### **COMPLEX SENTENCE:**

A **complex sentence** is one which contains one or more dependent clauses (subordinating or relative) and an independent clause. For example:

The dog ate my homework *although* I told him not to.  
Since he came late, I could not meet him.

### **COMPOUND-COMPLEX SENTENCE:**

A **compound-complex sentence** is made up of two (or more) independent clauses and at least one dependent clause. For example:

Before my dog arrived, I always handed in my homework, and I always got perfect grades.

### **Exercise**

#### **Indicate the structural type of the following sentences.**

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

6. I came here first with my parents when I was sixteen, and I have come back here every year since then.
7. I did it because I care for you.
8. The island was filled with many winding trails, a small lake, and dangerous wild animals.
9. Juan played football, yet Maria went shopping.
10. We enjoyed the show although we had an exam the other day, and were very sad when the final curtain fell.

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

I could protest. The dentist began to drill.

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

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

### **Task**

**Select ten sentences from different sources. Determine their structural type.**

### **Author's Purpose and Tone**

An author's purpose is his reason for or intent in writing. An author's purpose may be to amuse the reader, to persuade the reader, to inform the reader, or to satirize a condition. The 3 key purposes (PIE) are as follows:

**To inform** – to give information about a subject. Authors with this purpose wish to provide facts that will explain or teach something to readers.

Example: *Pain is a normal part of a physical process that lets us know something is wrong.*

**To entertain** – to amuse and delight; to appeal to the reader's senses and imagination. Authors with this purpose set out to captivate or interest the audience.

Example: *"Yes, I have gained weight. I weighed only 8 pounds when I was born."*

**To persuade** – to convince the reader to agree with the author's point of view on a subject. Authors with this purpose may give facts, but their main goal is to argue or prove a point to readers.

Example: *The death penalty is deeply flawed and should be abolished.*

An author's purpose is reflected in the way he writes about a topic. For instance, if his purpose is to amuse, he will use jokes or anecdotes in his writing. Clues to an author's purpose may be found in titles, prefaces, and the author's background.

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

To inform	To entertain	To persuade
To analyze	To amuse	To argue against
To clarify	To delight	To argue for
To discuss	To frighten	To convince
To establish		To criticize
To explain		To inspire (motivate a change)

**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? \_\_\_\_\_

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? \_\_\_\_\_

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? \_\_\_\_\_

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

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

The author's purpose is to

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

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

The author's purpose is to

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

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

The author's purpose is to

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

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

## **Author's tone**

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

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

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

Subjective tone is personal, biased, emotional, and often informal.

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

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

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

3. If only there were some decent jobs out there, I wouldn't be reduced to living in this miserable dump.

4. This place does need some repairs, but I'm sure the landlord will be making improvements sometime soon.

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.

6. This is the apartment we live in. It provides shelter.

**Task**

**In groups of 4, do the following.**

**Select any two topics and do the following.**

1. Write two sentences on the topic expressing two different tones. Read your sentences to the class and let them guess the correct tone.
2. Write two sentences on the same topic to accomplish two different purposes. Read your sentences to the class and let them identify the correct purpose.

**Topics:**

1. Tourism
2. Food and Eating
3. Online Classes
4. Internet
5. Hobbies

## Lab 5

### Objectives

- Practicing the Writing Process (generating ideas, developing thesis and main ideas)
- Critical reading 101: Reading to Write

### Generating Ideas

For the topics given below, generate ideas for an expository essay.

1. Long Homework Assignments
2. My Vision of an Ideal Vacation

### What are the qualities of a good thesis statement?

The following can help you evaluate the quality of your thesis statement.

- **Do I answer the question?** Re-reading the question prompt after constructing a working thesis can help you fix an argument that misses the focus of the question. If the prompt isn't phrased as a question, try to rephrase it. For example, "Discuss the effect of X on Y" can be rephrased as "What is the effect of X on Y?"
- **Have I taken a position that others might challenge or oppose?** If your thesis simply states facts that no one would, or even could, disagree with, it's possible that you are simply providing a summary, rather than making an argument.
- **Is my thesis statement specific enough?** Thesis statements that are too vague often do not have a strong argument. If your thesis contains words like "good" or "successful," see if you could be more specific: why is something "good"; what specifically makes something "successful"?
- **Does my thesis pass the "So what?" test?** If a reader's first response is likely to be "So what?" then you need to clarify, to forge a relationship, or to connect to a larger issue.
- **Does my essay support my thesis specifically and without wandering?** If your thesis and the body of your essay do not seem to go together, one of them has to change. It's okay to change your working thesis to reflect things you have figured out in the course of writing your paper. Remember, always reassess and revise your writing as necessary.
- **Does my thesis pass the "how and why?" test?** If a reader's first response is "how?" or "why?" your thesis may be too open-ended and lack guidance for the reader. See what you can add to give the reader a better take on your position right from the beginning.

Now read the following thesis statements and comment on their strength using the questions above.

1. Everyone should exercise.
2. Reading can develop a child's analytical mind.
3. The internet has improved the lives of many.

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

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

## **Generating Supporting Ideas**

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

Topic:

Purpose:

Audience:

Thesis Statement:

Topic Sentence 1:

Supporting Ideas:

Topic Sentence 2:

Supporting Ideas:

Topic Sentence 3:

Supporting Ideas:

## **Critical Reading: Reading to Write**

Reading is an essential component of writing. Reading gives you an opportunity to obtain information, get ideas, gather support material, and learn topic-related vocabulary. Make a habit of reading on the topic of your essay and then upgrade your outline.

When you read, your objective should be to achieve an advanced understanding of the topic. You must also interpret information critically. After thoughtful consideration of the information, develop or

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

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

## Task

**Imagine that you have made the following essay outline:**

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

Topic Sentence 1: Physical health benefits of walking

Topic Sentence 2: Mental health benefits of walking

Topic Sentence 3: Benefits for the economy

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

## Article 1

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

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

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

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

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

3. Alleviates Anxiety. The chemicals that are released during and after exercise can help people with anxiety maintain their sense of calm.
4. Increases Relaxation. A moderate workout can be the equivalent of a sleeping pill, even for people with insomnia.
5. Improves Self-Worth. Physical fitness can boost self-worth and improve your self-image in a positive and active way.

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

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

## **Article 2**

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

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

## **IMPROVE YOUR MOOD**

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

## **REDUCE STRESS AND ANXIETY**

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

## PROMOTE BODY CONFIDENCE

What makes walking such a hugely popular activity is that it's open to everyone, no matter what their physical ability. This makes it the ideal hobby for people looking to introduce some more exercise into their routine, without putting their body under unwanted strain. Despite its ease, regular walking will deliver many of the same benefits of more high-intensity training over time. These benefits include changes to your body, which will help to improve your self-confidence.

## INCREASE ENERGY

It may seem surprising, at first, but regular walking will help to improve your energy long-term! Walking helps to promote blood flow across the body, particularly for the muscles and brain. This increased flow makes us feel more energised, creating the fresh feel that our bodies experience after exercise!

## BETTER SLEEP

Walking isn't just good for increasing our energy levels; it helps to promote effective rest, too! Regular exercise helps our bodies regulate their sleep patterns, meaning that walking helps us get to sleep when we need it and achieve a deeper sleep. This makes walking particularly useful for people suffering from sleep disorders.

## MORE SOCIAL OPPORTUNITIES

Being social is an essential part of everyone's wellbeing, and many look to incorporate getting active with social activities. Walking is an excellent choice for people looking to get out and enjoy the world with their friends or family, as it's easy for everyone to take part and doesn't require any high-intensity effort. Enjoying that evening or weekend meetup while exploring the natural world is the perfect way to get more activity into your life!

## STRONGER FOCUS

If you are struggling to think of something, whether it be a project at work or ideas for the home, a walk may hold the secrets to getting over that mental obstacle. Again, this relates to the increase in blood flow that walking, even for just ten minutes, can provide. Incorporating walking into your routine can help to improve concentration and creativity while establishing a regular walking pattern has been proven to develop even more long-term benefits in this regard!

Walking can work wonders for your mental health in a range of ways, and the benefits can be felt straight away! By incorporating more walking and outdoor activities into our daily lives, we start to live healthier, happier lives. Here at LOWA, we provide a range of [men's](#) and [ladies outdoor boots](#) for many different activities, so why not browse our selection of walking and hiking footwear and accessories today?

## Article 3

We've all heard the saying 'laughter is the best form of medicine', but research suggests that walking may be an even better remedy. Walking offers enormous benefits to our health and wellbeing, and there is an ever expanding and conclusive body of evidence to support the notion that we need to be more active in our daily lives. But, despite this, as a nation our activity levels in recent years make for grim reading, indicating little, if any change. Even worse, some statistics suggest that physical activity is on the decline!

A 2013 government report indicated that over a third of adults in the UK were not achieving the Department of Health's recommended levels of activity, making us the third most inactive country in Europe. This problem was summarised rather neatly by a 2015 Academy of Medical Royal Colleges report that described a nation moving more and more towards 'a sedentary society due to changing work and domestic habits and patterns'. The report also asserted that in the UK today, 50% of all adults spend more than five hours sitting down each day.

### **Walking can improve your mental health**

And what about the mind? Could our apparent lack of physical activity be having a negative impact on our mental health? And furthermore, could increasing our activity levels not only increase our physical health and life expectancy, but also improve our mental wellbeing?

There's no denying that we live in a stressful era – the recent past has seen the UK struggle with economic pressures and issues such as job security. One Mental Health Foundation study showed that almost half of people surveyed (47%) claimed they felt stressed on a daily basis and 59% reported that their lives were generally more stressful than they were five years previously.

Thom Hartmann, psychotherapist and author of '*Walking your blues away*', believes that as a result of us walking less, we are missing out on a great therapy, and are more stressed as a result.

And although a link between a decrease in walking and an increase in stress is arguably hard to prove, what we cannot deny is the extensive and ever-growing body of evidence supporting the benefits of physical activities, especially walking, and their positive physiological and psychological effects.

From a psychological viewpoint, research findings indicate that walking, and physical activity in general, can be an effective method to enhance positive moods, relieve symptoms of depression and anxiety, aid sleep, cognitive performance and improve quality of life.

As the Royal College of Psychiatrists put it – for the body to work properly, it needs regular exercise. The mind cannot function properly unless your body is working properly. Too often, we talk about the mind and body as completely separate things – but they aren't. They are one of the same thing, and need each other in order to function, and function well.

By doing less and less exercise and activity, and by feeling more and more anxious, depressed or stressed we run the risk of getting caught in a harmful downward spiral where we feel less and less inclined to get off our backsides and do something active.

**A Sample of annotated text.****I Spy**

Charlie Stowe waited until he heard his mother snore before he got out of bed. Even then he moved with caution and tiptoed to the window. The front of the house was irregular, so that it was possible to see a light burning in his mother's room. But now all the windows were dark. A searchlight passed across the sky, lighting the banks of cloud and probing the dark deep spaces between, seeking enemy airships. The wind blew from the sea, and Charlie Stowe could hear behind his mother's snores the beating of the waves. A draught through the cracks in the window-frame stirred his nightshirt. Charlie Stowe was frightened.

But the thought of the tobacconist's shop which his father kept down a dozen wooden stairs drew him on. He was twelve years old, and already boys at the County School mocked him because he had never smoked a cigarette. The packets were piled twelve deep below, Gold Flake and Players, De Reszke, Abdulla, Woodbines, and the little shop lay under a thin haze of stale smoke which would completely disguise his crime. That it was a crime to steal some of his father's stock Charlie Stowe had no doubt, but he did not love his father. His father was unreal to him, a wraith, pale, thin, indefinite, who noticed him only spasmodically and left even punishment to his mother. For his mother he felt a passionate demonstrative love; her large boisterous presence and her noisy charity filled the world for him; from her speech he judged her the friend of everyone, from the rector's wife to the 'dear Queen', except the 'Huns', the monsters who lurked in Zeppelins in the clouds. But his father's affection and dislike were as indefinite as his movements. Tonight he had said he would be in Norwich, and yet you never knew. Charlie Stowe had no sense of safety as he crept down the wooden stairs. When they creaked he clenched his fingers on the collar of his nightshirt.

At the bottom of the stairs he came out quite suddenly into the little shop. It was too dark to see his way, and he did not dare touch the switch. For half a minute he sat in despair on the bottom step with

*Sense of secrecy*

*Searchlight - airships - wartime*

*1st World War*

*Cold - out of bed!*  
*- darkness emphasized*

*Not modern*

*'Manly' to smoke  
- grown up*

*Brands of cigarettes*

*Why?*

*Father does not seem to bother with him - different to mum*

*Zeppelins - bombing raids*

*Sense of mystery, menace, potential danger, etc*

*Sleeping mother - repetition of snore*

*What is Charlie up to?*

*Mention of father*

*More info about Charlie*

*Pressure from peers*

*A 'crime' stealing, guilty conscience*

*What does all this mean?*

*Contrast with father*

*Something mysterious about father*

*A sign of fear!*

*What to do next!*

*A sense almost of surprise*

# LAB 6

**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 ~~include~~<sup>includes</sup> many hardships and struggles.

[11] A popular name for Ireland is “the Emerald Isle.” [12] The green rolling hills and pasture of Ireland ~~was~~<sup>were</sup> the source of this name. [13] Many farmers in Ireland ~~raise~~<sup>raise</sup> 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~~<sup>give</sup> the country a rich supply of fish, too.

### Agreement with Indefinite Pronouns A

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

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

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

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

- P 5. A few from the other class (needs, **need**) new textbooks.
- P 6. Some of my cousins (has, **have**) come to my party.
- P 7. Both of my parents (works, **work**) at the hospital.
- P 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.
- S 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.

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

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

## Finding Main Ideas

The main idea of a paragraph is the author's message about the topic. It is often expressed directly or it can be implied.

It is easy to identify a main idea that is directly expressed in the text. Main ideas are often found:

- at the beginning of paragraphs. The first sentence often explains the subject being discussed in the passage. It is the topic sentence.
- in the concluding sentences of a paragraph. The main idea can be expressed as a summation of the information in the paragraph as well as a link to the information in the next paragraph.

The main idea is not always clearly stated. It is more difficult to identify a main idea when it is inferred or implied. It can be implied through other words in the paragraph. An implied main idea can be found in several ways.

- Several sentences in a paragraph can imply the main idea by introducing facts about the topic before actually stating the topic.
- Implied ideas can be drawn from facts, reasons, or examples that give hints or suggestions concerning the main idea. These hints will be clues leading you to discover the main idea in the selected text.

**Try the passages below to see if you can pick out the main idea.**

"To many parents, the infant's crying may be mainly an irritation, especially if it continues for long periods. But crying serves important functions for the child as well as for the parents. For the child, crying helps improve lung capacity and the respiratory system. Perhaps more important, the cry serves as a signal of distress. When babies cry, they indicate that they are hungry or in pain, and this is important information for parents."

Most teenagers and young adults do not know what they want to do for the rest of their lives. It is a big decision. There are a number of things you can do to narrow the choices. For example, you can take an interest test, do some research on your own about a career, try volunteer work in the field in which you are interested, or "job-shadow", in which you spend a day with a person who is working in a field that interests you. These are just a few helpful ideas as you begin to choose a career.

Summer is a wonderful time to spend at West Beach. It is a beach with light-colored, soft sand. The coastline goes on for a long way and many people enjoy walking along it. Children like to play in the surf and walk along the rocks that are visible at low tide. This is a fun beach for people of all ages.

**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.**

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.

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.

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.

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.

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

commonly held belief is that sleepwalkers are easy to spot because they're in their night suit. Often this isn't true because sleepwalkers can do routine tasks, including getting completely dressed.

Paragraph 8. When you register for a math class, try to select a teacher who can explain concepts clearly. Also, find a math teacher who is willing to answer students' questions in class. Not all are willing to do so. Try to choose a math teacher who is willing to help students after class, preferable one who keeps his or her office hours and one who does not frown at the sight of a student at the office door. When choosing a math instructor, try to find one who gives fair tests and who provides useful handouts that complement class notes.

Paragraph 9. Society, though not perfect, is a working group of people trying to live together in peace. For the most part, people tend to obey the laws set before them and abide by societal codes. However, some people believe the government has made desperate errors, and they wish to change the status quo only to bring peace again in a different way. Those people begin what are known as social movements. These are small groups within societies that seek change. These social movements can rally around anything from saving eagles to saving trees and once a social movement is in motion, it either is inculcated into society or fizzles out. Either way, society will emerge from the social movement and will stabilize again into peace.

Paragraph 10. When one thinks about the beauty of nature, one concludes that the majestic sweep of a mountainside or the vast expanse of glittering seas can inspire people everywhere. Painters, designers, poets, architects, and various other artists have drawn strength and enlightenment from magnificent works of nature such as these. Among those gifted people, poets seem to be the best at expressing the awe and wonder of viewing art in nature. William Wordsworth is just that kind of poet. He believed 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.**

The average computer user has between 5 and 15 username/password combinations to log in to email accounts, social 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.

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.

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.

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

**8) According to the author, biometric system has which of the following limitations. [1]**

- A. It poses serious security threats.
- B. It can be breached more easily.
- C. There will be moral concerns regarding its implementation.
- D. along with financial challenges, it also entails moral issues.

## LAB 7

### Objectives

- Studying punctuation marks
- Critical Reading 101: Inference, evaluation, and drawing conclusions

## PUNCTUATION MARKS

Punctuation marks are the marks to use in the writing system to make a write-up easy to understand for a reader. The following punctuation marks are discussed below in detail.

1. Comma
2. Semi-colon
3. Colon
4. Hyphen
5. Inverted commas
6. Parentheses
7. Apostrophe

### Comma



It is the complicated punctuation mark to master because of the difference in the sentence structures, the difference in the spoken and written language; which, eventually boils down to its stylistics and conventional use.

Let's see the following 4 cases for comma and its use.

#### **a. Numbers**

Most authorities, including The Associated Press Stylebook and The Chicago Manual of Style, recommend a comma after the first digit of a four-digit number. The exceptions include years, page numbers, and street addresses.

#### **For example:**

1. We sold 1,270 rare books last year; the most expensive sold for \$5,255.
2. On page 1270 of the report, his address is listed as 5255 Ocean View Drive as of February 5, 2008.

#### **b. Degrees and certifications**

When a degree or certification is shown after a person's name, it should be set off with commas.

#### **For example:**

1. The report was prepared by Christopher Smith, PhD.
2. Jane Jones, Esq., has joined the board of directors.

3. Tom Roberts Jr., MD, FACS, will be the keynote speaker at next year's conference.

### c. Dates

When a date consists of the day of the month followed by the year, the day of the month should be followed by a comma. When the day of the week is provided before the month, the day of the week should be followed by a comma.

When the date appears in the middle of a sentence, commas should appear both before and after the year.

#### For example:

1. The store closed its doors for good on Wednesday, October 15, 1958.
2. Her arrival on Monday, April 11, 1988, was considered a turning point for the company.

Majorly, comma is used to list things in a sentence. Let's refer to the following examples.

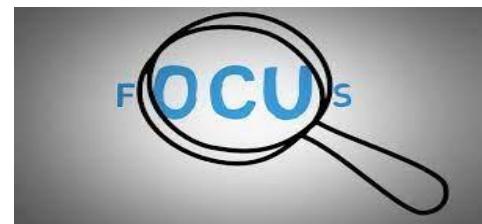
1. For your entree, you may choose vegetarian pasta, beef, chicken, or salmon.
2. Jane will bring the food, Jose will bring the drinks, John will bring the music, and Jackie will bring the cops.
3. With dignity, grace, and a tremendous empathy for his audience, he delivered the most moving eulogy.
4. I am taking art history, Russian literature, microeconomics, and macroeconomics next semester.

### d. Geographic references

Commas should be used to separate geographic elements, as in the examples below. The final geographic element should also be followed by a comma when it appears in the middle of a sentence.

#### For example:

1. The mayor of New York was the first guest to arrive; the mayor of Athens, Georgia, was the last to arrive.
2. His family moved from Bristol, England, to Portsmouth, New Hampshire, when he was eight. The company is headquartered in Sydney, New South Wales, Australia.

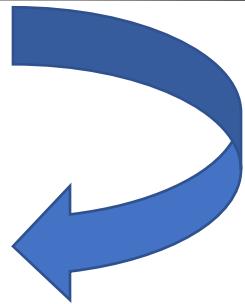


*Sentence 1 introduces the series of items*

*Sentence 2 has 4 clauses (dependent and independent)*

*Sentence 3 has list of adjectives*

*Sentences 4 has list of subjects/courses*



Comma is also used to set off non-essential and non-restrictive information.

**For example:**

Sentence A	I will give the document to my brother, Tom.	Comma after brother	The writer has only one brother. The brother's name is (grammatically) nonessential and therefore set off with a comma.
Sentence B	I will give the document to my brother Tom.	No comma after brother	The writer has more than one brother. In this case, the specific brother—Tom—is essential information and should not be set off with a comma.

**For non-essential information:**

When an explanation or definition occurs as an appositive, it should be set off with commas.

**For example:**

1. Mary Smith, a staff writer at the Times, recently wrote a book on that subject.
2. The building's window placement, referred to by architects as fenestration, is among its most distinctive features.

**Comma case with “that” and “which”**

These words are frequently misused. That serves as a restrictive pronoun and therefore does not take a comma.

**For example:**

Sentence	John's cars <u>that</u> are leased are never kept clean.	Explanation: In this case, the dirty cars are specifically those that John leased; John might have non-leased cars that are kept clean.
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Which serves as a nonrestrictive pronoun and therefore requires a comma.

Sentence	John's cars, <u>which</u> are leased, are never kept clean.	Explanation: In this case, all of John's cars are dirty. The fact that those cars are leased is not essential to the meaning of the sentence.
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### **Interrupting elements:**

When a nonessential word or phrase occurs in the middle of a sentence, it should be set off with commas.

### **For example:**

1. Your work has been, frankly, awful.
2. The hotel, once we finally found it, was very nice.

### **Introductory matter:**

When a word or phrase occurs at the beginning of a sentence, a comma should usually separate it from the main clause.

### **For examples:**

1. Yes, he is expecting to attend the Christmas party.
2. No, you shouldn't respond to a rhetorical question.
3. Honestly, why would you ever think that?
4. To be honest, I didn't enjoy the food.
5. In my opinion, the movie was more compelling than the book.

### **Comma based on sentence structure:**

Mastering the use of comma to set off clauses within one complete sentence for it to make sense is important. The use of comma varies for different sentence structures. Following are the cases.

#### **I. Simple sentences**

A simple sentence contains only one independent clause and no dependent clauses. When a simple sentence contains a conjunction, you might be tempted to insert a comma before the conjunction, as you do with a compound sentence. With a simple sentence, however, the general rule is to omit the comma.

*Rule: Do not use a comma before a coordinating conjunction if the sentence contains only one independent clause.*

### **For example:**

1. She purchased the car but not the extended warranty.

2. Are you traveling in first class or in business class?

*Exception to the rule:* If omitting the comma leads to confusion or lack of clarity, insert the comma.

**For example:**

- The alumni's fundraising was better this year than last, and better than expected.

## II. Compound sentences

A compound sentence contains two or more independent clauses linked by a coordinating conjunction. Independent clauses are those that can stand alone as complete sentences. The most common coordinating conjunctions are and, but, and or. In certain cases, nor, yet, so, and for act as coordinating conjunctions.

*Rule:* Use a comma before a coordinating conjunction that joins two independent clauses.

**For example:**

1. She purchased the car, but she declined the extended warranty.
2. The prime minister's plan seemed quickly and sloppily put together, and the opposition party immediately attacked it.
3. Are you traveling in first class, or does your employer limit you to business class on international flights?
4. I lost my job, so I can't afford to go to Europe this summer.

*Exception to the rule:* When the independent clauses are closely connected and short, you may omit the comma.

**For example:**

- Elizabeth flew to the conference and Nancy drove.

## III. Complex sentences

A complex sentence contains an independent clause and one or more dependent clauses. A dependent clause, unlike an independent clause, cannot stand on its own as a complete sentence. The conjunctions and prepositions most commonly used to introduce a dependent clause include if, because, while, as, although, since, and unless.

*Rule:* If the dependent clause comes before the independent clause, separate it with a comma.

**For example:**

1. If you can't see without your glasses, you shouldn't be driving.
2. Because of the thunderstorm, our flight has been delayed.
3. Though I don't doubt his sincerity, I cannot agree with his position on that issue.

When a sentence begins with two dependent clauses that both apply to the subsequent independent clause, insert only a single comma after the second dependent clause.

**For example:**

- If you eat a balanced diet and exercise for a few hours each day, you will feel healthier.

*Rule: If the independent clause comes before the dependent clause, omit the comma.*

**For example:**

1. You shouldn't be driving if you can't see without your glasses.
2. Our flight has been delayed because of the thunderstorm.

*Exception to the rule: If the dependent clause is not essential to the meaning of the sentence, it should be set off with a comma.*

**For example:**

- I cannot agree with his position on that issue, though I don't doubt his sincerity.

Explanation: Not doubting his sincerity is not the reason I cannot agree with his position; it is merely an additional piece of information.

*Rule: If the dependent clause occurs in the middle of a sentence, use commas if it is nonessential; do not use commas if it is essential.*

**For example:**

1. The guests, who were all close friends of the president, refused to speak about the events that evening.
2. The guests who arrived more than an hour late were greeted coolly by the host.

#### **IV. Compound-complex sentences**

A compound-complex sentence contains two or more independent clauses and at least one dependent clause.

*Rule: When a sentence begins with a dependent clause that applies to two independent clauses that follow, insert a comma after the dependent clause, but do not insert a comma between the independent clauses.*

**For example:**

- If we want this business to work, you need to find suppliers and I need to find buyers.

*Rule: When a dependent clause occurs between two independent clauses and applies only to the second, the dependent clause should be set off with commas.*

**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.**

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

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

1. After \_\_\_\_\_

---

2. To save \_\_\_\_\_

---

3. If \_\_\_\_\_  
\_\_\_\_\_

4. Often \_\_\_\_\_  
\_\_\_\_\_

5. Hearing \_\_\_\_\_  
\_\_\_\_\_

**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.

The example above could be recast with the conjunction but, in which case a comma, rather than a semicolon, would be required.

**For example:**

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

Technically, the semicolon could be replaced with a period, since each independent clause is a complete sentence. The semicolon, however, emphasizes the connection between the two clauses.

*Note: When the second clause expands on or explains the first, the colon is the better mark.*

**b. Between independent clauses linked by a transitional expression:**

The semicolon is also used between two independent clauses linked by a transitional expression (e.g., accordingly, consequently, for example, nevertheless, so, thus).

**For example:**

1. Heavy snow continues to fall at the airport; consequently, all flights have been grounded.
2. Hyperinflation makes it extremely difficult to keep track of prices; thus a quart of milk might cost \$10 in the morning and \$200 in the afternoon.

**c. In lists with internal commas:**

The semicolon can also be used in lists with internal commas. In this usage, the semicolon acts as a sort of super-comma.

**For example:**

- The new store will have groceries on the lower level; luggage, housewares, and electronics on the ground floor; men's and women's clothing on the second floor; and books, music, and stationery on the third floor.

**In elliptical constructions:**

When combined with a comma, the semicolon can be used in elliptical constructions. In this case, the comma serves as an ellipsis, eliminating the need to repeat an understood portion of the initial clause.

**For example:**

1. In 1992, Starbucks had fewer than 200 stores; in 2002, almost 20,000.
2. Some people brought food; others, clothing; yet others, merely a willingness to help

**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.

2. Do not, however, use a colon when the listed items are incorporated into the flow of the sentence.

Sentence A	The bookstore specializes in art, architecture, and graphic design.	No colon after in	✓
Sentence B	The bookstore specializes in: art, architecture, and graphic design.	Colon after in	✗

**b. Between independent clauses when the second explains or illustrates the first:**

The colon is used to separate two independent clauses when the second explains or illustrates the first. In such usage, the colon functions in much the same way as the semicolon. As with the semicolon, do not capitalize the first word after the colon unless the word is ordinarily capitalized.

**For example:**

1. I have very little time to learn the language: my new job starts in five weeks.
2. A college degree is still worth something: a recent survey revealed that college graduates earned roughly 60% more than those with only a high school diploma.
3. All three of their children are involved in the arts: Richard is a sculptor, Diane is a pianist, and Julie is a theater director.

When two or more sentences follow a colon, capitalize the first word following the colon.

**For example:**

- He made three points: First, the company was losing over a million dollars each month. Second, the stock price was lower than it had ever been. Third, no banks were willing to loan the company any more money.

**c. Emphasis:**

The colon can be used to emphasize a phrase or single word at the end of a sentence. An em dash can be used for the same purpose. In the second example below, an em dash is more common than a colon, though the use of a colon is nevertheless correct.

**For example:**

1. After three weeks of deliberation, the jury finally reached a verdict: guilty.
2. Five continents, three dozen countries, over a hundred cities: this was the trip of a lifetime.

**d. Non-grammatical uses of the colon:**

**a. Time**

The colon is used to separate hours from minutes, with no space before or after the colon.

**Example:**

- 11:35 a.m.

**b. Ratio**

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

**Example:**

- 1:3

**c. Biblical references**

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

**Example:**

- Genesis 1:31

**Exercise:****Fill in the missing colons.**

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

**d. Other references**

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

**Example:**

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

**e. Correspondence**

The colon is frequently used in business and personal correspondence.

**Examples:**

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



## Hyphen

For most writers, the hyphen's primary function is the formation of certain compound terms. The hyphen is also used for word division. Let's refer to the following cases.

### a. Compound terms:

Compound terms are those that consist of more than one word but represent a single item or idea. They come in three styles.

Open (or spaced) compounds are written as separate words.

<b>Open</b>	printing press car wash chief of staff
-------------	--

Hyphenated compounds use hyphens between the words.

<b>Hyphenated</b>	eye-opener check-in free-for-all
-------------------	--

Closed (or solid) compounds are written as a single word.

<b>Closed</b>	lifestyle bookstore whodunit
---------------	------------------------------------

### b. Compound nouns:

Compound nouns are the easiest to deal with: most of them can be looked up in a good dictionary. Keep in mind, though, that many compound nouns start out spaced or hyphenated before eventually becoming solid, with dictionaries often lagging behind current usage.

**c. Compound verbs:**

Compound verbs (e.g., waterproof, highlight, rubber-stamp, nickel-and-dime) also are typically included in a dictionary.

**d. Compound adjectives:**

The most difficult compound terms to deal with are the compound adjectives. For one thing, most of them will not be found in any dictionary. For another, whether they are hyphenated or not depends on their position within a sentence. Whether to hyphenate or not is often a matter of style. Some basic guidance is offered below.

Two or more words that collectively act as an adjective should be hyphenated when they appear immediately before the noun they modify. This helps prevent misreading.

**For example:**

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

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

**For example:**

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

**Exercise:****Rewrite each sentence below, using a hyphen correctly.**

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

## Quotation marks



Quotation marks are primarily used to indicate material that is being reproduced word for word, as well as some other important uses.

Commas and periods that are part of the overall sentence go inside the quotation marks, even though they aren't part of the original quotation.

Sentence A	“The best investments today,” according to Smith, “are commodities and emerging-market stocks.”	Comma after ‘today’ and period after ‘stocks’	✓
Sentence B	“The best investments today”, according to Smith, “are commodities and emerging-market stocks”.	Comma after quotation mark and period after quotation mark.	✗

Unless they are part of the original quotation, all marks other than commas or periods are placed outside the quotation marks.

Sentence A	She provides a thorough list of problems in her most recent article, “Misery in Paradise”; she doesn’t provide a solution.	Semicolon after quotation mark	✓
Sentence B	She provides a thorough list of problems in her most recent article, “Misery in Paradise;” she doesn’t provide a solution.	Semicolon before closing the quotation mark	✗
Sentence A	Wasn’t it Dickens who wrote, “It was the best of times, it was the worst of times”?	Quotation mark closes after time	✓

Sentence B	Wasn't it Dickens who wrote, "It was the best of times, it was the worst of times?"	Quotation mark closes after question mark	X
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### Quoting the words of others:

There are two ways to incorporate quotations in your writing: run-in quotations and block quotations.

#### I. Run-in quotations:

Short quotations can generally be run in to the main text using quotation marks.

#### For example:

- In his novel White Noise, Don DeLillo neatly summarizes the materialist philosophy: “It’s all this activity in the brain and you don’t know what’s you as a person and what’s some neuron that just happens to fire or just happens to misfire.”

#### II. Block quotations:

Longer quotations should be set off from the main text, and are referred to as block quotations. Because the quoted material is set off from the main text, it is not necessary to use quotation marks. Style varies, but at a minimum a block quotation should have a bigger left-hand margin than the main text. In contrast to the main text, a block quotation might also have a bigger right-hand margin, be in a smaller or otherwise different font, or have reduced line spacing.

#### For example:

- In Walden, Henry David Thoreau makes the case for following one’s dreams:

I learned this, at least, by my experiment: that if one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, he will meet with a success unexpected in common hours. He will put some things behind, will pass an invisible boundary; new, universal, and more liberal laws will begin to establish themselves around and within him; or the old laws be expanded, and interpreted in his favor in a more liberal sense, and he will live with the license of a higher order of beings.

### *Other uses of quotations marks.*

#### a. Writing about letters and words:

Quotation marks can be used when referring to a specific word or letter.

**For example:**

- In the previous sentence, “letter” was properly spelled with two “t”s.

**b. Translations:**

As an alternative to parentheses, quotation marks can be used to enclose a translation. In this case, it is necessary to set the translation off with commas.

**For example:**

- His knowledge of Portuguese is limited to obrigado, “thank you,” and adeus, “goodbye.”

**c. Scare quotes:**

Scare quotes (also known as sneer quotes) are used to cast doubt on a word or phrase, or to emphasize that the word or phrase is being used as a euphemism.

**For example:**

1. He rarely spoke of the “incident” that caused him to leave his previous employer.
2. The think tank’s “analysis” of the issue left much to be desired.

**d. Nicknames:**

When inserted in the middle of a person’s actual name, a nickname should appear in quotation marks.

**For example:**

1. Henry M. “Hank” Paulson Jr.
2. Greg “The Shark” Norman

**e. Measurements:**

In informal writing, feet and inches are sometimes expressed as, for example, 5' 10" (read: five feet and ten inches). Technically, the mark designating feet is a prime; the mark designating inches is a double prime. These marks 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.

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

### Parentheses



Parentheses (always used in pairs) allow a writer to provide additional information. The parenthetical material might be a single word, a fragment, or multiple complete sentences.

Whatever the material inside the parentheses, it must not be grammatically integral to the surrounding sentence. If it is, the sentence must be recast. This is an easy mistake to avoid. Simply read your sentence without the parenthetical content. If it remains grammatically correct, the parentheses are acceptable; if it doesn't, the punctuation must be altered.

Sentence A	The president (and his assistant) traveled by private jet.	Third person plural, correct tense	✓
Sentence B	The president (and his assistant) were expected to arrive by 10:00 a.m.	'were' is apparently used with third person singular	✗

Following are the cases.

**Placement of other punctuation:**

When a parenthetical sentence stands on its own, the closing punctuation mark for the sentence is placed inside the closing parenthesis.

**For example:**

- The idea that theoretical physics can be taught without reference to complex mathematics is patently absurd. (But don't tell that to the publishers of such mathematics-free books—or the people who buy them.)

When parenthetical content occurs at the end of a larger sentence, the closing punctuation mark for the sentence is placed outside the closing parenthesis.

**For example:**

- After three weeks on set, the cast was fed up with his direction (or, rather, lack of direction).

When parenthetical content occurs in the middle of a larger sentence, the surrounding punctuation should be placed outside the parentheses, exactly as it would be if the parenthetical content were not there.

**For example:**

- We verified his law degree (Yale, class of 2002), but his work history remains unconfirmed.

When a complete sentence occurs in parentheses in the middle of a larger sentence, it should neither be capitalized nor end with a period—though a question mark or exclamation point is acceptable.

**For example:**

- We verified his law degree (none of us thought he was lying about that) but not his billion-dollar verdict against Exxon (how gullible did he think we were?).

**Specialized uses:**

Numbered or lettered lists should use a pair of parentheses to enclose the numbers or letters.

**For example:**

- Please submit the following four items with your application: (1) a cover letter, (2) a resume, (3) a college transcript, and (4) a list of professional references.

Time zones are usually enclosed in parentheses following the time.

**For example:**

- The conference call will be held at 9:00 a.m. (EST).

Area codes are sometimes enclosed in parentheses.

**For example:**

- If you have any questions, please call me at (212) 555-7875.

Short translations in unquoted text can be placed in parentheses. (Use brackets for translations in quoted text.)

**For example:**

- His knowledge of Portuguese is limited to obrigado (thank you) and adeus (goodbye).

In some writing, a person's year of birth and year of death are provided in parentheses when the person is first mentioned. If there is uncertainty about the year, a question mark should follow it. Note that an en dash, rather than hyphen, is used between the years.

**For example:**

- Guido Cavalcanti (1255?–1300) had a profound influence on the writings of Dante.

**Abbreviations and acronyms:**

On the first use of an abbreviation or acronym that might not be understood by your readers, the full term can be provided in parentheses.

**For example:**

- John Smith has been appointed CKO (chief knowledge officer) of the merged company.

In reverse, an acronym or abbreviation can be provided in parentheses upon its first use, and then used in place of the full term in the remainder of the document.

**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.
4. Sarah struggled a very long time to complete her first novel. (It took her over three years)! Fortunately, the book became a best seller.
5. Last night during the storm (Did you hear that thunder?) all the cats hid under the bed.
6. Are you sure that all the guests (especially the children?) have extra blankets.
7. My cousins and their spouses (They are all over 50 years old.) have each earned several college degrees.
8. Although the wedding guests' complaints, (the photographer was pushy, the music was bad, there wasn't enough food), were valid, the reception was still a big success.
9. The entire group was emotionally moved (many parents were crying!) by the speaker's powerful presentation.
10. Dr. Granger put Joey the fattest cat on a strict diet.

### Apostrophe



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

#### a. Contractions:

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

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

#### For example:

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

2. Let's not forget that grandma lets the kids eat way too much junk food when they stay with her.

In informal writing, it is acceptable to indicate a year with only the last two digits preceded by an apostrophe (e.g., the class of '85, pop music from the '80s).

### b. Plurals:

The apostrophe is seldom used to form a plural noun.

Sentence A	Since the 1980s, the Thomases, both of whom have multiple PhDs, have sold old books and magazines at the fair on Saturdays and Sundays.	No apostrophe in Thomases when it indicates two people by 'both'	✓
Sentence B	Since the 1980's, the Thomas's, both of whom have multiple PhD's, have sold old book's and magazine's at the fair on Saturday's and Sunday's.	Apostrophe in Thomas, indicating two different people (plurals)	✗

The rare exception to the rule is when certain abbreviations, letters, or words are used as nouns, as in the following examples. Unless the apostrophe is needed to avoid misreading or confusion, omit it.

### For example:

1. He received four A's and two B's.
2. We hired three M.D.'s and two D.O.'s.
3. Be sure to cross your t's and dot your i's.
4. Do we have more yes's than no's?

For this last example, the trend is to instead write yeses and noes.

### c. Possessives:

The formation of possessives is treated in different ways by different authorities. The rules below are based on The Chicago Manual of Style, 17th edition, and are appropriate for most writing. Associated Press style, used by most newspapers, is slightly different. See the essay on style for more information.

#### The general rule for forming possessives

The general rule is that the possessive of a singular noun is formed by adding an apostrophe and s, whether the singular noun ends in s or not.

**For example:**

1. the lawyer's fee
2. the child's toy
3. the girl's parents
4. Xerox's sales manager
5. Tom Jones's first album
6. Jesus's disciples
7. Aeschylus's finest drama
8. JFK's finest speech
9. anyone's guess
10. a week's vacation
11. Texas's oil industry

The possessive of a plural noun is formed by adding only an apostrophe when the noun ends in s, and by adding both an apostrophe and s when it ends in a letter other than s.

**For example:**

1. excessive lawyers' fees
2. children's toys
3. the twins' parents
4. the student teachers' supervisor
5. the Smiths' vacation house
6. the Joneses' vacation house
7. the boys' baseball team
8. the alumni's fundraising
9. three weeks' vacation
10. someone with twelve years' experience

Exceptions to the general rule

Use only an apostrophe for singular nouns that are in the form of a plural—or have a final word in the form of a plural—ending with an s.

**For example:**

1. Beverly Hills' current mayor
2. the United States' lingering debt problem
3. Cisco Systems' CEO
4. the Beatles' first album



Nouns that end in an s sound take only an apostrophe when they are followed by sake.

**For example:**

1. for goodness' sake
2. for conscience' sake

A proper noun that is already in possessive form is left as is.

**For example:**

1. McDonald's menu was simplified in response to COVID-19.
2. Sainsbury's and Tesco's produce quality has never seemed to me as good as Waitrose's.

**d. Shared or individual possessives:**

Joint possession is indicated by a single apostrophe.

**For example:**

- This course will use Robert Smith and Rebecca Green's psychology textbook.

*Explanation: They co-authored the book.*

**For example:**

- We were at Stanley and Scarlett's house.

*Explanation: They share the house.*

Individual possession is indicated by apostrophes for each possessor.

**For example:**

1. France's and Italy's domestic policies are diverging.
2. Chris's and John's houses were designed by the same architect.

**e. Avoid awkward possessives:**

- Awkward: Let's meet at St. Patrick's Cathedral's Fifth Avenue entrance.
- Better: Let's meet at the Fifth Avenue entrance for St. Patrick's Cathedral.

**f. The apostrophe with other punctuation:**

The apostrophe should never be separated from the word to which it attaches by adjacent punctuation.

Sentence A	The house on the left is the Smiths', but the house at the end of the street is the Whites'.	Apostrophe attached with Smiths and Whites	✓
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Sentence B	The house on the left is the Smiths,’ but the house at the end of the street is the Whites.’	Apostrophe separated from Smiths and Whites	X
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**Exercise:****A. Punctuate the following sentences with apostrophes according to the rules for using the apostrophe.**

1. Whos the partys candidate for vice president this year?
2. The fox had its right foreleg caught securely in the traps jaws.
3. Our neighbors 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. Didnt you hear that theyre leaving tomorrow?
6. Whenever I think of the stories I read as a child, I remember Cinderellas glass slipper and Snow Whites 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 childrens cries.
10. My address has three 7s, and Tims phone number has four 2s.
11. Didnt he say when he would arrive at Arnies house?
12. Its such a beautiful day that Ive 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 moons rays shone feebly on the path, and I heard a lone crickets chirpings and whistlings.
17. Theyre 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	We will	We are	I am	Does not
You will	Were not	They have	I will	It will
Have not	Could not	We would	Let us	When is
You are	Who is	She would	Will not	Cannot
Shall not	Are not	Would not	Do not	They will

**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	

\_\_\_\_ 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!

**Source:**

<https://www.thepunctuationguide.com/period.html>

**Note:**

The other punctuation marks are available on the given website for your reference.

# UNIT 7

## Conscience doth make cowards of us all

### Reading and discussion

Read the accounts of the seven court cases on this and the next page.

In each one, the sentence imposed by the judge has been blanked out. Working in groups of four, say what you think the sentence should have been. There is no need to try and replace the exact words. Just say what sentence should have been imposed.

### Former judge sentenced over driving offences

A 61-YEAR-OLD former High Court judge, who gave a false name when stopped for speeding while disqualified, pleaded guilty yesterday to attempting to pervert the course of justice.

The disgrace of former judge Vivian Price, of Redwall Farmhouse, Linton, Kent, was chronicled in Maidstone Crown Court as he [REDACTED]

His counsel Mr George Carman, QC, said that for a former deputy High Court judge to "plead guilty to a charge of trying to pervert the course of justice is a unique situation as far as I know in the courts of this country."

He added that "the law has often reserved its most severe punishment for those in positions of public eminence. Great privilege carries with it great responsibility."

Miss Heather Hallett, prosecuting, said Price gave his correct date of birth when stopped for speeding but the name

of a member of his family. He continued the deceit by pressurising a member of his family to take the blame. He had been disqualified for drink-driving the same year.

The first offence took place on the Canterbury by-pass where he was stopped after driving at 98 mph. He was later stopped again doing 50 mph at Coxheath, near Maidstone, in a 30 mph limit.

For attempting to pervert the course of justice he was sentenced to [REDACTED]

[REDACTED] for driving while disqualified the first time. For the second driving offence, he was sentenced to [REDACTED]

[REDACTED]. He was also banned from driving for [REDACTED]

### for Mob leader

TERRY LAST, the ringleader of the Chelsea Mob who planned violence at Britain's football grounds was [REDACTED] today.

His Honour Judge Shindler described 24-year-old solicitor's clerk Last as a man who "glorified and revelled in violence" and who had a "perverted lust for violence."

The judge, who lists watching soccer as a hobby in his Who's Who entry, said Last and his gang of four other Chelsea fans had brought terror to the terraces forcing ordinary fans to stay away.

#### Attack

Judge Shindler, who follows Crystal Palace, sentenced Last, of Bow, East London to [REDACTED] for conspiring to fight at Britain's soccer grounds and [REDACTED] for taking part in an attack on Everton fans in Liverpool in December, 1985.

#### Driver

A drink-driver who killed a man while fleeing from police was [REDACTED] at Birmingham Crown Court. It was the second conviction involving drinking and driving in five months for Shabir Sabar, 30, who ran down Stanley Crofts, 51.

# for boy who killed a school bully

SIMON LUNDIE, 17, suffered years of hell at the hands of a school bully. Finally he snapped—and stabbed his tormentor to death.

"This was a wicked and terrible thing you did," Mr Justice Alliott told Simon today at the Old Bailey.

He accepted that Lundie had been provoked but had decided that such outrageous behaviour demanded stern punishment. Lundie's mother wept as he was sentenced to [redacted].

The boy he stabbed was 17-year-old Robert Tucker, whose parents silently watched as Lundie was taken to the cells.

Mr Timothy Langdale, prosecuting, said Tucker bullied and threatened Lundie. "Every day for 18 months he forced him to hand over his dinner money of 75p."

Tucker constantly telephoned Lundie at home—sometimes five times in a day.

"He carried on threatening him and making even greater demands for money" said counsel. "Lundie was very nervous and frightened of the other boy."

Two weeks before his death Tucker ordered Lundie to have a fight with one of his cronies. Lundie was reluctant, but there was a minor scuffle involving Tucker as well.

When arrested Lundie told detectives: "It is a long story. This has been going on for years. I could not take any more."

Lundie, of Rochford Avenue, Waltham Abbey, pleaded not guilty to murder but admitted manslaughter.

His plea was accepted.

## Night intruder

A JILTED lover smashed his way into his ex-girlfriend's home and said, after grabbing her throat: "I could kill you. No-one knows I am here," a court heard on Monday.

Jobless David Jones, formerly of Bedwyn Walk, Aylesbury, appeared at Aylesbury Magistrates Court only three days before his 22nd birthday and admitted assault occasioning actual bodily harm, and criminal damage.

The court [redacted] Jones [redacted], and ordered him to pay £32 compensation for the window and £30 towards costs.

## Double rapist

A MAN who raped a 25-year-old bank clerk less than a month after being bailed for a similar offence was [redacted] at Birmingham Crown Court yesterday

Steven Wilson, aged 25, of Coventry, met the woman in a night club in Coventry last New Year's Eve. Four weeks earlier he had committed a similar rape on a girl aged 20, whom he also met in a night club.

## How Erica put drug dealer behind bars

DRUG dealer Anthony Dorrington has been [redacted] after he was trapped by a police operation code-named 'Erica'.

Throughout the summer weeks of last year crack drug squad officers from Herts mounted a secret surveillance operation on Dorrington's flat.

They logged down all the visitors before mounting a raid on the premises in Abbey View, Garston.

Dorrington, 35, and flatmate Neil Hornsby, 27, were both arrested after officers found unknown substances, syringes and needles.

It turned out the pair had been dealing in heroin.

### Discussion

1 The sentences imposed were as follows:

- five years' youth custody
- ten years' imprisonment
- eighteen months' imprisonment
- a fine of £110
- four years' imprisonment
- ten years' imprisonment
- a nine-month suspended jail sentence.

In your opinion, which sentence goes with which court case?

2 After you have decided, your teacher will tell you the answers.

Do you think the decisions were fair?

Was anyone treated unduly harshly or leniently?

Did the sentences reflect a proper order of priorities; that is, was the most serious crime punished most severely?

### ► Language focus

Read the Language study on *verb patterns* (page 81) and do the practice exercises.

## Reading

### Pre-reading task

Discuss the following questions in groups of four.

- 1 'Crime doesn't pay' is a well-known English saying. Can you think of any recent news stories that either prove or disprove this saying?
- 2 Can you think of any recent court cases where you feel the law has been unjust – for example, an excessively lenient or harsh decision?
- 3 You will read an interview with a burglar, published in the *Guardian* newspaper. Read the text just beneath the heading. Can you guess the meaning of the following?  
a ten-year stretch living it up a pro
- 4 The article deals with the following topics:  
The time the writer himself was burgled  
Recent research into burglary  
The sentences burglars can expect  
Danny (the burglar interviewed)
  - his background
  - his introduction to crime
  - how he carries out a burglary
  - his attitude to the people he steals from.

Write questions that you would like answered from the article.

### Reading and matching

Now read the article.

The ten key sentences below have been removed. Decide where they should go.

- a. Research by Maguire and Bennett suggests that burglary has a considerable effect on people's lives, leaving them uneasy, insecure, even feeling violated.
- b. It was dead easy.
- c. But the lad I did the house with got caught on another job.
- d. Nobody was ever suspicious.
- e. Research in Sheffield suggests that nearly three-quarters of burglars travel less than two miles from their homes to commit the crime.
- f. If I got a job, I'd have to change my whole lifestyle.
- g. In ten years' time I'll either be doing a ten-year stretch or living it up.
- h. Research by Mike Maguire and Trevor Bennett (*Burglary in a Dwelling*, Heinemann 1982) into several hundred victims of burglary revealed that wilful damage was caused in less than one in a hundred cases.
- i. Burglary is more popular today than ever before.
- j. Within six months Danny had graduated to houses.

## **GRASSROOTS**

### Meet the burglar

'If I got a job I'd have to change my whole lifestyle . . . Burglary is the only real skill I've got. In ten years' time I'll either be doing a ten-year stretch or living it up.' Danny is still only 20, reports Geoffrey Beattie, but already he's a pro.

I HAVE only been burgled once, and the burglar wasn't even that successful; he ended up leaving me some of his goods rather than leaving with mine. I could hear him pottering about. I shouted, he ran, leaving a typewriter behind, doubtless removed from a neighbour's house. I considered myself lucky because of the stories about the mess burglars make when they're on the job — the ransacked rooms, the broken furniture, the meals they cook themselves, the urine.

Crime prevention advertisements exploit such images to persuade people to lock their windows. But my burglar wasn't like that — he was careful, meticulous, and tidy (even if a bit noisy), he didn't try to cook himself a meal or use my house as a toilet. Apparently he's like many other burglars.

But what kind of person could go into the home of a total stranger and have the skill to find something of value (certainly difficult in my house) — and have no twinge of conscience about removing whatever he could lay his sticky little fingers on? And what's the probability of it happening again?

According to Maguire and Bennett's research it is very likely to happen again. They reckon that the "average British citizen" can expect to be burgled two or three times during his or her lifetime.

Sentences for house burglary can be quite stiff — the maximum is 14 years — but most burglars today end up in magistrates'

courts facing fines. As another burglar put it to me, "I'd enough in my piggy bank for the first fine."

But what are burglars really like? How could I meet some personally?

A chain of association eventually led me to Danny (name changed). Still only 20 but already a pro: he's served his time at his chosen profession in more ways than one. Several hundred burglaries in five years, and two stretches in Borstal and one in prison. In official terms he's a recidivist. He puts it bluntly: "Money, clothes, and having a good time is my life.

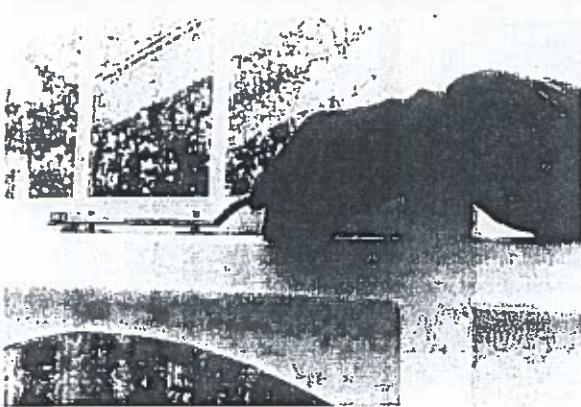
What would I do with £80 a week? I can spend that in one night. Burglary is the only real skill I've got."

Danny's profession runs in the family (his father is currently on the run for an armed robbery offence) but he says his family had nothing to do with it. It was his mates. He was 15, they were 16, he was their eager pupil. He started with a warehouse. "We were careful to choose one without a burglar alarm. We got in through a ground floor window.

We all had a look about and I found a cashbox in a drawer with a hundred quid in it. I couldn't believe it. It was money for old rope. We blew the money in two days on Indian meals, taxis, and drinks. Then we went out again about three days later. We just get the bus a couple of miles down the road to the Moor or Bramall Lane and have a wander about." 5

Danny enjoyed his new pas-

## Comprehension check and inferring



time. "Some nights we'd do three places in the one spot. Sometimes of course you'd find nothing but occasionally you'd hit the jackpot." 6 . . . . .

..... We'd usually get the bus to Gleadless, which was a good spot because it borders on a wood. Dead easy to get away. We'd go up in the afternoon and just pick a house that looked empty.

"My two mates would stay in the next street and I'd just go up and knock on the door. If anyone answered I'd say 'Is Paul in please?' 7 . . . . .

..... They'd just say 'Sorry, you must be at the wrong house.' If nobody answered I'd just go and get my mates and we'd go round the back and steam in. If the windows were locked we'd put a coat up to the window and knock it in. When I was in, I'd head straight for the bedroom to look for the jewellery case. I'd also look under the mattress straight away. Then it was down to the kitchen. You'd be amazed how many people keep money in the oven, but I've even found money stashed in cornflakes boxes.

"We never made a mess, at least deliberately — some houses would look a bit untidy afterwards but that's because you're looking for things in a hurry. You haven't got all day. The most I ever got from a house when I was a kid was eight and a half grand in goods — at least that's what the local paper said. Me and another kid only got a grand and a half for the jewellery and stuff. 8 . . . . . He grased on me. I got a £54 fine plus probation. Of course, the

fine wasn't that bad. I'd made quite a lot by then. My mum had to pay the fine, though. I'd spent what I'd made."

160 Danny leans back in his chair. "It might seem to you that I haven't been that successful, but I've done hundreds of jobs and 165 I've never actually been caught on the job. It's usually people wanting to do themselves a favour with the coppers. I know I've got the bottle and the skill.

170 9 . . . . . I'm not going to change my life style."

As he got up to go, sun tan, streaked blond hair, expensive 175 leather jacket, all the trimmings of the pop star, I asked him the key question. Do you ever think about your victims? 10 . . . . .

180 Danny doesn't think about this. "Why should I? The people I burgle can afford it and jewelers are all bent and bump up the insurance claims. Another 185 thing, I never burgle poor people or old people."

Danny was beginning to sound like Robin Hood. "But just a minute, you've burgled 190 council houses, isn't that right?"

"Yes," Danny says, "but loads of ordinary people have stacks of dough stashed away."

"But do you really mean that 195 if you went to all the trouble of breaking into a house and then discovered that it belonged to an old person, you wouldn't take anything?"

200 "Well, not nothing," says Danny, "but I wouldn't leave them broke." And Robin Hood had, before my very eyes, started to metamorphose into the Sheriff of Nottingham. Just enough left in the kitty to survive, when Danny's high demands were met.

(*Guardian* 20 October 1984)

- 1 Which of the questions that you wrote are answered in the article?

Did you find any of the information surprising?

- 2 What do the following extracts tell us about Danny's attitude to a life of crime, and life in general?

'If I got a job I'd have to change my whole lifestyle.' (line 72)

'You'd be amazed how many people keep money in the oven . . .' (line 136)

'Of course, the fine wasn't that bad.' (line 156)

'My mum had to pay the fine, though.' (line 158)

'It might seem to you that I haven't been that successful . . .' (line 162)

'The people I burgle can afford it . . .' (line 181)

- 3 ' . . . he's served his time . . . in more ways than one.' (line 63)

What does the writer mean by this?

- 4 What do you know about Robin Hood?

If necessary, ask your teacher questions to find out who he was!

Can you now explain the reference to Robin Hood and the Sheriff of Nottingham?

- 5 The writer has presented most of the article dispassionately, letting the information and Danny speak for themselves. However, there are times when the writer's attitude to burglary and Danny are apparent. Find them, and comment on his attitude. At the beginning, the writer seems curious about burglars. How does he appear to feel by the end?

# LAB 8

## Objectives

- Learning Punctuation Marks (Remaining from previous lab)
- Critical Reading 101: Inference and Evaluation

## Task:

**Do the task in groups of 4. Assume that you have been given an opportunity to recommend a book for your English course reading assignment. Following are book reviews of different books. Read the reviews critically and recommend one book as your course's mandatory reading assignment.**

### **Animal Farm by George Orwell**

Animal Farm is easily the most famous work of political allegory ever written. The animals take over the running of a farm, and everything is wonderful for a while... until the pigs get out of hand. It is a brilliant description of what happens when the revolution goes astray. Allegory is hard to do gracefully, but Orwell manages it superbly. While true appreciation of Animal Farm requires an understanding of the history of the Russian revolution, those without it will still get the point. And Animal Farm can even be appreciated as a story by children with no understanding of the political message at all!!

### **Happiness: How to Get Into the Habit of Being Happy by Gill Hasson**

We may all have different abilities, interests, beliefs and lifestyles, beliefs but there is one thing that we all have in common: We want to be happy!

*Happiness* shows you how to be happy by adopting lifelong “happiness habits” that bring and fulfilment and pleasure to your days. These habits will help you manage life’s inevitable ups and downs; consistent practice will develop your happiness abilities and help you live the happy life you want. *Happiness* gives you the skills and perspective to recognize happiness and pursue a happy life whatever that may mean for you.

### **Brave New World by Aldous Huxley**

Brave New World is a dystopian novel by English author Aldous Huxley, written in 1931 and published in 1932. Largely set in a futuristic World State, inhabited by genetically modified citizens and an intelligence-based social hierarchy, the novel anticipates huge scientific advancements in reproductive technology, sleep-learning, psychological manipulation and classical conditioning that are combined to make a dystopian society which is challenged by only a single individual: the story's protagonist.

### **The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change by Stephen R. Covey**

When Stephen Covey first released The Seven Habits of Highly Effective People, the book became an instant rage because people suddenly got up and took notice that their lives were headed off in the wrong direction; and more than that, they realized that there were so many simple things they could do in order to navigate their life correctly. This book was wonderful education for people, education in how to live life effectively and get closer to the ideal of being a ‘success’ in life.

**A Manual of Practical Communication by L. U. B. Pandey, R. P. Singh**

Practical communication in English has assumed crucial significance in contemporary era of globalization and I.T. revolution. The book is a handy panacea for shedding fear of speech on all occasions. It will also cater to communication need such as theme presentation, argumentative skills, solo and public speaking with proper stress, rhythm and intonation.

## Reading

### Pre-reading task

You will read three extracts from autobiographies written by Charlie Chaplin (the comedian), Muhammad Ali (the boxer), and Laurie Lee (the writer and poet).

Divide into three groups. Your teacher will allocate one of the three men to your group. Write questions about his life to ask your colleagues.

### Jigsaw reading

First scan the three extracts quickly and decide which was written by who.

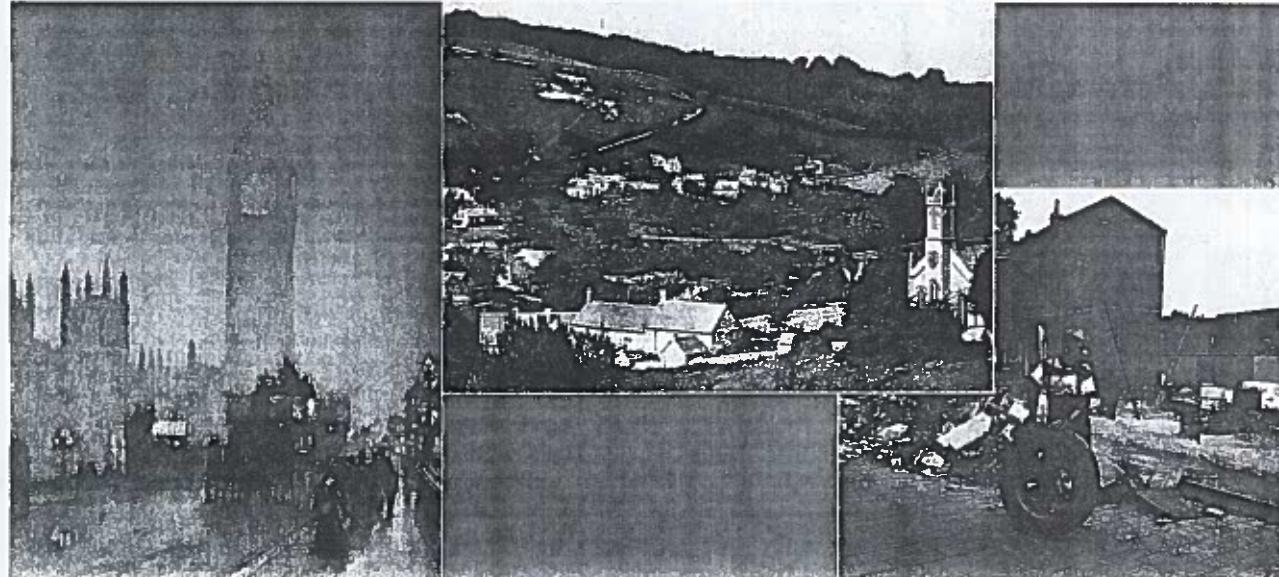
Then divide into three groups. Each group should read the extract written by the man they wrote questions about. Try to answer your questions from the information in the extract. If you can't answer a question, try to guess.

### Questions

- 1 In which year did the events described take place?  
How old was he?
- 2 Do you get the impression that it was a happy childhood?  
How well-off was his family?
- 3 Was his upbringing in a town or in the country?
- 4 Which members of his family does he mention?  
What is his attitude towards them?
- 5 What forms of transport does he mention?  
What is the purpose of this reference?
- 6 Are there any aspects of his childhood that you feel he would like to recreate?
- 7 Summarize the theme of your extract in one phrase or sentence.

When you have answered your questions, find a partner from one of the other two groups. Compare your answers and swap information.

Now read the other two extracts.



1

London was sedate in those days. The tempo was sedate; even the horse-drawn tram-cars along Westminster Bridge Road went at a sedate pace and turned sedately on a revolving table at the terminal near the bridge. In

5 Mother's prosperous days we also lived in Westminster Bridge Road. Its atmosphere was gay and friendly with attractive shops, restaurants and music halls. The fruit shop on the corner facing the Bridge was a galaxy of colour, with its neatly arranged pyramids of oranges, apples, pears and bananas outside, in contrast to the solemn grey Houses of Parliament directly across the river.

This was the London of my childhood, of my moods and awakenings: memories of Lambeth in the spring; of

15 trivial incidents and things; of riding with Mother on top of a horse-bus trying to touch passing lilac-trees – of the many coloured bus tickets, orange, blue, pink and green, that bestrewed the pavement where the trams and buses stopped – of rubicund flower-girls at the corner of 20 Westminster Bridge, making gay *boutonnieres*, their adroit fingers manipulating tinsel and quivering fern – of the humid odour of freshly watered roses that affected me with a vague sadness – of melancholy Sundays and pale-faced parents and their children escorting toy windmills 25 and coloured balloons over Westminster Bridge; and the maternal penny steamers that softly lowered their funnels as they glided under it. From such trivia I believe my soul was born.

2

The last days of my childhood were also the last days of the village. I belonged to that generation which saw, by chance, the end of a thousand years' life. The change came late to our Cotswold valley, didn't really show itself till the late 1920s; I was twelve by then, but during that handful of years I witnessed the whole thing happen.

35 Myself, my family, my generation, were born in a world of silence; a world of hard work and necessary patience, of backs bent to the ground, hands massaging the crops, of waiting on weather and growth; of villages like ships in the empty landscapes and the long walking distances between them; of white narrow roads, rutted by hooves and cart-wheels, innocent of oil or petrol, down which people passed rarely, and almost never for pleasure, and the horse was the fastest thing moving. Man and horse were all the power we had — abetted by levers and pulleys. But the horse was king, and almost everything

grew around him: fodder, smithies, stables, paddocks, distances, and the rhythm of our days. His eight miles an hour was the limit of our movements, as it had been since the days of the Romans. That eight miles an hour was life and death, the size of our world, our prison.

This was what we were born to, and all we knew at first. Then, to the scream of the horse, the change began. The brass-lamped motor-car came coughing up the road, followed by the clamorous charabanc; the solid-tyred bus climbed the dusty hills and more people came and went. Chickens and dogs were the early sacrifices, falling demented beneath the wheels. The old folk, too, had strokes and seizures, faced by speeds beyond comprehension. Then scarlet motor-bikes, the size of five-barred gates, began to appear in the village, on which our youths roared like rockets up the two-minute hills, then spent weeks making repairs and adjustments.

3

I remember the summer of 1956. School was out and my brother Rudy and I were roaming the streets all day and we'd come home hungry. My father was somewhere across town painting signs and we looked down the streets every few minutes hoping we'd see Bird come with a bag of groceries, maybe hamburger and hot dogs. Maybe, if she spent all her day's pay, chicken and potatoes. Usually she kept only enough for bus fare to go to work the next day for some white lady in the Highlands I never met. She'd get up early in the morning, walk four blocks to catch a bus, ride up where the white folks lived, clean house, clean toilets, cook food, take care of babies — all for four dollars a day. Sometimes she came home too tired to cook.

There was seldom enough money for Rudy and me to have bus fare for school, not both of us at the same time. This is the real reason why I began to race the bus to school. But since my ambition was to be the World Heavyweight Champion, I could say I wasn't racing the bus because I didn't have any money, I was running to

get in fight condition.

We never owned a car that was less than ten years old, or even new tires for it. The neighbors could at least buy new tires. Daddy's tires kept blowing out. If we had gotten any money, it wouldn't have gone for cars or tires. It would have been used to fix the house. The rain was coming in through the roof and walls; for four years the toilet needed a new flush unit; for eight years the front porch had been falling apart. The construction man told Dad it would cost two hundred dollars to have it propped up temporarily. That was too much, so we lived with a front porch ready to fall any day.

Most of the clothes we got came from Good Will, including the secondhand shoes that cost maybe one or two dollars. My father had become an expert at cutting out cardboard and putting it in the bottoms. Now and then there would be a new shirt, and once I remember Daddy buying a cheap little suit for me to wear to church and Sunday School.

### Questions for discussion

1 In your opinion, which extract:

- is most factual?
- is most nostalgic?
- is most poetic?
- is about change?
- is about memories?
- is about poverty?

2 What is Muhammad Ali's father's job?

Who do you think Bird is?

Can you guess the occupations of Laurie Lee's and Charlie Chaplin's parents?

3 What does Laurie Lee mean by the following?

- ... the end of a thousand years' life. (line 31)
- ... hands massaging the crops ... (lines 37-8)
- ... waiting on weather and growth ... (line 38)
- ... and almost never for pleasure ... (lines 42-3)
- ... and more people came and went ... (line 55)

- 4 Which words tell us Laurie Lee's attitude to life before and after the arrival of the motor car?
- 5 Use your imagination to say what you think were the sounds and the smells of the three men's childhood.

### Vocabulary

Find words in the texts that mean the same or similar to the following.

*Lines 1–28*

- a. calm
- b. carefree, merry
- c. unimportant
- d. handling
- e. shaking
- f. taking, carrying
- g. went smoothly

*Lines 29–62*

- h. fingering, touching
- i. lined
- j. helped
- k. food for horses
- l. noisy
- m. mad

### ► Language focus

Read the Language study on *relative clauses* (page 102) and do the practice exercises.

### Writing

Write an essay or a story about the sounds and smells (and tastes, if you like!) of your childhood.

### Vocabulary 1

#### 1 Varieties of English

Dictionaries provide information about the style of a word (*formal, informal, slang, colloquial*). They also tell us if a word comes from a particular country or region.

**bairn** /beɪn/ *n* (Scot) child.

**side<sup>1</sup>** /saɪd/ *n* ...  
**'sidewalk** *n* (US) = PAVEMENT 1.

- 1 Look back at the extract from Muhammad Ali's autobiography.

There are several examples (grammar, spelling, and vocabulary) of American English. Find them, and say what their equivalent is in British English.

- 2 Here are some more Americanisms.

Write their equivalents in British English.

- a. He ain't gonna help.
- b. I gotta go.
- c. Monday thru Friday.
- d. Did you have a good vacation?
- e. Boy, he was real mad!
- f. Wanna cookie?
- g. I arrived in the fall.
- h. Waiter! The check, please.
- i. I'm going downtown.
- j. What did you do on the weekend?

### 2 Specialist registers

Dictionaries also say if a word belongs to a particular profession, occupation, or field of activity.

**dribble** /'drɪbəl/ *v* 1 [I, Ipr] allow saliva to run from the mouth: *The baby's just dribbled down my tie.* 2 [I, Ipr, Ip, Tn, Tn-pr] (cause a liquid to) fall in drops or a thin stream: *water dribbling out (of a tap)* ◊ *Dribble the oil into the beaten egg yolks.* 3 [I, Ipr, Tn, Tn-pr] (in football, hockey, etc) move (the ball) forward with repeated slight touches: *He dribbled (the ball) past the goalie to score.*

**mal-prac-tice** /'mæl'præktɪs/ *n* (law) (a) [U] careless, illegal or unethical behaviour by sb in a professional or official position: *lawyers, doctors, etc sued for malpractice.* (b) [C] instance of this: *Various malpractices by police officers were brought to light by the enquiry.*

With which profession or field of activity do you associate the following?

What features of each extract led you to your decision?

- a. This contract shall be deemed null and void should any of the aforesaid clauses not be met in any way whatsoever.
- b. Our Father, Which art in Heaven, Hallowed be Thy name. Thy kingdom come. Thy will be done, on earth as it is in Heaven. Give us this day our daily bread, and forgive us our trespasses, as we forgive them that trespass against us.
- c. Kessler serves, Jones returns with a backhand passing shot. Kessler volleys at the net, Jones tries to lob him but the German wins the point with a fine smash. 30–15.
- d. Marinade the mixture for several hours. Then melt a knob of butter and sauté the mixture quickly. Meanwhile, dice the vegetables and simmer gently for ten minutes. Add stock to the mixture if it becomes dry. Adjust seasoning, and serve immediately, garnished with salad.
- e. YARD TO PROBE RIDDLE OF DEATH PLUNGE TOT
- f. I wandered lonely as a cloud That floats on high o'er vales and hills, When all at once I saw a crowd, A host of golden daffodils.
- g. Mulligan's Way is the odds-on favourite at Sandsdown today. The going is soft, and that suits this filly down to the ground.
- h. He suffered a cardiac arrest and was admitted to an intensive care unit. A coronary bypass was carried out, and his condition is now stable.
- i. This is an 8 bit (64 K) machine, with an inbuilt VDU and dual disk drives.

Can you think of any other professions or fields of activity for which you know some specialized vocabulary? Tell the other students!

# LAB 9

## Objectives

- **Sentence Errors: Avoiding Run-ons**
- **Critical Think 101: Infer, Evaluate, Analyze, Compare and Contrast**

## RUN-ON SENTENCES

### Problem

A run-on sentence occurs when two or more independent clauses are not joined correctly. An independent clause is a group of words that can stand alone as a sentence, as in, "the dog runs." Your writing may be confusing or unclear if independent clauses are joined incorrectly.

There are two types of run-on sentences: **fused sentences** and **comma splices**.

A **fused sentence** occurs when independent clauses run together with no marks of punctuation or coordinating conjunctions to separate them.

Fused sentence:    My professor read my paper she said it was excellent.  
                                 independent clause      independent clause

A **comma splice** occurs when two or more independent clauses are joined only by a comma.

Comma splice:    My cat meowed angrily, I knew she wanted food.  
                                 independent clause      independent clause

### REVISE RUN-ON SENTENCES in one of four ways:

- **Use a comma and a coordinating conjunction** (*and, but, yet, so, or, nor, for*). When you join two independent clauses with a coordinating conjunction, place a comma before the coordinating conjunction.

Run-on:    My professor read my paper she said it was excellent.

Correction: My professor read my paper, and she said it was excellent.

- **Use a semicolon** (or, in some cases, a colon or a dash). You can use a semicolon alone or with a transitional expression (e.g., however, at any rate, in contrast, as a result, etc.).

Run-on:    My cat meowed angrily, I knew she wanted food.

Correction: My cat meowed angrily; I knew she wanted food.

Correction with a transitional expression:

My cat meowed angrily; therefore, I knew she wanted food.

- **Separate the independent clauses into sentences.** This is an especially good technique when one of the independent clauses is very long.

Run-on: It seemed to Wanda that her daughter had more than enough crayons, they were strewn across the bedroom floor and some of them were broken, and, worse still, someone had used the stub of a red crayon to mark a sinister smiley face on the wall.

Correction: It seemed to Wanda that her daughter had more than enough crayons. They were strewn across the bedroom floor, and some of them were broken. Worse still, someone had used the stub of a red crayon to mark a sinister smiley face on the wall.

- **Restructure the sentence by subordinating one of the clauses.** You can subordinate a clause if one of the independent clauses seems less important than the other. Here are a few examples in which one of the clauses has been subordinated (indicated here by underlining). Note that a subordinated clause is no longer independent—it cannot stand on its own as a sentence.

Run-on: The largest tree by volume in the world is the General Sherman Sequoia, it is a little over 52,500 cubic feet.

Correction: The largest tree by volume in the world is the General Sherman Sequoia, which is a little over 52,500 cubic feet.

Run-on: Toni Morrison is a professor at Princeton University, she wrote the novel The Bluest Eye.

Correction: Toni Morrison, a professor at Princeton University, wrote The Bluest Eye.

Run-on: I told my roommate I would be late, she still locked me out.

Correction: Although I told my roommate I would be late, she still locked me out.

Run-on: I told the children I would read to them they said they wanted to sit by me so they could

look at the pictures.

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

**Practice: identifying, correcting and Avoiding Run-Ons.**

**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.
12. Tangerines are my favorite fruit, I also like peaches and apples.
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.
15. That bakery sells fresh bread, the baker wakes up at 4:00 A.M. to start the dough.

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

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

## Reading Task

### Pre-reading Discussion

**Answer the questions below.**

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

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

### The Power of Advertising

Where would modern society be without advertising? Individual advertisers might think they are just trying to sell a particular product but advertising as a whole sells us an entire lifestyle. If it weren't for advertising the whole of society would be quite different. The economy, for instance, would be plunged into a crisis without the adverts and all the publicity that fuel our desire for limitless consumption.

As **John Berger** observed in his book "Ways of Seeing", all advertising conveys the same simple message: my life will be richer, more fulfilling once I make the next crucial purchase. Adverts persuade us with their images of others who have apparently been transformed and are, as a result, enviable. The purpose is to make me marginally dissatisfied with my life - not with the life of society, just with my individual life. I am supposed to imagine myself

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

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

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

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

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

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

### **Questions for Discussion.**

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

## Positives and Negatives of Advertising

There are times when advertising is helpful because we learn new things about things in which we are interested. For this reason, it is important to consider the positive and negative aspects of advertising in our daily lives. Through advertisements, we often learn about things like:

- New helpful products
- Social issues
- Companies that align with our values
- Political candidates
- New ideas

When an advertisement educates without the motive of pulling the wool over our eyes, it can be helpful and open new doors. On the other hand, negative aspects of advertising might also influence us by:

- Enforcing negative stereotypes
- Creating a sense of discontentment
- Inspiring stress in our relationships with ourselves and others
- Influencing us to spend money we do not have
- Persuading us to purchase things we do not need
- Exploiting our vulnerabilities

### Negative Effects of Advertising on Society

For all the positive potential in advertising, the reality is that it frequently influences society in negative ways. One negative aspect of advertising is its potential to feed into unrealistic expectations, breed discontentment and influence our thought processes in ways that are beyond our control. This happens partly because we are consuming the advertisements as individuals but also because the advertisements influence the wider culture that shapes us.

Things like materialism, workaholism, unhealthy lifestyle habits, alcoholism, political mudslinging and unrealistic views of body image in advertisements negatively shape our culture and impact the most vulnerable among us. While outright lies are not allowed in advertising, lies of omission are common, and advertisements frequently prey on our emotions to get us to buy into what they are telling us.

## Negative Effects of Advertising on Children

Children have a hard time distinguishing between ads and television programming, and they lack the developed intuition to alert them when persuasion is at play. They are vulnerable to advertisements because they are more likely to accept them as reality, without the critical-thinking skills necessary to ask important questions. Children tend to believe what they are told.

Advertisers often hook in children through advertising in ways that continue to influence them well into adulthood. In a 2014 study by Connel, Brucks and Nielsen, we learned that childhood advertisements can create biases that last well into adulthood. Study participants rated unhealthy products advertised to them as children as healthier and more harmless than they really were. Thankfully, a simple awareness of this bias was its antidote.

## Negative Effects of Negative Campaign Ads

According to the Wesleyan Media Project, campaign ads have become increasingly negative over past election cycles. Consumers are often disturbed by these advertisements and might change the channel but not when they agree with what is being said. Negative campaign ads tend to fuel a vicious cycle, where both sides fling ads back and forth in a futile, narcissistic, tantrum-like attempt to make their opponents look worse and worse while making themselves look better.

Mudslinging in negative campaign ads creates an environment where it is difficult to escape an accusatory mindset. Scroll through your social media news feed during an election cycle, and you are likely to see intense arguments and insults among "friends" who normally would not act that way. There is no guarantee that more fair-minded political advertisements would cure this issue, but since advertisements shape culture, it certainly would not hurt.

## Advertisements and Body Image

During certain times of the year, advertisements about diet, exercise and weight loss are almost everywhere you look. Images of extreme thinness and a negative view toward those who are larger, as well as exaggerated claims about the effectiveness of dieting, can negatively impact body image and sense of self-worth, especially in young people. Dishonesty that labels diet programs and lifestyle changes as always positive further persuades vulnerable people to engage in choices that might not be the right fit for them physically, developmentally or emotionally.

The diet industry is worth **\$66 billion in the U.S.** alone, and it often earns money from people struggling with self-worth and acceptance. When children or people with low self-worth view advertisements that associate increased thinness with increased self-worth, they often want to buy the products advertised.

In response, the consumer's efforts that begin with slight restrictions in food or increases in exercise can become more intense over time and even develop into eating disorders. These vulnerable people are often unaware of how severely advertisements or other cultural influences are impacting them, that diets are often not effective and that they might not always contribute to overall health.

### **Advertisements and Gender Roles**

Advertisements often depict gender roles in traditional ways that reinforce stereotypes. Think about how many times you have seen cleaning, diet and beauty products marketed toward women, while tools, cars and beer are marketed toward men. These stereotypes are not represented across the board in advertising but enough that children watching them are going to get the idea of who they are supposed to be when they grow into women and men.

It is true that we can partially counter the negative gender-role stereotypes in advertising at home or in schools, but with the younger generation engaging in more and more screen time with less sense of positive well-being, advertising still has a large influence on daily life and beliefs.

### **Advertising and Social Media**

Globally, people spend an average of 135 minutes on social media each day. Businesses and marketers have begun to capitalize on this reality through advertisements. While most people engage in social media to connect with others, in the process they are bombarded with professionally placed ads and friends selling things, all of whom are trying to persuade them to spend their money.

The increase in direct sellers offering their products on social media means that the lines between friends and salespeople are blurred. People often feel offended when a friend they have not heard from in ages reaches out to them not to connect but rather to try to sell something or get them to join their direct-selling team.

Even those doing the selling can become confused about the boundaries, as they often copy and paste scripts offered by their companies, who have convinced them that they are doing a service to their friends by selling to them. They may even feel grateful to the company for inspiring them to reconnect with old friends, while those same friends are actually resenting the seller for having ulterior motives.

### **Addressing Vulnerability to Advertising**

Many countries around the world recognize the negative influence of advertising on vulnerable people, including children. Countries such as Sweden, Norway, Brazil, Mexico, Chile and England have all restricted advertising that targets children. Some countries have only restricted

junk food and candy advertisements, while others have restricted all advertising to children under the age of 12 or 16. These efforts help protect the most vulnerable among us: children, who are less able to distinguish true from false or identify when someone is trying to persuade them of something.

In addition to governmental efforts to protect vulnerable populations from the negative influence of advertising, individuals and families also play a role. Once they have awareness, parents can choose to:

- Limit screen time
- Mute commercials
- Purchase television subscriptions that do away with advertisements
- Engage in discussions about advertisements with their children

For vulnerable adult populations, modalities such as neurofeedback show promise in helping the brain function in new ways that increase alpha waves and activity in the decision-making centers of the brain, which could reduce impulsivity and vulnerability toward persuasion. Intentional choices toward healthy boundaries with media and incorporating healing modalities when needed can help to limit the negative influence of advertisement in an individual's life.

### **Cultivating a Balanced Response to Advertising**

While the negative influence of advertising is a real dynamic, it is also true that advertisements give us new information that can be helpful. It is sometimes possible to take in both the positives and negatives of advertising without being unduly influenced by them. Cultivate the following skills to help experience the positive aspects of advertising without all the negatives:

- **Fact checking:** Read up on a product, read reviews and seek out research to get the full scoop.
- **Product comparisons:** Explore and research all your options for solving a particular problem or need.
- **Emotional awareness and mindfulness:** Pay attention to the emotions the advertiser wants you to feel and why.
- **Decision-making skills:** Consider pro and con lists, healthy discussion or taking time to think before purchasing.
- **Boundaries:** It is OK to mute commercials or change the channel. Sometimes, it is also healthy to take a media break.

### **Questions for Discussion**

1. In addition to the drawbacks of advertising at an individual's level, what are the societal disadvantages of advertising?
2. How do negative political ads impact an individual's overall views about politics?

3. Social media is for networking? How do ads use this platform to distract people from the real goal of the site?
4. How is this writer's attitude and treatment of the topic different from that of the previous writer?

#### Post-Reading Task

**Prepare a public service message to caution people about the possible negative effects of advertising. Use information from the above two articles only. You can add graphics and use small paragraphs or list format. A sample is given below.**

#### How to save electricity at home



Get yourself a  
smart meter  
with an IHD



Switch to  
energy-efficient  
light bulbs



Turn off  
appliances on  
standby



Don't leave  
lights on  
unnecessarily



Take energy-  
saving steps  
in the kitchen

# LAB 10

## Objectives

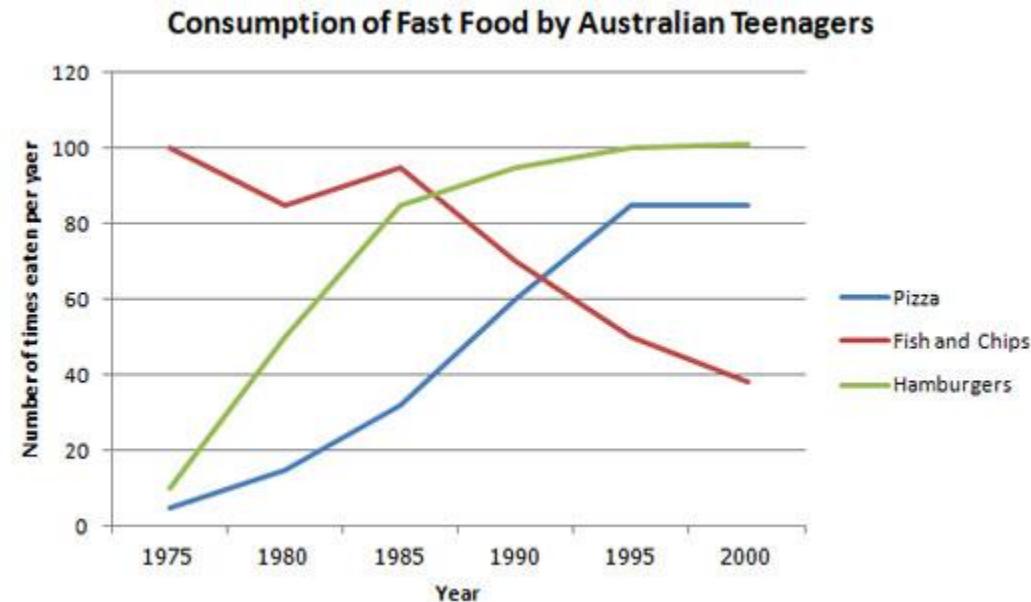
- Interpreting and describing graphs-Types of graphs, reading graphs, writing the description
- Critical Reading: Inference and drawing conclusions

## Graph Description

Look at the following question.

*The line graph below shows changes in the amount and type of fast food consumed by Australian teenagers from 1975 to 2000.*

*Summarize the information by selecting and reporting the main features and make comparisons where relevant.*



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

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

We'll look at each of these in turn.

## 1) Introduce the Graph

You need to begin with one or two sentences that state what the graph shows. To do this, paraphrase the title of the graph, making sure you put in a time frame if there is one.

Here is an example for the above line graph:

*The line graph compares the fast food consumption of teenagers in Australia between 1975 and 2000, a period of 25 years.*

You can see this says the same thing as the title, but in a different way.

## 2) Give an Overview

You also need to state what the main trend or trends in the graph are. Don't give detail such as data here – you are just looking for something that describes what is happening overall.

One thing that stands out in this graph is that one type of fast food fell over the period, whilst the other two increased, so this would be a good overview.

Here is an example:

*Overall, the consumption of fish and chips declined over the period, whereas the amount of pizza and hamburgers that were eaten increased.*

This covers the main changes that took place over the whole period.

## 3) Give the Detail

You can now give more specific detail in the body paragraphs (1 or 2 depending on the data in the graph).

When you give the details in your body paragraphs, you must refer to the data.

The key to organizing your body paragraphs is to **group data** together where there are **patterns**.

To do this you need to identify any **similarities** and **differences**.

Look at the graph – what things are similar and what things are different?

As we have already identified in the overview, the consumption of fish and chips declined over the period, whereas the amount of pizza and hamburgers that were eaten increased.

So it is clear that pizza and hamburgers were following a similar pattern, but fish and chips were different. On this basis, you can use these as your ‘groups’, and focus one paragraph on fish and chip and the other one on pizza and hamburgers.

Here is an example of the first paragraph:

*In 1975, the most popular fast food with Australian teenagers was fish and chips, being eaten 100 times a year. This was far higher than Pizza and hamburgers, which were consumed approximately 5 times a year. However, apart from a brief rise again from 1980 to 1985, the consumption of fish and chips gradually declined over the 25 year timescale to finish at just under 40.*

As you can see, the focus is on fish and chips. This does not mean you should not mention the other two foods, as you should still make comparisons of the data as the questions asks.

The second body then focuses on the other foods:

*In sharp contrast to this, teenagers ate the other two fast foods at much higher levels. Pizza consumption increased gradually until it overtook the consumption of fish and chips in 1990. It then levelled off from 1995 to 2000. The biggest rise was seen in hamburgers as the occasions they were eaten increased sharply throughout the 1970's and 1980's, exceeding that of fish and chips in 1985. It finished at the same level that fish and chips began, with consumption at 100 times a year.*

## Full Model Answer:

The line graph compares the fast food consumption of teenagers in Australia between 1975 and 2000, a period of 25 years. Overall, the consumption of fish and chips declined over the period, whereas the amount of pizza and hamburgers that were eaten increased.

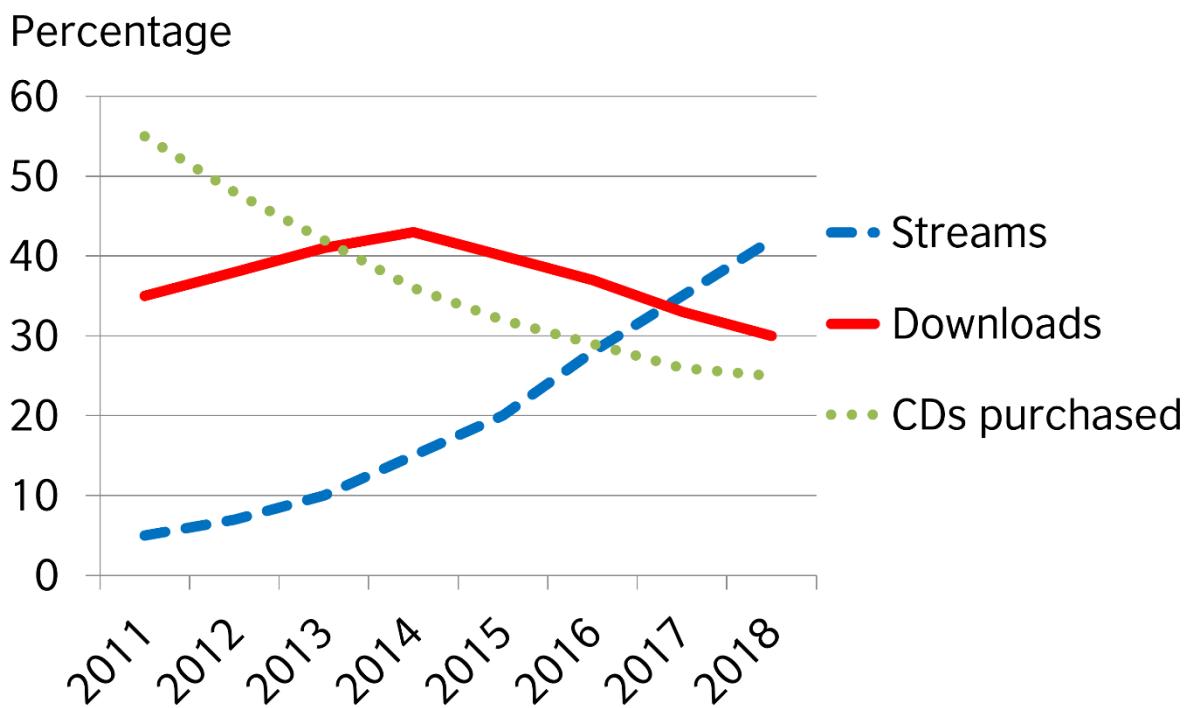
In 1975, the most popular fast food with Australian teenagers was fish and chips, being eaten 100 times a year. This was far higher than Pizza and hamburgers, which were consumed approximately 5 times a year. However, apart from a brief rise again from 1980 to 1985, the consumption of fish and chips gradually declined over the 25 year timescale to finish at just under 40.

In sharp contrast to this, teenagers ate the other two fast foods at much higher levels. Pizza consumption increased gradually until it overtook the consumption of fish and chips in 1990. It then levelled off from 1995 to 2000. The biggest rise was seen in

hamburgers as the occasions they were eaten increased sharply throughout the 1970's and 1980's, exceeding that of fish and chips in 1985. It finished at the same level that fish and chips began, with consumption at 100 times a year.

**Task:** Look at the graph below. Study it and write a description for it.

### Percentage of total music sales by method



### Reading Task

#### Pre-Reading

Discuss the following.

1. Have you seen any movie/film about the nuclear disasters?
2. What can be the consequences of a nuclear power plant accidents happen?
3. Do you know anything about any such real life incident?

Now read the following articles in groups of four. Compare and contrast the similarities and differences between the two incidents. Write them down to discuss with the class later. Then, do the tasks that follow.

## Chernobyl: the nuclear catastrophe

On April 26 1986, the No 4 reactor at the Chernobyl power station in Ukraine blew up. Facing nuclear disaster on an unprecedented scale, Soviet authorities responded by sending thousands of ill-equipped men into the radioactive hell. In an extract from a new book by Russian journalist Svetlana Alexievich, eyewitnesses recall the terrible human cost of a catastrophe still unfolding today

When a routine test went catastrophically wrong, a chain reaction went out of control creating a fireball that blew off the reactor's 1,000-tonne steel-and-concrete lid. There were 31 fatalities as an immediate result of the explosion and acute radiation exposure would end the lives of hundreds of others in the days that followed.

Evacuation of local residents was delayed by the Soviet authorities' unwillingness to admit the gravity of the incident. Eventually, more than 100,000 people were evacuated from the surrounding area in Ukraine and Belarus.

Bags of sand were dropped on to the reactor fire from the open doors of helicopters (analysts now think this did more harm than good). When the fire finally stopped, men climbed on to the roof to clear the radioactive debris. The machines brought in broke down because of the radiation. The men barely lasted more than a few weeks, suffering lingering, painful deaths. But had this effort not been made, the disaster might have been much worse.

As a result of the accident 485 villages and settlements in the surrounding countryside became uninhabitable, and 70 of those had to be completely demolished, dug up and carried away in trucks to be buried.

What follows is the story of Lyudmilla Ignatenko, the wife of one of the firemen sent in to tackle the blaze on the night of the explosion.

We were newlyweds. We still walked around holding hands, even if we were just going to the store. I would say to him, "I love you." But I didn't know then how much. I had no idea. We lived next to the fire station where he worked. One night I heard a noise. I looked out the window. He saw me. "Close the window and go back to sleep. There's a fire at the reactor. I'll be back soon."

Everything was radiant. The whole sky. A tall flame. And smoke. The heat was awful.

They went off just as they were, in their shirt sleeves. No one told them that they needed special gear. They stamped on the bits of burning debris that had been shot into the fields by the explosion.

At seven in the morning I was told he was in the hospital. I ran there but the police had already encircled it, and they weren't letting anyone through, only ambulances. The policemen shouted: "The ambulances are radioactive stay away!"

I saw him. He was all swollen. You could barely see his eyes.

"He needs milk. Lots of milk," my friend said. "They should drink at least three litres each."  
"But he doesn't like milk."

"He'll drink it now."

Many of the doctors and nurses in that hospital would get sick themselves and die. But we didn't know that then.

I couldn't get into the hospital that evening. The doctor came out and said, yes, they were flying to Moscow, but we needed to bring them their clothes. The clothes they'd worn at the station had been burned. The buses had stopped running already and we ran across the city. We came running back with their bags, but the plane was already gone. They had tricked us.

When I got back to the fire station they measured me with a dosimeter. My clothes, bag, purse, shoes - they were all "hot". And they took that all away from me right there. The only thing they left was my money.

The hospital in Moscow was a special hospital, for radiology, and you couldn't get in without a pass. I gave some money to the woman at the door, and she said, "Go ahead." Then I had to ask someone else - to beg them. Finally I'm sitting in the office of the head radiologist. Right away she said: "All right, listen: his central nervous system is badly affected, and his skull."

OK, I'm thinking, so he'll be a little dizzy.

"And listen: if you start crying, I'll kick you out right away. Don't even get near him. You have half an hour."

He looks so funny, he's got pyjamas on for a size 48, and he's a size 52. The sleeves are too short, the trousers are too short. But his face isn't swollen any more. They were given some sort of fluid. I say, "Where'd you run off to?" He wants to hug me. The doctor won't let him. "Sit, sit," she says. "No hugging in here."

He started to change; every day I saw him change. The burns started to come to the surface. In his mouth, on his tongue, his cheeks - at first there were little sores, and then they grew. The skin came off in layers - as white film ... the colour of his face ... his body ... blue, red, grey-brown.

The only thing that saved me was that it happened so fast; there wasn't any time to think, there wasn't any time to cry. It was a hospital for people with serious radiation poisoning. Fourteen days. In 14 days a person dies. When he turned his head, there'd be a clump of hair left on the pillow. I tried joking: "It's convenient, you don't need a comb." Soon they cut all his hair off.

I tell the nurse: "He's dying." And she says to me: "What did you expect? He got 1,600 roentgen. Four hundred is a lethal dose. You're sitting next to a nuclear reactor."

When they all died, they refurbished the hospital. They scraped down the walls and dug up the floor. When he died, they dressed him up in formal wear, with his service cap. They

couldn't get shoes on him because his feet had swollen up. They buried him barefoot. My love.

\* \* \*

Sergei Vasilyevich Sobolev - one of those responsible for constructing the shield over the Chernobyl power station.

There was a moment when there was the danger of a nuclear explosion, and they had to get the water out from under the reactor, so that a mixture of uranium and graphite wouldn't get into it - with the water, they would have formed a critical mass. The explosion would have been between three and five megatons. This would have meant that not only Kiev and Minsk, but a large part of Europe would have been uninhabitable. Can you imagine it? A European catastrophe.

So here was the task: who would dive in there and open the safety valve so we could pump out the water? They promised them a car, an apartment, aid for their families until the end of time. They searched for volunteers. And they found them! The boys dived, many times, and they pumped out the water, and the unit was given 7,000 roubles. They forgot about the cars and apartments they promised - that's not why they dived. These are people who came from a certain culture, the culture of the great achievement. They were a sacrifice.

And what about the soldiers who worked on the roof of the reactor? 3,600 soldiers worked on the roof to clear the debris and get it ready so we could build the concrete shield. These guys got it the worst. They had lead vests, but the radiation was coming from below, and they weren't protected there. They were wearing ordinary, cheap imitation-leather boots. They spent about a minute and a half, two minutes on the roof each day. They gathered fuel and graphite from the reactor, bits of concrete and metal. It took about 20-30 seconds to fill a wheelbarrow, and then another 30 seconds to throw the "garbage" off the roof. These special wheelbarrows weighed 40 kilos just by themselves. So you can picture it: a lead vest, masks, the wheelbarrows, and insane speed.

No one was really supposed to go up there. The job was supposed to be done by radio-controlled robots that the Americans and the Japanese gave us, but the radiation disrupted their electronics and they broke down after a few minutes.

The most reliable "robots" were the soldiers. They were christened the "green robots" [from the colour of their uniforms]. They slept on the ground in tents. They were young guys. These people don't exist anymore, just the documents in our museum, with their names.

\* \* \*

Arkady Filin - one of the so-called liquidators (people whose job it was to dig up and bury all the contaminated land and property in the huge area around Chernobyl)

You immediately found yourself in this fantastic world, where the apocalypse met the stone age. We lived in the forest, in tents, 200km from the reactor. There were between 25 and 40

of us; some of us had university degrees or diplomas. I'm a history teacher, for example. Instead of machine guns they gave us shovels. We buried trash heaps and gardens. The women in the villages watched us and crossed themselves. We had gloves, masks with respirators and white surgical robes.

The sun beat down on us. We showed up in their yards like demons. They didn't understand why we had to bury their gardens, rip up their vegetables when they looked just like ordinary vegetables. The old women would cross themselves and say, "Boys, what is this - is it the end of the world?"

In the house the stove's on, the meat is frying. You put a dosimeter to it, and you find it's not a stove, it's a little nuclear reactor. I saw a man who watched his house get buried. We buried houses, wells, trees. We buried the earth. We'd cut things down, roll them up into big plastic sheets. We buried the forest. We sawed the trees into 1.5m pieces and packed them in plastic sheets and threw them into graves.

Outside the villages we dug up the diseased top layer of soil, loaded it into trucks and took it to waste burial sites. I thought that a waste burial site would be a complex piece of engineering, but it turned out to be an ordinary pit. We picked up the earth and rolled it, like big carpets. We'd pick up the whole green mass of it, with grass, flowers, roots. It was work for madmen. If we weren't drinking like crazy every night, I doubt we'd have been able to take it. Our psyches would have broken down. We created hundreds of kilometres of torn-up, barren earth.

There was an emphasis on our being heroes. Once a week someone who was digging really well would receive a certificate of merit before all the other men. The Soviet Union's best grave digger. It was crazy.

## Fukushima disaster: What happened at the nuclear plant?

**Ten years ago, on a Friday afternoon in March, the most powerful earthquake ever recorded in Japan struck off the country's eastern coast.**

The 9.0-magnitude quake was so forceful it shifted the Earth off its axis. It triggered a tsunami which swept over the main island of Honshu, killing more than 18,000 people and wiping entire towns off the map.

At the Fukushima nuclear power plant, the gigantic wave surged over defences and flooded the reactors, sparking a major disaster. Authorities set up an exclusion zone which grew larger and larger as radiation leaked from the plant, forcing more than 150,000 people to evacuate from the area. A decade later, that zone remains in place and many residents have not returned. Authorities believe it will take up to 40 years to finish the work, which has already cost Japan trillions of yen.

### **Where is the plant?**

The Fukushima Daiichi Nuclear Power Plant is in the town of Okuma, in Fukushima Prefecture. It sits on the country's east coast, about 220km (137 miles) north-east of the capital Tokyo.

On 11 March 2011 at 14:46 local time (05:46 GMT) the earthquake - known as the Great East Japan Earthquake, or the 2011 Tohoku earthquake - struck east of the city of Sendai, 97km north of the plant. Residents had just 10 minutes warning before the tsunami hit the coast. Overall almost half-a-million people were forced to leave their homes as a result of the earthquake, tsunami and nuclear accident.

### **What happened at Fukushima?**

Systems at the nuclear plant detected the earthquake and automatically shut down the nuclear reactors. Emergency diesel generators turned on to keep coolant pumping around the cores, which remain incredibly hot even after reactions stop.

But soon after a wave over 14 metres (46ft) high hit Fukushima. The water overwhelmed the defensive sea wall, flooding the plant and knocking out the emergency generators.

Workers rushed to restore power, but in the days that followed the nuclear fuel in three of the reactors overheated and partly melted the cores - something known as a nuclear meltdown.

The plant also suffered a number of chemical explosions which badly damaged the buildings. Radioactive material began leaking into the atmosphere and the Pacific Ocean, prompting the evacuations and an ever-widening exclusion zone.

### **How many people were hurt?**

There were no deaths immediately during the nuclear disaster. At least 16 workers were injured in the explosions, while dozens more were exposed to radiation as they worked to cool the reactors and stabilise the plant. Three people were reportedly taken to hospital after high-level exposure. Long-term effects of the radiation are a matter of debate. The World Health Organization (WHO) released a report in 2013 that said [the disaster will not cause any observable increase in cancer rates](#) in the region. Scientists both inside and outside Japan believe that aside from the region immediately around the plant, the risks of radiation remain relatively low.

On 9 March 2021, ahead of the 10-year anniversary, a UN report said [there had been "no adverse health effects" documented](#) among Fukushima residents directly related to the radiation from the disaster. Any future radiation-related health effects were "unlikely to be discernible", it said.

But many believe the dangers are far greater, and residents remain wary. Though [officials have lifted restrictions in many areas](#) most people have not returned to their homes. In 2018, [the Japanese government announced that one worker had died](#) after exposure to radiation and agreed his family should be compensated.

A number of people are however confirmed to have died in the evacuation, including dozens of hospital patients who had to be moved due to fears of radiation.

The Fukushima Disaster is classified as a level seven event by the International Atomic Energy Agency, the highest such event and only the second disaster to meet this classification after Chernobyl.

### **Who was at fault?**

Critics blamed the lack of preparedness for the event, as well as a muddled response from both the plant operator Tokyo Electric Power (Tepco) and the government. An independent investigation set up by Japan's parliament concluded that Fukushima was "a profoundly man-made disaster", blaming the energy company for failing to meet safety requirements or to plan for such an event. However, in 2019 [\*\*a Japanese court cleared three former Tepco executives\*\*](#) of negligence in what was the only criminal case to come out of the disaster.

In 2012, Japan's then prime minister Yoshihiko Noda said [\*\*the state shared the blame for the disaster\*\*](#). A court ruled in 2017 that [\*\*the government bore partial responsibility\*\*](#) and should pay compensation to evacuees.

### **How is the clean up going?**

Ten years later, several towns in north-eastern Japan remain off limits. Authorities are working to clean up the area so residents can return.

Major challenges remain. Tens of thousands of workers will be needed over the next 30 to 40 years to safely remove nuclear waste, fuel rods and more than one million tons of radioactive water still kept at the site.

But some residents have decided never to return because they fear radiation, have built new lives elsewhere or don't want to go back to where the disaster hit.

Media reports in 2020 said **the government could start to release the water** - filtered to reduce radioactivity - into the Pacific Ocean as early as next year.

Some scientists believe the huge ocean would dilute the water and that it would pose a low risk to human and animal health. Environmental group Greenpeace however said that **the water contains materials that could potentially damage human DNA**.

Officials have said no final decision has been taken about what to do with the liquid.

### **Post-reading Tasks**

1. Write a cause and effect paragraph on nuclear power disasters. Include information from the articles only. Follow the pattern below:

Topic Sentence-----How nuclear accidents happen.....What are their consequences

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

## LAB 11

### Objectives

- Interpreting and Describing Graphs-Vocabulary for graph description
- Critical Reading-Identifying author's biases


**Lesson downloads > IELTS Academic Module preparation > Writing > Lesson 4**

### **Introduction**

In the previous IELTS lesson we took a first look at describing charts - something you may be asked to do in Part 1 of the IELTS writing. You learned what to look for when you first 'read' a chart and how to tell the difference between dynamic and static charts. In this lesson we'll be taking a closer look at useful language for describing dynamic charts.

So far in these IELTS lessons we have looked at three kinds of composition you may be asked to write for Task 2 of the test. These are:

- describe causes of a problem and offer solutions
- present arguments in favour of and against an idea
- express your opinion on a controversial issue

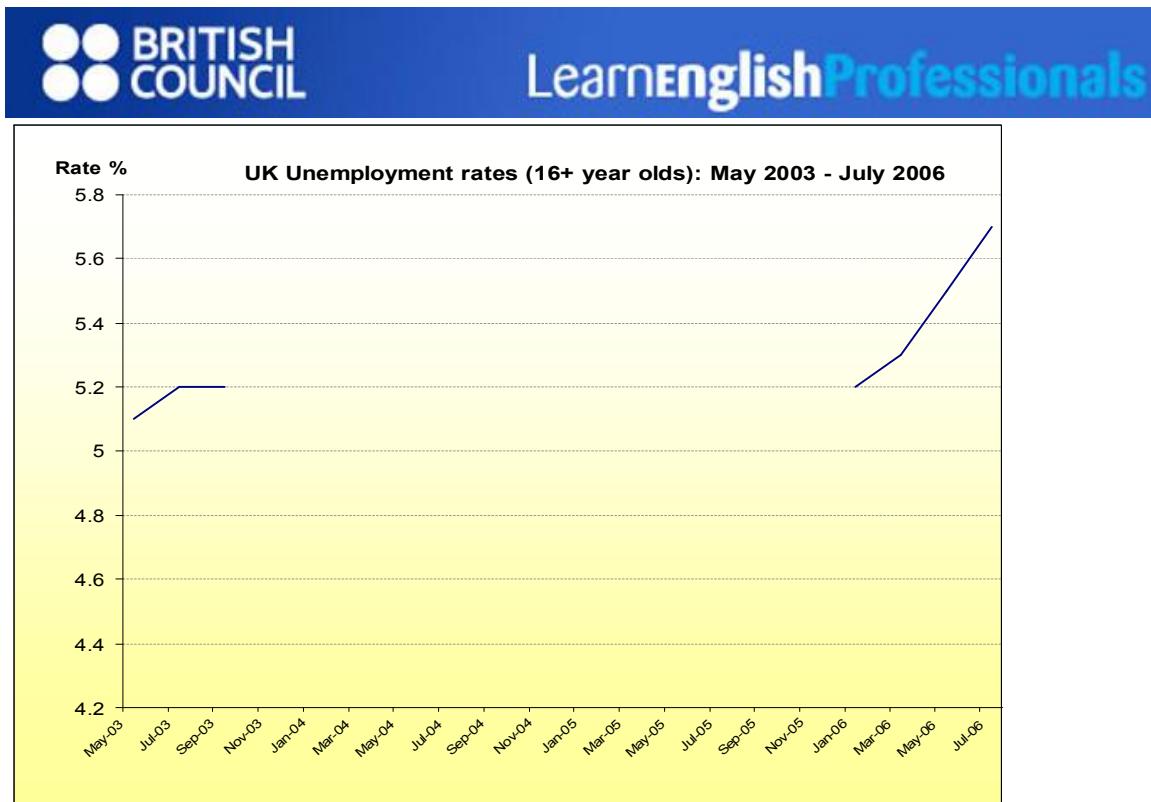
In this lesson we'll look in more detail about how to analyse a question and how to present your point of view clearly and effectively.

In this lesson you will...

- Practise reading and getting information from dynamic charts.
- Learn structures and expressions for describing increase and decrease.
- Practise using prepositions when describing numbers and dates.
- Learn how to use a mind map to generate ideas for Task 2.
- Practise supporting your opinions with reasons and examples.
- Learn useful words and expressions for supporting your opinions.
- Learn how topic sentences help to organise your writing

**IELTS WRITING TASK 1: MORE ABOUT CHARTS**
**Activity 1 > Understanding dynamic charts > 10 minutes**

a) The chart below is incomplete. In a moment, you're going to read a description of the chart and complete it. Before you do this, though, take a good look at the chart and answer the questions.



Source: National Statistics website: [www.statistics.gov.uk](http://www.statistics.gov.uk)

<http://www.statistics.gov.uk/cci/nscl.asp?id=6682>

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1 What kind of chart is this?

- a) A pie chart
- b) A line graph
- c) A proportional bar chart

2 What does the chart show?

- a) The percentage of the workforce over 16 who were unemployed
- b) The percentage of the workforce over 16 who are unemployed
- c) The number of people over 16 who were unemployed

3 What are the units shown in the vertical axis (going up)?

- a) hundreds
- b) thousands
- c) percentages

4 What period does the chart cover?

- a) Just over 3 years
- b) Almost 3 years
- c) Just over 2 years

5 What was the unemployment rate at the beginning of the period?

- a) 5 per cent
- b) 5.1 per cent
- c) 5.2 per cent

b) Now read the description of the chart and draw the missing section of the line graph.



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.

c) The highlighted words in the description of the chart that you've just read are useful phrases for describing increases and decreases. Read the report again and find phrases from the text which mean...

went up and down frequently  
did not change (2 phrases)

went up a little  
went up very quickly (2 phrases)  
arrived at its highest point  
went up noticeably over a period

went down (2 phrases)  
went down gradually over a period

Activity 2 > Describing increase and decrease (1) > 5 minutes

a) In the last task you learned some useful phrases for describing increases and decreases. There are also two useful sentence structures for doing this:

**1 [noun phrase] + [verb] + [adverb]**

For example: The unemployment rate rose rapidly  
The cost of living fell dramatically

## 2 [There is/are] + [noun phrase]

For example: There was a rise in unemployment  
There has been an increase in the cost of living

Finish each sentence below so that it means the same as the one given.

1 The price of oil rose sharply.  
There....

2 There is a noticeable increase in temperature from May onwards.  
Temperature...

3 The number of people attending the theatre has fallen dramatically.  
There....



4 There had been a steady rise in DVD sales for the first six months of the year.  
DVD sales...

5 There has been a rapid growth in the use of alternative energy sources.  
The use of alternative energy sources...

6 The popularity of self catering holidays decreased significantly during the 1990s  
There...

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

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

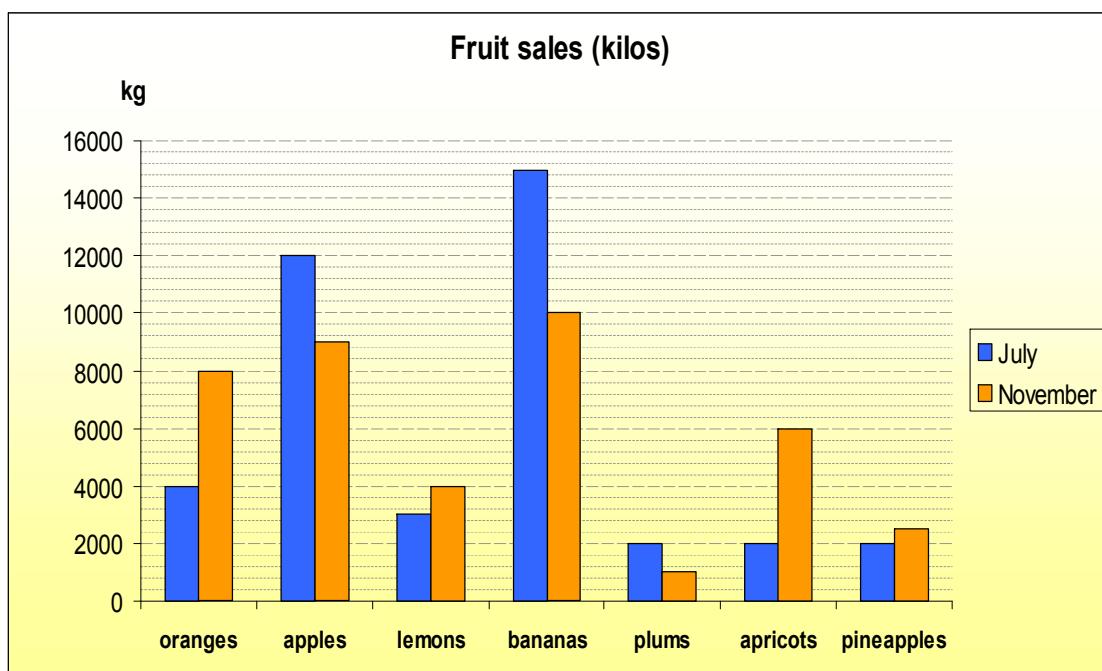
The cost of rents **doubled** in less than a year.

Birth rates **have halved** since the turn of the century.

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

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

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



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

a quarter a third doubled fell by halved rose by tripled



Orange sales doubled. (example)

Apple sales fell by a quarter.

Lemon sales...

Bananas sales...

Plums sales...

Apricot sales...

Pineapple sales...

#### **Activity 4 > Making approximations > 5 minutes**

The chart in the previous activity had very convenient numbers. However, in real life things aren't quite so easy! The chart in the IELTS test is not likely to show figures that rise and fall by exact fractions, such as a half or a third.

What you need to do is make approximations. For example, if real sales figures for oranges rose from 4000 kilos to 7850 kilos, you can say that orange sales almost doubled.

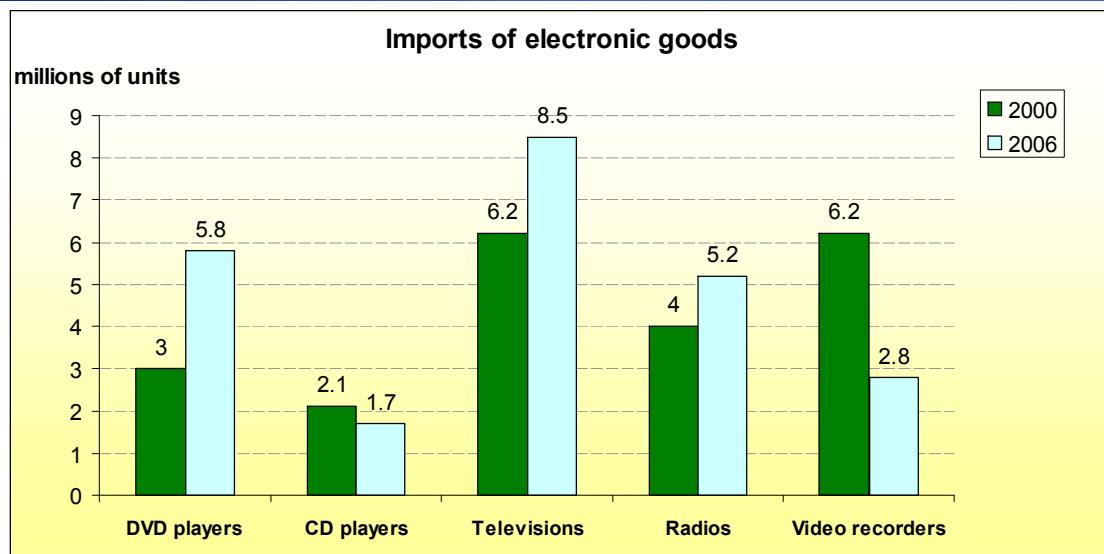
**a)**

Here are some useful words and phrases for making approximations Match phrases with the same meaning

- |                 |                      |
|-----------------|----------------------|
| 1 just over     | a around             |
| 2 approximately | b nearly             |
| 3 just under    | c slightly more than |

**b)**

Now write sentences about the chart below, which shows changes in the quantities of imports of certain electronic goods. Again, use the words in the boxes.



a quarter    a third    doubled    fell by  
 halved    rose by    tripled

just over    approximately    just under    around  
 nearly    slightly more than

- 1 (DVD players)
- 2 (CD players)
- 3 (Televisions)
- 4 (Radios)
- 5 (Video recorders)

#### **Activity 5 > Prepositions of time > 5 minutes**

In the last IELTS lesson you learned how important verb tenses are when describing dynamic charts and tables. Correct use of prepositions is also important. Here are some of the main prepositions you will need to use:

**in** [month / year / morning, afternoon etc]  
**at** [9 o'clock, 10.30 am etc]  
**from**..[a point in time]..**to**... [another point]  
**between**...[a point in time]..**and**... [another point]  
**during** [a period of time]  
**before** [a point in time or a period of time]  
**after** [a point in time or a period of time]  
**by** [a point of time arrived at]  
**until** [a point of time reached]  
**since** [from a point in the past until now]

**a)** Go back to the description of the chart in activity **1b** and underline examples of the prepositions of time listed above.

**b)** Now complete each of these sentences with the correct preposition.

1 ..... January there was a noticeable rise in the number of people taking sick leave from work.



- 2 Temperatures usually reach a peak ..... about 1 o'clock in the afternoon.  
 3 From 1997 ..... 2006 there was a steady increase in sales of organic produce.  
 4 ..... the recession, unemployment grew steadily.  
 5 Televisions audience viewing figures rise dramatically ..... 6 o'clock in the evening.  
 6 ..... June sales figures were low, but later they began to increase rapidly.  
 7 The price of oil had shot up to \$70 per barrel ..... August.  
 8 From November ..... the end of the year energy consumption continued to rise.  
 9 There has been a marked decrease in road accidents ..... the new laws were introduced in 2005.

#### **Activity 6 > Preposition to describe increase and decrease > 10 minutes**

You will also need to be careful when using prepositions with numbers. Simply changing the preposition can change the whole meaning of a sentence. For example, what's the difference between these two sentences?

- 1) Newspaper circulation rose **by** 20,000 newspapers per month.
- 2) Newspaper circulation rose **to** 20,000 newspapers per month.

Sentence 1 *describes the size of the increase*. Perhaps newspaper circulation was already 40,000 per month, and there has been a 20,000 per month increase. The final figure will be 60,000 per month.

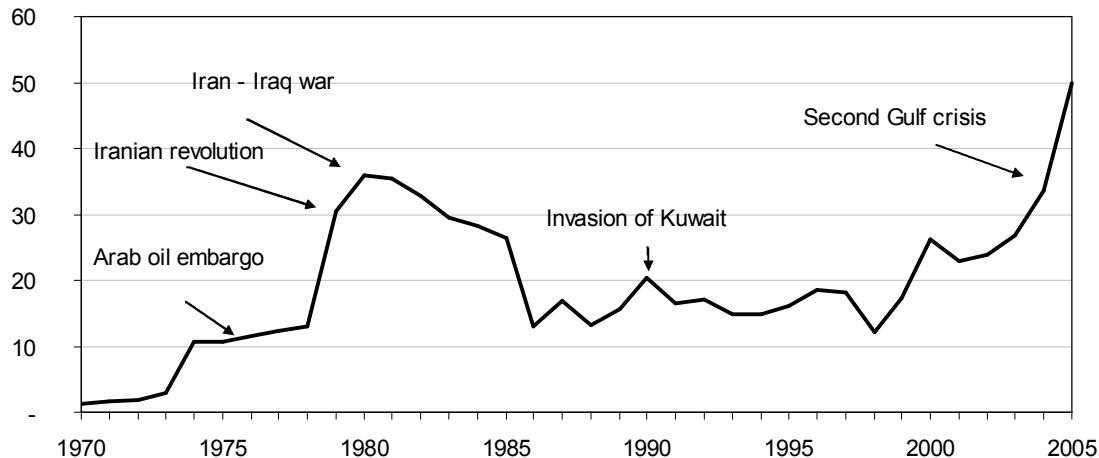
Sentence 2 *shows the point reached*. Perhaps newspaper circulation had been 15,000 per month and it then rose by another 5,000 to reach 20,000 per month.

Remember also that not all words for describing rise and fall will take a preposition, and the preposition will depend on whether you're using the word as a verb or a noun. See the table below for more details:

<b>Verbs that take a preposition</b>	<b>Verbs that don't take a preposition</b>	<b>Nouns that take a preposition</b>
rise to/by increase to/by fall to/by drop to/by shoot up to/by plunge to/by stay at remain at fluctuate between/around	reach	a rise of an increase of a fall of a decrease of

Now look at the chart and complete the report below with a suitable preposition where needed.

Crude oil prices: US dollars per barrel



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

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

In general there has been an upward trend in the price of crude oil [1]..... 1970, when it was only \$1.30 per barrel. The oil embargo of the early 1970s, however, caused the price to rise sharply [2]..... nearly \$11 per barrel. The crisis ended soon afterwards, but the price remained [3]..... around \$11 to \$13 per barrel until 1979. The Iranian revolution of that year had a huge impact on oil prices, which shot up [4]..... \$17 to reach [5]..... about \$30 per barrel in the same year. The following Iran-Iraq war caused a further increase, and the price reached [6]..... a peak [7]..... nearly \$36 in 1980. From that point until 1985, the price fell steadily. However, from 1985 to 1986 the price suddenly plunged [8]..... \$13. For the next few years the price fluctuated [9]..... \$14, but with the invasion of Kuwait in 1990 there was a sudden rise [10]..... \$5. The price quickly fell again and remained stable for most of the 1990s.

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

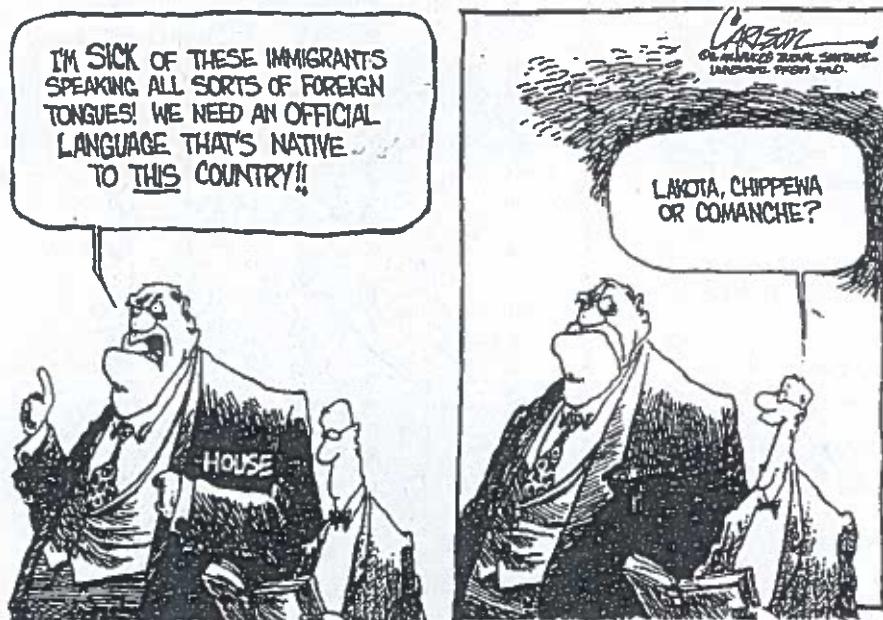
### Introduction to Bias

A bias is a strong leaning in either a positive or a negative direction. Bias is very similar to prejudice. Good critical readers must be aware of their own biases and the biases of others.

Sometimes writers simply state their biases; however, most biases are implied by the writer. Subjective material generally places more emphasis on opinions than facts, and it is more likely to display a strong bias.

A critical reader will study the author's line of reasoning, notice whether opinions are supported by facts and reasons, and then decide if the author's bias has hindered the making of a good argument.

Look at the following cartoon. Does the person in the first frame express a bias?



CARLSON © Milwaukee Journal Sentinel. Reprinted with permission of UNIVERSAL UCLICK. All rights reserved.

As you are reading textbook material, keep in mind that the authors also have biases. Their biases will influence the way they present the material. Although textbooks primarily deal with factual material, authors must decide what facts to include, omit, and emphasize. Pay attention to the author's tone and choice of words to determine whether he or she is biased. Such caution is especially important when the material deals with a controversial issue.

Two interesting and important personalities in the early history of the United States were John Adams and Alexander Hamilton. In 1789, George Washington was unanimously elected our first president, Adams became our first vice-president, and Hamilton became our first secretary of the treasury. Hamilton resigned from the cabinet in 1795, during Washington's second term. Adams was elected the second president in 1797 and served one term. Adams and Hamilton, both instrumental in the founding of the United States, came to have an increasing dislike for each other.

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

#### EXAMPLE 1

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

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

#### EXAMPLE 2

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

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

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

#### Exercise 1: Predicting Bias from Titles

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

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

#### Denotative and Connotative Language

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

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

—Aldous Huxley

denotative meaning of a word. In contrast, the connotative meaning of a word refers to the ideas or feelings suggested by the word.

Words that have the same denotative meaning can have much different connotative meanings. The words *cautious* and *timorous*, for example, have similar denotative meanings, but their connotative meanings are very different. *Cautious* has a positive ring. It's good to be "cautious," isn't it? The word *timorous*, however, has a more negative connotative meaning. It suggests fearfulness or reluctance. The words *firm*, *resolute*, and *obstinate* all have similar denotative meanings. Which of these words has the more negative connotation?

Not all words have connotative meanings. The words *pen* and *pencil*, for example, do not evoke strong emotions. Words that are heavily connotative are often referred to as "loaded" or "emotionally charged." Writers who have a particular point of view and want to persuade you to accept that view often make use of loaded words or phrases. Thus, subjective material is more likely to rely on heavily connotative language, and it is more likely to display a strong bias. If a writer approves of a city's monetary policy toward libraries, the word *thrifty* might be used. If the writer disagrees with the policy, the word *cheap*, which calls up negative feelings, might be used instead. The connotation of the words used can tell you a lot about the speaker or writer's opinion.

### Exercise 2: Recognizing Connotative Meaning

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

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

### Exercise 3: Identifying Connotative Language

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



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#### Exercise 4: Using Connotative Language

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

For example:

I'm casual.

You're a little careless.

He's a slob.

Or:

I'm thrifty.

You're money conscious.

She's a cheapskate.

Try a few of these conjugations yourself.

1. I'm tactful. \_\_\_\_\_
2. I'm conservative. \_\_\_\_\_
3. I'm relaxed. \_\_\_\_\_
4. I'm quiet. \_\_\_\_\_
5. I'm proud. \_\_\_\_\_

**Exercise 5: Identifying Bias in Textbook Material**

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

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

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

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

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

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

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

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

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

- 1. Which statement best expresses the main point the author is trying to convey about Mozart's life?
  - a. [Mozart] was rewarded with flattery and pretty gifts rather than fees."
  - b. "Mozart lived a short and difficult life . . ."
  - c. "[Mozart] began his performing career as a child prodigy."
  - d. "Mozart constantly sought to please his parent . . ."
- 2. In this paragraph, the author expresses disapproval of all the following except
  - a. Mozart's father
  - b. Mozart's wife
  - c. Mozart's mother
  - d. Mozart's public
- D. There are hundreds of fad diets and diet books, but such diets are usually unbalanced and may result in serious illness or even death. Fad diets cannot be maintained for long periods; therefore, the individual usually regains any lost weight. Less than 5 percent of people who lose weight maintain the loss for more than a year. Constant losing and gaining, known as the "yo-yo syndrome," may be as harmful as the original overweight condition.

(Charles B. Corbin, *Concepts of Fitness and Wellness*, 7/e, 2008)

- 1. The author is opposed to
  - a. fruits and vegetables.
  - b. fad diets.
  - c. constant losing and gaining of weight.
  - d. both b and c
- 2. The author would agree that
  - a. fad diets are often popularized by celebrities.
  - b. fad diets are a good way to maintain a healthy weight.
  - c. fad diets are likely to be unhealthy.
  - d. if persons lose weight by means of a fad diet, it is likely they will maintain the weight loss for at least several years.

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

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

- \_\_\_\_\_ 1. The author would agree that
- college is a waste of time for many people.
  - college is a good investment.
  - it is unlikely that in the future there will be an earnings gap between those who choose to attend college and those who do not.
  - students are unlikely to recover their original investment in a college education.
- \_\_\_\_\_ 2. The author would disagree with which of the following statements?
- A college education is unlikely to develop critical thinking skills.
  - A college degree is unlikely to contribute to a feeling of self-confidence.
  - A college education is unlikely to prepare a student to live in a diverse, technical world.
  - All of the above
- F. Let us imagine that you are feeling good as you take a long, deep puff on your cigarette. But let us add a touch of realism to this scene by asking you to also picture what your body is doing with this invisible and sinister chemical as it invades your body. Your gums and teeth are the first recipients of the poisonous chemical. While the smoke pays but a short visit to your mouth it is leaving enough pollution to increase the risk of painful gum diseases and the agony of mouth and throat cancer. But this is just the beginning. As the smoke continues its journey into your unsuspecting lungs, you will soon find that your breathing is shallow and impaired, for now the smoke deposits insidious toxins that, after a period of time, will increase your chances of crippling and deadly cancer. Your stomach too will experience the effects of this corrupt and silent killer. While you cannot see them, small bits of acid are coating your stomach, adding to the chances that you will develop lacerated ulcers. Think about all this the next time you decide that it is okay to take one little puff of this cleverly concealed stick of dynamite.

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

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

- \_\_\_\_\_ 2. The author would agree that
- smoking is on the rise with young teens.
  - young girls smoke to keep from gaining weight.
  - smoking is not a healthful activity.
  - smoking is such a pleasurable activity that it is worth the risk of cancer and other diseases.

### 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.
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**SELECTION**

*"(Children) are spoken of as a responsibility, a legal liability, or an encumbrance."*

**GETTING THE PICTURE**

The following excerpt is taken from the essay "Somebody's Baby," which appears in the book *High Tide in Tucson* by Barbara Kingsolver. Carefully read the excerpt to determine the author's bias. As you read, think about your own opinion of how we treat children in the United States. Also think about how your opinion might affect your interpretation of this reading selection.

**BIO-SKETCH**

Barbara Kingsolver, a full-time writer since 1987, was born in Annapolis, Maryland, in 1955 and received her B.A. from DePauw University and her M.S. from the University of Arizona. Her first novel, *Bean Trees*, published in 1988, was a highly acclaimed book portraying relationships among women. Kingsolver has received numerous awards for her books, articles, and poetry. In 2000, she was awarded the National Humanities Medal, honoring her for her service to the arts.

**BRUSHING UP ON VOCABULARY**

**foot the bill** pay the bill; settle the accounts

Excerpt from

*Somebody's Baby*

BY BARBARA KINGSOLVER



In the U.S.A., where it's said that anyone can grow up to be President, we parents are 1 left pretty much on our own when it comes to the Presidents-in-training. Our social programs for children are the hands-down worst in the industrialized world, but apparently that is just what we want as a nation. It took a move to another country (Spain) to make me realize how thoroughly I had accepted my nation's creed of every family for itself. Whenever my daughter crash-landed in the playground, I was startled at first to see a sanguine, Spanish-speaking stranger pick her up and dust her off. And if a shrieking bundle landed at my feet, I'd furtively look around for the next of kin. But I quickly came to see this detachment as perverse when applied to children, and am wondering how it ever caught on in the first place.

My grandfathers on both sides lived in households that were called upon, after 2 tragedy struck close to home, to take in orphaned children and raise them without a thought. In an era of shortage, this was commonplace. But one generation later that kind of semi-permeable household had vanished, at least among the white middle class. It's a horrifying thought, but predictable enough, that the worth of children in America is tied to their dollar value. Children used to be field hands, household help, even miners and factory workers—extensions of a family's productive potential and so

in a sense, the property of an extended family. But *precious* property, valued and coveted. Since the advent of child-labor laws, children have come to hold an increasingly negative position in the economy. They're spoken of as a responsibility, a legal liability, or an encumbrance. The political shuffle seems to be about making sure they cost as little as possible, and that their own parents foot the bill. Virtually every program that benefits children in this country, from *Sesame Street* to free school lunches, has been cut back in the last decade—in many cases, cut to nothing. If it takes a village to raise a child, our kids are knocking on a lot of doors where nobody seems to be home. . . .

If we intend to cleave like stubborn barnacles to our great American ethic of every <sup>3</sup> nuclear family for itself, then each of us had better raise and educate offspring enough to give us each day, in our old age, our daily bread. If we don't wish to live by bread alone, we'll need not only a farmer and a cook in the family, but also a home repair specialist, an auto mechanic, an accountant, an import-export broker, a forest ranger, a therapist, an engineer, a musician, a poet, a tailor, a doctor, and at least three shifts of nurses. If that seems impractical, then we can accept other people's kids into our lives, starting now.

(Barbara Kingsolver, *High Tide in Tucson*, 1995)

### COMPREHENSION CHECKUP

#### Short Answer

1. What is Kingsolver's main idea? \_\_\_\_\_
  
2. What is Kingsolver's bias about the way the U.S. treats children? \_\_\_\_\_
  
3. To what extent does Kingsolver rely on facts to support her opinions? \_\_\_\_\_
  
4. Give some examples of Kingsolver's use of connotative language to support her arguments. \_\_\_\_\_

#### Vocabulary in Context

Directions: Find the words in paragraph 1 that mean:

1. cheerful; confident \_\_\_\_\_
2. a state of being aloof; disinterested \_\_\_\_\_
3. characterized by machine production \_\_\_\_\_
4. in a stealthy manner; sneaky \_\_\_\_\_
5. statement of beliefs; principles \_\_\_\_\_
6. deviating from what is considered right or good \_\_\_\_\_

Find the words in paragraph 2 that mean:

1. wanted ardently \_\_\_\_\_
2. ordinary \_\_\_\_\_
3. an obstruction; a burden \_\_\_\_\_
4. arrival; coming \_\_\_\_\_
5. a period of ten years \_\_\_\_\_

Find the words in paragraph 3 that mean:

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

### In Your Own Words



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

### The Art of Writing



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

### Internet Activity



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

[www.kingsolver.com](http://www.kingsolver.com)

### Euphemism

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

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

# LAB 12

## Objectives

### Critical Reading

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

## 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>F</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.
- F 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.

2. At a very young age, many young children start watching Disney classic movies such as *The Little Mermaid*, *Cinderella*, *Sleeping Beauty*, *The Lady and the Tramp*, and *Snow White*. A common theme in these movies is the heroine being rescued by the hero. Do you think this scenario sets the stage for later unrealistic expectations about romance?
3. Statistics suggest that relationships are more difficult to maintain in today's society. What reasons can you think of to account for this?
4. What do you think about the author's prescriptions to overcome her list of myths? Do you think that all of these prescriptions make sense? Or do you think that some could hinder the growth of a healthy relationship?



### The Art of Writing

Do you think that all of the situations listed by the author truly are myths and stereotypes? Or do you think that some of these situations are realistic and true?



### Internet Activity

Do one of the following.

1. In 2013, Dr. Alice Boyes published a list of 50 positive signs you're in a healthy relationship. You can locate the list by typing the words "50 characteristics of healthy relationships" into a search engine. What is your opinion about the list?
2. All healthy relationships have similar characteristics. Study the following list published by the University of Washington. Write a paragraph giving your opinion about the list.

<http://depts.washington.edu/livewell/saris/healthy-relationships/>

## An Introduction to Logical Fallacies

As we have noted in the introduction to this chapter, bias gets in the way of critical thinking. Most people have a bias of some sort, whether it is racial, sexual, religious, or political. A bias can result in opinions formed without sufficient evidence. Sometimes biases lead people to distort, exaggerate, or even to falsify. At other times, biases are expressed as errors in reasoning. At first glance, a statement or argument may seem reasonable, but a closer look shows it to be faulty. Errors in reasoning can be the result of sloppy thinking, but sometimes they may be motivated by a wish to deceive. Biased reasoning often seeks to convince by appealing to emotion rather than logic.

This section introduces you to logical fallacies (errors in reasoning) that often appear in argumentative material. It will help prepare you for your work with arguments in Chapter 12.

It's important to remember that although logical fallacies may seem to make sense, they actually have a fatal flaw. In the list that follows, the name of each fallacy indicates the particular error in reasoning that has occurred.

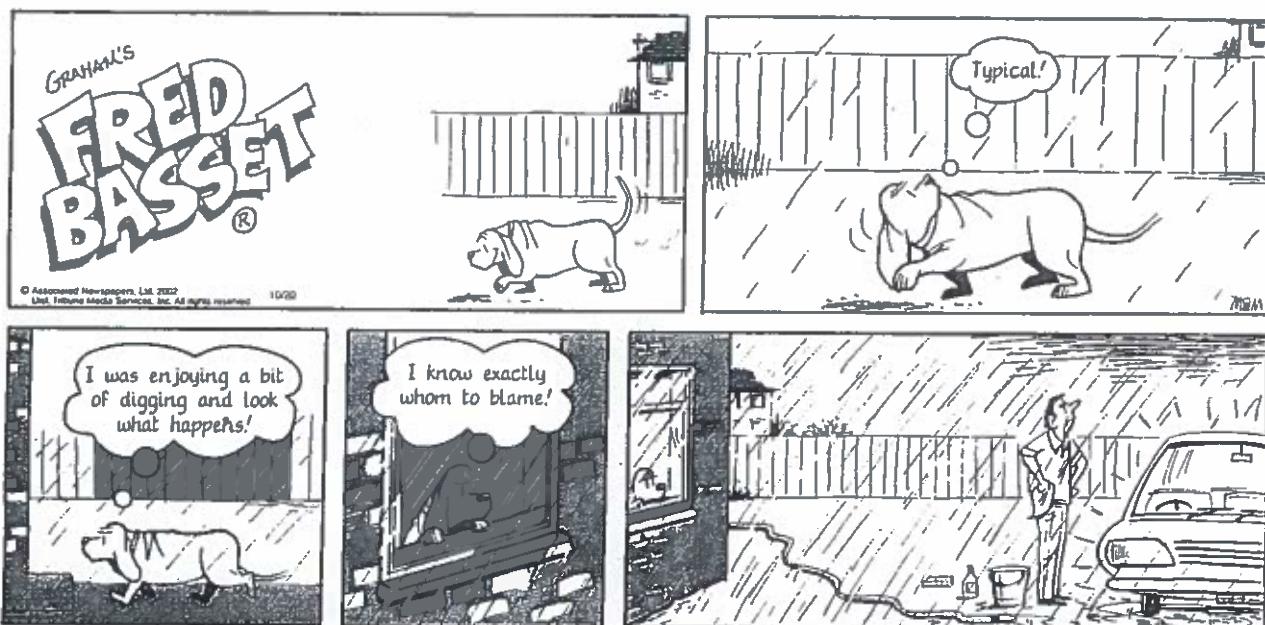
## Faulty Cause and Effect

In this fallacy, the arguer assumes that because A and B regularly occur together, A must be the cause of B.

**EXAMPLE:** Every spring we sacrifice a person to the sun god, and every spring the rains come and the crops grow. Therefore, sacrificing a person to the sun god causes the rains to come.

In this example, the arguers have mistakenly assumed that because two events are regularly correlated, there must be a cause-and-effect relationship between them.

**EXAMPLE:** In the following cartoon, Fred Basset is guilty of faulty cause-and-effect reasoning. He thinks that because the car washing happened before the rain, the car washing caused the rain.



FRED BASSET © 2002 Alex Graham. Dist. by UNIVERSAL UCLICK. Reprinted with permission. All rights reserved.

## Non Sequitur

In a non sequitur argument, the conclusion does not follow from the evidence.

**EXAMPLE:** She will make a fine governor because she is an excellent attorney.

**EXAMPLE:** Thousands of people have seen lights in that sky that they could not identify. It has become obvious that there is life on other planets.

## Circular Logic (also called "Begging the Question")

This fallacy is committed when the conclusion restates the information presented as evidence. You assume as true what you are trying to prove.

**EXAMPLE:** Bungee jumping is dangerous because it's unsafe.

Saying bungee jumping is unsafe is just another way of saying that it's dangerous.

**EXAMPLE:** The team is in last place because it has lost more games than the other teams.

**EXAMPLE:** The Dilbert cartoon below is an example of circular reasoning.



DILBERT © 2003 Scott Adams. Used by permission of UNIVERSAL UCLICK. All rights reserved.

### Hasty Generalization

We commit the fallacy of hasty generalization when we draw a general conclusion from a sample that is biased or too small. For example, if a small-business owner hired three people from Utopia and none of them were reliable workers, he might say: "The workers from Utopia are unreliable." In this example, a general conclusion is drawn from a sample that is too small to support such a sweeping statement. Had he hired some other people from Utopia, they might have turned out to be good workers. Hasty generalizations can lead to harmful stereotypes.

**EXAMPLE:** I have two friends who drive BMWs and their cars are always breaking down. They have nothing but trouble from those cars. BMWs are junk.

This judgment is based on only two people. Maybe these two individuals have mistreated their BMWs or not maintained them.

### Either/Or (False Dilemma)

This is a fallacy of black-and-white thinking in which only two choices are given; there are no shades of gray. People who exhibit this type of thinking have a "bumper sticker" mentality. They say things like "America—love it or leave it." When we polarize issues, we make it more difficult to find a common ground.

**EXAMPLE:** Either we elect a Republican as president or crime rates will skyrocket.

**EXAMPLE:** If we don't elect a Democrat as president, then the economy will falter.

**EXAMPLE:** In the following cartoon, Hagar's wife is offering only two viewpoints on an issue.



HAGAR © 1991 by King Features Syndicate, Inc. World rights reserved.

### False Analogy (Comparing Apples and Oranges)

In this fallacy, two things that are not really similar are portrayed as being alike. In most false analogies, there is not enough evidence to support the comparison.

**EXAMPLE:** Schools are no different from businesses. They should be run the same way.

**EXAMPLE:** Children are like dogs. They need to be strongly disciplined.

### Ad Hominem (Against the Man) Personal Attack (Name-calling)

In this fallacy, the arguer attacks the person making the argument rather than the argument or claim. For instance, saying that Jill is a liar does not disprove Jill's argument that free speech is critical in a democracy.

**EXAMPLE:** Hugh Hefner, founder of *Playboy* magazine, has argued against censorship of pornography. Someone who disagrees with Hefner's position might respond by saying Hefner is an immature man who never outgrew the adolescent fantasies of his youth and that therefore his argument is worthless.

This response makes no attempt to show why Hefner's arguments against the censorship of pornography are flawed. Instead it attacks Hefner's character. The response is reduced to this:

1. Hugh Hefner is an immature person.
2. Therefore, Hugh Hefner's argument must be bad.

### Ad Populum (To the People)

This kind of argument seeks to win agreement by making an appeal to common prejudices, values, and emotions. It does not rely on facts or reasoning and is similar to bandwagon in that it is an appeal to numbers. At its extreme, the ad populum argument relies on "mob appeal."

**EXAMPLE:** The fact that the majority of upstanding Americans support the death penalty proves that it is morally right.

**EXAMPLE:** Americans are strong, independent, and free, so we need to privatize Social Security.

## Red Herring

An uncooked herring has a very strong odor. According to legend, if a herring is dragged across the trail of an animal (or person) that dogs are tracking, the dogs will abandon the original scent and follow the scent of the herring. An arguer commits the red herring fallacy when he seeks to distract his audience by raising an irrelevant issue that he claims settles the original point at issue. Attention is directed away from the debatable point to one that most people will quickly agree with. Red herring fallacies are extremely common in politics.

**EXAMPLE:** It is pointless to worry about too much violence on TV when thousands are killed by drunk drivers every year.

**EXAMPLE:** Many people criticize Thomas Jefferson for being an owner of slaves. But Jefferson was one of our greatest presidents, and his Declaration of Independence is one of the most eloquent pleas for freedom and democracy ever written. Clearly, these criticisms against Jefferson are unwarranted.

The issue here is whether Jefferson can be criticized for owning slaves, not whether he was one of America's greatest presidents or whether he deserves credit for writing the Declaration of Independence.

**EXAMPLE:** Critics have accused my administration of doing too little to save the family farm. These critics forget that I grew up on a farm. I know what it's like to get up at the crack of dawn to milk the cows. I know what it's like to work all day in the field in the blazing sun. Family farms are what made this country great, and those who criticize my farm policies simply don't know what they're talking about.

The issue is whether the speaker's administration is doing enough to save the family farm. The fact that the speaker grew up on a farm is a red herring used to distract attention from this issue.

## Slippery Slope

This fallacy assumes that taking a first step down a path will necessarily lead to later steps. We often hear arguments of this type: "We can't allow A, because A will lead to B, and B will lead to C, and we sure don't want C!" The image is of a boulder rolling uncontrollably down a steep hill. When we assume that the first step will inevitably lead to disaster without presenting evidence, we are committing the slippery slope fallacy.

**EXAMPLE:** Requiring ratings on record labels will lead to censorship and government control of free speech.

**EXAMPLE:** Dr. Rogers has proposed that we legalize physician-assisted suicide. However, if we allow physician-assisted suicide, eventually there will be no respect for human life.

**EXAMPLE:** The following cartoon illustrates slippery slope thinking.



SIX CHIX. © 2002 Rina Piccolo. Distributed by King Features Syndicate.

### Exercise 7: Identifying Logical Fallacies

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

- \_\_\_\_\_ 1. Central State University has won its first two basketball games, and therefore it's going to win all of its games.
  - a. slippery slope
  - b. either/or
  - c. hasty generalization
  
- \_\_\_\_\_ 2. I just washed my car, so I know it's going to rain.
  - a. circular logic
  - b. faulty cause and effect
  - c. ad hominem
  
- \_\_\_\_\_ 3. The Wildcats are in last place because they lost more games than any other team.
  - a. ad populum
  - b. ad hominem
  - c. circular logic
  
- \_\_\_\_\_ 4. Senator Wealthy wants to change the inheritance tax laws. But he's a notorious womanizer who has a profligate lifestyle. So let's not waste our time with his proposals.
  - a. hasty generalization
  - b. ad hominem
  - c. non sequitur
  
- \_\_\_\_\_ 5. Either the Democrats will quickly unite behind Gary Goodfellow, or the Republicans will roll to victory.
  - a. faulty cause and effect
  - b. red herring
  - c. either/or
  
- \_\_\_\_\_ 6. Don't ever let children have second helpings of dinner. If you do, pretty soon they will be gorging themselves.
  - a. red herring
  - b. slippery slope
  - c. circular logic
  
- \_\_\_\_\_ 7. Americans are honest, hardworking, and caring. That's why we need to lower taxes.
  - a. ad populum
  - b. either/or
  - c. slippery slope

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

## SELECTION

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

### GETTING THE PICTURE

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

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

### BIO-SKETCH

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

### BRUSHING UP ON VOCABULARY

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

Excerpt from  
**NATION OF NATIONS**

*by James West Davidson*

### CLOTHING AND FASHION IN THE REVOLUTIONARY TIMES

Women and men of revolutionary America sought to invest themselves with 1 virtue as they escaped British "corruption." The most zealous partisans of colonial rights took that investiture to a literal extreme: they made and wore particular clothing as an emblem of political commitment. In the 1760s "homespun," any coarse cloth made in America, became a badge of opposition to British colonial policy.

Clothes sewn from domestic textiles identified the men and women who 2 wore them as friends of liberty, freed from the vanity of British fashion and the humiliating dependence on British imports. As early as 1766 the radical press called for increased domestic industry to offset American reliance on English cloth. It aimed its pleas particularly at the women who managed colonial households.

By 1789 radical propaganda had produced a new ritual of American resistance, 3 the patriotic spinning competition. Wives and daughters from some of the wealthiest and most prominent families, who had heretofore vied to outdo each other in acquiring the latest English finery, were the featured players in this new form of political theater. Its setting was usually the home of a local minister where, early in the morning, respectable young ladies, all dressed in homespun, assembled with their spinning wheels. They spent the day spinning furiously, stopping only to sustain themselves with "American produce . . . which was more agreeable to them than any foreign Dainties and Delicacies" and to drink herbal tea. At the end of the day the minister accepted their homespun and delivered an edifying sermon to all present. That was a large group, often including from 20 to 100 respectable female spinners as well as hundreds of other townsfolk who had come to watch the competition or to provide food and entertainment.

Women reveled in the new attention and value that the male resistance 4 movement and the radical press now attached to a common and humdrum domestic task. By the beginning of 1769 New England newspapers were highlighting spinning bees and their female participants, sometimes termed the "Daughters of Liberty." Front pages overflowed with praise of female patriotism: "The industry and frugality of American ladies must exalt their character in the Eyes of the World and serve to show how greatly they are contributing to bring about the political salvation of a whole Continent."

Spinning competitions and the vogue of wearing homespun served two 5 political purposes. First, the bees actively enlisted American women in the struggle against Britain. Wives and daughters from families of every rank were made to feel that they could play an important role in resistance by imitating the elite women showcased in public spinning spectacles. Every woman could display her devotion to liberty by encouraging industry and frugality in her own household. Many women took pride in the new political importance that radical propaganda attributed to domestic pursuits. Writing to her English cousin, Charity Clarke of

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

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

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

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



### COMPREHENSION CHECKUP

#### Identifying Bias

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

#### Multiple Choice

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

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

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

### Vocabulary in Context

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

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

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

- \_\_\_\_\_ 10. The *literal* meaning of putting your foot in your mouth means to do just that. However, figuratively, it means to say something tactless.
- \_\_\_\_\_ 11. Something *edifying* makes you feel tired or sleepy.
- \_\_\_\_\_ 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/](http://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 \_\_\_\_\_
- To repeat another's words \_\_\_\_\_
- To try to attract compliments \_\_\_\_\_
- To lower the head quickly \_\_\_\_\_
- To annoy \_\_\_\_\_
- To eat too much is to be a \_\_\_\_\_
- A supporter of war \_\_\_\_\_
- An opponent of war \_\_\_\_\_
- A coward \_\_\_\_\_
- One who stays up late \_\_\_\_\_
- Free as a \_\_\_\_\_

## LAB 13

### Objectives

- Revision
- Critical Reading: Analyzing and evaluating arguments

## An Introduction to Argument

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

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

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

## Analyzing Arguments

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

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

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

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

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

**Issue:** Should the legal drinking age remain at age 21?

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

In the example above, the controversial topic is underlined.

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

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

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

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

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

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

### Exercise 1: Identifying the Issue and Writing an Opposing Claim

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

1. Capital punishment is inhumane and should be abolished.

Opposing claim: \_\_\_\_\_

2. Medical marijuana should be legalized.

Opposing claim: \_\_\_\_\_

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

Opposing claim: \_\_\_\_\_

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

Opposing claim: \_\_\_\_\_

5. College football players should be paid to play.

Opposing claim: \_\_\_\_\_

### 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. _____ | 2. _____ | 3. _____ |
| 1. _____ | 2. _____ | 3. _____ |

No

Supporting Reasons

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 \_\_\_\_\_

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

Commercials are *ubiquitous* on evening TV.

Ubiquitous means \_\_\_\_\_

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 \_\_\_\_\_

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 \_\_\_\_\_

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 \_\_\_\_\_

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 \_\_\_\_\_

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 \_\_\_\_\_



### In Your Own Words

1. In a 2003 Gallup poll, 62 percent of the respondents stated that they believed news organizations are often inaccurate in their reporting. What factors do you think have led to the public's loss of confidence in the news media?
2. Do you primarily get your news from cable, local news channels, nightly network news, satirical comedy shows, the Internet, morning TV shows, or radio talk shows? Do you think the source of your news tends to be biased or slanted, or does it tend to be objective?

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

### Vocabulary in Context

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

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

**Yes**

**Supporting Reasons**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**No**

**Supporting Reasons**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

C. Texting while driving should be outlawed.

**Yes**

**Supporting Reasons**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**No**

**Supporting Reasons**

1. \_\_\_\_\_
2. \_\_\_\_\_
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.
- \_\_\_\_\_ Many of today's kids are alarmingly overweight.
- \_\_\_\_\_ Obese kids are more likely to become overweight adults with health problems.
- \_\_\_\_\_ 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.

- Uniforms make it easier to identify those who are not from the school.
  - Uniforms interfere with students' rights of self-expression.
  - Having a uniform prevents gang members from displaying their colors.
3. **Claim:** All-day kindergarten should be mandatory for all children.
- With all-day kindergarten, working parents will save on child care.
  - Public schools did not have kindergarten in the 1800s.
  - 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.
- 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.
  - 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.
- There is always a risk of infection with tattoos and body piercings.
  - 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.
  - Studies show that secondhand cigarette smoke increases the risk of disease in individuals who do not smoke themselves.

7. **Claim:** The laws should not allow physician-assisted suicide of the terminally ill.
- \_\_\_\_\_ Physician-assisted suicide undermines the value of life and could give troubled people who are not ill the idea that suicide is acceptable.
  - \_\_\_\_\_ Physicians have taken an oath to do no harm.
  - \_\_\_\_\_ Too many medical and financial resources are used to keep people alive who want to die.
  - \_\_\_\_\_ Sometimes sick individuals are pressured to end their lives sooner by family members eager to inherit money.
  - \_\_\_\_\_ Many ill people say they want to die, but they are just depressed and need medication to relieve their depression.
  - \_\_\_\_\_ All cultures have funeral practices.
8. **Claim:** People should drink regular tap water rather than buying water in plastic bottles.
- \_\_\_\_\_ Water keeps people hydrated, which is important when the weather is hot.
  - \_\_\_\_\_ Bottled water can be as contaminated as tap water.
  - \_\_\_\_\_ Bottled water is more expensive than tap water.
  - \_\_\_\_\_ A large percentage of plastic water bottles end up in landfills or the ocean, which harms the environment.
  - \_\_\_\_\_ Bottled water often lacks fluoride, which is needed to prevent tooth decay.

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

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

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

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

#### Exercise 4: Identifying the Assumptions

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

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

**Assumption:** \_\_\_\_\_

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

**Assumption:** \_\_\_\_\_

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

Assumption: \_\_\_\_\_

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

Assumption: \_\_\_\_\_

### Exercise 5: Understanding Assumptions

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

## Brownie

by ROGER FOUTS

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

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

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

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

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

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

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

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

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

---

---

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

---

---

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

---

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## 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? \_\_\_\_\_

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

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

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

4. List some examples of highly connotative language. \_\_\_\_\_

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

### B. Just How Stupid Are We?

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

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

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

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

**SELECTION** (continued)

Do you think we live in a materialistic culture? If so, do you think marketing is responsible for promoting an emphasis on purchasing things whether we truly need them or not? Read the following selection to learn how giving great importance to possessions affects children.

**BIO-SKETCH**

Christine Gross-Loh

Christine Gross-Loh is a freelance writer who became fascinated with the subject of how people raise and nurture children around the world. This was primarily because of her background as a Korean-American daughter of immigrant parents and her own experience raising four children in a foreign culture. Ms. Gross-Loh has a Ph.D. from Harvard University in East Asian studies. She has written two books and is a frequent contributor to many magazines.

**BRUSHING UP ON VOCABULARY**

**paradoxically** in a manner that is seemingly absurd or contradictory but which nonetheless may be true

**materialist** someone with great regard and desire for material possessions

**hanker after** to have a strong or persistent desire for something; to yearn for

## I Buy, Therefore I'm Happy

BY CHRISTINE GROSS-LOH

In the United States, where we have more shopping centers than high schools, and where 93 percent of teenage girls listed shopping as their favorite activity in a survey, many Americans embrace a consumer-oriented lifestyle. We buy things for pleasure, indulgence, and to keep up with the Joneses. American children get an average of seventy new toys a year. "The messages that children encounter every day are that *the things they buy will make them happy*," says Susan Linn, author of *Consuming Kids: The Hostile Takeover of Childhood* and director of the Campaign for a Commercial-Free Childhood. "Their worth depends on what they own. They will not be happy unless they have the things that corporations value. And kids are spending a lot of time with those values, because commercialism has infiltrated so much of our lives."

This level of the commercialization of childhood isn't good for children. Having so much stuff, paradoxically, leaves kids feeling empty. In her book *Born to Buy: The Commercialized Child and the New Consumer Culture*, Boston College sociology professor Juliet Schor warns that recreational buying is harmful for all children. A consumer-oriented lifestyle is a significant cause of mental disorders such as depression, anxiety, or low self-esteem in children. Even kids who are psychologically healthy are worse off when they're constantly thinking about what they own, want to buy, or what they long for. "Less involvement in consumer culture leads to healthier

“kids,” Schor writes. Parents have only the best intentions when we buy so much stuff for our children. We don’t realize how harmful it is.

Doesn’t having money and being able to purchase the things we want make us happy? Yes and no. There is some evidence to suggest that financial security brings more life satisfaction. It’s beneficial to know that you will be able to meet your basic needs for food, clothing, and shelter, now and in the future. But there’s also considerable evidence that a constant pursuit of material fulfillment that goes beyond basic needs actually makes people unhappier. In fact, children of affluent families living in wealthy areas—whose parents have the means to buy them the things that they want—are unhappier than their peers in middle-class neighborhoods (and so are their parents). The satisfaction of buying what you want fades quickly, leading you to hanker after the next shiny new thing.

Consumerism can also harm children’s connections with one another. Children have an uncanny sense about what they have and what they need to have to keep up with their peers. And through what social scientists call “invidious comparison,” children begin to look down upon those who don’t have the right possessions. When her son came home confused one day, saying that the children at school were wondering why the tooth fairy brought a vastly different sum of money to different homes, Hena, a mother of two in Washington, D.C., was disturbed when she realized how much kids compare notes on one another’s lives. Our kids do all that whining, begging, and pleading because they are eager not to be left out of the materialist race. When children are highly aware that status is conveyed by what they own, they become more competitive.

Hena told me that when she was growing up, “There was very little emphasis and expense on the part of my parents to ‘entertain’ us. We were meant to keep ourselves entertained.” She and her siblings were expected to read for pleasure or play games by themselves. Her parents felt no pressure to buy them the latest, greatest thing, such as a VCR, a PC, or an Atari game console.

It’s harder for parents now, Hena noted ruefully. She remembers cleaning out her son’s drawer once and finding so much stuff: rubber bouncy balls and erasers, debris from birthday party goody bags, things he didn’t care about. “I told my mom, ‘These kids don’t value things,’ and she told me, ‘It’s because they have too much.’”

(Christine Gross-Loh, *Parenting Without Borders*, Penguin, 2013, pp. 41–43)



### COMPREHENSION CHECKUP

1. What is the issue being discussed in the selection? \_\_\_\_\_

2. What is the central claim (conclusion)? \_\_\_\_\_

3. List the main points the author makes in support of her argument (premises).

a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_  
e. \_\_\_\_\_  
f. \_\_\_\_\_

4. What type of support is offered for the central claim: primarily facts, primarily opinions, or a mixture of both facts and opinions? \_\_\_\_\_

Write a sentence from the selection that states an opinion.

\_\_\_\_\_

\_\_\_\_\_

Write a sentence from the selection that states a fact.

\_\_\_\_\_

\_\_\_\_\_

5. Give an example of an expert opinion cited by the author to bolster her argument.
- \_\_\_\_\_
- \_\_\_\_\_

6. What assumptions does the author make in presenting her argument? \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

7. What is the overall tone of the selection? \_\_\_\_\_

8. List some examples of connotative language the author uses to support her argument.

a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_

9. Who is the intended audience?

The intended audience is \_\_\_\_\_

\_\_\_\_\_

10. What is your assessment of the author's argument? Do you find it persuasive? Why or why not?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**SELECTION** (continued)**BRUSHING UP ON VOCABULARY**

**deregulation** halting or reducing government regulation.

**patsy** a slang term for a scapegoat or fall guy.

**stealth ad** any ad that attempts to hide the marketer's identity and fool the consumer.

Excerpt from

## ***ENVIRONMENTAL SCIENCE***

*by William P. Cunningham*

### **DON'T BELIEVE EVERYTHING YOU SEE OR HEAR ON THE NEWS**

In our own everyday lives most of us are inundated by information and misinformation. Competing claims and contradictory ideas battle for our attention. The rapidly growing complexity of our world and our lives intensifies the difficulties in knowing what to believe or how to act. Consider how the communications revolution has brought us computers, e-mail, cell phones, mobile faxes, pagers, the World Wide Web, hundreds of channels of satellite TV, and direct mail or electronic marketing that overwhelm us with conflicting information. We have more choices than we can possibly manage, and know more about the world around us than ever before, but, perhaps, understand less. How can we deal with the barrage of often contradictory news and advice that inundates us?

By now, most of us know not to believe everything we read or hear. "Tastes great . . . Low, low sale price . . . Lose 30 pounds in 3 weeks . . . You may already be a winner . . . Causes no environmental harm . . . I'll never lie to you . . . Two out of three doctors recommend . . ." More and more of the information we use to buy, elect, advise, judge, or heal has been created not to expand our knowledge but to sell a product or advance a cause.

For most of us, access to news is becoming ever more abundant and ubiquitous. Internet web logs comment on events even as they're happening. Cable television news is available around the clock. Live images are projected to our homes from all over the world. We watch video coverage of distant wars and disasters as if they are occurring in our living rooms, but how much do we really know about what's going on? 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.

Many people watch TV news programs and read newspapers or web logs today not so much to be educated or to get new ideas as to reinforce their existing beliefs. 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. The line between news and entertainment has become blurred in most media. Disputes and disasters are overdramatized, while too little attention is paid to complex issues. News reports are increasingly shallow and

"The day you write to please everyone you no longer are in journalism. You are in show business."

—Frank Miller, Jr.

one-sided, with little editing or fact checking. On live media, such as television and radio, attack journalism is becoming ever more common. Participants try to ridicule and demean their opponents rather than listening respectfully and comparing facts and sources. Many shows simply become people shouting at each other. Print media also is moving toward tabloid journalism, featuring many photographs and sensationalistic coverage of events.

According to the State of the Media Report, most television stations have all 5 but abandoned the traditional written and edited news story. Instead, more than two-thirds of all news segments now consist of on-site "stand-up" reports or live interviews in which a single viewpoint is presented as news without any background or perspective. Visual images seem more immediate and are regarded as more believable by most people: after all, pictures don't lie, but they can give a misleading impression of what's really important. Many topics, such as policy issues, don't make good visuals, and therefore never make it into TV coverage. Crime, accidents, disasters, lifestyle stories, sports, and weather make up more than 90 percent of the coverage on a typical television news program. If you watched cable TV news for an entire day, for instance, you'd see on average, only 1 minute each about the environment and health care, 2 minutes each on science and education, and 4 minutes on art and culture. More than 70 percent of the segments are less than 1 minute long, meaning that they convey more emotion than substance. People who get their news primarily from TV are significantly more fearful and pessimistic than those who get news from print media.

Partisan journalism has become much more prevalent since the deregulation 6 of public media. From the birth of the broadcasting industry, the airwaves were regarded and regulated as a public trust. Broadcasters, as a condition of their licenses, were required to operate in the "public interest" by covering important policy issues and providing equal time to both sides of contested issues. In 1988, however, the Federal Communications Commission ruled that the proliferation of mass media gives the public adequate access to diverse sources of information. Media outlets no longer are obliged to provide fair and balanced coverage of issues. Presenting a single perspective or even a deceptive version of events is no longer regarded as a betrayal of public trust.

How can you detect bias in a news report? Ask yourself the following 7 questions:

1. What political positions are represented in the story?
2. What special interests might be involved here? Who stands to gain presenting a particular viewpoint? Who is paying for the message?
3. What sources are used as evidence in this story? How credible are they?
4. Are statistics cited in the presentation? Are citations provided so you can check the source?
5. Is the story one-sided, or are alternate viewpoints presented? Are both sides represented by credible spokespersons, or is one simply a patsy set up to make the other side look good?
6. Are the arguments presented based on facts and logic, or are they purely emotional appeals?

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.

- \_\_\_\_\_ 1. It is possible for a news provider to manipulate images and content.
- \_\_\_\_\_ 2. According to the author, news reports are increasingly one-sided.
- \_\_\_\_\_ 3. On live media, attack journalism is a thing of the past.
- \_\_\_\_\_ 4. More than three-quarters of all news segments consist of stand-up reports.
- \_\_\_\_\_ 5. Policy issues make up more than 90 percent of the coverage on a typical television news program.
- \_\_\_\_\_ 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.

- \_\_\_\_\_ 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.
- \_\_\_\_\_ 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.
- \_\_\_\_\_ 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.