



COMPOSITION 2

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4TH SEMESTER

Lecture 1

Chapter 1

Languages and Learning

❖ Focus:

By the end of the next lecture you will be expected to write a descriptive composition about "Learning a Language".

❖ Preparing to Write:

Look at the photos on this page and think about how the people in these photos would benefit from learning a foreign language.

- Airline representative
- Businessman
- A student
- Health care worker



1. An airline representative



2. Doing business in a foreign country



3. Studying in a foreign country



4. working in a health clinic

1. Why might these people need to speak more than one language?

They should learn another language because they are most likely to meet people who speak a language other than their own.

2. What are some reasons to learn a second language?

A couple of reasons I think are important are to communicate with more people, and get to know and understand another culture.

3. What are some ways to learn a second language?

One could learn a language on his or her own or he or she could ask someone to teach him or her. A proper way to learn a language though, is to take classes in a school or institute.

❖ **Reading Passage:** Want to Learn a Language? Let's read it together...

Don't Make It a Mount Everest

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

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.

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

Motive :

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.



• Studying English in a language lab

"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 of 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.

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

Method :

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

Since most programs emphasize dialogue in the classroom, class size **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.

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:

What makes a good teacher? When you think consider a language class, you must, of course, consider the teacher. Learning a language from **native speakers** has its advantages, but " 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."

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

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

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.

❖ **Vocabulary:**

foreign language	conjugate	criterion
Creole	technique	advantages
cabdriver	immersion	dialogue
bargain	emphasize	likely
Experts	individual	opportunity
telephone booth	expensive	participate
proficiency	private tutoring	conversation

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. <u>B</u> Don't look a gift horse in the mouth. | A. Don't let other people see your faults. |
| 2. <u>G</u> Don't make waves. | B. Don't criticize a gift or an opportunity. |
| 3. <u>F</u> Don't make a federal case out of it. | C. Don't talk about Unrelated issues; get to the point. |
| 4. <u>H</u> Don't stick your neck out. | D. Don't make plans before you have all the necessary <i>inottnetion</i> or items. |
| 5. <u>A</u> Don't wash your dirty linen in public. | E. Don't bring up that topic. |
| 6. <u>D</u> Don't count your chickens before they hatch. | F. Don't exaggerate a situation. |
| 7. <u>C</u> Don beat around the bush. | G. Don't interfere; don't cause problems. |
| 8. <u>E</u> Don go there. | H. Don't take unnecessary chances. |

❖ **Task 1:**

Respond to the following:

- Give four reasons why you want to learn English.

Begin your answer like this

I want to learn English because

(Post your answer on the course forum)

Lecture 2

❖ Exercise 1:

The meaning of some **words** and expressions in the reading passage. ((the passage in page 2-3))

words and Expressions	Meanings
1. <u>F</u> criterion	A. a person who speaks more than one language
2. <u>I</u> crucial	B. a course for learning something that you can use immediately, in a real situation
3. <u>J</u> institute	C. the condition of being very good at something
4. <u>A</u> polyglot	D. a way of learning a foreign language in which only the target language is spoken in class
5. <u>E</u> native speakers	E. people who speak a language as their first language
6. <u>H</u> nonnative	F. a quality or a value that you use to make a judgment
7. <u>B</u> practical program	G. the language that you want to learn
8. <u>C</u> proficiency	H. a person who does not speak a language as his or her first language
9. <u>G</u> target language	I. extremely important
10. <u>D</u> total immersion	J. a school or organization where learning takes place

- **Criterion:** a quality or a value that you use to make a judgment
- **Crucial:** extremely important
- **Institute:** a school or organization where learning takes place
- **Polyglot:** a person who speaks more than one language
- **Native Speakers:** people who speak a language as their first language
- **Nonnative:** a person who does not speak a language as his or her first language
- **Practical Program:** a course for learning something that you can use immediately, in a real situation
- **Proficiency:** the condition of being very good at something
- **Target Language:** the language that you want to learn
- **Total Immersion :** a way of learning a foreign language in which only the target language is spoken in class

❖ Exercise 2:

Using some prepositions.

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

Lecture 3

❖ Introducing the Essay:

- **In an essay you can:**
 - expresses an idea or opinion
 - analyze, explain, or describe someone or some thing
 - show the relationship between two or more things
 - solve a problem
 - or all of the above

❖ The Academic Essay:

- **An academic essay usually contains four parts:**
 - An introductory paragraph
 - A thesis or main idea statements
 - Body paragraph
 - A concluding paragraph

❖ Exercise :

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

The introductory paragraph

Student Essay: The Benefits Of Online Language Learning

A In today's global environment, mowing 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.**

The thesis statement/main

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.

Words and phrases that connect ideas

C A benefit of online language learning is that it's individualized. Many on-line 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. Along 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.

E 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.

The concluding paragraph

❖ Task 1:

Analyzing an Academic Essay Answer these questions about the essay.

1. What is the main idea of the essay?

Online language learning is a good way to learn a second language.

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)
- A combination of the above

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

Yes there are some conjunctions: In addition, For example, Furthermore.

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

Not easy and not difficult

❖ **Task 2 :**

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.

Remember to post your response on the course forum. Please do not send it as email.

Chapter 2

Danger and Daring

❖ **Focus:**

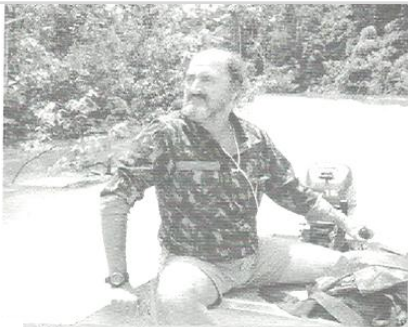
In this chapter will try to learn how to write about an explorer.

❖ **Preparation:**

Take a look at the photos on this page. All of these people are explorers. Notice the information about their names, their achievements, and the date of their achievements are written below each photo.



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



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..

❖ **Annapurna: A Woman's Place:**

We will read this passage together.

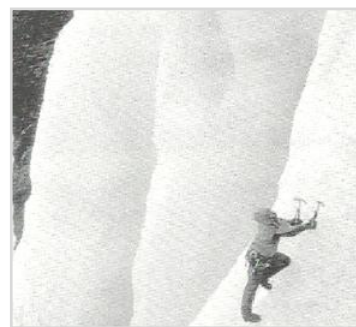
Annapurna : woman's Place

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 to 1920. One of them, Isabella Byrd, had been sickly for most of her life in England, but she experimented a dramatic change as she traveled at high elevations in Kashmir. Unlike her experience 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.

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 the 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.

C Fanny Bullock Workman and her husband, Dr. W.H. Workman, of Massachusetts, traveled and explored in the Himalayas between the 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".

D Another early woman and climber and **rival** of Mrs. Workman Was Annie S. Peck New England professor. She began her climbing career with an **ascent** of the Matterhorn when she was 45, In1908, 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 Pure and Bolivia, 1912.)".



Climbing Annapurna

E In the years since World War II, 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 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, woman 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 mountain 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 Nange 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 women's team was the ill-fated 1959 international women's Expedition to Cho Oyu in Nepal. Tragically, four climbers, including the leader, Claude Kogan, died in this attempt. By 1972, when the idea 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

❖ **Task 3 :**

Do this exercise as best as you can.

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 David-Neel. France 1911-1944</i>	<i>Walked 2,000 miles across Tibet. Disguised herself as a beggar</i>

Remember to post your response on the course forum. Please do not send it as email.

Lecture 5

❖ Words and Phrases : (the passage in page 9-10)

- **Ardent:** passionate; enthusiastic
- **Ascent:** climb
- **Endeavor:** effort; an attempt
- **felt the urge:** had a very strong desire
- **Summit:** the top of a mountain
- **Legendary:** famous
- **notably absent:** obviously not present
- **Pioneer:** someone who is the first to explore a new place
- **Remote:** far away from civilization
- **Rival:** person who is competing against another

❖ Describing personalities and achievements:

– Personalities:

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

– Achievements:

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

❖ Task 4:

Do this exercise as best as you can.

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.

Remember to post your response on the course forum. Please do not send it as email.

Lecture 6

❖ Thesis Statement and Supporting Ideas:

– 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.

❖ 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.

❖ 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 13, 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.

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:

Chapter 3

Gender and Relationship

❖ **Focus:**

In this chapter, you will learn to write about communication style differences between men and women.

❖ **Look at these Photos :**



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. **Man:** Will you please go to the store for some eggs.
2. **Woman:** I really need a few things from the store, but I'm so tired.
3. **Man:** It's a nice day.
4. **Woman:** It's a nice day, isn't it.

❖ **The reading passage :**

Gender Differences in Communication

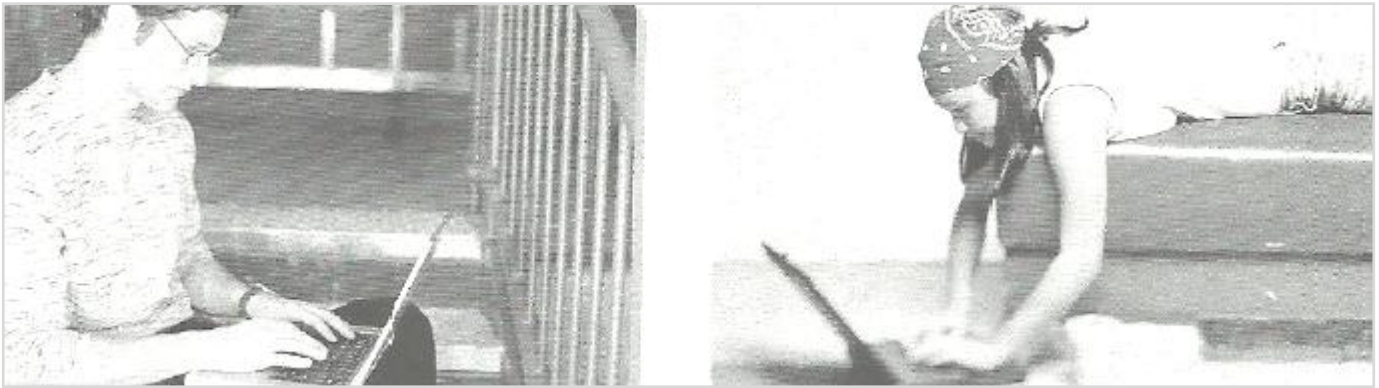
A All of us have different styles of communicating with other people. Our style depends on a lot of things: where we're from, how and where we were raised, our educational background, and our age. It also can depend on our gender. Generally speaking, men and women talk differently, although there are 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**.

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

❖ **Questions :**

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

-Women reveal a lot about their private lives, stick to one topic for a long time, let all speakers finish their sentences, and try to have every one participate.

-Men rarely talk about their personal relationships and feelings but complete to prove themselves better informed about current affairs, travel & sports. They change topics and try to dominate the conversation.

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

-Men are more assertive than women. Women tended to be unsure, apologize, and ask questions. Men enjoy and tolerate flaming.

3. Give an example from your own experience of each of these communication style differences:

a. "debate vs. relate,"

.....

b. "report vs. rapport," , "

.....

c. "competitive vs. cooperative."

.....

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

.....

.....

.....

❖ **Task 5:**

Try to answer the previous questions on your own. Try to write correct grammatical sentences as best as you can.

Remember to post your response on the course forum. Please do not send it as email.

Lecture 8

Finding Meaning in Context Here are some words and expressions from "**Gender Differences in communication**" on pages 15-16. 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. <u>M</u> anonymous	A. different
2. <u>K</u> assertive	B. ways of speaking
3. <u>C</u> associated with	C. related to or caused by
4. <u>I</u> dominate	D. connect with; interact with another person
5. <u>G</u> empathy	E. having an understanding with another person; mutual understanding
6. <u>J</u> findings	F. closeness
7. <u>F</u> intimacy	G. feeling what another person feels
8. <u>L</u> liberating	H. stay with
9. <u>E</u> rapport	I. have control or power over
10. <u>D</u> relate	J. results of research
11. <u>B</u> speech characteristics	K. speaking with confidence
12. <u>H</u> stick to	L. freeing
13. <u>A</u> varying	M. unknown; not named

- **Anonymous:** Unknown ; not named
- **Assertive :** Speaking with confidence
- **Associate with :** Related to or caused by
- **Dominate :** Have control or power over
- **Empathy :** Feeling what another person feels
- **Findings :** Results of research
- **Intimacy :** Closeness
- **Liberating :** Freeing
- **Rapport :** Having an understanding with another person ; mutual understanding
- **Relate :** Connect with ; interact with another person
- **Speech characteristics :** Ways of speaking
- **Sick to :** Stay with
- **Varying :** Different

Lecture 9

❖ Exercise :

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

however

on the other hand

whereas

while

1. **Men tend to give advice. Women often show concern and empathy .**

Men tend to give advice whereas women

2. **Women usually reveal a lot about their personal lives. Men rarely discuss personal relationships and feelings .**

Women usually reveal a lot about their personal lives while 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 .**

❖ 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 .

❖ 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?)*

❖ 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: _____

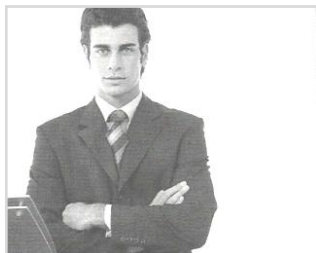
Chapter 4

Beauty and Aesthetics

❖ Focus:

This chapter will focus on *cause* and *effect*. You will learn to write about personal aesthetics such as *clothing, body paint, body piercing, tattoos ...etc.*

❖ Look at these Photos :



Modern formal wear



Kabuki actors



Traditional face paint in Papua New Guinea



Mehndi (hennaed hands)

Think about more examples.

❖ Why do people change their natural appearance?

- To enhance beauty
- To hide flaws
- To indicate one's place in a group or in society
- To indicate certain age (child or adult)
- To indicate wealth
- To disguise oneself or to become someone else
- To protect oneself from the environment

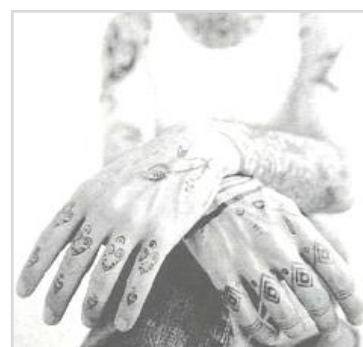
❖ The Reading Passage :

We will read this passage together, and try to explain some of the ideas presented in it. Try to follow, and then try to read it on your own.

Tattoos Across Time and Place

A "It's a permanent reminder of a temporary feeling," sings Jinuny 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.

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 Otzi. His lower back, ankles, knees and foot were marked with a series of small lines, made by rubbing powdered charcoal into vertical cuts. X-rays



Body tattoos

revealed bone degeneration at the site of each tattoo, leading researchers to believe that Otzi's people, ancestors of contemporary central and northern Europeans, may have used tattoos as medical treatment to reduce pain.

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.

D Ancient Romans found reason to celebrate tattoos, believing in the purity of the humane form. Except as brands for criminals and the **condemned**, 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.

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.

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.

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.

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 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 relationship. 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, to 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 years left in me, and I'm not going out without one.'"

-Cassandra Franklin-Barbajosa, "Tattoo: Pigments of Imagination."

Lecture 11

❖ Understanding the reading:

1. How old is the practice of tattooing?

Tattoos arise from a rich cultural history dating back 5,000 years.

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

*In 1769, Captain James Cook landed in Tahiti, where the word "tattoo" originated from *tatau*, which means "to tap the mark into the body."*

3. Why did the Britons wear tattoos?

Because they thought of tattoos as badges of honor.

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

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.

5. What is the purpose of *moko*?

*In New Zealand, Maori leaders signed treaties by drawing precise replicas of their *moko*, or personal facial tattoo.*

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

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

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

❖ **Using a time :**

Consider the chart . We will try to do this exercise together.

Complete the following vertical timeline to record important facts from "**Tattoos Across Time and Place.**" (pages 21-22-23) 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?
<i>Copper Age</i>	<i>Central/Northern Europe</i>	<i>Otzi</i>	<i>to reduce pain</i>
<i>2000 BC</i>	<i>Egypt</i>	<i>female dancers</i>	<i>symbols of Bes-god of fertility</i>
<i>During the Roman Empire</i>	<i>Briton</i>	<i>Army</i>	<i>Badges of honor</i>

Lecture 12

❖ Finding Meaning in Context

Below are some words and expressions from "**Tattoos Across Time and Place**" on pages 21-22-23. 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. <u>F</u> abstract	A. impossible to remove
2. <u>I</u> show of allegiance to	B. copy
3. <u>K</u> badges of honor	C. fierceness
4. <u>L</u> condemned	D. cultures that are outside of the dominant one
5. <u>B</u> emulate	E. statement
6. <u>M</u> endured	F. nonrepresentational
7. <u>C</u> ferocity	G. rebellious
8. <u>D</u> fringe cultures	I. show of loyalty
9. <u>A</u> indelible	J. detailed
10. <u>J</u> intricate	K. signs indicating achievement or status
11. <u>E</u> expression	L. sentenced to die
12. <u>G</u> subversive	M. experienced with difficulty

- **Abstract:** nonrepresentational
- **Show of allegiance to:** show of loyalty.
- **Badges of honor:** signs indicating achievement or status.
- **Condemned:** sentenced to die.
- **Emulate:** copy
- **Endured:** experienced with difficulty.
- **Ferocity:** fierceness
- **fringe cultures:** cultures that are outside of the dominant one.
- **Indelible:** impossible to remove.
- **Intricate:** detailed
- **Expression:** statement
- **Subversive:** rebellious

Below are some expressions from "Tattoos Across Time and Place" on pages 21-22-23 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 .

Using Expressions Find the expressions in the list above in "Tattoos Across Time and Place" on pages 21-22-23 , 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 came to accept it .
2. Mark got his first tattoo when he joined the army. Getting a tattoo was just one of many rites of passage that Mark experienced when he joined the military .
3. Mark's parents learned that tattoos have a rich cultural history .They were surprised that tattoos have been around for many years in many different civilizations.
4. Tattooing was an important cultural practice among the in -habitants of South Pacific islands such as the Maori, who used it to symbolize life achievements.
5. TV earliest record of the use of lipstick was found in Babylon over 5,000 years ago.
6. The use of cosmetics isn't new; it arise from a rich cultural history.
7. Like cosmetics, plastic surgery comes from a long tradition dating back thousands of years. For example, archaeologists have found evidence of the practice of plastic surgery in ancient Egypt.
8. Developments in medical techniques gave rise to the types of plastic surgery that we know today,

Lecture 13

❖ Supporting Material:

We will consider the example on this page as an example of supporting ideas in a paragraph.

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 focale*, 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]**

Analyzing Examples of Supporting Material Review the passage "Tattoos Across Time and Place" on pages 21-22-23. 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 Materials from "Tattoos across time and place"	Type: example, Fact, Statistic, or Anecdote
<i>New York inventor Samuel O'Reilly patented the first electric tattoo machine in 1891</i>	<i>fact</i>
<i>Japanese merchants and lower classes rebelled against not being allowed to wear ornate Kimonos by getting full-body tattoos.</i>	<i>anecdote</i>
<i>American circuses employed 300 people w/full-body tattoos in late 1920s.</i>	<i>statistic</i>
<u><i>The earliest example of tattoos so far discovered was found in 1991...</i></u>	<u><i>An example</i></u>
<u><i>Fighting an army of Britons...</i></u>	<u><i>anecdote</i></u>
<u><i>In 1769, Captain James Cook landed in Tahiti...</i></u>	<u><i>fact</i></u>

Lecture 14 Final Remarks

❖ Examples of Exam Questions :

Studying abroad offers _____1_____ many advantages. First _____2_____ all, students have the _____3_____ to learn a _____4_____ language by interacting _____5_____ native speakers every _____6_____. The students live _____7_____ a new culture, _____8_____ they can learn _____9_____ in and out _____10_____ the classroom. Studying _____11_____ teaches students that _____12_____ are other ways _____13_____ looking _____14_____ the _____15_____. This is a _____16_____ important part of _____17_____. Students learn to _____18_____ flexible because they _____19_____ to adapt to _____20_____ ways _____21_____ living. _____22_____ experience _____23_____ culture _____24_____ a much more _____25_____ way than if _____26_____ simply took a _____27_____ to another country. _____28_____ students are far _____29_____ home. Therefore, they have _____30_____ become responsible and _____31_____. When they study _____32_____, students have an _____33_____ they will remember _____34_____ their lives.

Studying abroad offers students many advantages. First of all, students have the opportunity to learn a new language by interacting with native speakers every day. In addition, the students live in a new culture, so they can learn both in and out of the classroom. Studying abroad also teaches students that there are other ways of looking at the world. This is a very important part of education. In addition, students learn to be flexible because they have to adapt to different ways of living. they experience another culture in a much more significant way than if they simply took a vacation to another country. Also, foreign students are far from home. Therefore, they have to become responsible and self-reliant. When they study abroad, students have an experience they will remember all their lives

1.

- a. students
- b. players
- c. cats
- d. books

2.

- a. of
- b. off
- c. self
- d. car

3.

- a. scholar
- b. opportunity
- c. kindly
- d. copy

4.

- a. old
- b. new
- c. some
- d. something

5.

- a. off
- b. of
- c. with
- d. might

Match the words to their definitions.

1. Criterion

- a. a quality used to make a judgment
- b. a person who speaks more than one language
- c. being very good at something
- d. the language you want to learn

2. crucial

- a. a school or organization where learning takes place
- b. extremely important
- c. a condition of being very good at something
- d. the language you want to learn

3. institute

- a. a person who does not speak a second language
- b. a person who speaks more than one language
- c. a course of learning something you can use very soon
- d. a school or organization where learning takes place

Done by Bisan - 2014
I wish you all the success