



# **Composition 1**

Dr. Ibrahim Mahboob

KFU - Faculty of Art  
Distance Education  
English Language

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# Lecture1

## Some Basics

### ❖ Some Basics we have to revise

#### Grammar:

- Simple Present
- Simple Past
- Present progressive
- Past progressive
- Present Perfect
- Past Perfect

### ❖ The simple present

#### Remember:

- sg vs. pl ( s ) or no ( s )
- happens usually .
- The woman works at a bank.
- The man works at a bank.
- They work(**x**) at a bank.

#### Now you try:

- Tom \_\_\_\_\_ basketball at school. (play – plays)
- Sarah \_\_\_\_\_ watches TV in the evening. (watch -watches)
- Barbara \_\_\_\_\_ to eat vanilla ice cream. (like – likes)  
Because the subjects are **singular**
- Tom and Barbara \_\_\_\_\_ every year. (travel – travels) Because the subject is **plural**

### ❖ The simple past

#### Remember:

- (e.g. take -> too k) -ed or different form of verb
- The woman works at bank. *present*
- The woman worked at bank. *Past*

#### Remember irregular verbs

- Rang            ring
- sang            sing
- bought        buy
- thought       think

You just have to know them. You don't have a choice.

❖ **The present and past progressive**

**Remember :**

**(is/am/are/was/were) = -ing**

- He is **walking** in the street.
- They are walking in the street.
- I am **walking** in the street.
- She was **walking** in the street.
- We were **walking in the street .**
- They **walking** in the street . **X**

❖ **The present and Past perfect**

**Remember:**

**(have/has/had) + past participi e**

- **She** has eaten her lunch.
- **They** have eaten their lunch.
- **They** had eaten their lunch.
- **He** eaten his lunch. **X**

## Lecture 2

### Chapter 1: Education and Student Life

#### ❖ Before you write:

- Before we write we usually need **ideas** and **words to express** those ideas.
- So if we wanted to write a composition about the advantages and disadvantages of **studying abroad** we would need ideas and some vocabulary items to help us out.

#### Here are some ideas you might consider before writing your composition

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).

2 class size

3 facilities (libraries, laboratories)

9 location

5 quality of classes

10 number of international students

11 special programs

4 courses offered

6 cost

1 ease of admission

12 prestige

7 help with job placement

8 family connection

#### ❖ Now you need some vocabulary

<b>Noun</b>	<b>Verb</b>	<b>Adjective</b>	<b>Other</b>
advantage	attend	advantageous	
attendance	prefer	challenging	
campus		diverse	
disadvantage		huge	
facility		impersonal	
faculty		prestigious	
location			
preference			
prestige			
scholarship			
student body			

❖ **Exercise 4 page 5:**

1. a good thing advantage
2. the cost of college classes tuition
3. very large huge
4. a good reputation prestige
5. teachers faculty
6. a building, laboratory, a library facility
7. go to attend
8. having many different kinds diverse
9. not friendly impersonal
10. a bad thing disadvantage

❖ **Exercise****Advantages of a large or small college (p 6)**

- A large college might have many departments to choose from.
- A large college might have more facilities.

**Advantages of a small or small college (p 6)**

- A small college might have better teachers.
- A small college might ask for less tuition.

❖ **After you write down all your ideas :**

After you write down all your ideas you now have to **organize** them so that the person who reads your composition would be able to understand what you are writing about. You can do this by writing about the **most important ideas first** then write about the **less important ones**.

❖ **Giving reasons**

One important strategy to use in your composition is giving reasons to support your ideas.  
**idea**

A large college might have many departments to choose from.

**reason**

If it is a large college then it will have more money to accommodate more departments.

## Lecture 3

### Chapter 1: Education and Student Life

#### ❖ Writing a topic sentence:

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.

#### ❖ Choosing the best topic sentence:

**Topic:** Advantages of studying abroad

1. Students who study abroad often speak the language well.
2. Studying abroad has three main advantages. (*good*)
3. I believe this for several reasons.
4. There are many good schools in foreign countries. (*good*)
5. If possible, all college students should spend some time studying in a foreign country.

#### ❖ Course forum

When you are done watching this lecture please go to the course forum and post a **topic sentence** for the following topic:

**The advantages of a large college.**

#### ❖ Developing Cohesion and clarity

GIVING REASONS WITH BECAUSE, SO, AND THEREFORE

When you give reasons to support your opinions, you may want to use connectors that show cause or result. Note the different punctuation and capitalization in sentences with these three connectors.

Use because in phrases and clauses that state a cause or reason.

#### **Examples**

- Because large schools offer many different courses, students have a wide variety of subjects to choose from.
- Students at large schools have a wide variety of subjects to choose from because large schools offer many different courses.

Use so and therefore in phrases and clauses that state an effect or result

#### **Examples**

- Large schools offer many different courses, so students have a wide variety of subjects to choose from.
- Large schools offer many different courses; therefore, students have a wide variety of subjects to choose from.

- Large schools offer many different courses. Therefore, students have a wide variety of subjects to choose from.

❖ **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 because they are less expensive.
3. When students attend a local college, they can live at home, so they don't have to spend a lot on rent and food.
4. Because 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. therefore, 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.

❖ **Connecting Sentences with Also and In Addition** Use also and in addition to connect

1. the sentences. More than one answer is possible.

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.

Most students in four-year colleges are very intelligent. Also, they study hard.

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

*Some professors don't always understand international students. In addition, 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.

*Many students who go abroad to study lose contact with their families. In addition, 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.

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

## Lecture 4

### Chapter 1: Education and Student Life

#### ❖ Rewriting a paragraph with connecting words

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.

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.

#### ❖ Using transition words and phrases: First of all and finally:

Use **first of all** and **finally** when you want to list several points. These are also called **listing cues**.

Note that **first of all** and **finally** come at the beginning of a sentence and are always followed by a comma.

There are many reasons international students might feel homesick. **First of all**, they may be away from their families for the first time. In addition, there is the problem of adapting to a completely different culture. **Finally**, not knowing the native language can make students feel isolated.

#### ❖ Overgeneralization

When you write, do not make statements that are so general that they are not true

### ❖ Example of Overgeneralizations

**All** international students work harder than other students

Is this always true?

Avoid using **always** and **never**

Use **usually, often, almost never** ... to give an opinion about something

Teenagers are **often** irresponsible

Revising for Content Look at the paragraph below. Focus only on the content—the writer's ideas and organization. Make comments and suggestions based on the following questions:

1. Does the writer give enough information?
2. Does the topic sentence state the main idea of the paragraph?
3. Does the writer give reasons for his or her opinions?
4. Is the paragraph smooth or choppy?
5. Does the writer use overgeneralizations?

Don't worry about misspelled words and other errors for now.

There are several reasons that undergraduate students should not study away from home living away from home is much more expensive than living at home. Families can save money by not paying room and board, teenagers are not mature enough to live far away from their families. Therefore, they often get into trouble. Some students even fail courses because they are not disciplined enough to study in addition they never go to class. Finally many students feel lonely and homesick So they are not able to study. All undergraduate students who stay home with their families get a good education and also a good price.

### ❖ Homework

**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.

*Mary interactional students have a difficult time their first year.*

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

*International students not usually become friendly with native-speaking students.*

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

*Most international students get better grades than other students.*

4. Professors never understand students from other countries.

*Professors hardly ever understand students from other countries.*

5. International students always feel isolated.

*International students often feel isolated.*

## Lecture 5

### Chapter 2: Writing about Sense Details and Feelings

#### ❖ Think of ....

Things you can

See

Hear

Touch

Taste

Smell

#### ❖ Things you can

See → colorful, bright, cramped, gloomy

Hear → noisy

Touch → soft, smooth, rough

Taste → salty, spicy, bitter, sour, foul

Smell → rotten, foul

#### ❖ 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
Colorful Bright Cramped gloomy	noise	Foul rotten	Bitter Salty spicy sour	Smooth Soft rough

#### ❖ “My Neighborhood” page 26

We will read it together and see if we can identify any sense words. After that we will look at exercise 8 on the same page.

### ❖ Building Vocabulary:

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**.

### ❖ Exercise 8 page 26/27

1. Strange and unusual *exotic*
2. small and pretty *delicate*
3. very interesting *fascinating*
4. to make pretty *brighten up*
5. sad-looking *dull gray*
6. to be proud of *take pride in*

### ❖ Hong Kong's neighborhoods are lively

1. **What you can see:**  
I can see the street. It is crowded
2. **What you can hear:**  
I can hear car horns. They are very noisy.
3. **What you can smell:**  
I can smell some smoke coming out of cars. It is foul
4. **What you can taste:**  
I can taste some famous foods from Hong Kong. They are very spicy.
5. **What you can feel:**  
I can feel the warmth. The sun is very bright.



▲ Hong Kong's neighborhoods are lively.

❖ **Village in Europe**

**1. What you can see:**

I can see the colorful houses with the gorgeous small plants boxes

**2. What you can hear:**

I can hear a woman singing while she waters the plants.

**3. What you can smell:**

I can smell the grass and a freshly baked cheery pie.

**4. What you can taste:**

I can taste the berries I just picked from the tree.

**5. What you can feel:**

I can feel the soft cool wind.



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

## lecture 6

### Writing a Topic Sentence

#### ❖ The 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 or opinion** about the place.

#### **Bad topic sentence:**

My neighborhood is a nice place to live.

#### **Good topic sentence:**

My neighborhood is fascinating because people from many countries live in it.

#### ❖ Exercise 10 page 28:

Choosing the best topic sentence:

#### **Topic: My room.**

(1)

- 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 window.

(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)

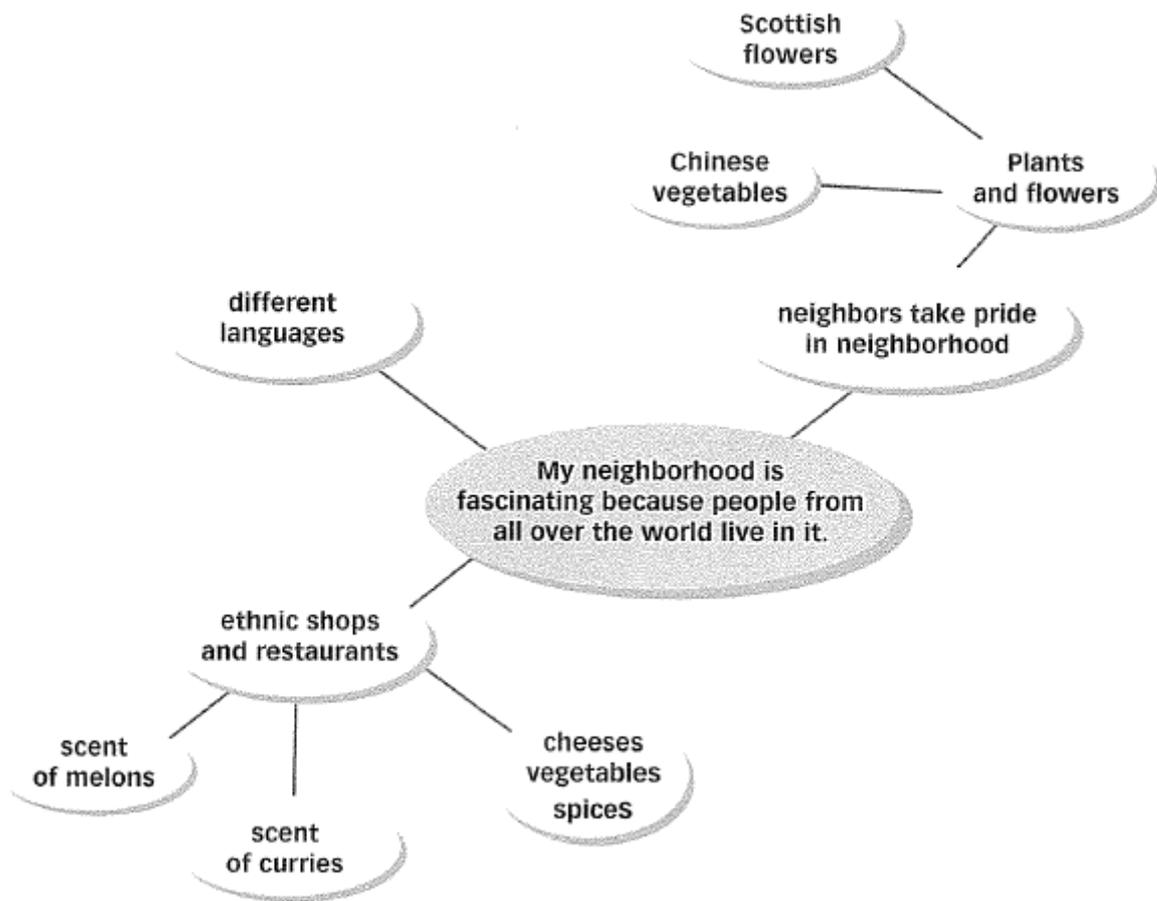
#### **Topic: My Dormitory.**

- 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.

#### ❖ Using Graphic Organizers p. 29-30

One way to brainstorm and organize ideas for a focused descriptive paragraph is to use a graphic organizer. Graphic organizers show how ideas are connected to each other.

The graphic organizer below is called a mind map. In the mind map, the topic sentence is in the center. The main supporting details are connected directly to the topic sentence. The secondary details are connected to the main details.



❖ **Exercise 11 page 29:** Write a draft topic sentence for your descriptive paragraph.

Part 1

Using graphic organizers

▪ **Using graphic organizers: page 29**

- One way to brainstorm and organize ideas for a focused descriptive paragraph is to use a graphic organizer.
- Graphic organizers show how ideas are connected to each other.
- The mind map is an example of graphic organizers

▪ **Getting rid of irrelevant details: page 30**



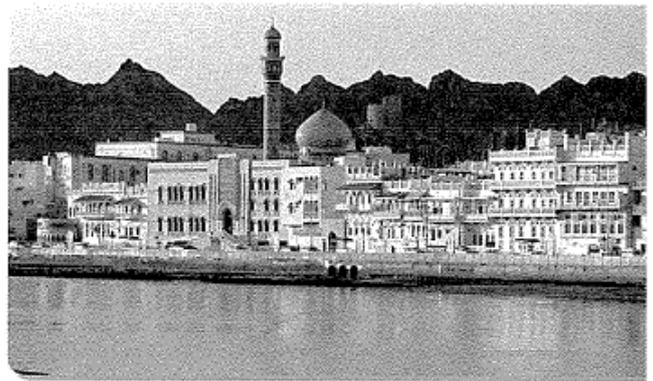
- All the details in a paragraph should develop the idea stated in the topic sentence.
- You can use your mind map to identify the irrelevant ideas and cross them out.

The irrelevant details in exercise 13 are: Landlord is not pleasant  
Sometimes I am lonely /great neighbors.

▪ **Writing concluding sentences: page 3 1**

- Most paragraphs have concluding sentences that repeat the idea of the topic sentence.
- Other concluding sentences give a personal reaction to the topic of the paragraph.

Muscat, the ancient capital of Oman, is on a spectacular site. The city lies on a narrow strip of land between the sparkling blue waters of the Arabian Gulf and the rocky brown mountains behind it. Muscat is a wonderful combination of historic sites and modern buildings. Tourists interested in history will marvel at the splendid forts with their watchtowers and walled gateways. Those with an interest in contemporary architecture will appreciate the simple lines of the Sultan's lovely but unpretentious palace. Directly adjacent to Muscat is the harbor of Muttrah with its beautiful corniche and busy market full of the sights and sounds of this ancient bridge between the Middle East and Asia.



▲ The corniche in Muttrah Souq, Oman

❖ **Giving Reasons with SINCE p. 32**

**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*.

**Example:**

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

❖ **Homework page 32**

**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.

*Since my apartment is very small, I have to keep it very clean.*

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

*Since 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

*It is easy to get to know everyone in my dormitory since only 40 people live in it.*

*Since I have many relatives in the city, I decided not to live in a dormitory.*

❖ **Varying sentence structure:**

- If most of the sentences in a paragraph are structured the same way or repeat the same words, the paragraph may be boring to read.
- You can make a paragraph more interesting by varying the sentence structure.
- You can begin some of the sentences with dependent clauses beginning with words like because, since and when or prepositional phrases beginning with prepositions such as at, in, on, from or with.

❖ **Revising and Editing**

All of the sentences in a paragraph should develop the main idea in the topic sentence. If they don't, there are two things you can do:

1. If you find that you started to write about an idea that is different from the idea in your topic sentence, and you like the new idea, you can change your topic sentence to reflect the new idea.
2. If some of your sentences are not about the idea in your topic sentence, change or delete those sentences

❖ **Homework page 35**

We live in an ordinary house and I think it is terrific! Our house is now 30 years old, but it looks newer. My house is like hundreds of other houses in the suburbs, one story with an attached garage. There is nothing special about the house, and it won't win any prizes for architecture, but it's perfect for our family. The kitchen is big and has new appliances, including a beautiful new dishwasher and a microwave oven. I don't like the heat, but we have air conditioning in the living room and bedrooms, so it is always cool. For the kids there's a nice yard where they can play. It's very safe, so my wife and I don't have to worry. I am very thankful that we can afford this house and live our ordinary lives there.



▲ A suburban community in the United States

### Correcting comma splices:

A **comma splice** is an incorrect sentence made of two independent clauses connected with a comma.

and, but, so

### Examples:

- I am living in a dormitory room, it is much too small for my roommate and me.
- First you notice all the exciting sights, later you notice the dirt.

### You can correct a comma splice by:

**1.** Change the comma to a period or a semicolon:

- I am living in a dormitory room. It is much too small for my roommate and me.

**2.** Change the comma splice into a sentence with a dependent clause.

- I am living in a dormitory room that is much too small for my roommate and me.

**3.** Use a conjunction such as and, but, or so to connect the two independent clauses

Note that a comma usually comes before the conjunction.

- First you notice all the exciting sights, and later you notice the dirt.

The following words cannot be used to join two independent clauses. Check for them when you edit:

**then**                      **however**                      **therefore**                      **later**

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## lecture 7

### Chapter 3: Business and Money

#### ❖ Free Writing

Free writing is a good way to generate ideas on a topic before you write. When you free write, you write as fast as you can without thinking too much about what you're writing or where you're headed. You do not need to think about grammar and vocabulary. You also do not have to worry about connecting your ideas. You can sometimes come up with your best ideas when you allow yourself to free write.

#### Fortune or Thievery?

Columbus, Ohio. October 28 was a fortunate day for motorists driving along Interstate 71 at about 9:30 in the morning. As a truck from the metropolitan armored car company sped down the highway, its back door blew open, and bags of money fell onto the road. When other vehicles hit the bags, the bags split open, spewing over million dollars all over the highway.

It didn't take motorists long to realize that the paper swirling around them was cash. They stopped on and around the highway and scooped up handfuls of money, gleefully putting \$20, \$50, \$100 dollars bills into bags, pockets, and purses. When the police arrived, they estimated that over two hundred people had been helping themselves to the bonanza.

Officials hoping to recover the money were not so gleeful. Columbus mayor Dana G. Rinehart called the motorists who took the money thieves and said, "may they have many sleepless nights." He states the government will prosecute anyone the police can find.

To encourage the return of the money. Metropolitan Armored Car Company has offered a reward of 10% of all the money they receive. So far, however, they have received only \$100,000 from about thirty different people.

One man gave back \$57,000. Another man, however, called to say he was set for life and was leaving town. Since the cash was insured and belonged to local banks, many people can't see that they are hurting anyone by keeping it.

Even if the government prosecutes, it will have trouble convicting the thieves. "probably two-thirds of the jurors would think the defendants should have kept the money," said prosecutor Michael Miller.

#### ❖ Matching words to their Definitions

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

**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
Bonanza	Split Spew Recover scoop up prosecute convict	Armored Gleeful Insured

❖ **Expressing opinion and giving reasons**

If you want to put your opinion in writing sometime, remember to give reasons for your opinion.

❖ **Letter to the Editor**

October 30, 20\_\_

Dear Editor,

Regarding the article about people who don't pay taxes on money they make from small home businesses (Government Targets Small Business Owners, Oct. 23), my opinion is that the government should stay out of at least one part of our lives-our income!

First of all, most people who run small businesses are honest, law-abiding citizens. Many of them have other jobs where they pay more than their share of taxes (unlike the very wealthy, who find ways to pay almost no taxes). Others are people who want jobs where taxes are automatically taken out of their paychecks but can't find them.

Secondly, the government requires too much paperwork from small businesses. If these businesspeople have to keep the complicated records that the tax people require, they won't have time to sell old furniture, prepare food for parties, or whatever their business involves.

Finally, and most importantly, this is supposed to be a free country, but the government interferes everywhere. Let us be free at least in our own homes!

Sincerely,

Al Melinowski

Miami

❖ **Exercise 10 Page 49**

**Analyzing the organization of a letter:**

The letter begins with a phrase telling the editor which article the writer is responding to. The letter has 4 paragraphs.

- Each paragraph contains reasons supporting the writer's opinion stated in the 1<sup>st</sup> paragraph.
- The writer uses the transition words first of all, secondly and finally .
- They make the paragraph more cohesive and smooth.
- The writer supports her opinions with reasons.

## Lecture 8

### ❖ 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.

#### ▪ Example

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.

### ❖ Activity 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

*Underage driving must be punished in order to prevent accidents.*

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

*In some countries, the government should spend a lot of money to clean up the environment.*

4. giving money to the poor

*we should always give money to the poor to make them happy.*

5. Lying

*You shouldn't lie to anyone. You should always tell the truth.*

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

*You don't have to try to find the owner of jewelry found on the street.*

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

*You mustn't rob a person's house if you need money.*

8. borrowing someone's car

*You shouldn't borrow your friend's car because you may damage*

## Lecture 9

### Revising and Editing

#### ❖ Evaluating Expressions

- |    |                          |          |
|----|--------------------------|----------|
| 1. | I disagree with -----    | Moderate |
| 2. | ----- is total nonsense  | Strong   |
| 3. | My opinion is that ----- | Moderate |
| 4. | ----- is immoral         | Strong   |

#### ❖ Revising and Editing

1. False analogy
2. Overgeneralization
3. Irrelevant argument
4. Circular reasoning

#### ❖ Avoiding Faulty Reasoning

When you revise a piece of writing that includes reasons that support opinions, you should make sure that you haven't used faulty reasoning. Following are definitions and examples of different kinds of faulty reasoning.

1. False analogy: assuming that two things are similar in all ways just because they are similar in one or two ways.

##### **Example**

Opinion: Dancing is the same as fighting.

Reason: Both are done with a partner.

This is a false analogy. Just because both activities include two people does not mean they are the same.

2. Overgeneralization: saying that something is true for all people or situations when it is only true for some, or making a general statement based on only a few cases.

##### **Example**

Opinion: Rich men aren't generous.

Reason: There is a wealthy man who comes into the restaurant where I am a waiter, and he never leaves a tip.

This is an overgeneralization. The opinion is based on the case of only one person.

3. Irrelevant argument: giving an example or reason that does not relate to the opinion.

##### **Example**

Opinion: I don't think the accountant was the one who stole money from the company.

Reason: She is so nice. She always says hello to me.

The fact that a person is friendly and seems nice has nothing to do with whether she is capable of stealing.

An irrelevant argument might also suggest that, because one event follows another, it relates to it, when it really doesn't.

**Example**

Opinion: Borrowing money always causes problems.

Reason: Two days after Mario borrowed money from a friend, he had a car accident.

Obviously, Mario's car accident was not caused by borrowing money

4. Circular reasoning; giving a reason that only restates the opinion in different words.

**Example**

Opinion: Peter never lies.

Reason: He is always truthful.

in the example above, the reason is a restatement of the opinion. This is circular reasoning.

## Lecture 10

### Chapter 4: Jobs and Professions

#### ❖ Writing about Yourself

What have you accomplished in the past two years?  
Tell us about yourself that will help us know you better.

#### ❖ Responses to avoid

I've only been hanging out and playing soccer.  
I've been spending all my time in English class.  
I just watched TV all day and didn't do much.  
I don't know what to say. I haven't thought about it.

#### ❖ Useful vocabulary

ambitious	a good sense of humor
sociable	self-confident
creative	agreeable
disciplined	moody
enthusiastic	untrustworthy
hardworking	cold
jealous	sensitive
aggressive	generous
selfless	irresponsible
difficult	optimistic

#### ❖ Exploring Ideas

##### **Describing your accomplishments:**

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

##### **Describe an accomplishment in your life.**

- You should show that you are special or different in some way, be positive and focus on your good points and describe qualities that would show you could succeed at the job or college for which you are applying.

##### **Example:**

I immigrated to the United States, I am learning English and I have got a part-time job.

**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 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            |

## Lecture 11

### Tenses 1

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.)

#### ❖ **Exercise**

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

**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 has come (come) to visit me once a year since 1997.
2. My mother has come (come) to visit me every year since I arrived.
3. I have had (have) two jobs this year.
4. I had (have) two jobs last year.
5. I learned (learn) a lot when I was waiting to immigrate.
6. I have learned (learn) a lot in my life.
7. I have worked (work) in this store for a month now.
8. I worked (work) in that store for a month, but then I quit.
9. Kelsey took (take) computer classes last year.
10. She has taken (take) computer classes for one year.
11. Rashad has been (be) to Mexico City many times since 2000.
12. He went (go) to Morocco two years ago.

## Lecture 12

### Tenses 2

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.

### ❖ Exercise

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

## Lecture 13

### Using demonstratives

*this – that*

*these – those*

#### **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.

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

**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 this day , we have a big feast.
3. My favorite aunt died recently. That experience was sad and frightening because no one close to me had ever died before.
4. I have learned French, Hungarian, and Spanish, and I'm now learning English. I love the different qualities of each of these 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. Those years were very difficult for us.

## Lecture 14

### Final remarks

#### ❖ The topic sentence

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 or opinion** about the place.

#### **Bad topic sentence:**

My neighborhood is a nice place to live.

#### **Good topic sentence:**

My neighborhood is fascinating because people from many countries live in it.

#### ❖ Expressing opinion and giving reasons

If you want to put your opinion in writing sometime, remember to give reasons for your opinion.

#### ❖ 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.

##### **Example**

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.

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Done 😊

I wish you all the success