

OXFORD

COMPASS

All-in-one Integrated Skills and Grammar

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Scope and Sequence

	Reading	Writing	Listening & Watching
UNIT 1 Being in the Zone	<ul style="list-style-type: none"> Read about the satisfaction of being wholly absorbed in an activity Read about the relevance of ancient Chinese philosophy to modern Harvard undergrads Strategy Skimming and scanning 	<ul style="list-style-type: none"> Use freewriting to describe well-being Write an opinion paragraph describing how connectedness contributes to your well-being Write a paragraph supporting your opinion Write a narrative paragraph describing the impact of a decision Strategy Developing clear, coherent paragraphs 	<ul style="list-style-type: none"> Listen to an interview about the importance of feeling connected to others Watch a video about the four essential elements of well-being
UNIT 2 Creating Change	<ul style="list-style-type: none"> Read about a refugee camp and artists' influence on public awareness Read about the impact and contribution of street art <p>Literary Device</p> <ul style="list-style-type: none"> Personification 	<ul style="list-style-type: none"> Write an introduction and thesis statement Write two paragraphs about words/images that resonate Write a descriptive paragraph about a powerful visual Summarize and write a personal response to an article on cultural appropriation Strategy Introductions 	<ul style="list-style-type: none"> Listen to an Indigenous performance artist discuss his art as a tool for exploring stereotypes Watch a video on the differences in adults' and children's self-perception Watch a spoken-word poet's video on perceptions of beauty
UNIT 3 Ideas for a Better Society	<ul style="list-style-type: none"> Skills Read an article with contrasting views of the same topic and identify bias Read an interview with an author who compares cultures and quality of life Strategy Previewing <p>Literary Device</p> <ul style="list-style-type: none"> Loaded words 	<ul style="list-style-type: none"> Write a short essay on culture, education, or the filmmaker's purpose Write a well-structured, well-supported compare and contrast essay Strategy Compare and contrast essay 	<ul style="list-style-type: none"> Watch a film clip about great ideas from other countries Listen to a report about the happiest country on earth Strategy Identifying purpose: intention and audience
UNIT 4 Human Rights	<ul style="list-style-type: none"> Read a poem about overcoming injustice and abuse Read a short story describing a utopian society <p>Literary Device</p> <ul style="list-style-type: none"> Figurative language: simile and metaphor <p>Literary Device</p> <ul style="list-style-type: none"> Allegory 	<ul style="list-style-type: none"> Practise note-taking Write a letter, poem, blog about using your voice Write a persuasive essay Write a paragraph justifying an ethical decision Write a survey Summarize main idea of a human-rights focused article, audio, or video Strategy Transition words 	<ul style="list-style-type: none"> Watch a video about forms of modern slavery Listen to an interview about five common myths about free speech
UNIT 5 The Changing Brain	<ul style="list-style-type: none"> Read about the brain's ability to adapt and how cognitive functions are affected Read about the unexpected value of tests in boosting retention and recall Strategy Pre-viewing and predicting 	<ul style="list-style-type: none"> Summarize research and practise citing correctly Write an essay summarizing research Strategy Conduct effective online research 	<ul style="list-style-type: none"> Watch a report about the effect and impact of cannabis use Listen to an interview about the effect of contact sports on brain health
UNIT 6 Your Unique Identity	<ul style="list-style-type: none"> Read an article about gender identity Read a novel excerpt about the challenge of using humour in a new language 	<ul style="list-style-type: none"> Write an essay about handling a new experience Strategy Narrative writing Write an essay about culture shock or the TCK phenomenon 	<ul style="list-style-type: none"> Listen to an interview about the experiences of biracial children Watch a short film about third culture kids and their identities

Speaking & Pronunciation	Vocabulary	Grammar	Revising & Editing
<ul style="list-style-type: none"> Pronounce silent letters Share your opinion about well-being Interview partners and share survey results Present your findings on making society more inclusive Describe positive and negative aspects of Western society Brainstorm essential elements of well-being Compare different perspectives on well-being Oral presentation: advice and insight from someone sharing life experience 	<ul style="list-style-type: none"> Using context <p>Vocabulary in Action</p> <ul style="list-style-type: none"> Compound adjectives <p>Vocabulary in Action</p> <ul style="list-style-type: none"> Prefixes 	<ul style="list-style-type: none"> Simple tenses and progressive tenses <p>Grammar in Context</p> <ul style="list-style-type: none"> Gerund as subject <p>Grammar in Context</p> <ul style="list-style-type: none"> <i>each, every, and one of</i> 	<ul style="list-style-type: none"> Identify topic sentence and sentences not pertinent to the topic Edit to correct subject-verb agreement, spelling, and word choice
<ul style="list-style-type: none"> Pronounce <i>-ed</i> ending in past tense and past participle verbs Brainstorm well-known art that changed society Discuss artists' responsibility to society Discuss opinions about stereotypes Present an influential artist or work Oral presentation: A creative work that brought awareness to an issue or your poem about an issue 	<ul style="list-style-type: none"> Using descriptive language <p>Vocabulary in Action</p> <ul style="list-style-type: none"> Words that are verbs and nouns <p>Vocabulary in Action</p> <ul style="list-style-type: none"> <i>critic, criticism, or criticize</i> Strategy Descriptive language 	<ul style="list-style-type: none"> Present perfect or simple past <p>Grammar in Context</p> <ul style="list-style-type: none"> Capitalization <p>Grammar in Context</p> <ul style="list-style-type: none"> Prepositions of place and direction: <i>in, at, on, and to</i> 	<ul style="list-style-type: none"> Revise to correct verb tense and capitalization errors Revise to write clear thesis statements
<ul style="list-style-type: none"> Pronounce contractions with <i>have</i> Express your opinion about quality of life Discuss your knowledge of other countries Discuss the value of the arts in school Share your opinion about taxes and services Pitch your idea to solve a challenge Compare quality of life in Nordic countries with other places Oral presentation: summarize an event, describe a personal appreciation, or compare and contrast cities or cultures 	<ul style="list-style-type: none"> Recognizing bias <p>Vocabulary in Action</p> <ul style="list-style-type: none"> <i>quit or leave; policies or politics; freedom or liberty</i> <p>Vocabulary in Action</p> <ul style="list-style-type: none"> <i>raise or rise; economic or economical</i> 	<ul style="list-style-type: none"> Comparison: degrees of difference <p>Grammar in Context</p> <ul style="list-style-type: none"> Using prepositions in comparisons <p>Grammar in Context</p> <ul style="list-style-type: none"> Comparisons: <i>less or fewer</i> 	<ul style="list-style-type: none"> Edit to correct mistakes with comparison
<ul style="list-style-type: none"> Pronounce stressed syllables Discuss basic human rights Brainstorm factors that influence personal development and resilience Formulate and debate a position on a variety of scenarios Describe your view of an ideal society Discuss fictional and real-world similarities Oral presentation: survey findings on students' knowledge of a human rights issue 	<ul style="list-style-type: none"> Formal and informal language <p>Vocabulary in Action</p> <ul style="list-style-type: none"> Change adjectives to nouns <p>Vocabulary in Action</p> <ul style="list-style-type: none"> <i>actually</i> 	<ul style="list-style-type: none"> Modal auxiliary verbs <p>Grammar in Context</p> <ul style="list-style-type: none"> Articles: <i>the</i> and <i>a(n)</i> <p>Grammar in Context</p> <ul style="list-style-type: none"> Modals: multiple meanings 	<ul style="list-style-type: none"> Revise to correct transitional words Edit to correct modal errors
<ul style="list-style-type: none"> Pronounce nouns and verbs using the correct stress Discuss brain science and concussions Discuss positions on cannabis use and its effects Debate whether a report is balanced or biased Describe online and offline addictions Describe study habits and their effectiveness Share knowledge about concussions Present a summary of your research Oral presentation: scientific research and findings on brain health 	<ul style="list-style-type: none"> Word families <p>Vocabulary in Action</p> <ul style="list-style-type: none"> <i>research or study</i> 	<ul style="list-style-type: none"> Passive voice <p>Grammar in Context</p> <ul style="list-style-type: none"> Past participle or simple past <p>Grammar in Context</p> <ul style="list-style-type: none"> <i>surprising or surprised</i> 	<ul style="list-style-type: none"> Revise to correct verb, plural, and possessive form errors Revise for unity and cohesion using appropriate transition words
<ul style="list-style-type: none"> Pronounce specific words or syllables to change emphasis Explain your comfort zone Discuss gender stereotypes Discuss your roots and cultural identity Describe an experience successfully using a second language Explain what it means to be "home" Present on adapting to new places and experiences Oral presentation: a story, movie, or book that deals with identity 	<p>Vocabulary in Action</p> <ul style="list-style-type: none"> <i>either . . . or and neither . . . nor</i> <p>Vocabulary in Action</p> <ul style="list-style-type: none"> Borrowed words Greek and Latin affixes 	<ul style="list-style-type: none"> Gerunds and infinitives <p>Grammar in Context</p> <ul style="list-style-type: none"> similes with <i>as . . . as</i> <p>Grammar in Context</p> <ul style="list-style-type: none"> Simple past or present perfect 	<ul style="list-style-type: none"> Revise to correct verb form and other errors Revise to use correct infinitive or gerund form

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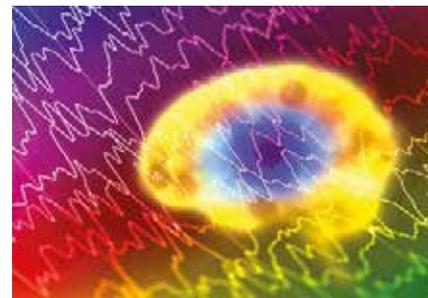
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Abbreviations Used in the Text

abbr	abbreviation
adj	adjective
adv	adverb
exp	expression
n	noun
n phr	noun phrase
phr v	phrasal verb
tr	transitive (verb)
v	verb



UNIT 1

Being in the Zone

Health is a state of body. Wellness is a state of being.

—Unknown

We all experience good feelings, which make life feel full and satisfying, but what factors influence and constitute our well-being? Should we search for happiness or meaning in our lives? What can we learn from other cultures about these concepts? What does it take to be happy and healthy in body, mind, and spirit, and how can we develop our own ability to nurture our well-being? This unit explores diverse points of view that address these questions.



WARM UP

Writing

Freewriting is an easy and fun way to get your ideas down on paper. You write about a topic non-stop for a short time without worrying about spelling, punctuation, or grammar.

Try it now. Take a few minutes to write down your answers to these questions:

- What does “being well” mean to you?
- What elements do you need in your life to have a sense of well-being?

Speaking

Read each statement and indicate whether you agree or disagree with it. Write down a few notes to explain your answer.

Planning your future will make you happier. Agree Disagree

Explanation: _____

Having many friends will increase your level of happiness. Agree Disagree

Explanation: _____

People in their 20s are happier than those in their 40s. Agree Disagree

Explanation: _____

A well-paying job is essential to a person’s well-being. Agree Disagree

Explanation: _____

Well-being means maintaining balance in your body, mind, and spirit. Agree Disagree

Explanation: _____

Share your freewriting ideas on well-being, and discuss your answers to the questions above with a small group. How similar or different were your opinions and ideas?

READING

Vocabulary

Find the following words in the reading, and underline the correct meaning according to the context.

Word	Option 1	Option 2
peak (n) (para. 2)	the top of the mountain	the highest, best, or strongest point
struggling (v) (para. 2)	to try very hard to do something that is difficult	to oppose something
awareness (n) (para. 3)	sensation or feeling	knowledge that something exists and is important
achieving (v) (para. 8)	to accomplish something	to stop or complete something
matter (v) (para. 8)	<u>to be important enough to consider</u>	to be physically present

Complete the following sentences using the words in the chart.

1. After years of _____ to master a skill, suddenly it becomes effortless.
2. When you are absorbed in an activity you enjoy, the outside world doesn't _____.
3. Several elements are necessary to _____ flow.
4. Olympic athletes are at the _____ of their performance.
5. People in the zone have an acute _____ of the present moment.

Reading Strategy

Scanning and Skimming

Scanning a text means reading it quickly with the goal of finding specific information, such as a date or a name, to see if the text mentions the subject you are researching.

Skimming a text means ignoring details and quickly reading headings, first sentences, and captions to identify the main ideas of a text.

Scan the reading "In the Zone" to find the answers to these questions.

1. Who is Mihaly Csikszentmihalyi? _____
2. What was the shortened name of his famous study? _____
3. Which famous basketball player is mentioned in the text?
4. What is *flow*? _____

Skim the text to find the answers to these questions.

1. What is the main topic of this text?
a) skiing b) athletes c) psychology
2. The text explains how to achieve happiness. True False



For many of us, happiness is spending time with family and friends or lying on a tropical beach with a cool drink. But according to the latest research, we are happiest when completely engaged in a difficult task. Sounds like a lot of work, doesn't it?

In the Zone

The Pursuit of Happiness

The best moments in our lives are not the passive, receptive, relaxing times . . . The best moments usually occur if a person's body or mind is stretched to its limits in a voluntary effort to accomplish something difficult and worthwhile.

—Mihaly Csikszentmihalyi

genuine (adj) real; authentic

Maslow (n) an American psychologist best known for his theory of psychological health: Maslow's Hierarchy of Needs

hit your stride (exp) begin to do something with confidence after a slow, uncertain start

mogul (n) a raised mound of hard snow that you jump over when you are skiing

positive psychologists (adj + n) mental health professionals who study what makes people feel happy and fulfilled in life

dabbled (v) to take part in an activity, but not very seriously

- 1 Mihaly Csikszentmihalyi (he explains that his last name is pronounced "chicks send me high") discovered that people find **genuine** satisfaction during a state of consciousness called Flow. In this state they are completely absorbed in an activity, especially an activity that involves their creative abilities. During this "optimal experience" they feel "strong, alert, in effortless control, unselfconscious, and at the peak of their abilities." In the footsteps of **Maslow**, Csikszentmihalyi insists that happiness does not simply happen. It must be prepared for and cultivated by each person, by setting challenges that are neither too demanding nor too simple for one's abilities.
- 2 You are skiing down a mountain trail at Aspen Colorado—one of the expert diamond slopes, with the awe-inspiring, snow-capped Rockies in your view. Though you have skied down this slope before, you have never been able to "dominate" it—until now. You begin to **hit your stride**, striking every **mogul** perfectly, effortlessly. Your actions seem frozen in time and every little sound becomes more intense—the crisp slap of your skis against the powder, the scrunch of your knees, and your rhythmic breathing. You are flowing down the slope, and later you might even describe yourself as having become "one with the mountain." All those years of training and struggling, taking ski lessons and tumbling into the woods, are now finally justified. You have had, quite literally, a peak experience.
- 3 If not in skiing, you may have had similar experiences in other activities—some other challenging exercise, working on a difficult project, or even to a certain degree in simpler exercises like reading or conversation with a friend. These are moments in which your mind becomes entirely absorbed in the activity so that you "forget yourself" and begin to act effortlessly, with a heightened sense of awareness of the here and now (athletes often describe this as "being in the zone"). In recent years this experience has become the focus of much research by **positive psychologists**.
- 4 As an artist who had **dabbled** in painting himself, Csikszentmihalyi started his initial observations and studies on artists and creative types. He noted that the act of creating seemed at times more important than the finished work itself and he was fascinated by what he called the "flow" state, in which the person is completely immersed in an activity with intense focus and creative engagement. He set his life's work to scientifically identify the different elements involved in achieving such a state.

- 5 His now-famous Experience Sampling Study (**a.k.a.** Beeper Study) was a particularly inventive way to make happiness a measurable phenomenon. A group of teenagers were given beepers that went off at **random** times throughout the day. They were asked to record their thoughts and feelings at the time of the beeps. Most of the entries indicated that the teens were unhappy, but Csikszentmihalyi found that when their energies were focused on a challenging task, they tended to be more upbeat. This and other studies helped shape his **seminal** work on flow. His studies and subsequent findings gained still more popular interest and he is today considered one of the founding figures of positive psychology.
- 6 The main thesis of Csikszentmihalyi's most popular book, *Flow: The Psychology of Optimal Experience* (1990), is that happiness is not a fixed state but can be developed as we learn to achieve flow in our lives. The key aspect to flow is control: in the flow-like state, we exercise control over the contents of our consciousness rather than allowing ourselves to be passively determined by external forces.
- 7 Unsurprisingly, this Hungarian psychologist comes to a conclusion not unlike those of the great thinkers of the past: that happiness comes from within oneself. He points to ways in which humans have attempted in vain to find happiness through assigning power to things outside of one's control, and he quotes Marcus Aurelius approvingly when the **Stoic** philosopher writes, "If you are pained by external things it is not they that disturb you, but your own judgment of them. And it is in your power to wipe out that power now." The key to happiness lies in how we invest our **psychic** energy. When we focus our attention on a consciously chosen goal, our psychic energy literally "flows" in the direction of that goal, resulting in a reordering and harmony within consciousness.
- 8 Csikszentmihalyi defines flow as "a state in which people are so involved in an activity that nothing else seems to matter; the experience is so enjoyable that people will continue to do it even at great cost, for the sheer sake of doing it." He identifies a number of different elements involved in achieving flow:
- There are clear goals every step of the way.
 - There is immediate feedback to one's actions.
 - There is a balance between challenges and skills.
 - Action and awareness are merged.
 - Distractions are excluded from consciousness.
 - There is no worry of failure.
 - Self-consciousness disappears.
 - The sense of time becomes distorted.
 - The activity becomes an end in itself.
- 9 As the above qualities indicate, the flow-like state is not primarily characterized by subjective feelings, even positive ones. Rather, the essence of flow is the removal of the interference of the thinking mind. When Michael Jordan, the 1990s NBA superstar, was "in the zone" and making that behind-the-back pass, he was not consciously thinking "how can I pass the ball?" And if he had been, he would have interrupted his flow-like state and probably thrown the ball into the stands. Absorption in a task indicates the absence of the self and a merging of your awareness into the activity you are engaged in.
- 10 While Csikszentmihalyi's research focuses on the area of work and creative output, he sees that the state of flow is applicable to relationships and

a.k.a. (abbr) an abbreviation for *also known as*

random (adj) without any regular pattern

seminal (adj) very important and having a strong influence on later developments

Stoic (adj) ancient Greek philosophers who believed that people should not allow themselves to be affected by pleasant or painful experiences

psychic (adj) connected with the mind rather than the body

Grammar in Context

each, every, and one of

Use the correct noun and verb forms, singular or plural, with the expressions *each*, *every*, and *one of*.

These three expressions refer to one person or thing in a group and therefore use the singular form of the verb: verb + -s.

Each and *every* are followed by singular nouns; *one of* is followed by a plural noun.

Each skier on the team **has** strengths.

Every student in the class **gets** a password.

One of his **goals is** to get into the zone.

Underline the correct form in each pair of words below.

1. You begin to hit your stride, striking every **mogul/ moguls** perfectly. Every little **sound/sounds become/ becomes** more intense.
2. One of the founding **figure/ figures** of positive psychology **is/are** Mihaly Csikszentmihalyi.

Vocabulary in Action

Compound Adjectives

Compound adjectives are adjectives that are made up of two or more words joined by a hyphen.

EXAMPLES

"awe-inspiring, snow-capped Rockies"

Find three more examples of compound adjectives in the reading.

situations; even times of adversity can be transformed into a challenge rather than a setback. He even concludes that there are people who have developed their flow to such an extent that they are able to translate every potential threat into an enjoyable challenge, and thereby maintain an inner tranquility as a continuous state of mind. He calls such a person an "autotelic self," someone who "is never bored, seldom anxious, involved with what goes on and in flow most of the time." One might think that such a state is reserved for the few great human beings such as Socrates, Gandhi, or the Dalai Lama; but in fact, the examples that Csikszentmihalyi gives are of ordinary people who are able to find delight in ordinary daily tasks.

- 11 Flow is a dynamic rather than static state, since a properly constructed flow activity leads to increased skill, challenge, and complexity over time. Since one's skill doesn't remain static, repeating the same activity would fall into boredom; the flow reward inspires one to face harder challenges. This is why sports are extremely well designed for producing flow; another popular activity that appears to meet these criteria (and thus explains its wide appeal) is playing video games. The only problem, Csikszentmihalyi writes, is that these kinds of flow activities can easily become addictive, which ultimately results in a loss of the control of consciousness and thus further unhappiness. **1291 words**

Comprehension

Answer the following questions in your own words.

1. How is setting challenges for yourself related to happiness?

2. What prompted Csikszentmihalyi to conduct research in this field?

3. According to Csikszentmihalyi, the most important aspect of the "flow" state is control. Describe how this aspect works and its effect.

4. How does happiness come from within ourselves?

5. Why is the absence of the thinking mind critical to achieving flow?

6. Playing video games can lead to a flow-like state, but ultimately this activity might not lead to happiness. Why not?

7. Give an example of how you think flow could be applied to relationships to enrich them.

8. Why do you think sports or creative activities are particularly conducive to achieving flow?

Speaking

Have you ever experienced a flow-like state while doing an activity you find particularly enjoyable and absorbing? What was the activity? How did you feel? Complete the chart with your own answers. Give details to explain your responses. Then interview two students and note their answers.

Question	You	Student 1	Student 2
What is the activity that absorbs you?			
Choose three adjectives to describe how you feel when you are doing this.			
What do you think about when you are doing this activity?			

Share the results of your survey with a small group of students. Describe the similarities and differences you noted in people's responses.

WRITING

Writing Strategy

Developing Clear and Coherent Paragraphs

A well-written paragraph must begin with a **topic sentence**—usually the first sentence—that expresses the main idea that the writer will develop in the paragraph. The sentence is composed of two parts: a **topic** (the subject the paragraph is about) and a **controlling idea** (what the writer wants to say about the subject).

Flow is a dynamic state.
 topic controlling idea

A well-written paragraph is coherent and unified: every sentence is related to the main idea expressed in the topic sentence.



Csikszentmihalyi believes that happiness doesn't depend on external factors but comes from within and that it can be prepared for and developed by individuals. Do you agree? How would you define happiness?

Write a paragraph (100–125 words) outlining your definition of happiness. Begin with a clear topic sentence and provide adequate support.

LISTENING

Pre-Listening Activity

Discuss your answers to the following questions with a partner or small group of students.

1. Describe a moment shared with friends or family during which you felt happy.
2. Describe a moment when you witnessed an act of kindness. What was it? What was your reaction?
3. Name three things you are grateful for in your life.

Vocabulary

You will hear each of the following words and expressions in bold in the listening.

1. Many people **strive** to find a purpose in their lives.
2. "Life, liberty, and the **pursuit** of happiness" are rights established in the United States Declaration of Independence.
3. Our **welfare** is dependent on feeling connected to others.
4. Empathy requires you to be **attuned** to others' feelings.
5. A **meaningful** life does not include always immediately gratifying our desires.

Match each word to the correct meaning using the context provided in the sentences above.

Word or expression	Option 1	Option 2
strive (v)	need	try very hard to achieve something
pursuit (n)	the act of trying to find something	chase
welfare (n)	general health or happiness	financial security
attuned (adj)	knowing	aware of and responsive to
meaningful (adj)	remarkable	significant, important

S For more information on writing effective topic sentences, see Writing Strategies page xx.

The Science of Happiness (9:49)

Jesse Mulligan

Radio New Zealand

In the reading, Mihaly Csikszentmihalyi argued that happiness comes from within. In this interview, Emiliana Simon-Thomas agrees with him to an extent, but she makes the case that feeling connected to others is an important component of happiness. Listen to the audio to learn more.



Comprehension

Answer the following questions in your own words. If the answer to a True or False question is False, rewrite the sentence to make it true.

1. How does Dr. Emiliana Simon-Thomas define happiness? Check all answers that apply.

- enjoying general life quality or emotion
- experiencing a specific feeling
- having an easy time
- being in a positive state
- getting through difficult times
- having strong social support

2. What five things do *not* contribute to happiness?

3. Always appearing upbeat and smiling can make you happier. True False

4. How does learning about the principles behind the science of happiness and applying them affect participants?

5. How does Emiliana Simon-Thomas define *pro-sociality*?

6. Name five behaviours or emotions that are discussed in the curriculum.

7. Why is it important to silence our inner critic?

8. All the activities proposed during the course are effective for everyone. True False

9. What is the main idea of this listening?

10. Early in the listening, Emiliana Simon-Thomas mentions that seeking immediate gratification does not contribute to overall happiness. Why do you think this is the case? Justify your answer by using an example from your own experience.

Groups can include sports teams, volunteer organizations, friends who share similar interests, church, and so on.

S For more information on writing effective topic sentences and providing adequate support, see Writing Strategies, page xx.

Writing

Do you agree with Emiliana Simon-Thomas that belonging and connectedness contribute to happiness and satisfaction with life? Why or why not? What groups, informal or formal, do you belong to? How does being involved with these groups contribute to your well-being? Write a paragraph (100–125 words) to explain your opinion. Begin with a clear topic sentence and provide adequate support.

SPEAKING

In the listening, Emiliana Simon-Thomas explains that people who feel lonely are generally less happy than those who have a strong and supportive network. Unfortunately, many people experience loneliness. Work with a partner or small group and do the following:

- Identify at least two groups of people who experience some form of social isolation.
- Explain why these groups experience loneliness. Are the reasons for the groups' isolation similar?
- Describe a group or an organization dedicated to improving the lives of people who are lonely or isolated.

As a group, prepare a PowerPoint presentation and give a short oral presentation (3–4 minutes) summarizing the information you discussed.

PRONUNCIATION

Silent Letters

Words often contain letters that are not pronounced. Each word below contains a silent consonant.

1. Listen to these recorded words and underline the silent consonant(s) in each word.

assign	honest	scenario	foreign
ghost	autumn	numb	Wednesday
balm	designed	<u>delight</u>	receipt
climb	sword	debt	sandwich
psychologist	pseudonym	heightened	could
comb	calm	chemical	subtle

2. With a partner, take turns practising the correct pronunciation of each word. You can listen to the recording again to check your pronunciation

DISCOVER GRAMMAR

Simple Tenses and Progressive Tenses

Simple tenses indicate a stable, unchanging situation, whether it is finished, a routine, a fact, or a state (not an activity). The simple tense forms are one word.

Progressive tenses indicate that an activity is not finished: it is in progress now or at a past moment, is not yet complete, or has been interrupted. Progressive tenses are used only with verbs that are activities, whether the action is present, past, or future. The progressive is formed with the auxiliary verb *be* + **verb + -ing**. The auxiliary *be* can be in the present or past, the future or present perfect, and so on.

Simple

- a) They **ski** once a month every winter.
- b) LeBron James **made** a perfect pass.

Progressive

- c) You **are skiing** down the mountain.
- d) LeBron **wasn't thinking** about how to pass the ball.

Read the example sentences above. Then circle the letter below that indicates the state of the activity in each sentence.

1. activity in progress a b c d
2. routine a b c d
3. finished event a b c d

Circle the best answers to describe the activity in each sentence below.

- | | | |
|---|----------|--------------------|
| 1. I <u>was surfing</u> online and lost track of time. | finished | in progress |
| 2. They <u>play</u> basketball every weekend. | routine | in progress |
| 3. Michel <u>skied</u> very well this morning. | finished | in progress |
| 4. Alice <u>is playing</u> the piano at the moment. | routine | <u>in</u> progress |
| 5. Csikszentmihalyi <u>conducted</u> extensive research on happiness. | routine | <u>finished</u> |

Vocabulary in Action

Prefixes

Prefixes are word elements that are added to the beginning of a base word to change its meaning.

The prefixes *in-*, *il-*, *un-*, *ir-*, and *im-* all mean *not*.

direct → indirect

legal → illegal

perfect → imperfect

regular → irregular

ethical → unethical

What meaning do these prefixes give to these words from the reading?

undergraduate (para. 1)

multi-faceted (para. 4)

interactions (para. 5)

reinforce (para. 9)

List three other words that use each prefix.

READING

Vocabulary

Context can help you determine the meaning of an unknown or unfamiliar word. Read the indicated paragraphs carefully, and find the synonym of the word given.

paragraph 2: pertinent (adj) _____

paragraph 4: find an answer (v) _____

paragraph 5: satisfying (adj) _____

paragraph 6: accept with enthusiasm (v) _____

paragraph 15: result (n) _____

Use each word you found to complete these sentences.

1. It can be challenging to _____ what you want to do in life.
2. A positive attitude can affect the _____ of a situation
3. Some people _____ change because they like to be challenged.
4. Professor Puett believes that Chinese philosophy is _____ to our modern world.
5. It can be challenging to find a _____ career.

Pre-Reading Activity

How would you describe the society we live in? Work with a partner or small group and identify five positive and five negative attributes of contemporary Western society. You could start by describing your region or country and then consider society as a whole. How has our culture evolved or changed? How different are we from people in the past? Be prepared to explain your choices.

To what extent could the same adjectives be applied, either fairly or unfairly, to other cultures, regions, or countries?

Share your answers with the class.

Would it surprise you to learn that one of the most popular undergraduate courses at Harvard University is on ancient Chinese philosophy and ethics? What can we possibly learn from thinkers who lived more than 2500 years ago, and how can these ideas be pertinent to our world? Read the following text and decide for yourself whether the professor's claim that this course will change their lives is justified.

Modern Dilemmas, Age-Old Wisdom: How Ancient Chinese Teachings Could Change Your Life

Christine Gross-Loh

Daily Mail

- 1 When word got around about the transformative effects of Professor Michael Puett's class at Harvard University, there physically wasn't enough space to fit everyone in. What were the world's brightest undergraduates **clamouring** to hear? Not quantum physics, economics, or computer science, but the teachings of Chinese philosophers whose wisdom is 1900 years older than the university itself.
- 2 Puett, whose Chinese philosophy course is now the third most popular at Harvard, promised the students that if they took this philosophy seriously, it would "change their lives." He was convinced that what the Chinese sages had to say about happiness and fulfilment was acutely relevant to modern concerns.
- 3 "This generation of students has grown up being told that the key to fulfilment is to look within and find themselves, and then to try to be authentic to this true self, deciding on a career path that closely aligns with who they are," says Puett. "But they sense that this isn't right. They look at the world and the mess we've made and they are open to new ideas."
- 4 One of those new ideas—which, of course, is actually very old—is that there is no such thing as a true self. Puett **cautions** that "if we look within to try to figure out who we really are, we'll be looking forever. Chinese philosophers remind us that our personalities are messy and multi-faceted.
- 5 "Our daily interactions consist of bumping up against other complicated people all day long. The 'messy self' approach leads to a new way of thinking about everything we do in a profoundly different way." Too much focus on the big questions—Where am I going in life? Who am I really?—blinds us to more exciting possibilities. "It keeps people from paying attention to the daily things that could invigorate and inspire them, out of which could come a truly exciting, fulfilling life," says Puett. It's the seemingly inconsequential **minutiae** of our day—holding the door open for someone, smiling at a stranger—that hold the key because they create a ripple effect that can change the way we feel.
- 6 Graduates of Puett's class report changing their degree course from humanities to math or vice versa once they realized they didn't have to be confined just by what they were good at, but could pursue their interests, no matter how impractical they seemed. They also tell of improvements in their relationships with friends and family. If we embrace these teachings, then we too—like Puett's students—can recognize that there is another path toward meaningful personal relations, a fulfilling career, and a sense of true well-being.



clamour (v) demand insistently

caution (v) warn

minutiae (n) tiny details

tweak (n) a minor adjustment

frown (n) a serious, worried, or disapproving expression

cursory (adj) quickly, without attention

forge (v) create

nurture (v) develop

in a rut (exp) stuck in a pattern of boring, routine behaviour

Grammar in Context

Gerund as Subject

The gerund (-ing) form of a verb can be used as a subject to begin a sentence.

Standing up to greet your partner when he or she arrives home, makes them feel appreciated.

Not To stand up to greet your partner . . .

Changing the way you interact with strangers can change the way you feel.

Not To change the way . . .

1. Find and highlight an example of a gerund used as a subject in the reading.

2. Write three sentences beginning with a gerund about daily activities that you enjoy.

Listening to music puts me in a good mood.

7 We tend to think of real change as something big, profound, and dramatic, but the most important lesson these Chinese philosophers can teach us is that great change doesn't happen unless you begin with the everyday, with what you can do right now.

8 Here are a few tiny **tweaks** you can make to get on the road to changing yourself and your world in a very real way.

Smile at a stranger

9 Smiling at a stranger reinforces an important Chinese philosophical lesson: each of us is influenced by the smallest things that those around us do. Psychological research shows that even something as seemingly inconsequential as the **frown** on a stranger's face as you're walking down the street can make your day darker, whereas a smile can be contagious.

10 Small things can brighten another person's day. The bonus is that you feel a warm glow when you do something nice for someone else too—a glow that the Chinese philosopher Mencius would have said is a little seed of goodness.

Stand up to greet your loved one when they come home

11 You might be busy making dinner or glued to the TV when your partner walks through the door at the end of the day and a **cursory** nod hello may be all they get. But standing up to acknowledge your loved one is a very small gesture that sends a different message: you're not taking them for granted, you're paying attention to their existence. To quote Confucius again, you're living "as if" you are not busy. Over time, your small change in behaviour creates a ritual between you and a new reality in which you have **forged** a better connection.

Cancel that yoga retreat

12 Undoubtedly, a spa weekend or yoga retreat will give you a temporary high and a feeling of relaxation. But we don't have to go on retreat to feel better in our everyday lives, which is, after all, where we spend most of our time. *Inward Training*, a Chinese philosophical text, taught that we should focus on balancing our emotions every day so our happiness isn't hostage to life's ups and downs (think of that nasty email that can ruin your whole afternoon).

13 Focus on making tiny physical adjustments that keep mind and body in balance—practising deep breathing, eating regularly and in moderation, standing up straight with good posture so that your energy can flow well. Balance in body brings balance in mind, whatever life throws at us. "Physical cultivation is responsible for **nurturing** emotional stability," says Puett.

Do something you're not good at

14 We are usually encouraged to play to our strengths. If we take this thinking too far, our entire lives become focused on what we can do and it becomes harder to take time to do something "just because." The philosopher Xunzi reminds us that this limits what we can become. Getting into the habit of doing things we're not good at changes us over time because it stops us limiting ourselves by living **in a rut**. Instead, we become used to stepping outside our comfort zone and develop our ability to stretch ourselves—it can be a lot of fun.

Take a deep breath before you enter a meeting

- 15** Pausing outside the door to take a deep breath will only take a split second yet can change the outcome of the meeting. Why? The philosopher Laozi would say it's because you're taking a moment to still yourself. This gives you a chance to be observant and receptive to the mood of everyone in the room once you enter. If you are focused on others rather than yourself, you'll become better at reading people's reactions and adjusting how you respond accordingly, which, ultimately, will ensure you get the best out of everyone.
- 16** Making slight adjustments to your behaviour will actually create a difference in how you feel and act, thereby positively influencing your own life and well-being and that of those around you. **1098 words**

Comprehension

Answer the following questions in your own words.

1. What is the main idea of this reading?

2. In your own words, explain the "ripple effect" (para. 5).

3. Why do you think that some of Puett's students change their degree course?

4. In your own words, explain why these changes in behaviour have a positive effect on people.

	Effect
Smiling at a stranger	
Standing to greet a loved one	
Balancing mind and body	
Leaving your comfort zone	
Pausing before a meeting	

5. Professor Puett’s course is the third most popular course at Harvard. The two most popular are Introduction to Economics and Introduction to Computer Science. Why do you think these two courses are so popular?

6. What is your opinion of the phrase in paragraph 4 “our personalities are messy and multi-faceted”? Explain your opinion with specific reference to yourself or to people you know.



For more information on how to write a coherent paragraph, see Writing Strategies page xx.

Writing

In a small group, share your opinion of the ideas outlined in the reading.

Which elements did you find the most surprising or intriguing? Why do you think this course is so popular? How interested would you be in taking a course like this? Why do you think Professor Puett’s ideas are considered revolutionary?

Write two well-developed paragraphs (approximately 100–125 words each) on the most significant elements you discussed. Start each paragraph with a clear topic sentence, and provide pertinent supporting details.

Speaking

Given what you have learned in this unit so far, what do you consider to be the essential elements that contribute to a person’s well-being? Brainstorm ideas with a partner and then share them with a small group or the class.

WATCHING

Vocabulary

You will hear the following words in bold used in the video.

1. Meditation can create **enduring** change in the brain.
2. A positive **outlook** on life contributes to well-being.
3. There are four basic **constituents** of well-being.
4. Practice **fosters** well-being.
5. We cannot **buffer** ourselves against all adversity.

Match each word to the correct definition using the context provided in the sentences on page 16.

Word	Letter	Definition
enduring (adj)		a) factor, element
outlook (n)		b) attitude
constituent (n)		c) protect
foster (v)		d) lasting or sustained
buffer (v)		e) promote growth or development

The Four Constituents of Well-Being (10:29)

Richard Davidson

Mindfulness 360

So far in this unit, we have explored the idea that happiness is not dependent upon outside factors but comes from within, how engaging with others can contribute to a meaningful life, and what we can learn from other cultures about creating a balanced and enriching life. In this video, Richard Davidson brings all these elements together to summarize the four essential elements that constitute well-being.



Comprehension

Answer the following questions in your own words. If the answer to a True or False question is False, rewrite the sentence to make it true.

1. What is the main idea of this video?

2. How does Richard Davidson define *resilience*?

3. Short periods of meditation can significantly alter neural circuits. True False

4. How does the speaker define *positive outlook*?

5. Complete the following sentence: A _____ mind is an _____ mind.

6. To establish a link between level of attention and happiness, what did researchers do? Check all answers that apply. The participants

- | | |
|--|---|
| <input type="checkbox"/> attended an interview | <input type="checkbox"/> explained what they were doing |
| <input type="checkbox"/> completed a survey using their phones | <input type="checkbox"/> identified their level of focus |
| <input type="checkbox"/> explained their favourite activity | <input type="checkbox"/> determined their level of interest |
| | <input type="checkbox"/> measured their level of happiness |

7. What were the results of the experiment?

8. What happens in the brain when someone behaves generously?

9. What are the speaker's conclusions?

10. Review your answer to Question 5. How does this statement relate to—

Speaking

Work with a partner or a small group. Reread your answers to the warm-up speaking activity on page xx. How many elements did you identify that were also mentioned in the video? How did the four elements of well-being outlined in the video support the other articles and the listening in the unit? Make specific reference to examples you have learned about. Share your answers with the class.

REVISING AND EDITING

1. Read the paragraph and decide which of the first four sentences is the topic sentence. Underline the topic sentence and explain why you chose it.

2. Highlight two sentences in the paragraph that are not pertinent to the topic.

3. Find and correct five subject-verb agreement errors, three spelling errors, and one word-choice error.

[1] A meaningful or happy life means different things to different people.

[2] Thinkers and academics have long debated what makes a life meaningful.

[3] Are a happy life and a meaningful life the same thing?

[4] I think that the subject of a meaningful or happy life is an important one.

Recently searchers have explored this question in depth, highlighting the distinction between a meaningful life and a happy one. Their findings suggests that meaning has little connection with health, financial or social status, whereas happiness does. Lottery winners are always happy. For exemple, a life involving challenges and stress has been associated with more

satisfaction, but less happiness, suggesting that breaking out of your comfort zone have a greater impact on your sense of purpose in life than mere moments of happiness. Being able to afford whatever you want may make you happy, but will not ultimately adds real value or meaning to your life. Most people like spending money on activities they enjoy. A sense of belonging to a community, a feeling of personnel validation and the ability to be true to yourself will all contribute to a meaningful life. Ultimately, someone who live a meaningful life will experience greater satisfaction and will therefore be happier long-term than someone who focus on the short-term rewards of instant gratification.

CONSOLIDATING

Writing

Complete **one** of the following activities.

1. In the second reading, some of Michael Puett’s students realize that the path they had initially chosen was not right, and so they changed their program. Write a narrative paragraph (125–150 words) about a decision you made to change something in your life. Explain the circumstances, the reasons you made the change, and the impact this had on your life. Remember to begin your paragraph with a clear topic sentence.
2. Find an article, an audio, or a video online about a person who changed paths during his or her life. It could be someone who changed careers, changed countries, or made a radical change in his or her lifestyle. Read the article, listen to the audio, or watch the video and do the following:
 - a) Note the URL and the date on which you retrieved the segment.
 - b) Write the main idea of the article or report. Remember to ask yourself, Who? What? Where? When? Why? How?
 - c) Explain what you found most interesting about the article, audio, or video, and write two questions you would like to ask the person involved. Remember to begin with a clear topic sentence.



For information about conducting effective Internet research, see Writing Strategies, page XX.





For information about preparing an oral presentation, see Speaking Strategies, page XX.

Speaking

Interview someone you consider to have a great deal of life experience to learn his or her opinion on happiness, well-being, and decision making.

How does this person define happiness and well-being? What does he or she consider essential to happiness and well-being? How did the person make important decisions? What were those decisions? With hindsight, how would this person have done things differently? What advice would the person give to his or her younger self?

Prepare a presentation (4–5 minutes) outlining the main elements of the interview.

Vocabulary

Complete **one** of the following activities.

1. Choose five vocabulary words from the unit that you consider important. For each, write a definition in your own words. Use each word in a sentence that clearly demonstrates the meaning.
2. Complete these sentences using vocabulary words from the unit.

figure out (v) awareness (n) matter (v) fulfilling (adj) outlook (n)

- a) A _____ career will enrich your life.
- b) A positive _____ on life will contribute to your happiness.
- c) Self-_____ is the key to personal development.
- d) When someone is in a flow-like state, the outside world doesn't _____.
- e) It is often challenging to _____ what we want to do in life.

Learning Strategies

Writing Strategies	xx
Speaking Strategies	xx
Reading Strategies	xx
Listening Strategies	xx



Writing Strategies

All writing—whether it is a paragraph, an essay, a report, or a letter—should be clear, focused, and organized. Writing is a process that includes generating ideas, drafting, and revising. When you want to write about a topic, start by gathering information, articulate a well-defined main idea, expand upon it, and provide supporting information. Be prepared to revise your original draft before submitting your work.

In this section, you will become familiar with the types of essays that your teacher might assign and see an example of each kind of essay.

COMMON ESSAY GENRES

A **persuasive essay** (or opinion essay) seeks to persuade the reader using facts and logically sequenced arguments.

A **compare and contrast essay** analyzes or explains the similarities and differences between two (or more) subjects. Compare and contrast essays may or may not aim to persuade readers. You will see two ways to structure a compare and contrast essay.

An **expository essay** explains or describes something. An expository essay might be written to inform readers about something, without necessarily trying to persuade them of anything.

A **narrative essay** usually draws on the writer’s personal experiences to reflect on an issue.

Find out which genres will be acceptable to your teacher before you tackle a writing assignment. Familiarize yourself with the most common conventions used in written English. They may be different from many of the conventions you automatically use when you write in your first language. For example, some transition words and expressions that sound natural in your first language might sound odd if translated word for word. A list of common transitions is provided on page XX. Writing introductions and conclusions deserves special attention. Before you begin to write an essay, you will need to generate some ideas to write about.

GENERATING IDEAS

When you receive a writing assignment, you need to generate ideas *before* you begin to write. This will help you to organize those ideas and to choose the best way to connect them.

The most commonly used technique for generating ideas is brainstorming. Brainstorming before writing an essay helps you find and organize good content, and it ensures you do not forget anything important.

There are two essential steps to brainstorming: **generating ideas** and then **choosing which ideas are most useful and pertinent**. Mind mapping and association are two excellent ways to generate ideas.

Mind Mapping

A mind map is a graphic way of putting your ideas and information on paper or onscreen as they come, according to connections and associations.

STEP 1 Place the subject of your writing assignment in the centre of your page, then around that subject, write down any ideas related to it, and connect them to the subject with a line. Each idea might lead you to related ideas, which can then be connected with more lines. Starting with your main idea in the centre provides a clear focus but gives you the freedom to develop new ideas and supporting arguments in different directions.

To help generate ideas, ask yourself questions about the subject: Why? In what way? How?

STEP 2 Analyze your mind map, and choose the most useful and pertinent ideas for your essay. Choose ideas that will help you to communicate about the subject in an organized and cohesive way. Again, figuring out how you want to connect these diverse ideas *before* you write will lead to a cohesive and easier-to-read text. Too often, students begin an essay declaring they are against something only to conclude that it has its advantages. Such inconsistencies can be avoided by properly planning what you want to communicate.

Essay Subject: Children and Teens Should Read Literature



Association

Association—or free association—lets you think creatively and generate many ideas before selecting those you will use and organize. Ignore rules, logic, and organization. Just write down any ideas as they come to you in any form you like: lists, point form, situations, and so on.

STEP 1 Start with the essay subject (e.g., Children and teens should be encouraged to read literature), and write down any ideas that come to mind. To generate ideas, ask yourself, Why? In what way? How? Do not stop to evaluate your ideas or worry about grammar or spelling. Give yourself the freedom to be creative and generate as many ideas as possible. This step is about quantity, not quality.

STEP 2 Analyze your ideas and choose the most useful and pertinent ideas for your essay subject.

Essay Subject: Children and Teens Should Be Encouraged to Read Literature

<i>Psychological benefits</i>	<i>Open mind</i>	<i>Language, academic benefits</i>	<i>Entertainment, pleasure</i>
<i>- bedtime stories, - intimate relationships/ identifying with characters (or not!) - secret worlds</i>	<i>- different cultures - historical - boys'/girls' perspectives - insights - anti-heroes</i>	<i>- enriching one's vocabulary - enhancing second language - writing techniques</i>	<i>- escape everyday life - learn something new - adventure</i>

WRITING A PARAGRAPH

A well-structured paragraph develops **one main idea** and has the following elements:

- a **topic sentence**, which states the main idea
- the body of the paragraph, which provides **supporting details** for the main idea
- a **concluding sentence**, which summarizes the information in the paragraph

A well-structured paragraph has **one main idea**, expressed in the topic sentence, which is developed and supported with facts and examples. In the paragraph below, notice how every sentence (the supporting details) contributes to—or supports—the development of the topic sentence.

topic sentence	—————	Buying bottled water is bad for the environment. A person who drinks a bottle of water on average every day uses hundreds of plastic bottles every year.
supporting details	—————	If two other people in his or her family do the same, they use around 1000 bottles every year. Even if those bottles are all recycled, making the bottles in the first place relies on the petroleum industry, which pollutes the air and, ironically, the water supply. People can rely on bottled water for emergencies, but otherwise they should fill their own cup or reusable bottle from the tap at home or from a water fountain.
concluding sentence	—————	Every bottle has an impact on the environment.

TRY IT OUT

Read the following paragraph and cross out any sentences that are not pertinent to the subject.

Although it is cheap, fast food is not always a healthy choice. Many items on the menu contain too much fat and salt, and too many calories. A typical burger from a popular chain may have more than the daily recommended limit for salt. Also, fast food chains only pay their employees minimum wage. Nutritional information about the food is not always available, so people don't know how much unhealthy fat they are eating. Employees sometimes have to wear ugly uniforms. There are not many healthy options of fruit and vegetables available in these restaurants. For health reasons, it is better to limit your consumption of fast food.

Topic Sentence

A topic sentence states the main idea of a paragraph. It is generally the first sentence of the paragraph and is supported by every sentence in that paragraph. A topic sentence should be clear, brief, and precise.

- EXAMPLE** Bottled water is bad for the environment.
Awareness campaigns are less effective than fines.
Car owners should take public transportation whenever possible.

Topic Sentence Checklist

A good topic sentence

- has a clear focus: it is not too general
- is a complete sentence
- relates to the thesis in the introduction
- can be developed and supported in a paragraph
- does not refer to the essay itself or to the author: do *not* write *I'm going to explain why . . .* or *My subject is . . .* or *The next paragraph will be about . . .*

TRY IT OUT

Read the following topic sentences. Check Yes or No to indicate whether each one is a good topic sentence. If you answer No, rewrite the sentence to make it a good topic sentence. Your answers can relate to the bottled water example or to any other topic.

- a) Technology is an important part of our society. Yes No

- b) I am a student and don't have a lot of money to buy water. Yes No

c) Drinking water is available free in most public places. Yes No

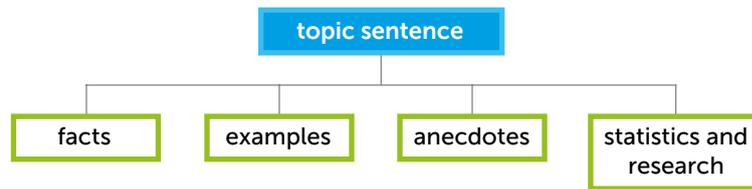
d) And now the price.

Yes No

e) This essay is going to be divided into two parts. Yes No

Supporting Details

After you have written your topic sentence, you need supporting details to develop the paragraph. A topic sentence can be supported by facts, examples, anecdotes, or statistics and research.



EXAMPLE

Topic sentence Working at a part-time job can put students' academic performance at risk.

Support

1. A part-time job can take away valuable hours that could be used to study. (fact)
2. Working at a part time job on weekends makes it difficult to meet with other students to discuss projects. (example)
3. When Annie failed two exams in her first semester, she realized that she couldn't continue to work 30 hours a week as a sales clerk while studying full time. (anecdote)
4. In a 2011 Canadian University Survey Consortium study, one-third of students reported that a part-time job negatively affected their academic performance. (statistic)

Tip

To find supporting details or ideas, ask yourself questions: Why? In what way? How?

TRY IT OUT

Choose one of these topic sentences, and write three details to support it.

1. Cannabis is not a harmless drug.
2. Legalizing cannabis makes it safer for people than having it illegal.
3. Parents should limit their children's screen time.

Support:

Concluding Sentence

A concluding sentence unifies the main idea of a paragraph. It often restates the topic sentence in different words, and it may link back to the thesis of the essay. The concluding sentence may also introduce the next paragraph with an appropriate transition device.

ESSAY WRITING

An essay has three elements: an **introduction**, **body paragraphs**, and a **conclusion**.

Read the following essay and note how these elements form a well-structured text.

Sample Persuasive Essay

It's Time to Fight Fighting in the National Hockey League

People who are not from Canada are often stunned the first time they witness a fight in a professional hockey game. The fans cheer as two men punch each other repeatedly in the face and the referees look on for 30 seconds or longer. Then the fighters get penalties, and the fans cheer their performance some more as the fighters are led to their respective penalty boxes. Their teammates bang their sticks against the boards in support, and TV commentators enthuse about how the fight will inject some passion into the game. This madness has to stop! There should be zero tolerance for fighting in hockey.

First, such violence is unacceptable behaviour off the rink and rightly so. Punching someone in the face and making him fall head first onto the ice shows a psychopathic disregard for his well-being. It clearly puts his brain, his teeth, and the rest of his body at risk. Such violence is not tolerated in any other team sport, except maybe extreme team wrestling. Players are expelled from soccer, basketball, or baseball games for much less serious acts, and they receive hefty fines as well. If violence is not accepted in other situations or in other sports, it should not be accepted in hockey.

Second, hockey can be very exciting without violence. Soccer fans around the world get very excited about the World Cup, and most hockey fans watch the Olympics and World Cup hockey tournaments because of the intense competition and the high skill level. No fighting is necessary. Even if fights are exciting, that doesn't justify their place in professional hockey.

In conclusion, fighting in professional hockey has to go. Allowing it as part of the game endangers the health of the very players fans claim to admire. It justifies unacceptable behaviour, and it provides a terrible model to children and to other fans of how to deal with frustration. The minimum penalty for instigating a fight should be a suspension and a hefty fine. Repeat offenders should find a new job.

For an example outline for this essay, see page xx.

Introduction

Body paragraph 1

Body paragraph 2

Conclusion

thesis statement

topic sentence

concluding sentence

Thesis Statement

The **thesis statement** is a sentence that identifies the **main idea** of an essay and catches the reader's attention. In a persuasive essay, the sentence must be a complete idea that is debatable. "I think everyone should be vegan," for example, is not debatable. No one can deny that you think that. Nor are questions debatable, such as "Should prostitution be legal?" The following sentences are appropriate thesis statements because they are debatable and because they can be supported with a series of arguments.

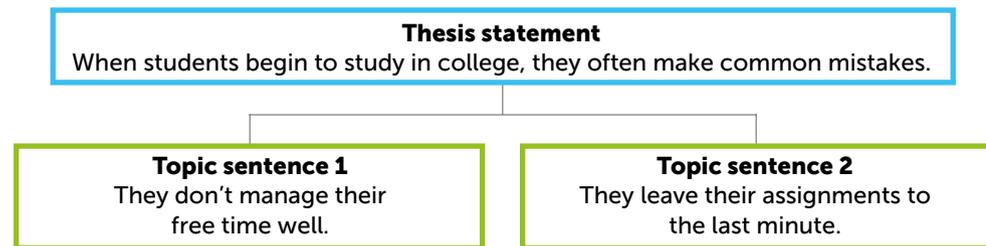
Legalizing prostitution would make the working conditions of sex workers safer.

Effective communication is the key to successful relationships.

When students begin to study in college, they often make common mistakes.

The thesis statement is developed and explained in the body of the essay.

After writing the thesis statement, ask yourself these questions: Why? How? In what way? Your answers will help you develop the body paragraphs of the essay.



Thesis Statement Checklist

A good thesis statement

- catches the reader's attention
- has a clear focus: it is not too general
- is a complete sentence
- can be developed and supported in the essay
- is not personal: do *not* write *I think that*, *In my opinion*, *My subject is . . .*, or *I'm going to explain*
- does not refer to the essay itself: do *not* write *In this essay*

TRY IT OUT

1. Read the following sentences. Check Yes or No to indicate if the sentence is an acceptable thesis statement. If you answer No, rewrite the sentence to make it an effective thesis statement that can be developed.

a) Fighting serves several purposes in hockey games. Yes No

b) I don't think cannabis should have been legalized. Yes No

c) An increasing number of whales are dying in the Saint Lawrence River as a result of human activity. Yes No

d) I never eat fast food Yes No

e) In this essay, I'm going to explain why technology isolates people. Yes No

2. Using what you learned about thesis statements, write a thesis statement for two of the following subjects.

healthy eating part-time work hobbies living in the country/city

a) _____

b) _____

3. Select one of the thesis statements above and brainstorm details you could use to develop this statement. Remember to ask yourself questions (Why? How? In what way?) to come up with your ideas.

Supporting Details

1. _____

2. _____

3. _____

4. _____

Tip

To find ideas, ask yourself what you want to communicate about the subject.

Tip

What is the difference between a thesis statement and a topic sentence?

A **thesis statement** expresses the focus of **the essay**.

A **topic sentence** expresses the focus of **a paragraph**.

Look at the essay on page XX. The thesis statement is

There should be zero tolerance for fighting in hockey.

This is the focus of the essay.

The topic sentences are

Such violence is unacceptable behaviour off the rink.

This is the main idea of the first development paragraph.

and

Hockey can be very exciting without violence.

This is the main idea of the second development paragraph.

Tip

To develop a good topic sentence, read the paragraph and identify supporting details *before* writing the topic sentence.

French speakers sometimes mistranslate *un devoir* as a *work* instead of the correct term *an assignment*. Teachers assign *homework* (uncountable noun) or give *an assignment* (countable noun).

TRY IT OUT

1. Read the essay on page xx, and underline the thesis statement.
2. Read the development paragraphs in the body of the essay and write a topic sentence for each paragraph.

Sample Persuasive Essay

The Advantages of Teamwork

Not all students enjoy working in groups; in fact, some students hate it. However, people have to work in groups frequently in college and in their work lives, so teachers have good reasons for assigning group discussions and group projects. Indeed, working in groups has several advantages.

Topic sentence: _____

Each student brings unique strengths and weaknesses to teamwork, and each student learns more about himself or herself. Some people are better at brainstorming ideas while others enjoy talking in public, for example. Ideally, group work should make all participants better at listening to others, articulating ideas, and clarifying them. They say that two heads are better than one, so group work can put this maxim into practice. If the best way to learn something is to teach it, working in a group gives everyone involved a chance to explain something. Group work can bring out the best in each person.

Topic sentence: _____

In any given group assignment, there will always be someone who doesn't carry his or her weight, who doesn't contribute as much as he or she should. This is a frustrating lesson to learn, but it prepares students for living in society. At work and in many other situations, people will agree to do things and then not follow through. It's not the end of the world. In fact, it's a learning experience. Other situations arise in group work: there may be interpersonal conflict and competing visions. Dealing with these situations helps people to grow.

In conclusion, group work is not always easy, but it has many advantages. Ideally, each group member will contribute something unique and identify his or her strengths and weaknesses. If things don't go as planned, that's a learning experience, too.

Introductions

An effective introduction presents the subject of an essay in an interesting way that captures the reader's attention. A reader may decide to continue reading a text—or not—based on the introduction. First impressions count!

Several ways you could develop the introduction paragraph of an essay are

- give a **general description**: write a few descriptive sentences about the subject
- give **historical background**: write some historical information on the subject
- share an **anecdote**: write briefly about an event or experience related to the subject

The final sentence of the introduction is the thesis statement. It presents the focus of the essay.

TRY IT OUT

Read the following introductions, underline the thesis statement, and decide which introduction style is used.

Introduction 1 Now that it is legal to use cannabis in Canada, some people fear that its use will increase dramatically and that more problems will arise as a result. What they should keep in mind is that Canadians had already been smoking it illegally for several decades. Similarly, although alcohol was prohibited in Canada in the early 1900s, people always found ways to buy it and drink it. Instead of debating whether cannabis should be made illegal again, politicians and others should now focus on educating the public about the risks associated with its consumption.

a) general description b) historical background c) anecdote

Introduction 2 After failing a final exam in my first session in college, I wanted to devote more time to studying so that it would not happen again. I stayed up late to finish assignments and got up early to review my homework before quizzes. After falling asleep at my desk a few times, I questioned whether it was worth it. Then one Saturday, everything changed. Instead of going straight to the library to study, I decided to go for a swim first. I felt invigorated and focused afterward, and I slept really well that night. That month I discovered what many students already knew: taking the time to do a physical activity is a great idea.

a) general description b) historical background c) anecdote

Introduction 3 It is well known that using a cellphone makes it difficult for people to concentrate on a complex task like driving. According to the Canadian Automobile Association, when people text and drive, they miss half of the information in their driving environment and they are 23 percent more likely to be involved in an accident. The CAA believes that repeat offenders do not deserve to get behind the wheel. The time has come to issue demerit points for texting while driving.

a) general description b) historical background c) anecdote

Using the models above to help you, write an introductory paragraph for one of the following subjects or choose one of your own. End your introduction with a clear thesis statement.

social media

volunteer work

smartphones

video games

Conclusions

The final paragraph of your essay rephrases your main ideas, reinforces the thesis statement, and leaves readers with something to think about.

Conclusion Checklist

An effective conclusion

- sums up the main points of the essay
- makes a suggestion or prediction
- does not include a question or a series of questions
- does not contradict the thesis statement
- does not introduce new arguments

TRY IT OUT

1. Read this conclusion to an essay about how to discourage texting and driving. Underline the summary of the main points of the essay and highlight the closing statement.

In conclusion, awareness campaigns are necessary to draw attention to the dangers of texting and driving, but they will not stop many people from engaging in the activity. Nor do fines work. If enough new drivers have their licence revoked after texting and driving, the behaviour might decrease. At least repeat offenders will be off the roads.

2. Read the following essay. Then work with a partner to
 - » decide what the subject of the essay is
 - » underline the topic sentence of each development paragraph
 - » write an interesting introduction (general description, historical background, or anecdote)
 - » place a clear and concise thesis statement at the end of the introduction
 - » write a short conclusion

Tip

To create your thesis statement, read the topic sentences carefully and ask yourself what idea they are supporting.

Introducing Sex Education to the Curriculum—Proceed with Your Eyes Wide Open

Introduction

Indeed, several groups opposed reforms to sex education in Ontario recently. Religious groups denounced proposed changes to the curriculum in 2010 and in 2016 as radical and said the new curriculum would impose ideas contrary to their beliefs. Groups of parents organized boycotts and protested outside schools and the Ontario legislature. Some parents complained that grade one children are too young to hear the words *vagina* and *penis*, for example. Others complained that parents were not consulted enough about the process. In one school, teachers agreed not to use the potentially offensive words and told parents they would refer to *private parts* instead. No doubt, there will be more examples of people and groups exerting pressure to change the curriculum, or to preserve it, in Ontario.

Resistance to reform was also anticipated in Quebec. When Premier Philippe Couillard mentioned in December 2017 that similar reforms were on the way to the Quebec elementary and high-school curriculum, there was no public outcry, but the premier acknowledged that not all families would be enthusiastic about the reforms and that they would provoke some social tensions. Furthermore, teachers' unions criticized the government for not providing adequate training for teachers. Notably, as part of the reforms, aspects of sexual education were intended to be covered in classes such as mathematics and French. As a result, teachers who were not used to discussing sexuality had to adapt quickly. It remains to be seen if the reforms go more smoothly in Quebec, but likely not everyone will approve of them in Quebec either.

Conclusion

ESSAY OUTLINES

The final stage in the preparation process is to make a plan for your essay. A good outline will ensure that all the essential elements of the essay are present.

The example below is an outline for the model essay "It's Time to Fight Fighting in the National Hockey League" on page XX.

Introduction: general description

Thesis statement: There should be zero tolerance for fighting in hockey.

Development paragraph 1

Topic sentence: Such violence is unacceptable behaviour off the rink.

Support: considered dangerous, psychopathic behaviour, not allowed in other sports

Development paragraph 2

Topic sentence: Hockey can be very exciting without violence.

Support: Olympics, World Cup, playoffs: skills most important, excitement doesn't justify unacceptable behaviour

Conclusion: restatement of main points

Concluding statement (recommendation): The minimum penalty for instigating a fight should be a suspension and a hefty fine.

TRY IT OUT

Using the model below, complete an outline for the subject assigned by your teacher.

Essay Outline

Introduction _____

Thesis statement: _____

Development paragraph 1

Topic sentence: _____

Support: _____

Development paragraph 2

Topic sentence: _____

Support: _____

Conclusion _____

Concluding statement: _____

WRITING AN EXPOSITORY ESSAY

Expository essays provide information to readers. They explain or describe something, without the author necessarily expressing a personal opinion. These essays can be structured much like a persuasive essay (see “It’s Time to Fight Fighting in the National Hockey League” or “The Advantages of Teamwork” on pages xx and XX), but instead of including a debatable thesis statement in the introduction, they can state a main idea to be developed.

EXAMPLE

Children with ADHD have specific characteristics that distinguish them from other active children.

Right whales are dying in record numbers for three main reasons.

When Ontario first introduced changes to its sex education classes, it did not go unnoticed.

Remember that while an expository essay can often be structured like a persuasive (or opinion) essay, its purpose is to inform rather than to persuade.

WRITING A NARRATIVE ESSAY

In a narrative essay, the author describes and reflects on his or her own experiences, usually relating them to a life lesson or a broader social issue. It makes no sense to avoid using *I* and to avoid referring to yourself in a narrative essay; however, some teachers will insist that students never use *I* in the thesis statement. For an assignment, ask your teacher if you are allowed to write a narrative essay, if it must have a thesis statement, and if the thesis statement can refer to you or if it must contain a general statement.

EXAMPLE

Sometimes people don’t realize what they have until it’s gone.

There are some things money can’t buy.

Never judge a man until you have walked a mile in his moccasins.

WRITING A COMPARE AND CONTRAST ESSAY

A compare and contrast essay presents a unique challenge because you must generate ideas about at least two subjects, such as two cities, two medical procedures, or two electronic devices. Then you must compare several aspects of the two subjects.

After generating information about the things you plan to compare (see page XX), you must decide which aspects are most worth comparing. Then you need to decide how best to present your information to maximize the clarity and the flow of your essay.

Consider two ways to structure the body paragraphs of an essay comparing living in the city to living in the suburbs. The two formats are also displayed in the chart on page xx.

Option 1 Discuss both aspects of living in the city in one paragraph, and then discuss the same two aspects of living in the suburbs in the next paragraph. This option discusses the aspects in chunks.

Option 2 Discuss one aspect of living in the city and in the suburbs in one paragraph. Discuss the second aspect for each location in the next paragraph. This option discusses the aspects item by item.

Organizing a Compare and Contrast Essay

Option 1 Block Comparison	Option 2 Point-by-Point Comparison
<p>Introduction</p> <p>Paragraph 1 discusses only aspects of city life:</p> <ul style="list-style-type: none"> • prices in the city—housing, groceries, etc. • quality of life in the city—proximity to services, more 24-hour supermarkets, pharmacies, restaurants, cafés, etc. <p>Paragraph 2 discusses only aspects of life in the suburbs:</p> <ul style="list-style-type: none"> • prices in the suburbs—housing, groceries, etc. • quality of life in the suburbs—fewer restaurants, many close earlier, less frequent public transportation, more sense of community <p>Conclusion</p>	<p>Introduction</p> <p>Paragraph 1 discusses only prices in both places:</p> <ul style="list-style-type: none"> • prices of housing, groceries, etc., in the city + prices of housing, groceries, etc., in suburbs <p>Paragraph 2 discusses only quality of life in both places:</p> <ul style="list-style-type: none"> • quality of life in the city + quality of life in the suburbs <p>Conclusion</p>

Whether you plan to compare your ideas in blocks or in a point-by-point comparison, your compare and contrast essay should have the following elements:

- an introduction
- body paragraphs with topic sentences and appropriate transition words
- a conclusion

For information about topic sentences see page xx. For information about transition words, see page xx.

TRY IT OUT

Read the following compare and contrast essay. Underline the thesis, underline the topic sentence in each of the two body paragraphs, and underline the conclusion (recommendation or suggestion).

Sample Compare and Contrast Essay

Living in the City versus Living in the Suburbs

After students graduate from university, they usually look for a job. Many of them consider moving from where they have been living. For some, this will involve leaving the family home for the first time. Some graduates will move to a big city, assuming there will be more jobs there. Others will move away from a big city, since they might have a better opportunity to land a good job where there is less competition. Before moving in either direction, young adults should consider several factors.

One thing to consider is prices. For example, even if people find well-paid jobs in the city, they might not actually hold onto very much of their salary after paying rent, buying groceries, and having a meal or two in a restaurant. Prices tend to be a bit higher in the city, so it might be a case of easy-come, easy go. In the suburbs, workers might have the chance to save money faster to achieve their goals. If one of their goals is to buy a house, then doing that will be cheaper in the suburbs, too. It's important to consider your financial goals before settling down.

Another important consideration is quality of life. What's the point of having money if there is nothing to do with it? There is more variety in the city and a better chance of finding a restaurant open late at night, but if your friends and family all live in the suburbs, you might be happier being with them. You can also enjoy a bigger backyard and be closer to nature in the suburbs. Not everyone has the same idea of paradise, so consider what lifestyle makes you the happiest.

In conclusion, choosing where to live is not easy, and there is no magic recipe. Young adults need to decide what is most important to them now and figure out where they are most likely to enjoy themselves for the next few years.

TRANSITION WORDS

Well-chosen transition words connect ideas, sentences, and paragraphs to help create a coherent text that flows well. Poorly chosen or badly translated transitions will slow down and confuse the reader.

Common transition words						
Order	Example	Addition	Emphasis	Contrast	Consequence	Conclusion
first	for example	in addition	indeed	however	as a result	in conclusion
second	for instance	also	clearly	although	so	to conclude
third	such as	as well	above all	but	therefore	finally
finally	e.g.,	and	in fact	yet	consequently	in summary
next		furthermore	of course	nonetheless		for all of the above
after that		moreover	obviously	despite		reasons
		similarly	all the more	in spite of		
			reason	on the one hand		
				on the other hand		
				having argued that		

TRY IT OUT

Read the following paragraphs and underline the correct transition word.

Most students wish they had more money. There are a few things they can do to make this happen. **First/On the other hand** they should have a clear idea of how much money they make from allowances, from their summer jobs, and from part-time jobs during the school year. **Instead/Also**, they should factor in tips and money they can expect to receive as gifts. If they are not making enough money, then obviously they need to consider how to make more.

However/As a result, students should also consider how they could spend less money. This requires knowing exactly where their money is going and then cutting some expenses altogether or reducing them somehow. **In addition/For example**, students who buy lunch every day in a restaurant could save money by making their own lunch more often. **However/Also**, instead of buying new clothes every time they go to a shopping centre, students could wait a few months before buying more.

In conclusion/Next, studying should be a student's full time job. If possible, students feeling financial strain should find ways to spend less money. If that's not possible, they might need to borrow some money or take a job to earn some.

CONDUCTING EFFECTIVE INTERNET RESEARCH

Plan

Planning is essential to conducting an efficient Internet search. Follow these steps to make the best use of your time.

1. Define and narrow the topic you want to research. What exactly are you looking for?
2. Make a list of key words associated with the subject, or ask your teacher to provide search terms. Use nouns, not articles, pronouns, or prepositions. Ensure your spelling is correct.

Search

Your teacher may recommend certain sources. If so, start with those.

Start your search by entering a combination of key words into a search engine, such as Google.

EXAMPLE benefits children's literature

Google's advanced search function allows you to use an exact phrase, to include additional words, and to exclude certain terms. These features can help you search more efficiently.

The search tools function enables you to refine your search. For example, you can

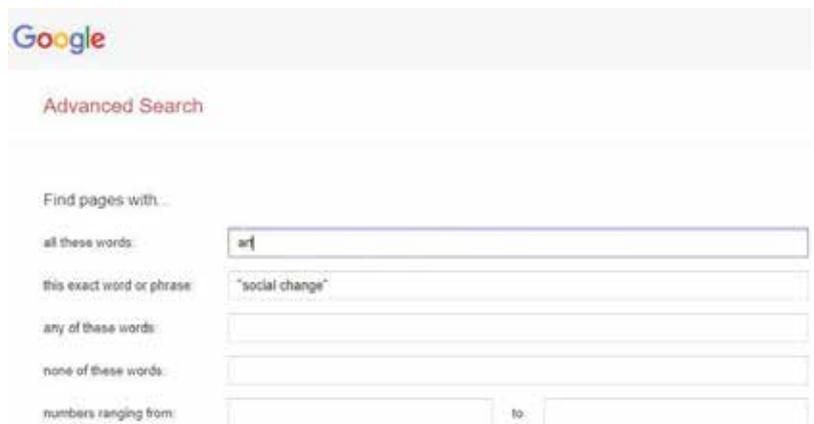
- search for exact words
- exclude specific sites from your search
- find pages that use different terms for something by using *or* (e.g., *neurologist* or *neuroscientist*)
- find information from one specific site by using *site:* (e.g., *benefits children's literature site:cbc.ca*)
- restrict your search to videos only, then refine by duration, date of posting, and source

If your initial search does not provide interesting material, try a different combination of key words.

You will find more tips to refine Web searches at Google support (for example, using symbols to search social media or hashtags, and more).

Scan and Skim

Quickly scan the results to find potentially interesting material. Skim selected articles to determine whether they are appropriate. You can skim the title, the introduction, and the conclusion. Don't try to read everything in detail during your research stage.



The image shows a screenshot of the Google Advanced Search interface. At the top, the Google logo is visible. Below it, the text "Advanced Search" is displayed. The interface includes several input fields for refining search results:

- "Find pages with..."
- "all these words:" with a text box containing "art"
- "this exact word or phrase:" with a text box containing "social change"
- "any of these words:" with an empty text box
- "none of these words:" with an empty text box
- "numbers ranging from:" with two empty text boxes separated by "to"

Save

Bookmark or save any sources or links that seem interesting to you. Online material can move or disappear, so if you find something valuable, consider copying, pasting, and saving the information, and add a complete source line.

EVALUATING SOURCES

Anyone can post information online, so it is important to evaluate the quality of sources and information that you find.

Tips for Evaluating Sources

Tip

Understanding domain extensions will help you understand a site's mission. The most common domains are

.org	any person or entity can register
.edu	a higher education institution (usually American)
.com	a business or commercial entity
.gov	government (usually American)
.ca	a person or organization in Canada
.biz	a business or commercial entity
.info	created for unrestricted use
~	a personal page

As you search for information from print or online sources, evaluate the sources using the **CARS** checklist: credibility, accuracy, reasonableness, and support.

Credibility: Is the site trustworthy and respected? What are the author's credentials? Is this person qualified? Are there spelling mistakes on the site? Are there links that do not function?

Accuracy: Is the website up-to-date? Is it factual? Is the information intended to inform? To persuade? To sell? If the information aims to convince you or to sell you something, can you really trust it?

Reasonableness: Is the tone moderate? Are arguments presented in an objective manner?

Support: Does the author cite other sources? Can the information be verified with reliable outside sources? Is contact information provided?

Don't just accept the first source that pops up. Always consult several reliable sources to see how the information compares. Taking the time to evaluate your sources will make it more likely that the information you plan to use for an assignment is valid and reliable.

AVOIDING PLAGIARISM

Claiming another person's ideas or words as your own work is academic cheating and is a serious offence. Some plagiarism is deliberate fraud, but often plagiarism happens when students do not know or understand the rules related to using other people's work.

There are two ways to avoid plagiarism: quoting directly and reformulating information in your own words. In both cases, you must credit your sources.

Using Quotations and Paraphrasing

Direct quotation Taking the exact words from an original source is called *quoting*. You quote material

- when you feel that the way the original author expresses an idea is the best way to communicate the point you want to make
- to demonstrate that an expert supports your point of view
- to present an opinion that you want to comment on

Paraphrasing If you want to borrow an idea from an author, but do not need the exact words, you can simply reformulate—or restate—the author’s ideas in your own words. Paraphrasing may also allow you to express an idea using fewer words than in the original.

EXAMPLE

Original

The following quote is from the CBC radio program *White Coat* at <http://www.cbc.ca/radio/whitecoat/an-outbreak-of-doubt-1.4373395/just-five-minutes-on-the-internet-can-sow-seeds-of-doubt-about-vaccines-1.4374871>

Dr. Noni MacDonald, an infectious disease specialist at Dalhousie University, says a study by German researchers found that the Internet has proven to be an effective tool for sowing seeds of doubt about vaccines.

Direct quotation The student introduces the topic in his or her own words, uses quotation marks to show which text was written by someone else, and credits the original source. When you are quoting directly, every word must be exactly as it appeared in the original. You cannot make changes to anything within the quotation marks.

Information on the Internet may influence people when they make an important decision. “Dr. Noni MacDonald, an infectious disease specialist at Dalhousie University says a study by German researchers found that the Internet has proven to be an effective tool for sowing seeds of doubt about vaccines” (*White Coat*, CBC Radio).

If you choose to omit any part of the quotation, use ellipses (. . .) as follows:

“Dr. Noni MacDonald . . . says a study by German researchers found that the Internet has proven to be an effective tool for sowing seeds of doubt about vaccines.” (*White Coat*, CBC Radio)

Paraphrasing When you paraphrase a sentence, it says basically the same thing as the original, but it is stated in your own words. Nevertheless, you must credit the source used even if you changed the wording, especially if the information is not considered common knowledge or if the information is counterintuitive or potentially controversial. Although you are not copying the exact words, you are borrowing someone else’s ideas.

A recent study by German researchers indicates that the Internet can make parents question the value of vaccinating their children (*White Coat*, CBC Radio).

Plagiarism By contrast, almost all the words in a plagiarized sentence are exactly the same as those of the original. There is no citation to indicate that these ideas are from an outside source and not the student writer’s.

A study by German researchers found that the Internet has proven to be an effective tool for sowing seeds of doubt about vaccines.

Tip

Ask your teacher which style you should use to identify content written by someone else. It will depend on the program in which you are studying. MLA (Modern Language Association) and APA (American Psychological Association) guidelines are updated regularly and can be accessed on the organizations’ websites.

SUMMARIZING

Summarizing is a practical strategy that is used to reduce an entire text to its most important points—main ideas—using as few words as possible. When you write a summary, use your own words; do not copy the original text. Never include your opinion in a summary. When summarizing, identify the title and source of the material to which you are referring. Summarizing helps you focus on the important information in a text.

How to Write a Summary

1. Read the text actively. Highlight the main ideas, and write keywords and notes in the margin beside each paragraph.
2. Write down the source (author/publication/title/date/URL, etc.).
3. Take notes: put into your own words the main ideas, supporting points, and explanations.
4. The summary is not your opinion. It should only contain the author's view, and your language should be objective.
5. Write an introductory sentence identifying the author/source and presenting the main idea. For example, *In the article entitled X, the writer Jane Doe explains . . .*
6. Use reporting verbs such as *states, shows, explains, argues, claims, describes, and reports*.
7. Put the ideas in the same order as they appear in the original text.
8. Use transition words and phrases to connect your ideas.
9. Revise and edit your summary. Ask yourself questions: Have I changed the meaning from the original? Have I copied sections from the original? Have I remained objective?
10. Limit your summary to one-quarter or one-third of the original length, unless an assignment specifies a particular word count.

Grammar Guide

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Chapter 1

Building Sentences and Using Punctuation

CLAUSES

Clauses are used to build sentences. A clause has a subject and a verb, and all sentences have at least one clause.

The rain stopped.

I rolled up my umbrella.

Independent clauses

An **independent clause** expresses a complete idea. The examples above are independent clauses. One independent clause can be joined to one or more others with a comma and a **coordinating conjunction**.

The rain stopped, so I rolled up my umbrella

Coordinating conjunctions

Coordinating conjunctions (*for, and, nor, but, or, yet, so*) are words that can join independent clauses, as well as words and phrases. Remember their initials: FANBOYS. Be sure to use the appropriate conjunction when joining independent clauses and other items.

for	and	nor	but	or	yet	so
to show a reason (mainly literary)	to add information	to add more negative information	to show a contrast	to give a choice	to show a contrast	to show a result

Exercise 1

Fill in each blank with the most appropriate coordinating conjunction from the box above. An example has been done for you.

Confucius is still studied today, **for** his philosophy is timeless.

1. In ancient Chinese, the words for *mind* _____ *heart* are the same.
2. Calculation is not the right way to make important decisions, _____ is rationality.

3. Intuition is needed to make the best decision, whether simple _____ complex.
4. A small action might seem unimportant, _____ it can have profound ramifications.
5. We may believe that we are ruled by our brains, _____ it's better to blend the rational with the emotional.
6. Dr. Puett's course in Chinese philosophy is the third most popular at Harvard, _____ it is hard to enroll in.

Dependent clauses

Dependent clauses do not express complete ideas. They begin with a **subordinating conjunction**, such as *because* or *if* (or words like *that* or *who*), that shows how the dependent clause is related to the main clause (an independent clause).

- Dependent clause** when I play that game
- Independent clause** I lose track of time.
- Complete sentence** I lose track of time when I play that game.

Subordinating conjunctions

A subordinating conjunction, such as *although*, *as soon as*, *when*, *if*, and *because*, can join a complete thought (independent clause) with an incomplete one (dependent clause). Subordinating conjunctions have a variety of functions, such as to present a time (*when*, *as soon as*, *after*, *before*, etc.), a reason (*because*, *as*, etc.), or a condition (*if*, *unless*, etc.). See Appendix 1 on page XX for a list of subordinating conjunctions and their functions.

Exercise 2

Fill in each blank with an appropriate subordinating conjunction. An example has been done for you.

- Although Confucius lived long ago, his philosophy is timeless.
1. Call me _____ you get home.
 2. _____ **you leave**, take the dog for a walk first.
 3. I chose this university _____ I received a scholarship.
 4. _____ I am the tallest, I always stand at the back!
 5. _____ I hear any more news, I will call you.

SENTENCE TYPES

A complete sentence begins with a capital letter; ends with a period, a question mark, or an exclamation point; has at least one clause (a subject with a verb), and expresses a complete idea. There are three basic types of sentences.

Sentence type	Contains	Example sentences
simple	one independent clause	I sometimes lose track of time.
compound	two or more independent clauses joined by a coordinating conjunction	I sometimes lose track of time, so I am often late.
complex	an independent (main) clause and a dependent clause joined by a subordinating conjunction	I sometimes lose track of time when I play <u>video games</u> .

Using different sentence types in your writing helps to make the text more interesting.

Sentence structure errors

Sentence structure errors make your ideas difficult to understand. Three common errors to avoid are sentence fragments, run-on sentences, and comma splices.

Sentence fragments

When a sentence does not include a complete independent clause, it is a sentence fragment.

Incorrect A big mess after the party. (This clause has no verb; add a verb.)

Correct A big mess was left after the party.

Incorrect Apologized and cleaned up. (This clause has no subject; add a subject.)

Correct The guests apologized and cleaned up.

Incorrect When they left. (This is a dependent clause; add a main clause.)

Correct When they left, there was no trace of the party.

Run-on sentences and the comma splice

A run-on sentence is two independent clauses joined without any punctuation. To correct it, add a period or semicolon between the two independent clauses, or add a comma and coordinating conjunction to connect the two independent clauses.

A comma splice is two independent clauses incorrectly joined by a comma. To correct it, change the comma between two independent clauses to a period or semi-colon, or add a coordinating conjunction after the comma.

Incorrect I like to have parties I don't like to clean up the mess. (run-on sentence)

I like to have parties, I don't like to clean up the mess. (comma splice)

Correct I like to have parties. I don't like to clean up the mess.

I like to have parties; I don't like to clean up the mess.

I like to have parties, but I don't like to clean up the mess.

Exercise 3

Complete each compound sentence by adding an independent clause after the conjunction. An example has been done for you.

We had a car to drive to work, but we were still late because of all the traffic.

1. Our team lost the game, so _____
2. We had a choice; we could finish early, or _____

Exercise 4

Write a complex sentence by adding an appropriate dependent clause, including its subordinating conjunction. Use a different conjunction for each sentence. An example has been done for you.

We will win the game if we make this next penalty shot.

1. We parked in front of the college _____
2. I totally forgot to call you _____

USING PUNCTUATION IN SENTENCES, CONTRACTIONS, TITLES, AND MORE

Punctuating sentences

Follow these rules when writing and your sentences will be perfectly punctuated.

Period (.)

A complete sentence is followed by a period.

I'm skiing down a Colorado mountain.

Semicolon (;)

A semicolon can be used to join two sentences if the sentences (independent clauses) are closely related.

I'm skiing down a Colorado mountain; the trail is one I know well.

Comma (,)

1. Use a comma before the coordinating conjunction in a compound sentence.

I have skied it many times, **but** I have never mastered it.

2. When the dependent clause comes before the main clause, the dependent clause is followed by a comma.

While I am skiing, I become one with the mountain.

3. When the dependent clause is at the end of the sentence, there is no comma between the clauses.

I become one with the mountain while I am skiing.

Chapter 2

Verb Tenses: Auxiliary Verbs, Verb Forms, Questions, and Negatives

AUXILIARY VERB AND VERB FORMS

Auxiliary verbs and different forms of main verbs are used to build verb tenses.

Auxiliary verbs

be do have modals (will, should, etc.)

The auxiliary **be** can be either the main verb of a sentence or the auxiliary verb in progressive tenses and passive sentences. **Do** is used as an auxiliary for questions and negatives in simple present and simple past. Perfect tenses combine the auxiliary **have** and the past participle of the main verb. Finally, **modals** like **can**, **must**, and **should** are also auxiliary verbs.

Verb forms

There are five verb forms: base, third-person singular, *-ing*, simple past, and past participle.

Verb Forms		Examples
base	verb	talk, catch, hide
third-person singular	verb+(e)s	talks, catches, hides
<i>-ing</i>	verb + <i>-ing</i>	talking, catching, hiding
simple past	verb + <i>-ed</i> /irregular	talked, caught, hid
past participle	verb + <i>-ed</i> /irregular	talked, caught, hidden

For a list of irregular verbs and their simple past and past participle forms, see page xx.

SPELLING RULES: VERB + *-S*, VERB + *-ED*, VERB + *-ING*

Sometimes spelling changes are required when an ending is added to a verb.

Spelling rules for verb + *-s*: third-person-singular in the present

Condition	Rule	Verbs
most verbs, including verbs ending vowel + -y	add -s	top → tops prefer → prefers stop → stops play → plays destroy → destroys
verbs ending consonant + -y	change -y to -i , add -es	try → tries carry → carries reply → replies
verbs ending -s, -sh, -ch, -x, -z	add -es	wash → washes kiss → kisses teach → teaches fix → fixes fizz → fizzes

Note: The *-es* after these consonants is pronounced as a separate syllable.

Spelling rules for verb + *-ed*: simple past and past participle of regular verbs

Condition	Rule	Spelling: verb + <i>-ed</i>
most verbs	add -ed	shout → shouted wait → waited pray → prayed talk → talked
verbs ending -e	add -d	hope → hoped wipe → wiped excite → excited
verbs ending consonant + -y	change -y to -i , add -ed	cry → cried spy → spied
one-syllable verbs ending in vowel + consonant	double final consonant, add -ed	stop → stopped plan → planned
verbs ending vowel + consonant , with stress on final syllable	double final consonant, add -ed	refer → referred admit → admitted permit → permitted
verbs ending vowel + consonant , with no stress on final syllable	add -ed	visit → visited open → opened offer → offered

Spelling rules for verb + *-ing*

Condition	Rule	Spelling: verb + <i>-ing</i>
most verbs	add <i>-ing</i>	cry → crying enjoy → enjoying shout → shouting
verbs ending <i>-e</i>	drop <i>-e</i> , add <i>-ing</i>	hope → hoping smile → smiling
verbs ending <i>-ie</i>	change <i>-ie</i> to <i>-y</i> , add <i>-ing</i>	tie → tying die → dying
one-syllable verbs ending in vowel + consonant	double the final consonant, add <i>-ing</i>	stop → stopping plan → planning
verbs ending vowel + consonant , with stress on final syllable	double the final consonant, add <i>-ing</i>	refer → referring admit → admitting
verbs ending vowel + consonant , with no stress on final syllable	add <i>-ing</i>	visit → visiting open → opening offer → offering

Exercise 1

Write the third-person singular, simple past, and *-ing* forms of each verb below. An example has been done for you.

delay	<u>delays</u>	<u>delayed</u>	<u>delaying</u>
1. tape	_____	_____	_____
2. study	_____	_____	_____
3. prefer	_____	_____	_____
4. beg	_____	_____	_____
5. watch	_____	_____	_____
6. vie	_____	_____	_____

BUILDING VERB TENSES

The chart on page 10 provides an overview of verb tenses with example sentences.

- **Simple present** and **simple past** have one word: verb or verb + *-(e)s* and verb + *-ed* (or irregular).
- **Progressive tenses** have the auxiliary **be** with the *-ing* form of the main verb.
- **Perfect tenses** have the auxiliary **have** with the past participle (verb + *-ed* or irregular).
- **Perfect progressive tenses** have the auxiliary **have** with *been* and the *-ing* form of the verb.
- **Modal auxiliaries** are invariable; they are followed by the base form of the verb.

Overview of verb tenses

<p>Simple present verb/verb + -(e)s</p> <p>He works at the Bay. You fly* home every week.</p>	<p>Simple past verb + -ed or irregular</p> <p>She worked yesterday. I flew back last Tuesday.</p>	<p>Future will + verb</p> <p>He will work late tonight. <i>am/are/is going to</i> + verb We are going to fly, not drive.</p>
<p>Present progressive <i>am/are/is</i> + verb + -ing</p> <p>I am working at home today. They are flying to Rome.</p>	<p>Past progressive <i>was/were</i> + verb + -ing</p> <p>The printer was working an hour ago. We were flying home at that time.</p>	<p>Future progressive <i>will + be</i> + verb + -ing</p> <p>She will be working tomorrow. <i>am/are/is going to + be</i> + verb You are going to be flying with Air Canada.</p>
<p>Present perfect <i>have/has</i> + past participle</p> <p>He has worked here since 2016. I have flown many times.</p>	<p>Past perfect <i>had</i> + past participle</p> <p>It had worked until last week. They had flown previously.</p>	<p>Future perfect <i>will + have</i> + past participle</p> <p>She will have worked eight hours by closing time. I will have flown to London by then.</p>
<p>Present perfect progressive <i>have/has + been</i> + past participle</p> <p>He has been working hard all day. We have been flying all over the world.</p>	<p>Past perfect progressive <i>had + been</i> + past participle</p> <p>They had been working earlier. They had been flying for hours before arriving here.</p>	<p>Future perfect progressive <i>will + have + been</i> + past participle</p> <p>She will have been working on the book for five years soon. You will have been flying for twelve hours before you get there.</p>

*Notice that *fly* is an irregular verb.

Exercise 2

Conjugate the verbs in parentheses in the following sentences. Use the given verb tense. Some verbs are irregular. See the irregular verb chart on page xx for help. An example has been done for you.

- Simple present: The teacher always (forget) _____ my name.
- Present perfect: Your phone (ring) _____ five times in five minutes.
- Past perfect progressive: They (drive) _____ for six hours when they stopped for a break.
- Present progressive: The tourists (visit) _____ two museums today.

QUESTIONS AND NEGATIVE SENTENCES

Most questions have an auxiliary verb before the subject. In negative sentences, the auxiliary is followed by *not*. Simple present and simple past do not have an auxiliary: use **do** (*do, does or did*) with the base form (verb) for questions and negative sentences in these tenses.

- | | |
|------------------------------|--|
| Were you going home? | I wasn't going anywhere. |
| She has not answered. | Have you answered? |
| Am I too early? | You are not early; you're late. |
| We did not forget. | Did you forget? |
| Will they remember? | I will not remember. |

Exercise 3

Use the words provided to write a question with the given tense (when followed by a question mark) or a negative sentence (when followed by *not*).

- | | | |
|-----------------------------|---------------------|---------------------------|
| where/you/live/? | simple present | Where do you live? |
| 1. I/live/not/far from here | simple present | _____ |
| 2. you/be/hungry/? | simple present | _____ |
| 3. I/be/hungry/now/not | simple present | _____ |
| 4. Simon/study/German/? | present progressive | _____ |
| 5. We/study/Spanish/not | present progressive | _____ |
| 6. you/pass/the test/? | simple past | _____ |
| 7. I/pass/it /not | simple past | _____ |
| 8. Sandy/apply/to McGill/? | present perfect | _____ |
| 9. I/apply/not/to McGill | present perfect | _____ |
| 10. you/be/home late/? | future: will | _____ |

Exercise 4

The verbs in bold in the paragraph below are in the base form; however, some of them should be in a different form. Write the appropriate form underneath the incorrect verbs. An example has been done for you.

Have you ever **have** a flow experience? Samantha **do** every time she **play** games on her

had

tablet. She always **tell** herself that she **be** going to **play** for just five minutes, and

before she **know** it, it **be** hours later. Yesterday she was **beat** her best score when

she **realize** she had **miss** her bus. She **have** to **wait** an hour for the next one.

Be is always an auxiliary, even when it is the main verb of a sentence.

My classroom **is** right here.

Is your class in this room?

No, mine **is not** here.

Never conjugate the main verb when the auxiliary is **do**.

Does your class **starts** start now?

Yes, it does. / No, it doesn't.

I didn't ~~did~~ do my homework.