

Part 1 Before You Write

Exploring Ideas



▲ There are many types of books and brochures about different colleges.

What Do You Think?

Ranking Factors

Below are some factors a student might think about when choosing a college. Which ones are most important to you? Rank them in order from 1 (most important) to 12 (least important).

- | | |
|--|-------------------------------|
| _____ class size | _____ courses offered |
| _____ facilities (libraries, laboratories) | _____ cost |
| _____ location | _____ ease of admission |
| _____ quality of classes | _____ prestige |
| _____ number of international students | _____ help with job placement |
| _____ special programs | _____ family connection |

1 Adding Factors Think about the factors listed above. Are there any other factors you would add? Write them on a separate piece of paper.



2 Discussing Your Ideas In small groups, discuss your ideas with other students. Give reasons you think certain factors are important.

Building Vocabulary

3 Using a Vocabulary Chart Look at the vocabulary words in the chart below. Look up any words you don't understand. Circle the words used in your discussion in Activity 2, and add words to the list. Then continue the discussion using any words on the list that you have not yet used.

| Nouns | Verbs | Adjectives | Other |
|--------------|--------|--------------|-------|
| advantage | attend | advantageous | |
| attendance | prefer | challenging | |
| campus | | diverse | |
| disadvantage | | huge | |
| facility | | impersonal | |
| faculty | | prestigious | |
| location | | | |
| preference | | | |
| prestige | | | |
| scholarship | | | |
| student body | | | |
| tuition | | | |

4 Matching Words to Their Definitions Match the vocabulary words in Activity 3 with the words and phrases below.

- a good thing advantage
- the cost of college classes _____
- very large _____
- a good reputation _____
- teachers _____
- a building, a laboratory, a library _____
- go to _____
- having many different kinds _____
- not friendly _____
- a bad thing _____



5 Discussing Advantages In small groups, discuss the advantages of large and small colleges. Write your ideas on the lines below.

Advantages of a Large College

Advantages of a Small College



6 Discussing Preferences Look at your lists of advantages. In small groups, discuss whether you think large or small colleges are better.

7 Choosing a Topic Choose the topic you want to write about: the advantages of a large college or the advantages of a small college.

Organizing Ideas

Strategy

Organizing Ideas in Order of Importance

When you made the list of the advantages of large and small colleges, you were giving your opinion. Once you have decided on your opinions, you need to organize them. One way of doing this is to write about the most important ideas first, then write about the less important ones.

8 Ranking Ideas in Order of Importance Look at the lists of advantages you made in Activity 5. Which advantages are most important to you? Rank these advantages in order of importance, with the first one as the most important. Cross out any advantages that are not very important.

Strategy

Giving Reasons

When you write, you should give at least one reason or example to support each of your opinions. You need to tell your readers what you think and why you think it.

9 Giving Reasons for Your Opinions On the following lines, list your opinions about the advantages of small or large colleges in order of importance. Then give at least one reason or example for each opinion. This will make an outline you can use when you write.

Opinion 1: It's easier to make a lot of friends at a small college.

Reason: If there are fewer students, you see the same people more often and get to know them better.

Opinion 2: _____

Reason: _____

Opinion 3: _____

Reason: _____

Opinion 4: _____

Reason: _____

Strategy

Writing Topic Sentences

The topic sentence usually comes at the beginning of a paragraph. It tells the reader the main idea of the paragraph. A good topic sentence shouldn't be too specific because it needs to relate to all the ideas in the paragraph. In addition, in an opinion paragraph, a good topic sentence will clearly state your opinion.

1 Completing Sentences with *Because*, *So*, and *Therefore* Complete the following sentences with *because*, *so*, or *therefore*.

1. Students who study in a foreign country live with people who do not speak their native language; therefore, they will learn that country's language well.
2. Public colleges are more practical _____ they are less expensive.
3. When students attend a local college, they can live at home, _____ they don't have to spend a lot on rent and food.
4. _____ international students have to study in a foreign language, they often have difficulty with their courses.
5. International students spend a long time away from home. _____, they may lose touch with their own customs and culture.

USING CONNECTING WORDS: *IN ADDITION* AND *ALSO*

In a paragraph, it's important to use connecting words—words that connect the ideas. Otherwise, the paragraph will sound choppy—that is, not smooth. You can make a paragraph more cohesive by using *in addition* and *also* to connect similar ideas.

In addition usually comes at the beginning of a sentence. In this position, it is always followed by a comma.

Example

It is very difficult to study abroad. In addition, it can be much more expensive than studying in your own country.

Also can come at the beginning of a sentence, before a simple present or a past tense verb, or after an auxiliary verb or modal. Note that if it comes at the beginning of a sentence, it is followed by a comma.

Examples

Also, large universities offer a more diverse student population.
Large universities also offer a more diverse student population.
Large universities can also offer a more diverse student population.

2 Connecting Sentences with *Also* and *In Addition* Use *also* and *in addition* to connect the sentences. More than one answer is possible.

1. Many students learn a lot about the world from their study abroad experience. They learn a lot about themselves.
Many students learn a lot about the world from their study abroad experience. They also learn a lot about themselves.
-

2. Most students in four-year colleges are very intelligent. They study hard.

3. Some professors don't always understand international students. They may know very little about foreign cultures.

4. Many students who go abroad to study lose contact with their families. Some of them marry foreigners and never return home.

5. Studying in a foreign country can be more exciting than studying in your native country. You may get a better education.

- 3** **Rewriting a Paragraph with Connecting Words** Rewrite the following paragraph using *also* and *in addition* to connect similar ideas.

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. The students live in a new culture, so they can learn both in and out of the classroom. Studying abroad teaches students that there are other ways of looking at the world. This is a very important part of education. 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. 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.

Don't use the quantifiers *no*, *none*, or *all* when you are giving your opinion about something. Instead, use *very few*, *hardly any*, *almost no*, or *almost none*.

Example

Very few international students learn English easily.

Instead of *all*, use *almost all*, *most*, or *many*.

Example

Many international students work harder than other students.

6 Correcting Overgeneralizations Rewrite the following sentences so that they are not overgeneralizations. Use adverbs of frequency and/or quantifiers.

1. All international students have a difficult time their first year.

Many international students have a difficult time their first year.

2. International students never become friendly with native-speaking students.

3. All international students get better grades than other students.

4. Professors never understand students from other countries.

5. International students always feel isolated.

6. All students in city colleges are too busy to be friendly.

7. No four-year colleges offer practical training.

8. Studying in a foreign language is always very difficult.

9. All students in community colleges can live at home.

10. Studying in a private college is always extremely expensive.



What Do You Think?

Classifying Sense Details

Work with a partner, and test your knowledge of the adjectives below. Put each adjective in the correct category. (Note: Some might fit into more than one category.) Then add some adjectives of your own to each category.

bitter cramped noisy salty smooth
bright foul rotten soft spicy
colorful gloomy rough sour

| See | Hear | Smell | Taste | Touch |
|-----|--------------|-------|-------|-------|
| | <i>noisy</i> | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

3 Choosing a Topic Write the name of the place you are going to describe in your descriptive paragraph.

4 Listing Details Make a list of sense details for the place you are going to describe. Use noun phrases and adjectives.

1. What I can see:

colorful piles of vegetables

2. What I can hear:

3. What I can touch:

4. What I can taste (optional):

5. What I can smell (optional):

5 Describing Feelings In your descriptive paragraph, you will include the feelings and opinions you have about the place you describe. Write a few notes about how you feel about the place you describe. Also write about why you feel the way you do.

Example *My bedroom makes me feel relaxed and calm.*



6 Sharing Your Ideas Describe the place you chose to a partner. Help each other get ideas by asking each other questions about the places you described. Add any new ideas you have to your notes.

Building Vocabulary

7 Identifying Descriptive Words and Phrases Read the following paragraph. Notice the effect the details have on the writing. Underline the descriptive words and phrases.

My Neighborhood

My neighborhood is fascinating because people from all over the world live in it. When I walk down the main street of my neighborhood, I can hear the unfamiliar sounds of languages from all over the world. Each ethnic group has its own colorful shop or fascinating restaurant. On a warm evening, I can smell the sweet melons from the Korean produce store and the spicy curries from the Indian restaurant. These smells are free, but for a small price, I can also buy any of 50 kinds of cheeses with strange names from one store, or exotic Asian vegetables and the spices to cook them in from another. The people of the neighborhood take pride in their surroundings. On almost every street, they plant trees and flowers from their native countries to remind them of home and to brighten up the dull gray cement and run-down apartment buildings. One of my neighbors plants delicate Scottish flowers every year in memory of her mother's garden in Scotland. Another neighbor has a Chinese vegetable garden in window boxes. I don't need to buy an airplane ticket to experience the world; a walk around my neighborhood can be just as exciting.

8 Matching Words to Their Definitions Find words or phrases in the paragraph above that mean the following:

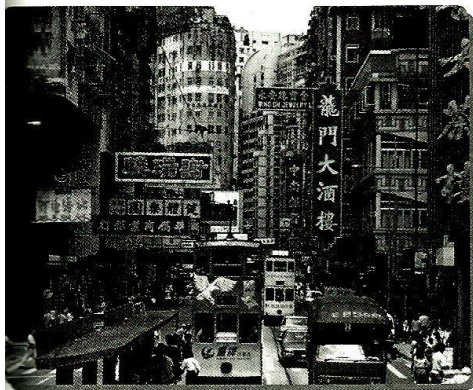
1. strange and unusual exotic
2. small and pretty _____
3. very interesting _____
4. to make pretty _____

5. sad-looking _____

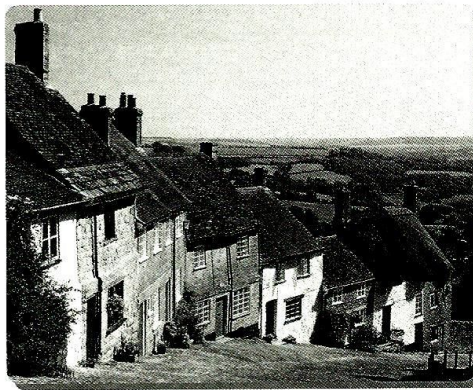
6. to be proud of _____



9 Using Sense Details Work in groups of three. Choose one of the photos below. Make lists of sense details that describe the neighborhood. Then use those words to describe the photo.



▲ Hong Kong's neighborhoods are lively.



▲ Some villages in Europe don't change much over time.

1. What you can see:

2. What you can hear:

3. What you can smell:

4. What you can taste:

5. What you can feel:

Organizing Ideas

Strategy

Writing Topic Sentences

The topic sentence tells the reader the subject of the paragraph. In a descriptive paragraph, the topic sentence is general enough to unite all the descriptive details in the paragraph but focused enough to grab the reader's attention. It should also indicate the writer's feeling about the place.

Instead of using vague, overused adjectives such as *nice*, *good*, and *bad* in your topic sentences, use more specific and vivid adjectives.

Vague and uninteresting: My neighborhood is a nice place to live.

Specific and interesting: My neighborhood is fascinating because people from many countries live in it.

10 Choosing the Best Topic Sentence For each set of topic sentences below, put a check mark (✓) next to the best topic sentence, the one that is focused and interesting.

1. Topic: "My Room"

- a. ☐ My room is a perfect place for one person to live.
- b. ☐ Many people live in single rooms.
- c. ☐ My room is nice.
- d. ☐ I love the big windows.

2. Topic: "My House"

- a. ☐ There are a lot of houses like mine in my neighborhood.
- b. ☐ I love my house because it is filled with happy memories.
- c. ☐ Big houses are best.
- d. ☐ My family lives in a good house.

3. Topic: "My Dormitory"

- a. ☐ My dormitory has never felt like home to me.
- b. ☐ I live in a dormitory.
- c. ☐ Dormitories are where students live.
- d. ☐ The cafeteria food in my dormitory is good.

Developing Cohesion and Clarity

GIVING REASONS WITH *SINCE*

Because and *since* have almost the same meaning when *since* doesn't refer to a point of time in the past. They both express a cause.

Because and *since* often introduce a dependent clause in complex sentences. Dependent clauses are clauses that contain a subject and a verb but cannot stand alone.

Look at the following examples of complex sentences with *since*. The dependent clauses are underlined.

Examples

Since quite a few people in the neighborhood come from the Middle East, there are many great Middle Eastern shops and restaurants here.

There are many great Middle Eastern shops and restaurants here since quite a few people in the neighborhood come from the Middle East.

Note that a dependent clause with *since* can come at the beginning or end of a sentence. If it comes at the beginning of a sentence, it is followed by a comma. A comma isn't needed if the clause comes at the end of the sentence.

1 Combining Sentences Using *Since* Combine the sentences below using *since*. More than one answer is correct.

1. Many people have lived in my neighborhood for years. It is a very friendly place.

Since many people have lived in my neighborhood for years, it is a very friendly place.

2. My apartment is small. I have to keep it very neat.

3. My cousin needed a roommate and is easy to get along with. I decided to move in with him.

4. It is easy to get to know everyone in my dormitory. Only 40 people live in it.

Building Vocabulary

5 Matching Words to Their Definitions In the web page article on page 45, underline the words listed below. Use the context to help you guess the meaning. Then match the words with their meanings.

- | | |
|----------------------|--------------------------------|
| 1. <u>h</u> armored | a. very happy |
| 2. _____ split | b. pick up |
| 3. _____ spew | c. charge with a crime |
| 4. _____ recover | d. tear open |
| 5. _____ scoop up | e. find |
| 6. _____ gleeful | f. spill |
| 7. _____ bonanza | g. sudden riches |
| 8. _____ prosecute — | h. protected with strong metal |
| 9. _____ convict | i. find guilty of a crime |
| 10. _____ insured | j. protected from loss |

6 Using a Vocabulary Chart In your letter to the editor, you might want to use some of the words above. First put each of them in the correct column below. Then write sentences with five of the words, giving your opinion of the happenings in the article.

| Noun | Verbs | Adjectives |
|-------|-------|----------------|
| _____ | _____ | <u>insured</u> |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Example

Even though the money was insured, the drivers shouldn't have taken it.

Part 2 Developing Writing Skills

Developing Cohesion and Clarity

EXPRESSING OBLIGATION AND GIVING ADVICE WITH MODALS: *MUST*, *HAVE TO*, AND *SHOULD*

Giving Advice

You can give advice using the modals *should* and *shouldn't*.

Examples

You should do your homework every night.

You shouldn't spend a lot of money. You need to save it for a vacation.

Expressing Obligation

You can express obligation using the modals *have to*, *don't have to*, and *must*.

Expressing obligation means stating whether an action is necessary or not necessary.

Examples

We have to turn in our papers tomorrow. We don't have to type them.

They must arrive on time, or we will leave without them.

1 Evaluating Modals Find an example of *should* and an example of *have to* in the letter to the editor on page 49. Why do you think the writer used those modals in each situation?

2 Using Modals in Sentences Write a sentence using *must*, *must not*, *have to*, *not have to*, *should*, or *should not* about the following topics:

1. paying taxes

Everyone should pay taxes no matter how much money he or she makes.

2. underage driving

3. spending a lot of money to clean up the environment

4. giving money to the poor

5. lying

6. trying to find the owner of jewelry found on the street

7. robbing a person's house if you need money

8. borrowing someone's car

Strategy

Supporting an Opinion with Examples

A general truth is a statement of opinion that a lot of people would agree with. When you write general truths, since they are still opinions, not facts, you should follow them with a supporting example.

Example

Most people would like to have more money. That is why competitions with prize money are so popular.

general truth

supporting example

Strategy

Stating Opinions: Strong and Moderate

Some letters to the editor express opinions strongly and others do so moderately. A strong opinion does not usually allow for different points of view, whereas a moderate opinion does. When writers express their opinions strongly, they often use more emotional arguments and may sometimes exaggerate. When writers express their opinions moderately, they use more logical arguments that are often more effective.

9 Evaluating Expressions Read the following expressions. Which of them could be used with strong opinions? Which could be used to express more moderate opinions? How can you tell?

| | Strong | Moderate |
|---|--------------------------|-------------------------------------|
| 1. I disagree with _____. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. _____ is total nonsense. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. My opinion is that _____. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. _____ is immoral. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. _____ is the most logical solution. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Only a fool would disagree with _____. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I believe _____. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. In my opinion _____. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. _____ is completely absurd. | <input type="checkbox"/> | <input type="checkbox"/> |

10 Using Expressions of Opinion Write three sentences about the web page article "Fortune or Thievery?" using the expressions in Activity 9. Which do you think are more appropriate for your letter?

- In my opinion, the people who took the money should return it immediately.*
- _____
- _____
- _____

11 Writing the First Draft Write your letter in response to the web page article on page 45. Use the opening sentence you wrote in Activity 11 on page 50. Give your opinions along with the reasons and examples to support them.

Part 1 Before You Write

Exploring Ideas

Strategy

Describing Your Accomplishments

In this chapter, you are going to write a paragraph in response to the following question on a job or college application:

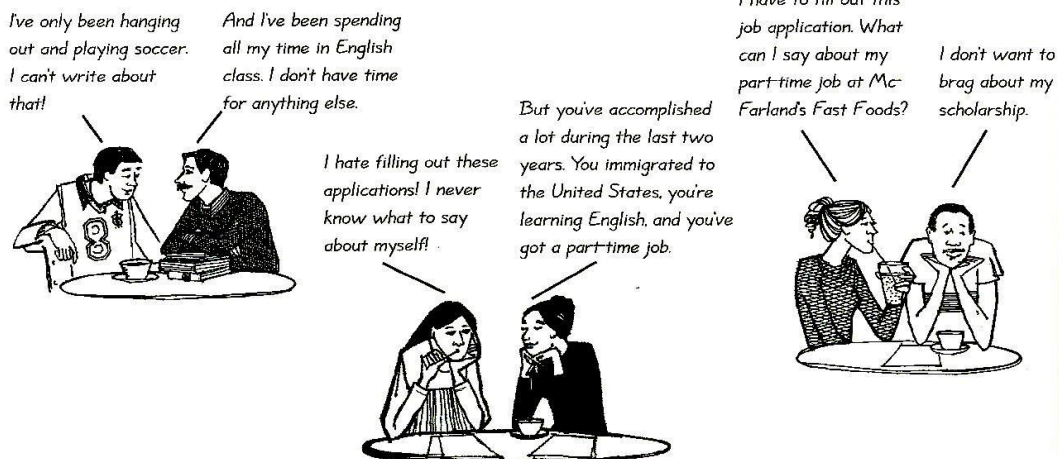
Describe an accomplishment in your life.

On application forms (and during interviews), you may be asked to describe a personal accomplishment. In discussing personal accomplishments, you want to show that you are special or different in some way. Be positive and focus on your good points. It's important to describe qualities that would show you could succeed at the job or college for which you are applying.



1 Discussing Accomplishments Following are some sample instructions for a college or job application. Below are some examples of conversations people might have about answering such questions. In small groups, discuss the reactions of the students in the pictures below.

- What have you accomplished in the past two years?
- Tell us something about yourself that will help us know you better.
- Write a short personal history.
- Write about the most difficult thing you have ever done.
- Discuss your duties in your previous or present job.





2 Discussing Appropriateness of Topics In small groups, discuss the following questions: In your country, is it impolite to talk about your successes in an interview? Are there any topics you should avoid (for example, politics)? Why should you avoid them?

Building Vocabulary



3 Discussing Vocabulary Words The words and phrases below describe personal characteristics. In small groups, discuss their meanings. Put a check mark (✓) next to the positive words. Put an X next to the negative words. Look up any words you don't know.

| | |
|---|--|
| <input checked="" type="checkbox"/> ambitious | <input type="checkbox"/> a good sense of humor |
| <input type="checkbox"/> sociable | <input type="checkbox"/> self-confident |
| <input type="checkbox"/> creative | <input type="checkbox"/> agreeable |
| <input type="checkbox"/> disciplined | <input type="checkbox"/> moody |
| <input type="checkbox"/> enthusiastic | <input type="checkbox"/> untrustworthy |
| <input type="checkbox"/> hardworking | <input type="checkbox"/> cold |
| <input type="checkbox"/> jealous | <input type="checkbox"/> sensitive |
| <input type="checkbox"/> aggressive | <input type="checkbox"/> generous |
| <input type="checkbox"/> selfless | <input type="checkbox"/> irresponsible |
| <input type="checkbox"/> difficult | <input type="checkbox"/> optimistic |

USING ANTONYMS

Some antonyms (words that have opposite meaning) are completely different words.

Example

difficult—easy-going

Some antonyms are different forms of the same word.

Example

attractive—unattractive

Many of these types of antonyms are formed with *un*, a prefix that means *not*.

4 Writing Antonyms On a separate piece of paper, write antonyms for the adjectives listed in Activity 3. Use a dictionary to check your work.

Part 2 Developing Writing Skills

Developing Cohesion and Clarity

USING THE CORRECT TENSE: SIMPLE PAST OR PRESENT PERFECT

Simple Past Tense

Use the past tense to describe an action or state that was completed in the past, especially when the specific time is mentioned.

Example

I was in Beirut in 2005. (The state is completed and the time period is mentioned.)

Present Perfect Tense

Use the present perfect tense to describe an action or state that was completed in the past but we don't know when.

Example

I have been to Beirut many times. (We don't know when.)

Use the present perfect tense to describe an action that was started in the past and continues to the present. In this case, *for* or *since* is often used.

Examples

Every year since 2002, I have gone to Beirut for summer vacation. (I still go.)

I have lived in St. Petersburg for three years. (I still live there.)

- 1 Completing Sentences with the Correct Verb Form** Complete the sentences below with the simple past or present perfect form of the verb in parentheses.



▲ Kelsey has studied computers for twelve months.

Examples

(You live in Tokyo now.) I have lived (live) in Tokyo for three years.

(You live in New York now.) I lived (live) in Cairo for three years.

1. My father _____ (come) to visit me once a year since 1997.
2. My mother _____ (come) to visit me every year since I arrived.
3. I _____ (have) two jobs this year.
4. I _____ (have) two jobs last year.
5. I _____ (learn) a lot when I was waiting to immigrate.

6. I _____ (learn) a lot in my life.
7. I _____ (work) in this store for a month now.
8. I _____ (work) in that store for a month, but then I quit.
9. Kelsey _____ (take) computer classes last year.
10. She _____ (take) computer classes for one year.
11. Rashad _____ (be) to Mexico City many times since 2000.
12. He _____ (go) to Morocco two years ago.

USING THE CORRECT TENSE: PRESENT PERFECT AND PRESENT PERFECT CONTINUOUS

Present Perfect

The present perfect tense describes actions and states that were completed at an unspecified time in the past or continue to the present.

Examples

- I have been to San Francisco. (Completed in the past. The time is not specified.)
- I have lived in San Francisco for three years. (Continues to the present.)

The following time expressions often appear with the present perfect tense: *already*, *just*, *recently*, *still*, *yet*, *twice*, *three (four, etc.) times*, *for*, and *since*.

Examples

- I have visited San Francisco three times.
- My parents have just returned from Europe.

Present Perfect Continuous

The present perfect continuous tense describes an event or state that is currently in progress as well as *how long* it has been in progress up until now.

The following time expressions often appear with it: *so far*, *up to now*, *for* (a period of time), or *since* (a beginning time).

Examples

- I have been going to that restaurant for months.
- We have been swimming a lot this summer.

Present Perfect versus Present Perfect Continuous

Don't use the present perfect continuous with most nonaction verbs—verbs that express feelings, opinions, possession, or perceptions. Instead, use the present perfect tense.

The following are examples of nonaction verbs: *be*, *believe*, *know*, *like*, *need*, *prefer*, *seem*, *realize*, and *want*.

Possession: *belong to*, *have*, *own*, *possess*

Perceptions: *smell*, *look*, *taste*, *see*

Examples

They have known about this meeting since last month.

I haven't seen her for years.

A few verbs, such as *live, make, study, think, and work*, are used with the present perfect continuous or the present perfect with little difference in meaning when a time expression is used.

Examples

She has worked at this company for five years.

She has been working at this company for five years.

We have lived here since 1998.

We have been living here since 1998.

2 **Completing Sentences with the Correct Verb Form** Complete the sentences with the present perfect or present perfect continuous form of the verbs in parentheses.

Examples

I have known _____ (know) about this for a long time.

I have been thinking _____ (think) about this since yesterday.

1. I _____ (work) at many different restaurants, but the Starlight Diner is my favorite.
2. Has he ever _____ (work) in a restaurant?
3. I _____ (not write) my essay yet.
4. They _____ (paint) the house for a month, and they still aren't finished.
5. She _____ already _____ (fill out) her application.
6. She _____ (fill out) her application for the last four hours.
7. Marco is always late. I _____ (wait) for him many times.
8. He's late again today.
_____ (wait) for him for two hours!
9. I _____ (do) calligraphy for four years now.

My life was very easy until I was 15 years old. My family was rich, and I never worry about anything. Then one day my father left us. We sell our beautiful house and moved to a small apartment. My mother has to go to work in an office. My brothers and sisters and I have left private school and began attending public school. I was extremely lonely and unhappy. I couldn't make friends at the new school. Everyone thought I was a snob. My life has changed when I got an after school job at a small bakery in town. The owner, Mrs. Garcia, took a special interest in me. She has taught me all about baking, running a small business, and life in general. Two years ago, Mrs. Garcia retired. Since that time, I have been running the bakery on my own. It hasn't been easy to run a business and attend school part-time. I've had to work very hard, but it has been worth it. I can truthfully say that I've been experiencing an easy life and a hard life and, in many ways, the hard life is better.

USING DEMONSTRATIVES TO UNIFY A PARAGRAPH

A good writer uses phrases with *this*, *that*, *these*, or *those*—demonstratives—to refer to ideas in previous sentences.

Use *that* or *those* when referring to things and experiences in the past.

Example

When I was 15, I read a book about Sammy Sosa. That was the first time I thought about becoming a professional baseball player.

Use *this* or *these* when referring to things and experiences that are still relevant today.

Example

My classmates and I have gotten very close. These students have taught me that language doesn't have to be a barrier to friendship.

The following examples include a demonstrative that refers to an experience in the past that is still relevant today.

Examples

Before my grandmother went with me to the airport, she told me to work hard and not to forget my family. Those were her last words to me. I never saw her again. However, I will pass this lesson on to my children.

Those is used to refer to the words spoken in the past.

This is used to refer to the lesson that is still relevant today.

Examples

Five years ago, I was failing math and thinking about quitting school. Luckily, my teacher spent a lot of time working with me. Eventually I passed with a B. That experience taught me about perseverance and hard work. I still value these qualities.

That is used to refer to an experience that occurred in the past.

These is used to refer to qualities that are relevant today.

4 Identifying Demonstratives Underline the phrases with demonstratives in Activity 3 on page 76. What words or ideas do they refer to?

5 Completing Sentences with Demonstratives Complete the sentences below with *this*, *that*, *these*, or *those*.

1. I first began to play soccer when I was four years old, and I have spent some of my happiest moments since that time on the soccer field.
2. A very important holiday in China is New Year's Day. On _____ day, we have a big feast.
3. My favorite aunt died recently. _____ experience was sad and frightening because no one close to me had ever died before. However, it has made me see life differently.
4. I have learned French, Hungarian, and Spanish, and I'm now learning English. I love the different qualities of each of _____ languages.
5. When I was a teenager, I had to work nights and weekends to help my mother pay for food, rent, and other necessities. _____ years were very difficult for us, but they taught me to be a hard worker.

6 Completing Sentences with Prepositional Phrases and Demonstratives You can use prepositions and prepositional phrases with demonstratives to help unify a paragraph. Add one of the following phrases to the second sentence in each of the numbered items below. Use a demonstrative (*this*, *that*, *these*, or *those*) in each phrase.

| | |
|------------------|--------------------------|
| for _____ reason | in _____ school |
| on _____ day | because of _____ factors |
| in _____ city | during _____ years |

1. Two years and six months ago, my first child was born. On that day, my life changed.
2. I lived in a refugee camp in Thailand from the age of seven to eleven. _____, my parents' only hope was going to live in North America.
3. I have always been shy. _____, learning a new language is a challenge for me.
4. I came to Mexico City two years ago. _____ I have had many new experiences.