

Advanced Academic Grammar for ESL Students

Unless otherwise noted, all content is licensed by [Rebecca Al Haider](#) under [CC BY 4.0](#).

Table of Contents

Context.....	5
Grammar Reference Cards.....	5
Error Log.....	6
Irregular Verbs	6
Group 1	6
Group 2	6
Group 3	6
Group 4	7
Group 5	7
Group 6	7
Group 7	7
Group 8	8
Unit 1-Earth Science.....	9
Unit Discussion.....	9
Chapter 1-Ocean Currents	9
Grammar Presentation-Independent and Dependent Clauses	9
Grammar Presentation-Sentence Fragments	10
Listening.....	11
Reading	12
Editing Sentence Fragments	13
Irregular Verbs Practice-Group 1	14
Chapter 2-Tsunamis	14
Listening.....	14
Reading	15
Grammar Presentation-Sentence Types.....	17
Grammar Presentation-Run-ons and Comma Splices.....	23
Irregular Verbs Practice-Groups 1 and 2.....	24
Chapter 3-Glaciers	25
Discussion.....	25
Listening.....	25
Reading	26
Grammar Presentation-Adjective Clauses	27

Irregular Verbs Practice-Groups 1-3	35
Unit Summary-Putting It All Together	36
Exercise 1-Editing	36
Exercise 2-Writing	37
Exercise 3-Grammar Reference Cards	37
Unit 2-Resistance	38
Unit Discussion.....	38
Chapter 4-Street Art.....	38
Reading	38
Listening	40
Grammar Presentation-Passive Voice	42
Irregular Verbs Practice-Groups 1-4	45
Chapter 5-Egyptian Revolution	46
Listening	46
Reading	46
Grammar Presentation-Commas	48
Applying Grammar to Reading.....	53
Irregular Verbs Practice-Groups 1-5	55
Unit Summary-Putting It All Together	56
Exercise 11-Editing	56
Exercise 12-Activist Artist Presentation.....	57
Exercise 13-Grammar Reference Cards	58
Unit 3-Health and Nutrition	59
Chapter 6-Genetically Modified Organisms (GMOs)	59
Discussion.....	59
Listening	59
Reading	60
Grammar Presentation-Consistent Verb Tense	62
Irregular Verbs Practice-Groups 1-6	66
Chapter 7-Sugar	68
Discussion.....	68
Listening	68
Reading	69

Grammar Presentation-Word Choice	71
Applying Grammar to Reading.....	79
Irregular Verbs Practice-Groups 1-7	80
Chapter 8- Sleep.....	82
Discussion.....	82
Listening	83
Reading	83
Grammar Presentation-Definite and Indefinite Articles.....	85
Applying Grammar to Reading.....	88
Irregular Verbs Practice-Groups 1-8	90
Unit Summary-Putting It All Together	91
Exercise 1-Editing	91
Exercise 2-Writing	92
Exercise 3-Grammar Reference Cards	93
Appendix	93
Audio Transcripts	93
Chapter 1.....	93
Chapter 2.....	95
Chapter 3.....	97
Chapter 4.....	98
Chapter 5.....	103
Chapter 6.....	105
Chapter 7.....	108
Chapter 8.....	110
Answer Key	112
Chapter 1.....	112
Chapter 2.....	113
Chapter 3.....	114
Chapter 4.....	116
Chapter 5.....	117
Chapter 6.....	119
Chapter 7.....	120
Chapter 8.....	122

Context

This textbook was created for an advanced academic grammar course for ESL students. By the end of the course, students will recognize and demonstrate the appropriate use of advanced grammar structures. To meet these outcomes, students will listen to aural language that includes the target structures, identify and edit grammar errors in written language, read and analyze texts that include the target grammar structures, and demonstrate the correct and appropriate use of target structures in written and spoken language.

Grammar Reference Cards

Creating a resource of the concepts you learn in this class can benefit your future academic career. As you learn grammar structures, you will create reference cards that you can use in other courses. You will find the style that works best for you when creating these cards, but I have found putting the following information useful:

- Grammar title and editing symbol or acronym
- Definition and/or rule(s)
- Correct and incorrect examples
- Strategies for correcting errors

The following image is an example reference card for word forms. It has the title “Word Forms” and editing symbol “WF” on the first row. Then I provide a brief definition. Next, I give several examples of various word forms. Lastly, I have an incorrect example sentence.

Word Forms	WF
Definition/rule: Words have verb, noun, adjective, and adverb forms.	
Examples:	
1. <u>Education</u> is important. (noun)	
2. The video was <u>educational</u> . (adj.)	
3. Parents <u>educate</u> their children first. (v)	
4. A lot could be done <u>educationally</u> . (adv.)	
5. Refugees migrate to ~~economical~~ -advanced countries. (wrong)	
economically	

Image 1 Grammar Reference Card

Error Log

Keep track of your errors from this and other classes. This log will help you to review errors that you struggle with and can be used as a check list for your writing assignments. Add to the log at any time during the semester. An example has been done for you.

Error Name	Editing Code or Symbol	Resources on Fixing Error	Assignment(s) Where Error Was Made
Run-ons	R-O	ESL Reedley College YouTube Video	ESL 315 Essay 2 Draft 1

Table 1 Error Log

Irregular Verbs

Irregular verbs in English are common. Unfortunately, using them correctly takes memorization. Fortunately, many irregular verbs follow a pattern. Throughout the semester, you will complete exercises that will help you memorize these irregular verbs. Use this table as a reference.

Group 1

Base form	Past Tense	Past Participle	Present Participle
bet	bet	bet	betting
cost	cost	cost	costing
cut	cut	cut	cutting
hit	hit	hit	hitting
hurt	hurt	hurt	hurting
let	let	let	letting
put	put	put	putting
shut	shut	shut	shutting

Table 2 Group 1 Irregular Verbs

Group 2

Base form	Past Tense	Past Participle	Present Participle
ring	rang	rung	ringing
sing	sang	sung	singing
drink	drank	drunk	drinking
sink	sank	sunk	sinking
swim	swam	swum	swimming
begin	began	begun	beginning

Table 3 Group 2 Irregular Verbs

Group 3

Base form	Past Tense	Past Participle	Present Participle
know	knew	known	
grow	grew	grown	growing
blow	blew	blown	blowing
throw	threw	thrown	throwing
fly	flew	flown	flying
show	showed	shown	showing

Base form	Past Tense	Past Participle	Present Participle
draw	drew	drawn	drawing

Table 4 Group 3 Irregular Verbs

Group 4

Base form	Past Tense	Past Participle	Present Participle
think	thought	thought	thinking
teach	taught	taught	teaching
buy	bought	bought	buying
fight	fought	fought	fighting
catch	caught	caught	catching
bring	brought	brought	brining

Table 5 Group 4 Irregular Verbs

Group 5

Base form	Past Tense	Past Participle	Present Participle
give	gave	given	giving
write	wrote	written	writing
take	took	taken	taking
fall	fell	fallen	falling
drive	drove	driven	driving
eat	ate	eaten	eating
ride	rode	ridden	riding
rise	rose	risen	rising
forgive	forgave	forgiving	forgiving

Table 6 Group 5 Irregular Verbs

Group 6

Base form	Past Tense	Past Participle	Present Participle
steal	stole	stolen	stealing
speak	spoke	spoken	speaking
choose	chose	chosen	choosing
break	broke	broken	breaking
freeze	froze	frozen	freezing
get	got	gotten	getting
forget	forgot	forgotten	forgetting
bite	bit	bitten	biting
hide	hid	hidden	hiding
beat	beat	beaten	beating
prove	proved	proven	proving

Table 7 Group 6 Irregular Verbs

Group 7

Base form	Past Tense	Past Participle	Present Participle
send	sent	sent	sending
spend	spent	spent	spending

Base form	Past Tense	Past Participle	Present Participle
lend	lent	lent	lending
build	built	built	building
lose	lost	lost	losing
mean	meant	meant	meaning

Table 8 Group 7 Irregular Verbs

Group 8

Base form	Past Tense	Past Participle	Present Participle
pay	paid	paid	paying
say	said	said	saying
sell	sold	sold	selling
tell	told	told	telling
stand	stood	stood	standing
sleep	slept	slept	sleeping
keep	kept	kept	keeping
feel	felt	felt	feeling

Table 9 Group 8 Irregular Verbs

Unit 1-Earth Science

Unit Discussion

Answer the following questions based on your experience and opinion. Read five classmates' posts and respond to two pointing out any similarities or differences, asking clarifying questions, or giving your opinion on a point being made.

1. Do you enjoy visiting beaches? Why or why not? If you have not visited a beach before, what are some bodies of water (e.g., lake, river, spring) you have visited?
2. Tell about some beaches you have visited. If you have not visited any beaches, tell your classmates about some popular beaches you are familiar with. What is the weather like at those beaches? What are the sizes of the waves? What is the temperature of the water? What activities do people enjoy at those beaches?

Chapter 1-Ocean Currents

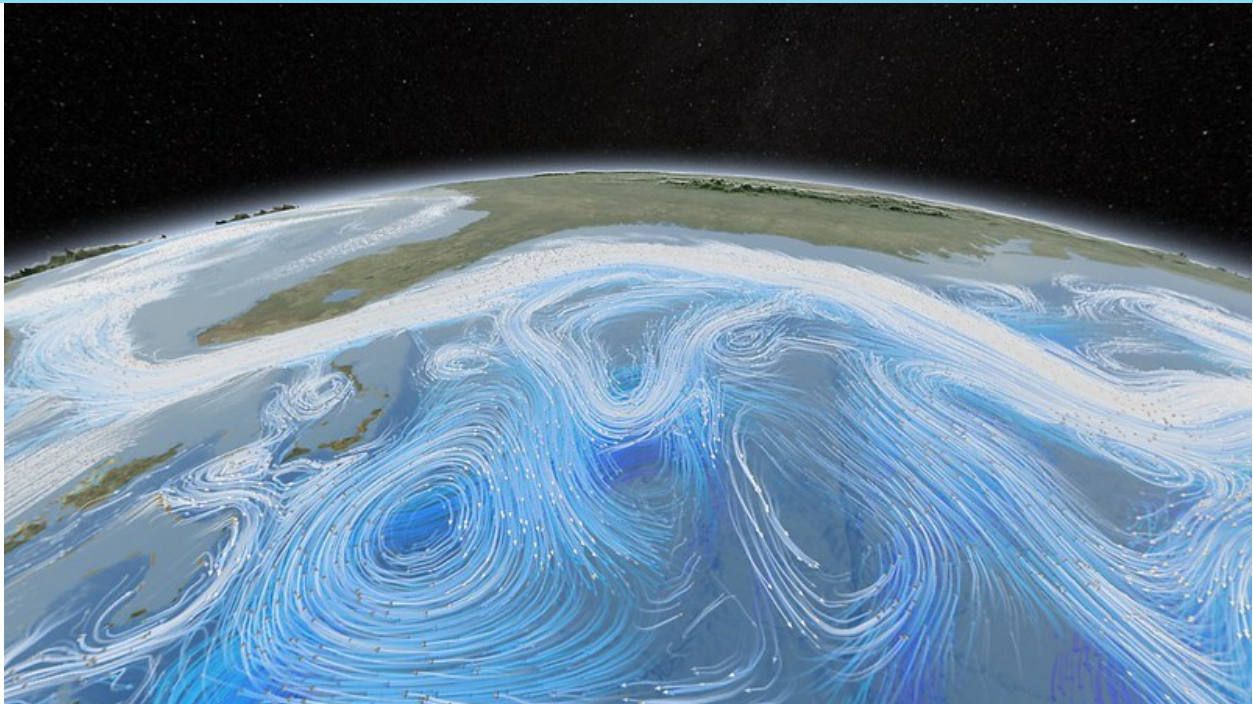


Image 2 “[Dynamic Earth-Ocean Currents](#)” by NASA Goddard Space Flight Center is licensed under [CC BY](#).

Grammar Presentation-Independent and Dependent Clauses

The first step to improving your sentence structure is understanding the difference between independent and dependent clauses. An independent clause can stand alone as a complete thought and has a subject (person, place, thing, or idea-noun; or I, he, she, you, they, we-pronoun) and a corresponding verb (what the subject is doing-action or non-action). A dependent clause **cannot** stand alone. It is an incomplete thought. Dependent clauses are also called subordinate clauses.

Independent clause: The dog barked at the jogger.

Dependent clause: Because the jogger was near the fence.

If you read the dependent clause first “Because the jogger was near the fence,” then you might think, “So what? The jogger was near the fence.” It is an incomplete idea. However, when the dependent clause is added to the independent clause, then the thought is complete.

Dependent clauses usually have a signal word. Signal words can be classified into two categories: subordinators or relative pronouns. One way to find dependent clauses is to look for the signal words. Look at the examples below.

Subordinators: after, although, as, because, before, even though, if, since, unless, until, when, while, whereas

Relative pronouns: which, who, that, whose, whom

Videos

[“Independent vs Dependent Clauses: What’s the difference?”](#) and [“Independent and Dependent Clauses”](#)

Exercise 1- Identifying Clauses

Read the numbered sentences below. Underline the independent clauses with one line. Double underline (two lines) the dependent clauses.

Examples:

1. I cut the grass because it was tall.
2. The car that I bought has a sunroof.
1. Hadi and Mariam do their chores every evening if they want to eat ice cream.
2. The puppy that is under the table barks a lot.
3. When winter arrives, we will visit the mountains to play in the snow.
4. He is asleep although his eyes are open.
5. If Ayman enjoys the zoo, we will buy a year membership.

Grammar Presentation-Sentence Fragments

As explained previously, dependent clauses cannot stand alone. They depend on an independent clause to make a complete thought. Dependent clauses that are not connected to independent clauses are called sentence fragments and are errors to be careful of in your writing. A sentence fragment also occurs when a subject or verb is missing.

Examples:

Incorrect: Because you went to sleep late. (incomplete idea)

Incorrect: Making dinner every day. (no verb)

Incorrect: Is studying for her exam. (no subject)

There are several ways to fix fragments.

1. Add to the incomplete idea (dependent clause).

Because you went to sleep late. You were tired this morning. (incorrect)

Because you went to sleep late, you were tired this morning. (correct)

2. Add a verb.

Making dinner every day. (incorrect)

Making dinner every day can save money! (correct)

3. Add a subject.

Is studying for her exam. (incorrect)

Lulu is studying for her exam. (correct)

Video

[“Sentence-Level Error: Fragments”](#)

Exercise 2-Identifying Sentence Fragments

Read the numbered sentences below. Determine if there is a sentence fragment. If there is, write “F.” If there isn’t a fragment, write “C” for “correct.” Correct the sentence fragments.

- ___ 1. Although Mariam loves to eat broccoli. She refuses to eat it.
- ___ 2. I will be successful on the test if I am able to practice.
- ___ 3. When it is summer. I don’t like to bake because the house will become too hot.
- ___ 4. Hussain traveled across California until his money ran out.
- ___ 5. Minori had a baby girl. After she returned to Japan.

Listening

Exercise 3-Listening Comprehension

Watch the video [How do ocean currents work?](#) and build a basic understanding to prepare you for this chapter’s reading. Answer the questions to check your comprehension.

1. Mark all of the sources that affect ocean currents:

- a. wind
- b. tides
- c. changes in water density
- d. rotation of the Earth

2. Complete the sentences with the percentage of the ocean mentioned in the video.
- a. Deep-ocean currents mobilize _____ .
 - b. Surface currents control the motion of the top _____ of the ocean's water.
3. Gyres are big loops that are created when the Earth's rotation affects the wind patterns.
- a. True
 - b. False
4. The Coriolis Effect describes:
- a. the pattern of air deflected from the equator forming loops around the ocean basin
 - b. the difference between the heat in the ocean water and the wind
 - c. the concentration of salt that cause ice crystals
5. Thermohaline Circulation refers to:
- a. the change in temperature of ocean water
 - b. the exchange of cold and warm water from the surface to the ocean bottom
 - c. the amount of nutrients available to ocean life

"[How do ocean currents work?](#)" by Jennifer Verduin is licensed [TED](#) by under [CC BY-NC-ND 4.0](#)

Reading

Exercise 4-Reading Comprehension

Read the following passage from an oceanography textbook. Check your comprehension of the reading by answering the questions that follow.

Surface Gyres

Major wind patterns blow across the water surface to create major ocean surface currents. However, only about 2% of the wind energy is actually transferred to the water, so a 50-knot wind only creates a 1-knot current. Furthermore, wind-driven surface currents only affect the top 100-200m of water, meaning surface currents only involve about 10% of the world's ocean water. Surface currents generally move in the same direction as the winds that created them.

Currents, Upwelling, and Downwelling

The movement of surface currents also plays a role in the vertical movements of deeper water, mixing the upper water column. Upwelling is the process that brings deeper water to the surface, and its major significance is that it brings nutrient-rich deep water to the nutrient-deprived surface, stimulating primary production (see section 7.3). Downwelling is where surface water is forced downwards, where it may deliver oxygen to deeper water. Downwelling leads to reduced productivity, as it extends the depth of the nutrient-limited layer.

Upwelling occurs where surface currents are diverging, or moving away from each other. As the surface waters diverge, deeper water must be brought to the surface to replace it, creating upwelling zones. The

upwelled water is cold and rich in nutrients, leading to high productivity. Many of the most productive regions on Earth are found in upwelling zones.

Coastal Upwelling

Upwelling and downwelling also occur along coasts when winds move water towards or away from the coastline. Surface water moving away from land leads to upwelling, while downwelling occurs when surface water moves towards the land. Historically, some of the most productive commercial fishing grounds have been associated with coastal upwelling.

“Reading” is derived from “[Ocean Circulation](#)” by [Paul Webb](#) licensed under [CC BY](#).

1. Which direction do surface currents move?
 - a. North or South
 - b. the opposite direction of the wind
 - c. the same direction as the winds that created them
2. Which water has the most nutrients?
 - a. surface water
 - b. deep water
3. The benefit of downwelling includes...
 - a. bringing nutrients to deeper water
 - b. bringing oxygen to deeper water
 - c. bringing productivity to deeper water
4. The most productive commercial fishing grounds happen when...
 - a. surface water moves away from land
 - b. surface water moves toward land

Editing Sentence Fragments

Exercise 5-Editing Sentence Fragments

Read the summary of ocean currents written by an oceanography student. Identify and correct the sentence fragments. Copy and paste the passage into a word processing document and track the changes. Watch this [video on how to track changes in Microsoft Word](#), and this [video on how to track changes using Google Docs](#).

Wind, tides, water density, and the Earth’s rotation affect ocean currents. Surface currents control the top 10% of ocean water. While deep-ocean currents move 90% of ocean water. Wind has a greater impact on the surface currents. Which move in the same direction as the winds that create them. The Earth’s rotation influences the direction of the wind. Tides that move toward the land force surface water deeper. Whereas tides that move away from the coastal lands move deeper water to the

surface. Called upwelling. Water density also affects ocean water movement. When cold surface water turns to ice. It sinks. Which is called Thermohaline Circulation.

Irregular Verbs Practice-Group 1

Complete the chart with the correct forms of the base verb.

Base form	Past Tense	Past Participle	Present Participle
bet			
cost			
cut			
hit			
hurt			
let			
put			
shut			

Table 10 Irregular Verbs Group 1

Chapter 2-Tsunamis



Image 3 Photo by [Emiliano Arano](#) from [Pexels](#)

Listening

Exercise 1-Listening Comprehension

Watch the video [How Tsunamis Work](#) and build a basic understanding to prepare you for this chapter's reading. Answer the questions to check your comprehension.

1. Tsunamis are related to tidal waves.

- a. True
 - b. False
2. Select all the sources of energy that cause a tsunami.
- a. wind
 - b. volcanic eruption
 - c. submarine landslide
 - d. earthquakes
3. What happens when the energy reaches the shoreline's shallow water? Select more than one answer.
- a. The wave's speed increases.
 - b. The wave's speed decreases.
 - c. The energy is compressed.
 - d. The wave's height increases.
4. Select all the ways people in some areas have attempted to stop tsunamis?
- a. sea walls
 - b. flood gates
 - c. channels to divert water
 - d. building homes far from the coastline
5. Select all the ways scientists and policy makers are trying to prevent devastation from tsunamis.
- a. stopping all underwater earthquakes
 - b. monitoring underwater pressure and seismic activity
 - c. establishing global communication networks
 - d. focusing on early detection

[“How tsunamis work”](#) by Alex Gendler is licensed by [TED-Ed](#) under [CC BY-NC-ND 4.0](#)

Reading

Exercise 2-Reading Comprehension

Read the following passage from an oceanography textbook. Check your comprehension of the reading by answering the questions that follow.

Tsunamis appear large in popular culture, but there are a number of misconceptions about these large waves. First, tsunamis have nothing to do with the tides, so it is a misleading term to refer to them as

“tidal waves.” There are actual tidal waves, but they are not related to tsunamis. Second, the giant, curling wave that is taller than skyscrapers and destroys cities in science fiction movies is also a fabrication, as tsunamis do not behave that way.

Tsunamis are large waves that are usually caused by the rising or falling of the seafloor due to earthquakes. However, volcanic activity and landslides can also produce tsunamis in the form of splash waves. As the seafloor rises or falls, so does the water column above it, creating waves. Only vertical, not horizontal, seismic disturbances cause tsunamis. These vertical seafloor movements are usually less than 10m high, so the resulting wave will be of an equal or lesser height at sea. While the tsunamis have a relatively small height at the point of origin, they have very long wavelengths (100-200 km). Their speed depends on water depth, but they can still travel at speeds over 750km/hr (466mph)!

When tsunamis approach land, they behave just like any other wave; as the depth becomes shallower, the waves slow down, and the wave height begins to increase. However, contrary to popular belief, tsunamis do not arrive on shore as giant, cresting waves. Since their wavelength is so long, it is impossible for their height to ever exceed 1/7 of their wavelength, so the waves do not actually curl or break. Instead, they usually hit the shore as sudden surges of water causing a very rapid increase in sea level, like that of an enormous rise in tide. It may take several minutes for the wave to pass, during which time sea level can rise to 40m higher than usual.



Image 4 “[Sunda Strait Tsunami](#)” by Indonesian National Armed Forces is in the public domain.

Large tsunamis occur every 2-3 years, and very large, damaging events happen every 15-20 years. The most devastating tsunami in terms of loss of life resulted from a magnitude 9 earthquake in Indonesia in 2004, which created waves up to 33m tall and left about 230,000 people dead in Indonesia, Thailand, and Sri Lanka. In 2011 a 9.0 magnitude earthquake in Japan triggered a tsunami up to 40.5m high, which resulted in over 18,000 deaths. This earthquake also caused the [Fukushima nuclear accident](#) and moved Japan about 8 inches closer to the U.S.

“Reading” is derived from “[Tsunamis](#)” by [Paul Webb](#) licensed under [CC BY](#).

1. Mark the following statements as true (T) or false (F) according to the reading.

- _____ a. Tsunamis can be taller than skyscrapers.
- _____ b. Horizontal seismic disturbances can cause tsunamis.
- _____ c. Tsunamis are small waves at the source.
- _____ d. The water depth affects the tsunami's speed.
- _____ e. Tsunamis cause a quick increase in sea level at the shore.
- _____ f. Tsunamis do not occur very frequently.

Grammar Presentation-Sentence Types

There are four sentence types in English: simple, compound, complex, and compound-complex (not covered in this text). Using several types of sentences when you write is a great way to add variety for your reader. Also, knowing the sentence types will help you as a reader understand why the writer has made certain choices with punctuation or connections (coordinating or subordinating conjunctions and conjunctive adverbs).

Simple Sentences

Simple sentences are independent clauses. They can stand alone as a complete thought. Simple sentences can take several patterns. The sentence can have one subject and one verb (Example 1). The sentence can have one subject and multiple verbs (Example 2). The sentence can have multiple subjects and one verb (Example 3). Finally, the sentence can have multiple subjects and multiple verbs (Example 4).

- 1. The cat slept.
- 2. The cat slept and purred.
- 3. The cat and dog slept.
- 4. The cat and dog slept and dreamt.



Video

["Simple Sentences"](#)

Exercise 3-Writing Simple Sentences

Create simple sentences for the following patterns.

- 1. subject + verb.
- 2. subject + subject + verb.

3. subject + verb + verb.

4. subject + subject + verb + verb.

Compound Sentences

Compound sentences are made when two independent clauses (or two simple sentences) are connected using a coordinator. Coordinators include a semi-colon, a coordinating conjunction, or a conjunctive adverb.

[Independent clause] + [Coordinator] + [Independent clause].



Video

[“Compound Sentences”](#)

Coordinating Conjunctions

The most common coordinating conjunctions are **for** (cause), **and** (addition), **nor** (another negative), **but** (contrast), **or** (alternative), **yet** (unexpected idea or event), and **so** (result). A common acronym for these conjunctions is FANBOYS. Look at the examples below and notice that there is a comma before the coordinating conjunctions.

1. Fahad enrolled at Reedley College in 2021, **for** he wanted to achieve his academic goals.
2. Fahad enrolled at Reedley College in 2021, **and** his brother attended that same year.
3. Fahad did not attend a university first, **nor** did his brother enroll at a university.
4. Fahad enrolled at Reedley College, **but** his sister enrolled at Fresno City College.
5. Fahad wanted to take biology his second semester, **or** he would take it his third semester.
6. Fahad is excellent at math concepts, **yet** he still receives tutoring.
7. Fahad studied hard for his geography class, **so** he received high results.

Exercise 4-Creating Compound Sentences

Read the numbered sentence pairs below. Connect the sentences by adding an appropriate coordinating conjunction (for, and, nor, but, or, yet, so). Remember to add a comma.

1. Smoking in bed is dangerous. Drinking and driving is not safe. (and)
2. Smoking in bed is dangerous. It can cause a fire. (for)
3. Smoking in bed is dangerous. Majid still does it. (yet)
4. Smoking in bed is dangerous. You shouldn't do it. (so)

5. You should not smoke in bed. You should not use electronics near the bath water. (nor)

6. You can smoke in the designated area. You can smoke off campus. (or)

7. Drinking and driving is dangerous. Designating a sober driver is safe. (but)

Conjunctive Adverbs

Another method of joining two independent clauses with related and equal ideas is to use a conjunctive adverb and semicolon. A conjunctive adverb is a linking word that demonstrates a relationship between two clauses. Read the following sentences:

Original sentences: Bridget wants to take part in the next Olympics. She trains every day.

Since these sentences contain two equal and related ideas, they may be joined using a conjunctive adverb. Now, read the revised sentence:

Revised sentence: Bridget wants to take part in the next Olympics; therefore, she trains every day.

The revised sentence explains the relationship between Bridget's desire to take part in the next Olympics and her daily training. Notice that the conjunctive adverb comes after a semicolon that separates the two clauses and is followed by a comma.

Review the following chart of some common conjunctive adverbs with examples of how they are used:

Function	Conjunctive Adverb	Example Sentence
Addition	also, furthermore, moreover, additionally	Recycling aluminum cans is beneficial to the environment; furthermore, there are financial incentives.
Comparison	similarly, likewise	Recycling aluminum cans is beneficial to the environment; likewise, reusing plastic bags can reduce waste.
Contrast	however, in contrast, on the other hand	Recycling aluminum cans is beneficial to the environment; however, many people dispose of them in the trash.
Emphasis	namely, certainly, indeed	Recycling aluminum cans is beneficial to the environment; namely, it saves energy needed to produce new aluminum.
Effect	therefore, consequently, as a result, thus	Recycling aluminum cans is beneficial to the environment; therefore, I don't feel guilty when I drink canned beverages.
Time	finally, next, subsequently, then	Recycling aluminum cans is beneficial to the environment; subsequently, the landfills have fewer items.

Table 11 Conjunctive Adverbs

Exercise 5-Using Conjunctive Adverbs

Read the numbered sentence pairs below. Add an appropriate conjunctive adverb between the sentences. Use correct punctuation.

1. Smoking in bed is dangerous. Drinking and driving is not safe. (addition)
2. Smoking in bed is dangerous. You shouldn't do it. (effect)
3. You can smoke in the designated area. You cannot smoke on campus. (contrast)
4. Drinking and driving is dangerous. Smoking in bed is not safe. (comparison)

Complex Sentences

Subordination is used to join two sentences with related ideas by merging them into an independent clause (a complete sentence) and a dependent clause (a construction that relies on the main clause to complete its meaning). This creates a complex sentence. Coordination allows a writer to give equal weight to the two ideas that are being combined, and subordination enables a writer to emphasize one idea over the other. Look at the following sentences:

Original sentences: Farnaz stopped to help the injured man. She would be late for work.

To illustrate that these two ideas are related, we can rewrite them as a single sentence using the subordinating conjunction *even though*.

Revised sentence: Even though Farnaz would be late for work, she stopped to help the injured man.

In the revised version, we now have an independent clause (she stopped to help the injured man) that stands as a complete sentence and a dependent clause (even though Farnaz would be late for work) that is subordinate to the main clause. Notice that the revised sentence emphasizes the fact that Tracy stopped to help the injured man, rather than the fact she would be late for work. We could also write the sentence this way:

Revised sentence: Farnaz stopped to help the injured man even though she would be late for work.

The meaning remains the same in both sentences, with the subordinating conjunction **even though** introducing the dependent clause.

As mentioned in chapter 1, dependent clauses have two common signal words: subordinating conjunctions and relative pronouns. Relative pronouns will be covered in the adjective clause chapter. Review the following chart of some common subordinating conjunctions and examples of how they are used:

Function	Subordinating Conjunction	Example
Concession	although, while, though, whereas, even though	Sarah completed her report even though she had to stay up late to get it done.
Condition	if, unless, until	Until we know what is causing the problem, we will not be able to fix it.
Manner	as if, as, though	Everyone in the conference room stopped talking at once, as though they had been stunned into silence.
Place	where, wherever	Rita is in San Jose where she has several important client meetings.
Reason	because, since, so that, in order that	Because the air conditioning was turned up so high, everyone in the office wore sweaters.
Time	after, before, while, once, when	After the meeting had finished, we all went to lunch.

Table 12 Subordinating Conjunctions

“Conjunctive Adverbs” and “Complex Sentences” are derived from [“College ESL Writers-Applied Grammar and Composing Strategies for Success”](#) by Barbara Hall and Elizabeth Wallace licensed under [CC BY-NC-SA](#).



[“Complex Sentences”](#)

Exercise 6-Writing Various Sentence Types

Modify or add to the sentences below creating either a longer simple sentence, a compound or complex sentence. After your sentences are complete, your classmate will determine the sentence type for your work.

1. Sandra walked home.
2. Brandi can ride her bike to work.
3. Isaac got an F on his history test.
4. Most fruit drinks contain a lot of sugar.
5. Riding a bike without a helmet is dangerous.

Exercise 7-Identifying Sentence Types from Chapter Reading

The numbered sentences below are adapted from this chapter’s reading on tsunamis. Identify the type of sentence.

1. This earthquake caused the Fukushima nuclear accident and moved Japan about 8 inches closer to the U.S.
 - a. simple
 - b. compound
 - c. complex

2. The most devastating tsunami in terms of loss of life resulted from a magnitude 9 earthquake in Indonesia in 2004.

- a. simple
- b. compound
- c. complex

3. The wave height begins to increase. However, contrary to popular belief, tsunamis do not arrive on shore as giant, cresting waves.

- a. simple
- b. compound
- c. complex

4. These vertical seafloor movements are usually less than 10m high, so the resulting wave will be of an equal or lesser height at sea.

- a. simple
- b. compound
- c. complex

5. Their speed depends on water depth, but they can still travel at speeds over 750km/hr (466mph)!

- a. simple
- b. compound
- c. complex

6. Only vertical, not horizontal, seismic disturbances cause tsunamis.

- a. simple
- b. compound
- c. complex

7. When tsunamis approach land, they behave just like any other wave.

- a. simple
- b. compound
- c. complex

8. First, tsunamis have nothing to do with the tides, so it is a misleading term to refer to them as “tidal waves.”

- a. simple

b. compound

c. complex

9. While the tsunamis have a relatively small height at the point of origin, they have very long wavelengths (100-200 km).

a. simple

b. compound

c. complex

10. Tsunamis appear large in popular culture, but there are a number of misconceptions about these large waves.

a. simple

b. compound

c. complex

Grammar Presentation-Run-ons and Comma Splices

A run-on (or fused) sentence is when two or more sentences are written without punctuation dividing them. A comma splice is when two sentences are divided by a comma. Both a run-on and comma splice are incorrect English grammar.

Run-on: The grass was tall I cut it.

Comma splice: The grass was tall, I cut it.

Run-on and comma splice sentences can be fixed in several ways.

1. A period .

The grass was tall. I cut it.

2. A semi-colon ;

The grass was tall; I cut it.

3. A coordinating conjunction [, + for and nor but or yet so] The grass was tall, so I cut it.

4. A conjunctive adverb [; conjunctive adverb,] or [. conjunctive adverb,]

The grass was tall; therefore, I cut it.

5. A subordinating conjunction

Because the grass was tall, I cut it. (showing reason)

The grass was tall before I cut it. (showing sequence)

If the subordinating conjunction begins the sentence, there should be a comma after the dependent clause; however, a comma is not necessary if the subordinating conjunction is in the middle of the sentence. Notice the difference between the two examples above.

Video

[“Run-Ons and Comma Splices”](#)

Exercise 8-Identifying Run-ons and Comma Splices

Identify whether the sentence is a run-on or comma splice. Correct the sentences using one of the five strategies above.

- ____ 1. Yasmeen had been planning this trip for months; however, when her work called she couldn't say no.
- ____ 2. Ammar had enjoyed the trip he saw so many new places.
- ____ 3. Chen turned off the lights, he forgot to lock the door.
- ____ 4. Jose did not work today, however, he did not relax.
- ____ 5. Once Onika got home she began studying for her exam.

Irregular Verbs Practice-Groups 1 and 2

Complete the chart with the correct forms of the base verb.

Base form	Past Tense	Past Participle	Present Participle
bet			
cost			
cut			
hit			
hurt			
let			
put			
shut			

Table 13 Irregular Verbs Group 1

Base form	Past Tense	Past Participle	Present Participle
ring			
sing			
drink			
sink			
swim			
begin			

Table 14 Irregular Verbs Group 2

Chapter 3-Glaciers



Image 5 “[Blue Icebergs Under Cloudy Sky](#)” by [Pixaby](#) is in the public domain.

Discussion

Exercise 1

Many places in the world are experiencing drought. Some places have created rules that will conserve water. Answer the following questions based on your experience and opinion. Read five classmates’ posts and respond to two pointing out any similarities or differences, asking clarifying questions, or giving your opinion on a point being made.

1. What strategies do you do to save water? If you don’t implement any strategies, what are some ways you personally can make changes to help conserve water?
2. What are some ways the government and businesses can reduce water use?

Listening

Exercise 2-Listening Comprehension

Watch the video [How to grow a glacier](#) and build a basic understanding to prepare you for this chapter’s reading. Answer the questions to check your comprehension.

1. Where can you find glaciers?
 - a. In the Arctic

- b. In the Arctic and Antarctica
 - c. In the Arctic, Antarctica, and Asia
 - d. In the Arctic, Antarctica, Asia, Africa, Europe, and the Americas
2. What are three basic conditions needed for glaciers to grow?
- a. Cold temperatures, mountains, and rain
 - b. Cold temperatures, time, and snow
 - c. Mild temperatures, high elevation, and time
 - d. Mild temperatures, low elevation, and snow
3. Why did people start growing their own glaciers?
- a. To control mountains
 - b. Because glaciers are beautiful
 - c. To provide water for their crops
 - d. Because glaciers are melting
4. Why are wild glaciers shrinking?
- a. Because of more people living near glaciers
 - b. Because of Genghis Khan's raiders
 - c. Because of colder weather
 - d. Because of increasing climatic changes
5. What are two artificial glaciers people grow today?
- a. Wild and domesticated glaciers
 - b. Horizontal and vertical glaciers
 - c. Tall and short glaciers

"[How to grow a glacier](#)" by M Jackson is licensed by [TED-Ed](#) under [CC BY-NC-ND 4.0](#)

Reading

Exercise 3-Reading Comprehension

Read the following passage from a geology textbook. Check your comprehension of the reading by answering the questions that follow.

Before the era of universal air travel, which began less than half a century ago, few of the world's population had seen a glacier. In the Canadian Rockies, you can drive to within almost a stone's throw of the boundary of the Athabasca Glacier, which is a classic active valley glacier. In many other parts of the

world, valley glaciers are accessible to even casual day hikers. The great ice sheets of the world, in Antarctica and Greenland, remain much less accessible.

In the broad context of geologic history, the Earth is in an “icehouse” time, when recurrent major ice-sheets advance across the Northern Hemisphere continents. There have been several other such icehouse periods, that have been separated by long intervals of ice-free times, which are called “greenhouse” periods with no evidence of glaciation. The Earth has only recently emerged from the latest episode of continental glaciation.

The Earth is in many senses a glacial planet. Ten percent of the Earth is covered with glacier ice (about 15 million square kilometers). About 40% of the Northern Hemisphere in winter is covered with solid water at any given time (land and sea). Seventy-five percent of the Earth’s fresh water is in glaciers. Surficial deposits by glaciers cover a large percentage of the Earth’s land surface. Glaciers have a profound effect on the Earth’s climate (as well as being in turn controlled by climate).

In the US, people who deal with glaciers or their products are usually allied to **geology**; in other English-speaking countries, they are usually allied to **geography**.

A **glacier** is a *body of ice and recrystallized snow (plus refrozen meltwater), which is on land and moving by deformation under its own weight*. A necessary and sufficient condition to create glaciers is an excess of snowfall over snowmelt at a place for a long enough time to build up ice thick enough for it to flow under its own weight.

“Reading” is derived from “[The Environment of Earth’s Surface](#)” by [John Suthard](#) licensed under [CC BY-NC-SA](#).

1. What are “greenhouse” periods?

- a. A period of time when the Earth is covered by a green type of glacier.
- b. A period of time when snow falls, melts, and refreezes creating glaciers.
- c. A period of time when there are no glaciers.

2. Which statement about glaciers is NOT true?

- a. Glaciers affect the world’s climate.
- b. Glaciers have 75% of the world’s fresh water.
- c. Glaciers move.
- d. Glaciers are not common to see around the world.

Grammar Presentation-Adjective Clauses

Adjective clauses are dependent clauses that describe nouns.

Relative Pronouns

Relative pronouns usually begin adjective clauses although there are some exceptions that will be covered later.

Relative Pronoun	Reference	Grammatical Function
which	specific things (non-human)-used with commas	subject, object, or object of a preposition
that	general things or people-not used with commas	subject or object
who	people	subject
whom	people	object or object of a preposition
whose	possessive pronouns or nouns (his, her, its, their)	subject or object
when	time	object
where	place	object

Table 15 Relative Pronouns

Restrictive and Non-Restrictive Clauses

A restrictive clause is an adjective clause that provides important information to help the reader identify or understand the noun it is describing. It is important to understand restrictive clauses because they do not require commas and might influence which relative pronoun you use. Nonrestrictive clauses provide additional information about the referent noun. The reader can identify the noun without using the adjective clause.

Restrictive Clause: The girl **who is sitting in the front** is new.

Non-Restrictive Clause: Mariam, **who is absent today**, speaks K'iche.

If I asked you, “Do you know the girl?” You would probably respond, “Which girl?” My response to you would restrict which girl I am referring to. This is the case in the first example above. Therefore, no comma is necessary. In the second example, I give a name, so it is likely you know the reference. Therefore, I put commas around the adjective clause. In the above examples, both adjective clauses are referring to a person, but what happens when the noun is nonhuman?

Restrictive Clause: The car **that is in my driveway** is my brother's.

Non-Restrictive Clause: My car, **which needs to be washed**, rides smoothly.

In the first example, the noun (car) is general. It's likely you are not sure which car I am referring to until I say, “that is in my driveway”. However, in the second example I say, “my car” and this is specific, so the relative pronoun “which” and commas are used.

Video

[“Commas or No Commas? Restrictive vs. Non-Restrictive Relative Clauses”](#)

Exercise 4-Restrictive and Non-Restrictive Clauses

Read the sentences below. Identify the adjective clause and whether the adjective clauses are restrictive or non-restrictive.

1. The United States, whose cases are increasing tremendously, is experiencing a health crisis.

a. Restrictive

b. Non-Restrictive

2. The country whose cases are decreasing has responded in a unified way.

a. Restrictive

b. Non-Restrictive

3. The radio station that plays all the popular hits has great reception at my house.

a. Restrictive

b. Non-Restrictive

4. My favorite radio station, which often plays Stevie Nicks, has a horrible signal at my house.

a. Restrictive

b. Non-Restrictive

5. The woman who drove me home last night works for a taxi company.

a. Restrictive

b. Non-Restrictive

Subject and Object Relative Pronouns

Determining whether the relative pronoun is a subject or an object can be important in choosing which to use. For example, what is the difference between **who** and **whom**?

Subject relative pronoun + verb.

Object relative pronoun + noun/pronoun + verb.

If we look at the isolated adjective clauses above, a subject relative pronoun will be followed by a verb. However, an object relative pronoun will be followed by a subject (noun or pronoun) and then a verb. Let's take a look at some examples.

1. The woman **who drove me home last night** works for a taxi company.

2. The woman **whom you met at the party Friday** likes square dancing.

3. The class **that Ahmad took last semester** is only offered once an academic year.

Identify the relative pronouns (1. who, 2. whom, and 3. that) in the above examples. What follows the relative pronoun? Is it a verb that follows or a noun or pronoun? In the first example, a verb follows the relative pronoun, so the relative pronoun is the subject of the adjective clause. In the second and third examples, a noun and pronoun follow the relative pronouns, so that means the relative pronouns are the object of the adjective clause. This is the difference between who and whom. *Who* is used as a subject of an adjective clause, and *whom* is the object of the adjective clause.

Videos

[“Subject Relative \(Adjective\) Clause”](#); [“Object Relative \(Adjective\) Clauses”](#)

Exercise 5-Identifying Subject and Object Relative Pronouns

Read the sentences below. Identify whether the relative pronoun is a subject or object relative pronoun.

1. Katerina, **who** had taken biology once already, was still struggling to keep the steps of cellular respiration straight.

- a. subject relative pronoun
- b. object relative pronoun

2. The report **that** I submitted last week has crucial information.

- a. subject relative pronoun
- b. object relative pronoun

3. The country **where** he currently lives is not accepting tourists.

- a. subject relative pronoun
- b. object relative pronoun

4. The teacher **whose** name I will never forget was amazing!

- a. subject relative pronoun
- b. object relative pronoun

5. Japan, **which** hosted the Olympics, had a surge in cases.

- a. subject relative pronoun
- b. object relative pronoun

Omitting Relative Pronouns

When the relative pronoun is an object relative pronoun (except *whose* and *when*), it can be omitted. Look at the examples below.

1. The woman ~~whom~~ **you met at the party Friday** likes square dancing.
2. The class ~~that~~ **Ahmad took last semester** is only offered once an academic year.
3. My favorite movie, ~~which~~ **Debbie bought for my birthday**, was released a year ago.

In all of the examples above, the relative pronoun can be omitted. However, it is best in academic writing not to omit relative pronouns. Leaving the relative pronoun out of an adjective clause is most common in spoken English.



Video

[“When can you omit the relative pronoun-Teacher Frank”](#)

Exercise 6-Omitting Relative Pronouns

Read the sentences below. Identify whether the relative pronoun must be kept (“keep”) or whether it can be omitted (“omit”).

1. The job that you want is part-time.
 - a. Keep
 - b. Omit
2. The man whom you talked with is my uncle.
 - a. Keep
 - b. Omit
3. The place where I study best is being used right now.
 - a. Keep
 - b. Omit
4. I study best in the evening when the room is quiet.
 - a. Keep
 - b. Omit
5. The college whose reputation is built from sports accepted my application.

a. Keep

b. Omit

Reducing Adjective Clauses

Adjective clauses can be modified to create adjective or prepositional phrases or appositives. A clause has a subject and a verb, but a phrase does not contain both.

Reducing Clauses with Be Verbs

If an adjective clause has the relative pronouns *who*, *which*, *that* followed by a *be* verb, you can typically (see exceptions later) delete the relative pronoun and the *be* verb. Let's explore these examples.

1. The girl ~~who is sitting in the front~~ is new.
2. Mariam, ~~who is absent today~~, speaks K'iche.
3. The author, ~~who is Dr. Bettina L. Love~~, is an associate professor at University of Georgia.
4. The car ~~that is in my driveway~~ is my brother's.
5. The researchers, ~~who are led by plant geneticist Philipp Simon~~, have not limited themselves to the color orange.

In example 1, the relative pronoun *who* and the *be* verb *is* are deleted. This deletion creates an adjective phrase *sitting in the front*. However, in example 2, the relative pronoun and *be* verb cannot be deleted because what would be left is just an adjective. For example, if I said, "The fruit, which is fresh, stays in the refrigerator" and try to reduce this clause, then it will read "The fruit fresh stays in the refrigerator." Why not just write "The fresh fruit"? The third example can be reduced, and this is called an appositive. It is a noun or synonym for the antecedent noun. In the fourth example, the reduction creates a prepositional phrase. Finally, the last example creates a type of adjective phrase.

Reducing Clauses with Non-Be Verbs

When the verb following the relative pronouns *that*, *which*, and *who* are not a *be* verb, then you can delete the relative pronoun and change the verb to the -ing form. Let's look at the following examples.

1. Anyone ~~who wants~~ **wanting to participate** should contact a counselor.
2. Ten percent of the Earth is covered with glaciers ~~which consist~~ **consisting of 75% of the Earth's fresh water**.
3. Purple carrots possess an entirely different class of pigments — anthocyanins — ~~which act~~ **acting as powerful antioxidants**.

All of the examples above have non-be verbs that are changed to -ing form. Also, all of the relative pronouns in the above examples were deleted creating adjective phrases.

Videos

["Reduced Relative Clauses"; "Reducing Adjective Clauses to Adjective Phrases: Learn English Grammar with JenniferESL"](#)

Exercise 7-Appling Grammar to Reading

Read the sentences from the reading on glaciers. Identify how the adjective clause can be reduced if at all.

1. Before the era of universal air travel, **which began less than half a century ago**, few of the world's population had seen a glacier.
 - a. began less than half a century ago
 - b. beginning less than half a century ago
 - c. no change is possible
2. In the Canadian Rockies, you can drive to within almost a stone's throw of the boundary of the Athabasca Glacier, **which is a classic active valley glacier**.
 - a. a classic active valley glacier
 - b. no change is possible
3. There have been several other such icehouse periods, **that have been separated by long intervals of ice-free times**, which are called "greenhouse" periods with no evidence of glaciation.
 - a. been separated by long intervals of ice-free times
 - b. separated by long intervals of ice-free times
 - c. no change is possible
4. There have been several other such icehouse periods, that have been separated by long intervals of ice-free times, **which are called "greenhouse" periods** with no evidence of glaciation.
 - a. called "greenhouse" periods with no evidence of glaciation.
 - b. calling "greenhouse" periods with no evidence of glaciation.
 - c. no change is possible
5. In the US, people **who deal with glaciers or their products** are usually allied to *geology*.
 - a. dealing with glaciers or their products
 - b. deal with glaciers or their products
 - c. no change is possible

Common Errors in Adjective Clauses

Subject-Verb Agreement

A common error when writing adjective clauses is choosing the wrong verb form. Keep in mind that the verb must agree with the antecedent noun or pronoun.

1. The car that is in the driveway needs a new tire.
2. The cars that are in the street need to be moved.

Notice in the first example how the verb in the adjective clause and verb in the main clause agree with the antecedent noun car. In the second example, the subject is plural (cars), so the verbs in both the adjective clause and the main clause agree in number.

Exercise 8-Choosing the Right Verb

Choose the correct verb to complete the sentence according to the antecedent noun.

1. The Pacific Ocean is the world's largest ocean that _____ from the Arctic in the north to the Southern Ocean in the south.

- a. extend
- b. extends
- c. extended

2. Michael Phelps, who _____ a champion swimmer, won eight gold medals in the 2008 Olympics.

- a. is
- b. are
- c. being

3. Cacao, which _____ sold to chocolate-processing companies, _____ harvested by hand.

- a. is, was
- b. is, were
- c. is, is
- d. was, were

4. Sarah wants to buy the sofas that _____ in the window display of the department store.

- a. is
- b. are
- c. was

5. The tools that _____ stolen _____ to be replaced.

- a. is, needs
- b. are, need
- c. was, needs
- d. were, need

6. The people who _____ late _____ marked absent.

- a. was, was

b. was, were

c. were, were

Repeating the Subject or Object

When writing an adjective clause, the relative pronoun replaces the subject or object in the dependent clause. A common error is to write both the relative pronoun and the subject or object.

1. The man who ~~he~~ drove us home last night works for a taxi company.
2. The book that I bought ~~it~~ online arrives tomorrow.

In the first example, the relative pronoun *who* should replace the subject pronoun *he*, so both *who* and *he* should not be in the adjective clause. Also, in the second example the relative pronoun *that* replaces the object pronoun *it*.

Placement

Adjective clauses should be next to the nouns they modify. When they are not placed correctly, the meaning could be different than intended.

1. The restaurant served a plate to the woman that was dirty.
2. The restaurant served a plate that was dirty to the woman.

Because the adjective clause in the first example is next to the noun *woman*, then the reader thinks that the woman was dirty. However, the intended meaning was that the plate was dirty, so the adjective clause should be next to the plate (the noun it is modifying).

Exercise 9-Fixing Repeated Subjects/Object and Placement Errors

Copy and paste the numbered sentences below into a word processing document and track the changes as you fix errors related to a repeated subject or object, or adjective clause placement. Watch this [video on how to track changes in Microsoft Word](#), and this [video on how to track changes using Google Docs](#).

1. The fan that I bought it at Target broke a week after the warranty.
2. The girl did well on her English paper that sits next to me.
3. Ancient Greeks had special theaters where they would go to them to see performances.
4. The photographer asked Alejandro and Jaime to the party who works for National Geographic.
5. The man helped me fix my car whom I cannot find him.

Irregular Verbs Practice-Groups 1-3

Complete the chart with the correct forms of the base verb.

Base form	Past Tense	Past Participle	Present Participle
bet			
cost			
cut			
hit			
hurt			
let			
put			
shut			

Table 16 Irregular Verbs Group 1

Base form	Past Tense	Past Participle	Present Participle
ring			
sing			
drink			
sink			
swim			
begin			

Table 17 Irregular Verbs Group 2

Base form	Past Tense	Past Participle	Present Participle
know			
grow			
blow			
throw			
fly			
show			
draw			

Table 18 Irregular Verbs Group 3

Unit Summary-Putting It All Together

Exercise 1-Editing

Read the summary of tsunamis written by an oceanography student. Identify and correct errors related to run-ons, comma splices, punctuation of conjunctive adverbs and coordinating conjunctions, and appropriate conjunctions of all types. Copy and paste the passage into a word processing document and track the changes. Watch this [video on how to track changes in Microsoft Word](#), and this [video on how to track changes using Google Docs](#).

While volcanic activity and landslides can create tsunamis, but underwater earthquakes are the most common cause. The tsunami begins, it is small in height. However, the large amount of energy is traveling fast until it reaches the shoreline. Next, the energy is compressed creating a surge and rise in tide. Tsunamis occur frequently. But, devastating tsunamis happen every 15-20 years. Two destructive tsunamis occurred recently. In 2004, many people from various countries were killed. Therefore, Japan was impacted by a damaging tsunami in 2011. Although tsunamis cannot be stopped preparedness by early detection can save lives.

Exercise 2-Writing

You can choose to skim the reading [Waves at Sea](#) from an oceanography textbook OR to watch this video on [Ocean Waves Basics](#). Read the text or view the video several times. Take notes in your own words on the important concepts. Write a summary paragraph with at least five sentences. Identify the sentence type of each sentence you write and label them: a) simple sentence, b) compound sentence, or c) complex sentence. Use each type at least once. Also, use at least two adjective clauses and label them d).

“[Waves at Sea](#)” by [Paul Webb](#) licensed under [CC BY](#).

“[Ocean Waves Basics](#)” by Katryn Wiese is licensed by [Earth Rocks!](#) under [CC BY-NC-SA 4.0](#)

Exercise 3-Grammar Reference Cards

Create reference cards for the following topics from this unit:

- Sentence Fragments
- Run-ons
- Comma Splices
- FANBOYS
- Conjunctive Adverbs
- Adjective Clauses

Unit 2-Resistance



Image 6 Photo by [Brett Sayles](#) from [Pexels](#)

Unit Discussion

Answer the following questions based on your experience and opinion. Read five classmates' posts and respond to two pointing out any similarities or differences, asking clarifying questions, or giving your opinion on a point being made.

1. What are some strategies people use to protest issues they oppose?
2. What are some effective strategies to make society aware of a social issue? Why do you think these strategies are effective?

Chapter 4-Street Art

Reading

Exercise 1-Reading Comprehension

Read the following passage from an academic article in an art journal. Check your comprehension of the reading by answering the questions that follow.

Street art images often come with an impression of resistance. The street art produced during the Egyptian revolution played an important role in the protests (Abaza 2012). Some even claim that the civil war in Syria was triggered by a piece of graffiti in Dara'a (Asher-Shapiro 2016). Because street art conveys knowledge and narratives – whether historical or contemporary – from the local level across

linguistic borders, it seems to serve as a tool for transnational communication and protest in times of political conflict.



Image 7 Photo by [Mohammed Hassan](#) from [Pexels](#)

Street art has been recognized as a research subject by numerous academic disciplines (e.g., media and communication studies, cultural and urban studies, anthropology, sociology, and art history). Ironically, one of the few disciplines that does not seem to be interested in investigating the political potential of street art is political science. Even though street art is universal in urban spaces and is frequently used to convey political messages transnationally, often political science and its sub-discipline International Relations (IR) tend to marginalize it as a social phenomenon of youth and hip-hop culture.

What can we learn from street art about visual resistance in the interplay with political power structures? Resistance is rarely “pure,” but rather stands in a dialectically entangled relationship with power and rule. “Looking is a practice [which] involves learning to interpret and [...] involves relationships of power” (Sturken & Cartwright 2001: 10). Thus, in the face of the political presence of street art, political science must investigate both how street art acts within power structures and how knowledge for critical interpretation can be produced. Street art is not only being employed by civil society and resistance movements but also by powerful (commercial and state) players who make use of its hipness, street credibility, and resistance style for propaganda and marketing reasons. Both viewers and producers might find it hard to interpret the fine distinctions of rule and resistance involved. They are at risk of falling into the trap of depoliticization.

“Reading” is derived from “[Mind the trap: Street art, visual literacy, and visual resistance](#)” by [Lisa Bogerts](#) licensed under [CC BY-NC 4.0](#)

1. The author believes that the viewer of street art must be from the same culture and/or language background to understand what is being communicated by the artist.

- a. True
- b. False

2. According to the author, while street art often has a political message, political scientists do not usually study it because...

- a. they view street art as a culture unrelated to politics
- b. they think it should be studied under the discipline of art

3. What does the author mean by “the trap of depoliticization”?

- a. The author believes that people will come together, and political views will unite.
- b. The author believes that street art needs to be critically analyzed, or the artist and the message will no longer be seen as political or even as resistance.

4. The author claims that street art is produced not only by those weaker in the power structure, but also by powerful “players”.

- a. True
- b. False

Listening

Exercise 2-Listening Comprehension

Watch the video [A project of peace, painted across 50 buildings](#) and build a basic understanding to prepare you for this chapter’s reading. Answer the questions to check your comprehension.

1. What is eL Seed’s goal as an artist?

- a. beautify a poor neglected neighborhood and shine light on this isolated communities

- b. spread Arabic around the world
- c. become famous

2. Who are the Zaraeeb?

- a. They are descendants of ancient Egyptians who built the pyramids.
- b. They are a powerful group of people who live in Cairo.
- c. They are Christian who live in the neighborhood Manshiyat Naser.

4. What do they do? What's their role in Egyptian society?

- a. They are farmers who sell vegetables.
- b. They collect the garbage in Cairo and raise pigs and other animals.
- c. They are taxi drivers.

3. Why is the Muqattam Mountain important?

- a. It had the St. Simon Monastery with a 10,000-seat cave church.
- b. It had the tombs of ancient kings.
- c. It was a place Christians thought Jesus had taken refuge.

4. eL Seed mentioned that his goal for this project changed. How did the goal change?

- a. He wanted to change the perception of the community and open dialogue.
- b. He wanted to inspire the children to become artists.
- c. He wanted to provide job opportunities to those he met.

5. Select all of the challenges of project mentioned by eL Seed:

- a. getting approval from Father Saaman
- b. size of project across 50 buildings
- c. smell of garbage
- d. pigs eating the sandbags holding the lift
- e. too many tea breaks

6. Why did the children first refuse treats offered to them by the project's team or anyone who's a stranger?

- a. They were afraid there might be poison in the food.
- b. They did not want to create more trash.
- c. They were taught that someone might need it (the food) more than them.

Grammar Presentation-Passive Voice

English verbs can have active or passive voice. In a sentence with active voice, the subject is the first and is the performer of the verb. The direct object in an active voice sentence is after the verb and is the receiver of the action. Look below at the differences between active and passive voice structure.

Active voice: Subject (performer) + verb + direct object (receiver).

Passive voice: Direct object (receiver) + conjugation of be verb + past participle verb + by subject (performer).

Passive voice sentences have a **be** verb conjugated according to tense and a past participle. The performer can be deleted from the sentence—in other words, the performer or subject is not required.

Videos

[“Active and Passive Voice”](#); [“Active and Passive Voice” \(2\)](#); [“Active versus Passive Voice”](#); [“How to use the Passive Voice-English Grammar Lesson”](#)

Transitive and Intransitive Verbs

Because passive voice requires a direct object, only transitive verbs can be used in passive sentences. Transitive verbs are verbs that have an object. Intransitive verbs do not have objects and cannot be made into passive sentences. Look at the examples below under transitive verbs. The objects of the active sentences (the first sentence in the numbered pairs) have been emphasized. Notice that the objects are first in the passive sentences that follow. Compare the transitive verbs to the intransitive verbs. Notice how the sentences under intransitive verbs do not have direct objects and, therefore, cannot be passive.

Transitive Verbs

1. I drink **coffee**. Coffee is drunk.
2. Sarina played **the piano**. The piano was played by Sarina.
3. They have done **their homework**. Their homework has been done.

Intransitive Verbs

1. I slept.
2. The accident happened.
3. The student arrived early.

“Grammar Presentation-Passive Voice” is derived from [“ESL for High-Intermediate Students: The Way You Like It”](#) by Don Bissonette licensed under [CC BY-NC](#)

Exercise 3-Comprehension Check

Read the active sentences below. Select all the sentences that can be changed into passive voice. In other words, which sentences have a transitive verb (and direct object)?

- ____ 1. Hadi does his chores every day.
- ____ 2. The puppy barks too much.
- ____ 3. Sarah helps the teachers.
- ____ 4. Xiong has opened a new business.
- ____ 5. He wrote my favorite novel.

Verb Tense and Voice

The be verb is the most common verb used to create passive sentences. It is conjugated according to the tense of the verb in an active sentence. Analyze the changes in the verbs below.

Tense	Active	Passive
simple present	Patty tutors the student.	The student is tutored by Patty.
present progressive	Patty is tutoring the student.	The student is being tutored by Patty.
present perfect	Patty has tutored the student.	The student has been tutored by Patty.
simple past	Patty tutored the student.	The student was tutored by Patty.
past progressive	Patty was tutoring the student.	The student was being tutored by Patty.
past perfect	Patty had tutored the student.	The student had been tutored by Patty.
simple future	Patty will tutor the student.	The student will be tutored by Patty.
future progressive (be going to)	Patty is going to tutor the student.	The student is going to be tutored by Patty.
future perfect	Patty will have tutored the student.	The student will have been tutored by Patty.

Table 19 Verb Tense and Voice

Exercise 4-Comprehension Check

Complete the following passive sentences by using the verb tense from the active sentences. Your answer will only include the be verb. Use the chart above to help guide you.

1. Mai writes the essay.

The essay _____ written by Mai.

2. Mai is writing the essay.

The essay _____ written by Mai.

3. Mai has written the essay.

The essay _____ written by Mai.

4. Mai wrote the essay.

The essay _____ written by Mai.

5. Mai was writing the essay.

The essay _____ written by Mai.

6. Mai had written the essay.

The essay _____ written by Mai.

7. Mai will write the essay.

The essay _____ written by Mai.

8. Mai is going to write the essay.

The essay _____ written by Mai.

9. Mai will have written the essay.

The essay _____ written by Mai.

Which voice should you use?

1. When the verb or the direct object are **more important than the performer**, use passive voice.

Active: People eat black-eyed peas for New Year's Day.

Passive: Black-eyed peas are eaten for New Year's Day.

Active: A college offered my son a scholarship.

Passive: My son was offered a scholarship. OR A scholarship was offered to my son.

2. When the subject or performer is unknown, use passive voice.

1. The bank was robbed last night.

2. Thousands of innocent people were killed.

Exercise 5-Applying the Grammar to Reading

Passive voice is frequently found in academic textbooks. Recognizing passive voice can help readers understand who or what the receivers (direct objects) and performers (subjects) are. This chapter's reading on street art used passive voice. Look at the examples below and change the passive sentences into active ones, as seen in the example. When writing active sentences from passive sentences without a subject or performer, use "People".

Example

Passive sentence: The civil war in Syria was triggered by a piece of graffiti in Dara'a.

Active sentence: A piece of graffiti in Dara'a triggered the civil war in Syria.

1. Passive sentence: Street art has been recognized as a research subject by numerous academic disciplines.

Active sentence:

2. Passive sentence: Street art is frequently used to convey political messages transnationally.

Active sentence:

3. Passive sentence: Street art is not only being employed by civil society and resistance movements.

Active sentence:

“Reading” is derived from “[Mind the trap: Street art, visual literacy, and visual resistance](#)” by [Lisa Bogerts](#) licensed under [CC BY-NC 4.0](#)

Irregular Verbs Practice-Groups 1-4

Complete the chart with the correct forms of the base verb.

Base form	Past Tense	Past Participle	Present Participle
bet			
cost			
cut			
hit			
hurt			
let			
put			
shut			

Table 20 Irregular Verbs Group 1

Base form	Past Tense	Past Participle	Present Participle
ring			
sing			
drink			
sink			
swim			
begin			

Table 21 Irregular Verbs Group 2

Base form	Past Tense	Past Participle	Present Participle
know			
grow			
blow			
throw			
fly			
show			
draw			

Table 22 Irregular Verbs Group 3

Base form	Past Tense	Past Participle	Present Participle
think			
teach			
buy			
fight			
catch			
bring			

Table 23 Irregular Verbs Group 4

Chapter 5-Egyptian Revolution

Listening



Image 8 "[No to Stripping the People](#)"

Exercise 1-Listening Comprehension

Watch the video [A thousand times no](#) and take notes to the questions below. Share your answers in a discussion with your classmates.

1. Describe Bahia Shehab's art exhibition in Europe, "A Thousand Time NO".
2. In what ways did she use this exhibition to protest in the streets? Which "no" statement had the biggest impact on you?
3. Bahia Shehab ends the talk with the following quote, "You can crush the flowers, but you can't delay spring." How do you interpret this quote?

Reading

Exercise 2-Reading Passive Voice

Read the following passage from a history textbook. Circle verbs using passive voice. Check your answers in the answer key section.

The Arab Spring

¹The Arab Spring was a revolutionary wave of both violent and non-violent demonstrations, protests, riots, coups, and civil wars in North Africa and the Middle East that began in 2010 with the Tunisian Revolution. The Tunisian Revolution effect spread strongly to five other countries: Libya, Egypt, Yemen, Syria, and Iraq.

²Analysts have pointed to a number of complex factors behind the movement, including issues such as authoritarianism, human rights violations, political corruption, economic decline, unemployment, extreme poverty, and a number of demographic structural factors, such as a large percentage of educated but dissatisfied youth.

Role of Media

³In the wake of the Arab Spring protests, a considerable amount of attention has been focused on the role of social media and digital technologies in allowing citizens to bypass state-operated media channels.

⁴Facebook, Twitter, and other major social media played a key role in the movement of Egyptian and Tunisian activists in particular. Nine out of ten Egyptians and Tunisians responded to a poll that they used Facebook to organize protests and spread awareness. In Egypt, young men referred to themselves as “the Facebook generation.” Furthermore, 28% of Egyptians and 29% of Tunisians from the same poll said that blocking Facebook greatly hindered and/or disrupted communication. During the protests, people created pages on Facebook to raise awareness about alleged crimes against humanity, such as police brutality in the Egyptian Revolution. The use of social media platforms more than doubled in Arab countries during the protests, with the exception of Libya.

Catalyst of Arab Spring

⁵The catalyst for the escalation of protests was the self-immolation of Tunisian Mohamed Bouazizi. Unable to find work and selling fruit at a roadside stand, Bouazizi’s products were confiscated by a municipal inspector in December 2010. An hour later, he doused himself with gasoline and set himself afire. His death on January 4, 2011 brought together various groups dissatisfied with the existing system, including many unemployed individuals, political and human rights activists, labor, trade unionists, students, professors, lawyers, and others, to begin the Tunisian Revolution. The demonstrations, triggered directly by Bouazizi’s death, brought to the forefront such issues as high unemployment, food inflation, corruption, lack of political freedoms, and poor living conditions.

⁶With the success of the protests in Tunisia, a wave of unrest sparked in other countries. By the end of February 2012, rulers had been forced from power in Tunisia, Egypt, Libya, and Yemen. In Egypt, President Hosni Mubarak resigned in February 2011 after 18 days of massive protests, ending his 30-year presidency.

“The Arab Spring” is derived from “[World History](#)” by Boundless.com licensed under [CC BY-SA 4.0](#)

Exercise 3-Reading Comprehension

Check your understanding of the reading by answering the questions that follow.

1. According to the reading, what factors contributed to the spread of the Arab Spring? Select all that apply.

- a. Religion
 - b. Unemployment
 - c. Dictatorships
 - d. Fraud
2. How did social media play an important role in the protests?
- a. Spreading awareness of the cause and organizing the protests.
 - b. Allowing citizens to watch government-run media.
 - c. Blocking other revolutionary groups' activities.
3. Who was Mohamed Bouazizi?
- a. An Egyptian protester.
 - b. A Tunisian fruit-vendor who set himself on fire.
 - c. A political activist who called for a revolution.
4. Who was Hosni Mubarak?
- a. An Egyptian activist jailed for protesting.
 - b. An unemployed taxi driver who fought for better economic opportunities.
 - c. Former president of Egypt who ruled for 30 years.

Grammar Presentation-Commas

One of the punctuation clues to reading you may encounter is the comma. The comma is a punctuation mark that indicates a pause in a sentence or a separation of things in a list. Commas can be used in a variety of ways. Look at some of the following sentences to see how you might encounter a comma when reading or use a comma when writing.

- Introductory word(s) or phrase(s): Personally, I think the practice is helpful.
- Lists: The barn, the tool shed, and the back porch were destroyed by the wind.
- Conjunctions in compound sentences: The bedroom door was closed, so the children knew their mother was asleep.
- Nonrestrictive or inessential information: I knew where it was hidden, of course, but I wanted them to find it themselves.
- Dates, addresses, greetings, and letters: The letter was postmarked December 8, 1945.

Commas after an Introductory Word(s) or Phrase(s)

You may notice a comma that appears near the beginning of the sentence, usually after a word or phrase. This comma lets the reader know where the introductory word or phrase ends, and the main sentence begins.

Without spoiling the surprise, we need to tell her to save the date.

In this sentence, **without spoiling the surprise** is an introductory phrase, while **we need to tell her to save the date** is the main sentence. Notice how they are separated by a comma. When only an introductory word appears in the sentence, a comma also follows the introductory word.

Ironically, she already had plans for that day.



Video

[“Commas-Introductory Words or Phrases”](#)

Exercise 4

Look for the introductory word(s) or phrase(s). Copy the sentences to a word document and add a comma to correct the sentence.

1. Suddenly the dog ran into the house.
2. In the blink of an eye the kids were ready to go to the movies.
3. Confused he tried opening the box from the other end.
4. Every year we go camping in the woods.
5. Without a doubt green is my favorite color.
6. Hesitating she looked back at the directions before proceeding.
7. Fortunately the sleeping baby did not stir when the doorbell rang.
8. Believe it or not the criminal was able to rob the same bank three times.

Commas in a List of Items

When you want to list several nouns in a sentence, you separate each word with a comma. This allows the reader to pause after each item and identify which words are included in the grouping. When you list items in a sentence, put a comma after each item, then add the word and before the last item. However, you do not need to include a comma after the last item.

1. We'll need to get flour, tomatoes, and cheese at the store.
2. The pizza will be topped with olives, peppers, and pineapple chunks.

Commas and Coordinating Adjectives

You can use commas to list both adjectives and nouns. A string of adjectives that describe a noun are called coordinating adjectives. These adjectives come before the noun they modify and are separated by commas. One important thing to note, however, is that unlike listing nouns, the word and does not always need to be before the last adjective.

1. It was a bright, windy, clear day.
2. Our kite glowed red, yellow, and blue in the morning sunlight.



Video

[“Commas-Lists or Series”](#)

Exercise 5

Use what you have learned so far about comma use to add commas to the following sentences.

1. Monday Tuesday and Wednesday are all booked with meetings.
2. It was a quiet uneventful unproductive day.
3. We'll need to prepare statements for the Trumps Kardashians and Clintons before their portfolio reviews next week.
4. Donald Kim and Hillary finished their report last Tuesday.
5. With cold wet aching fingers he was able to secure the sails before the storm.
6. He wrote his name on the board in clear precise delicate letters.

Commas before Conjunctions in Compound Sentences (FANBOYS)

Commas are used with a conjunction to separate two independent clauses. The comma comes after the first independent clause and is followed by a conjunction. We call those coordinating conjunctions "FANBOYS" which stands for **for, and, nor, but, or, yet** and **so**.

1. He missed class today, and he thinks he will be out tomorrow, too.
2. He says his fever is gone, but he is still very tired.

Exercise 6

Create a compound sentence by combining the two independent clauses with a comma and an appropriate coordinating conjunction.

1. The presentation was scheduled for Monday. The weather delayed the presentation for four days.
2. He wanted a snack before bedtime. He ate some fruit.
3. The patient is in the next room. I can hardly hear anything.
4. We could go camping for vacation. We could go to the beach for vacation.
5. I want to get a better job. I am taking courses at night.
6. I've got to get this paper done. I have class in ten minutes.
7. The weather was clear yesterday. We decided to go on a picnic.
8. I have never dealt with this client before. I know Leonardo has worked with them. Let's ask Leonardo for his help.

Commas before and after Interrupting Words

In conversations, you might interrupt your train of thought by giving more details about what you are talking about. In a sentence, you might interrupt your train of thought with a word or phrase called interrupting words. Interrupting words can come at the beginning or middle of a sentence. When the interrupting words appear at the beginning of the sentence, a comma appears after the word or phrase.

1. If you can believe it, people once thought the sun and planets orbited around Earth.
2. Luckily, some people questioned that theory.

When interrupting words come in the middle of a sentence, they are separated from the rest of the sentence by commas. You can determine where the commas should go by looking for the part of the sentence that is not essential for the sentence to make sense.

1. An Italian astronomer, Galileo, proved that Earth orbited the sun.
2. We have known, for hundreds of years now, that the Earth and other planets exist in a solar system.



Video

[“Commas-Nonrestrictive or Inessential Information”](#)

Exercise 7

Copy the sentence and insert commas to separate the interrupting words from the rest of the sentence.

1. I asked my neighbors the retired couple from Florida to bring in my mail.
2. Without a doubt his work has improved over the last few weeks.
3. Our professor Mr. Alamut drilled the lessons into our heads.
4. The meeting is at noon unfortunately which means I will be late for lunch.
5. We came in time for the last part of dinner but most importantly we came in time for dessert.
6. All of a sudden our network crashed and we lost our files.
7. Alex hand the wrench to me before the pipe comes loose again.

Commas in Dates, Addresses, and the Greetings and Closings of Letters

You also use commas when you write the date, such as in cover letters and e-mails. Commas are used when you write the date, when you include an address, and when you greet someone.

If you are writing out the full date, add a comma after the day and before the year. You do not need to add a comma when you write the month and day or when you write the month and the year. If you need to continue the sentence after you add a date that includes the day and year, add a comma after the end of the date.

The letter is postmarked May 4, 2001.

Her birthday is May 5.

He visited the country in July 2009.

I registered for the conference on March 7, 2010, so we should get our tickets soon.

You also use commas when you include addresses and locations. When you include an address in a sentence, be sure to place a comma after the street and after the city. Do not place a comma between the state and the zip code. Like a date, if you need to continue the sentence after adding the address, simply add a comma after the address.

We moved to 4542 Boxcutter Lane, Hope, Missouri 70832.

After moving to Boston, Massachusetts, Eric used public transportation to get to work.

Greetings are also separated by commas. When you write an e-mail or a letter, you add a comma after the greeting word or the person’s name. You also need to include a comma after the closing, which is the word or phrase you put before your signature.

Hello,

I would like more information about your job posting.

Thank you,

Anita Al-Sayf

Dear Mrs. Al-Sayf,

Thank you for your letter. Please read the attached document for details.

Sincerely,

Jack Fromont

Exercise 8

Use what you have learned about using commas to edit the following letter.

March 27 2010

Alexa Marché

14 Taylor Drive Apt. 6

New Castle Maine 90342

Dear Mr. Timmons

Thank you for agreeing to meet with me. I am available on Monday the fifth. I can stop by your office at any time. Is your address still 7309 Marcourt Circle #501? Please get back to me at your earliest convenience.

Thank you

Alexa

Exercise 9

Use what you have learned about comma usage to edit the following paragraphs.

1. My brother Nathaniel is a collector of many rare unusual things. He has collected lunch boxes limited edition books and hatpins at various points of his life. His current collection of unusual bottles has over fifty pieces. Usually he sells one collection before starting another.
2. Our meeting is scheduled for Thursday March 20. In that time we need to gather all our documents together. Alice is in charge of the timetables and schedules. Tom is in charge of updating the guidelines. I am in charge of the presentation. To prepare for this meeting please print out any e-mails faxes or documents you have referred to when writing your sample.
3. It was a cool crisp autumn day when the group set out. They needed to cover several miles before they made camp so they walked at a brisk pace. The leader of the group Garth kept checking his watch and their GPS location. Isabelle Raoul and Maggie took turns carrying the equipment while Carrie took notes about the wildlife they saw. As a result no one noticed the darkening sky until the first drops of rain splattered on their faces.
4. Please have your report complete and filed by April 15 2010. In your submission letter please include your contact information the position you are applying for and two people we can contact as references. We will not be available for consultation after April 10 but you may contact the office if you have any questions. Thank you HR Department.

Commas to Introduce a Quote

You can use a comma to introduce a quote.

Mark Twain said it best, “When in doubt, tell the truth.”

If a quote is longer than 40 words (or some say four lines), skip a line after the comma and indent the left margin of the quote five spaces. Because longer quotations use line spacing and indentation to indicate a quote, quotation marks are not necessary. For example:

My father always said that Mark Twain described people the best when he said,

There are basically two types of people. People who accomplish things, and people who claim to have accomplished things. The first group is less crowded.

Tip

Long quotations, which are forty words or more, are called block quotations. Block quotations frequently appear in longer essays and research papers.

Key Takeaways

- Punctuation marks provide visual cues to readers to tell them how to read a sentence. Punctuation marks convey meaning.
- Commas indicate a pause or a list in a sentence.
- A comma should be used after an introductory word to separate this word from the main sentence.
- A comma comes after each noun in a list. The word *and* is added before the last noun, which is not followed by a comma.
- A comma comes after every coordinating adjective except for the last adjective.
- Commas can be used to separate the two independent clauses in compound sentences as long as a conjunction follows the comma.
- Commas are used to separate interrupting words from the rest of the sentence.
- When you write the date, you add a comma between the day and the year. You also add a comma after the year if the sentence continues after the date.
- When they are used in a sentence, addresses have commas after the street address, and the city. If a sentence continues after the address, a comma comes after the zip code.
- When you write a letter, you use commas in your greeting at the beginning and in your closing at the end of your letter.
- A comma can separate the speaker from the quotation as shown above.
- For a longer quotation, you can introduce it with a comma before the block quotation begins.

“Grammar Presentation” is derived from “[College ESL Writers-Applied Grammar and Composing Strategies for Success](#)” by Barbara Hall and Elizabeth Wallace licensed under [CC BY-NC-SA 4.0](#).

Applying Grammar to Reading

Exercise 10

This chapter’s reading uses commas in various ways. Read the numbered sentences from the chapter reading and select the purpose of the commas. If more than one comma is used, then more than one answer might be possible.

1. The Arab Spring was a revolutionary wave of both violent and non-violent demonstrations, protests, riots, coups, and civil wars in North Africa and the Middle East that began in 2010 with the Tunisian Revolution.

- a. introductory word(s) or phrase(s)
- b. list of items
- c. compound conjunction
- d. date, address, greeting
- e. inessential information

2. In the wake of the Arab Spring protests, a considerable amount of attention has been focused on the role of social media and digital technologies in allowing citizens to bypass state-operated media channels.

- a. introductory word(s) or phrase(s)
- b. list of items
- c. compound conjunction
- d. date, address, greeting
- e. inessential information

3. Furthermore, 28% of Egyptians and 29% of Tunisians from the same poll said that blocking Facebook greatly hindered and/or disrupted communication.

- a. introductory word(s) or phrase(s)
- b. list of items
- c. compound conjunction
- d. date, address, greeting
- e. inessential information

4. With the success of the protests in Tunisia, a wave of unrest sparked in other countries.

- a. introductory word(s) or phrase(s)
- b. list of items
- c. compound conjunction
- d. date, address, greeting
- e. inessential information

5. By the end of February 2012, rulers had been forced from power in Tunisia, Egypt, Libya, and Yemen.

- a. introductory word(s) or phrase(s)
- b. list of items
- c. compound conjunction
- d. date, address, greeting
- e. inessential information

6. His death on January 4, 2011 brought together various groups dissatisfied with the existing system, including many unemployed individuals, political and human rights activists, labor, trade unionists, students, professors, lawyers, and others, to begin the Tunisian Revolution.

- a. introductory word(s) or phrase(s)
- b. list of items
- c. compound conjunction
- d. date, address, greeting
- e. inessential information

7. The demonstrations, triggered directly by Bouazizi's death, brought to the forefront such issues as high unemployment, food inflation, corruption, lack of political freedoms, and poor living conditions.

- a. introductory word(s) or phrase(s)
- b. list of items
- c. compound conjunction
- d. date, address, greeting
- e. inessential information

Irregular Verbs Practice-Groups 1-5

Complete the chart with the correct forms of the base verb.

Base form	Past Tense	Past Participle	Present Participle
bet			
cost			
cut			
hit			
hurt			
let			
put			
shut			

Table 24 Irregular Verbs Group 1

Base form	Past Tense	Past Participle	Present Participle
ring			
sing			
drink			
sink			
swim			
begin			

Table 25 Irregular Verbs Group 2

Base form	Past Tense	Past Participle	Present Participle
know			
grow			
blow			
throw			
fly			
show			
draw			

Table 26 Irregular Verbs Group 3

Base form	Past Tense	Past Participle	Present Participle
think			
teach			
buy			
fight			
catch			
bring			

Table 27 Irregular Verbs Group 4

Base form	Past Tense	Past Participle	Present Participle
give			
write			
take			
fall			
drive			
eat			
ride			
rise			
forgive			

Table 28 Irregular Verbs Group 5

Unit Summary-Putting It All Together

Exercise 11-Editing

Read the summary of an activist artist. Identify and correct errors related to active and passive voice and commas. Copy and paste the passage into a word processing document and track the changes. Watch

this [video on how to track changes in Microsoft Word](#), and this [video on how to track changes using Google Docs](#).

Zanele Muholi born in South Africa and is an activist artist using photography video and installation. Muholi uses they/them pronouns and is non-binary. Their art focuses on topics of race gender and sexuality. Specifically Muholi wants to bring awareness to the experiences of those in the LGBTQ+ community who abused for “corrective” purposes and have HIV/AIDS. They targeted and attacked by people who are unhappy with Muholi’s focus on Black lesbian life. While these attacks traumatize Muholi they reinforce the need to bring awareness to the topics.

Exercise 12-Activist Artist Presentation

You will conduct research on an activist artist and report your findings in a summary paragraph and 5- to 10-minute presentation.

Consider the following questions:

- Who is the artist?
- What topic(s) are they protesting or bringing attention to?
- What is the history of those involved in the topic being protested? Summarize the history of the issue.
- Where are they protesting?
- How are they protesting (photography, paint, etc.)?

Activist Artists

Select from one of the artists below or seek approval to research another artist from your instructor:

1. Ai Weiwei
2. Banksy
3. Diego Rivera
4. Yayoi Kusama
5. Jacob Lawrence
6. Keith Haring
7. Paula Rego
8. Guerilla Girls
9. Nan Goldin
10. Kara Walker
11. JR
12. David Wojnarowicz
13. Barbara Kruger
14. Cildo Meireles
15. Philip Guston
16. Margaret Bourke-White
17. Faith Ringgold
18. Shepard Fairey
19. Frida Kahlo

Grammar Requirements

In your summary paragraph, use at least three passive sentences. Also, use commas in at least three different ways. After you have written the paragraph, underline and label the grammar as you have done in previous writing projects this semester.

- a) passive voice
- b.) comma-introductory word/phrase
- c.) comma-list
- d.) comma-compound sentence
- e.) comma-dates, addresses, greetings
- f.) comma-introducing a quote
- g.) comma-inessential information

Exercise 13-Grammar Reference Cards

Create reference cards for the following topics from this unit:

- Passive voice
- Commas

Unit 3-Health and Nutrition

Chapter 6-Genetically Modified Organisms (GMOs)



Image 9 “[Beautiful photo by @wrighkitchen](#)” by iris het viris is licensed under CC BY-NC 2.0

Discussion

Exercise 1

Answer the questions below. Your answers will be about your eating habits. Then read five of your classmates’ posts and respond to two pointing out any similarities or differences, asking clarifying questions, or giving your opinion on a point being made.

1. What are some of your favorite fruits and vegetables?
2. Do you prefer organic food? Why or why not?
3. In many parts of the world, people do not have enough food. What are some solutions to creating more food for global citizens?

Listening

Exercise 2-Listening Comprehension

Watch the video [Are GMOs Good or Bad? Genetic Engineering & Our Food](#) and build a basic understanding to prepare you for this chapter’s reading. Answer the questions to check your comprehension.

1. Eating GMO plants is no more risky than their non-GMO equivalent. True or False?

- a. True
 - b. False
2. Though humans eat 11 million pounds of food every day, the United Nation estimates humans will need _____ more food by 2050.
- a. 30%
 - b. 40%
 - c. 70%
 - d. 80%
3. What are terminator seeds?
- a. Seeds that produce sterile plants.
 - b. Seeds that destroy weeds and pesticides.
 - c. Seeds that produce larger fruit.
4. Select all the benefits of GMOs given in the video.
- a. They reduce the need for pesticides.
 - b. They provide vaccinations against viruses.
 - c. They can increase nutrients in food.
 - d. They can be engineered to be resistant to pests, droughts, and floods.
 - e. They eliminate need for fertilizer.
 - f. They can reverse climate change.
5. While the video provides both sides of the GMO debate, which side do you infer the creators support?
- a. GMOs are good.
 - b. GMOs are bad.

Reading

Exercise 3-Reading Comprehension

Read the following passage. Check your comprehension of the reading by answering the questions that follow.

¹Shredded in salads and slaws, steamed, or just peeled and dunked in an herb-speckled dip, carrots are versatile veggies that add colorful zest to our dinner plates. These crunchy orange roots are also a well-known source of vitamin A. Just a single, full-size carrot more than fulfills an adult's daily quotient of the essential vitamin.

²But carrots have not always been the vitamin A powerhouse that it is today. Over two decades ago, scientists in the ARS Vegetable Crops Research Unit at Madison, Wisconsin, began a quest to breed carrots packed with beta-carotene — an orange pigment used by the body to create vitamin A. Thanks largely to this ARS work, today’s carrots provide consumers with 75 percent more beta-carotene than those available 25 years ago.

³The researchers, led by plant geneticist Philipp Simon, have not limited themselves to the color orange. They have selectively bred a rainbow of carrots — purple, red, yellow, even white. Scientists are learning that these plant pigments perform a range of protective duties in the human body — which is not surprising, says Simon, since many of the pigments serve to shield plant cells during photosynthesis.

⁴Red carrots derive their color mainly from lycopene, a type of carotene believed to guard against heart disease and some cancers. Yellow carrots accumulate xanthophylls, pigments similar to beta-carotene that support good eye health. Purple carrots possess an entirely different class of pigments — anthocyanins — which act as powerful antioxidants.

⁵While colored carrots are unusual, they are not exactly new. “Purple and yellow carrots were eaten more than 1,000 years ago in Afghanistan and 700 years ago in western Europe,” says Simon. “But the carrot-breeding process has gone on intensively for just 50 years.”

⁶Simon and his team of ARS researchers and colleagues at the University of Wisconsin-Madison (UW) have recently shown that their highly pigmented carrots are a ready source of some sought-after nutrients.

“Reading” is derived from “[Carrots with Character](#)” by Erin K. Peabody licensed by [CommonLit.org](#) under [CC BY-NC-SA 4.0](#)

1. PART A: Which idea about genetic modification is developed by the author in “Carrots with Character”?

- a. Genetic modification can increase the nutritional value of carrots.
- b. Changing the color of carrots has increased their popularity with consumers.
- c. People can increase the amount of nutrients in their diets with carrots that have been genetically modified.
- d. Breeding different colors of carrots is an old process but only now can people also modify their nutritional value.
- e. Eye health is a major reason to support the genetic modification of carrots. F. Genetic modification of carrots has proven how specific genes lead to changes in carrot color and nutritional value.

2. PART B: Which quotation from the article provides evidence for the answers to Part A?

- a. ““Purple and yellow carrots were eaten more than 1,000 years ago in Afghanistan and 700 years ago in western Europe,” says Simon.” (Paragraph 5)

b. “Simon and his team of ARS researchers and colleagues at the University of Wisconsin-Madison (UW) have recently shown that their highly pigmented carrots are a ready source of some sought-after nutrients.” (Paragraph 6)

3. PART A: What concept about different carrot pigments is explored in paragraphs 4-5 of “Carrots with Character”?

- a. The breeding of differently pigmented carrots for nutritional value has been studied for many centuries.
- b. The pigments of carrots indicate the ways in which they can positively affect the health of consumers.
- c. The connection between carrot pigments and nutritional content is still unclear.
- d. Different pigments in carrots indicate unique benefits for humans, but are not beneficial to the carrots in any way.

4. PART B: Which central idea of the article is supported by the information in the answer to Part A?

- a. Genetically modified carrots have health benefits that do not exist in unmodified carrots.
- b. Color plays a significant role in taste, which accounts for a carrot’s popularity.
- c. The genetic makeup of a carrot has a significant effect on its taste and color.
- d. Genetically modified carrots can be used to create supplements to aid consumers’ health.

Grammar Presentation-Consistent Verb Tense

Consistent verb tense means the same verb tense is used throughout a sentence or a paragraph. As you write and revise, it is important to use the same verb tense consistently and to avoid shifting from one tense to another unless there is a good reason for the tense shift. Read the examples below and see whether you notice the difference between a sentence with consistent tense and one with inconsistent tense.

- 1. The crowd **starts** cheering as Melina **approached** the finish line.
- 2. The crowd **starts** cheering as Melina **approaches** the finish line.
- 3. The crowd **started** cheering as Melina **approached** the finish line.

The first example shows inconsistent verb tense since the first verb is in the simple present and the second verb is in the simple past. Examples 2 and 3 are consistent.

Video

[“Verb Tense Consistency in a Sentence”](#)

Time versus Tense

When talking about verb tenses in English, it’s important to note that time and tense are not the same. For example, a sentence using the present perfect tense might be referring to an event or action in the

past (example 1 below). Also, a sentence using the simple present might be referring to a future action (example 2 below).

1. I have eaten sushi.
2. She leaves Monday.

Tense	Past Time	Present Time	Future Time
Present Simple	X	I want to eat.	She leaves Monday.
Present Progressive	X	I am eating lunch.	Chen is taking her to the airport Monday.
Present Perfect	I have eaten sushi.	Sukinah has finished her lunch.	X
Present Perfect Progressive	Kevin has studying Japanese.	X	X
Past Simple	They ate an hour ago.	I she loved you, she would marry you.	If you came tomorrow, you would see her.
Past Progressive	Dario was working last night.	X	X
Past Perfect	Jinan had not eaten for 3 hours.	X	X
Past Perfect Progressive	We had been working for 3 hours.	If I had been working now, I would have missed you.	If I had been working tomorrow, I could not have agreed to do this.
Future Simple	X	Hold on. I'll do it now.	Roberto will see you at the airport.
Future Progressive	X	X	Daniel will be working tonight.
Future Perfect	X	X	Abeer will have finished school by 9pm.
Future Perfect Progressive	X	X	They may be tired when you arrive because they will have been working.

Table 29 Time and Tense of English Verbs

Video

[“How many verb tenses are there in English?”](#)

Exceptions

There are some exceptions when a tense could be used for more than one time.

Present simple: She loves coffee. (past, present, future time)

Present continuous: They are living in California. (past, present, future time)

Present perfect continuous: They have been studying for four hours. (past and present time)

Future Perfect: Ali and Zahra will have been married for ten years next month. (past, present, future time)

Future Perfect Progressive: In 20 minutes, they will have been studying for four hours. (past, present, future time)

Signal Words

The table below provides signal words for verb tenses. However, it's important to keep in mind that signal words can be used for multiple tenses and tense does not mean time. For example, the signal phrase "by the time" can be used for past perfect, past perfect progressive, future perfect, and future perfect progressive. Also, although the signal "already" is used to show the present perfect, it is referring to a past time.

Tense	Signal Words
Present Simple	every..., every day, usually, sometimes, often, seldom
Present Progressive	at the moment, now, while
Present Perfect	already, ever, so far, yet, for, since, several time
Present Perfect Progressive	for, since, lately, recently
Past Simple	... ago, last..., in ..., yesterday
Past Progressive	while
Past Perfect	by the time, until
Past Perfect Progressive	by the time, until
Future Simple	Tomorrow, on (Monday), # of days from now, this month..., before, next time
Future Progressive	Tomorrow, on (Monday), # of days from now, this month...,
Future Perfect	by the time
Future Perfect Progressive	by the time

Table 30 Signal Words for Verb Tenses

Exercise 4-Applying Grammar to Reading

Read the example sentences from the reading about carrots. Analyze the verb tense used. Look for signal words to guide you. Select the time (not tense) the verb is referring to. More than one time is possible for some sentences.

1. Shredded in salads and slaws, steamed, or just peeled and dunked in an herb-speckled dip, carrots are versatile veggies that add colorful zest to our dinner plates. These crunchy orange roots are also a well-known source of vitamin A. Just a single, full-size carrot more than fulfills an adult's daily quotient of the essential vitamin. (Paragraph 1)

a. past time

- b. present time
- c. future time
- d. past, present, and future time

2. Over two decades ago, scientists in the ARS Vegetable Crops Research Unit at Madison, Wisconsin, began a quest to breed carrots packed with beta-carotene — an orange pigment used by the body to create vitamin A. (Paragraph 2)

- a. past time
- b. present time
- c. future time
- d. past, present, and future time

3. The researchers, led by plant geneticist Philipp Simon, have not limited themselves to the color orange. They have selectively bred a rainbow of carrots — purple, red, yellow, even white. (Paragraph 3)

- a. past time
- b. present time
- c. future time
- d. past, present, and future time

4. “Purple and yellow carrots were eaten more than 1,000 years ago in Afghanistan and 700 years ago in western Europe,” says Simon. (Paragraph 5)

- a. past time
- b. present time
- c. future time
- d. past, present, and future time

5. Simon and his team of ARS researchers and colleagues at the University of Wisconsin-Madison (UW) have recently shown that their highly pigmented carrots are a ready source of some sought-after nutrients. (Paragraph 6)

- a. past time
- b. present time
- c. future time
- d. past, present, and future time

Exercise 5-Editing for Verb Tense Consistency

Edit the following paragraph by correcting the inconsistent verb tense. Copy and paste the paragraph into a word processing document and track the changes. Watch this [video on how to track changes in Microsoft Word](#), and this [video on how to track changes using Google Docs](#).

In the Middle Ages, most people lived in villages and work as agricultural laborers, or peasants. Every village has a “lord,” and the peasants worked on his land. Much of what they produce go to the lord and his family. What little food was leftover goes to support the peasants’ families. In return for their labor, the lord offers them protection. A peasant’s day usually began before sunrise and involves long hours of backbreaking work, which includes plowing the land, planting seeds, and cutting crops for harvesting. The working life of a peasant in the Middle Ages is usually demanding and exhausting.

“Editing for Verb Tense Consistency” is derived from “[Verb Tense Consistency](#)” by Lumen Learning licensed under [CC BY 4.0](#).

Irregular Verbs Practice-Groups 1-6

Complete the chart with the correct forms of the base verb.

Base form	Past Tense	Past Participle	Present Participle
bet			
cost			
cut			
hit			
hurt			
let			
put			
shut			

Table 31 Irregular Verbs Group 1

Base form	Past Tense	Past Participle	Present Participle
ring			
sing			
drink			
sink			
swim			
begin			

Table 32 Irregular Verbs Group 2

Base form	Past Tense	Past Participle	Present Participle
know			
grow			
blow			
throw			
fly			
show			
draw			

Table 33 Irregular Verbs Group 3

Base form	Past Tense	Past Participle	Present Participle
think			
teach			
buy			
fight			
catch			
bring			

Table 34 Irregular Verbs Group 4

Base form	Past Tense	Past Participle	Present Participle
give			
write			
take			
fall			
drive			
eat			
ride			
rise			
forgive			

Table 35 Irregular Verbs Group 5

Base form	Past Tense	Past Participle	Present Participle
steal			
speak			
choose			
break			
freeze			
get			
forget			
bite			
hide			
beat			
prove			

Table 36 Irregular Verbs Group 6



Image 10 Photo by [Ioana Cristiana](#) on [Unsplash](#)

Discussion

Exercise 1

What are some of your favorite foods or drinks? Do you know how much sugar you consume every day?

1. Look up one of your favorite drinks and share with your classmates how many grams of sugar the drink has and how often you drink it. Here are some sites to help you: [MyFoodDiary](#), [Starbucks](#), and [Nutrition Charts](#).
2. Read at least 5 of your classmates' posts and respond to two suggesting an alternative drink that has fewer grams of sugar.

Listening

Exercise 2 -Listening Comprehension

Watch the video [How Sugar Affects the Brain](#) and build a basic understanding to prepare you for this chapter's reading. Answer the questions to check your comprehension.

1. Sugars are _____ processed foods, such as tomato sauce, dried fruit, and granola bars.

- a. added to
 - b. removed from
 - c. neither added nor removed from
 - d. activated in
2. Sugar _____ the brain's reward system.
- a. destroys
 - b. represses
 - c. activates
 - d. does nothing to
3. Overstimulation of the reward system may result in
- a. loss of control
 - b. craving
 - c. increased tolerance
 - d. all of the above
4. What important chemical in the brain is changed in response to sugar ingestion?
- a. melanin
 - b. insulin
 - c. urea
 - d. dopamine
5. What kind of diet has an effect in the brain that is similar to eating a balanced meal?
- a. eating sugary foods once in a while
 - b. eating sugary foods all the time
 - c. eating only processed foods
 - d. eating about 4 sugar cubes before each meal

“[How Sugar Affects the Brain](#)” by Nicole Avena is licensed by [TED-Ed](#) under [CC BY-NC-ND 4.0](#)

Reading

Exercise 3-Reading Comprehension

Read the following passage. Check your comprehension of the reading by answering the questions that follow.

¹In the food industry, added sugars include white, brown, and raw sugar, corn syrup, HFCS, malt and maple syrups, liquid fructose, honey, molasses, agave nectar, and crystal dextrose.

²Due to the potential health consequences of consuming too many added sugars, sugar substitutes have replaced them in many foods and beverages. Sugar substitutes may be from natural sources or artificially made. Those that are artificially made are called artificial sweeteners and must be approved by the FDA for use in foods and beverages. The artificial sweeteners approved by the FDA are saccharin, aspartame, acesulfame potassium, neotame, and sucralose. Stevia is an example of a naturally derived sugar substitute. It comes from a plant commonly known as sugarleaf and does not require FDA approval.

³Sugar alcohols, such as xylitol, sorbitol, erythritol, and mannitol, are carbohydrates that occur naturally in some fruits and vegetables. However, they are industrially synthesized with yeast and other microbes for use as food additives.

⁴Consuming foods and beverages containing sugar substitutes may benefit health by reducing the consumption of simple sugars, which are higher in calories, cause tooth decay, and are potentially linked to chronic disease. Artificial sweeteners are basically nonnutrients though not all are completely calorie-free. However, because they are so intense in sweetness, they are added in very small amounts to foods and beverages. Artificial sweeteners and sugar alcohols are not “fermentable sugars”; therefore, they do not cause tooth decay. Chewing gum with artificial sweeteners is the only proven way that artificial sweeteners promote oral health. The American Dental Association (ADA) allows manufacturers of chewing gum to label packages with an ADA seal if they have convincing scientific evidence demonstrating their product either reduces plaque acids, cavities, or gum disease, or promotes tooth remineralization.

⁵There is limited scientific evidence that consuming products with artificial sweeteners decreases weight. In fact, some studies suggest the intense sweetness of these products increases appetite for sweet foods and may lead to increased weight gain. Also, there is very limited evidence that suggests artificial sweeteners lower blood-glucose levels. Additionally, many foods and beverages containing artificial sweeteners and sugar alcohols are still empty-calorie foods (i.e. chewing sugarless gum or drinking diet soda pop) and are not going to better your blood-glucose levels or your health.

⁶The most common side effect of consuming products containing sugar substitutes is gastrointestinal upset, a result of their incomplete digestion. Since the introduction of sugar substitutes to the food and beverage markets, the public has expressed concern about their safety. The health concerns of sugar substitutes originally stemmed from scientific studies, which were misinterpreted by both scientists and the public.

⁷There have been health concerns over other artificial sweeteners, most notably aspartame (sold under the trade names of NutraSweet and Equal). The first misconception regarding aspartame was that it was linked with an increase in the incidence of brain tumors in the United States. It was subsequently discovered that the increase in brain tumors started eight years prior to the introduction of aspartame to the market. Today, aspartame is accused of causing brain damage, autism, emotional disorders, and a myriad of other disorders and diseases. Some even believe aspartame is part of a governmental conspiracy to make people dumber. The reality is there is no good scientific evidence backing any of

these accusations, and that aspartame has been the most scientifically tested food additive. It is approved for use as an artificial sweetener in over ninety countries.

“Reading” is derived from “[The Food Industry-Functional Attributes of Carbohydrates and the Use of Sugar Substitutes](#)” licensed under [CC BY-NC-SA 3.0](#)

1. Which item has higher calories and causes tooth decay?
 - a. artificial sweeteners
 - b. simple sugars
 - c. sugar alcohol
2. Drinking diet soda instead of regular soda will most likely help you lose weight.
 - a. True
 - b. False
3. Stevia is an example of _____ sweetener.
 - a. a natural
 - b. an artificial
4. What can you infer from Paragraph 7 regarding the author’s opinion?
 - a. More studies are needed to ensure that aspartame is safe to consume.
 - b. Numerous studies have shown that aspartame causes health problems.
 - c. The government should do more to prevent the use of aspartame in products.
 - d. Aspartame has been thoroughly studied and is safe to consume.

Grammar Presentation-Word Choice



Image 11 Photo by [Skitterphoto](#) from [Pexels](#)

Effective writing involves making conscious choices with words. When you prepare to sit down to write your first draft, you likely have already completed some of the steps in the writing process. When it is

time to write your first draft, start to consider which words to use to best convey your ideas to the reader.

Some writers are picky about word choice as they start drafting. They may practice some specific strategies, such as using a dictionary and thesaurus, using words and phrases with proper connotations, and avoiding slang, clichés, and overly general words.

Once you understand these tricks, you can move ahead confidently in writing your assignment. Remember, the skill and accuracy of your word choice is a major factor in developing your writing style. Precise selection of your words will help you be more clearly understood—in both writing and speaking.

As you work with your draft, you will want to pay particular attention to the words you have chosen. Do they express exactly what you are trying to convey? Can you choose better, more effective words? Familiarity with synonyms and antonyms can be helpful in answering these questions.

Videos

[“Word Choice-Slang, Clichés, Precise Language, and Shades of Meaning”](#);
[“Connotation and Denotation”](#); [“How does word choice affect tone and meaning?”](#)

Using Proper Connotations

A **denotation** is the dictionary definition of a word. A **connotation**, on the other hand, is the emotional or cultural meaning attached to a word. The connotation of a word can be positive, negative, or neutral. Keep in mind the connotative meaning when choosing a word.



Image 12 Photo by [SHVETS production](#) from [Pexels](#)

Scrawny

- **Denotation:** Exceptionally thin and slight or meager in body or size.

- **Word used in a sentence:** Although he was a premature baby and a scrawny child, Martin has developed into a strong man.
- **Connotation:** (Negative) In this sentence the word scrawny may have a negative connotation in the readers' minds. They might find it to mean a weakness or a personal flaw; however, the word fits into the sentence appropriately.

Skinny

- **Denotation:** Lacking sufficient flesh, very thin.
- **Word used in a sentence:** Skinny jeans have become very fashionable in the past couple of years.
- **Connotation:** (Positive) Based on cultural and personal impressions of what it means to be skinny, the reader may have positive connotations of the word skinny.

Lean

- **Denotation:** Lacking or deficient in flesh; containing little or no fat.
- **Word used in a sentence:** My brother has a lean figure, whereas I have a more muscular build.
- **Connotation:** (Neutral) In this sentence, lean has a neutral connotation.

It does not call to mind an overly skinny person like the word scrawny, nor does it imply the positive cultural impressions of the word skinny. It is merely a neutral descriptive word. Notice that all the words have a very similar denotation; however, the connotations of each word differ.

Exercise 4-Identifying Connotations

Each group of words below will have a positive, negative, and neutral connotation. Label each word's connotation.

Group 1

- a. curious =
- b. nosy =
- c. interested =

Group 2

- a. lazy =
- b. relaxed =
- c. slow =

Group 3

- a. courageous =
- b. foolhardy =

c. assured =

Group 4

a. new =

b. newfangled =

c. modern =

Group 5

a. mansion =

b. shack =

c. residence =

Group 6

a. spinster =

b. unmarried woman =

c. career woman =

Group 7

a. giggle =

b. laugh =

c. cackle =

Group 8

a. boring =

b. routine =

c. prosaic =

Group 9

a. noted =

b. notorious =

c. famous =

Group 10

a. assertive =

b. confident =

c. pushy =

Avoiding Slang

Slang describes informal words that are considered nonstandard English. Slang often changes with passing fads and may be used by or familiar to only a specific group of people. Most people use slang when they speak and in personal correspondences, such as e-mails, text messages, and instant messages. Slang is appropriate between friends in an informal context but should be avoided in formal academic writing.

Exercise 5-Editing Slang

Edit the following paragraph by replacing the slang words and phrases with more formal language. Copy and paste the passage into a word processing document and track the changes. Watch this [video on how to track changes in Microsoft Word](#), and this [video on how to track changes using Google Docs](#).

I felt like such an airhead when I got up to give my speech. As I walked toward the podium, I banged my knee on a chair. Man, I felt like such a klutz. On top of that, I kept saying “like” and “um,” and I could not stop fidgeting. I was so stressed out about being up there. I feel like I’ve been practicing this speech 24/7, and I still bombed. It was ten minutes of me going off about how we sometimes have to do things we don’t enjoy doing. Wow, did I ever prove my point. My speech was so bad I’m surprised that people didn’t boo. My teacher said not to sweat it, though. Everyone gets nervous his or her first time speaking in public, and she said, with time, I would become a whiz at this speech giving stuff. I wonder if I have the guts to do it again.

Avoiding Clichés

Clichés are descriptive expressions that have lost their effectiveness because they are overused. Writing that uses clichés often suffers from a lack of originality and insight. Avoiding clichés in formal writing will help you write in original and fresh ways.

- **Clichéd:** Whenever my brother and I get into an argument, he always says something that makes my **blood boil**.
- **Plain:** Whenever my brother and I get into an argument, he always says something that makes me really angry.
- **Original:** Whenever my brother and I get into an argument, he always says something that makes me want to go to the gym and punch the bag for a few hours.

Exercise 6-Replacing Clichés

Revise the following sentences by replacing the clichés with fresh, original descriptions. Copy and paste the sentence into a word processing document and track the changes. Watch this [video on how to track changes in Microsoft Word](#), and this [video on how to track changes using Google Docs](#).

1. She is writing a memoir in which she will air her family’s dirty laundry.
2. Beth had an ax to grind with Allen, and she planned to confront him at the party.
3. Mr. Nguyen was at his wit’s end with the rowdy class of seventh graders.
4. The bottom line is that Joel was fired because he missed too many days of work.
5. Sometimes it is hard to make ends meet with just one paycheck.
6. My brain is fried from pulling an all-nighter.
7. Maria left the dishes in the sink all week to give Jose a taste of his own medicine.
8. While they were at the carnival Janice exclaimed, “Time sure does fly when you are having fun!”

9. Jeremy became tongue-tied after the interviewer asked him where he saw himself in five years.
10. Jordan was dressed to the nines that night.

Avoiding Overly General Words

Specific words and images make your writing more interesting to read. Whenever possible, avoid overly general words in your writing; instead, try to replace general language with particular nouns, verbs, and modifiers that convey details and that bring your words to life. Add words that provide color, texture, sound, and even smell to your writing.

- **General:** My new puppy is cute.
- **Specific:** My new puppy is a ball of white fuzz with the biggest black eyes I have ever seen.
- **General:** My teacher told us that plagiarism is bad.
- **Specific:** My teacher, Ms. Atwater, created a presentation detailing exactly how plagiarism is illegal and unethical.

Exercise 7-Precise Language

Revise the following sentences by replacing the overly general words with more precise and attractive language. Copy and paste the sentence into a word processing document and track the changes. Watch this [video on how to track changes in Microsoft Word](#), and this [video on how to track changes using Google Docs](#).

1. Adam got into her car and drove off.
2. I would like to travel to outer space because it would be amazing.
3. Jorge came home after a bad day at the office.
4. I thought Mohamed's essay was fascinating.
5. The dog walked up the street.
6. The coal miners were tired after a long day.
7. The tropical fish are pretty.
8. I sweat a lot after running.
9. The goalie blocked the shot.
10. I enjoyed my Mexican meal.

Synonyms

Synonyms are words that have the same, or almost the same, meaning as another word. You can say an "easy task" or a "simple task" because *easy* and *simple* are synonyms. You can say Hong Kong is a "large city" or a "metropolis" because *city* and *metropolis* are synonyms.

However, it is important to remember that not all pairs of words in the English language are so easily interchangeable. The slight but important differences in meaning between synonyms can make a big difference in your writing. For example, the words *boring* and *insipid* may have similar meanings, but the subtle differences between the two will affect the message your writing conveys. The word *insipid* evokes a scholarly and perhaps more pretentious message than *boring*.

The English language is full of pairs of words that have subtle distinctions between them. All writers, professionals and beginners alike, face the challenge of choosing the most appropriate synonym to best convey their ideas. When you pay particular attention to synonyms in your writing, it comes across to your reader. The sentences become much more clear and rich in meaning.

Exercise 8-Choosing the Right Synonym

Replace the underlined words in the paragraphs with appropriate synonyms. Copy and paste the paragraph into a word processing document and track the changes. Watch this [video on how to track changes in Microsoft Word](#), and this [video on how to track changes using Google Docs](#).

When most people think of the Renaissance, they might think of artists like Michelangelo, Raphael, or Leonardo da Vinci, but they often overlook one of the very important figures of the Renaissance: Filippo Brunelleschi. Brunelleschi was born in Florence, Italy in 1377. He is considered the very best architect and engineer of the Renaissance. His impressive accomplishments are a testament to following one's dreams, persevering in the face of obstacles, and realizing one's vision.

The most difficult undertaking of Brunelleschi's career was the dome of Florence Cathedral, which took sixteen years to construct. A major blow to the progress of the construction happened in 1428. Brunelleschi had designed a special ship to carry the one hundred tons of marble needed for the dome. He felt this would be the most inexpensive way to transport the marble, but the unthinkable happened. The ship went down to the bottom of the water, taking all the marble with it to the bottom of the river. Brunelleschi was really sad. Nevertheless, he did not give up. He held true to his vision of the completed dome. Filippo Brunelleschi completed construction of the dome of Florence Cathedral in 1446. His influence on artists and architects alike was felt strongly during his lifetime and can still be felt in this day and age.

Exercise 9-Sentences with Synonym Pairs

Write a sentence with each of the following words that illustrates the specific meaning of each synonym.

1. leave, abandon
2. poor, destitute
3. quiet, peaceful
4. riot, revolt
5. rude, impolite

Antonyms

Antonyms are words that have the opposite meaning of a given word. The study of antonyms will not only help you choose the most appropriate word as you write; it will also sharpen your overall sense of language. The following table lists common words and their antonyms.

Word	Antonym	Word	Antonym
absence	presence	frequent	seldom
accept	refuse	harmful	harmless
accurate	inaccurate	horizontal	vertical
advantage	disadvantage	imitation	genuine
ancient	modern	inhabited	uninhabited
abundant	scarce	inferior	superior
artificial	natural	intentional	accidental
attractive	repulsive	justice	injustice
borrow	lend	knowledge	ignorance
bravery	cowardice	landlord	tenant
create	destroy, demolish	likely	unlikely
bold	timid, meek	minority	majority
capable	incapable	miser	spendthrift
combine	separate	obedient	disobedient
conceal	reveal	optimist	pessimist
common	rare	permanent	temporary
decrease	increase	plentiful	scarce
definite	indefinite	private	public
despair	hope	prudent	imprudent
discourage	encourage	qualified	unqualified
employer	employee	satisfactory	unsatisfactory
expand	contract	tame	wild
forget	remember	vacant	occupied

Table 37 Antonyms

Exercise 10-Using Antonyms

Correct the following sentences by replacing the underlined words with an antonym.

1. The pilot who landed the plane was a coward because no one was injured.
2. Even though the botany lecture was two hours long, Gerard found it incredibly dull.
3. My mother says it is impolite to say thank you like you really mean it.
4. Although I have learned a lot of information through textbooks, it is life experience that has given me ignorance.
5. When our instructor said the final paper was compulsory, it was music to my ears!
6. My only virtues are coffee, video games, and really loud music.
7. Elvin was so bold when he walked in the classroom that he sat in the back row and did not participate.
8. Maria thinks elephants who live in freedom have a sad look in their eyes.
9. The teacher filled her students' minds with gloomy thoughts about their futures.
10. The guest attended to every one of our needs.

“Grammar Presentation-Word Choice” is derived from “[College ESL Writers-Applied Grammar and Composing Strategies for Success](#)” by Barbara Hall and Elizabeth Wallace licensed under [CC BY-NC-SA](#).

Applying Grammar to Reading

Exercise 11

Understanding word choice is important not only for writers but also readers. Being able to distinguish connotations and slight differences in meaning will improve your understanding of the writer's tone. Also, when you paraphrase from a reading, you will be able to use the appropriate synonyms. Read the sentences below and choose the best synonym(s) for the word in bold. One effective strategy is using a thesaurus. I searched for the word at [thesaurus.com](https://www.thesaurus.com), selected the appropriate meaning if there was more than one, selected "Compare Synonyms" and then selected three that I thought might work. The website provided me with definitions, shared synonyms, and shared antonyms. This type of analysis allowed me to choose the most appropriate synonym.

1. Due to the **potential** health consequences of consuming too many added sugars, sugar substitutes have replaced them in many foods and beverages. (Paragraph 2)
 - a. hidden
 - b. likely
 - c. possible
 - d. probable
2. Due to the potential health **consequences** of consuming too many added sugars, sugar substitutes have replaced them in many foods and beverages. (Paragraph 2)
 - a. aftereffect
 - b. effect
 - c. repercussion
 - d. outcome
3. There is limited scientific evidence that consuming products with artificial sweeteners decreases weight. (Paragraph 5)
 - a. diminished
 - b. insufficient
 - c. minimal
 - d. poor
4. The most common side effect of consuming products containing sugar substitutes is gastrointestinal upset, a result of their incomplete digestion. (Paragraph 6)
 - a. frequent
 - b. typical
 - c. familiar
 - d. popular

Exercise 12

Read the sentences below from the chapter's reading. Paraphrase the sentences putting them in your own words but keeping the original meaning. This exercise will take careful consideration of word choice.

1. The health concerns of sugar substitutes originally stemmed from scientific studies, which were misinterpreted by both scientists and the public. (Paragraph 6)

2. The first misconception regarding aspartame was that it was linked with an increase in the incidence of brain tumors in the United States. (Paragraph 7)

3. The reality is there is no good scientific evidence backing any of these accusations, and that aspartame has been the most scientifically tested food additive. (Paragraph 7)

Irregular Verbs Practice-Groups 1-7

Complete the chart with the correct forms of the base verb.

Base form	Past Tense	Past Participle	Present Participle
bet			
cost			
cut			
hit			
hurt			
let			
put			
shut			

Table 38 Irregular Verbs Group 1

Base form	Past Tense	Past Participle	Present Participle
ring			
sing			
drink			
sink			
swim			
begin			

Table 39 Irregular Verbs Group 2

Base form	Past Tense	Past Participle	Present Participle
know			
grow			
blow			
throw			
fly			

Base form	Past Tense	Past Participle	Present Participle
show			
draw			

Table 40 Irregular Verbs Group 3

Base form	Past Tense	Past Participle	Present Participle
think			
teach			
buy			
fight			
catch			
bring			

Table 41 Irregular Verbs Group 4

Base form	Past Tense	Past Participle	Present Participle
give			
write			
take			
fall			
drive			
eat			
ride			
rise			
forgive			

Table 42 Irregular Verbs Group 5

Base form	Past Tense	Past Participle	Present Participle
steal			
speak			
choose			
break			
freeze			
get			
forget			
bite			
hide			
beat			
prove			

Table 43 Irregular Verbs Group 6

Base form	Past Tense	Past Participle	Present Participle
send			
spend			
lend			
build			
lose			

Base form	Past Tense	Past Participle	Present Participle
mean			

Table 44 Irregular Verbs Group 7

Chapter 8- Sleep



Image 13 Photo by [pranav digwal](#) from [Pexels](#)

Discussion

Exercise 1

Answer the questions below about your sleeping habits. Then read five of your classmates' posts and respond to two pointing out any similarities or differences, asking clarifying questions, or giving your opinion on a point being made.

1. How many hours of sleep on average do you have? Do you wake up feeling tired or rested?
2. What helps you sleep well? What negatively impacts your sleep?
3. How easily can you fall asleep in new places? Can you sleep sitting up? Can get a good night's rest with noise around you?

Listening

Exercise 2 -Listening Comprehension

Watch the video [How Much Sleep Do You Actually Need?](#) and build a basic understanding to prepare you for this chapter's reading. Answer the questions to check your comprehension.

1. On average, how much of our lives is spent sleeping?
 - a. 10 years
 - b. 24 years
 - c. 40 years
2. What is the average ideal hours of sleep per night?
 - a. 7-8 hours
 - b. 5-6 hours
 - c. 9-10 hours
3. In one study, the reaction time of people who were sleep deprived were similar to...
 - a. a 5-year-old child
 - b. someone who is legally drunk
 - c. someone who has consumed 3 cups of coffee
4. How long does it take to recover from sleep debt?
 - a. a night or two of good sleep
 - b. several nights of good sleep
 - c. both "a" and "b" depending on how much sleep debt you have
5. What is NOT an effect of sleeping over 10 hours per night?
 - a. risk of heart disease
 - b. risk of obesity
 - c. risk of diabetes
 - d. impaired brain function

“[How Much Sleep Do You Actually Need?](#)” by [AsapSCIENCE](#) is licensed by [TED-Ed](#) under [CC BY-NC-ND 4.0](#)

Reading

Exercise 3-Reading Comprehension

Read the following passage from a psychology textbook. Check your comprehension of the reading by answering the questions that follow.

According to the American Academy of Sleep Medicine (Kasper, 2015) adults require at least 7 hours of sleep per night to avoid the health risks associated with chronic sleep deprivation. Less than 6 hours and more than 10 hours is also not recommended for those in middle adulthood (National Sleep Foundation, 2015). Not surprisingly, many Americans do not receive the 7-9 hours of sleep recommended. Additional results included that in 1993, 67% of Americans felt they were getting enough sleep, but in 2013 only 56% felt they received as much sleep as needed. Additionally, 43% of Americans in 2013 believed they would feel better with more sleep. In 2013, only 59% of U.S. adults met that standard, while in 1942, 84% did (Jones, 2013). This means 41% of Americans receive less than the recommended amount of nightly sleep.

Sleep problems

According to the Sleep in America poll (National Sleep Foundation, 2015), 9% of Americans report being diagnosed with a sleep disorder, and of those 71% have sleep apnea and 24% suffer from insomnia. Pain is also a contributing factor in the difference between the amount of sleep Americans say they need and the amount they are getting. An average of 42 minutes of sleep debt occur for those with chronic pain, and 14 minutes for those who have suffered from acute pain in the past week. Stress and overall poor health are also key components of shorter sleep durations and worse sleep quality. Those in midlife with lower life satisfaction experienced greater delay in the onset of sleep than those with higher life satisfaction. Delayed onset of sleep could be the result of worry and anxiety during midlife, and improvements in those areas should improve sleep. Lastly, menopause can affect a woman's sleep duration and quality (National Sleep Foundation, 2016).

Children in the home and sleep

As expected, having children at home affects the amount of sleep one receives. According to a 2016 National Center for Health Statistics analysis (CDC, 2016) having children decreases the amount of sleep an individual receives; however, having a partner can improve the amount of sleep for both males and females. The table below illustrates the percentage of individuals not receiving seven hours of sleep per night based on parental role.

Demographic	Sleep Less than 7 Hours
Single Mothers	43.5%
Mothers with Partner	31.2%
Women without Children	29.7%
Single Father	37.5%
Fathers with Partner	34.1%
Men without Children	32.3%

Table 45 Effect of Children in the House and Sleep

Negative consequences of insufficient sleep

There are many consequences of too little sleep, and they include physical, cognitive, and emotional changes. Sleep deprivation suppresses immune responses that fight off infection and can lead to obesity, memory impairment, and hypertension (Ferrie et al., 2007; Kushida, 2005). Insufficient sleep is linked to an increased risk for colon cancer, breast cancer, heart disease and type 2 diabetes (Pattison, 2015). A lack of sleep can increase stress as cortisol (a stress hormone) remains elevated, which keeps the body in a state of alertness and hyperarousal, which increases blood pressure. Sleep is also

associated with longevity. Dew et al. (2003) found that older adults who had better sleep patterns also lived longer. During deep sleep, a growth hormone is released, which stimulates protein synthesis, breaks down fat that supplies energy, and stimulates cell division. Consequently, a decrease in deep sleep contributes to less growth hormone being released and subsequent physical decline seen in aging (Pattison, 2015).

“Reading” is derived from “[Lifespan Development-A Psychological Perspective](#)” by [Martha Lally & Suzanne Valentine-French](#) licensed under [CC BY-NC-SA 4.0](#).

1. What is the purpose of the first paragraph?
 - a. To show the amount of sleep Americans get each night.
 - b. To explain the number of recommended hours of sleep per night.
 - c. To demonstrate that Americans are sleeping less than the recommended sleep hours compared to the past.
2. What contributing factors of sleep deprivation is NOT mentioned?
 - a. sleep disorders
 - b. pain
 - c. stress
 - d. weight
 - e. children
3. Which is the group that has the higher percentage that sleeps on average less than 7 hours?
 - a. Mothers with partners
 - b. Men without children
 - c. Women without children
4. The author mentions that stress can cause lack of sleep, and lack of sleep can cause more stress.
 - a. True
 - b. False

Grammar Presentation-Definite and Indefinite Articles

The word *the* is a definite article. It refers to one or more specific things. For example, *the woman* refers to not *any* woman but a *particular* woman. The definite article *the* is used before singular and plural count nouns. The words *a* and *an* are indefinite articles. They refer to one *nonspecific* thing. For example, *a woman* refers to *any woman*, not a specific, particular woman. The indefinite article *a* or *an* is used before a singular count noun.

Definite Articles (The) and Indefinite Articles (A/An) with Count Nouns

- I saw the concert. (singular, refers to a specific concert)

- I saw the concerts. (plural, refers to more than one specific concert)
- I saw the U2 concert last night. (singular, refers to a specific concert)
- I saw a concert. (singular, refers to any nonspecific concert)

Using a definite article

Use a definite article in the following situations:

- describing something unique (the sun)
- referring to something specific ("The book that I read")
- referring to something that has already been mentioned (sentence 1: "a cat" sentence 2: "the cat")

Video

["Articles"](#)

Count and Noncount Nouns

Before learning the rules to use articles, it is important to understand the basics of count and noncount nouns. A count noun can be singular or plural, and numbers can be added before them. For example, *camel* is countable. We can say "one camel" or "two camels." Noncount nouns take a singular form of a verb and refer to abstract nouns or concrete nouns that we understand as undivided.

Abstract nouns: information, freedom, intelligence

Concrete nouns: water, sugar, oil

When giving facts about count nouns, it is most common to use the plural form. When giving facts about noncount nouns, no article is used.

1. Camels can store up to 80 pounds of fat.
2. Intelligence can be developed according to the theory of Growth Mindset.

Two Article Rules

The following rules will help to determine when and what kind of article needs to be used.

Rule 1: A singular count noun needs an article or a determiner. Choose *a* or *an* if the noun is indefinite. Choose *the* if the noun is definite.

Rule 2: A plural or non-count noun does not need an article unless it is definite.

Common Errors

Using articles can be tricky and cause some common errors.

1. Not using an article with an indefinite singular noun
 - a. I am from small rural town. (incorrect)
 - b. I am from a small rural town. (correct)
2. Using an article with proper nouns

- a. The Reedley College provides great educational opportunities! (incorrect)
 - b. Reedley College provides great educational opportunities! (correct)
3. Using a definite article with an abstract noncount noun
- a. The intelligence can be developed according to the theory of Growth Mindset. (incorrect)
 - b. Intelligence can be developed according to the theory of Growth Mindset. (correct)
4. Using an indefinite article with a plural count noun or a noncount noun
- a. Betty gave an advice to me. (incorrect)
 - b. Betty gave advice to me. (correct)

Videos

[“English Articles-5 Common Mistakes”](#); [“English Grammar: When NOT to use an article-9 rules”](#) (especially rule 8 and 9)

Exercise 4-Selecting the Right Article

Complete the sentences below with the appropriate article or by selecting “no article” for the sentences that are correct without adding the article.

1. ____ Spanish explorers sailed to ____ San Diego in 1542.
 - a. A, nothing
 - b. nothing, nothing
 - c. nothing, the
 - d. The, the
2. ____ first residents of San Diego were the Kumeyaay people.
 - a. Nothing
 - b. A
 - c. An
 - d. The
3. ____ Reedley College is ____ community college.
 - a. nothing, a
 - b. nothing, the
 - c. The, nothing
 - d. The, a
4. Asmaa studied ____ photography.

- a. a
- b. an
- c. the
- d. nothing

5. Asmaa studied ____ photography on display at the doctor's office.

- a. a
- b. an
- c. the
- d. nothing

Exercise 5-Editing

Correct the misused or missing articles. Copy and paste the paragraph into a word processing document and track the changes. Watch this [video on how to track changes in Microsoft Word](#), and this [video on how to track changes using Google Docs](#).

Stars are large balls of spinning hot gas like our sun. The stars look tiny because they are far away. Many of them are much larger than sun. Did you know that a Milky Way galaxy has between two hundred billion and four hundred billion stars in it? Scientists estimate that there may be as many as five hundred billion galaxies in an entire universe! Just like a human being, the star has a life cycle from birth to death, but its lifespan is billions of years long. The star is born in a cloud of cosmic gas and dust called a nebula. Our sun was born in the nebula nearly five billion years ago. Photographs of the star-forming nebulas are astonishing.

Applying Grammar to Reading

Exercise 6-Count and Noncount Nouns

Below is a list of nouns from the chapter's reading. Mark the nouns as either count or noncount.

1. sleep

- a. count
- b. noncount

2. problem

- a. count
- b. noncount

3. consequence

- a. count
- b. noncount

4. hour

a. count

b. noncount

5. duration

a. count

b. noncount

6. minute

a. count

b. noncount

7. component

a. count

b. noncount

8. deprivation

a. count

b. noncount

9. disease

a. count

b. noncount

10. alertness

a. count

b. noncount

Exercise 7-Editing

Below is a summary paragraph written by a student enrolled in a psychology class. Correct the misused or missing articles or problems related to count and noncount nouns. Copy and paste the paragraph into a word processing document and track the changes. Watch this [video on how to track changes in Microsoft Word](#), and this [video on how to track changes using Google Docs](#).

The researchers have shown that adult need average of 7-8 hour of the sleep per night. Americans sleep fewer hours than they did in the past. A sleep disorder, a pain, a stress, and having a children are factors that affect sleep duration and quality. The deprivation has a consequence on overall health. It can lead to decreased immune responses and alertness and increased stress and physical decline.

Irregular Verbs Practice-Groups 1-8

Complete the chart with the correct forms of the base verb.

Base form	Past Tense	Past Participle	Present Participle
bet			
cost			
cut			
hit			
hurt			
let			
put			
shut			

Table 46 Irregular Verbs Group 1

Base form	Past Tense	Past Participle	Present Participle
ring			
sing			
drink			
sink			
swim			
begin			

Table 47 Irregular Verbs Group 2

Base form	Past Tense	Past Participle	Present Participle
know			
grow			
blow			
throw			
fly			
show			
draw			

Table 48 Irregular Verbs Group 3

Base form	Past Tense	Past Participle	Present Participle
think			
teach			
buy			
fight			
catch			
bring			

Table 49 Irregular Verbs Group 4

Base form	Past Tense	Past Participle	Present Participle
give			
write			
take			

Base form	Past Tense	Past Participle	Present Participle
fall			
drive			
eat			
ride			
rise			
forgive			

Table 50 Irregular Verbs Group 5

Base form	Past Tense	Past Participle	Present Participle
steal			
speak			
choose			
break			
freeze			
get			
forget			
bite			
hide			
beat			
prove			

Table 51 Irregular Verbs Group 6

Base form	Past Tense	Past Participle	Present Participle
send			
spend			
lend			
build			
lose			
mean			

Table 52 Irregular Verbs Group 7

Base form	Past Tense	Past Participle	Present Participle
pay			
say			
sell			
tell			
stand			
sleep			
keep			
feel			

Table 53 Irregular Verbs Group 8

Unit Summary-Putting It All Together

Exercise 1-Editing

Read the summary paragraph about carbohydrates written by a nutrition student. Identify and correct errors related to verb tense, word choice, and articles. Copy and paste the passage into a word processing document and track the changes. Watch this [video on how to track changes in Microsoft Word](#), and this [video on how to track changes using Google Docs](#).

Carbohydrate was the nutritional category for sugars. A carbohydrates can be simple or complex depending on their structure. Glucose, fructose, and galactose are all simple sugars. Complex carbohydrates had three or more simple sugars threaded together. During digestion, your body breaks down complex carbohydrates for force. Foods that are high in starch increase the sugar level in your blood. This foods can ignite insulin to manage blood sugar. Eating too many foods that are high in carbohydrates can cause insulin resistance, which can lead to a number of health tragedies.

Exercise 2-Writing

You will conduct research on a food or health regimen and report your findings in a summary paragraph and 5- to 10-minute presentation.

Consider the following questions:

- Where is the food/regimen originally from?
- What was it originally used for?
- How has it changed?
- Who used to use the food/regimen and who uses it now?
- Is it evolving still? If so, how?

Food or Regimen

Select from one of the foods below or seek approval to research another food from your instructor:

[How Corn Conquered the World](#)

[The History of Tea](#)

[A brie\(f\) History of Cheese](#)

[Which Type of Milk Is Best for You?](#)

[The History of Chocolate](#) and [A Taste of Mexico's Ancient Chocolate-Making Tradition](#)

[The Science of Spiciness](#)

[The Dark History of Bananas](#)

[Should We Eat Bugs?](#) and [Why Not Eat Insects?](#)

[The Life Cycle of a Cup of Coffee](#)

[A Brief History of Alcohol](#)

[What Yoga Does to Your Body and Brain](#)

[The Brain-Changing Benefits of Exercise](#)

[Why Meat Is the Best Worst Thing in the World](#) and [Is Meat Bad for You? Is Meat Unhealthy?](#)

[What's the Big Deal with Gluten?](#)

[What Is a Calorie?](#)

[How Does Caffeine Keep Us Awake?](#)

[What Would Happen If You Didn't Drink Water?](#)

Grammar Requirements

After you have written the paragraph, underline and label the required grammar as you have done in previous writing projects this semester.

- a) verb referring to a past time
- b.) verb referring to a present time
- c.) verb referring to a past, present, and future time
- d.) two pairs of synonyms to add variety
- e.) definite article
- f.) indefinite article
- g.) noncount noun

Exercise 3-Grammar Reference Cards

Create reference cards for the following topics from this unit:

- Verb Tense Consistency
- Word Choice
- Count and noncount nouns
- Articles

Appendix

Audio Transcripts

Chapter 1

Video

00:06 In 1992, a cargo ship carrying bath toys got caught in a storm.

00:12 Shipping containers washed overboard, and the waves swept 28,000 rubber ducks and other toys into the North Pacific.

00:20 But they didn't stick together. Quite the opposite—

00:23 the ducks have since washed up all over the world,

00:27 and researchers have used their paths

00:29 to chart a better understanding of ocean currents.

00:33 Ocean currents are driven by a range of sources:

00:36 the wind, tides, changes in water density,

00:40 and the rotation of the Earth.

00:43 The topography of the ocean floor and the shoreline modifies those motions,
00:47 causing currents to speed up,
00:49 slow down, or change direction.
00:52 Ocean currents fall into two main categories:
00:55 surface currents and deep ocean currents.
00:58 Surface currents control the motion
01:00 of the top 10 percent of the ocean's water,
01:02 while deep-ocean currents mobilize the other 90 percent.
01:06 Though they have different causes,
01:07 surface and deep ocean currents influence each other
01:10 in an intricate dance that keeps the entire ocean moving.
01:15 Near the shore,
01:16 surface currents are driven by both the wind and tides,
01:19 which draw water back and forth as the water level falls and rises.
01:24 Meanwhile, in the open ocean, wind is the major force behind surface currents.
01:29 As wind blows over the ocean,
01:31 it drags the top layers of water along with it.
01:34 That moving water pulls on the layers underneath,
01:37 and those pull on the ones beneath them.
01:39 In fact, water as deep as 400 meters
01:43 is still affected by the wind at the ocean's surface.
01:47 If you zoom out to look at the patterns of surface currents all over the earth,
01:51 you'll see that they form big loops called gyres,
01:54 which travel clockwise in the northern hemisphere
01:57 and counterclockwise in the southern hemisphere.
02:00 That's because of the way the Earth's rotation
02:02 affects the wind patterns that give rise to these currents.
02:06 If the earth didn't rotate,
02:08 air and water would simply move back and forth
02:10 between low pressure at the equator
02:12 and high pressure at the poles.
02:14 But as the earth spins,
02:16 air moving from the equator to the North Pole is deflected eastward,
02:20 and air moving back down is deflected westward.
02:24 The mirror image happens in the southern hemisphere,
02:27 so that the major streams of wind
02:29 form loop-like patterns around the ocean basins.
02:32 This is called the Coriolis Effect.
02:35 The winds push the ocean beneath them into the same rotating gyres.
02:40 And because water holds onto heat more effectively than air,
02:43 these currents help redistribute warmth around the globe.
02:48 Unlike surface currents,
02:49 deep ocean currents are driven primarily by changes in the density of seawater.
02:55 As water moves towards the North Pole,
02:57 it gets colder.
02:58 It also has a higher concentration of salt,

03:01 because the ice crystals that form trap water while leaving salt behind.
03:05 This cold, salty water is more dense,
03:08 so it sinks,
03:09 and warmer surface water takes its place,
03:12 setting up a vertical current called thermohaline circulation.
03:17 Thermohaline circulation of deep water and wind-driven surface currents
03:21 combine to form a winding loop called the Global Conveyor Belt.
03:26 As water moves from the depths of the ocean to the surface,
03:29 it carries nutrients that nourish the microorganisms
03:32 which form the base of many ocean food chains.
03:35 The global conveyor belt is the longest current in the world,
03:39 snaking all around the globe.
03:41 But it only moves a few centimeters per second.
03:44 It could take a drop of water a thousand years to make the full trip.
03:49 However, rising sea temperatures are causing the conveyor belt
03:52 to seemingly slow down.
03:54 Models show this causing havoc with weather systems
03:57 on both sides of the Atlantic,
03:59 and no one knows what would happen if it continues to slow
04:02 or if it stopped altogether.
04:05 The only way we'll be able to forecast correctly and prepare accordingly
04:09 will be to continue to study currents and the powerful forces that shape them.
“[How do ocean currents work?](#)” by Jennifer Verduin is licensed [TED](#) by under [CC BY-NC-ND 4.0](#)

Chapter 2

Video

00:07 In 479 BC, when Persian soldiers besieged
00:10 the Greek city of Potidaea,
00:12 the tide retreated much farther than usual,
00:14 leaving a convenient invasion route.
00:17 But this wasn't a stroke of luck.
00:19 Before they had crossed halfway,
00:21 the water returned in a wave higher than anyone had ever seen,
00:24 drowning the attackers.
00:26 The Potidaeans believed they had been saved
00:29 by the wrath of Poseidon.
00:30 But what really saved them
00:32 was likely the same phenomenon that has destroyed countless others:
00:35 a tsunami.
00:36 Although tsunamis are commonly known as tidal waves,
00:39 they're actually unrelated to the tidal activity caused
00:42 by the gravitational forces of the Sun and Moon.
00:45 In many ways, tsunamis are just larger versions of regular waves.
00:49 They have a trough and a crest,
00:51 and consist not of moving water,
00:53 but the movement of energy through water.

00:56 The difference is in where this energy comes from.
00:58 For normal ocean waves, it comes from wind.
01:01 Because this only affects the surface, the waves are limited in size and speed.
01:05 But tsunamis are caused by energy originating underwater,
01:09 from a volcanic eruption,
01:10 a submarine landslide,
01:12 or most commonly, an earthquake on the ocean floor
01:15 caused when the tectonic plates of the Earth's surface slip,
01:18 releasing a massive amount of energy into the water.
01:21 This energy travels up to the surface,
01:24 displacing water and raising it above the normal sea level,
01:27 but gravity pulls it back down,
01:29 which makes the energy ripple outwards horizontally.
01:32 Thus, the tsunami is born,
01:34 moving at over 500 miles per hour.
01:37 When it's far from shore, a tsunami can be barely detectable
01:40 since it moves through the entire depth of the water.
01:43 But when it reaches shallow water, something called wave shoaling occurs.
01:47 Because there is less water to move through,
01:49 this still massive amount of energy is compressed.
01:53 The wave's speed slows down,
01:55 while its height rises to as much as 100 feet.
01:58 The word tsunami, Japanese for "harbor wave,"
02:01 comes from the fact that it only seems to appear near the coast.
02:04 If the trough of a tsunami reaches shore first,
02:07 the water will withdraw farther than normal
02:09 before the wave hits,
02:11 which can be misleadingly dangerous.
02:13 A tsunami will not only drown people near the coast,
02:16 but level buildings and trees for a mile inland or more,
02:19 especially in low-lying areas.
02:21 As if that weren't enough, the water then retreats,
02:24 dragging with it the newly created debris,
02:27 and anything, or anyone, unfortunate enough
02:29 to be caught in its path.
02:31 The 2004 Indian Ocean tsunami
02:33 was one of the deadliest natural disasters in history,
02:36 killing over 200,000 people throughout South Asia.
02:40 So how can we protect ourselves against this destructive force of nature?
02:44 People in some areas have attempted
02:46 to stop tsunamis with sea walls, flood gates,
02:49 and channels to divert the water.
02:51 But these are not always effective.
02:52 In 2011, a tsunami surpassed the flood wall
02:56 protecting Japan's Fukushima Power Plant,
02:58 causing a nuclear disaster

03:00 in addition to claiming over 18,000 lives.

03:04 Many scientists and policy makers are instead focusing on early detection,

03:08 monitoring underwater pressure and seismic activity,

03:11 and establishing global communication networks

03:14 for quickly distributing alerts.

03:16 When nature is too powerful to stop,

03:18 the safest course is to get out of its way.

[“How tsunamis work”](#) by Alex Gendler is licensed by [TED-Ed](#) under [CC BY-NC-ND 4.0](#)

Chapter 3

Video

00:12 In the 13th Century, Genghis Khan embarked on a mission to take over Eurasia, swiftly conquering countries and drawing them into his expanding Mongol Empire. With his vast armies he became almost unstoppable. But legend has it that there was one obstacle that even the impressive Khan couldn’t overcome: A towering wall of ice, grown by locals across a mountain pass to stop the Khan’s armies from invading their territory.

00:42 No one knows how historically accurate that particular story is, but remarkably, it draws on fact: For centuries, in the Karakoram and Himalayan mountain ranges, people have been growing glaciers and using these homemade bodies of ice as sources of drinking water and irrigation for their crops. But before we get to that fascinating phenomenon, it’s important to understand the difference between glaciers that grow in the wild, and those that humans create.

01:12 In the wild, glaciers require three conditions to grow: Snowfall, cold temperatures, and time. First, a great deal of snow falls and accumulates. Cold temperatures then ensure that the stacked-up snow persists throughout the winter, spring, summer, and fall. Over the following years, decades, and centuries, the pressure of the accumulated snow transforms layers into highly compacted glacial ice.

01:40 Artificially growing a glacier, however, is completely different. At the confluence of three great mountain ranges, the Himalayas, Karakoram, and Hindu Kush, some local cultures have believed for centuries that glaciers are alive. And what’s more, that certain glaciers can have different genders including male and female. Local Glacier Growers ‘breed’ new glaciers by grafting together—or marrying— fragments of ice from male and female glaciers, then covering them with charcoal, wheat husks, cloths, or willow branches so they can reproduce. Under their protective coverings, these “glacierets” transform into fully active glaciers that grow each year with additional snowfall. Those then serve as lasting reserves of water that farmers can use to irrigate their crops.

02:32 These practices have spread to other cultures, where people are creating their own versions of glaciers and applying them to solve serious modern challenges around water supplies. Take Ladakh, a high-altitude desert region in northern India. It sits in the rain shadow of the Himalayas and receives on average fewer than ten centimeters of rain per year. As local glaciers shrink because of climate change, regional water scarcity is increasing. And so, local people have started growing their own glaciers as insurance against this uncertainty. These glaciers come in two types: horizontal, and vertical.

03:10 Horizontal glaciers are formed when farmers redirect glacier meltwater into channels and pipes, then carefully siphon it off into a series of basins made from stones and earth. Villagers minutely control the release of water into these reservoirs, waiting for each new layer to freeze before filling the basin with another wave. In early spring, these frozen pools begin to melt, supplying villagers with irrigation for their fields.

03:39 Local people make vertical glaciers using the meltwater from already-existing glaciers high above their villages. The meltwater enters channels that run downhill, flowing until it reaches a crop site where it bursts forth from a pipe pointing straight into the air. When winter temperatures dip, this water

freezes as it arcs out of the pipe, ultimately forming a 50 meter ice sculpture called a stupa, shaped like an upside-down ice cream cone. This inverted form minimizes the amount of surface area it exposes to the sun in the spring and summer. That ensures that the mini-glacier melts slowly and provides a reliable supply of water to feed the farmers' crops.

04:24 These methods may be ancient, but they're becoming more relevant as climate change takes its toll on our planet. In fact, people are now growing their own glaciers in many regions beyond Ladakh. Swiss people, utilizing modern glacier growing technology, created their first stupa in 2016 in the Swiss Alps. There are plans for over 100 more in villages in Pakistan, Kazakhstan, and Kyrgyzstan. Perhaps one day we'll be able to harness our homegrown glaciers well enough to build whole walls of ice— this time not for keeping people out, but to enable life in some of the planet's harshest landscapes.

"[How to grow a glacier](#)" by M Jackson is licensed by [TED-Ed](#) under [CC BY-NC-ND 4.0](#)

Chapter 4

00:12 So when I decided to create an art piece in Manshiyat Naser,
00:16 the neighborhood of the Cairo garbage collectors in Egypt,
00:19 I never thought this project would be
00:21 the most amazing human experience that I would ever live.
00:24 As an artist, I had this humanist intention
00:27 of beautifying a poor and neglected neighborhood
00:29 by bringing art to it and hopefully shining light on this isolated community.
00:36 The first time I heard about this Christian Coptic community
00:39 was in 2009 when the Egyptian authorities under the regime of Hosni Mubarak
00:45 decided to slaughter 300,000 pigs using the pretext of H1N1 virus.
00:51 Originally, they are pig breeders.
00:53 Their pigs and other animals are fed with the organic waste
00:56 that they collect on a daily basis.
00:58 This event killed their livelihood.
01:01 The first time I entered Manshiyat Naser, it felt like a maze.
01:04 I was looking for the St. Simon Monastery on the top of the Muqattam Mountain.
01:08 So you go right, then straight, then right again, then left
01:11 to reach all the way to the top.
01:13 But to reach there, you must dodge between the trucks overpacked with garbage
01:17 and slalom between the tuk-tuks,
01:19 the fastest vehicle to move around in the neighborhood.
01:23 The smell of the garbage unloaded from those trucks was intense,
01:26 and the noise of the traffic was loud and overbearing.
01:29 Add to it the din created by the crushers in those warehouses along the way.
01:34 From outside it looks chaotic, but everything is perfectly organized.
01:40 The Zaraeeb, that's how they call themselves,
01:43 which means the pig breeders,
01:44 have been collecting the garbage of Cairo
01:47 and sorting it in their own neighborhood for decades.
01:49 They have developed one of the most efficient
01:52 and highly profitable systems on a global level.
01:55 Still, the place is perceived as dirty, marginalized and segregated
01:59 because of their association with the trash.

02:03 So my initial idea was to create an anamorphic piece,
02:05 a piece that you can only see from one vantage point.
02:08 I wanted to challenge myself artistically by painting over several buildings
02:13 and having it only fully visible from one point on the Muqattam Mountain.
02:18 The Muqattam Mountain is the pride of the community.
02:20 This is where they built the St. Simon Monastery,
02:23 a 10,000-seat cave church that they carved into the mountain itself.
02:29 So, the first time I stood on top of the mountain
02:33 and I looked at the neighborhood,
02:34 I asked myself, how on earth will I convince all those owners
02:37 to let me paint on their buildings?
02:40 And then Magd came.
02:41 Magd is a guide from the Church.
02:43 He told me the only person I needed to convince was Father Samaan,
02:47 who is the leader of the community.
02:50 But to convince Father Samaan, I needed to convince Mario,
02:53 who is a Polish artist who moved to Cairo 20 years ago
02:56 and who created all the artwork of the Cave Church.
03:00 I am really grateful to Mario. He was the key of the project.
03:04 He managed to get me a meeting with Father Samaan,
03:06 and surprisingly, he loved the idea.
03:08 He asked me about where I painted before
03:10 and how I will make it happen.
03:12 And he was mainly concerned by what I was going to write.
03:16 In every work that I create, I write messages
03:18 with my style of Arabic calligraphy.
03:20 I make sure those messages are relevant to the place where I am painting
03:24 but have this universal dimension,
03:26 so anybody around the world can relate to it.
03:29 So for Manshiyat Naser,
03:30 I decided to write in Arabic the words of St. Athanasius of Alexandria,
03:35 a Coptic bishop from the third century,
03:37 who said: (Arabic),
03:42 which means in English,
03:43 "Anyone who wants to see the sunlight clearly
03:45 needs to wipe his eyes first."
03:47 It was really important for me
03:49 that the community felt connected to the words.
03:52 And for me this quote was perfectly reflecting the spirit of the project.
03:56 So Father Samaan blessed the project,
03:58 and his approval brought all the residents on board.
04:02 Hundreds of liters of paint, a dozen blue manual lifts,
04:06 several trips back and forth to Cairo,
04:09 a strong and solid team from France, North Africa, Middle East and the US,
04:13 and after a year of planning and logistics, there we are,
04:16 my team and some members from the local community

04:19 creating a piece that will spread over 50 buildings,
04:22 some filling up the space of the calligraphy
04:25 that I trace with colors.
04:27 Here some blue, there some yellow, there some orange.
04:30 Some others carrying some sandbags
04:32 and putting them on the top of the buildings
04:34 to hold those manual lifts,
04:36 and some others assembling and disassembling those same lifts
04:38 and moving them around the different buildings.
04:42 At the beginning of the project,
04:43 I numbered all those buildings on my sketch,
04:47 and there was no real interaction with the community.
04:50 People didn't get the point of all this.
04:52 But fast enough, those building numbers became family names.
04:56 The first building was the house of Uncle Ibrahim.
05:00 Uncle Ibrahim is such an enthusiastic person.
05:02 He was always singing and making jokes,
05:04 and his daughters and sons saved me from his bull
05:08 who wanted to attack me on the fourth floor.
05:11 (Laughter)
05:12 Actually, the bull saw me from the window and came out on the balcony.
05:15 (Laughter)
05:17 Yeah.
05:21 Uncle Ibrahim was always hanging out on the balcony
05:24 and talking to me while I was painting.
05:26 I remember him saying that he didn't go to the mountain for 10 years,
05:30 and that he never takes a day off.
05:32 He said that if he stopped working, who will stop the garbage?
05:36 But surprisingly, at the end of the project,
05:39 he came all the way to the mountain to look at the piece.
05:42 He was really proud to see his house painted,
05:45 and he said that this project was a project of peace and --
05:50 sorry --
05:53 (Applause)
06:06 Thank you.
06:08 He said that it was a project of peace and unity
06:13 and that it brought people together.
06:15 So his perception towards the project changed,
06:18 and my perception towards the community changed also,
06:22 and towards what they do.
06:24 All the garbage that everybody is disgusted by is not theirs.
06:29 They just work out of it.
06:30 Actually, they don't live in the garbage. They live from the garbage.
06:34 So I started doubting myself and wondering
06:36 what was the real purpose of this whole project?
06:40 It was not about beautifying a place by bringing art to it.

06:44 It was about switching perception and opening a dialogue
06:47 on the connection that we have with communities that we don't know.
06:51 So day after day,
06:52 the calligraphy circle was taking shape,
06:55 and we were always excited to go back on the mountain to look at the piece.
06:59 And standing exactly at this point every day made my realize
07:02 the symbolism behind this anamorphic piece.
07:05 If you want to see the real image of somebody,
07:07 maybe you should change your angle.
07:10 There was doubts and difficulties,
07:12 like fears and stress.
07:13 It wasn't simple to work in such environments,
07:15 sometimes having pigs under you while you paint
07:18 or climbing a stack of garbage to reach a lift.
07:20 But we all got over the fear of the heights, the swinging lifts,
07:24 the strength of the smell
07:25 and also the stress of not finishing on time.
07:27 But the kindness of all those people made us forget everything.
07:31 The building number 3 was the house of Uncle Bakheet and Aunty Fareeda.
07:35 In Egyptian, they have this expression that says, "Ahsen Nas,"
07:39 which means "the best people."
07:40 They were the best people.
07:41 We used to take our break in front of their houses,
07:45 and all the kids of the neighborhood
07:47 used to join us.
07:48 I was impressed and amazed by the kids of Manshiyat Naser.
07:53 For the first few days, they were always refusing anything we were offering them,
07:57 even a snack or a drink.
07:59 So I asked Aunty Fareeda, "Why is that?"
08:01 And she told me they teach their kids to refuse anything
08:05 from somebody that they don't know
08:06 because maybe this person needs it more than they do.
08:10 So at this exact point I realized actually
08:14 the Zaraeeb community was the ideal context
08:17 to raise the topic of perception.
08:19 We need to question our level of misconception
08:22 and judgment we can have as a society
08:25 upon communities based on their differences.
08:28 I remember how we got delayed on Uncle Ibrahim's house
08:32 when his pigs that are bred on the rooftop
08:34 were eating the sandbags that hold the lifts.
08:37 (Laughter)
08:39 The house of Uncle Bakheet and Aunty Fareeda
08:42 was this kind of meeting point.
08:44 Everybody used to gather there.
08:46 I think this is what Uncle Ibrahim meant

08:48 when he said that was a project of peace and unity,
08:50 because I really felt that people were coming together.
08:54 Everyone was greeting us with a smile, offering us a drink
08:57 or inviting us into their own house for lunch.
09:01 Sometime, you are at the first level of a building,
09:04 and somebody opens his window and offers you some tea.
09:07 And then the same thing happens on the second floor.
09:09 And you keep going all the way to the top.
09:11 (Laughter)
09:12 (Applause)
09:14 I think I never drink as much tea as I did in Egypt.
09:16 (Laughter)
09:18 And to be honest with you, we could have finished earlier,
09:21 but I think it took us three weeks because of all those tea breaks.
09:24 (Laughter)
09:28 In Egypt, they have another expression, which is "Nawartouna,"
09:32 which means, "You brought light to us."
09:35 In Manshiyat Naser they were always telling us this.
09:38 The calligraphy, actually --
09:40 I used a white glow-in-the-dark paint for the calligraphy
09:44 so at the end of the project, we rented some black light projectors
09:48 and lit up the whole neighborhood,
09:50 surprising everybody around.
09:52 We wanted to tell them
09:53 that they are the ones who brought light to us.
09:58 (Applause)
10:09 The Zaraeeb community are strong, honest, hard workers,
10:13 and they know their value.
10:14 The people of Cairo call them "the Zabaleen,"
10:17 which means "the people of the garbage,"
10:19 but ironically, the people of Manshiyat Naser
10:21 call the people of Cairo the Zabaleen.
10:23 They say, they are the ones who produce the garbage, not them.
10:26 (Laughter)
10:27 (Applause)
10:29 The goal was to leave something to this community,
10:31 but I feel that they are the ones who left something in our lives.
10:34 You know, the art project was just a pretext
10:36 for this amazing human experience.
10:38 The art piece at some point will disappear, vanish,
10:41 and actually there is somebody who is building a second floor
10:43 in front of Uncle Ibrahim's house,
10:45 so it's covering part of the painting,
10:47 so I might need to go back and paint over it.
10:49 (Laughter)
10:51 It was about the experience,

10:52 about the story,
10:54 about the moment.
10:56 From the streets of the neighborhood,
10:58 the painting appears in fragments,
11:00 isolated from one another,
11:02 standing alone.
11:03 But connected with the sign of calligraphy
11:05 that today reveals the powerful message that we should all think about
11:09 before we want to judge somebody.
11:11 Anyone who wants to see the sunlight clearly
11:13 needs to wipe his eyes first.
11:15 Thank you. (Applause)

[“A project of peace, painted across 50 buildings”](#) by eL Seed is licensed by [TED](#) under [CC BY-NC-ND 4.0](#)

Chapter 5

00:01 [Music]
00:15 two years ago I was invited as an artist
00:18 to participate in an exhibition
00:20 commemorating 100 years of Islamic art
00:23 in Europe the curator had only one
00:25 condition I had to use the Arabic script
00:28 for my artwork now as an artist a woman
00:32 an Arab or a human being living in the
00:35 world in 2010 I only had one thing to
00:38 say I wanted to say no and in Arabic to
00:43 say no we say no and a thousand times no
00:46 so I decided to look for a thousand
00:50 different nose on everything ever
00:52 produced under Islamic or Arab patronage
00:55 in the past 1400 years from Spain to the
00:59 borders of China I collected my findings
01:02 and a book placed them chronologically
01:05 stating the name the patron the medium
01:08 and the date now the book sat on a small
01:11 shelf next to the installation which
01:13 stood three by seven meters in Munich
01:16 Germany in September of 2010 now in
01:21 January 2011 the Revolution started and
01:26 life stopped for eighteen days and on
01:29 the 12th of February we naively
01:31 celebrated on the streets of Cairo
01:33 believing that the revolution had
01:36 succeeded nine months later I found
01:39 myself spraying messages in Tahrir
01:42 Square the reason for this act was this
01:46 image that I saw in my newsfeed I did

01:50 not feel that I could live in a city
01:52 where people were being killed and
01:54 thrown like garbage on the street so I
01:57 took one know of a tombstone from the
01:59 Islamic Museum in Cairo and I added a
02:02 message to it no to military rule and I
02:05 started spraying that occur on the
02:07 streets in Cairo but that led to a
02:09 series of no coming out of the book like
02:11 a munition and adding messages to them
02:13 and I started spraying them on the walls
02:15 so I'll be sharing some of these nose
02:18 with you note a new Pharaoh because
02:20 whoever comes next should understand
02:22 that you will never be ruled by another
02:24 dictator no to violence romney's some
02:27 came to the Herald on the second day of
02:30 the Revolution and he sat there with his
02:33 guitar singing one month after Mubarak
02:36 stepped down this was his reward no -
02:40 blinding heroes
02:42 Ahmed Herrera lost his right eye on the
02:44 28th of January and he lost his left eye
02:47 on the 19th of November by two different
02:50 snipers no to killing in this case no to
02:54 killing men of religion because she can
02:57 imagine a life that was shot on December
03:00 16th during a demonstration leaving
03:03 behind three orphans and the widow not
03:07 two burning books the Institute of Egypt
03:09 was burned on December 17th a huge
03:12 cultural loss no to stripping the people
03:16 and the blue bra is to remind us of our
03:19 shame as a nation when we allow a veiled
03:22 woman to be stripped and beaten on the
03:25 street and the footprint reads long live
03:28 a peaceful revolution because we will
03:31 never retaliate with violence no to
03:34 barrier walls On February 5th concrete
03:38 roadblocks were set up in Cairo to
03:41 protect the Ministry of Defense from
03:45 protesters now speaking of words I want
03:48 to share with you the story of one wall
03:50 in Cairo a group of artists decided to
03:54 paint a life-size tank on a wall it's
03:57 one to one in front of this tank there's

04:00 a man on a bicycle with a bread basket
04:02 on his head to any passerby there's no
04:05 problem with this visual after acts of
04:09 violence
04:10 another artist came painted blood
04:13 protesters being run over by the tank
04:16 demonstrators and the message that read
04:19 starting tomorrow I wear the new face
04:22 the face of every martyr I exist
04:26 authority comes paints the worldwide
04:29 leaves the tank and adds a message army
04:32 and people one-hand Egypt for Egyptians
04:37 now the artist comes paints the head of
04:40 the military as a monster eating a
04:42 maiden in a river of blood in front of
04:45 the tank authority comes paints the
04:48 worldwide leaves the tank leaves the
04:51 food and throws a bucket of black paint
04:53 just to hide the face of the monster
04:55 so I come with my stencils and I spray
04:58 them on the suit on the tank and on the
05:01 whole world and this is how it stands
05:03 today until further notice now I want to
05:06 leave you with a final with a final know
05:09 I found me rue de scribbled on a piece
05:12 of paper in a field hospital and the
05:14 idea and I decided to take a now of
05:18 Mameluke mausoleum in Cairo the message
05:21 reads yum Kanaka Anton has renewed like
05:25 in a colitis Tatiana Herrera via you can
05:30 crush the flowers but you can't delay
05:31 spring
05:34 [Applause]

[“A thousand times no”](#) by Bahia Shehab is licensed by [TED](#) under [CC BY-NC-ND 4.0](#)

Chapter 6

00:01 GMOs are one of the most controversial areas of science.
00:05 Genetic engineering is used in many fields, but even though medical applications like GM insulin are widely accepted,
00:12 The debate heats up when it comes to food and agriculture.
00:15 Why is that?
00:17 Why is the same thing treated so differently?
00:20 Let's try to get to the bottom of this and explore the facts, the fears, and the future of GMOs.
00:42 Humans have been genetically modifying plants and animals for thousands of years.
00:46 Maybe a few of your crops had very good yields.
00:49 Maybe one of your wolves was especially loyal.

00:52 So you did the smart thing, and bred the plants and animals that had traits beneficial to you.

00:57 Traits suggest an expression of genes.

01:00 So with each generation, those genes got more pronounced.

01:05 After thousands of years, almost every single plant and animal around us is vastly different from its pre-domesticated state.

01:13 If humans have been changing genes for millennia, what makes a so called "Genetically Modified Organism", or GMO, different?

01:20 Selective breeding is basically hoping for lucky hits.

01:24 Genetic engineering eliminates this factor. We can choose the traits we want.

01:29 Make fruit grow bigger,

01:31 immune to pests, and so on.

01:33 So, why are people concerned about them ?

01:39 Let's start with one of the most common objections to GMOs.

01:44 Gene flow, meaning GM crops could mix with traditional crops and introduce unwanted new characteristics into them.

01:51 There is a method that might guarantee complete prevention, but is a big anti-GMO argument by itself.

01:58 Terminator seeds.

01:59 The idea is that they could produce sterile plants, requiring farmers to buy new seeds every year.

02:06 The very concept of this, however, caused a public outcry, stopping the technology being put to use.

02:13 This brings us back to the unintentional spreading of engineered DNA.

02:18 There have been cases of GMOs growing where they weren't planted, and traces of modified genes found in foreign crops.

02:26 But GM plants can't run wild entirely.

02:29 Many crops pollinate themselves, and all crops have to be related to mingle.

02:33 There are also cultural methods like buffer zones, to keep unintentional crossing at a minimum.

02:38 But if it's possible in principle that a GMO could unintentionally cross with a non-GMO,

02:43 there's actually a more important question.

02:46 Is food that comes from GM crops different to food from non-GM crops?

02:51 This question has been a major concern from the very beginning.

02:55 GM plants that are destined to be eaten are checked for possible dangers, and the results are evaluated by multiple agencies.

03:03 After more than 30 years and thousands of studies, the science is in.

03:07 Eating GMO plants is no more risky than their non-GMO equivalent.

03:11 But don't just take it our word for it, the sources for this and other claims are in the video description.

03:17 But what about plants that have been engineered to be toxic?

03:20 For example, BT crops.

03:23 A gene borrowed from the bacterium *Bacillus Thuringiensis*, lets engineered plants produce a protein that destroys the digestive system of specific insect pests.

03:32 The plant makes its own pesticide.

03:35 Insects that eat it die.

03:38 That sounds alarming!

03:40 Pesticide sprays could be washed off.

03:42 While the poison in BT crops is inside the plant.

03:45 But actually, it's not a big deal.

03:48 Poison is really just a question of different perspectives.

03:51 What's harmless to one species, might kill another.

03:54 Coffee, for example, is a poison that kills insects but is harmless to us.

03:59 Or take chocolate, it's dangerous for dogs but a pleasure for humans.

04:04 BT crops produce a protein that is tailored to the specific design of the digestive tract of certain insects; it's completely harmless for us.

04:13 There's also the opposite approach.

04:15 Plants that are engineered to be resistant to certain weed killers.

04:18 This way, farmers can use them widely, killing the other plants competing for resources without harming the crop.

04:25 Here, we get to the dark underbelly of GMOs.

04:28 For the pesticide industry, they are big business.

04:31 Over 90% of all cash crops in the US are herbicide resistant, mostly to glyphosate.

04:37 As a result, the use of glyphosate has increased greatly.

04:41 That isn't only bad, glyphosate is much less harmful to humans than many other herbicides.

04:47 Still, this means farmers have a strong incentive to rely on this one method only, casting more balanced ways of managing weeds aside.

04:55 That's one of the most fundamental problems with the GMO debate.

04:58 Much of the criticism of this technology is actually criticism of modern agriculture and a business practice of the huge corporations that control our food supply.

05:08 This criticism is not only valid, it's also important.

05:12 We need to change agriculture to a more sustainable model.

05:16 GMOs as a technology are actually an ally and not an enemy in that fight, helping to save and protect nature and minimize our impact on the environment.

05:30 Let's look at some positive examples.

05:32 Eggplant is an important crop in Bangladesh but often, whole harvests are destroyed by pests.

05:38 Farmers had to rely heavily on pesticides.

05:41 Not only was this very expensive,

05:43 Farmers also frequently got sick.

05:46 The introduction of a new GM eggplant in 2013 stopped this.

05:50 The same BT protein we talked about before, an effective killer of insects but harmless to humans, was engineered into them.

05:57 This reduced insecticide use on eggplants by more than 80%. The health of farmers improved, and their income rose dramatically.

06:05 And sometimes, the GM approach is the only option.

06:09 In the 1990s, the papaya industry in Hawaii was under attack from the ringspot virus which threatened to wipe out Hawaiian papaya.

06:17 The solution was a papaya genetically modified to be vaccinated against the virus. Without it, the state's papaya industry would have collapsed.

06:30 All these stories show a very narrow application. 99% of all GMOs we use right now produce pesticides, or are resistant against them.

06:40 There is so much more we could do. The scientists are working on GMOs that could improve our diet.

06:46 Plants that produce more or different nutrients, like fruit with higher antioxidant levels that help to fight diseases

06:53 or rice with additional vitamins.

06:56 On a larger scale, we're trying to engineer plants more resilient to climate change,

07:00 plants that can better adapt to erratic weather and adverse soil conditions,

07:04 making them resistant to droughts or floods.

07:08 GMOs could also not only reduce agriculture's impact on the environment, but actively help to protect it.
07:14 Scientists are working on crops that can draw nitrogen from the air, like microbes.
07:19 Nitrogen is a common fertilizer, but its build-up pollutes the ground water and speeds up climate change.
07:26 Plants that collect their own nitrogen could fix two problems at once.
07:29 The over use of fertilizers in the developed world, as well as the shortage of it in developing countries.
07:36 We could even modify plants to become super-effective carbon collectors, like the American chestnut tree, to mitigate and actually reverse climate change.
07:45 With the tools we have today, our imagination is the limit.
07:53 The world eats 11 million pounds of food every day.
07:57 A UN estimate suggests we'll need 70% more by 2050.
08:02 We could grow that food by clearing more and more forests to create fields and pastures and by using more pesticides.
08:08 Or we find a way to do it on the land we've got right now, with more effective methods like GM crops.
08:14 Intensifying farming instead of expanding it means GMOs could become the new organic.
08:21 In a nutshell, GMOs have the potential to not only drastically change agriculture but to also dampen the effects of our own irresponsible behavior.
08:30 GMOs could be our most powerful weapon to save our biosphere.
08:39 This video took more than 600 hours to make, which would be impossible without viewer support on Patreon.com.
08:46 If you'd like to support carefully researched content made with love, it's really very helpful!
08:51 And you can get your own bird as a reward.
08:53 If you want to learn more about genetic modification, we have more videos explaining the opportunities and risks of the technology and how it could impact our future.

[“Are GMOs Good or Bad? Genetic Engineering & Our Food”](#) by [Kurzgesagt-In a Nutshell](#) is licensed under [CC BY-NC-ND 4.0](#)

Chapter 7

00:06 Picture warm, gooey cookies,
00:09 crunchy candies, velvety cakes,
00:12 waffle cones piled high with ice cream.
00:14 Is your mouth watering?
00:16 Are you craving dessert?
00:17 Why?
00:18 What happens in the brain that makes sugary foods so hard to resist?
00:23 Sugar is a general term used to describe a class of molecules
00:27 called carbohydrates,
00:28 and it's found in a wide variety of food and drink.
00:31 Just check the labels on sweet products you buy.
00:34 Glucose, fructose, sucrose,
00:36 maltose, lactose, dextrose, and starch
00:39 are all forms of sugar.
00:41 So are high-fructose corn syrup,
00:43 fruit juice, raw sugar, and honey.

00:46 And sugar isn't just in candies and desserts,
00:49 it's also added to tomato sauce,
00:51 yogurt, dried fruit, flavored waters, or granola bars.
00:55 Since sugar is everywhere, it's important to understand
00:58 how it affects the brain.
00:59 What happens when sugar hits your tongue?
01:02 And does eating a little bit of sugar make you crave more?
01:05 You take a bite of cereal.
01:07 The sugars it contains activate the sweet-taste receptors,
01:10 part of the taste buds on the tongue.
01:12 These receptors send a signal up to the brain stem,
01:15 and from there, it forks off into many areas of the forebrain,
01:19 one of which is the cerebral cortex.
01:21 Different sections of the cerebral cortex process different tastes:
01:26 bitter, salty, umami,
01:27 and, in our case, sweet.
01:29 From here, the signal activates the brain's reward system.
01:33 This reward system is a series of electrical and chemical pathways
01:37 across several different regions of the brain.
01:39 It's a complicated network,
01:41 but it helps answer a single, subconscious question:
01:44 should I do that again?
01:45 That warm, fuzzy feeling you get when you taste Grandma's chocolate cake?
01:49 That's your reward system saying,
01:51 "Mmm, yes!"
01:52 And it's not just activated by food.
01:55 Socializing, sexual behavior, and drugs
01:57 are just a few examples of things and experiences
02:00 that also activate the reward system.
02:03 But overactivating this reward system kickstarts a series of unfortunate events:
02:08 loss of control, craving, and increased tolerance to sugar.
02:13 Let's get back to our bite of cereal.
02:15 It travels down into your stomach and eventually into your gut.
02:18 And guess what?
02:19 There are sugar receptors here, too.
02:22 They are not taste buds, but they do send signals
02:24 telling your brain that you're full
02:26 or that your body should produce more insulin
02:28 to deal with the extra sugar you're eating.
02:31 The major currency of our reward system is dopamine,
02:34 an important chemical or neurotransmitter.
02:37 There are many dopamine receptors in the forebrain,
02:39 but they're not evenly distributed.
02:41 Certain areas contain dense clusters of receptors,
02:44 and these dopamine hot spots are a part of our reward system.
02:48 Drugs like alcohol, nicotine, or heroin
02:51 send dopamine into overdrive,
02:53 leading some people to constantly seek that high,

02:56 in other words, to be addicted.
02:58 Sugar also causes dopamine to be released, though not as violently as drugs.
03:03 And sugar is rare among dopamine-inducing foods.
03:06 Broccoli, for example, has no effect,
03:08 which probably explains
03:10 why it's so hard to get kids to eat their veggies.
03:13 Speaking of healthy foods,
03:14 let's say you're hungry and decide to eat a balanced meal.
03:17 You do, and dopamine levels spike in the reward system hot spots.
03:21 But if you eat that same dish many days in a row,
03:24 dopamine levels will spike less and less, eventually leveling out.
03:28 That's because when it comes to food,
03:30 the brain evolved to pay special attention to new or different tastes.
03:34 Why?
03:36 Two reasons:
03:37 first, to detect food that's gone bad.
03:39 And second, because the more variety we have in our diet,
03:42 the more likely we are to get all the nutrients we need.
03:45 To keep that variety up,
03:47 we need to be able to recognize a new food,
03:49 and more importantly, we need to want to keep eating new foods.
03:53 And that's why the dopamine levels off when a food becomes boring.
03:57 Now, back to that meal.
03:58 What happens if in place of the healthy, balanced dish,
04:02 you eat sugar-rich food instead?
04:04 If you rarely eat sugar or don't eat much at a time,
04:07 the effect is similar to that of the balanced meal.
04:09 But if you eat too much, the dopamine response does not level out.
04:13 In other words, eating lots of sugar will continue to feel rewarding.
04:17 In this way, sugar behaves a little bit like a drug.
04:21 It's one reason people seem to be hooked on sugary foods.
04:24 So, think back to all those different kinds of sugar.
04:27 Each one is unique, but every time any sugar is consumed,
04:30 it kickstarts a domino effect in the brain that sparks a rewarding feeling.
04:35 Too much, too often, and things can go into overdrive.
04:38 So, yes, overconsumption of sugar can have addictive effects on the brain,
04:42 but a wedge of cake once in a while won't hurt you.

“[How Sugar Affects the Brain](#)” by Nicole Avena is licensed by [TED-Ed](#) under [CC BY-NC-ND 4.0](#)

Chapter 8

00:00 Tired? We all know the feeling; irritable, groggy and exceptionally lazy. Chances are
00:05 you didn't sleep enough last night, or the past few nights. But what exactly is "enough
sleep?"
00:10 And more importantly, can you ever "catch up" on it?
00:13 While the very function of sleep is still debated by scientists, we do know that it's
00:17 necessary to function efficiently and productively. After all, we spend 24 years of our
lifetime

00:22 sleeping, it had better be important. Researchers have tested how much is required each night
00:26 by assigning groups of people to four, five, and eight hours of sleep over extended periods of
00:31 time. After 14 days, those with eight hours of sleep exhibited few attention lapses of cognitive
00:36 issues; however, those with six or four hours of sleep showed a steady decline. In fact, after
00:42 only two weeks, the six hour group showed a similar reaction time to a person with a blood alcohol
00:47 concentration of 0.1%, which is considered legally drunk. The four hour sleepers suffered
00:52 even more, occasionally falling asleep during their cognitive tests. In both groups, brain
00:57 function decreased day by day, almost linearly with no sign of leveling off.
01:01 Scientists have dubbed this cumulative effect as sleep debt. So can we recover from it?
01:06 After a night or two of little sleep, studies show that the body and brain can fully recover
01:10 with a few nights of good sleep. However, with long term sleep deprivation on the scale
01:14 of weeks to months, the recovery of cognitive function is much slower, requiring many more
01:19 nights of quality sleep. On the timescale of months to years, it is unknown whether
01:23 brain function can be fully repaired, or if it causes permanent damage. Paradoxically,
01:28 with chronic sleep deprivation, your sleepiness or how tired you feel does eventually level
01:32 off, meaning that you become less and less aware of your objective impairment over time.
01:37 So how long should you sleep? Most studies tend to show that seven to eight hours of sleep is the
01:42 average ideal for humans. Apart from the cognitive issues, individuals who consistently sleep
01:47 less than seven hours a night have an increased risk of heart disease, obesity and diabetes,
01:51 not to mention a 12% higher risk of death. On the flip side, studies have shown that
01:56 while sleeping more than eight hours does not impair brain function, it also carries an
02:00 increased risk of heart disease, obesity and diabetes, and a 30% increased risk of mortality!
02:06 So too much sleep may also be a bad thing.
02:08 But variation most certainly exists, and our genetics play a large role. In fact, individuals
02:13 genuinely unaffected by only six hours of sleep were found to have a mutation of a specific
02:18 gene. When scientists genetically engineered mice to express this gene, they were able
02:22 to stay awake for an extra 1.2 hours than normal mice. It turns out these short sleepers
02:27 have more biologically intense sleep sessions than the average person.
02:30 Ultimately, while it's important to know the ideal average of seven to eight hours exists, let
02:35 your body and brain help you figure out its own needs. After all, no one shoe size fits
02:39 all. If you want to know how to get better quality sleep each night in order to conquer
02:43 the hurdles of sleep deprivation, we have some tips and research for you over on
ASAPThought.
02:47 You can find a link in the description below to that video.
02:51 Thanks to Audible.com for giving you a free audio book of your choice at
audible.com/asap.

02:56 Audible is the leading provider of audio books with over 150,000 downloadable titles across

03:00 all types of literature. We recommend the 'A Song of Ice and Fire' series, which

03:04 the Game of Thrones TV show is based off of. It's kept us up through the nights and caused

03:08 a lot of lost sleep! You can download this audio book or another of your choice for

03:12 free at audible.com/asap. And with a subscription you can get one free book a month, so you can

03:17 read the whole series! Special thanks to Audible for making these videos possible.

03:21 And subscribe for more weekly science videos!

“[How Much Sleep Do You Actually Need?](#)” by [AsapSCIENCE](#) is licensed by [TED-Ed](#) under [CC BY-NC-ND 4.0](#)

Answer Key

Chapter 1

Exercise 1

1. Hadi and Mariam do their chores every evening if they want to eat ice cream.
2. The puppy that is under the table barks a lot.
3. When winter arrives, we will visit the mountains to play in the snow.
4. He is asleep although his eyes are open.
5. If Ayman enjoys the zoo, we will buy a year membership.

Exercise 2

Fragment 1. Although Mariam loves to eat broccoli, she refuses to eat it.

Correct 2. I will be successful on the test if I am able to practice.

Fragment 3. When it is summer, I don't like to bake because the house will become too hot.

Correct 4. Hussain traveled across California until his money ran out.

Fragment 5. Minori had a baby girl after she returned to Japan.

Exercise 3

1. a, b, c, d
2. a. 10%, b. 90%
3. T
4. a
5. b

Exercise 4

1. c
2. b
3. b
4. a

Chapter 2

Exercise 1

1. *b*
2. *a, b, c, d*
3. *a, c, d*
4. *a, b, c*
5. *b, c, d*

Exercise 2

- a. F
- b. F
- c. T
- d. T
- e. T
- f. F

Exercise 4

1. Smoking in bed is dangerous, and drinking and driving is not safe. (and)
2. Smoking in bed is dangerous, for it can cause a fire. (for)
3. Smoking in bed is dangerous, yet Majid still does it. (yet)
4. Smoking in bed is dangerous, so you shouldn't do it. (so)
5. You should not smoke in bed, nor should you use electronics near the bath water. (nor)
6. You can smoke in the designated area, or you can smoke off campus. (or)

7. Drinking and driving is dangerous, but designating a sober driver is safe. (but)

Exercise 7

1. a. simple

2. a. simple

3. b. compound

4. b. compound

5. b. compound

6. a. simple

7. c. complex

8. b. compound

9. c. complex

10. b. compound

Exercise 8

Run-On 1. Yasmeen had been planning this trip for months; however, when her work called, she couldn't say no.

Run-On 2. Ammar had enjoyed the trip, he saw so many new places.

Comma Splice 3. Chen turned off the lights, but he forgot to lock the door.

Comma Splice 4. Jose did not work today; however, he did not relax.

Run-On 5. Once Onika got home, she began studying for her exam.

Chapter 3

Exercise 2

1. d.

2. *b*

3. *c*

4. *d*

5. *b*

Exercise 3

1. c.

2. d.

Exercise 4

1. b. Non-Restrictive
2. a. Restrictive
3. a. Restrictive
4. b. Non-Restrictive
5. a. Restrictive

Exercise 5

1. a. subject relative pronoun
2. b. object relative pronoun
3. b. object relative pronoun
4. b. object relative pronoun
5. a. subject relative pronoun

Exercise 6

1. b. Omit
2. b. Omit
3. b. Omit
4. a. Keep
5. a. Keep

Exercise 7

1. b. beginning less than half a century ago
2. a. a classic active valley glacier
3. b. separated by long intervals of ice-free times
4. a. called “greenhouse” periods with no evidence of glaciation.
5. a. dealing with glaciers or their products

Exercise 8

1. b. extends
2. a. is
3. c. is, is
4. b. are
5. d. were, need
6. c. were, were

Chapter 4

Exercise 1

1. b. False
2. a. they view street art as a culture unrelated to politics
3. b. The author believes that street art needs to be critically analyzed, or the artist and the message will no longer be seen as political or even as resistance.
4. a. True

Exercise 2

1. a. beautify a poor neglected neighborhood and shine light on this isolated communities
2. c. They are Christian who live in the neighborhood Manshiyat Naser.
3. b. They collect the garbage in Cairo and raise pigs and other animals.
4. a. It had the St. Simon Monastery with a 10,000-seat cave church.
5. a. He wanted to change the perception of the community and open dialogue.
6. a. getting approval from Father Saaman
b. size of project across 50 buildings
c. smell of garbage
d. pigs eating the sandbags holding the lift
e. too many tea breaks
7. c. They were taught that someone might need it (the food) more than them.

Exercise 3

Transitive 1. Hadi does his chores every day.

x 2. The puppy barks too much.

Transitive 3. Sarah helps the teachers.

Transitive 4. Xiong has opened a new business.

Transitive 5. He wrote my favorite novel.

Exercise 4

1. is
2. is being
3. has been
4. was
5. was being
6. had been
7. will be
8. is going to be
9. will have been

Exercise 5

1. Active sentence: *Numerous academic disciplines have recognized street art as a research subject.*
2. Active sentence: *People frequently use street art to convey political messages transnationally.*
3. Active sentence: *Civil society and resistance movements are not only employing street art.*

Chapter 5

Exercise 3

1. b. Unemployment
- c. Dictatorships
- d. Fraud
2. a. Spreading awareness of the cause and organizing the protests.
3. b. A Tunisian fruit-vendor who set himself on fire.
4. c. Former president of Egypt who ruled for 30 years.

Exercise 4

9. Suddenly, the dog ran into the house.
10. In the blink of an eye, the kids were ready to go to the movies.
11. Confused, he tried opening the box from the other end.
12. Every year, we go camping in the woods.
13. Without a doubt, green is my favorite color.
14. Hesitating, she looked back at the directions before proceeding.
15. Fortunately, the sleeping baby did not stir when the doorbell rang.
16. Believe it or not, the criminal was able to rob the same bank three times.

Exercise 5

7. Monday, Tuesday, and Wednesday are all booked with meetings.
8. It was a quiet, uneventful, unproductive day.
9. We'll need to prepare statements for the Trumps, Kardashians, and Clintons before their portfolio reviews next week.
10. Donald, Kim, and Hillary finished their report last Tuesday.
11. With cold, wet aching fingers, he was able to secure the sails before the storm.
12. He wrote his name on the board in clear, precise, delicate letters.

Exercise 6

9. The presentation was scheduled for Monday, but the weather delayed the presentation for four days.
10. He wanted a snack before bedtime, so he ate some fruit.
11. The patient is in the next room, but I can hardly hear anything.
12. We could go camping for vacation, or we could go to the beach for vacation.
13. I want to get a better job, so I am taking courses at night.
14. I've got to get this paper done, for I have class in ten minutes.
15. The weather was clear yesterday, so we decided to go on a picnic.
16. I have never dealt with this client before, but I know Leonardo has worked with them, so let's ask Leonardo for his help.

Exercise 7

8. I asked my neighbors, the retired couple from Florida, to bring in my mail.
9. Without a doubt, his work has improved over the last few weeks.
10. Our professor, Mr. Alamut, drilled the lessons into our heads.
11. The meeting is at noon, unfortunately, which means I will be late for lunch.
12. We came in time for the last part of dinner, but, most importantly, we came in time for dessert.
13. All of a sudden, our network crashed, and we lost our files.
14. Alex, hand the wrench to me before the pipe comes loose again.

Exercise 8

March 27, 2010

Alexa Marché

14 Taylor Drive, Apt. 6

New Castle, Maine 90342

Dear Mr. Timmons,

Thank you for agreeing to meet with me. I am available on Monday, the fifth. I can stop by your office at any time. Is your address still 7309 Marcourt Circle, #501? Please get back to me at your earliest convenience.

Thank you,

Alexa

Exercise 9

5. My brother, Nathaniel, is a collector of many rare, unusual things. He has collected lunch boxes, limited edition books, and hatpins at various points of his life. His current collection of unusual bottles has over fifty pieces. Usually, he sells one collection before starting another.
6. Our meeting is scheduled for Thursday, March 20. In that time, we need to gather all our documents together. Alice is in charge of the timetables and schedules. Tom is in charge of updating the guidelines. I am in charge of the presentation. To prepare for this meeting, please print out any e-mails, faxes, or documents you have referred to when writing your sample.
7. It was a cool, crisp autumn day when the group set out. They needed to cover several miles before they made camp, so they walked at a brisk pace. The leader of the group, Garth, kept checking his watch and their GPS location. Isabelle, Raoul, and Maggie took turns carrying the equipment while Carrie took notes about the wildlife they saw. As a result, no one noticed the darkening sky until the first drops of rain splattered on their faces.
8. Please have your report complete and filed by April 15, 2010. In your submission letter, please include your contact information, the position you are applying for, and two people we can contact as references. We will not be available for consultation after April 10, but you may contact the office if you have any questions. Thank you, HR Department.

Exercise 10

1. b. list of items
2. a. introductory word(s) or phrase(s)
3. a. introductory word(s) or phrase(s)
4. a. introductory word(s) or phrase(s)
5. a. introductory word(s) or phrase(s)
- b. list of items
6. b. list of items
- d. date, address, greeting
- e. inessential information
7. b. list of items
- e. inessential information

Chapter 6

Exercise 2

1. a. True
2. c. 70%
3. a. Seeds that produce sterile plants.
4. a. They reduce the need for pesticides.

- b. They provide vaccinations against viruses.
 - c. They can increase nutrients in food.
 - d. They can be engineered to be resistant to pests, droughts, and floods.
 - e. They eliminate need for fertilizer.
 - f. They can reverse climate change.
5. a. GMOs are good.

Exercise 3

1. a. Genetic modification can increase the nutritional value of carrots.
- c. People can increase the amount of nutrients in their diets with carrots that have been genetically modified.
2. b. "Simon and his team of ARS researchers and colleagues at the University of Wisconsin-Madison (UW) have recently shown that their highly pigmented carrots are a ready source of some sought-after nutrients." (Paragraph 6)
3. b. The pigments of carrots indicate the ways in which they can positively affect the health of consumers.
4. a. Genetically modified carrots have health benefits that do not exist in unmodified carrots.

Exercise 4

1. d. past, present, and future time
2. a. past time
3. d. past, present, and future time
4. "Purple and yellow carrots were eaten more than 1,000 years ago in Afghanistan and 700 years ago in western Europe," says Simon. (Paragraph 5)
- a. past time
 - b. present time
 - c. future time
 - d. past, present, and future time
5. a. past time

Chapter 7

Exercise 2

1. a. added to
2. c. activates

- 3. d. all of the above
- 4. d. dopamine
- 5. a. eating sugary foods once in a while

Exercise 3

- 1. b. simple sugars
- 2. a. True
- 3. a. a natural
- 4. d. Aspartame has been thoroughly studied and is safe to consume.

Exercise 4

Group 1

- a. curious = Positive
- b. nosy = Negative
- c. interested = Neutral

Group 2

- a. lazy = Negative
- b. relaxed = Positive
- c. slow = Neutral

Group 3

- a. courageous = Positive
- b. foolhardy = Negative
- c. assured = Neutral

Group 4

- a. new = Neutral
- b. newfangled = Negative
- c. modern = Positive

Group 5

- a. mansion = Positive
- b. shack = Negative
- c. residence = Neutral

Group 6

- a. spinster = Negative
- b. unmarried woman = Neutral
- c. career woman = Positive

Group 7

- a. giggle = Positive
- b. laugh = Neutral
- c. cackle = Negative

Group 8

- a. boring = Negative
- b. routine = Neutral
- c. prosaic = Positive

Group 9

- a. noted = Neutral

b. notorious = Negative

c. famous = Positive

Group 10

a. assertive = Neutral

b. confident = Positive

c. pushy = Negative

Exercise 10

11. hero

12. interesting

13. polite

14. knowledge, intelligence, understanding

15. optional

16. vices

17. fearful, afraid

18. restraint

19. bright, cheerful, happy, pleasant

20. host

Exercise 11

1. b. likely

c. possible

d. probable

2. c. repercussion

3. b. insufficient

c. minimal

4. a. frequent

b. typical

Chapter 8

Exercise 2

1. b. 24 years

2. a. 7-8 hours

3. b. someone who is legally drunk

4. c. both “a” and “b” depending on how much sleep debt you have

5. d. impaired brain function

Exercise 3

1. c. To demonstrate that Americans are sleeping less than the recommended sleep hours compared to the past.

2. d. weight

3. b. Men without children

4. a. True

Exercise 4

1. b. nothing, nothing

2. d. The

3. a. nothing, a

4. d. nothing

5. c. the

Exercise 6

1. b. noncount

2. a. count

3. a. count

4. a. count

5. b. noncount

6. a. count

7. a. count

8. b. noncount

9. a. count

10. b. noncount