



SCHOOL OF FOREIGN LANGUAGES
DEPARTMENT OF MODERN LANGUAGES
2015 SPRING SEMESTER

MDB 1032
ADVANCED ENGLISH 2

SUPPLEMENTARY MATERIAL
FOR STUDENTS

2014-2015 ACADEMIC YEAR SPRING SEMESTER

ADVANCED ENGLISH II (MDB1032) 15-WEEK PLAN

W	Date	Content
1	Febr.16-20	Introduction to the Course
2	Febr.23-27	➤ Chapter 7 Reading 1 Deviance and Crime (pages 164-170 with emphasis on page 168 passive voice rewrites)
3	March 2-6	➤ Chapter 8 Reading 1 What Stops Us From Committing Crimes? (pages 188-192 with emphasis on page 191, After you Read 2, Verbs of Control)
4	March 9-13	➤ Chapter 8 Reading 2 Science and Technology in Crime Fighting (pages 193-200)
5	March 16-20	➤ Chapter 6 Reading 1 The Impact of Internet on Mass Media (pages 134-141)
6	March 23-27	➤ Chapter 6 Reading 3 Learning and Thinking with New Media (pages 148-156) ➤ Preparing for an essay test (page 155)* *The students will use the sentences they've written in this activity while writing a for & against essay the following week.
7	Mar 30-Apr.3	➤ For and Against essay input based on the exercise on page 155 ➤ In-class writing ➤ Revision
8	Apr. 6-10	FIRST MIDTERM
9	Apr.13-17	➤ In-class feedback on writings* (will not be graded) ➤ Survey Input (a supplementary material will be provided) ➤ Assigning the students to prepare a survey and write a for&against essay based on the survey results** * During feedback time the students will read the text Crime and Punishment and do the exercises (Chapter 8 Reading 3 pages 201-206) ** p. 207 Applying What You've Read can be used by the instructors for the survey assignment
10	Apr.20-24 (Apr. 23 Thur. Official Holiday)	➤ Exercises with linking words, rewrite exercises (a supplementary material will be provided) ➤ Developing Writing Skills – Paraphrasing (pages 132-133) ➤ Going over the text <i>Crime and Punishment</i> (pages 201-206) ➤ Assignment: 2 extensive reading texts The instructors can supervise the survey process
11	Apr.27-May 1 (May 1 Fri. Official Holiday)	➤ Exercises with linking words, rewrite exercises (a supplementary material will be provided) ➤ Developing Writing Skills – Paraphrasing (pages 132-133) ➤ Going over the text <i>Crime and Punishment</i> (pages 201-206) ➤ Assignment: 2 extensive reading texts The instructors can supervise the survey process
12	May 4-8	➤ Students will bring their for &against essays based on their surveys ➤ In-class feedback (will be graded and announced in class)* *During feedback time the students will do the Academic Vocabulary Review exercises of Chapter 6 and Chapter 8 on pages 156 and 208
13	May 11-15	SECOND MIDTERM
14	May 18-22 (May 19 Tues. Official Holiday)	➤ Chapter 5 Reading 3 Privacy and the Media (pages 125-131) ➤ Going over the extensive reading texts
15	May 25-29	➤ Chapter 5 Reading 3 Privacy and the Media (pages 125-131) ➤ Going over the extensive reading texts

EXTENSIVE READINGS:

- Chapter 6 Reading 2 Social Media (pages 142-147)
- Chapter 7 Reading 3 Technology and Crime (page 177-185)

2015 SPRING 1032 ADVANCED ENGLISH 2

WEEK 3 (MARCH 2-6)

CH. 8 READING 1: WHAT STOPS US FROM COMMITTING CRIMES?

Ex. 1: While Reading Questions:

Internal Controls

1. Which of the following is a possible reason of deviant behavior?

- a) family pressure
- b) weak social bonds
- c) pressure of the employer
- d) beliefs and fears

2. Which one of the following is **NOT** an internal control?

- a) The feeling that stealing is wrong
- b) The religious thinking that stealing is sinful
- c) Public shaming
- d) The fear of being arrested

3. What are internal controls? How are they formed?

4. Read the sections on internal controls and external controls and write the following under the correct heading.

Policing	Cameras	Disapproval of family	Public shaming
Fear of arrest	Social disapproval	Imprisonment	Death
Fear of detection	Punishment	Self image	Fines
Disapproval of friends		Loss of a privilege	

INTERNAL CONTROLS	EXTERNAL CONTROLS

Ex. 2: After Reading (Page 191): Verbs of Control

Rewrite the following sentences:

1. Many elderly people are afraid of crimes; therefore they don't want to leave their homes.
(stop) ... *A fear of*
2. We hope that killers won't commit violent crimes because they are afraid of capital punishment or lifelong imprisonment.
(discourage) ... *We hope that the thought of*
3. Some students don't want to get an F. Therefore they work hard.
(prevent) ... *The thought of*
4. I'm afraid that I will get fat. As a result I don't eat this delicious cake.
(discourage) ... *The fear of*
5. Shoplifters are afraid of security measures. Consequently, they don't steal.
(deter) ... *The threat of*
6. I want to pay my bills. Therefore I don't leave my job.
(stop) *The idea of*
7. I don't want to lose my sweetheart. Therefore I don't hurt her.
(prevent) *A fear of*
8. I don't want to be unsuccessful in the university exams. Therefore I don't study less.
(prevent) *The thought of*
9. I want my parents to trust me. As a result, I do nothing to lose their trust.
(prevent) *The idea of*
10. I don't want to miss any news. Therefore I don't log off the internet.
(prevent) *The fear of*

Ex. 3: Please try doing the following REWRITES. Which areas are giving you particular difficulty? Rewrite the following sentences using the words on the left.

1. The box was too heavy to lift.
(enough) The box **was not light enough** for him to lift.
2. The dress is so long that she can't wear it.
(too) **The dress is too long for her to wear.**

3. They made him wait for an hour.
(was)
4. She could hardly do the exercises.
(difficult)
5. The audience found the performance amusing.
(amused)
6. The film was so interesting that I saw it twice.
(interested)
7. It was difficult for him to understand the instructions.
(hardly)
8. Could you move a bit please?
(mind)
9. She prefers working to staying at home.
(rather than)
10. I haven't seen Joanna for ages.
(since) It's been a long time Joanna.

WEEK 4 (MARCH 9-13)

CHAPTER 8 READING 2 SCIENCE AND TECHNOLOGY IN CRIME FIGHTING

1. Which of the following is the most effective tool to prevent crime?
 - a. powerful controls
 - b. solving the crime by forensics
 - c. matching fingerprints
 - d. law enforcement agencies

2. Which of the below isn't true about fingerprints?
 - a. They are the circular marks on the skin of fingers.
 - b. They vary considerably with age.
 - c. They may be apparent on various surfaces.
 - d. They may be used for identification even if they are partly visible.

3. According to paragraph 2, which one of the following is true?
 - a. You can easily see a fingerprint with the naked eye.
 - b. There is no way we can detect prints at night.
 - c. They can be seen well on hard and shiny surfaces.

d. With the use of some aids, fingerprints can be detected on various surfaces at any time.

4. According to paragraph 3, which of the following is **NOT** true?

a. Matching computerized fingerprints gives accurate results for crime detection.

b. Fingerprint matching may sometimes give false results.

c. The fact that everyone has a different fingerprint may not be true.

5. It is possible to retrieve a fingerprint from human skin. (**True**/False)

6. The use of DNA to solve crimes is an improvement over fingerprints because

a. everyone has a different DNA.

b. DNA can be stored in computer banks.

c. DNA can only be obtained from one or two sources.

d. DNA is easier to analyze than fingerprints.

Ex. 3: REWRITES (continued)

11. They were still playing cricket after two hours.

(been) Theyfor two hours.

12. I haven't seen her for 15 years.

(the last time) Thewas 15 years ago.

13. They believe the students were educated in England.

The students.educated in England.

14. I didn't understand what he was saying because I hadn't read his book.

(would) If I had read his book what he was saying.

15. Living in the countryside can be beneficial for your health. Some essentials are not so easily available in the country as they are in the city.

(despite the fact that)

16. It is generally held that harsher punishments for criminals would result in a decrease in the crime rate.

Many people support.....

WRITING

LINKING IDEAS

We use linking words to link ideas and to show how their meanings are related. Some linking words link ideas in the same sentence.

*Our vacation was wonderful, but **unfortunately** it was much too expensive.*

*Our vacation was wonderful, **although** it was much too expensive.*

***Despite** the expense, our vacation was wonderful.*

Some linking words link ideas that are in separate sentences. These are called sentence connectors.

*The vacation was wonderful. **Unfortunately**, it was much too expensive.*

These sentences can be joined, as in:

*Our vacation was wonderful, but **unfortunately** it was much too expensive.*

LINKING WORDS ARE USED:

1) to show ATTITUDE

- **unfortunately**
- **fortunately / luckily**
- **obviously**
- **in fact**

These sentence connectors link two ideas and express the person's *attitude*.

*She called Bob. He was, **unfortunately**, not home.*

They can be placed at the beginning of the second sentence, with a comma after them.

*They arrived at the airport late. **Luckily**, the plane had been delayed.*

They can be placed in the middle of the second sentence before the main verb or after the verb *to be*. They are often separated from the rest of the sentence by commas.

*They were not really surprised when they heard Chris's voice. They had, **in fact**, expected to see him there.*

*His face turned white. He was **obviously** shocked by the news.*

Ex. 4: Complete the following, using the appropriate connector from the list. Use each connector once only.

fortunately	unfortunately	in fact	obviously
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We arrived at the airport at midnight to catch our flight back home. We hadn't eaten all day and we were, _____, hungry. _____, the restaurant was closed. _____, all the shops were closed. We couldn't believe it. How could the airport shops be closed when there were

still flights about to leave? _____, I remembered that I still had some chocolate I had bought the day before.

Ex. 5: Link the ideas in the following pairs of sentences, by using an appropriate connector from the list in the second sentence. The connectors can be used more than once.

fortunately	unfortunately	in fact	obviously
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1. Do you have a telephone card? I have lost mine.
2. Sarah did really well at school last year. She did so well that she was given a prize.
3. The children were wet from head to toe. They had been playing in the pool.
(obviously) _____
4. I can't find my keys. I have another set in the car.
(fortunately) _____
5. I phoned Frank to tell him the good news. He wasn't at home.
(unfortunately) _____
6. The whole shipment of the cars was sold in two weeks. It was a very popular model.
(obviously) _____
7. Rachel told me that it was her birthday that day. I had something at home I could give her as a gift.
(fortunately) _____

WEEK 5 (MARCH 16-20)

CHAPTER 6 READING 1 THE IMPACT OF THE INTERNET ON MASS MEDIA

1. Which one of the following is probably not one of the reasons why the internet wasn't used so much when it was invented?
 - a. It was expensive.
 - b. Connection to the internet was slow.
 - c. It was designed for the military.
 - d. People were afraid of using it.

2. The original purpose of the internet was the promotion of social media.
True/False
3. According to figure 6.1 on page 135, what percent of the people use the internet for matters related to payment and finance?
4. What does ‘**user control**’ mean?
 - a. accessing programs on demand
 - b. Being limited to TV or newspaper
 - c. Playing interactive games
 - d. Finding news and information instantly.
5. What does the term ‘mass media’ refer to?
6. Which of the following are true about blogs? Tick all that apply.
 - They are written by professional journalists.
 - Restaurant and product reviews can be posted on them.
 - Anyone can post comments on them.
 - Traditional media doesn’t use blogs.

LINKING WORDS ARE USED:

2) **to show CONTRAST:** These words link two ideas and show contrast between them.

- **but**
 - **though**
 - **although / even though**
 - **however**
 - **in spite of / despite**
 - **nevertheless**
- **However** is a sentence connector, contrasting ideas in two sentences. It is added to the second sentence at the beginning, in mid-position between commas or (less frequently) at the end.

*He promised me a job. **However**, he changed his mind soon afterwards.*

*He promised me a job. When I saw him the next day; **however**, he didn’t remember his promise.*

*He promised me a job. The next day he changed his mind, **however**.*

- **But** has the same meaning as **however**. It contrasts two ideas, usually within the same sentence. **But** is not placed between two commas. It is usually in the middle of a sentence. It can also be at the beginning, but never at the end of a sentence.

*He promised me a job, **but** when I saw him the next day he didn’t remember his promise.*

If the two ideas have the same subject, the subject can be omitted in the second one.

*They came to power **but** didn’t keep their election promises.*

Ex. 6: Complete the following sentences using therefore, however or but.

1. Tokyo is in an earthquake zone and the buildings are, _____, built in a special way.
2. We were going to the cinema, _____ at the last minute we changed our minds.
3. Our plane landed late and we _____ missed our connecting flight.
4. Sally and George want to buy an apartment. They can't, _____, afford one in town.
5. I was invited to the wedding, _____ I won't be able to go.
6. Lennie said he'd come over. He will, _____, be a little late.
7. My car is in the garage. We will _____ have to go by bus.
8. Melanie thinks she has a good voice, _____ she doesn't.
9. Henry does a lot of business with Spain. _____ he needs to know Spanish well.
10. We are allowed to eat during our exams. We are, _____, not allowed to make any noise.

- **Although / Even though** link ideas within the same sentence. They are followed by subject and verb.

Although / even though + subject + verb

Although the water was cold, they went swimming.

Although he didn't feel well, he went to work.

*She took the dog for a walk **even though** she was tired.*

- **Even though** has a stronger meaning than **although**. In informal English we can use **though**. **Though** can also come at the end of a separate sentence.

*I like Peter. I don't like his friends **though**.*

- **In spite of / despite** link ideas within the same sentence. They are followed by a noun phrase (which could be a gerund -Verb+ing-).

In spite of / despite + noun phrase or gerund (verb+ing)

***In spite of** the rain, we enjoyed ourselves.*

***Despite** the rain, we enjoyed ourselves.*

***In spite of** being tired, I went jogging after work.*

***Despite** being tired, I went jogging after work.*

*He went to work **in spite of** [his] not feeling well.*

*He went to work **despite** not feeling well.*

In spite of the fact that / despite the fact that + subject+verb

***In spite of the fact that it rained**, we enjoyed ourselves.*

Despite the fact that it rained, we enjoyed ourselves.

Although / even though and in spite of / despite mean the same, but sentences containing them are formed differently.

Although I was ill, I took the exam. [subject+verb]

Even though I was ill, I took the exam. [subject+verb]

In spite of being ill / my illness, I took the exam. [noun phrase or gerund]

Despite being ill / my illness, I took the exam. [noun phrase or gerund]

Despite / In spite of the fact that I was ill, I took the exam.

We had a good time even though it was hot.

We had a good time in spite of / despite the heat.

Ex. 7: Underline the correct word or words in brackets.

1. (Although / In spite of) he was quite happy at work, he felt like a change.
2. She was not wearing a coat (although/despite) the cold weather.
3. (Although / Despite) he is an old man, he can read without glasses.
4. He is a good student (even though / in spite of the fact that) he has a bad memory.
5. I was able to understand his message (even though / despite) it was written in code.
6. (Although / In spite of) she trained hard, she didn't do well in the marathon.
7. He decided to buy the car (although / in spite of) the high price.
8. (Although / **Despite**) not being hungry, I had a huge meal.
9. I enjoyed the wedding (although / in spite of) the loud music.
10. (Although / Despite) they were tired after their game of tennis, they went swimming.

Exercise 8:

1. Despite his hunger, he didn't touch the food.
2. Although _____ had the money, he refused to pay what the taxi driver asked.
3. _____ it was hot, they went for a long walk.
4. In spite _____ all the warnings he had been given, he went into Central Park after dark.
5. Why do you keep on interrupting _____ the fact that I told you to stop?
6. _____ I was ill, I went to work.
7. In spite _____ a huge lunch, he was hungry again by five o'clock.

8. _____ I wasn't sure of the answer, I put my hand up.
9. I didn't drive fast _____ though I was late.
10. In spite of the _____ that they had been driving for ages, they were still far from their hotel.

WEEK 6 (MARCH 23-27)

CHAPTER 6 READING 3 LEARNING AND THINKING WITH NEW MEDIA

lectures	equation	complexity	wiki	regarding	literacy
reveal	constant	distraction	expands	enhanced	prohibited

1. Heat _____ most metals. They grow in volume after they are heated.
2. She's giving a series of _____ on molecular biology.
3. _____ is a World Wide Web (WWW) site that can be modified or contributed to by users.
4. The curtains opened to _____ a darkened stage. The stage became visible to the audience even though it was darkened.
5. Many students are put off by the _____ of the problems in their physics textbooks. They run into difficulty when solving them.
6. _____ your recent inquiry about the report, I'm glad to say that it will be ready soon.
7. The flavor of most foods can be _____ by good cooking. Their taste really improves if you try different methods to cook them.
8. In the _____ $2x+1=7$, what is x?
9. A thermostat kept the temperature _____. It never altered or changed.
10. A new adult _____ campaign was set up to teach how to read and write.
11. The _____ of the city interfere with my studies. There is so much noise out there that I can't study.
12. Smoking is strictly _____ inside the factory.

Ex. 9: Rewrite the sentences from exercise 9, using the words given below. The first one has been done for you.

1. (Although)
2. (In spite of)
3. (Despite)
4. (Although)
5. (Even though)

6. (illness)
7. (Although)
8. (Not being)
9. (The fact)
10. (Although)

- *Nevertheless* is a sentence connector contrasting ideas in two sentences. It usually comes at the beginning of the second sentence, but can also come at the end.

He doesn't have a good chance of winning the election. **Nevertheless**, I'm going to support him. / I'm going to support him **nevertheless**.

LINKING WORDS ARE USED:

to show **CONTRAST** (2)

whereas	while	on the other hand
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- **Whereas / while** contrast two ideas in a sentence. They can come between two ideas or before both of them, but they cannot end a sentence.

*The USA is a rich country **whereas / while** Cuba is a poor country.*

***Whereas / While** the USA is a rich country, Cuba is a poor country.*

- **On the other hand** is a sentence connector, contrasting ideas in two sentences. It usually comes at the beginning of the second sentence, but can also come at the end.

*Mr. Jones is very careful with money. **On the other hand**, he can be extremely generous with his time.*

- Contrast can also be shown with the pair of phrases **on the one hand...on the other hand**.

***On the one hand** it sounds like a good idea. **On the other hand** it could be extremely dangerous.*

LINKING WORDS ARE USED:

3) to show **RESULT**

Therefore	Consequently	As a result
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These are sentence connectors, linking ideas in two sentences. They come at the beginning of the second sentence or in the middle of it. They show that the second idea is the result of the first.

*There was a shortage of tomatoes. **Consequently** the price went up.*

*He was always showing off. **As a result**, lots of people didn't like him.*

*Bill left his car in a no-parking area. He was **therefore** fined.*

LINKING WORDS ARE USED:

4) to show REASON

because	as / since
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- **As** and **since** have the same meaning as **because**. These words link ideas within the same sentence. They are followed by subject + verb.

As we arrived late, we missed the bus. (=because we arrived late...)

*We didn't go out **because** we had nowhere to go.*

***Since** it was raining heavily, we took a taxi.*

- We can use **because of** + noun phrase:

*I didn't go swimming **because of** the cold.*

*I didn't go swimming **because** it was cold.*

- **Because of=due to**

***Due to** the rainstorm, the outdoor concert was cancelled.*

- **Due to the fact that** + subject+ verb

***Due to the fact that** it was raining, the outdoor concert was cancelled.*

- There are other ways of expressing reason:

*Take my phone number **in case** you need to contact me.*

*You'd better take some more money. **Otherwise** you won't have enough.*

*You'd better go now, **or (else)** you'll be late for school.*

LINKING WORDS ARE USED:

5) to show PURPOSE

to	in order to	so as to	so that/ in order that	for
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- **To, in order to, so as to** + base form of the verb

*I went to Dan **to** help him repair his bike.*

*You have **to** take the medicine **in order to** get better.*

*They phoned us all **so as to** hear our opinions.*

- **So that / in order that** + subject + verb

*I set two alarm clocks **so that** I wouldn't oversleep.*

- **For** + gerund or noun phrase

*These boots are meant **for** walking.
He did it **for** his country.
I'm telling you this **for** your own good.*

Ex. 10: Fill in the missing words - one word in each space.

1. I left home very early, _____ that I would be sure of getting to work on time.
2. I stayed in that cheap hotel _____ save money.
3. People tell me that I should save up _____ a rainy day.
4. _____ order to stay on the team you will have to train much more seriously.
5. I wrote down her phone number, _____ that I wouldn't forget it.
6. She tiptoed quietly around the room _____ as not to wake anyone up.
7. "This library is not _____ sleeping in!"

Ex. 11: Rewrite the following sentences, without changing the meaning of the original sentence, using the words given.

1. Although it was cold, I went swimming. (in spite of)
2. Despite his illness, he came for the exam. (even though)
3. I have to stay in tonight so that I can finish my homework. (in order)
4. Although he was hungry, he couldn't eat the food. (despite)
5. She is working overtime to earn money for her holiday. (because)
6. In spite of not being very happy, he carried on working at the same job. (even though)
7. Despite his fear, he parachuted out of the plane. (although)

WEEK 7 (MARCH 30-APRIL 3)

FOR AND AGAINST ESSAYS

A "for and against" essay is a formal piece of writing in which a topic is considered from opposing points of view. You should present both sides in a fair way by discussing them objectively and in equal detail. Before you start writing your essay you should make a list of the points for and against. A good essay of this type should consist of:

- a) **an introductory paragraph** in which you clearly state the topic to be discussed, without giving your opinion; each paragraph should start with a topic sentence which summarizes the topic of the paragraph. e.g. In addition, many people feel reading is a relaxing and worthwhile activity.
- b) **a main body** in which the points for and against along with your justifications, examples or reasons are presented in separate paragraphs; and
- c) **a closing paragraph** in which you state your opinion or give a balanced consideration of the topic.

Note: Opinion words (I think, I believe, In my opinion, etc.) can only be used in the closing paragraph where you give your opinion on the topic.

- Do not use informal style (e.g. short forms, colloquial language, etc.) or strong language to express your opinion (e.g. I know, I'm sure..., etc.). You should use non-emotional expressions. (e.g. It seems that, etc.).
- Well-known quotations relevant to the topic you are writing about will make your composition more interesting. For example, if you are writing an essay on education, a quotation you may include is: "Education is a progressive discovery of our own ignorance." (Will Durant)



MODEL FOR AND AGAINST ESSAY 1

Read the model for and against essay on the following topic and analyze the parts of a for and against essay.

"Discuss the view that advertising promotes excessive consumerism."

Whether it is on TV, radio or hoardings (billboards) at the side of the road, advertisements have become a part of our lives. Advertising is not simply a means of informing the public, it is also a powerful and persuasive medium. People who are for advertising enjoy the variety which this highly creative industry brings to everyday life. As Jeremy Tunstall says, "Advertising can't sell any product, but it is a creative way of helping to sell a product the people want to buy." For the proponents of it, advertising is an effective way of selling new products. However many people argue that the effectiveness of advertising brainwashes us into unnecessary spending. For them advertising encourages consumers to purchase products they do not really need. These people are against advertising in that they believe that advertising is an intrusion in people's daily lives, and creates an unnecessary pressure on people to spend money. **Advertising has many benefits, however it also has some drawbacks.** (thesis statement)

One of the main arguments for advertising is that it generates wealth for a country. That is to say, taxes paid on goods sold, help governments to pay for essential services such as education and health care. Moreover, the number of jobs created for producing, marketing and servicing these goods helps to reduce the unemployment problem, which is also a great advantage for a country's economy. Besides, advertising raises money for a huge number of sporting events and artistic performances which would otherwise not be held. Without sponsorship from companies who advertise their products, these events would disappear due to lack of funding. In other words, although consumerism is promoted through advertising, it is beneficial to both the consumer and society.

On the other hand, advertisements can cause people to be dissatisfied with what they already have, and make them want more. Being exposed again and again to products which one cannot afford produces frustration and dissatisfaction. Furthermore, not all parents are in a position to afford the goods which their children see advertised and want to possess. This often leads to feelings of inadequacy, especially among the less well-off. In addition to this, advertising creates materialism and causes people to place too much importance on material goods. The fact that people are prepared to work long hours, or even turn to crime in order to gain the goods on offer, shows that advertising persuades people to go to great lengths to keep the same standard of living as those they see around them. It is a fact, though, that neither crime nor the stress caused by overwork can benefit society.

To sum up, it is true to say that advertising does provide some benefits. However, do you not agree that the drawbacks of a greedy, materialistic society far outweigh the advantages, and we need to be careful that we do not lose sight of what is most important - a spirit of co-operation rather than competition? In conclusion, I believe that advertising exists to generate wealth by encouraging people to spend unnecessarily. It fosters greed and breeds dissatisfaction while

distracting us from focusing on more vital things. As Marion Harper Jr said, "Advertising is found in societies which have passed the point of satisfying the basic animal needs."

Outlining the main points and the details of the essay:

Benefits of advertising:

Benefit 1: It generates wealth.

Justification: Taxes paid on goods sold, help governments.

Benefit 2: New jobs are created.

Justification: These reduce the unemployment problem.

Benefit 3: It raises Money.

Justification: Sponsors sport and art events.

Drawbacks:

Drawback 1: Causes dissatisfaction in people

Justification: Exposition to products they can't buy causes frustration.

Drawback 2: Parents can't afford to buy goods for children.

Justification: They feel inadequate.

Drawback 3: Creates materialism

Justification: People turn to violence to buy what they want.

MODEL ESSAY 2

Write about the following topic:

Some people think that the best way to reduce crime is to give longer prison sentences. Others, however, argue that this has serious disadvantages. Discuss both views and give your opinion.

Give reasons for your answer and include any relevant examples from your own experience or knowledge.

CRIME

Crime is a serious and growing problem in most societies. Obviously criminals who commit a serious crime are usually sentenced to long periods of imprisonment. Indeed many people believe that the best way to tackle the problem of crime is to give longer periods of imprisonment. They hold that long imprisonment acts as an external control which prevents people from committing more crimes. Others are of the opinion that this will not, by itself be effective as the criminals get into a bad environment with other criminals, and they will take those people as role models, so their situation may even get worse. **It is true that longer periods of imprisonment both has its pros and cons.**

There are benefits of giving offenders longer prison sentences. Firstly, spending a long time in prison provides an opportunity for the prison services to rehabilitate a prisoner. For example, someone who has committed a serious offense such as assault will need a long time in prison in order to be sure they can be re-educated not to re-offend. In addition to this, longer prison sentences will act as a deterrent for someone who is thinking of committing a crime. They will serve as a means of stopping criminals from committing more crimes during the rest of their lives.

However, some people argue that leaving people in prison for a long time means that they will mix with other criminals and so their character will not improve. The major cause of crime is the character and psychology of the criminal. But obviously this psychology will get worse in prison when the prison mixes with other criminals and takes them as role models. Furthermore, there are many examples of criminals, who after a long time of imprisonment get out of prison and commit more crimes. Therefore longer periods of imprisonment do not help people to become better individuals.

In my opinion, it is important to look at alternative methods. Many countries have lengthy prison sentences, but crime has continued to increase throughout the world, so it is clear that this is not completely effective. That said, long prison sentences should remain for those who commit serious crimes such as assault or murder, as justice for the victim and their family should take priority. To conclude, there are good arguments for and against long sentences, so governments must continue to research the various methods of crime reduction to ensure effective policies are in place.

INTRODUCTORY PARAGRAPHS IN THE FOR AND AGAINST ESSAY

In the introduction you should have sentences giving general background information and a thesis statement at the end of the paragraph. In your background information you should clearly inform the reader of the topic and explain both sides of the issue: the for side and the against side. Your thesis statement should not present your personal opinion but should express that there are two sides to the topic, the pro side and the con side or the side that is in favor of or that is against the topic described.

INTRODUCTION TECHNIQUES

- Moving from general to specific
- Making a reference to an interesting scene or situation
- Using a quotation
- Asking a question or addressing the reader directly

SAMPLE INTRODUCTIONS:

Sample Introduction 1:

The last two decades have seen enormous changes in the way people's lives are affected by IT, with many advances in this field. These changes are dramatically changing the way people communicate with each other. **However, while these technological advances have brought many benefits to the world, it can be argued that the developments in IT have had negative impacts, as well.**

Sample Introduction 2:

As a medium of entertainment and communication, and as a research and reference tool, the internet has had a huge impact on the modern societies of developed nations. It has become an indispensable part of our lives aiding us in innumerable tasks. At the same time, there is concern that the disadvantages and negative influences may outweigh the benefits to the society. However, in the last decade, benefits of the internet far outweigh the harms. There is the support of current authoritative sources which provide the framework for making such a claim. **The internet not only has beneficial effects on the social structures of family life, but it also has harmful effects.**

SAMPLE THESIS STATEMENTS:

- There are both pros and cons of living abroad.
- There are numerous benefits and pitfalls of opening up your own business.
- Like everything, social media has both its advantages and disadvantages.
- Although it can be a very rewarding career, being a journalist has its drawbacks.
- It may seem at first that living on the countryside only brings benefits, but further consideration shows that it also has negative effects.
- Although it can be a very rewarding experience, bungee jumping has its drawbacks.
- It is true that longer periods of imprisonment both has its pros and cons.
- Using computers has many advantages, but it also has some disadvantages.

FAULTY ESSAY

Can you find out what's wrong with the following essay about the internet? Find the mistakes and underline them. Explain why these sentences wrong.

According to a recent study, the more time people use the Internet, the less time they spend with real human beings. Does internet provide closer human interaction or just the opposite?

IS INTERNET AN ENEMY OF SOCIAL INTERACTION?

It is evident that, at present, people are spending a considerable amount of time on the Internet, and thus spending less time with real people. I strongly agree that although this use of the Internet has greatly increased the level of communication available, it has also had detrimental effects on the amount and type of social interaction that takes place.

The benefits of the Internet in terms of increased communication are clear, with people connected across the globe. In the past, communication was only possible by phone or mail, which entailed time and expense. It also usually meant just keeping in contact with those people already known to you. With the internet, this has changed dramatically. Social networking has increased so much that now people can hardly find the time for face to face communication. This actually breaks

the ties between individuals. Email and social networking sites such as Facebook and MSN have created online communities that are global in scale, and they have fostered communication between people and countries that we would not have thought possible in the not too distant past.

That said, there is no doubt in my mind that this has had negative impacts on social interaction. People, especially the younger generation, spend hours of their time online, chatting and on forums. It's true that this has some positives sides, such as socializing people and forming close ties between them. However, it is certainly not the same as real interaction with human beings and does not involve the same skills. It is important that children have and maintain real friendships in order to develop their own interpersonal skills through the use of internet. Not only this, it can also have negative effects on local communities if people are spending most of their time communicating online and not mixing in their neighbourhoods, this may possibly lead to feelings of isolation for those individuals who do not have a 'real' person to turn to in times of need.

To conclude, I believe that the internet has undoubtedly been beneficial, but there are good reasons to be concerned about social interaction in our societies. It is therefore important that we maintain a balance between our online life and our contact with real human beings.

MISTAKES:

WEEK 9 (APRIL 13-17)

SURVEY INPUT

- As part of the Advanced English II course requirements, the students will conduct a survey and submit a for and against essay based on the results of the survey. They will choose either "Crime" or "Media" as the topic to dwell upon. For "Crime", they can choose **ONE** of the situations given on p. 207, Section 3 *Applying What You Have Read*. For "Media" they can figure out an original situation/premise and conduct their survey on it.
- The students are expected to choose one of the situations given on p. 207 or write their own situation/premise and undertake their surveys with 3-4 simple questions* as the ones given in the instruction of the exercise *Applying What You Have Read* (p.207).

Example 1 (on Crime)

Situation: A 16-year-old boy is arrested for stealing a car. It is the fourth time he has been arrested for this type of crime.

1. Should he be sent to prison?
2. a) Why // b) Why not?
3. a) For how long should he be sent to prison for? // b) What should be his punishment?

Example 2 (on Media)

Premise: Our use of Facebook is making us more depressive.

1. Do you agree?
 2. a) What is your argument for this opinion? // b) What is your argument against this opinion?
 3. What is a good example to support your idea?
- As can be seen in the examples, the survey findings are expected to reveal two opposing opinions on the same situation/premise. Based on the findings of their survey, the students will write a 'For and Against Essay' of at least 300 words, organizing the body paragraphs according to the "for" and "against" sides of the topic. They may add a pie chart or a graph to show the results.



- The essays will be submitted on **4-8 May 2015**. If a student fails to submit the essay on the date of submission, he/she is expected to turn in a medical report.
- The student essays will be graded out of 100 according to the following rubric and the grade the student gets will constitute the 30% of his/her second midterm.

RUBRIC FOR THE “FOR AND AGAINST ESSAY” BASED ON SURVEY

(30% OF THE SECOND MIDTERM GRADE)

	Excellent(20-17)	Good(16-13)	Average(10-6)	Unsatisfactory(5-3)	Very Poor(2-0)
Introduction+ Thesis Statement 20 POINTS	The introductory paragraph addresses the topic with a strong hook.The background sentences discuss the two sides of the issue .The thesis statement is clearly stated and is suitable for the for and against essay.	The introductory paragraph addresses the topic with a hook. There are background sentences though they are few.The thesis statement is clear and suitable for the for and against essay	The hook is weak. The background sentences are insufficient.The thesis statement is stated but it doesn't outline the main points of the for and against essay.	The introductory paragraph addresses the topic in a limited/ vague way. The thesis statement may be stated but it is inadequately developed throughout the essay.	The introductory paragraph lacks focus and/or offers no viable point of view on the topic. The thesis statement is irrelevant, or there is no thesis statement.
The Body 30 POINTS	Excellent(30-25) Includes well organized paragraphs supporting the for and against sides of the issue. Each body paragraph has a topic sentence and at least two main supporting sentences and two minor details that elaborate the issue discussed.	Good(24-19) Includes organized paragraphs that support the thesis statement.The body paragraphs discuss the for and against sides, have topic sentences and supporting sentences that are elaborated.	Average(18--13) Includes adequately developed paragraphs.The sentences may have a topic sentence but the supporting sentences are not sufficient and they do not support the for and against sides.	Unsatisfactory(12-7) Some paragraphs are underdeveloped. Elaboration is not satisfactory. There may be some irrelevant sentences, or there may be only a list of ideas without any support.	Very Poor(6-0) There is no development of points on the topic, or it lacks Any specific evidence on the topic.
Conclusion 20 POINTS	Excellent(20-17) Wraps up the essay. Refers to the thesis statement. Gives either the opinion of the writer or a balanced consideration.	Good(16-13) Wraps up the essay. Refers to the thesis statement without repeating it. Tries to give an opinion or a balanced consideration.	Average(10-6) Wraps up the essay to some degree and refers to the thesis statement. The opinion or balanced consideration is not clearly stated.	Unsatisfactory(5-3) Fails to repeat the thesis statement or the conclusion is too vague or general.	Very Poor(2-0) There is no conclusion or there's an irrelevant conclusion.
Coherence + Cohesion 10 POINTS	Excellent(10-9) The essay conveys relationship and fluid movement among ideas through effective use of transition words.	Good(8-7) Ideas are usually focused, logically grouped, and the relationships among ideas are mostly clear through frequent use of transition words.	Average(6-5) Ideas are presented logically for the most part but there may be some gaps. There may be ineffective use of transition words.	Unsatisfactory(5-3) Ideas are developed somewhat logically, but there are gaps. There are simplistic transitions, or transitions may be lacking.	Very Poor(2-0) Ideas are not logically presented or developed. There are no transitions that link the sentences and paragraphs.
Vocabulary 10 POINTS	Exhibits skillful use of precise and purposeful vocabulary throughout the essay.	Exhibits use of precise and purposeful vocabulary in some parts of the essay.	Exhibits minimal use of precise and purposeful vocabulary. Some errors in usage but understanding is still clear.	Vocabulary is very basic and lacks precision. Errors in usage are minimal and so not impede understanding.	Vocabulary is too basic and lacks precision. Contains several errors in usage that impede understanding.
Mechanics and Use of English (punctuation, spelling, capitalization, grammar) 10 POINTS	The essay is free or almost free from error. It uses a variety of correct sentence structures.	The essay has a few minor errors. It uses a variety of sentence structures with infrequent errors.	The essay has some errors. It uses somewhat simplistic sentence structure with some grammatical errors.	The essay has many errors. It uses little variety in sentence structure.	The essay has too many errors.There are serious errors in sentence structure.

FOR AND AGAINST ESSAY CONTINUED

Introduction

Paragraph 1

state topic (summary of the topic without giving your opinion)

Main Body

Paragraph 2

At least two arguments for & justifications, examples, and/ or reasons

Paragraph 3

At least two arguments against & justification, examples, and/or reasons

Conclusion

Final Paragraph

balanced consideration or, if you feel that either the for or against side is stronger and should be supported, you can give your opinion directly or indirectly in the conclusion part.

INTRODUCTION

You can mention a recent event/ a personal experience (it is perfectly okay to invent one), a quotation of a scientist, a topical newspaper article, a TV programme, statistics. You may write a question to be answered. You may want to give a brief explanation of the historical background or define central terms. You may invite the reader to look at the pros and cons together with you.

What comes to my mind when discussing....is...

Almost every day you hear....

Today we are repeatedly confronted with the problem of....

Some (experts / people / of my friends) say...

A friend of mine said...

Recently I have read that....

When discussing.....I remember....

Therefore one should discuss..../ask the question if..../it is interesting to weigh up the pros and cons of.../the benefits and drawbacks of..../the arguments in favor of and against

MAIN BODY

Arguments for	
Firstly / In the first place.... Let us start by considering... Let us first consider the question of... The first obvious advantage / disadvantage of... Secondly.... Moreover.... Furthermore.... Another thing is.... Another point in favour of/against... is...	Always add examples / explanations/ illustrations / reasons / consequences... It is essential to form paragraphs. Each paragraph must have a topic sentence (usually at the beginning) and <u>at least</u> two main supporting points and two supporting details. Don't write any one-sentence-paragraphs. Examples: Take for example.....Take for instance... One example out of many is... Just look at....This idea can best be illustrated by an example...

Arguments against	
So far we have only talked about the advantages. What about the disadvantages? So much about the advantages. There are also a number of disadvantages that must not be overlooked. Let us now turn to the drawbacks of... Now it would also be interesting to ... Secondly.... Moreover.... Furthermore.... Another thing is.... Another point in favour of/against... is...	Always add examples / explanations / illustrations / reasons / consequences... It is essential to form paragraphs. Each paragraph must have a topic sentence and <u>at least</u> two main supporting points and two supporting details. Don't write any one-sentence paragraphs. Examples: Take for example.....Take for instance... One example out of many is... Just look at.... This idea can best be illustrated by an example...

ENDING

In the conclusion you may clearly express your opinion make your ending personal or write a balanced consideration. Sum up your main arguments in your own words but do not repeat any phrases that have already been used. Do not introduce new arguments here. Think about possible consequences and effects of your opinion. Express your hopes for the future. If you can establish a natural connection to the introduction of the essay that produces a good effect.

In conclusion, let me say that....

All things considered, I must say that...

From all this one must conclude that...

Perhaps the future will show that....

I hope that in the future.....

Some hints:

- Avoid unjustified generalizations by using “may” and “might”.
- Avoid bringing disadvantages that are merely the opposite of the advantage.

Advantage: Air travel is expensive. Disadvantage: Air travel is cheap.

- Clearly indicate where your paragraphs start and where they end. You may want to leave a line empty between paragraphs.
- The quality of an essay very much depends on whether a writer has something to say and expresses his or her thoughts and opinions clearly and logically in the conclusion.
- It helps to know how to use certain linking devices to connect sentences logically. Don't use them slavishly, though, or even wrongly, especially words like “furthermore” or “moreover”.
- Beware of using BUT too often! Study the sheet with linking devices.
- Present your views for and against, and don't aim to express what you think your teacher's views might be. It's interesting to disagree.

USEFUL EXPRESSIONS AND LINKING WORDS/PHRASES

• To list points:

Firstly, First of all, In the first place, To begin / start with, Secondly, Thirdly, Finally

• To list advantages:

One / Another / A further / An additional (major) advantage of... is ... The main/greatest/first advantage of... is ...

• To list disadvantages:

One / Another / A further / An additional (major) disadvantage/drawback of. The main/greatest/most serious/first disadvantage /drawback of... Another negative aspect of...

• To introduce points/arguments for or against:

One (very convincing) point / argument in favor of... / against, A further common criticism of...

(You can use passives and impersonal structures in your essay):

It could be argued that.....

It is widely argued maintained that.....

Generally felt / believed / held

Some / many / most people / experts / scientist / skeptics / critics

claim / suggest / argue / feel that...

maintain / believe / point out / agree / hold that...

advocate (+ ing /noun) / support the view that...

oppose the view that...

are in favor of / against...

are of the opinion that / convinced that...

are opposed to...

It can be said / claimed that ...

It seems / appears that

It would seem that...

It is likely / unlikely / possible / foreseeable that ...

It is clear / obvious that...

There is no/little doubt that ...

It is true to say that ...

Although it must be said that ...

It may be concluded / said that ...

• To add more points to the same topic:

in addition (to this), furthermore, moreover, besides, apart from, what is more, as well as, not to mention (the fact) that, also, not only... but also / as well, both... and, There is another side to the issue / question / argument of...

• To make contrasting points:

on the other hand, however, still, yet, but, nonetheless, nevertheless, even so, it may be said / argued / claimed that,...

others / many people oppose this viewpoint / strongly disagree..., claim / feel / believe this argument is incorrect / misguided
although, though, even though, while, whilst, whereas, despite / in spite of (the fact that), regardless of the fact that
Opponents of ... argue / believe / claim that...
The fact that... contradicts the belief / idea that...
While it is true to say that..., in fact...
While / Although ..., it cannot be denied that...

• **To introduce examples:**

for example, for instance, such as, like, in particular, particularly, especially, This is (clearly) illustrated/shown by the fact that... One / a clear / striking / typical example of (this)... The fact that... Shows / illustrates that...

• **To emphasize a point:**

clearly, obviously, it is obvious, naturally, of course, needless to say, indeed

• **To express reality:**

In fact, the fact (of the matter) is, actually, in practice, it is a fact that, in effect

• **To make general statements:**

as a (general) rule, generally, in general, on the whole, by and large, in most cases

• **To make partially correct statements:**

to a certain extent / degree, to some extent / degree, in a way / sense, this is partly true (but), to a limited extent, there is some truth in (this), in some cases, up to a point

• **To explain/clarify a point:**

in other words, that is to say, this / which means that

• **To express cause:**

owing to, due to (the fact that), on account of, on the grounds that, given that, because, as, since

• **To express effect:**

therefore, thus, as a result / consequence, consequently, so, for this reason, if... were to happen, ... the effect / result would be...

• **To express intention:** to, so as to, in order to, so that, with the intention of (+ing)

EXERCISE 1: Below you can find four body paragraphs of a for and against essay. Read the four topic sentences below and match each with the corresponding body paragraph. Does each topic sentence adequately summarize the argument that the paragraph presents? Which paragraphs are 'for' the issue and which are 'against'?

"Living in a foreign country cannot be better than living in your own." Discuss.

a. Furthermore, people who move to a foreign country may be regarded with suspicion and treated unfairly.

b. On the other hand, living abroad can be a way to escape a variety of problems presented in one's country of birth.

c. One argument in favor of saying in one's native country is that the problems of adapting to a new way of life cannot always be overcome.

d. Finally, it may be said that by living in a foreign country, people are able to establish a greater understanding between nations.

1.

The fact of the matter is that, even in cases where the language is the same, there are other changes, such as cultural differences, which an outsider might find difficult to adjust to. Even the weather can force some people to return to their country of origin. For example, take an Inuit and an Amazonian Indian. They would almost certainly find it impossible to adapt to the extreme climates of each other's native homes.

2.

In countries with a large number of immigrants there are often social problems, and immigrants stand out as being "different" and even inferior. As a consequence, the host country may react in a variety of ways, from open hostility and racism to depriving the immigrants of the right to equal pay.

3.

For example, war, political or religious intolerance, and natural catastrophes are among the reasons for people seeking a new home in a foreign land. In such cases, people are often able to start a new life abroad with greater freedom and a higher standard of living.

4.

That is to say, by working and living among foreigners, some of the barriers between countries can be broken down, helping to create a more peaceful world. Needless to say, better diplomatic relations would be of benefit to all.

EXERCISE 2: Which of the following are arguments in favor and which are arguments against the topic: "School plays a more important role than the family in shaping one's personality." Discuss. Suggest examples/justification for each argument.

1. Moreover, so much of the school day is devoted to competition and preparation for examinations that there is little time left for personality development.

2. On the other hand, most children have a closer relationship with their parents than with their teachers.

3. An additional argument in support of school is that young people are exposed to a wide variety of subjects.

4. One point in favor of the role of schools is that it is at school where children first learn to socialize.

5. Furthermore, children usually spend five years of their lives at home before they even go to school.

6. What is more, the average child spends as many as eight hours a day in school.

WEEK 10 (APRIL 20-24)

IN THE CONCLUSION OF A FOR AND AGAINST ESSAY

In conclusion,

On balance,

All things considered,

Taking everything into account/consideration,

To conclude,

To sum up,

All in all,

Finally / Lastly,

It is my belief / opinion that ...

I (firmly) believe / feel / think that ...

I am convinced that ...

I am inclined to believe that ...

I (do not) agree that / with ...

NOTE

1. A **for and against essay** can end in a **balanced consideration** in which you restate that there are points **for** and **against** the topic using appropriate expressions given above.
2. Alternatively, it can end by expressing an **opinion**, in which case you state, directly or indirectly, that you are either in favor of **or** against the topic, using appropriate expressions given above.

EXERCISE 3: Read the conclusions below and say whether they express a balanced consideration or the writer's opinion directly / indirectly.

1. To conclude, although it must be said that a sense of responsibility is one of the most important qualities which can be instilled in young people, it should not be forgotten that there are other, equally important qualities.
2. For the above-mentioned reasons, therefore, I firmly believe that if people are taught a keen sense of responsibility towards themselves and others, then they will have the best possible start in life. The way I see it, taking full responsibility for one's own actions is central to leading an honest life.
3. To sum up, it would seem that, once young people know how to take responsibility for their actions, they are better equipped to learn about life. While there are other important qualities, a highly-developed sense of responsibility provides the ideal foundation for personal development.
4. On balance, it seems that a sense of responsibility has a role to play in a young person's development. Nevertheless, when placed alongside other human qualities, such as honesty and integrity, it is by no means the most useful.

MODEL ESSAY 3: Read the model and say which arguments have been presented in each paragraph. Do the topic sentences clearly summarize the content of each paragraph? Finally, underline all the useful expressions and linking words or phrases and replace them with ones similar in meaning.

"Greater freedom does not necessarily lead to greater happiness" Discuss.

Over the years, mankind has recognised the need for personal and social freedom, and this is perhaps one of the most important social advancements ever made. However, whether it has led to increased personal happiness is highly debatable. Many people would argue that greater freedom has led to increased social disorder and personal dissatisfaction.

Firstly, it is true that people are now more at liberty to choose how to live their lives. For example, in the Western world at least, the choice of where to live, what career to pursue and which religion to follow has never been greater. In addition to this, people have more leisure time in which to enjoy a wider range of recreational activities. Secondly, social and moral attitudes have become less rigid. This has allowed for a greater variety of lifestyles and freedom in human relations. This is illustrated by the fact that pupils and teachers now treat each other as equals, and parent-child relationships are now much more relaxed.

On the other hand, it can be argued that this increased freedom can lead people to take things for granted and expect too much from life. As an example of this, the greater choice of material goods available has resulted in people quickly growing bored with their possessions. Consequently, no sooner have they acquired something new than they tire of it. They find short-term happiness in material goods and entertainment, but boredom and frustration soon send them looking for fresh distractions. Furthermore, some people believe that this increase in freedom has resulted in the escalation of social problems. They argue that the current lack of discipline has given rise to a breakdown in the traditional family and the decay in educational standards as well as the rise in juvenile delinquency.

To conclude, there is evidence both to support and refute the view that greater freedom does not necessarily lead to greater happiness. On the one hand, people have more opportunities to raise their standard of living. On the other hand, the many examples of protests, strikes and criminal activities which are a feature of modern society are a sign that, although people may be free, they are not necessarily happier.

EXERCISE 4: Read the following composition topic and answer the questions below.

"Should countries encourage tourism?" Discuss.

- **What are the two sides of the question?**
- **Which of the following arguments are for and which against?**

1. The desire to attract tourists to a certain area often encourages governments to improve local facilities.
2. Over-development leads to ugly, crowded tourist spots and environmental damage.
3. The impact of tourism may destroy the local way of life.
4. Many people claim that tourism is an important source of income.

5. A country's economy may become so dependent on tourism that it is weakened.
6. Tourism allows people to experience other cultures.

WEEKS 11 (APRIL 20-MAY1)

IDENTIFYING TRANSITIONS

1. Fill in the blanks using the transitions below.

For example	Also	In addition	But
First of all	In fact	Finally	

English is only one of the world's 6,800 languages, (1) _____ it has rapidly become a truly international language. (2) _____, English is the native language of more than 400 million people scattered across every continent. (3) _____, English is used in some way by one out of every seven human beings around the globe, making it the most widely spoken language in history. Approximately 50 percent of the world's books are published in English. (4) _____, three-quarters of all mail, faxes, and electronic messages are written in English. English is (5) _____ the main language of science, technology, and international business. More than half of all scientific and technical journals are written in English, and more than 80 percent of the information stored in computers around the world is in English. (6) _____, English is the language of sports and entertainment. (7) _____, it is the official language of both the Olympics and the Miss Universe Pageant. English is the language of more than 60 percent of the world's radio and TV programs. More than ever before, English is now the most widely used and studied language of the world.

2. MINERALS (there are three extras)

in addition	similarly	first	finally	therefore
next	nonetheless	for instance	to sum up	in other words

There are three basic categories of minerals: (1) _____ precious stones such as rubies and diamonds; (2) _____ metal ores such as silver and copper ore; and (3) _____ other substances such as coal, petroleum and sulphur. Clearly, these minerals contribute to the wealth of a country that possesses them. (4) _____ Burma depends heavily on its rubies. South Africa, (5) _____ owes much of its wealth to diamonds - many of the world's diamonds are mined in South Africa. (6) _____ South Africa buys diamonds produced in other countries to control the supply of diamonds on the world market and thus to add wealth to the country. (7) _____ most countries possess some of these minerals which add to their wealth.

3. OCTOPUS (there are two extras)

however	for instance	in the same way
furthermore	in conclusion	meanwhile
that is	therefore	

In the minds of many people, the octopus is considered a dangerous and unpleasant animal; (1) _____, for me this strange creature is very interesting because of its extraordinary powers. (2) _____, the octopus has excellent, humanlike eyesight. The orange-brown eyes are mobile, (3) _____ they can be turned in different directions, which helps the animal to spot and avoid its enemy. (4) _____, the octopus has a surprising ability to change colour. The chromatophores; (5) _____, the colour cells, enable the octopus to change colour. The octopus has lost the protective shell of its ancestors so it has exceptional powers to survive in the sea.

4. WHAT CAUSES FATNESS? (two words are extra)

if	since	results from
because of	causes	accordingly
produces	bringing about	are caused by

People get fat mainly (1) _____ eating too much and not taking enough exercise. Many people consume too much junk food such as chips, hamburgers and pizzas. This kind of food is rich in calories but has a low nutritional value (2) _____ it does not contain enough protein, vitamins or minerals. (3) _____ too much junk food is eaten, the body cannot burn the excessive amount of calories with which it is bombarded. Fatness also (4) _____ taking not enough or no exercise at all. It is known that regular exercise makes the metabolism work faster; (5) _____, the extra calories entering the body are easily burnt. However, if no exercise is taken, the body cannot easily cope with the calories it gets and begins to store the extra 'fuel', (6) _____ fatness.

5. Read the following text and underline the linking words. Notice how they are used.

COMPUTER-ADVANTAGES AND DISADVANTAGES

Almost every home, office or school has a computer of some kind these days. It has become an essential component of people's lives in the 21st century. Computers provide the internet which is a medium of entertainment and communication, and a research and reference tool. _____ computers have had a huge impact on the modern societies of developed nations. They have become an indispensable part of our lives aiding us in numerable tasks. _____, there is concern that the disadvantages and negative influences may outweigh the benefits to the

society. It may seem at first that having a computer brings only benefits, but further consideration shows that it also has disadvantages.

_____, computers are very useful at school. They help students to revise for tests and exams and make subjects more interesting. Pupils can also learn new vocabulary and grammatical structures. _____, they allow students to become familiar with operating a computer and this is especially beneficial in the workplace where employees can do their work faster than they could in the past. _____, storing information on a computer disc can hold the same amount of information as several books. _____, people can communicate with other computer owners through the internet, which offers nowadays everything from making free calls from foreign countries to doing shopping.

_____ many jobs have been lost _____ computer can do many tasks more efficiently than humans do. This has led to high unemployment rates in many countries. _____, kids if let alone would spend all of their times playing games on the computer instead of using it for educational purposes. _____, some people when working from home with computer are far more likely to feel cut off from the rest of the world. If children are sitting in front of the screen all day, they do not learn to share, wait for their turn, or even learn about manners. _____ children might also be using the internet to access immoral material. Children are also easy target for sexual offenders who chat online with them and then make plans to meet them or slowly filter information about them. _____, frequent and prolonged computer session may pose physical health problems such as visual strain, harmful effects of radiation and posture and skeletal problems.

_____, computers have affected people's lives seriously in the last decades and their advantages far overshadow the disadvantages. They have positive effects on almost all aspects of work, allowing people to do much work in a short amount of time.



6. Fill in the blanks using the connectors of opposition in the box.

ANIMAL TESTING

but	yet	however	nevertheless
Although/though	in conclusion	despite	in spite of

Every day, thousands of people are saved from painful diseases and death by powerful medical drugs and treatments. This incredible gift of medicine would not be possible without animal testing. _____these overwhelming benefits, however, some people are calling for animal testing to be banned because of cruelty. There are both numerous benefits and pitfalls that come with animal testing.

Those against the use of animal testing claim that it is inhumane to use animals in experiments. These people believe that it is a cruelty directed at animals to use animals in testing. Animals feel pain and are under considerable stress due to these tests. Opponents of animal testing also claim that the results are not applicable to humans. Some drugs have had to be withdrawn _____they are tested. Obviously, the experiments with animals had not shown the real results. However we need to make sure that animals who are used for testing new products have the minimum degree of suffering.

_____, proponents of animal testing claim that animals should be used in testing because there are simply no alternative methods. Computer models are not advanced enough, and testing on plants is much less applicable to humans than tests on animals such as monkeys. Until we have a better system, we must use animal testing. Besides, it would be much more inhumane to test new drugs on children or adults. Even if it were possible, it would also take much longer to see potential effects, because of the length of time we live compared to laboratory animals such as rats or rabbits. Some of the tests certainly seem painful, but a great majority of people on this planet eat meat or wear leather without any guilt. Where is their sympathy for animals? Furthermore, animals clearly do not feel the same way as humans, and scientists are careful to minimize stress in the animals, since this would damage their research.

_____, I am convinced that animal testing is necessary, and that it will continue to benefit humans in new and wonderful ways. The fact that there are no good alternatives to animal testing makes animal testing a necessity for the advancement of science and medicine.

Target vocabulary (1st midterm)

Chapter 7 /1 DEVIANCE AND CRIME:	CHAPTER 8 READING 1 WHAT STOPS US FROM COMMITTING CRIMES?
Legal (n)	external (adj)
Cheat (v)	internal (adj)
Deviant (adj), deviance (n)	prosecute (v)
Legitimate (adj)	to deter (v)
Moderate (adj)	discourage (v)
Rape (n)	arrest (v)
Assault (n)	(social) bond (n)
Property (n)	imposition (n)
Robbery (n)	policing (noun)
Burglary (n)	circuit (cameras) (n)
Theft (noun), thief (n)	preventive (adj)
Corporate (adj) (crime)	punitive (adj)
Tax evasion (n)	(public) shaming (n)
Embezzlement (n)	privilege (n)
Victim (n) (less) (adj)	fine (n)
Gamble, gambling(n)	imprisonment (n)
Drug abuse(noun)	deterrent (n)
Homicide (n)	rage (n)
Acquaintance (n)	conformity (n)
(commit)(v) suicide (n)	consideration (n)

CHAPTER 8 READING 2 SCIENCE AND TECHNOLOGY IN CRIME FIGHTING	CHAPTER 6 READING 1 THE IMPACT OF INTERNET ON MASS MEDIA
<p>enforce (v), (law) enforcement (n)</p> <p>swirled (adj)</p> <p>partial (adj)</p> <p>invisible (adj)</p> <p>retrieve (verb)</p> <p>offender (n)</p> <p>serial (adj)</p> <p>bloodstain (n)</p> <p>estimate (v)</p> <p>break down (v)</p> <p>tissue (n)</p> <p>shipment (n)</p> <p>saliva (n)</p> <p>A strand (n) of (hair)</p> <p>controversial (adj)</p> <p>eliminate (v)</p> <p>advancement (n)</p> <p>invasion (n)</p> <p>scraping (n)</p> <p>confirm (v)</p>	<p>Generation (n)</p> <p>integrate (v), integrated (adj)</p> <p>intend (v)</p> <p>(military) defense (n)</p> <p>browse (v), browser(n)</p> <p>navigate(v)</p> <p>access (n), inaccessible (adj)</p> <p>instantly(adj)</p> <p>to be on demand</p> <p>interact (v), interactive (adj)</p> <p>(telephone) directory (n)</p> <p>(in) response (n)</p> <p>version (n)</p> <p>collaborate (v)</p> <p>minor (adj), minority (n)</p> <p>mass (n), massive (adj)</p> <p>available (adj), availability (n)</p> <p>minority (n)</p> <p>afford (v)</p>

**CHAPTER 6 READING 3 LEARNING AND
THINKING WITH NEW MEDIA**

expand (v)

wikis (n)

distraction (n)

prohibit (v)

enhance (v)

lecture (n), lecture on (v)

memory (n)

poem (n)

equation (n)

regarding (adj)

concentration (n)

constant (n)

reveal (v)

print (v), printing (n)

complexity (n)

dumb (adj)

literacy (n)

Works consulted

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"Successful Writing Proficiency" by Virginia Evans

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“Let’s Write, From Word to Paragraph”, Ali Işık, Blackswan Language Series, page 120, 122.

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