



# Languages and Learning

## In This Chapter

**Genre Focus:** Descriptive

### Writing Product

In this chapter, you'll write about learning a language.

### Writing Process

- Discuss photos of people speaking a second language.
- Read about learning a second language.
- Recognize cultural references.
- Interview people about their language-learning experiences.
- Learn and use vocabulary for writing about language learning.
- Discover essay form and function.
- Write and evaluate an essay.

“To have another language is to possess a second soul.”

—Charlemagne  
Frankish king (742–814)

## Connecting to the Topic

- 1 What are some reasons to learn a second language?
- 2 What are some ways to learn a second language?
- 3 What are some places you might go to learn a second language?



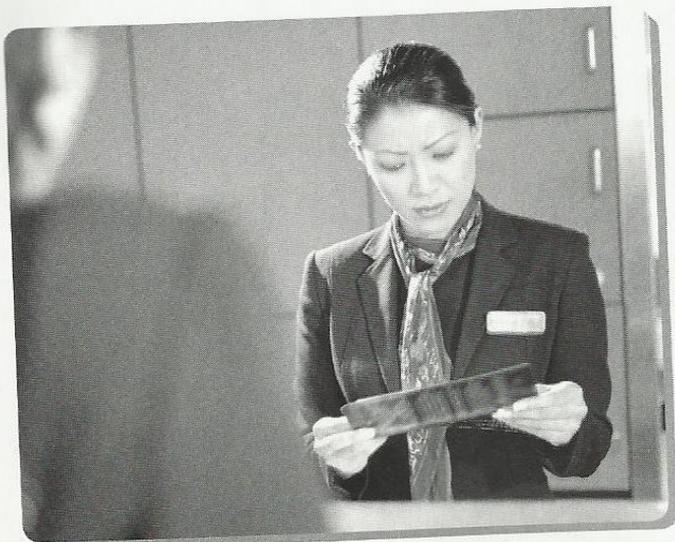
## Part 1

## Preparing to Write

### Getting Started



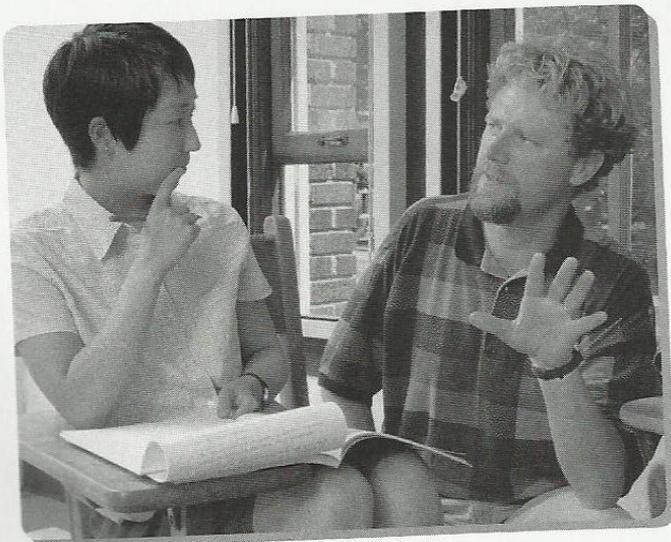
**1 Discussing Second and Foreign Languages** What are the advantages of learning a second language? Look at the photos and answer the questions that follow.



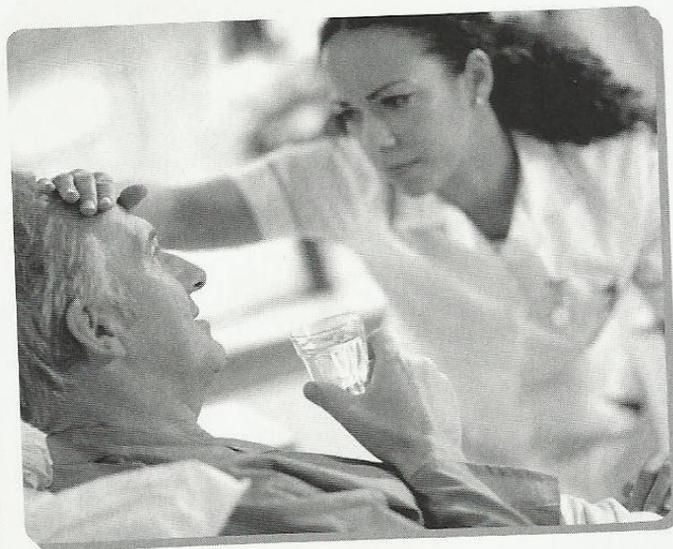
▲ 1. An airline representative



▲ 2. Doing business in a foreign country



▲ 3. Studying in a foreign country



▲ 4. Working in a health clinic



5. Could you have learned the language without a teacher? Explain.

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6. What else helped you learn this language (books, tutors, classmates, a computer program, the language itself was easy to learn, native speakers were helpful or friendly)?

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7. What strategies did you use while you were learning this language?  
Examples of strategies are:

- Having conversations with lots of different people
- Keeping a notebook with you at all times
- Asking native speakers for help
- Making flashcards
- Watching TV with captions turned on

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**3 Preparing to Read** On the next page is an article from the *New York Times* about learning a new language. Before you read it, answer the questions below.

1. In your opinion, what makes a good language learner?

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2. What makes a good language teacher?

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3. What's the best way to learn a new language? In a class? On your own? What types of materials are best? How long should a language course last? What else is important?

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## Want to Learn a Language? Don't Make It a Mount Everest

A It's common to see and hear foreign languages every day in New York City: riding with Creole-speaking cabdrivers, reading menus written half in Chinese and half in Spanish, or making midnight purchases in Korean-owned delicatessens.

B Learning them, on the other hand, is another matter and it almost always costs money. Finding a bargain in learning any language is rare, even though the Manhattan *Yellow Pages* alone list some 70 foreign language schools.

C Experts in the field of foreign language teaching say that if you want to become a polyglot, you should consider several things before you sign up for a language course:

### Motive

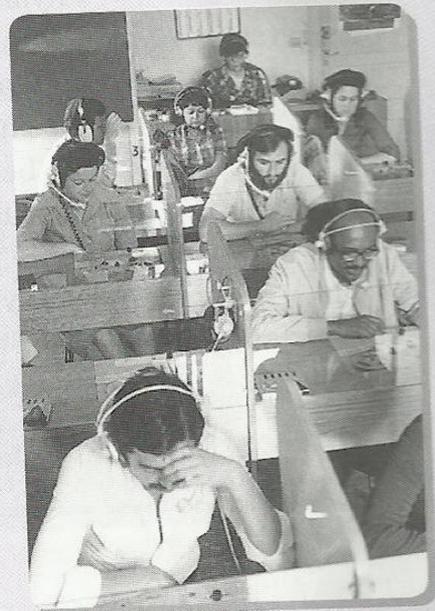
D Why do you need to learn a foreign language? Being able to order a drink on the French island of Martinique is very different from doing business in Tokyo. Or, if all you want to know is how to find a telephone booth while walking near the Arc de Triomphe in Paris, a practical program in which you first learn to speak, and later to read and write, would do fine.

E "In this age of global travel, it is increasingly likely that students have spent time or will spend time in the country of the language that they want to learn," said Anthony Niesz, associate director of the Yale University Language Laboratory. This means that knowing how to ask for a hotel room or for directions—and to understand the answer you receive—is more important than being able to read a newspaper like *Le Monde*, or even knowing the pluperfect tense.

F But if real proficiency is your goal—from being able to conjugate verbs to reading *Madame Bovary* in French—a university or an institute may be the best place for you.

### Method

G What's the best way to learn a language? Language teaching programs and methods vary. One technique is called *total immersion*. With total



▲ Studying English in a language lab



immersion, students in the classroom speak, listen to, and read only the foreign language they are learning. And for some, total immersion is the closest thing to learning a language while living in the foreign country.

H



Since most programs emphasize dialogue in the classroom, class size is crucial. If there are more than 15 students, individuals are likely to spend too much time silent, Mr. Niesz said. The experts, however, say smaller and more expensive classes are not necessarily better.

I

For serious students who don't have a lot of time, private tutoring may be best. But groups work well for most people because they provide the opportunity to participate in games, skits, and conversation.

### Teacher

J

What makes a good teacher? When you consider a language class, you must, of course, consider the teacher. Learning a language from native speakers has its advantages, but "being a native speaker is no guarantee that a person will be a good teacher," Mr. Niesz said. He added, "By far the most important criterion is whether he or she is an enthusiastic teacher."

K

Phyllis Ziegler, the director of second-language programs for the New York Public Schools' division of bilingual education, said that "the non-native teacher may sometimes better understand the student's questions because he or she has also studied the target language."

L

So, before inquiring about the authenticity of the teacher's accent, ask about educational experience and credentials.

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Fabio Girelli-Carasi, the director of foreign languages at New York University's School of Continuing Education, said that "the tanning-booth approach to language doesn't work." He added, "Just sitting there ten hours won't make you darker than five." In other words, do your homework.

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—Adapted from an article by Tish Durkin, *The New York Times*



#### 4 Understanding the Reading In small groups, answer these questions:

1. What three things should you consider before you sign up for a language course?

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2. Do you agree with this article? Why or why not?

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3. What are your motives for learning English? Complete this sentence: "I need to/want to learn English in order to . . ." Be as specific as possible. Then share your answer with a partner.

## Strategy

### Using a Graphic Organizer

A graphic organizer is a kind of chart. It can help you visualize the main ideas and the details in a reading. It can also help you visualize connections between ideas. In Activity 5, you will use a graphic organizer to organize ideas from the article you read above. First, in the boxes on the left, list what a student should consider before signing up for a language course. Then, in the boxes on the right, give examples for each consideration.

- 5** **Completing a Graphic Organizer** Complete the following graphic organizer with ideas from the article "Want to Learn a Language? Don't Make It a Mount Everest."

| Considerations  | Examples              |
|---|-----------------------|
| 1. <u>Motive: Why do people need to learn a language?</u> | <u>to do business</u> |
|   |                       |
| 2. _____  |                       |
|   |                       |
| 3. _____  |                       |
|   |                       |

## Strategy

### Thinking Critically: Recognizing Cultural References

To get and keep the reader's attention, magazine and newspaper writers often use puns, idioms, proverbs, and other words and expressions that people in the same culture recognize. These are called *cultural references*. Recognizing and understanding these references is an important critical thinking skill.

An example is the title of the article that you just read: "Want to Learn a Language? Don't Make It a Mount Everest." It comes from a North American English idiom: "Don't make a mountain out of a molehill" (A molehill is a small pile of dirt). It means: "Don't turn a small or easy job into a difficult one."



**6 Recognizing Idioms** Below are some more idioms. How many do you know? Match the meaning with the idiom. Write the letters on the lines.

- |  |   |
|--|---|
| 1. ____ Don't look a gift horse in the mouth.        | a. Don't let other people see your faults.                                  |
| 2. ____ Don't make waves.                            | b. Don't criticize a gift or an opportunity.                                |
| 3. ____ Don't make a federal case out of it.         | c. Don't talk about unrelated issues; get to the point.                     |
| 4. ____ Don't stick your neck out.                   | d. Don't make plans before you have all the necessary information or items. |
| 5. ____ Don't wash your dirty linen in public.       | e. Don't bring up that topic.   |
| 6. ____ Don't count your chickens before they hatch. | f. Don't exaggerate a situation.  |
| 7. ____ Don't beat around the bush.                  | g. Don't interfere; don't cause problems.                                   |
| 8. ____ Don't go there.                              | h. Don't take unnecessary chances.  |

*Freewriting* means writing anything that comes to mind without worrying about grammar, spelling, and other writing conventions. It can help you become a more fluent writer.

**7 Freewriting** Write on the topic below for ten minutes without stopping. Give specific examples from your own experience to support your point of view.

In your opinion, what is the best way to learn a foreign language: in a class, on your own (outside of class), or a combination of the two?



**8 Gathering Information** Find three people who speak a foreign language, and interview them about their language-learning experiences. Use the questionnaire on pages 5–6 and add your own questions.



**9 Sharing Results** Share the results of your interviews with the class and discuss the following questions.

1. How many people thought that their ability in a foreign language was excellent?

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2. How did most of the people learn their main foreign language? Did they learn it in a class or on their own?

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3. How many people thought that a teacher was important for learning a language? How many people thought that they could have learned the language on their own?

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4. What were the most interesting language-learning strategies that people had?

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## Describing Foreign Language Learning

**1 Finding Meaning in Context** Below are some words and expressions from “Want to Learn a Language? Don’t Make It a Mount Everest.” Find them in the passage. Notice their contexts—how they are used in a sentence—and try to guess their meanings. Then match the meanings on the right to the words and expressions on the left. Write the letters on the lines.

| Words and Expressions                  | Meanings   |
|--|--|
| _____ 1. criterion (Line 53)           | a. a person who speaks more than one language  |
| _____ 2. crucial (Line 42)             | b. a course for learning something that you can use immediately, in a real situation         |
| _____ 3. institute (Line 33)           | c. the condition of being very good at something   |
| _____ 4. polyglot (Line 10)            | d. a way of learning a foreign language in which only the target language is spoken in class |
| _____ 5. native speakers (Lines 50–51) | e. people who speak a language as their first language                                       |
| _____ 6. nonnative (Lines 55–56)       | f. a quality or a value that you use to make a judgment                                      |
| _____ 7. practical program (Line 19)   | g. the language that you want to learn   |
| _____ 8. proficiency (Line 32)         | h. a person who does not speak a language as his or her first language                       |
| _____ 9. target language (Line 57)     | i. extremely important   |
| _____ 10. total immersion (Line 37)    | j. a school or organization where learning takes place                                       |

## 2 Using Expressions

Study these expressions for discussing language learning. Notice the prepositions in each.



be good at  
be successful at  
be proficient in



succeed at  
have success with  
keep [someone] from VERB-ing  
make [a lot of/a little] progress in



+ a subject or a skill

### Examples

I'm good at language learning, but I'm not good at music.

Jason has made a lot of progress in Spanish this year.

A lack of free time keeps Rafael from learning Japanese.

Now complete the sentences. Use the correct prepositions.

1. Chris is proficient \_\_\_\_\_ three languages: Spanish, English, and Japanese.
2. Jake has made a lot of progress \_\_\_\_\_ French this year because he attended every class.
3. If you want to succeed \_\_\_\_\_ speaking a foreign language, you must practice, practice, practice!
4. Anxiety can keep students \_\_\_\_\_ becoming proficient \_\_\_\_\_ a foreign language.
5. The class had a lot of success \_\_\_\_\_ the lesson because they did their homework.

## Paragraph Practice

3 Using New Words and Expressions Use the new words and expressions from this section to complete the following activities:

1. Write a paragraph about someone you know who has or has not been successful at learning a foreign language. Use the expressions from activity 2.
2. Write a paragraph about one of the people that you interviewed for the language-learning questionnaire on pages 5–6. Use the words and expressions on pages 12–13.
3. Rewrite your Freewriting from Part 1 using the words and expressions on pages 12–13.



▲ Reading foreign language newspapers

## Part 3

# Organizing and Developing Your Ideas

## Essay Form and Function

### Review Points

- In a paragraph, you develop and support one main idea.
- In an essay, you develop and support a thesis, which may contain more than one main idea.

### New Points

- An essay usually has several paragraphs.
- The purpose of an essay is to express an idea or an opinion and support it.
- In an essay, you can analyze, explain, or describe someone or something; state an opinion and support it; show a relationship between two or more things; solve a problem; or a combination of all of these.

### DISCOVERING THE ACADEMIC ESSAY

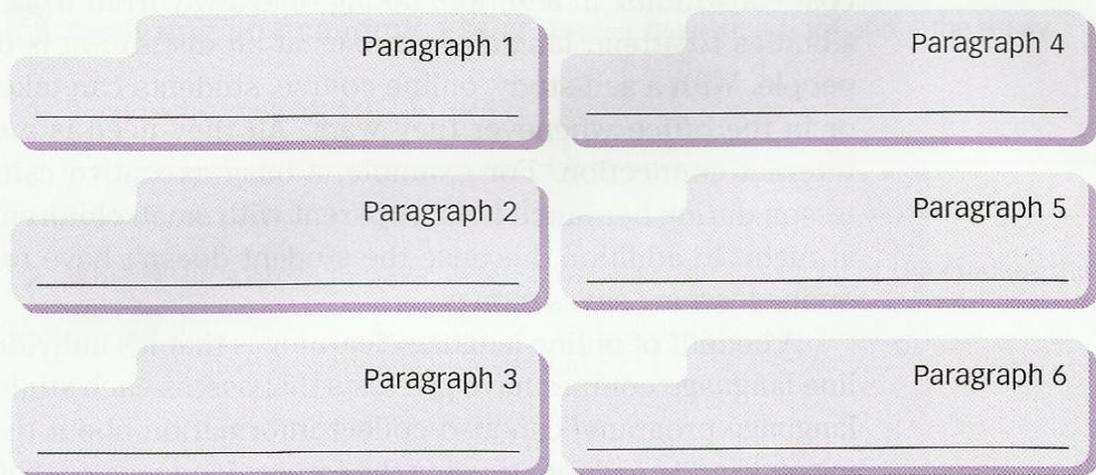
An academic essay usually contains the following parts:

- *An introductory paragraph*, which introduces the essay. The purpose of this paragraph is to make the reader interested in your topic.
- *A thesis or main idea statement*, which expresses the main idea of the essay. A thesis statement expresses your main ideas and can also suggest how you will develop your main ideas. The thesis statement usually appears in the introductory paragraph.

- *Body paragraphs*, each of which develops the main ideas that you express in your thesis statement. These paragraphs contain specific details, examples, and facts that illustrate your approach to the topic. They can also contain your interpretation or analysis of these details, examples, and facts. Transition words and phrases connect the ideas in these paragraphs (as well as the paragraphs themselves) to each other. These help the reader follow your ideas. In this course, you will be writing essays that have two or more body paragraphs.
- *A concluding paragraph*, which summarizes your main points and tells the reader that you have completed the essay. This paragraph is the last in the essay.

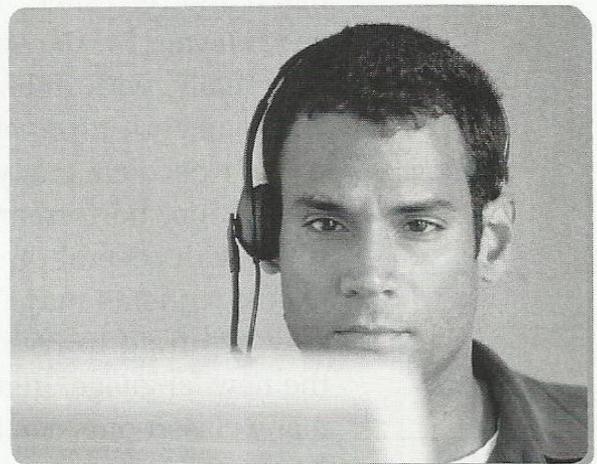
*Note:* Begin each paragraph in an essay by indenting the first line.

**1 Studying the Parts of an Academic Essay** Study the following diagram of an essay and label its parts.



**2 Analyzing an Academic Essay (Part 1)** With a partner, read the following student essay. Then identify and label these parts:

- The introductory paragraph
- The thesis statement/main idea
- The body paragraphs
- Words and phrases that connect ideas
- The concluding paragraph



▲ Online language learning

## Student Essay: The Benefits of Online Language Learning

A In today's global environment, knowing a foreign language is increasingly important. The ability to speak a foreign language with clarity and fluency is invaluable for business, education, and when working, living, or traveling in another country. Most foreign language teaching occurs in a classroom with an instructor, textbooks, and several students. In my opinion, however, one of the best ways to learn a foreign language is a self-study, online course. Online language learning is a good way to learn a second language because it's convenient, it's individualized, and it takes place in a low-stress environment.

B Classroom learning is not practical for many people due to time and cost constraints. In addition, taking time away from work or other responsibilities to attend language courses at an institution is difficult for many people. With a self-study, online course, students can take lessons at home or in the office whenever they want. All they need is a computer and an Internet connection. For example, a busy executive can take a language lesson during her lunch hour. A parent with small children can study online at night. In addition, because the student doesn't have to drive anywhere, online learning saves money.

C A benefit of online language learning is that it's individualized. Many online language courses have pre-tests that assess each student's level. Online language programs can also collect information about the student's learning style and need for studying the foreign language so that the material can be adapted to the student's actual situation. In a classroom, there are many students, each with different proficiency levels, different learning styles, and different needs for speaking a foreign language. Furthermore, because online material is not as static as it is in a textbook, it can be constantly updated and refreshed. This makes the learning experience more interesting and relevant for the student.

D Finally, with online learning, the learning takes place in a low-stress environment—a private setting with no one else around. This is very important because many studies have shown that stress and anxiety inhibit perception, performance, and retention of linguistic material. In a classroom with several other students, all at different levels and with different needs, students may feel inhibited and fearful of making a mistake. They may be afraid to try making new sounds or expressing their thoughts in the new language. In addition, an atmosphere of competition that exists in many classrooms can be deadly for some students. In fact, the fear of making mistakes or seeming foolish or childlike in front of others inhibits many

people from succeeding in foreign language courses. Online learning solves all of these problems. Alone with a computer, a good online language course, and a microphone, many students can make tremendous progress without the fear of appearing foolish in front of others.

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<sup>E</sup> The benefits of online self-study courses are that they are low-cost, people can do them at any time, and they can do them alone in the privacy of their own home or office. This last benefit is especially important in that many people feel less inhibited about acquiring and practicing language skills when they are alone. In addition, class size at many institutions limits the opportunities for foreign language students to get adequate individual attention. These are just a few of the reasons that an online course is a good way for many people to learn a foreign language.

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### 3 Analyzing an Academic Essay Answer these questions about the essay.

1. What is the main idea of the essay?

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2. What is the writer's purpose in writing this essay? Check all of the choices that are correct.

To analyze someone or something

To explain someone or something

To describe someone or something

To state an opinion and support it

To show a relationship between two or more things

To solve a problem

Other (explain) \_\_\_\_\_

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A combination of the above

3. Are there connecting words and phrases within and between paragraphs? If so, what are they?

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4. Is the essay easy to understand? Why or why not?

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## Writing Product

**4 Writing About Language Learning** Write an essay on the topic below. Express your opinion clearly. Also, remember to include:

- An introductory paragraph
- A thesis statement that expresses your main idea
- Two or more body paragraphs
- Connecting words and phrases
- A concluding paragraph

What do you think is the best way to learn a foreign language: in class, out of class, a combination of the two, or some other way? Write an essay to explain your opinion. Use the ideas that you've discussed and written about so far in this chapter. You may refer to the information you gathered from your interviews in Part 1.

TOEFL® iBT

### Focus on Testing

#### Checking Your Responses

Activity 3 on page 17 asks you to identify parts of a student essay. Your written responses on the TOEFL® iBT test should have at least some parts mentioned in the activity:

- Introductory paragraph (with thesis statement)
- Body paragraphs

This list does not include a concluding paragraph, because the TOEFL® iBT rubric does not place any value on one. Your score will not be affected if there is no conclusion.

When you take the TOEFL® iBT test, you will have 30 minutes to write one response (the "independent" task) and 20 minutes to write the other (the "integrated" task). In such a short period of time, you are likely to need every minute to express the things you want to express. Still, you should leave about five minutes near the end of the time period to review and lightly edit your response. Check for all necessary parts. Are they there? Are they clear? If not, quickly try to make repairs.

Since all TOEFL® iBT test writing is done with a computer, you can rearrange sentences and paragraphs by copying and moving text. This helpful feature has to be used carefully. It can lead to so-called "cut-and-paste" errors. Check to make sure that:

- any pieces of text moved to another location fit well into place.
- after a piece of text has been removed, the text in its old location flows smoothly.

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Word processing programs also allow you to fix spelling or word-choice errors. Again, be careful. Review any words or phrases you have retyped. If there are any extra letters—or missing letters—fix the problems.

**Advice:** Do most of your revising AFTER you have written the whole response. Most people get distracted and write inefficiently if they fix text errors as they are trying to express their ideas.

**Practice:** Choose one of the following prompts and write a response. Then revise it as much as you can in five minutes. Time limits for each prompt are given at the end of the prompt. With one or two other students, review each person's response and look for misplaced ideas, misspelled words, and other errors that could be easily fixed.

### Prompts

1. Public universities in the United States allow students a great deal of academic and personal freedom. Students can choose many of their classes; live wherever they like (usually after their first year); and choose their own friends, activities, and schedules. Do think this freedom is good or bad for students? Support your point of view with specific examples, details, or reasons. *(25 minutes to plan and write a response; 5 minutes to revise)*
2. The reading about continental climates (like the climate of the Great Plains states in the U.S.) and the lecture about maritime climates (like those of England or the Pacific coast of the U.S. and Canada) mention several factors that influence climate. Explain these factors. Support your explanations with specific examples, details, and reasons. *(15 minutes to plan and write a response; 5 minutes to revise)*

**Note:** Since you do not have either the reading or the lecture mentioned in this prompt, you may want to research maritime and continental climates for about 45 minutes in a library or on the Internet. If you do not research these topics, don't worry. You can make up your own "facts" for the purposes of this exercise.

3. Using information from the reading and the lecture, explain how certain bacteria can be both helpful and harmful to humans. Support your explanation with specific examples, details, or reasons. *(15 minutes to plan and write a response; 5 minutes to revise)*

**Note:** Since you do not have either the reading or the lecture mentioned in this prompt, you may want to research the topic of helpful and harmful bacteria for about 45 minutes in a library or on the Internet. If you do not research this topic, don't worry. You can make up your own "facts" for the purposes of this exercise.

## Part 4

# Evaluating Your Writing

Use the following holistic rubric to score your writing. A holistic rubric evaluates the “whole” of your paragraph, not the separate “pieces.” Read the rubric with your class, and then give your writing a score. A classmate and a teacher will score your writing also. If you want to revise and improve your paragraph, you can do it now or you can wait and do it after Chapter 3.

### Rubric for Writing about Learning a New Language

| Score                         | Description   |
|-------------------------------|---|
| <b>3</b><br><b>Excellent</b>  | <ul style="list-style-type: none"><li>■ <b>Content:</b> Writing presents clear opinion and supports opinion with reasons, examples, and/or facts to convince the reader.</li><li>■ <b>Form:</b> Ideas are presented in an essay which includes an introduction, main idea, body paragraphs, and a conclusion.</li><li>■ <b>Vocabulary and Sentence Structure:</b> Writing is correct; mistakes don't interfere with writer's meaning.</li></ul> |
| <b>2</b><br><b>Adequate</b>   | <ul style="list-style-type: none"><li>■ <b>Content:</b> Writing presents an opinion; reasons, examples, and/or facts can be brief and reader may not be convinced.</li><li>■ <b>Form:</b> Some essay parts may be missing.</li><li>■ <b>Vocabulary and Sentence Structure:</b> Writing is mostly correct; there are a few mistakes.</li></ul>   |
| <b>1</b><br><b>Developing</b> | <ul style="list-style-type: none"><li>■ <b>Content:</b> Writing does not present opinion clearly or does not support opinion with sufficient reasons, examples, and/or facts.</li><li>■ <b>Form:</b> Ideas do not follow essay format and are confusing.</li><li>■ <b>Vocabulary and Sentence Structure:</b> There are too many mistakes to understand and/or follow the ideas.</li></ul>   |

# Self-Assessment Log

In this chapter, you worked through the following activities. How much did they help you become a better writer? Check *A lot*, *A little*, or *Not at all*.

|  | <b>A lot</b>             | <b>A little</b>          | <b>Not at all</b>        |
|--|--------------------------|--------------------------|--------------------------|
| discussed photos of people speaking a second language.         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| read about learning a second language.                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| recognized cultural references.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| interviewed people about their language-learning experiences.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| learned to use vocabulary for writing about language learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| discovered essay form and function.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| wrote and evaluated my essay.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (Add something) _____  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____  |                          |                          |                          |

# Danger and Daring

## In This Chapter

**Genre Focus:** Information

### Writing Product

In this chapter, you'll write about an explorer.

### Writing Process

- Discuss photos of explorers.
- Read about women mountain climbers.
- Make predictions.
- Gather information about a person who has done something daring and dangerous.
- Learn and use vocabulary for describing explorers.
- Write thesis statements.
- Provide supporting information.

“Exploration is really the essence of the human spirit.”

—Frank Borman  
American astronaut (1928–)

## Connecting to the Topic

- 1 Why do people do daring and dangerous things?
- 2 Have you ever done anything daring or dangerous?
- 3 Do you know of someone who has done something daring or dangerous?



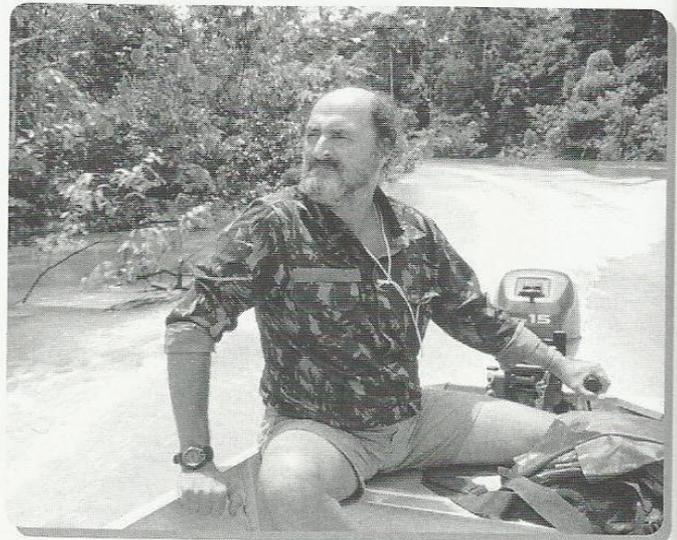
## Getting Started



**1 Discussing Explorers** Since the beginning of human history, people have left familiar places to explore different parts of the world. What motivates these explorers? Look at the following photos of some explorers. Scan the information about them. Complete the chart on page 25, and then answer the questions that follow.



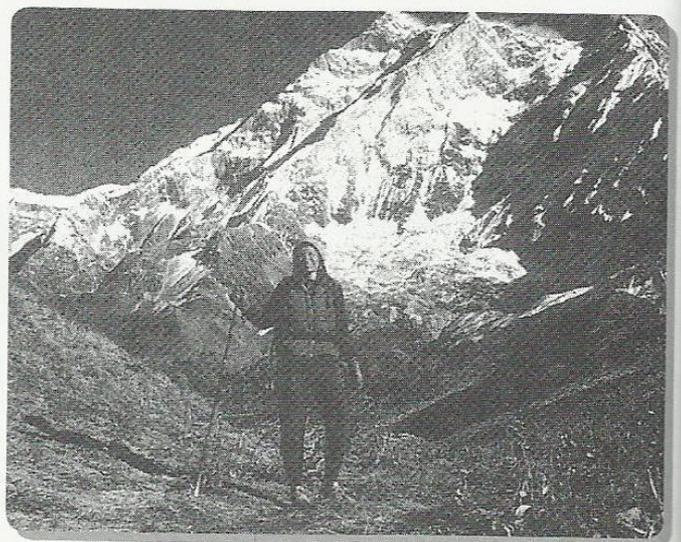
▲ Matthew Henson (American) was the co-discoverer of the North Pole with Robert Peary in 1909.



▲ Sydney Possuelo (Brazilian) is an Amazonian rainforest explorer. He received the Patron's Medal of the Royal Geographical Society in 2004.



▲ Chiaki Mukai (Japanese) was the first Japanese woman to fly in space and was part of a NASA mission in 1985.



▲ Arlene Blum (American) was the leader of the first group of American climbers to reach the top of Annapurna in 1972.

| Who Was This Explorer? | Where Was He or She From? | What Did He or She Do?               | When Did He or She Do It? |
|------------------------|---------------------------|--------------------------------------|---------------------------|
|                        |                           | First Japanese woman to fly in space |                           |
|                        | China                     |                                      |                           |
| Sydney Possuelo        |                           |                                      |                           |
|                        |                           |                                      | 1972                      |

1. Which of these explorers seems the most interesting? Why?

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2. Which explorers are you familiar with? Which did you learn about for the first time?

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3. Look at the information on two of the explorers. What dangers do you think they faced? What do you think motivated them to travel to the unfamiliar places?

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4. Have you ever thought of exploring something? Why or why not?

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**2 Brainstorming** Think of other types of explorers (for example, people who discovered new places or developed new ideas). They can be from any country and from any time period. Write their names and major achievements in the chart below.

| Names | Major Achievements |
|-------|--------------------|
|       |                    |
|       |                    |
|       |                    |
|       |                    |

In 1978, Arlene Blum led a group to the top of Annapurna I (26,603 feet/8108.5 meters), a mountain in Nepal. Not only was this the first group of Americans to reach the top, but it was the first all-woman expedition to Annapurna I. When Arlene Blum returned, she wrote a book about her experiences. The following selection is from her book, *Annapurna: A Woman's Place*. In the selection you will read, Blum gives the history of women and mountain climbing.

**3 Preparing to Read** Before you read, answer the following questions.

1. Annapurna is a large mountain range in the Himalaya Mountains. What do you know about the Himalayan region? What words and images come to mind when you think about it?

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2. Are there particular personality characteristics a mountain climber must have? What are they?

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3. Have you ever done any mountain climbing or gone hiking in the mountains? If so, where? Did you enjoy it? Why or why not?

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4. What kind of physical condition is helpful for a mountain climber to be in? Why is being in good physical condition important?

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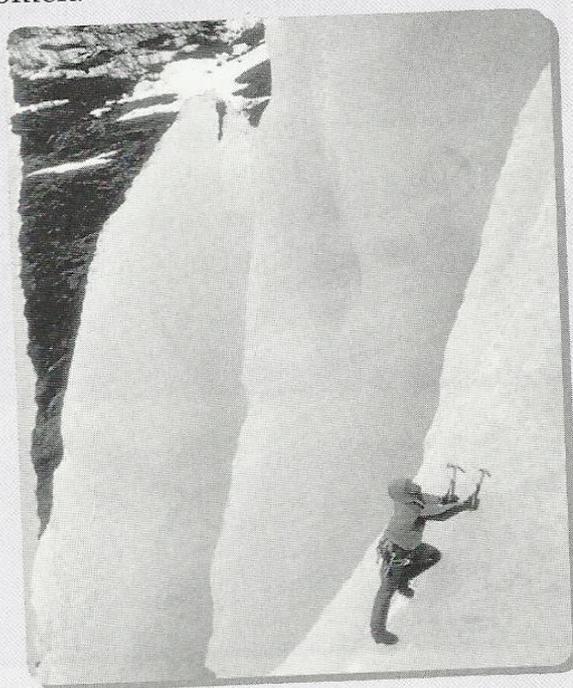
## Annapurna: A Woman's Place

A It is clear that women mountain climbers have felt the urge to explore remote regions and ascend high peaks for many years. *On Top of the World: Five Women Explorers in Tibet* describes five of the many women who explored the high Himalayas between 1850 and 1920. One of them, Isabella Byrd, had been sickly for most of her life in England, but she experienced a dramatic change as she traveled at high elevations in Kashmir. Unlike her experiences in England, as a pioneer and traveler she laughed at fatigue, she was unafraid of danger, and she didn't worry about her next meal. 5

B Another woman explorer of her time was Alexandra David-Neel from France. Her journeys across the high Tibetan plateau from 1911 to 1944 have been characterized as the most remarkable ever made by any explorer, man or woman, in Tibet. At the age of 55 she disguised herself as a Tibetan beggar woman and walked two thousand miles across numerous high snowy passes to reach the forbidden city of Lhasa. 10

C Fanny Bullock Workman and her husband, Dr. W. H. Workman, of Massachusetts, traveled and explored in the Himalayas between 1890 and 1915. They wrote six books about their adventures. Fanny, an ardent suffragette, was once photographed on a high pass in the Himalayas carrying a newspaper bearing the headline "Votes for Women." 15

D Another early woman climber and a rival of Mrs. Workman was Annie S. Peck, a New England professor. She began her climbing career with an ascent of the Matterhorn when she was 45. In 1908, at the age of 58, she made the first ascent of Huascarán, the highest mountain in Peru. At 21,837 feet, she claimed it was the altitude record for any American. Peck described herself as a "firm believer in the equality of the sexes . . . [A]ny great achievement in any line of endeavor would be an advantage to my sex." (Annie S. Peck, *High Mountain Climbing in Peru and Bolivia*, 1912) 20  
25  
30  
35



▲ Climbing Annapurna

E In the years since World War II, women have made numerous significant climbs in the Andes and the Himalayas. One of the most remarkable of them was the late French climber Claude Kogan. British women have also 40

been successful climbers. From the 1950s onward, they have carried out many small, well-organized expeditions to previously unexplored regions of the Himalayas and written about them in an understated, characteristically British fashion. In addition to the British and other small expeditions, women climbers throughout the world have made significant contributions to climbing in the last 100 years. However, until quite recently, women have been notably absent on the world's highest mountains. There are 14 mountains in the world that soar above 8,000 meters (26,200 feet)—all located in the Himalayas. For many years, mountaineers have wanted to figure out a way to reach their summits. Attempts to climb them began in the nineteenth century; in the first half of the twentieth century, hundreds of men participated in dozens of expeditions to these peaks. But even after Fanny Workman's example, only a handful of women participated in such climbs. Elizabeth Knowlton was a member of the joint German-American climb to Nanga Parbat in 1932. In 1934 Hettie Dyhrenfurth took part in an expedition that explored and mapped the Baltoro Glacier region of the Karakoram Himalaya; she reached the top of Queen Mary Peak (24,370 feet), which gave her the world altitude record for women for which Annie Peck and Fanny Workman had competed.

F It was not until 1950 that an 8,000-meter peak was climbed by anyone. The legendary ascent of Annapurna I by Maurice Herzog's French team was closely followed by successes on all 8,000-meter giants over the next 14 years—and all by men. During this period the only attempt on an 8,000-meter peak by a woman's team was the ill-fated 1959 International Woman's Expedition to Cho Oyu in Nepal. Tragically, four climbers, including the leader, Claude Kogan, died in this attempt. By 1972, when the idea for our all-woman expedition to Annapurna was originally conceived, no women from any country had yet reached the summit of an 8,000-meter peak.

—Arlene Blum, *Annapurna: A Woman's Place*.

**4 Understanding the Reading** Summarize the information from the reading selection by filling in the following graphic organizer. Skim the reading selection for details about the women explorers that Blum describes. Note their home countries, the years in which they traveled, and their achievements.

| Who/Home Country?/Years                               | Achievements   |
|---|--|
| <i>Alexandra<br/>David-Neel, France<br/>1911-1944</i> | <i>Walked 2,000 miles across Tibet.<br/>Disguised herself as a beggar.</i> |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |



**5** In small groups, answer the following questions.

1. Why was Alexandra David-Neel's journey through Tibet remarkable?

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2. Fanny Bullock Workman was a suffragette. What is a suffragette?

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3. What kind of personality characteristics do you think Mrs. Peck had?

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4. What are some obstacles women climbers have faced? Do you think they still face obstacles today?

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5. What interested you most about this reading selection? What would you like to know more about?

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### Strategy

#### Thinking Critically: Making Predictions

*Making predictions* means making guesses about the future based on what you know about the present. It's an important critical thinking skill. When you predict, you use expressions of possibility such as *could*, *may*, *might*, *maybe*, *it's possible that . . .*, and so on. For example, you might predict that now that Chiaki Mukai and other Japanese women have flown in space, it's possible that many more Japanese women will become astronauts.

**6** **Practicing Making Predictions** Make some predictions about possible achievements of explorers in the twenty-first century by completing the following chart. What will they do?

| Who might they be? | What might they try to do? | What dangers might they face? |
|--------------------|----------------------------|-------------------------------|
|                    |                            |                               |
|                    |                            |                               |
|                    |                            |                               |

**7 Freewriting** Write for 15 minutes about the topic below.

Think about the explorers you've read about and discussed in this section. What do these people have in common? What motivated them to do what they did? Money? Fame? Ambition? National loyalty? A sense of adventure? Personal pride?

**8 Gathering Information** Find out more about an explorer from this section or about someone else who interests you: an explorer, an athlete, a scientist, an astronaut, etc. Choose anyone who has accomplished something daring or dangerous, or who has accomplished something that no one has ever done before. As you read about the person, take notes, and try to find answers to as many of the following questions as possible.

1. What was the person's background (nationality, time, and culture in which he or she lived, and so on)?
2. How would you describe his or her personality?
3. How and why did this person become an explorer (or other profession)?
4. What particular types of danger did this person face?
5. How did he or she overcome the danger?
6. What were his or her achievements?

**9 Sharing Results** Give a presentation on the person you researched. Try to find a picture of the person to show to the class. Prepare for your presentation completing the following list:

1. Name: \_\_\_\_\_
2. Nationality: \_\_\_\_\_  
\_\_\_\_\_
3. Main achievement(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Dates of main achievement(s): \_\_\_\_\_  
\_\_\_\_\_
5. Motivation for becoming an explorer (or other profession): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(continued on the next page)

6. Challenges the person faced: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
7. How the person overcame the challenges: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
8. The person's characteristics: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
9. Other interesting or relevant information: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
10. Your personal reaction to or opinion of this person: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Part 2 Focusing on Words and Phrases

### Describing Explorers

**1 Finding Meaning in Context** Below are some words and expressions from “Annapurna: A Woman’s Place” on page 27. Find them in the passage. Notice their contexts—how they are used in a sentence—and try to guess their meanings. Then match the meanings on the right to the words and expressions on the left. Write the letters on the lines.



| Words and Expressions                     | Meanings   |
|---|--|
| _____ 1. ardent (Line 17)                 | a. person who is competing against another         |
| _____ 2. ascent (Line 27)                 | b. far away from civilization                      |
| _____ 3. endeavor ( <i>n.</i> ) (Line 34) | c. passionate; enthusiastic                        |
| _____ 4. felt the urge (Line 1)           | d. obviously not present                           |
| _____ 5. summit (Line 50)                 | e. climb   |
| _____ 6. legendary (Line 61)              | f. someone who is the first to explore a new place |
| _____ 7. notably absent (Line 47)         | g. the top of a mountain                           |

|                         |                             |
|-------------------------|-----------------------------|
| ___ 8. pioneer (Line 7) | h. had a very strong desire |
| ___ 9. remote (Line 2)  | i. effort; an attempt       |
| ___ 10. rival (Line 21) | j. famous                   |

## EXPRESSIONS TO DESCRIBE PERSONALITIES AND ACHIEVEMENTS OF EXPLORERS

The following list of expressions from "Annapurna: A Woman's Place" on page 27 can be used to discuss the personalities and achievements of explorers. Notice and try to memorize the prepositions in each.

### Personalities

be unafraid of (danger)  
laugh at (fatigue)  
not worry about (her next meal)  
figure out a way to

### Achievements

travel at (high elevations)  
carry out (expeditions)  
make significant contributions to  
participate in (expeditions)  
take part in (expeditions)  
reach the summit of

### Examples

Bachendri Pal was the first Indian woman to reach the summit of Mount Everest.

An astronaut must be unafraid of danger.

Sydney Possuelo has made significant contributions to our knowledge of the Amazon.

**2 Using Expressions** Complete the sentences with the correct prepositions. Try to do this without looking at the expressions above.

1. Mark took part  \_\_\_\_\_ several expeditions to the summits of mountains in the Himalayan region.
2. A scientist who tries to figure  \_\_\_\_\_ a way  \_\_\_\_\_ cure cancer is also a kind of explorer.
3. Many of the early female explorers didn't worry  \_\_\_\_\_ hunger or fatigue.
4. Chris laughs  \_\_\_\_\_ danger; she has no fear.
5. Jake participated  \_\_\_\_\_ a 500-mile hike in Northern Australia last fall.
6. Arlene Blum has carried  \_\_\_\_\_ many mountaineering expeditions.

## Paragraph Practice

**3 Using New Words and Expressions** Use the new words and expressions learned in this section to complete the following activities:

1. Choose one of the explorers you've read about or researched in this chapter and write about him or her using words and expressions from this section. Use your knowledge of the explorers, the photos in Part 1, and your imagination to make your writing interesting.
2. Imagine that you are on a government committee hiring a person to travel into space to make some important discoveries. In a paragraph, describe the characteristics this person should have. Use the words and expressions from this section.
3. Rewrite your freewriting from Activity 7 on page 11 using the words and expressions on pages 32–33.

## Part 3

## Organizing And Developing Your Ideas

### The Thesis Statement: Topic and Approach

#### Review Points

- An essay is composed of three or more paragraphs and communicates an attitude or opinion about an issue.
- The thesis statement tells the reader the main idea of the essay.
- The reader should be able to predict what the essay is about by reading the thesis statement.
- The thesis statement usually appears in the introductory paragraph.

#### New Points

- The thesis statement usually contains two parts: the topic and the approach to the topic.
- The topic presents the general subject of the essay.
- The approach presents the writer's attitude or opinion about the topic and indicates how the writer will develop the essay.

---

## STUDYING AN EXAMPLE OF A THESIS STATEMENT

Read the following thesis statement:

Sydney Possuelo is a great explorer because he has not only made significant contributions to our knowledge of the Amazon but has also worked to defend the rights of the indigenous people of Brazil.

In this thesis statement, the topic is Sydney Possuelo. The writer's approach is to show why Possuelo is a great explorer. From this thesis statement, the reader can predict that the writer will explain that Possuelo has increased our knowledge of the Amazon while also defending the rights of the indigenous (native) people who live in that region.

---

**1 Analyzing Thesis Statements** For the thesis statements that follow, underline the topic and put a dashed line under the approach.

1. Many explorers have the urge to explore due to their own curiosity and a desire to make a contribution to the world.
2. The adventures of medieval travelers such as Marco Polo and Ibn Battuta led to cross-cultural exchange and expanded international trade.
3. Alexander the Great was one of the ancient world's greatest explorers because he solved many mysteries about the earth's geography and weather.

**2 Making Predictions from Thesis Statements** Look at the thesis statements in Activity 1. Predict how each writer will develop an essay based on the information in the thesis statement.

Thesis Statement 1: The writer will explain how curiosity and the desire to make a contribution motivate many explorers.

Thesis Statement 2: \_\_\_\_\_

Thesis Statement 3: \_\_\_\_\_

## Supporting Ideas

### New Points

- The approach may include two or more supporting ideas about the topic.
- The writer will generally develop these ideas in separate paragraphs.
- Each supporting idea should have the same degree of generality or specificity.
- Each supporting idea should have the same degree of importance in relation to the topic.
- Each supporting idea should be distinct.

### ANALYZING SUPPORTING IDEAS

In the thesis statement about Sydney Possuelo on page 35, the supporting ideas are (1) he has made significant contributions to our knowledge of the Amazon, and (2) he has worked to defend the rights of the indigenous people of Brazil.

Note the following:

- Making *contributions* and *defending rights* are equally general topics; one isn't more specific than the other.
- Both have the same degree of importance in relation to why Possuelo is a great explorer.
- They don't overlap; *making contributions* is different from *defending indigenous people's rights*. They can each be discussed in their own parts of the essay.



**3** **Revising Thesis Statements** The following three thesis statements need rewriting. Working with a partner, decide what's wrong and rewrite each one according to the guidelines above.

1. Space exploration and undersea exploration have two things in common: both are motivated by the thirst for knowledge and the desire to learn more about the world.  
What's wrong?  
\_\_\_\_\_  
\_\_\_\_\_
2. Yuri Gagarin's single orbit of the earth on April 12, 1961, was newsworthy because the Russian cosmonaut was the first man to travel in space and the name of his spaceship was Vostok.  
What's wrong?  
\_\_\_\_\_  
\_\_\_\_\_

3. Although Alan Shepard and Yuri Gagarin represented different countries, their early flights in space took them both to altitudes of over a hundred miles and increased our knowledge of humans' ability to live in space. What's wrong?
- 
- 

**4 Identifying Topic and Supporting Ideas** Read each of the following thesis statements. Underline the topic and put a dashed line under the supporting ideas. If the thesis statement is good, circle *good*. If it is not good, circle *needs work* and rewrite it according to what you learned in this section.

1. The Brazilian explorer Sydney Possuelo risked his life when he tried to protect the Korubo Indians of the Amazon.  
*good*      *needs work*

Rewrite: \_\_\_\_\_

---

2. From earliest times, humans have been driven by a desire to know the unknown and to find food.  
*good*      *needs work*

Rewrite: \_\_\_\_\_

---

3. Ferdinand Magellan and Christopher Columbus, two fifteenth-century sailors, were similar because they believed they could find a westward passage to India and because they received no support for their beliefs.  
*good*      *needs work*

Rewrite: \_\_\_\_\_

---

4. Great strides in space exploration were made in 1984, when two American astronauts floated free in space: They gathered some important information about humans' ability to live in space and returned to the spacecraft on their own.  
*good*      *needs work*

Rewrite: \_\_\_\_\_

---

5. Amelia Earhart was the first woman to fly a plane across the Atlantic.  
*good*      *needs work*

Rewrite: \_\_\_\_\_

---

**5 Writing Thesis Statements** The following are sets of notes on topics related to explorers and exploring. Read the notes and then write a good thesis statement for each set below.

Set 1

Jacques Cousteau

- Born in France in 1910
- Undersea explorer
- Helped invent the aqualung, which enables people to breathe underwater
- Wrote *The Silent World*
- Perfected watertight movie cameras
- Salvaged cargo from many sunken ships underwater
- Made many films
- Invented the bathyscaphe, which enables observation two miles below the surface of the water

Set 2

Dangers in Space

- People in space are totally dependent on their vehicle.
- Meteors can tear holes in spaceships.
- Cosmic rays could be a threat.
- If people travel far from Earth, certain kinds of radiation could be harmful.
- Ultraviolet rays could cause burns.

Cousteau

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Dangers in Space

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## Focus on Testing

**Writing Thesis Statements**

You just learned about writing a good thesis statement. This is especially challenging on the TOEFL® iBT test, which gives you very little time to plan, write, and review your responses. Time that you would ordinarily spend in carefully deciding on a thesis statement is simply not available under TOEFL® iBT conditions. This means that you have to compose a strong thesis statement quickly and without a lot of thought.

The best way to find the basis for a thesis statement is to look carefully at the prompt. It contains ideas, and even phrases, that can guide you to a relevant and meaningful thesis statement.

**Practice** Read the following sample prompts. Identify and underline parts of each prompt that could be paraphrased to make a good thesis statement. Then write a thesis statement for a response. The first two are done for you as examples.

1. **Prompt:** Because accidents have been increasing, the university is considering closing many roads to cars. Only foot traffic and bicyclists would be allowed on these roads. Do you think this is a good idea or not?

**Sample thesis statement:** Keeping cars off many university roads would definitely reduce the number of accidents on campus.

2. **Prompt:** Using information from both the reading and the lecture, explain the goals of the U.S. Social Security system.

**Sample thesis statement:** Both the reading and the lecture point out that the Social Security system in the U.S. aims to provide basic financial support for retired persons and for disabled workers.

**Note:** In this situation, certain phrases (e.g., *Social Security system*) from the prompt should be directly borrowed because there is no convenient way to paraphrase them.

**3. Prompt:** How does the lecture cast doubt on the reading's claims about the dangers of traveling by airplane?

**Sample thesis statement:**

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**Note:** The phrase *cast doubt on something* means "cause you to think something is not true." It is very common in TOEFL® iBT prompts, so you should get used to seeing and using it.

**4. Prompt:** Most universities offer students free access to the Internet. Would you prefer to get most of your news through the Internet or through a more traditional source, such as television or newspapers? Support your choice with specific reasons.

**Sample thesis statement:**

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**5. Prompt:** Describe the influence that a teacher, counselor, or other school official has had on your academic life. Support your claim that this person has been influential with specific examples or details.

**Sample thesis statement:**

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## Writing Product

### 6 Writing about Explorers Write an essay about the following topic:

Choose one of the explorers presented in this chapter or someone else who has “explored” in other ways, and write an essay about him or her. You might consider one of the following people:

- Isaac Newton
- Marie Curie
- Mohandas Gandhi
- Malcolm X
- Ibn Battuta
- Wangari Maathai

Do library or Internet research to get information about the explorer you’ve chosen. If you do Internet research, try putting the person’s name into a search engine such as Google™ (google.com). Put quotes around the person’s name. This way, you get fewer results.

In writing your essay, use the ideas, words, and expressions discussed in this chapter. Remember to:

- help the reader “get to know” the explorer you’ve chosen.
- describe the explorer and his or her accomplishment(s), motivation, challenges, and other facts.
- make sure your thesis statement contains two parts—the topic and the approach to the topic.



▲ Underwater explorer

## Part 4

# Evaluating Your Writing

Use the following rubric to score your writing. Read the rubric with your class, then give your writing a score. A classmate and a teacher will score your writing also and explain reasons for their scores. If you want to revise and improve your essay, you can do it now or you can wait and do it after Chapter 3.

### Rubric for Writing About an Explorer

| Score                        | Description  |
|------------------------------|--|
| <b>3</b><br><b>Excellent</b> | <ul style="list-style-type: none"><li>■ <b>Content:</b> Writing presents an explorer and develops a complete characterization through description, accomplishment(s), motivations, challenges, and/or facts to help the reader get to know the person.</li><li>■ <b>Organization:</b> Ideas are organized to support and explain main idea through an introduction, a main idea, body paragraphs, and a conclusion; ideas follow a logical sequence and are easy to follow.</li><li>■ <b>Vocabulary and Sentence Structure:</b> Vocabulary is specific and descriptive; sentence types are varied.</li><li>■ <b>Grammar:</b> Subjects and verbs agree; common grammar problems (pronouns, articles, and plurals) are minimal so that meaning is clear.</li><li>■ <b>Spelling and Mechanics:</b> Most words are spelled correctly and punctuation is correct.</li></ul> |
| <b>2</b><br><b>Adequate</b>  | <ul style="list-style-type: none"><li>■ <b>Content:</b> Writing presents an explorer and develops a description through accomplishment(s), motivations, challenges, and/or facts.</li><li>■ <b>Organization:</b> Ideas are organized and there is a clear beginning, middle and end; main idea is clear; some parts may be undeveloped.</li><li>■ <b>Vocabulary and Sentence Structure:</b> Vocabulary is descriptive; sentences are mostly the same type.</li><li>■ <b>Grammar:</b> Subjects and verbs mostly agree; common grammar problems (pronouns, articles, and plurals) are distracting.</li><li>■ <b>Spelling and Mechanics:</b> Some distracting spelling and/or punctuation mistakes are included.</li></ul>  |

|  |  |
|--|--|
| <p><b>1</b></p> <p><b>Developing</b></p> | <ul style="list-style-type: none"> <li>■ <b>Content:</b> Writing does not present an explorer clearly or does not develop characterization with sufficient details.</li> <li>■ <b>Organization:</b> Ideas do not follow essay format and are confusing or too brief.</li> <li>■ <b>Vocabulary and Sentence Structure:</b> Vocabulary is limited and/or there are too many mistakes to understand and/or follow the ideas; sentences have mistakes.</li> <li>■ <b>Grammar:</b> Many common grammar problems (pronouns, articles, and plurals) appear that are confusing to the reader.</li> <li>■ <b>Spelling and Mechanics:</b> Many distracting spelling and/or punctuation mistakes are made.</li> </ul> |
|--|--|

## Self-Assessment Log

In this chapter, you worked through the following activities. How much did each of them help you become a better writer? Check *A lot*, *A little*, or *Not at all*.

|  | <b>A lot</b>             | <b>A little</b>          | <b>Not at all</b>        |
|--|--------------------------|--------------------------|--------------------------|
| I read about mountain climbers.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I discussed explorers with my classmates.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I gathered information about a person who has done something daring and dangerous. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I studied words for describing explorers.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I wrote thesis statements.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I provided supporting information.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I evaluated my essay.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>(Add something)</b> _____   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____  |                          |                          |                          |

# Gender and Relationships

## In This Chapter

**Genre Focus:** Descriptive

### Writing Product

In this chapter, you'll write about communication style differences between men and women.

### Writing Process

- Discuss photos of women and men communicating.
- Read about gender differences in communication.
- Recognize supporting information from experts.
- Collect examples of the differences between male and female communication styles.
- Learn and use vocabulary for discussing differences.
- Develop paragraphs by answering readers' questions.

“The biggest mistake is believing there is one right way to listen, to talk, to have a conversation—or a relationship.”

—Deborah Tannen  
American sociolinguistics professor (1951–)



## Connecting to the Topic

- 1 When is it easy to talk to a person of the opposite sex?
- 2 When is it difficult to talk to a person of the opposite sex?
- 3 What kinds of communication problems do men and women sometimes have?

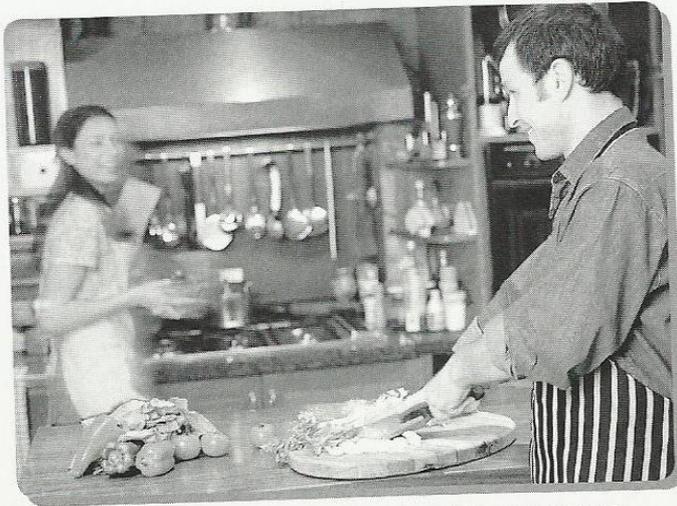


## Part 1

## Preparing to Write

### Getting Started

**1** **Discussing Gender Communication Styles** Look at the following photos and read the captions. Then answer the questions that follow.



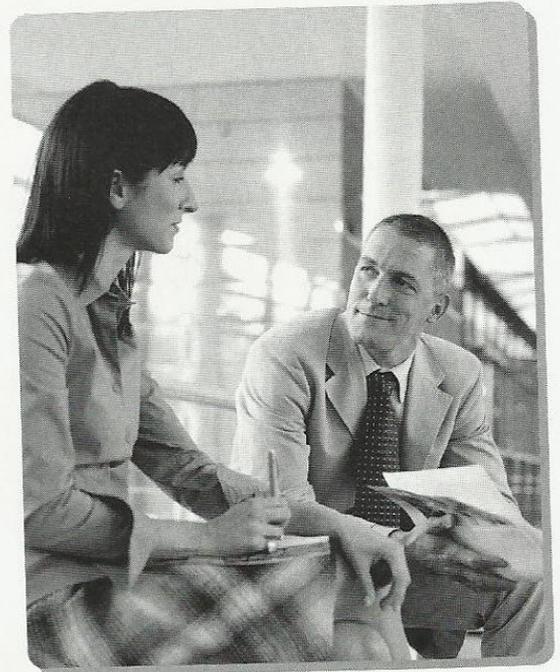
▲ MAN: Will you please go to the store for some eggs?



▲ WOMAN: I really need a few things from the store, but I'm so tired.



▲ MAN: It's a nice day.



▲ WOMAN: It's a nice day, isn't it?

1. Are the men and women in the pairs of photos saying the same thing?

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---

2. What is the difference between what the man in each photo is saying and what the woman in each photo is saying?

---

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3. What is the reason for the difference, in your opinion?

---

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**2 Brainstorming** Form small groups, including both male and female classmates in each. Discuss communication difficulties that each of you sometimes has with the opposite sex. Try to think of the reasons for these difficulties. Choose one student to take notes on the group's ideas. When you have finished, have one student report on the results of your brainstorming session. As a class, compare your results. Did you find the same difficulties appear over and over again? Do you agree or disagree on the reasons for the difficulties? What affect does age or culture have on your ideas about gender communication?

**3 Preparing to Read** The reading selection on page 48 is about the differences between men and women's communication styles in English. Before you read, answer the following questions.

1. Who do you think has a more direct style of communication in your first language, men or women?

---

2. Who do you think is more likely to do each of the following, men or women?

a. Want to talk about feelings \_\_\_\_\_

b. Use language to try to become closer to others \_\_\_\_\_

c. Interrupt \_\_\_\_\_

d. Insult others or not care about being insulted by others

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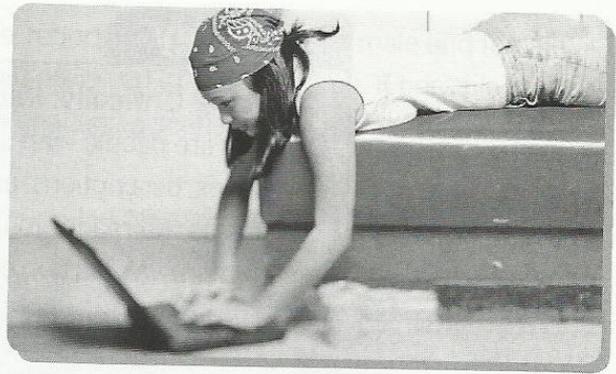
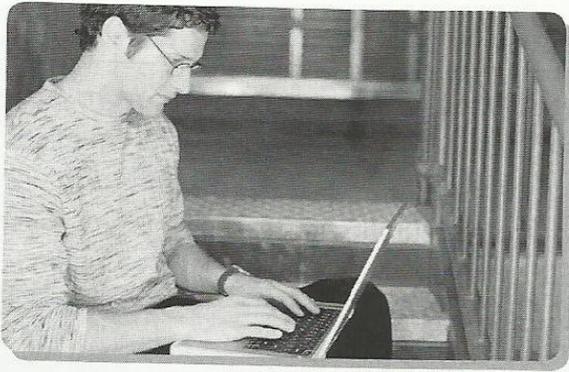
3. When you read discussion-board postings or chat on the Internet, can you usually tell if the person writing is a man or woman? Why or why not?

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## Gender Differences in Communication

- A All of us have different styles of communicating with other people. Our style depends on a lot of things: where we're from, how and where we were raised, our educational background, and our age. It also can depend on our gender. Generally speaking, men and women talk differently, although there are varying degrees of masculine and feminine speech characteristics in each of us. But women do speak in very particular ways that are associated with gender.
- B Some researchers describe the styles that men and women use to communicate as "debate vs. relate," "report vs. rapport," or "competitive vs. cooperative" (with the first term in each pair describing men). In other words, men often seek direct solutions to problems and useful advice, whereas women tend to try to establish intimacy by discussing problems and showing concern and empathy.
- C In her book *Women, Men and Language* (New York: Longman Inc., 1986), Jennifer Coates studied men-only and women-only discussion groups. She found that when women talk to each other, they reveal a lot about their private lives. They also stick to one topic for a long time, let all speakers finish their sentences, and try to have everyone participate. Men, on the other hand, rarely talk about their personal relationships and feelings, but "compete to prove themselves better informed about current affairs, travel, and sports." They change topics often and try to dominate the conversation.
- D Dr. Lillian Glass's book *He Says, She Says: Closing the Communication Gap Between the Sexes* (The Putnam Berkeley Group) presents her findings on the many differences in the way men and women communicate, both verbally and nonverbally. For example, she found among other things that men speak more loudly than women do, that they interrupt more often than women do, and that they use fewer intensifiers ("really," "much," "quite") than women. She also found that while men make more declarative statements, women make statements sound like questions by using tags and question intonation ("It's a nice day, isn't it?") at the end of statements.
- E What about online communication? Can one determine another person's gender just by reading their written words? Susan Herring thinks so. In a 1994 talk at a panel called "Making the Net \*Work\*," she said that men and women have recognizably different styles on the Internet. Her research showed that on Internet discussion boards, men tended to be more assertive than women. Women, in contrast, tended to hedge (be unsure), apologize, and ask questions. Men also appeared to enjoy, or at least tolerate, "flaming" (insulting others online), whereas women disliked and avoided it.



▲ Chatting on the Internet

F In other research, Gladys We, in her graduate research paper “Cross-Gender Communication in Cyberspace,” discusses the results of a survey that she sent to both men and women about the importance of gender online. Author We discovered that most people felt that gender was relatively unimportant when they communicated online. Furthermore, We thinks that online communication leads to all the misunderstandings and confusions of face-to-face communication between men and women; however, she feels that it is potentially liberating because people can be anonymous. 45

–Adapted from: Rose Ker, “Gender Differences in Communication,” and Gladys We, “Cross-Gender Communication in Cyberspace.”



#### 4 Understanding the Reading In small groups, answer the following questions.

1. According to the reading passage, what are some differences in face-to-face communication styles between men and women?

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2. According to the passage, what are some differences in the online communication styles of men and women?

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3. Give an example from your own experience of each of these communication style differences: (a) “debate vs. relate,” (b) “report vs. rapport,” and (c) “competitive vs. cooperative.”

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4. What does Gladys We mean when she says that online communication “is potentially liberating”? Do you agree?

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## Strategy

### Thinking Critically: Recognizing Supporting Information from Experts

Experts are people with special qualifications in a particular field. Writers often give examples, descriptions, and explanations from experts to support their main ideas. This helps the reader to understand the author's ideas, and it also makes them seem more valid (true), because other people have done research to prove them.

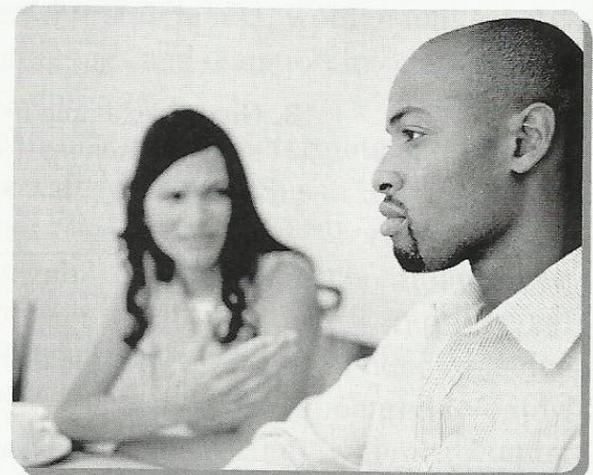
**5 Finding Supporting Information** Who are the experts that the author of "Gender Differences in Communication" uses to support the idea that men and women have different communication styles? Complete the following chart with their names, their qualifications, and an example of their findings.

| Name            | Qualifications  | Findings  |
|-----------------|---|---|
| Jennifer Coates |   |   |
|                 | Wrote <i>He Says, She Says: Closing the Communication Gap Between the Sexes</i> |   |
|                 |   | Men are more assertive than women are on discussion boards. |
| Gladys We       |   |   |

**6 Freewriting** Write on the topic below for 15 minutes without stopping.

Think of problems that you have had communicating with the opposite sex. Describe one or more situations in which you have misunderstood or been misunderstood by a member of the opposite sex.

**7 Gathering Information** Collect examples of the differences between male and female communication styles. Look for examples by watching movies, plays, or TV shows that feature male-female relationships; or by watching people in public places such as school, work, or a restaurant. Look for the differences described in the article "Gender Differences in Communication" as well as for others, such as interrupting, body language, word choice, conversation topic choice, boasting/bragging, or swearing. Take notes on the differences that you notice.



▲ An example of different communication styles



**8 Sharing Results** In small groups, report on the examples of male and female communication style differences that you observed in your research. If possible, illustrate the differences you found by reenacting a scene from a movie, TV show, or play that you saw.

## Part 2

## Focusing on Words and Phrases

### Discussing Communication Differences

**1 Finding Meaning in Context** Here are some words and expressions from "Gender Differences in Communication" on pages 48–49. Find them in the passage. Notice their contexts—how they are used in a sentence—and try to guess their meanings. Then match the meanings on the right to the words and expressions on the left. Write the letters on the lines.



| Words and Expressions                    | Meanings   |
|--|--|
| ____ 1. anonymous (Line 49)              | a. different   |
| ____ 2. assertive (Line 38)              | b. ways of speaking  |
| ____ 3. associated with (Line 7)         | c. related to or caused by   |
| ____ 4. dominate (Line 22)               | d. connect with; interact with another person                        |
| ____ 5. empathy (Line 13)                | e. having an understanding with another person; mutual understanding |
| ____ 6. findings (Line 25)               | f. closeness   |
| ____ 7. intimacy (Line 12)               | g. feeling what another person feels                                 |
| ____ 8. liberating (Line 49)             | h. stay with   |
| ____ 9. rapport (Line 9)                 | i. have control or power over  |
| ____ 10. relate (Line 9)                 | j. results of research   |
| ____ 11. speech characteristics (Line 6) | k. speaking with confidence  |
| ____ 12. stick to (Line 17)              | l. freeing   |
| ____ 13. varying (Line 5)                | m. unknown; not named  |

## SHOWING SIMILARITIES AND DIFFERENCES

When you compare and contrast, you show the similarities or differences between two or more things. The passage that you read on pages 48–49 contains certain words and expressions that show a contrast between the communication styles of men and women. For example: “While men make more declarative statements, women make statements sound like questions.”

**2 Using Expressions** Find other examples of contrast expressions in the article. Underline them, and notice the way each fits grammatically into the sentence. Then combine the following sentences using a different contrast expression from the box in each.

|                   |         |
|-------------------|---------|
| in contrast       | whereas |
| however           | while   |
| on the other hand |         |

1. Men tend to give advice. Women often show concern and empathy.  
\_\_\_\_\_  
\_\_\_\_\_
2. Women usually reveal a lot about their personal lives. Men rarely discuss personal relationships and feelings.  
\_\_\_\_\_  
\_\_\_\_\_
3. Women usually let speakers finish their sentences. Men tend to interrupt.  
\_\_\_\_\_  
\_\_\_\_\_
4. Men tend to be assertive in online communication. Women tend to hedge.  
\_\_\_\_\_  
\_\_\_\_\_
5. Men usually make declarative statements. Women often add question tags to the end of statements.  
\_\_\_\_\_  
\_\_\_\_\_

## Paragraph Practice

**3 Using New Words and Expressions** Use the new words and expressions from this section to complete the following activities:

1. Look at the pairs of photos on page 46. In a paragraph, describe the behavior of the speakers in each pair. Use the contrast expressions taught in Activity 2 on page 52.
2. Rewrite your freewriting from Activity 6, page 50. Use the words and the expressions presented in this section.
3. In a paragraph, describe the communication style differences between the male and female characters in a play, movie, or TV program you saw for your research in Activity 7 on page 50. Use the words and expressions presented in this section.

## Part 3

## Organizing and Developing Your Ideas

### Paragraph Development

#### Review Point

- A thesis statement previews an essay by presenting the writer's approach to the topic.

#### New Points

- The body paragraphs of an essay include specific facts and examples that illustrate the writer's approach to the topic.
- A well-developed body paragraph answers all the readers' questions about the topic.
- Writers create well-developed body paragraphs by anticipating readers' questions as they write.

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#### ANTICIPATING READERS' QUESTIONS

Readers usually ask questions such as *Why, How, Who, What, Where, and When?* They often think to themselves:

- Explain more fully, please.
  - Give an example, please.
  - Prove it!
-

**1 Studying a Well-Developed Paragraph** Read the following well-developed paragraph and notice how the author anticipates and answers the readers' questions (in italics):

One way in which men's and women's speech differs is in the practice of interrupting. (*How?*) Studies have shown that men interrupt women much more often than they do other men, while women are less likely to interrupt either men or women. (*Prove it!*) At business meetings, for example, men typically engage in "competitive turn-taking," or grabbing the floor by interrupting another speaker. (*How are women different?*) Women, however, have been conditioned from childhood to believe that interrupting is impolite. (*Explain further, please.*) Instead, they sit for hours waiting for a turn to speak, while their male colleagues wonder if they'll ever have anything to say. (*What does this mean?*) This not only demonstrates a gender difference in speaking, it also illustrates one of the reasons that men and women do not understand each other.

—Georgia Dullea

How did the writer answer each of the readers' questions (shown in italics)? Find the details, examples, and explanations that answer each of the questions.

**2 Analyzing a Paragraph** Read the following paragraph. It is poorly developed because the writer did not anticipate the readers' questions and answer them. Try to answer the readers' questions (in italics) yourself, and then, on a separate piece of paper, rewrite the paragraph, developing it more fully.

One way to learn a foreign language is to watch the nonverbal communication of native speakers. (*Why?*) Watch how people behave when they talk to each other. (*Why?*) Observe the gestures they use and try to figure out what they mean. (*Give an example.*) You can learn many things about people just by watching their behavior as they speak. (*Why? What does this have to do with everything else you've said?*)

**3 Improving a Paragraph** The writer of the following paragraph did not anticipate possible questions the reader might have. Read the paragraph, then list the questions that a reader might ask after each sentence. Then rewrite the paragraph on a separate piece of paper. As you rewrite, improve it by answering the questions that you listed.

There are three areas of difference between men and women's communication styles. (*Question #1*) One area is using language to dominate, versus using it to establish rapport. (*Question #2*) Another area is in the use of declarative statements versus questions. (*Question #3*) Using and tolerating insults reflects another area of difference. (*Question #4*)

Question #1:

---

Question #2:

---

Question #3:

---

Question #4:

---



## Writing Product

**6 Writing about Communication Styles** Write an essay on the following topic:

Compare the communication style differences between men and women in your native language. Focus on one or more of the following:

- Directness versus indirectness
- Assertiveness versus unassertiveness
- Tendency to interrupt
- Body language
- Word choice
- Tag questions
- Loudness
- Conversation topic choice
- Boasting/bragging
- Dominating the conversation
- Swearing
- Insulting
- Arguing

Use the ideas that you've discussed and written about so far in this chapter. Also, remember to:

- Use contrast words and expressions and the vocabulary you learned.
- Make sure your body paragraphs include specific facts and examples that illustrate your approach to the topic.
- Answer your readers' questions about the topic.

## Part 4

# Evaluating Your Writing

Use the following rubric to score your writing. Read over the rubric with your class, then give your writing a score. A classmate and a teacher will score your writing also and explain reasons for their scores.

If you want to revise and improve this essay or a piece of writing from a previous chapter, you can do it now.

### Rubric for Writing About Gender Differences in Communication

| Score                        | Description   |
|------------------------------|---|
| <b>3</b><br><b>Excellent</b> | <ul style="list-style-type: none"><li>■ <b>Content:</b> Writing presents one or more differences in communication styles between men and women and develops a complete description through examples, experiences, reasons, and/or statistics.</li><li>■ <b>Organization:</b> Ideas are organized to support and explain main idea through an introduction, a main idea, body paragraphs, and a conclusion; ideas follow a logical sequence and are easy to follow.</li><li>■ <b>Vocabulary and Sentence Structure:</b> Vocabulary is specific and descriptive; sentence types are varied.</li><li>■ <b>Grammar:</b> Subjects and verbs agree; common grammar problems (pronouns, articles, and plurals) are minimal so that meaning is clear.</li><li>■ <b>Spelling and Mechanics:</b> Most words are spelled correctly and punctuation is correct.</li></ul> |
| <b>2</b><br><b>Adequate</b>  | <ul style="list-style-type: none"><li>■ <b>Content:</b> Writing presents at least one difference in communication styles between men and women and describes the difference through one or more of the following ways: examples, experiences, reasons, or statistics.</li><li>■ <b>Organization:</b> Ideas are organized and there is a clear beginning, middle, and end; main idea is clear; some parts may be undeveloped.</li><li>■ <b>Vocabulary and Sentence Structure:</b> Vocabulary is descriptive; sentences are mostly the same type.</li><li>■ <b>Grammar:</b> Subjects and verbs mostly agree; common grammar problems (pronouns, articles, and plurals) are distracting.</li><li>■ <b>Spelling and Mechanics:</b> Some distracting spelling and/or punctuation mistakes exist.</li></ul>   |

|  |   |
|--|---|
| <p><b>1</b></p> <p><b>Developing</b></p> | <ul style="list-style-type: none"> <li>■ <b>Content:</b> Writing does not present a difference in communication styles between men and women clearly or does not develop difference with sufficient description or detail.</li> <li>■ <b>Organization:</b> Ideas do not follow essay format and are confusing or too brief.</li> <li>■ <b>Vocabulary and Sentence Structure:</b> Vocabulary is limited and/or there are too many mistakes to understand and/or follow the ideas; sentences have mistakes.</li> <li>■ <b>Grammar:</b> Many common grammar problems (pronouns, articles, and plurals) that are confusing to the reader.</li> <li>■ <b>Spelling and Mechanics:</b> There are many distracting spelling and/or punctuation mistakes.</li> </ul> |
|--|---|

## Self-Assessment Log

In this chapter, you worked through the following activities. How much did each of them help you become a better writer? Check *A lot*, *A little*, or *Not at all*.

|   | <b>A lot</b>             | <b>A little</b>          | <b>Not at all</b>        |
|---|--------------------------|--------------------------|--------------------------|
| I discussed photos of women and men communicating.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I read about gender differences in communication.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I discussed gender differences in communication with my classmates. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I recognized supporting information from experts.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I studied words for writing about differences.                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I developed paragraphs by answering readers' questions.             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I evaluated my essay.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>(Add something)</b> _____  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____   |                          |                          |                          |

# Beauty and Aesthetics

## In This Chapter

**Genre Focus:** Cause and Effect

### Writing Product

In this chapter, you'll write about personal aesthetics.

### Writing Process

- Discuss photos of people who have changed or enhanced their natural appearance.
- Read about the history of tattoos.
- Use a timeline.
- Gather information about an aspect of personal aesthetics.
- Learn and use vocabulary for discussing the history of personal aesthetics.
- Use different types of supporting material.

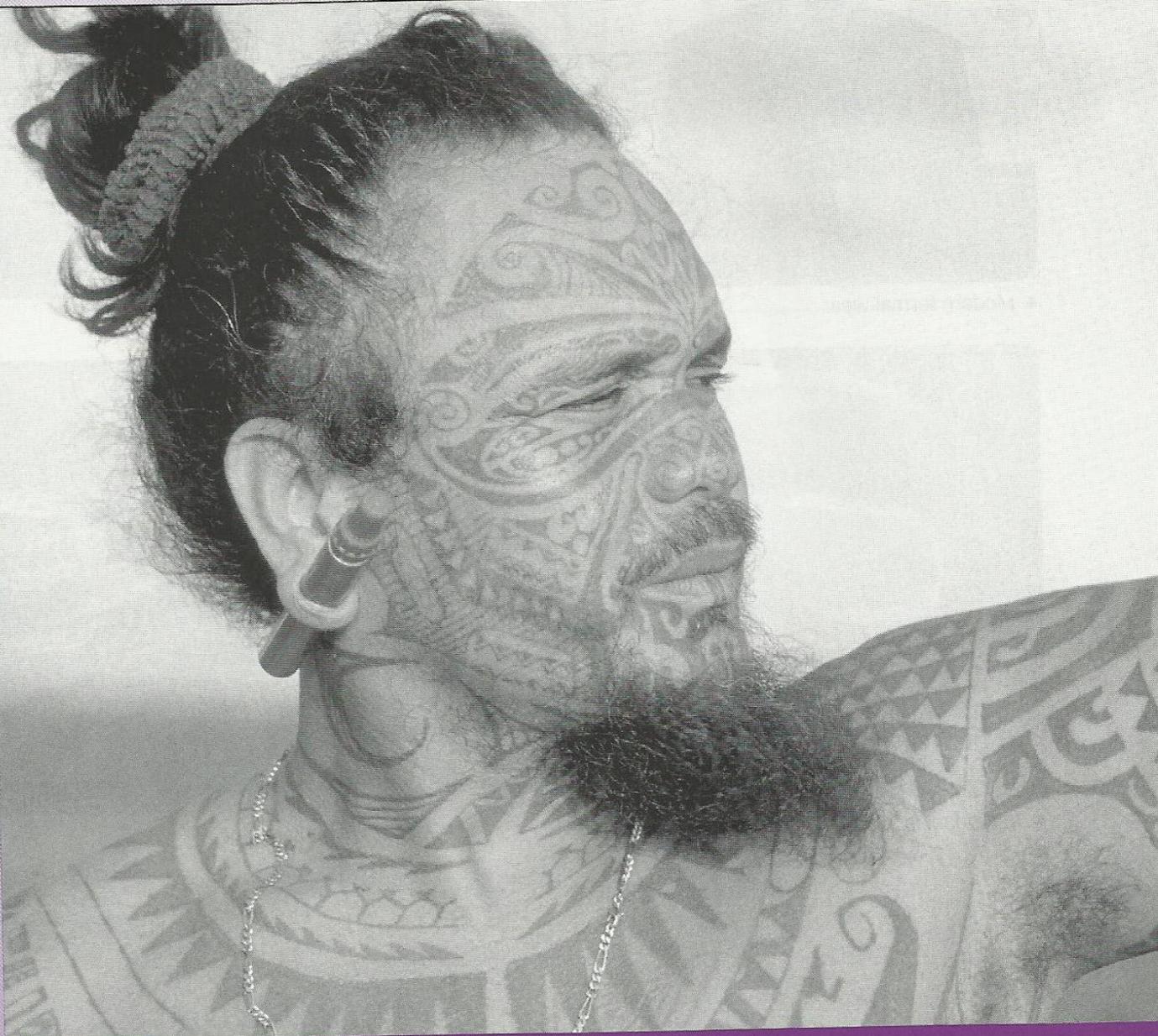
“Everything has its beauty, but not everyone sees it.”

—Confucius  
Chinese philosopher (551–479 BCE)



## Connecting to the Topic

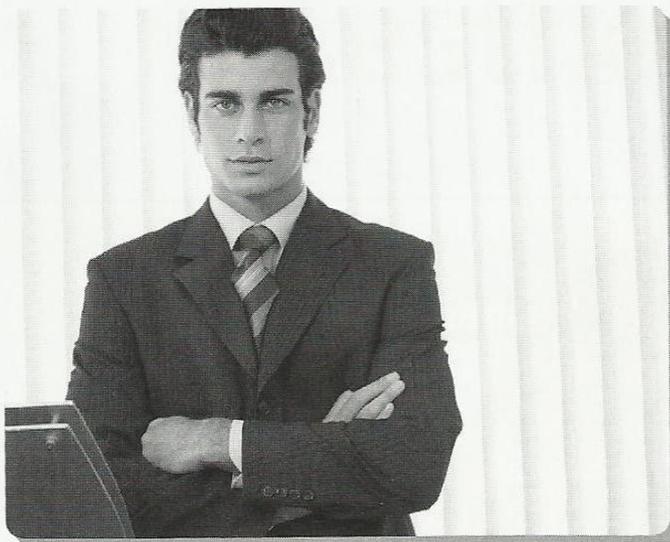
- 1 What makes people look attractive?
- 2 What doesn't make people look attractive?
- 3 How important to you is appearance?



## Getting Started



**1 Discussing Personal Aesthetics** Since the beginning of human history, people have been interested in changing or enhancing their appearance. Look at the following photos and discuss the ways in which the people in the photos have changed or enhanced their natural appearance.



▲ Modern formal wear



▲ Kabuki actors



▲ Traditional face paint in Papua New Guinea



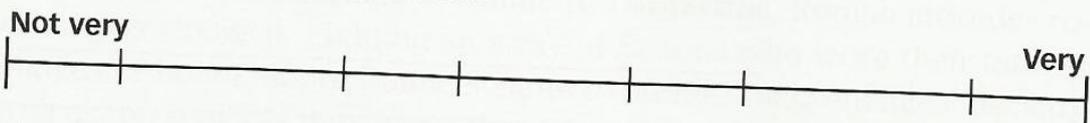
▲ Mehndi (hennaed hands)



**2 Identifying Personal Choices** Why do people change or enhance their natural appearance? Below are a few reasons that anthropologists have identified; add your own ideas to this list. Then, discuss this question with a partner: Which of these reasons match the photos on page 62? When you are done, discuss the questions that follow.

- To enhance beauty
- To hide flaws
- To indicate one's place in a group or in society
- To indicate that one is of a certain age, e.g., adult as opposed to child
- To indicate wealth
- To disguise oneself or to become someone else
- To protect oneself from the environment
- Other ideas: \_\_\_\_\_

1. How important is your appearance?



2. What do you do to enhance your appearance?

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3. Under what circumstances would you change or enhance your appearance?

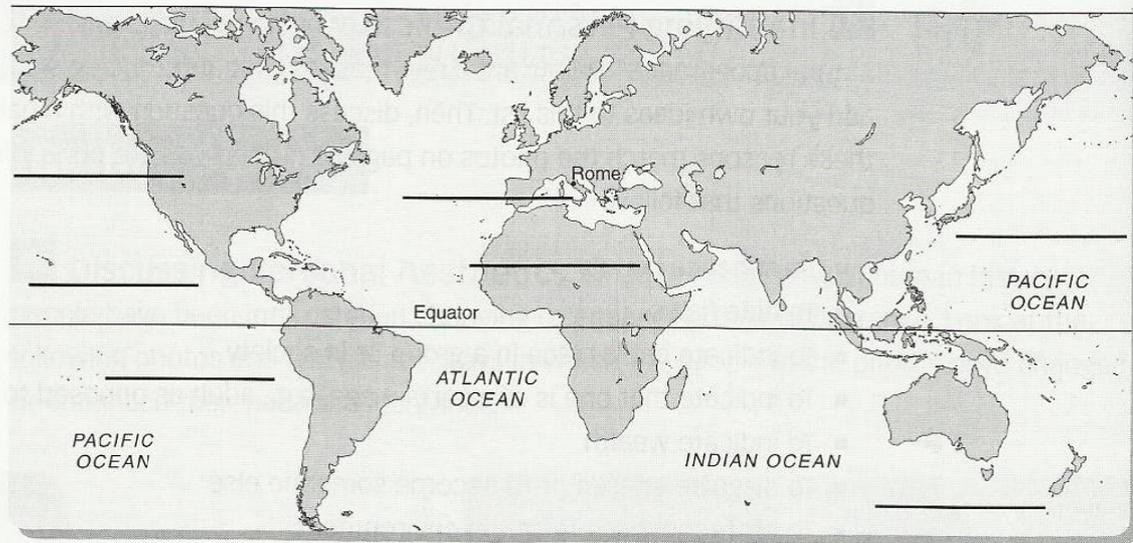
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**3 Preparing to Read** On pages 64–66 is an article from National Geographic Online. The passage discusses the history of tattooing in different cultures around the world. Before you read, discuss these questions in small groups.

1. Many countries and cultures have a history of tattooing, including Tahiti, New Zealand, Hawaii, Japan, Egypt, ancient Rome, and certain Native American cultures of the Pacific Northwest. Find the locations of these cultures on the map on the next page and label them.



2. How do you think tattoos are applied today? How might they have been applied in the past?

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3. What are some positive or negative attitudes that people have or had about tattooing?

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4. What is your opinion of tattoos? Do you find them attractive? Why or why not?

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## Tattoos Across Time and Place

A “It’s a permanent reminder of a temporary feeling,” sings Jimmy Buffett about some parents’ dismay over their daughter’s tattoo. Yet those indelible body markings are more than a trend embraced by merchant marines, bikers, and goths in basic black. Tattoos arise from a rich cultural history dating back 5,000 years.

5



▲ Body tattoos

- B The earliest example of tattoos so far discovered was found in 1991 on the frozen remains of the Copper Age “Iceman” scientists have named Ötzi. His lower back, ankles, knees, and a foot were marked with a series of small lines, made by rubbing powdered charcoal into vertical cuts. X-rays revealed bone degeneration at the site of each tattoo, leading researchers to believe that Ötzi’s people, ancestors of contemporary central and northern Europeans, may have used tattoos as medical treatment to reduce pain. 10 15
- C As civilizations developed, tattoos took on other meanings. Egyptian funerary figures of female dancers from around 2000 BCE, display the same abstract dot-and-dash tattoos on their bodies as those found on female mummies from the same time period. Later images represent Bes, god of fertility and revelry. 20
- D Ancient Romans found no reason to celebrate tattoos, believing in the purity of the human form. Except as brands for criminals and the condemned, tattoos were banned in Rome. But over time, Roman attitudes toward tattoos changed. Fighting an army of Britons who wore their tattoos as badges of honor, some Romans came to admire their enemies’ ferocity as well as the symbols they wore. Soon Roman soldiers were wearing their own body marks; Roman doctors even perfected the art of application and removal. 25
- E During the Crusades of the eleventh and twelfth centuries, warriors identified themselves with the mark of the Jerusalem cross so that they could be given a proper Christian burial if they died in battle. After the Crusades, tattooing largely disappeared in the West for a time, but continued to flourish in other places. 30
- F By the early eighteenth century, European sailors encountered the inhabitants of the South and Central Pacific islands. There, tattoos were an important part of the culture. When in mourning, Hawaiians tattooed their tongues with three dots. In Borneo, natives tattooed an eye on the palm of their hands as a spiritual guide that would lead them to the next life. 35 40
- G In 1769, Captain James Cook landed in Tahiti, where the word “tattoo” originated from *tatau*, which means “to tap the mark into the body.” One method island practitioners used for working their designs into the skin was with a razor-edged shell attached to the end of a stick. In New Zealand, Maori leaders signed treaties by drawing precise replicas of their *moko*, or personal facial tattoo. Such designs are still used to identify the wearer as a member of a certain family and to symbolize a person’s achievements in life. 45

H Tattooing has been practiced in Japan—for beautification, magic, and to mark criminals—since around the fifth century BC. Repressive laws gave rise to the exquisite Japanese designs known today. Restricted from wearing the ornate kimonos that adorned royalty and the elite, outraged merchants and the lower classes rebelled by wearing tattooed body suits. Covering their torsos with illustrations that began at the neck and extended to the elbow and above the knee, wearers hid the intricate designs beneath their clothing. Viewing the practice as subversive, the government outlawed tattoos in 1870 as it entered a new era of international relationships. As a result, tattooists went underground, where the art flourished as an expression of the wearer’s inner longings and impulses.

I The *yakuza*, the Japanese gangster class, embraced the body suits—even more so because they were illegal. Their elaborate designs usually represented an unresolved conflict and also included symbols of character traits the wearer wanted to emulate. A carp represented strength and perseverance. A lion stood for courage. Such tattoos required long periods of pain caused by the artist’s bundles of needles, endured by wearers as a show of allegiance to their beliefs. Today, Japanese tattoo wearers are devoted to the most colorful, complete, and exotic expression of the art.

J New York inventor Samuel O’Reilly patented the first electric tattoo machine in 1891, making traditional tools a thing of the past in the West. By the end of the 1920s, American circuses employed more than 300 people with full-body tattoos who could earn an unprecedented \$200 per week.

K For the next 50 years, tattoos gained a reputation as a mark of American fringe cultures, sailors, and World War II veterans. But today, tattoo connoisseurs take the spotlight at international fairs and conventions with Japanese body suits, Celtic symbols, black tribal motifs, and portraits of favorite celebrities.

L “Tattooing is enjoying a big renaissance around the world,” says Chuck Eldridge of the Tattoo Archive in Berkeley, California. “Native American women in the Northwest are wearing chin tattoos again, reviving a cultural practice from centuries before the white man arrived. And, in answer to health concerns, artists in the South Pacific are slowly changing to modern equipment.”

M “The melting pot that is the United States has no rites of passage as a single American culture,” says Ken Brown, a tattoo artist in Fredericksburg, Virginia. “On some levels, getting a tattoo is like a milestone that marks a certain moment in a person’s life.” Ken still remembers one customer, an 80-year-old former marine who had always wanted a tattoo but had been too afraid to get one. “He came to me for his first tattoo,” Ken says, “and he told me, ‘I figure I got five or six good years left in me, and I’m not going out without one.’”

—Cassandra Franklin-Barbajosa, “Tattoo: Pigments of Imagination.”



**4 Understanding the Reading** In small groups, answer the following questions.

1. How old is the practice of tattooing?

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2. Where did the word *tattoo* come from?

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3. Why did the Britons wear tattoos?

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4. How did the Romans change their minds about tattoos?

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5. What is the purpose of a *moko*?

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6. Explain in your own words why modern Japanese tattoos are so intricate.

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7. What is one way that tattoos were probably applied in the past? How are they applied today?

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8. What might be one purpose of tattoos in modern American culture, according to Ken Brown?

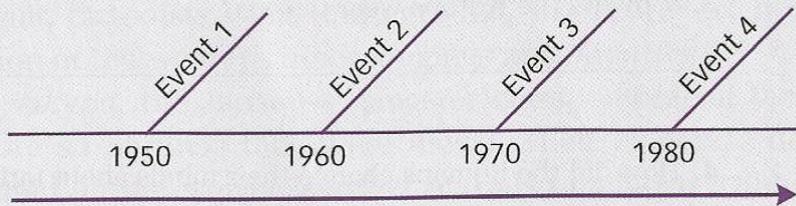
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## Strategy

### Thinking Critically: Using a Timeline

A timeline is a type of graphic organizer. It's a tool to help you keep track of events in history. You can use it to list who did what at particular points in time. A timeline can be horizontal or vertical and it contains dates and facts relevant to the dates. The dates go left-to-right or top-to-bottom. For example:



|      |               |
|------|---------------|
| 1950 | Event 1 _____ |
| 1960 | Event 2 _____ |
| 1970 | Event 3 _____ |
| 1980 | Event 4 _____ |

**5 Using a Timeline** Complete the following vertical timeline to record important facts from "Tattoos Across Time and Place." For each time period, indicate the cultures that have a history of tattooing, who used tattoos in those cultures, and examples or purposes of tattooing in the culture. Some have been done for you.

| Time Period | Culture                 | Who?           | What or Why?                    |
|-------------|-------------------------|----------------|---------------------------------|
| Copper Age  | Central/Northern Europe | Ötzi           | to reduce pain                  |
|             | Egypt                   | female dancers | symbols of Bes—god of fertility |
|             |                         |                |                                 |
|             |                         |                |                                 |
|             |                         |                |                                 |
|             |                         |                |                                 |
|             |                         |                |                                 |
|             |                         |                |                                 |

**6 Freewriting** How important is appearance to you? Under what circumstances would you change your appearance? Under what circumstances do you try to look your best? How much time, money, and energy do you spend on changing or enhancing your appearance? Write for 15 minutes about your attitude toward personal aesthetics, either for yourself or for other people.



**7 Gathering Information** Choose an aspect of personal aesthetics from the list below that interests you, then follow the directions at the top of page 70.

- Facial hair (beard, mustaches)
- Hairstyles
- Clothing
- Accessories (neckties, shoes, hats, jewelry)
- Plastic surgery
- Cosmetics
- Body painting or piercing
- Body building
- Dieting
- Your own idea: \_\_\_\_\_

Find someone who has the same interest. Work together to find out as much as you can about the history of the topic that you chose. Do library or Internet research. As you read, use a timeline similar to the one on page 68 to record important facts about your topic. Look for and make copies of pictures that illustrate your topic.



**8 Sharing Results** With your partner, give a presentation on the history of the topic that you researched. Use notes from your timeline and bring in any pictures that you found.

## Part 2

## Focusing on Words and Phrases

### Discussing the History of Personal Aesthetics

**1 Finding Meaning in Context** Below are some words and expressions from “Tattoos Across Time and Place” on pages 64–66. Find them in the passage. Notice their contexts—how they are used in a sentence—and try to guess their meanings. Then match the meanings below to the words and expressions. Write the letters on the lines.



| Words and Expressions                    | Meanings   |
|--|--|
| _____ 1. abstract (Line 19)              | a. impossible to remove                          |
| _____ 2. show of allegiance to (Line 67) | b. copy  |
| _____ 3. badges of honor (Line 26)       | c. fierceness                                    |
| _____ 4. condemned (Lines 23–24)         | d. cultures that are outside of the dominant one |
| _____ 5. emulate (Line 62)               | e. statement                                     |
| _____ 6. endured (Line 64)               | f. nonrepresentational                           |
| _____ 7. ferocity (Line 26)              | g. rebellious                                    |
| _____ 8. fringe cultures (Line 72)       | i. show of loyalty                               |
| _____ 9. indelible (Lines 4–5)           | j. detailed                                      |
| _____ 10. intricate (Line 54)            | k. signs indicating achievement or status        |
| _____ 11. expression (Line 58)           | l. sentenced to die                              |
| _____ 12. subversive (Line 55)           | m. experienced with difficulty                   |

Below are some expressions from "Tattoos Across Time and Place" useful for discussing events in the past or the history of a cultural practice.

### Noun Phrases

a cultural practice  
a rich cultural history  
rite(s) of passage  
the earliest record of + NOUN

### Verb Phrases

arise(s) from + NOUN  
came to + VERB  
dating back + NUMBER + years  
gave rise to + NOUN . . . known today

### Examples:

The melting pot that is the United States has no rites of passage as a single American culture.

Tattoos arise from a rich cultural history.

**2 Using Expressions** Find the expressions in the list above in "Tattoos Across Time and Place" on pages 64–66, and notice how each fits into a sentence. Then complete the following sentences with the correct expression:

1. At first, Mark's parents were upset by his new tattoo; later, they \_\_\_\_\_ accept it.
2. Mark got his first tattoo when he joined the army. Getting a tattoo was just one of many \_\_\_\_\_ that Mark experienced when he joined the military.
3. Mark's parents learned that tattoos have a \_\_\_\_\_. They were surprised that tattoos have been around for many years in many different civilizations.
4. Tattooing was an important \_\_\_\_\_ among the inhabitants of South Pacific islands such as the Maori, who used it to symbolize life achievements.
5. \_\_\_\_\_ of the use of lipstick was found in Babylon over 5,000 years ago.
6. The use of cosmetics isn't new; it \_\_\_\_\_ from a rich cultural history.
7. Like cosmetics, plastic surgery comes from a long tradition \_\_\_\_\_ thousands of years. For example, archaeologists have found evidence of the practice of plastic surgery in ancient Egypt.
8. Developments in medical techniques \_\_\_\_\_ to the types of plastic surgery that we know today.

## Paragraph Practice

**3 Using New Words and Expressions** Use the new words and expressions learned in this section to complete the following activities:

1. Using words and expressions from this section, write one paragraph about the history of the topic you chose in Activity 7 on page 69.
2. In your opinion, are tattoos ugly or beautiful? Express your opinion in one paragraph. Use words and expressions from this section.
3. Rewrite your Freewriting Activity from Part 1 using the words and expressions on pages 70-71.

## Part 3

## Organizing and Developing Your Ideas

### Types of Supporting Material

#### Review Point

- A well-developed paragraph anticipates the readers' questions and answers them.

#### New Points

A well-developed paragraph includes a good amount of supporting material. The types of supporting material that writers usually use to develop their ideas include examples, facts, statistics, and anecdotes.

- An **example** is a representative person, quality, or event. It shows a common quality or illustrates a general rule.
- A **fact** is a piece of information that is true or an event that has happened. Facts record and present evidence.
- A **statistic** is a number or part of a collection of numbers that represent measurements or facts.
- An **anecdote** is a short story about a person or event that illustrates or dramatizes a point.

#### EXAMPLES OF SUPPORTING MATERIAL

Note the use of the above examples of supporting material in the following paragraph about the history of neckties:

Some aspects of contemporary men's fashion can be traced to ancient times. The necktie is just one example. **[Example]** In fact, the history of neckties dates back to the Roman Empire. Roman legionnaires wore a *fo-cale*, a piece of cloth around their neck in order to keep warm. In the seventeenth century, a regiment from Croatia (then part of the Austro-Hungarian Empire) visited Paris and was presented to the king, Louis XIV. The officers of this regiment were wearing brightly colored handkerchiefs made of silk around their necks. **[Anecdote]** Louis XIV, well known for his interest in personal adornment, admired these neck cloths. He made them fashionable in France and even established a royal tie maker. The origins of this early version of the necktie remain in the French word for tie, *cravate*, which is derived from the word "Croat." **[Fact]** In twentieth century America, Jesse Langsdorf patented the long, pointed tie still popular today. And in spite of the trend toward casual business dress, necktie sales in the twenty-first century are booming, with some manufacturers reporting a 50 percent increase in sales in 2003 over the previous year. **[Statistic]**

**1 Analyzing Examples of Supporting Material** Review the passage "Tattoos across Time and Place" on pages 64-66. Try to locate as many different types of supporting material as you can. State whether each piece of supporting material is an *example*, a *fact*, a *statistic*, or an *anecdote*. Use the following chart to record your findings.

| Supporting Material from "Tattoos Across Time and Place"  | Type: Example, Fact, Statistic, or Anecdote |
|---|---|
| New York inventor Samuel O'Reilly patented the first electric tattoo machine in 1891  | fact  |
| Japanese merchants and lower classes rebelled against not being allowed to wear ornate kimonos by getting full-body tattoos | anecdote                                    |
| American circuses employed 300 people w/full-body tattoos in late 1920s   | statistic                                   |
|   |   |
|   |   |
|   |   |

Notice that it's not necessary to use each type of support in a paragraph. In fact, writers may sometimes only use examples to develop a main idea. In other cases, writers may want to provide statistics to convince readers of their main point. The type or types of supporting material depends on the main idea and the type of support that is available.

**2 Identifying Types of Supporting Material** Identify the main type(s) of supporting material in the following paragraphs and give two examples from each paragraph.

Many biologists agree that appearance results from both heredity and environment. A study of twins, Lisa and Lori, serves as an example of this. When they were children, people couldn't tell Lisa and Lori apart. However, as adults they look quite different. Even though they are genetically identical, Lisa looks much older than Lori. Lisa has deep lines in her face, while Lori's skin is smooth and youthful looking. Their personal histories serve as an explanation. Like many identical twins, they had similar life experiences: Both had three children, divorced after eight years of marriage, and both worked as nurses. However, Lisa lived in California, spent a lot of time in the sun, and smoked a pack of cigarettes every day. Lori, on the other hand, lived in Pennsylvania, avoided the sun, and never smoked.

Main Type(s) of Supporting Material:

Examples:

Men are increasingly availing themselves of plastic surgery to enhance their appearance. More than 1.2 million men had cosmetic plastic surgery in 2004, representing 13 percent of the total cosmetic plastic surgery population. The number of males having cosmetic plastic surgery procedures increased 16 percent from 2000 to 2004. Nose reshaping was the most popular surgical cosmetic procedure for men in 2004, with 109,971 operations performed. Hair transplantation was the second most popular procedure. Forty-three thousand fifty-four procedures were performed in 2004, a 54 percent increase since 2000. Top cosmetic procedures for men in 2004 also included eyelid surgery, liposuction, and breast reduction.

—The American Society of Plastic Surgeons, 2004 Gender Quick Facts: Cosmetic Procedures.

Main Type(s) of Supporting Material:

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Examples:

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**3 Using Different Types of Supporting Material** Rewrite your freewriting from Activity 6 on page 69 using at least two different types of supporting material.

**4 Organizing Supporting Material** Look at the notes you collected for your presentation in Activity 8 on page 70. Use the following chart to put the information you collected in your research into the following categories: *examples*, *facts*, *statistics*, and *anecdotes*. Then decide if you have enough material to write about your topic. Collect more material if necessary, and add it to the chart below. This will help you write your essay for this chapter.

Topic: \_\_\_\_\_

| Examples | Facts | Statistics | Anecdotes |
|----------|-------|------------|-----------|
|          |       |            |           |

**Examples, Details, and Reasons**

Part 3 of this chapter discusses kinds of supporting material. Prompts for the independent task in the TOEFL® iBT often tell you exactly what kinds of support you should use—examples, details, or reasons. Note that the word *or* indicates that you are allowed to use any or all of these kinds of support.

*Examples* are often useful when you want to describe possible situations or to name specific things that illustrate your point. *Details* can mean many things, from a brief description to a full outline of the steps in a process. Because the term means so many things, almost any response will contain *details*. *Reasons* tell why: why you believe your opinion is right, why someone should do something, etc.

**Practice:** Your choice of support type(s) will depend on the nature of the prompt. Look at the following sample prompts and circle one or more kinds of support you would be most likely to use. After you have finished, compare your choices with those of one or two other students.

The first item is done for you as an example.

1. Do you agree or disagree with the following statement: “Teachers are like a second set of parents”? Support your point of view with specific examples, details, or reasons.

examples

details

reasons

2. Should a university student study what he or she is interested in or study what his or her parents or advisers recommend? Support your point of view with specific examples, details, or reasons.

examples

details

reasons

3. Some people believe that it is good for students to wear uniforms (a required style of clothing). Others believe uniforms are bad for students. What do you believe about uniforms? Support your point of view with specific examples, details, or reasons.

examples

details

reasons

4. Describe an experience in which the behavior of a famous person—a sports star, a movie star, a politician, etc.—inspired you. Support your point of view with specific examples, details, or reasons.

examples

details

reasons

5. Do you agree or disagree with the following statement: “When one door closes, another opens”? Support your point of view with specific examples, details, or reasons.

examples

details

reasons

6. Some people believe that it is good to take three or four months off from studying—usually in the summer. Others believe that these vacations are a waste of time. What do you believe about school vacations? Support your point of view with specific examples, details, or reasons.

examples

details

reasons

## Writing Product

### 6 Writing about Personal Aesthetics Write an essay on the following topic:

Write about the history of one aspect of personal aesthetics. You can write about the same topic that you researched and presented in Part 1 or a new one.

- Facial hair (beard, mustaches)
- Hairstyles
- Clothing
- Accessories (neckties, shoes, hats, jewelry)
- Plastic surgery
- Cosmetics
- Body painting or piercing
- Body building
- Dieting
- Your own idea: \_\_\_\_\_

Use the ideas that you've discussed and written about so far in this chapter. Also, remember to develop the ideas in your body paragraphs with examples, facts, statistics, and anecdotes.

Use the following rubric to score your writing. Read the rubric with your class, then give your writing a score. A classmate and a teacher will score your writing also and explain reasons for their scores. If you want to revise this essay, you can do it now or wait until Chapter 6.

### Rubic for Writing About Personal Aesthetics

| Score                         | Description   |
|-------------------------------|---|
| <p><b>3</b><br/>Excellent</p> | <ul style="list-style-type: none"> <li>■ <b>Content:</b> Writing presents one aspect of personal aesthetics and explains its history completely through facts, examples, experiences, and/or statistics.</li> <li>■ <b>Organization:</b> Ideas are organized to support and explain main idea through an introduction, a main idea, body paragraphs, and a conclusion; ideas follow a logical sequence and are easy to follow.</li> <li>■ <b>Vocabulary and Sentence Structure:</b> Vocabulary is specific and descriptive; sentence types are varied.</li> <li>■ <b>Grammar:</b> Subjects and verbs agree; common grammar problems (pronouns, articles, and plurals) are minimal so that meaning is clear.</li> <li>■ <b>Spelling and Mechanics:</b> Most words are spelled correctly and punctuation is correct.</li> </ul> |
| <p><b>2</b><br/>Adequate</p>  | <ul style="list-style-type: none"> <li>■ <b>Content:</b> Writing presents one aspect of personal aesthetics and explains history, although reader may still have questions.</li> <li>■ <b>Organization:</b> Ideas are organized and there is a clear beginning, middle, and end; main idea is clear; some parts may be undeveloped.</li> <li>■ <b>Vocabulary and Sentence Structure:</b> Vocabulary is descriptive; sentences are mostly the same type.</li> <li>■ <b>Grammar:</b> Subjects and verbs mostly agree; common grammar problems (pronouns, articles, and plurals) are distracting.</li> <li>■ <b>Spelling and Mechanics:</b> Some distracting spelling and/or punctuation mistakes.</li> </ul>  |

|                               |   |
|-------------------------------|---|
| <b>1</b><br><b>Developing</b> | <ul style="list-style-type: none"> <li>■ <b>Content:</b> Writing does not present one aspect of personal aesthetics or explain history sufficiently.</li> <li>■ <b>Organization:</b> Ideas do not follow essay format and are confusing or too brief.</li> <li>■ <b>Vocabulary and Sentence Structure:</b> Vocabulary is limited and/or there are too many mistakes to understand and/or follow the ideas; sentences have mistakes.</li> <li>■ <b>Grammar:</b> Many common grammar problems (pronouns, articles, and plurals) that are confusing to the reader.</li> <li>■ <b>Spelling and Mechanics:</b> Many distracting spelling and/or punctuation mistakes.</li> </ul> |
|-------------------------------|---|

## Self-Assessment Log

In this chapter, you worked through these activities. How did each of them help you become a better writer? Check *A lot*, *A little*, or *Not at all*.

|   | A lot                    | A little                 | Not at all               |
|---|--------------------------|--------------------------|--------------------------|
| I discussed photos of people who have changed or enhanced their natural appearance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I read about the history of tatoos.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I discussed personal aesthetics with my classmates.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I learned words for discussing the history of personal aesthetics.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I learned to use a timeline.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I learned to use different types of supporting material.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I gathered information about an aspect of personal aesthetics.                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I evaluated my essay.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (Add something) _____   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____   |                          |                          |                          |