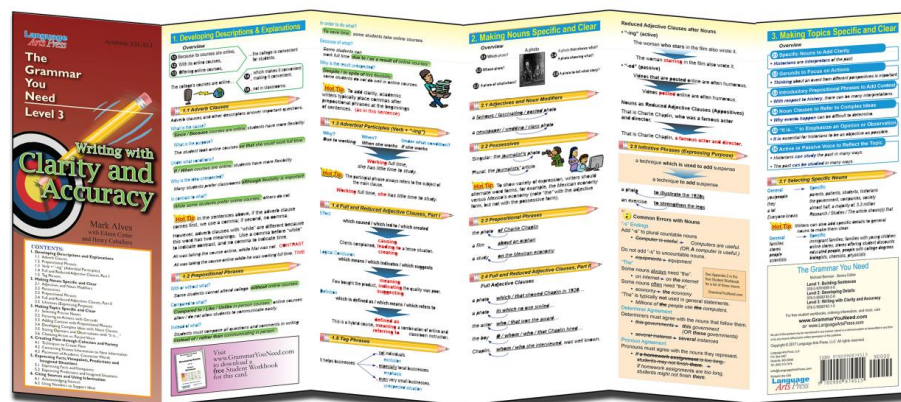# The Grammar You Need
Level 3

Writing with Clarity and Accuracy

❧ ✳ ☙

Student

Workbook

Mark Alves ♦ Eileen Cotter

Language Arts Press

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Contents

Student Workbook

to accompany

The Grammar You Need, Level 3: Writing with Clarity and Accuracy

The Grammar You Need

Series

Level 1: Building Sentences

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Michael Berman

Series Editor

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Level 3 Workbook Introductory Section (Review of TGYN Level 2: Developing Details)

The activities in this section are designed to check your readiness for the material in **The Grammar You Need, Level 3: Writing with Clarity and Accuracy** card and workbook.

Where are the answers to the activities?

- The answers for all the activities are located in the **Answer Key** at the end of the workbook.

Where can I get help?

- If you have difficulty successfully completing these introductory activities, you should review the grammar topics in **The Grammar You Need, Level 2: Developing Details**.

Name: _____ Date: _____

A. Instructions: Read the following essay. Answer the questions that follow it.

mHealth

by Eileen Cotter

"mHealth (mobile health) is a general term for the use of mobile phones and other wireless technology in medical care."

From: http://searchhealthit.techtarget.com/definition/mHealth

They are everywhere – people wearing colorful wristbands walking around neighborhoods and talking about "10,000 steps." These FITBIT® wearers comprise part of a growing number of adults who are trying to stay healthy by monitoring their exercise. These vibrant wristbands are one example of mHealth devices that focus on personal fitness. Another example is an app for yoga that will alert the users at the time they said they wanted to do yoga. It will then guide them through some yoga exercises. There is also an app for an electronic personal trainer which will help set personal fitness goals and notify the consumer when the goals are reached. Some of these apps let customers share successes with their friends. In fact, some people need to have more than just their own personal motivation to exercise, so many of these apps allow more than just sharing. If the users want, friends can be challenged to reach a goal first. Sometimes competition works well. However, that is a personal decision which is in the hands of the consumer. It is an example of how mHealth devices put users in charge of their own fitness programs.

Besides exercise, people who are interested in fitness also are interested in nutrition. There are many apps that will help figure out a diet that meets an individual's needs. When a person's height, weight and age are entered into the app, it will review foods and let the user know how good a specific food would be for that particular individual. There are also apps that will read barcodes on food items in the grocery store and determine how healthy it is, and apps to track sleep and hunger to help individuals review how they are feeling over a period of time. The app RISE provides amazing support for individuals who need help

with their diets. The app pairs a coach with the app's user who can send photos of actual meals to the coach who will then respond with suggestions on what is good and what might need to be changed.

However, mHealth means more than fitness apps. Throughout the world, physicians and patients are using wireless and mobile devices to communicate. The primary use of mHealth in this context is to help patients to prevent illnesses or control chronic conditions. It is hoped that mHealth will not only reduce the costs of healthcare but even more importantly will improve health outcomes for patients.

Some of these medically oriented programs are on mobile phone apps. Patients with diabetes, for instance, can monitor their diets carefully and be alerted if they are consuming more carbohydrates than they should be. This type of app empowers diabetes patients by giving them more immediate control over their condition.

Other programs are focused on communication between doctors and patients. Sometimes this communication can be passive. The patient is not required to do anything because the device will communicate on its own. An example of this is a wearable "life vest" that contains heart sensors that detect any abnormal heart rhythms that may endanger the life of the patient. The vest contains a defibrillator that will deliver an electric shock if the heart rhythm is life threatening. These vests can also communicate with the physician and provide regular information on the condition of the patient. This type of remote monitoring means a reduction of healthcare costs since medical care can be provided without a patient having to stay in a hospital or even visit a doctor.

Remote monitoring and counseling become particularly important in remote or impoverished areas. A report by CARE, an international relief agency, stated, "… imagine the possibilities if we can give community health workers the capacity to provide quality services through a simple tool to help facilitate children's health and development – using mobile technology to connect people in isolated communities with information and skills to assess, protect and improve the health of children."

A primary use of mHealth in remote areas and developing countries is the provision of medical advice and counseling using mobile phones. Many people in developing countries do not live near medical facilities. However, as Prof. Ewan Sutherland of South Africa stated in 2010, many of these people have mobile phones. In fact, mobile phones are the most widely used modern technology in the developing world.

Many people in the developing world suffer from chronic diseases including hypertension and diabetes. As described by Khan, Yang and Khan (2010), "… as chronic disease becomes more prevalent, mobile technologies offer care strategies that are particularly suited to combating these conditions." Working with patients with chronic conditions requires longer term care and intervention since frequently promoting lifestyle changes is required rather than simply giving medication. This can be done with mHealth.

References

CARE "A Concept Note: Using Mobile Health Technology to Improve Nutrition and Early Childhood Development" http://www.care.org/sites/default/files/documents/CH-Using-Mobile-Health-Technology-to-Improve-Nutrition-Early%20Childhood-Development.pdf

Kahn James G., Joshua S. Yang, and James S. Kahn   'Mobile' Health Needs And Opportunities In Developing Countries   HEALTH AFFAIRS FEBRUARY 2010 29:2 pp 254 - 260

Sutherland E. *Counting mobile phones, SIM cards, and customers*[Internet]. Parktown, South Africa: Learning Information Networking and Knowledge Centre, University of the Witwatersrand; 2006 [cited 19 October, 2016] Available from: http://link.wits.ac.za/papers/link-Mobile_numbers.pdf

Questions:

1. Do you or anyone you know use a mobile health device? If so, what type is it? Is it useful?

2. Why might an exercise tracker help someone who is trying to improve their fitness?

3. How could a passive mHealth device that communicates with a doctor be useful for a person with a serious illness? Why might it be valuable for society?

4. Why are mHealth devices so valuable in developing countries?
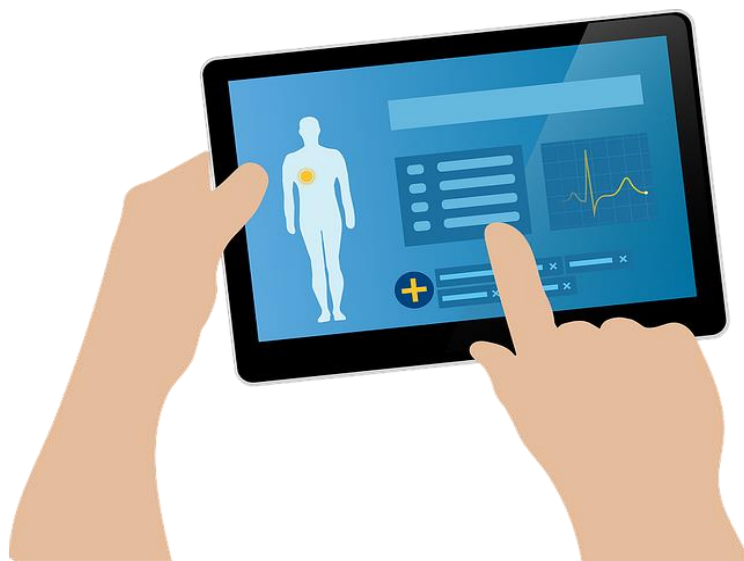
B. Instructions: Review Section 4.3 (*Complex Sentences*) in the **Developing Details** card. Then, find all of the complex sentences in the *mHealth* reading and put parentheses around each one.

Examples:

> They are everywhere – people wearing colorful wristbands walking around neighborhoods and talking about "10,000 steps." **(**These FITBIT® wearers comprise part of a growing number of adults who are trying to stay healthy by monitoring their exercise.**) (**These vibrant wristbands are one example of mHealth devices that focus on personal fitness.**)**

C. Instructions: In the main (independent) clause of each complex sentence, <u>underline</u> subjects and their modifiers and put <u>double underlines</u> under verbs.

Examples:

> They are everywhere – people wearing colorful wristbands walking around neighborhoods and talking about "10,000 steps." **(**<u>These FITBIT® wearers</u> <u>comprise</u> part of a growing number of adults who are trying to stay healthy by monitoring their exercise.**) (**<u>These vibrant wristbands</u> <u>are</u> one example of mHealth devices that focus on personal fitness.**)**

Name: _____ Date: _____

0.2 Identifying Simple Subjects and Complete Subjects: "mHealth"

Instructions: Review Section 4 (*Writing with Sentence Variety*) in the **Developing Details** card. Then, circle complete subjects and their modifiers, underline single subjects, and double underline verbs, as in the first example.

1. These vibrant wristbands are examples of mHealth devices.

2. Some of these apps allow customers to share their exercise results with their friends.

3. If the users want, friends can be challenged to reach a goal first.

4. Because these apps are easy to use, they have become very popular.

5. When a person's height, weight and age are entered into the app, it will review foods and let the user know how good a specific food would be for that particular individual.

6. Many people in developing countries do not live near medical facilities.

7. However, as Ewan Sutherland of South Africa stated in 2010, many of these people have mobile phones.

8. Many people in the developing world suffer from chronic diseases, including hypertension and diabetes.

9. *mHealth* devices are particularly useful in rural areas because of the scarcity of medical personnel there.

10. "... as chronic disease becomes more prevalent, mobile technologies offer care strategies that are particularly suited to combating these conditions."

Name: _____ Date: _____

0.3   Noticing Details Added to Nouns: "mHealth"

Instructions: Review Section 1 (*Adding Details to Nouns*) in the **Developing Details** card. Then, reread the "mHealth" essay in 0.1 and locate examples of nouns with different types of modifiers added before or after them. Write them in the chart below. Three examples have been done for you.

Modifiers that come in front	NOUN	Modifiers that come after
These vibrant	**wristbands**	
one	**example**	*of mHealth devices*
a personal	**decision**	*which is in the hands of the consumer.*

Think About It! Does adding these modifiers make the writing more conversational or more academic?

Name: _____   Date: _____

0.4   Using Active Voice and Passive Voice: "mHealth"

A. Instructions: Review Section 5 (*Using Passive Voice)* in the **Developing Details** card. Then, read the *mHealth* article (Activity 0.1) and locate 5 Active Voice verbs and 5 Passive Voice verbs. Write the subjects and verbs below. Two have been done for you.

Active Voice	Passive Voice
the users want	*friends can be challenged*

Think About It! What are reasons for using or not using the passive in the examples above?

B. Instructions: Change the following Active Voice sentences into Passive Voice. Do NOT change the verb tense.

1.   Apps help some consumers to choose more nutritious diets.

2. Patients can monitor their diets carefully.

_____

3. Apps will alert diabetic patients if they are consuming too many carbohydrates.

_____

4. Customers shared successes with the apps.

_____

Think About It! In which of these sentences do you think the passive is more effective or less effective than the active sentences? Why do you think so?

Name: _____   Date: _____

0.5   Choosing Verb Forms (-ing, -ed): "mHealth"

Instructions: Review Section 1 (*Adding Details to Nouns*) and Section 2 (*Expressing Ideas with Verbs*) in the **Developing Details** card. Then, choose the correct word form for the bolded words in the sentences below.

> These FITBIT® wearers comprise part of a **growing** number of adults who are **trying** to stay healthy by **monitoring** their exercise.

1. **growing**
   part of a verb   adjective form   noun form (gerund)

2. **trying**
   part of a verb   adjective form   noun form (gerund)

3. **monitoring**
   part of a verb   adjective form   noun form (gerund)

> Besides exercise, people who are very **interested** in fitness also are **interested** in nutrition.

4. **interested**
   part of a verb   adjective form   noun form (gerund)

> Patients with diabetes can monitor their diet carefully and be **alerted** if they are **consuming** more carbohydrates than they should be.

5. **alerted**

   part of a verb   adjective form   noun form (gerund)

6. **consuming**

   part of a verb   adjective form   noun form (gerund)

Remote **monitoring** and **counseling** become important in remote or **impoverished** areas.

7. monitoring

part of a verb   adjective form   noun form (gerund)

8. counseling

part of a verb   adjective form   noun form (gerund)

9. impoverished

part of a verb   adjective form   noun form (gerund)

Name: _____ Date: _____

0.6   Identifying Details Added to Sentences: "mHealth"

Instructions: Review Section 1.4 (Prepositional Phrases) and Section 3.2 (Using Multiple Adverbial and Prepositional Phrases) in the **Developing Details** card. Then, read the sentences below and choose the correct description of the words, phrases or clauses in **bold**. The first one has been done for you.

> **Note:** Prepositional phrases can modify nouns or verbs. When they modify nouns, they are adjective phrases. When they modify verbs, they are adverb phrases.

1. **If the users want,** friends can be challenged to reach a goal first.

   adjective clause   *adverb clause*   *adverb phrase*

2. These are FITBIT® wearers, part of a growing group of adults who are trying to stay healthy **by monitoring their exercise.**

   adjective clause   *adverb clause*   *adverb phrase*

3. Some **of these apps** let customers share successes with their friends.

   adjective phrase   *adverb clause*   *adverb phrase*

4. …to the coach who will then respond **with suggestions.**

   adjective phrase   *adverb clause*   *adverb phrase*

5. that mHealth will not only reduce the costs of healthcare but even more **importantly** will improve health outcomes for patients.

   adjective   *adverb*   *adverb clause*

6. Other programs are focused on communication **between doctors and patients**.

   adjective phrase   *adverb clause*   *adverb phrase*

7. …intervention since **frequently** promoting lifestyle changes is required rather than simply giving medication.

   adjective   *adverb*   *adverb clause*

8. **When a person's height, weight and age are entered into the app,** it will review foods and let the user know how good a specific food would be for that particular individual.

   adjective phrase   *adverb clause*   *adverb phrase*

Name: _____ Date: _____

0.7   Identifying Sentence Types: "mHealth"

Instructions: Review Section 4 (*Writing with Sentence Variety)* in the **Developing Details** card. Then, choose the correct label for the sentence type for each of these sentences from the first paragraph of the reading *mHealth*. The first one has been done for you.

1. These vibrant wristbands are one example of mHealth devices that focus on personal fitness.
    simple   *basic compound*   *academic compound*   (*complex*)

2. Another example is an app for yoga that will alert the users at the time they said they wanted to do yoga.
    simple   *basic compound*   *academic compound*   *complex*

3. It will then guide them through some yoga exercises.
    simple   *basic compound*   *academic compound*   *complex*

4. There is an app for an electronic personal trainer which will help set personal fitness goals and notify the consumer when the goals are reached.
    simple   *basic compound*   *academic compound*   *complex*

5. Some of these apps let customers share successes with their friends.
    simple   *basic compound*   *academic compound*   *complex*

6. Some people need to have more than just their own personal motivation to exercise, so many of these apps allow more than just sharing.
    simple   *basic compound*   *academic compound*   *complex*

7. If the users want, friends can be challenged to reach a goal first.
    simple   *basic compound*   *academic compound*   *complex*

8. Sometimes competition works well. However, that is a personal decision which is in the hands of the consumer.
    simple   *basic compound*   *academic compound*   *complex*

> **Hot Tip** Effective academic writing contains a variety of simple, compound, and complex sentences to explain ideas completely and clearly. How much variety do you use in your writing?

Name: _____   Date: _____

0.8   Noticing Sources: "mHealth"

Instructions: Review Section 8 (*Using Sources*) in the **Developing Details** card. Then, reread the *mHealth* reading. Find examples of the three methods that are used to identify sources of information: *introductory phrase, subject of a reporting verb, bibliographic citation.* Write complete examples of these types below.

1.   A sentence with a source identified by an **introductory phrase**

2.   A sentence with a source used as the subject of a **reporting verb**

3.   A sentence with a source identified by a **citation in parentheses**

Name: _____ Date: _____

0.9   Practicing Quoting and Paraphrasing: "mHealth"

Instructions: Review Section 8.3 (*Paraphrasing*) in the **Developing Details** card and review the essay *mHealth* and choose a short section that you find interesting. Below, quote a sentence from that section of the essay, using one method of identifying the source. Then, paraphrase that sentence or the larger section, using a different method of identifying the source.

Quoting

Example: *In the mHealth reading, Cotter states, "Patients with diabetes, for instance, can monitor their diets carefully and be alerted if they are consuming more carbohydrates than they should be."*

Paraphrasing

Example: *As explained by Cotter, diabetics who are eating too many carbohydrates can be warned easily by their mHealth devices.*

Name: _____ Date: _____

0.10   Identifying Parts of an Essay: "Cyberbullying"

A. Instructions: The essay *Primary Causes of Cyberbullying* is a sample response to a question in a first-year Sociology college class that responds to this assignment: "*Based on the two articles about causes of cyberbullying which we covered in class, identify what you think are two major causes. Describe both of the causes and give examples of them.*" Read the essay, and in the left column, write the types of paragraphs and types of sentences listed in the box below. Some samples have been done for you.

- **Types of Paragraphs**: introductory paragraph, body paragraphs, concluding paragraph
- **Essential Sentences**: thesis statement, topic sentences, summarizing statement
- **Other Sentences**: opening ideas, supporting points and details, concluding thought

---

Primary Causes of Cyberbullying

By Mark Alves

Type of Paragraph - *Introductory paragraph* **Types of Sentences** - *Opening ideas* -	While bullying existed long before the twentieth century, cyberbullying only began about two decades ago, and it has increased substantially due to the growth of social media and texting. According to one study, youth without their parents' guidance are a major group of those who are cyberbullies (Low and Espelage 2012). In another article, "8 Reasons Why Kids Cyberbully Others" (Gordon 2016), several different causes are explained. Based on these ideas, there are two major categories of factors: social pressure and emotional problems.
Type of Paragraph - **Types of Sentences** - -	One main factor that leads to cyberbullying is that some young people believe that bullying others on the internet or their phones gives them social status. Teens sometimes embarrass less popular teens in order to be socially popular with their classmates or other peers. The desire to look "cool" to their classmates can cause them to be emotionally hurtful to others or to try to frighten people outside of their social group on social media. It is easy to write hurtful statements to others when they cannot fight back. Moreover, their peers might pressure them to cyberbully. If these teens do not participate in cyberbullying, their friends might exclude them socially or even cyberbully them to punish them. Finally, some youth think that

Type of Paragraph ● **Types of Sentences** ● ●	cyberbullying is common, and so they think it is acceptable despite the emotional harm that cyberbullying causes. In addition to social factors, emotional problems that some young people have are an even more troublesome cause of cyberbullying. As mentioned, young people whose parents do not watch or support them are more likely to be cyberbullies, but these same young people may also have family problems and may suffer emotionally. If their parents have abused them emotionally or physically, or if their parents have had problems with drugs or alcohol, these suffering children and teens may want to make others feel their suffering. Some of them do that by writing vulgar language or abusive messages to other young people. In fact, these youth might lose their empathy, meaning that they do not feel or understand the emotional suffering that they make their victims feel. Furthermore, some cyberbullies have also been bullied, and because of that, they might feel powerless. Therefore, by sending people nasty or rude emails, cyberbullies can feel that they have some kind of power over other people.
Type of Paragraph ● **Types of Sentences** ●	Overall, cyberbullying is a harmful behavior that is often the result of other harmful attitudes and behavior. Sometimes, peer pressure is the cause. Sometimes, young people with problems in their lives and who have been victims of bad life situations are the same people who cyberbully others, which can cause more cyberbullying. It is a problem that feeds itself and needs attention to be stopped.

Reference:

Low, Sabina, and Dorothy Espelage. "Differentiating Cyber Bullying Perpetration from Non-physical Bullying: Commonalities across Race, Individual, and Family Predictors." Psychology of Violence 3.1 (2013): 39-52. Web.
Gordon, Sherri. "8 Reasons Why Kids Cyberbully Others." Verywell. N.p., 08 Mar. 2016. Web. 13 July 2016.

B. Instructions: Find the language features mentioned in the questions below and then write or discuss the reasons for the importance of those language features in the essay on cyberbullying.

1. Look at the verbs in the essay. Which is more common: active voice or passive voice? (See Section 5 (*Using Passive Voice*) in the **Developing Details** card.)

   Find one example of passive voice. Why do you think the writer used it in that sentence?

2. Look for the words "can/may/might" and "some/sometimes." Why are they used? (See Section 6 (*Adjusting the Meaning with Modal verbs*) in the **Developing Details** card.)

3. Look for the present perfect tense. What are the reasons why it is used? (See Section 2.3 (*Past to Present*) in the **Developing Details** card.)

Name: _____ Date: _____

0.11 Identifying Types of Comma Usage in "Cyberbullying"

Instructions: Review the four ways to use commas in "Commas and Clauses" at the end of Section 4 (*Writing with Sentence Variety*) of the **Developing Details** card. Then, in the table below, write examples of each category from the essay on cyberbullying in 0.10. Make sure to include the commas. Some examples have been done for you.

Adverb Clauses

-
-
-
-
-

Independent Clauses

- *are more likely to be cyberbullies**, but** these same young people may*
-
-
-

Introductory Words and Phrases

- ***Sometimes,** peer pressure from youth with problems is the cause.*
-
-
-
-

Inserted Information

-
-

Think About It! In what ways can accurate punctuation make a writer's ideas clearer?

0.12   Editing Sentence Connecting Punctuation: "Cyberbullying"

Instructions: Review sections 3 (*Adding Details to Sentences*) and 4 (*Writing with Sentence Variety*) in the **Developing Details** card. Then, edit the paragraphs below for errors in sentence structure and sentence connecting punctuation. Places with errors are bolded. The first correction has been done as an example.

century, cyberbullying

While bullying existed long before the twentieth **century. Cyberbullying** only began about two

decades **ago and it** has increased substantially due to the growth of social media and texting. According to

one **study youth** without their parents' guidance are a major group of those who are cyberbullies (Low and

Espelage 2012). In another article "8 Reasons Why Kids Cyberbully Others" (Gordon 2016), several different

causes are **explained, based** on these ideas, there are two major categories of factors: social pressure and

emotional problems.

One main factor that leads to cyberbullying is that some young people believe that bullying others on

the internet or that their phones gives them social **status, teens** sometimes embarrass less popular teens in

order to be socially popular with their classmates or other peers. The desire to look "cool" to their classmates

can cause them to be emotionally hurtful to **others. Or** to try to frighten people outside of their social group

on social media. It is easy to write hurtful statements to **others, when** they cannot fight back. **Moreover**

their peers might pressure them to cyberbully. If these teens do not participate in **cyberbullying their**

friends might exclude them socially or even cyberbully them to punish them. Finally, some youth think that

cyberbullying is **common. And they** think it is **acceptable. Despite** the emotional harm that cyberbullying

causes.

Name: _____   Date: _____

Instructions: Review sections 2 (*Expressing Ideas with Verbs*), 5 (*Using Passive Voice*), 6 (*Adjusting the Meaning with Modal Verbs*), and 7 (*Stating Facts, Predictions, and Hypotheses with If*) in the **Developing Details** card. Then, edit the paragraph below for verb errors. These verbs are in bold print and have relevant sections after them. The first correction has been done for you.

have

In addition to social factors, emotional problems that some young people ~~has~~ (2.6) are an even more troublesome cause of cyberbullying. As mentioned, young people whose parents do not **watching** (2.6) or support them are more likely to be cyberbullies, but these same young people may also **to have** (2.6) family problems and may suffer emotionally. If their parents abuse them emotionally or physically, or if their parents have problems with drugs or alcohol, these suffering children and teens **would** (7) want to make others feel their suffering. Some of them **are doing** (2 "Setting the Right Tone") that by writing vulgar language or abusive messages to other young people. In fact, these youth might **be lost** (5.2) their empathy, meaning that they do not feel or understand the emotional suffering that they make their victims feel. Furthermore, some cyberbullies have also been **bully** (5.2) by their peers, and because of that, they might **feeling** (2.6) powerless. Therefore, by sending them nasty or rude emails cyberbullies can **be feel** (6.2) that they have some kind of power over other people.

Hot Tip Most of the time, in writing about the past, the simple past tense is correct. Avoid the past perfect "had verb+ed" or past progressive "was verb+ing" except for specific reasons.

Name: _____ Date: _____

0.14   Editing Noun Modifiers: Adjective Clauses, Prepositions, Possessives

Instructions: Review Section 1 (*Adding Details to Nouns*) in the **Developing Details** card. Then, correct the 10 errors with noun modifiers in the sentences below. The nouns have been bolded. One has been done for you as an example.

1. There have been many reports of cyberbullying among middle schools **children** in the United States over the past few years.

2. Some of these **student's** Facebook pages have had horrible statements posted on them.

3. Social media pages are not the only place where cyberbullying can occur. Some children have had embarrassed **photos** sent to classmates' cell phones.

4. Then, those **childrens** classmates might begin to tease them about those photos.

5. Sometimes, a child is encouraged to send sexually explicit photos of herself or himself to another **child** which swears that the photo will be private.

6. Very sadly, the receiver of the photo then sends the photo to many other **people** which the first child knows.

7. The **child** sometimes is so distressed who has been bullied in this way that he or she commits suicide.

8. Although there is no simple **solution** on bullying, every state in the U.S. does have a bullying law.

9. These laws are posted on the **internet,** which it is easy for anyone to check on the status of the laws in their own state.

10. Unfortunately, not all of these state laws include specific mention of **cyberbullying** which means that it can be very difficult for a school to work against cyberbullying.

11. **Parents** who child has been bullied over the internet often feel helpless in trying to help their child.

12. California's anti-bullying **laws**, where define cyberbullying, give schools the right to punish bullies in school but do not have any criminal punishments for cyberbullying.

Name: _____   Date: _____

Instructions: Review Section 1.6 (*Adjective Clauses*) and Section 4 (*Writing with Sentence Variety*) in the **Developing Details** card. Then, find and correct the errors in sentence connecting punctuation in the following sentences. Focus on the **bolded** words. One has been done for you as an example.

   Although many   **,**

1. ~~**Although,**~~ many parents try to restrict their children's unsupervised access to social media sites

    ^
    <div align="right">Add comma</div>

    it is extremely difficult to achieve.

2. Numerous schools across the country have set up internet restrictions for in-school access to the internet

    but, students can easily go to neighborhood libraries or other public places and use the internet freely.

3. The ease with which youngsters can get onto social media sites and post messages worries many adults,

    because other youngsters can easily be hurt by false statements.

4. Any parents, **who** are concerned about possible bullying, should contact their children's school.

5. Currently, almost every state has some sort of laws covering cyberbullying **which** was not the situation a

    decade ago.

6. Like other forms of bullying, cyberbullying can range from minor to extremely serious, **however** it is

    frequently difficult to pinpoint the exact point, **when** the cyberbullying goes from something that a

    school can deal with privately to a legal issue.

7. The Tyler Clementi Institute for CyberSafety **which** is located in New York City provides free legal

    services for victims of cyberbullying.

8. Cyberbullying is not just a problem in the United States, **for example**, The Diana Award foundation has

    programs across British schools aimed at decreasing cyberbullying.

9. **While** the issue of cyberbullying has been in the news frequently the cure for the problem remains

    elusive.

0.16   Using Verb Tenses and Subject-Verb Agreement: "Cyberbullying"

Instructions: Review Sections 2 (*Expressing Ideas with Verbs*), 5 (*Using Passive Voice*), 6 (*Adjusting the Meaning with Modal Verbs*), and 7 (*Stating Facts, Predictions, and Hypotheses with If*) in the **Developing Details** card. Then, review the paragraphs below for verb errors. The mistakes are in bold print and have the number of the relevant section of the card after them. Write the correct form of the verb on the lines below. One has been done for you.

1. While bullying is a behavior that affects even small children in early grades at school, traditionally cyberbullying (1) **has being seen** as a behavior mainly affecting teenagers. However, because children (2) **have became** users of the internet at earlier and earlier ages, cyberbullying (3) **have been reported** among middle school children. Some surveys (4) **showing** that a third of children aged 8 to 10 have cell phones of their own. This (5) **can opens** them up to cyberbullying.

    1. has being seen ____*has been seen*_____

    2. have became _____

    3. have been reported _____

    4. showing _____

    5. can opens _____

2. In a majority of states in the US, there are laws against cyberbullying. Even in states where there (1) **being** no law specifically against cyberbullying, there (2) **is** other laws that (3) **could used** to punish a person for cyberbullying. Criminal harassment charges (4) **could have been brought** if the cyberbullying (5) **is considering** serious enough, especially if the cyberbullying (6) **will result** in a case of suicide. While there is no federal law against cyberbullying, if bullying of any sort (7) **would be based** on race, color, national origin, sex, disability, or religion, it can be considered harassment and a hate crime, which (8) **was** against federal law. Many parents believe that every school (9) **should educates** students about the possible consequences of cyberbullying.

    1. being _____

    2. is _____

    3. could used _____

    4. could have been brought _____

    5. is considering _____

    6. will result _____

    7. would be based _____

    8. was _____

    9. should educates _____

3. Cyberbullying is very different from the bullying of years gone by. On the internet, a person (1) **can hides** behind false identities and even target someone miles away. There (2) **is** no limitations of time or location. This anonymity and safety from exposure (3) **can be making** people feel secure and reckless. They (4) **must do** things that they would never do in a public place where they might be seen. If a bully taunted another child on a playground at school, all the children would see it. However, if a bully (5) **was posted** terrible false statements about another child, hundreds of other children (6) **would seen** the statements but might not know who had posted the false statements.

1. can hides _____

2. is _____

3. can be making _____

4. must do _____

5. was posted _____

6. would seen _____

Name: _____   Date: _____

A. Instructions: Review Section 4 (*Writing with Sentence Variety*) in the **Developing Details** card. Then, find and correct the 9 errors in sentence connecting punctuation in the following sentences. Focus on sentences with **bolded** connector words. The first one has been done for you as an example.

Internet Seen as Positive Influence on Education

but Negative on Morality in Emerging and Developing Nations

As more people around the world gain access to all the tools of the digital age[,] the internet

^

Add comma

will play a greater role in everyday life. **So far** people in emerging and developing nations say that

the increasing use of the internet has been a good influence in the realms of education, personal

relationships and the economy. **Nevertheless** despite all the benefits of these new technologies, people are

more likely to say that the internet is a negative rather than a positive influence on morality **and** they are

divided about its effect on politics.

Overall a median of 64% across 32 emerging and developing nations say the internet is a good

influence on education **and** at least half also see it as a good influence on personal relationships (53%) and

the economy (52%). People are more mixed on the internet's effect on politics, with similar proportions

saying that the influence is good (36%) as say it is bad (30%).

Publics in emerging and developing nations are more convinced that the internet is having a negative

effect on morality. A median of 42% say it is a bad influence on morality while only 29% see the internet as a

good influence. **And** in no country surveyed does a majority say that the internet's influence on morality is a

positive.

However many in these emerging and developing nations are left out of the internet revolution entirely. A median of less than half across the 32 countries surveyed use the internet at least occasionally through either smartphones or other devices, **though**, usage rates vary considerably. Computer ownership also varies, from as little as 3% in Uganda to 78% in Russia.

Source: "Internet Seen as Positive Influence on Education but Negative on Morality in Emerging and Developing Nations." Pew Research Centers Global Attitudes Project RSS. Pew Research Center, 19 Mar. 2015. Web. 31 Aug. 2016. Reprinted with permission.

B.

1. In one sentence, paraphrase the main idea of the reading "Internet Seen as Positive."

2. Which statistic do you think was the most surprising, and why do you think so?

Level 3 Workbook Exercises

The following activities are designed to develop your ability to use the grammar topics in **The Grammar You Need, Level 3: Writing with Clarity and Accuracy** card in your writing.

*The answers for all the activities are located in the **Answer Key** at the end of this workbook.*
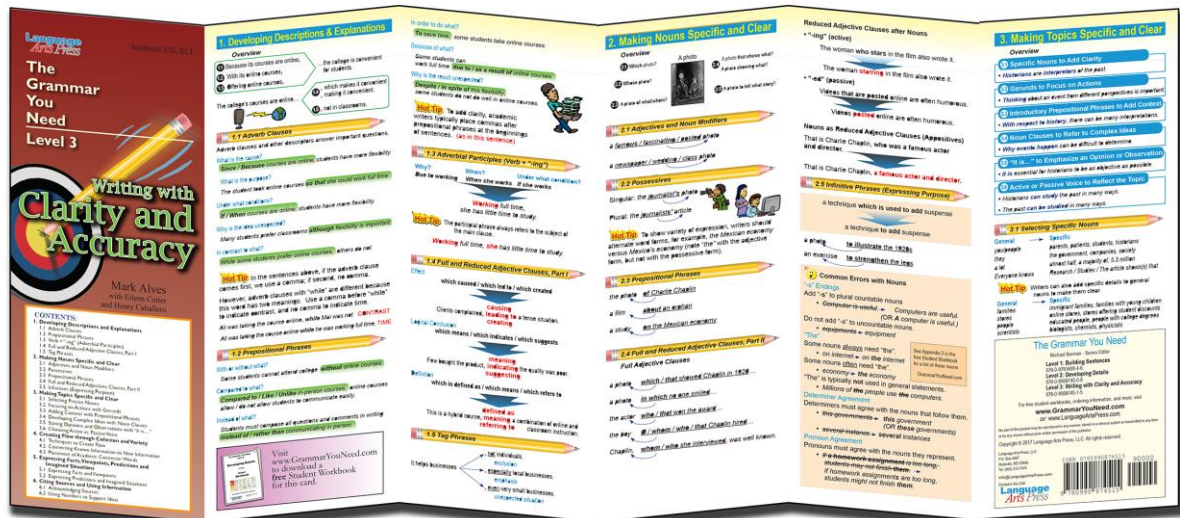
1. Developing Descriptions and Explanations

In this section, you will practice the following language skills:

- Answering questions to add ideas to sentences as part of the writing process.
- Using logical, academic expression with dependent clauses and added phrases both before and after main clauses.
- Using standard, clear punctuation for such expression.

Questions for Learners to Consider

- How do you normally develop ideas while you write?
- What techniques do you use to make sure your ideas are clear to others?
- What can be the impact of using punctuation in inaccurate or informal ways?

Name: _____ Date: _____

1.1   Reading: "College-Level Writing for College-Level ESL Students"

Instructions: Review Section 1.1 (*Adverb Clauses*) in the **Writing with Clarity and Accuracy** card. Then, as you read the following paragraph, underline the adverbial clauses. The first one has been done for you.

College-Level Writing for College-Level ESL Students

College students must frequently write research reports, term papers, brief but well-thought-out written responses to test questions, articles for a student newspaper, essays for scholarship applications, and other challenging writing assignments. <u>While these college tasks require ideas and organization</u>, they also demand attention to tone and careful editing for grammar and mechanics, all of which means they take a great deal of time to do well.

The time spent perfecting writing skills during college will have positive results in students' professional lives after they graduate and have entered a career. Particularly since emails and other text-based media have replaced telephones for business communication, businesses have become increasingly aware of the poor writing skills of many of their employees. "The study, by the National Commission on Writing, a panel established by the College Board, concluded that a third of the employees in the nation's blue-chip companies wrote poorly and businesses were spending $3.1 billion annually in remedial training" (Dillon). Whether it is a business proposal or an announcement of a meeting, employees are judged by the clarity and accuracy of their writing.

Non-native English speakers can usually develop good conversational English skills in a few years. Unfortunately, written language is not the same as oral language. Spoken language usually uses short sentences and repeats ideas and words frequently. Also, in a conversation, if a listener does not understand something, he can ask for clarification. This is not true for written communication, which must be very clear and accurate. When a reader does not understand something, there is usually no one to ask for clarification.

To produce quality writing, both in college and in a profession, students, especially non-native speakers of English, need to focus on improving their grammar, vocabulary and organization. The good news is that, despite the challenges, most ESL students, with dedication and practice, can, and do, gain proficiency in written English.

Source

Sam Dillon, Dec. 7, 2004, What Corporate America Can't Build: A Sentence, The New York Times, web, accessed 9 May, 2017.

Name: _____ Date: _____

Instructions: Review sections 1.1 (*Adverb Clauses*) and 1.2 (*Prepositional Phrases*) in the **Writing with Clarity and Accuracy** card. Then, in the sentences below, underline the correct choices for the bolded words in each sentence. The first has been done for you.

    a. Which language structures are they?
    b. Which questions do they answer?

1. …**while these college tasks require ideas and organization**, they also demand attention to tone and careful editing for grammar and mechanics.
   a. <u>Adverb Clause</u>   Adverbial Prepositional Phrase
   b. With or without what?   When?   <u>In contrast to what?</u>

2. The time spent perfecting writing skills during college will have positive results in students' professional lives **after they graduate and have entered a career**.
   a. Adverb Clause   Adverbial Prepositional Phrase
   b. With or without what?   When?   In contrast to what?

3. **To produce quality writing**, both in college and in a profession, students, especially non-native speakers of English, need to focus on improving their written English
   a. Adverb Clause   Adverbial Prepositional Phrase
   b. In comparison to what?   In order to do what?   Why is the idea unexpected?

4. **Particularly since emails have replaced telephones for business communication**, businesses have become increasingly aware of the poor writing skills of many of their employees.
   a. Adverb Clause   Adverbial Prepositional Phrase
   b. What is the cause?   Regardless of what situation?   In order to do what?

5. Also, in a conversation, **if a listener does not understand something**, he can ask for clarification.
   a. Adverb Clause   Adverbial Prepositional Phrase
   b. What is the cause?   Under what conditions?   In order to do what?

6. **When a reader does not understand something**, there is no one to ask for clarification.
   a. Adverb Clause   Adverbial Prepositional Phrase
   b. When?   In contrast to what?   In order to do what?

7. The good news is that, **despite the challenges**, most ESL students, with dedication and practice, can, and do, gain proficiency in written English.
   a. Adverb Clause   Adverbial Prepositional Phrase
   b. Regardless of what situation?   With or without what?   What is the purpose?

Name: _____ Date: _____

1.3   Adding Details to Sentences: "College-Level Writing for College-Level ESL Students"

Instructions: Review sections 1.1 (*Adverb Clauses*) and 1.2 (*Prepositional Phrases*) in the **Writing with Clarity and Accuracy** card. Then, rewrite the sentences below to answer the questions next to them in parentheses. You may choose to write your added phrases either in front or after the main clause, but make sure the logic, punctuation, and grammar are correct.

1. Writing and editing are rarely college students' favorite activities. (*Because of what?*)

   _____

   _____

   _____

2. College-level ESL students must understand the requirements of academic writing. (*So that what?*)

   _____

   _____

   _____

3. Spoken language, which tends to contain shorter words and sentences, is relatively easy to learn.

   (*In contrast to what?*)

   _____

   _____

   _____

4. These students cannot advance their skills. (*Without what?*)

   _____

   _____

   _____

5. They should spend time reading quality samples of academic writing. (*Instead of what?*)

   _____

   _____

   _____

6. They should spend time reading quality samples of academic writing. (*In order to do what?*)

   _____

   _____

   _____

7. Most hardworking non-native writers of English can develop sufficient skills to function in college.

   (*Regardless of what?*)

   _____

   _____

   _____

Name: _____   Date: _____

1.4   Reading and Summarizing: "3 Demographic Trends…"

A. Instructions: Read the passage below. (Some words are underlined for Exercise 2.1.)

3 Demographic Trends Changing Our World:
Rise of Migration, the Middle Class, and African Faith Trigger Global Shifts

Three experts who recently described their insights and research on these topics in Pew's new policy publication, *Trend*, came together at the event to discuss three key global demographic changes: international migration, the rise of the global middle class, and Africa's influence on religion around the world.

The Shift in Global Migration

One of the most significant demographic trends today is global migration's rapid rise, as seen in the chart below. Today, 244 million people live outside their birth countries—three times the rate in 1960. The migrant population would rank as the fifth largest country in the world.

Although the European refugee crisis has received much attention, Dimock said, it actually is only a small part of the broader global migration picture. Some people relocate due to violence or weather, he said, but the biggest driver is opportunity.

Migrants "aren't necessarily fleeing something in particular but moving toward something better," Dimock said. In our interconnected world, people see better options available for their children and families, he said, noting this is especially true of those moving from middle-income nations to high-income nations.

Total Migrant Estimates
1960-2015

Source: Pew Research Center analysis of United Nations data
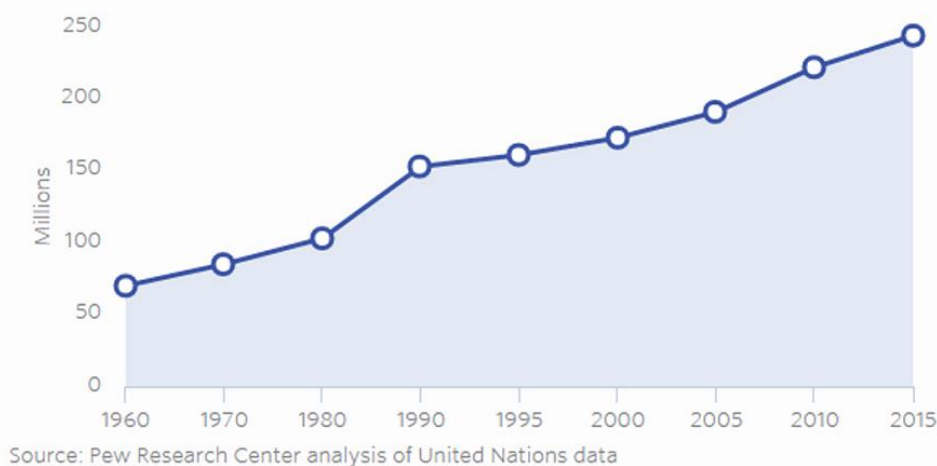
The Shift in The Middle Class

The definition of a middle class from a global perspective is still evolving. Kharas said the global middle class was once found primarily in the Western world. Today, he said, 3 billion people are in the global middle class—and 2 billion of them are from developing countries such as Indonesia, the Philippines, and Thailand.

The majority of the growth in the global middle class is in the "most dynamic economies in the world," Kharas said. Better education and technological advances help fuel the change.

This economic shift is accompanied by a geographic shift. Most middle-class people live in <u>cities</u>, where incomes are higher, Kharas said, which triggers a growth in urbanization. His research found that 100 million people in developing countries move to cities each year.

Because <u>members</u> of the global middle class have fewer children—due to urban relocation, higher income, and better education—analysis of research shows that 600 million fewer people could inhabit the Earth by 2050.

"Fertility rates are collapsing in some of the most surprising countries," Jenkins said. For instance, Iran has one of the sharpest declines in the world. The average Iranian <u>family</u> has 1.8 children, down from six three decades ago. However, this trend isn't seen everywhere.

"One of the most important changes in the world is a massive <u>disparity</u> between fertility rates of the rest of the world and Africa," Jenkins said. Despite real middle-class growth and development in Africa—and more <u>women</u> entering the workforce there—the average family continues to be large. In 2015, Uganda, Nigeria, and Ethiopia all had birth rates of more than five children per woman. Jenkins predicted the general global shift of smaller families won't hit Africa for another 20 years.

The Shift in Faith Worldwide

Africa will hold an ever-increasing <u>share</u> of the world's population because its families remain large. It's estimated that 40 percent of the global population could be African by 2100. As space becomes scarce, more Africans will leave their continent. In other words, "What happens in Africa, does not stay in Africa," Jenkins said.

As Africans migrate throughout the world, they will take their churches and religious practices with them, influencing the spread of faith. <u>Countries</u> where families are large, he said, tend to have very devout religious followers. Smaller families, meanwhile, correspond closely with secularization and a decline in organized religion.

Religious changes can already be seen. African <u>churches</u> are thriving in Europe. For instance, Africans lead four of the largest megachurches in Britain—and a Nigerian church in Kiev, Ukraine, claims some 50,000 followers. Meanwhile, in the United States, Houston is home to at least 25 African churches.

"By 2050, Christianity will be a religion of Africa and the African diaspora," Jenkins said. He also predicted that non-Hispanic whites will represent about 16 percent of the world's Christian <u>population</u> by then. That's a revolutionary decline, he said, and family size is a leading demographic of that shift.

The Public View of Globalization

Globalization brings mixed feelings around the world. Among members of the middle class in the developed world, Dimock said, it is often seen as a threat. The global economy is changing and that can be viewed as destabilizing for the U.S. or European middle classes.

"There's a lot of concern, but it's not always linked to facts on the ground," Michael Dimock, president of the Pew Research Center, says about the public's views on migration.

"There is a sense that the U.S. is not in control of its destiny the way it was before," Dimock said, based on surveys by the Pew Research Center. Migration has also prompted <u>concerns</u> about cultural identity and

security in developed nations, he said, as reflected in the recent "Brexit" vote in the United Kingdom to leave the European Union.

However, Dimock said, global public surveys by the Pew Research Center find that developing countries see positive changes from global integration because it brings more opportunities.

Kharas echoed these findings, saying the middle class in developing countries have an optimistic view of the future compared with their counterparts in developed countries. Many people are now able to enjoy the same lifestyles and comforts as those in developed economies.

The world is more linked today than ever before, especially as it becomes easier to move from one place to another and stay connected. Many countries, Dimock said, have embraced immigration as a part of economic development—and to help combat the "brain drain"—by allowing migrants to retain ties to their homelands, such as maintaining voting rights.

As the world addresses these increasing demographic shifts, questions over collective intellectual shifts also rise. "There has to be a mind-set change in what we want when we talk about development," Kharas said. "Rather than a bare minimum threshold, it's a much broader set of opportunities."

B. Instructions: Write samples of numbers and statistics in from the article. A sample has been done for you.

- The average Iranian family has 1.8 children, down from six three decades ago. _____

- _____

- _____

- _____

- _____

C. Instructions: Write a couple of sentences to describe each section of this article. Provide examples, such as numbers. Use essential words and phrases from the article, but paraphrase as much as possible.

The Shift in the Middle Class

_____

_____

_____

The Shift in Faith Worldwide

_____

_____

_____

The Public View of Globalization

_____

_____

_____

Hot Tip **Ways to Use "As"**
As you reread the article "3 Demographic Trends…," pay attention to the word "as." It is used 12 times, but in a variety of ways. Sometimes, it is used as a time word meaning "while/when." "As" is also used in set phrases such as "such as X," "as seen in X," and "be viewed as X." What other ways are there? Which of these can you use in your writing?

Name: _____ Date: _____

1.5   Noticing Types of Adverbial Clauses and Phrases

Instructions: Review sections 1.1 (*Adverb clauses*), 1.2 (*Prepositional phrases*), and 1.3 (*Adverbial Participles*) in the **Writing with Clarity and Accuracy** card. Then, write examples of the various types of adverbial clauses and phrases from the reading "3 Demographic Trends…"

Hot Tip   **Adverbial vs. Adjectival:** Prepositional phrases and participle phrases can function as adjectives (e.g., "people *in school*"; "people *studying*") and adverbs (e.g., "It was cancelled *due to snow*"; "It snowed, *resulting in the cancellation*"). The adjectival modifiers answer questions such as "Which?" and "Who?", while adverbial modifiers answer questions such as "Why?" and "How?"

Adverb Clauses
- *As* space becomes scarce,

-

-

-

Adverbial Prepositional Phrases
- *to discuss* three key global demographic changes

-

-

Adverbial Participle Phrases (Verb + "-ing")
- *, saying* the middle class in developing countries have…

-

-

Review: What is the method of using commas with adverbial clauses and phrases before and after main clauses? _____

Think About It! Remember that a clause has a subject and a verb in contrast with phrases such as prepositional phrases or participial (verb + "-ing") phrases.

Name: _____ Date: _____

1.6   Editing Punctuation in Phrases and Dependent Clauses

Instructions: Review sections 1.1 (*Adverb clauses*), 1.2 (*Prepositional phrases*), 1.3 (*Adverbial Participles*), and 1.5 (*Tag Phrases*) in the **Writing with Clarity and Accuracy** card. Then, add commas wherever they are needed in the sentences below. Not all the sentences need additional commas. Finally, write a question that the bolded clause or phrase answers.

1. **Although the European refugee crisis has received much attention** it actually is only a small part of
the broader global migration picture.   ∧
                                                                      Add comma.

     _____*Why is the situation unexpected or less likely?*_____

2. Some people relocate **due to violence or weather,** but the biggest driver is opportunity.

   _____

3. Most middle class people live in cities **triggering a growth in urbanization**.

   _____

4. **Despite real middle class growth and development in Africa** the average family continues to be large.

   _____

5. Africa will hold an ever-increasing share of the world's population **because its families remain large**.

   _____

6. **As space becomes scarce** more Africans will leave their continent.

   _____

7. … the middle class in developing countries has an optimistic view of the future **compared with their
counterparts in developed countries**.

   _____

8. The world is more linked today than ever before **especially as it becomes easier to move from one
place to another and stay connected**.

   _____

Think About It!   Where you needed to add commas, did you see any difference in the clarity before and after adding the commas? In which sentences did commas help more?

Name: _____   Date: _____

Instructions: Review sections 1.1 (*Adverb clauses*) and 1.2 (*Prepositional phrases*) in the **Writing with Clarity and Accuracy** card. Then, rewrite the sentences below by adding details which answer the questions in the **WCA** card. A couple of possible approaches are suggested in parentheses, but you may rewrite the sentences in other ways as well. The first one has been done for you as an example.

1. Hundreds of millions of people live outside their home countries today. (*so that, rather than*)

    Hundreds of millions of people live outside their home countries today so that their families can do better

    economically.

2. The population will drop in some countries. (*as a result of, despite, such as*)

    _____

    _____

    _____

3. Middle class families tend to live in urban areas. (*to do X, instead of*)

    _____

    _____

    _____

4. Families tend to be smaller today. (*compared to, since*)

    _____

    _____

    _____

5. Globally, there is a large amount of migration. (*despite, since*)

_____

_____

_____

6. Birth rates in African countries will continue to be relatively high. (*compared to*)

_____

_____

_____

7. In the future, many religious groups worldwide will be connected to Africa. (*due to*)

_____

_____

_____

8. Some people are concerned about globalization. (*due to, despite*)

_____

_____

_____

Name: _____   Date: _____

1.8   Converting Full Clauses to Reduced Clauses (Participial Phrases)

Instructions: Review sections 1.3 (*Adverbial Participles (Verb + "-ing")*), 1.4 (*Full and Reduced Adjective Clauses*), and 1.5 (*Tag Phrases*) in the **Writing with Clarity and Accuracy** card. Then, convert the adverb and adjective clauses into participial phrases. Use proper punctuation. Two items have been done for you.

1. Some writers write quickly and carelessly, which causes them to make more mistakes.

    Some writers write quickly and carelessly, causing them to make more mistakes.

    _____

2. Some students think about the consequences of their statements, which results in more complete and interesting ideas.

    _____

    _____

3. Academic writing, which is defined as writing for college and other professional purposes, requires clear ideas and accurate grammar.

    _____

    _____

Hot Tip **Connectors + Participles:** It is common for the words "when," "while," "before," and "after" to be followed by the "-ing" form of verbs.

When/While/Before/After finishing the test, the students began to text their friends.

---

4. When some writers focus exclusively on the content in their writing, they miss small details in the accuracy of their writing.

    Focusing exclusively on the content in their writing, some writers miss small details in the

    accuracy of their writing.   OR   When focusing exclusively on the content in their writing, some

    writers miss small details in the accuracy of their writing.

5. Writing in college and other professional situations is required to be clear and accurate, which means that college students must practice writing and editing frequently.

_____

_____

6. When college students take tests, they sometimes do not pay attention to grammar.

_____

_____

7. Since some students write quickly, they tend not to provide enough details.

_____

_____

8. If students pay more attention to grammatical accuracy, they generally produce more professional writing.

_____

_____

Hot Tip **Using Reduced Adverb Clauses**

Make sure the "-ing" phrase describes the subject of the main clause.

CORRECT: Having finished the test, **the students** began to text their friends. CORRECT

INCORRECT: Having finished the test, **the lights** were turned off. INCORRECT
(This means "The lights finished the test.")

Name: _____ Date: _____

1.9   Writing Sentences with Reduced Clauses (Participial Phrases)

Instructions: Review sections 1.3 (*Adverbial Participles*) and 1.4 (*Full and Reduced Adjective, Part 1)* in the **Writing with Clarity and Accuracy** card. Then, rewrite the sentences and add details to them by answering the questions in the parentheses. One answer must be a full clause, while the other must be either an adverbial participle or a reduced adjective clause.

1. The report was clear and concise. (What is the logical conclusion?)

    Full clause: *The report was clear and concise, **which suggests** that the author spent a great deal of time editing it.*

    Reduced clause: *The report was clear and concise, **suggesting** that the author spent a great deal of time editing it.*

2. The second-year business student was very worried about his final paper. (*Why?*)

    Full Clause: _____

    _____

    Adverbial Participle: _____

    _____

3. Students usually write better papers and get better grades. (*Under what condition?*)

    Full Clause: _____

    _____

    Adverbial Participle: _____

    _____

4. Colleges and universities have strict penalties for plagiarism. (*What is the effect?*)

Full Clause: _____

_____

Reduced Clause: _____

_____

Name: _____ Date: _____

1.10   Using "Etc." and Writing Lists

Instructions: Review the tips on the use of "etc." Then, follow the instructions below.

> **Hot Tip**
>
> ### Using "Etc."
>
> 1. **A common way to use "etc." in academic writing is inside parentheses to provide lists of examples: … (X, Y, X, etc.).**
>
> 2. **Avoid using "etc." in sentences.** Instead, replace "etc." with the following:
>   (a) general phrases such as "and so on," "among others," and other expressions indicating there are additional examples.
>   (b) a specific category (e.g., "computers, cell phones, *and other types of technology*")

A. Instructions: In the sentences below, rewrite the parts of the sentences with "etc." In sentence "a," replace them with phrases, and in sentence "b," put the list into parentheses (e.g., …, etc.). Note: "e.g.," = "such as."

1. In college, students prepare for careers by doing a variety of activities, such as gathering information, paraphrasing ideas, etc.

   a. *In college, students prepare for careers by doing a variety of activities, for example, gathering information, paraphrasing ideas, **and other kinds of essential training**.*

   b. *In college, students prepare for careers by doing a variety of activities **(e.g., gathering information, paraphrasing ideas, etc.)**.*

2. College assignments help develop a variety of professional skills, including careful editing, following instructions, etc.

   a. _____

   _____

   b. _____

   _____

3. Many professions such as business, nursing, etc. require basic computer literacy.

   a. _____

   _____

   b. _____

   _____

B. Instructions: In the sentences below, add logical examples for the **bolded** words. Use gerunds for your examples. In sentence "a," use "*such as,*" "*including,*" or "*for example,*" and in sentence "b," put the list of examples into parentheses (e.g., ..., etc.).

4. College students sometimes make **errors** when they complete assignments.

   a. _____

   _____

   b. _____

   _____

5. **Study skills** are necessary for college students to succeed.

   a. _____

   _____

   b. _____

   _____

2. Making Nouns Specific and Clear

In this section, you will practice the following language skills:

- Answering questions to add ideas to nouns as part of the writing process.
- Using logical, academic expression with dependent clauses and added phrases both before and after main clauses.
- Using standard, clear punctuation for such expression.

Questions for Learners to Consider

- How detailed or specific do you think nouns and noun phrases are in your academic writing?
- How do you normally make sure the topics in your writing are clear and precise?
- What can be the impact of using vague nouns or simple nouns without any specifying details?

Name: _____ Date: _____

2.1 Noticing Details Added to Nouns

Instructions: Review Section 2 (*Making Nouns Specific and Clear*) in the **Writing with Clarity and Accuracy** card. Look back at the reading "3 Demographic Trends…" in exercise 1.4 and fill out the chart below using the **bolded** nouns in the text and write the modifiers that are present for each noun, including these categories: *Possessives, Adjectives and Noun Modifiers, Prepositional Phrases, Full and Reduced Adjective Clauses, Infinitive Phrases.* Two have been done for you.

	Possessives	Adjectives and Noun Modifiers	Prepositional Phrases	Full and Reduced Adjective Clauses	Infinitive Phrases
trends		*demographic*		*changing our world*	
three experts					
insights and research	*their*		*on these topics*		
publication					
influence					
rise					
crisis					
those					
definition					
cities					
members					

family		
disparity		
women		
share		
countries		
churches		
population		
concerns		

Name: _____ Date: _____

2.2 Identifying Nouns with Modifiers: "Teachers See Digital Divide among Students"

Instructions: Review Section 2 (*Making Nouns Specific and Clear*) in the **Writing with Clarity and Accuracy** card. Then, read the following passage, and as you read it, underline all noun phrases (a noun or a noun with its modifiers), and circle the main in each noun phrase. One example has been done for you.

"Teachers See Digital Divide among Students"

More than half of teachers say students have good access to digital **technology** at school, but access at home is harder to come by. A survey of teachers who instruct American middle and high school students finds that digital technologies have become central to their teaching. At the same time, teachers report striking differences in access to the latest digital technologies between low- and high-income students and school districts.

In a survey conducted March-April 2012, teachers said disparities in access to digital tools have at least some impact on their students. More than half (54%) say all or almost all of their students have sufficient access to digital tools at school, but only a fifth of these teachers (18%) say all or almost all of their students have access to the digital tools they need at home.

Teachers of the lowest income students are the least likely to say their students have sufficient access to the digital tools they need, both in school and at home. In terms of community type, teachers in urban areas are the least likely to say their students have sufficient access to digital tools in school, while rural teachers are the least likely to say their students have sufficient access at home.

The survey also found these socioeconomic differences:

▪ Seven-in-ten teachers working in the highest income areas say their school does a "good job" providing teachers the resources and support they need to incorporate digital tools in the classroom, compared with 50% of teachers working in the lowest income areas.

▪ About four-in-ten (39%) teachers of low-income students say their school is "behind the curve" when it comes to effectively using digital tools in the learning process; just 15% of teachers of higher income students rate their schools poorly in this area.

▪ A majority (56%) of teachers of the lowest income students say that a lack of resources among students to access digital technologies is a "major challenge" to incorporating more digital tools into their teaching.

Source: Bruce Drake (March 18, 2013,) © The Pew Charitable Trusts. Reprinted with permission from the Pew Research Center: pewresearch.org

Think About It! In academic and professional writing, complex noun phrases are extremely common. These nouns with multiple modifiers are used to express information efficiently.

Name: _____ Date: _____

2.3   Noticing Quantity Expressions: "Teachers See Digital Divide among Students"

Instructions: Review Section 6.2 (*Using Numbers to Support Ideas*) in the **Writing with Clarity and Accuracy** card. Then, from the reading *Teachers See Digital Divide among Students*, write noun phrases containing quantity expressions and comparative words and expressions. Be ready to use these language features when you write responses later.

1. **Quantity expressions**

   - _ about four-in-ten teachers_____

   - _____

   - _____

   - _____

   - _____

   - _____

2. **Comparative Words and Expressions (containing "more," "least," "-er," etc.)**

   - _ more than half of teachers_____

   - _____

   - _____

   - _____

   - _____

   - _____

Think About It! What is the purpose of having generalized phrases such as those in the lists above? How would the reading be different if it only contained specific statistics?

Name: _____ Date: _____

2.4   Using Quantity Expressions and Detailed Noun Phrases

Instructions: Review sections 6.2 (*Using Numbers to Support Ideas*) and 2 (*Making Nouns Specific and Clear*) in the **Writing with Clarity and Accuracy** card. Then, study the chart below about teachers' opinions and then write sentences which use the quantity expressions indicated (*few*, *most*, etc.). Make sure that your sentences are logical according to the information in the chart. Use detailed noun phrases that provide clear and complete information.

54% of AP and NWP teachers say all or almost all of their students have sufficient access to digital tools while IN SCHOOL, but just 18% say the same is true AT HOME

How many of your students have sufficient access [INSERT] to the internet and other digital technologies they need to effectively complete school assignments...

■ All or almost all   ■ Most   Only some   ■ Hardly any

	All or almost all	Most	Only some	Hardly any
In school	54%	27%	15%	5%
At home	18%	54%	26%	2%
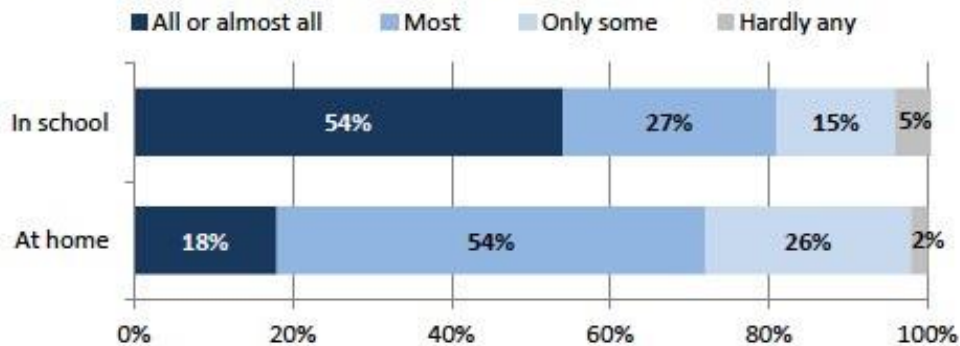
Source: Teacher data from the Pew Research Center's Internet & American Life Project Online Survey of Teachers, March 7 to April 23, 2012, n=2,462 middle and high school teachers.

1. A small percentage ___*A rather small percentage of the teachers involved in the survey indicate that a*

    majority of their students can access the internet at home to complete assignments that teachers assign.

    _____

2. Most _____

    _____

    _____

3. Few (equals "not many", NOT "a few") _____

_____

_____

4. Over half of _____

_____

_____

5. About one-quarter of _____

_____

_____

6. A minority of _____

_____

_____

7. A majority of _____

_____

_____

Name: _____ Date: _____

2.5   Editing Nouns: "Teachers See Digital Divide among Students"

Instructions: Review *Common Errors with Nouns* in Section 2 of the **Writing with Clarity and Accuracy** card. Then, in the passage below, correct the noun errors, which are **bolded**. There are two errors per sentence. The first one has been done for you.

More than half of teachers say ~~the~~ students have good access to digital technology at school, but **accesses** at home is harder to come by. **Survey** of teachers who instruct American middle and high school students finds that **digitals** technologies have become central to their teaching. At the same time, teachers report **the** striking differences in access to the latest digital technologies between low- and high-income students and school **district**.

In a **surveys** conducted March-April 2012, teachers said disparities in access to **the** digital tools have at least some impact on their students. More than half say all or almost all of their students have sufficient access to **the** digital tools at school, but only a fifth of **this** teachers say all or almost all of their students have access to the digital tools they need at home.

Teachers of **lowest** income students are the least likely to say their students have **the** sufficient access to the digital tools they need, both in school and at home. In terms of community type, teachers in urban **area** are the least likely to say their students have sufficient access to digital tools in school, while rural teachers are the least likely to say their students have **the** sufficient access at home. **Majority** of teachers of the lowest income students say that a lack of resources among students to access **the** digital technologies is a "major challenge" to incorporating more digital tools into their teaching.

> **Think About It!** Which of these are mistakes you have made in your writing? Which of these are the most common ones in your writing? Do you have any strategies for reducing those errors?

Name: _____ Date: _____

2.6   Answering Questions with Correct Nouns: "Teachers See Digital…"

Instructions: Review Section 2 (*Making Nouns Specific and Clear*) in the **Writing with Clarity and Accuracy** card. Then, answer the questions below in a few sentences each. Provide detailed and clear noun phrases. <u>Underline</u> modifiers in front of and after the nouns in your answers.

a. Why is computer technology important to the teachers in the survey? What specific problems due to a lack of computer access are mentioned in the article?

b. What are a few differences the teachers noted between internet access at school and access at students' home?

2.7   Writing to Develop Descriptions and Explanations: "Teachers See Digital Divide…"

Instructions: Review Sections 1.1 (*Adverb Clauses*) and 1.2 (*Prepositional Phrases*) in the **Writing with Clarity and Accuracy** card. Then, using the types of language in Section 1, rewrite the sentences below and adding details to the following sentences by answering the questions after them. It is important to practice using sentence patterns that you do not normally use. The first one has been done as an example.

1. Lower-income students have disadvantages in their education. (*What cause*?)

    Due to / Because of *a lack of access to computer technology at school and at home, lower-income students have disadvantages in their education. OR* ***Since / Because*** *they lack access to computer technology at school and at home, lower-income students have disadvantages in their education.*

2. Many teachers wish to use digital technology in their classrooms. (*What purpose*?)

3. Many teachers wish to use digital technology in their classrooms. (*This indicates what*?)

4. Children should study math from a young age. (*What purpose*?)

5. Some of the children used computers to play games frequently. (*Despite what*?)

6. Some of the children used computers to play games frequently. (*Rather than what*?)

7. Some of the children used computers to play games frequently. (*What effect*?)

8. The result was that the children had better results in school. (*What cause*?)

9. The result was that the children had better results in school. (*In comparison with what*?)

Think About It! As you write, do you think about what questions about the topic to answer in order to make your ideas clear and complete?

Name: _____ Date: _____

2.8   Making Topics Detailed and Clear

Instructions: Review types of noun modifiers in Section 2 (*Making Topics Detailed and Clear*) of the **Writing with Clarity and Accuracy** card. Then, rewrite the following sentences on the topic of the digital divide in children's education. Add details to the nouns in **bold** print. Try to use all six types of noun modifiers in Section 2. Underline the phrases you add, as in the first example.

1. A lack of **technology** is a **problem** for **schools**.

   *A lack of educational computer **technology**, which is needed to access the internet, is an extremely*

   *challenging **problem** for **schools** with a large number of low-income students.*

2. **Students** are less likely to have **computers**.

   _____

   _____

   _____

3. **Teachers** are concerned about the ability of **students**.

   _____

   _____

   _____

4. **Administrators** are trying to increase **access**.

   _____

   _____

   _____

5. **Teachers** want **support** for **students**.

_____

_____

_____

6. **Students** may have **problems**.

_____

_____

_____

7. The **effect** is not always obvious to **people**.

_____

_____

_____

Name: _____   Date: _____

2.9   Identifying Adjectives and Noun Modifiers: "Aging Trends"

A. Instructions: Review Section 2 (*Making Nouns Specific and Clear*) in the **Writing with Clarity and Accuracy** card. Then, read the following passage and underline as many adjectives and noun modifiers before nouns that you can find. Two examples have been done for you.

Aging Trends

The <u>world</u> population is aging rapidly. Today the <u>older</u> population (aged 65 and over) represents 7 percent or more of the total population in many parts of the world. One notable exception is Africa and parts of Asia, and Latin America and the Caribbean (Figure 2-1) (*NOTE: Figure 2-1 is in exercise 2.12 of this workbook*). By 2050, only 33 countries are projected to have an older population comprising less than 7 percent of their total population, a substantial reduction from 115 such countries in 2015. At the same time, the share of the older population will exceed 21 percent in 94 countries, including 39 countries with 28 percent or more of their total population being older.

The demographic phenomenon of population aging is known to many, although the variation and diversity might surprise some. How fast will the older populations in the world grow in the next few decades? What are the similarities and differences among world regions? Which regions or countries are projected to age the fastest? Conversely, which regions or countries will not experience population-aging pressure in the near future?

Growth of World's Older Population Will Continue to Outpace That of Younger Population over the Next 35 Years

Among the 7.3 billion people worldwide in 2015, an estimated 8.5 percent, or 617.1 million, are aged 65 and older. The number of older people is projected to increase more than 60 percent in just 15 years. In 2030, there will be about 1 billion older people globally, equivalent to 12.0 percent of the total population. The share of older population will continue to grow in the following 20 years—by 2050, there will be 1.6 billion older people worldwide, representing 16.7 percent of the total world population of 9.4 billion. This is equivalent to an average annual increase of 27.1 million older people from 2015 to 2050.

In contrast to the 150 percent expansion of the population aged 65 and over in the next 35 years, the youth population (under age 20) is projected to remain almost flat, 2.5 billion in 2015 and 2.6 billion in 2050. Over the same period, the working-age population (aged 20 to 64) will increase only moderately, 25.6

percent. The working-age population share of total population will shrink slightly in the decades to come, largely due to the impact of low fertility and increasing life expectancy.

Perhaps an even more telling illustration of the sharply different growth trajectories of the older and younger populations is the converging, crossing, and then diverging of the percentages of older people and children under age 5 from 1950 to 2050. For the first time in human history, people aged 65 and over will outnumber children under age 5. This crossing is just around the corner, before 2020. These two age groups will then continue to grow in opposite directions. By 2050, the proportion of the population aged 65 and older (15.6 percent) will be more than double that of children under age 5 (7.2 percent). This unique demographic phenomenon of the "crossing" is unprecedented.

Excerpt from: Wan He, Daniel Goodkind, and Paul Kowal U.S. Census Bureau, International Population Reports, P95/16-1, An Aging World: 2015, U.S. Government Publishing Office, Washington, DC, 2016.

B. Instructions: In the box below, list several introductory phrases from the text above. Label them "time," "contrast," or "location." An example has been done for you.

- ___time_____ By 2050,

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

Name: _____ Date: _____

A. Instructions: Reread the article *Aging Trends* and note some interesting or important numbers and statistics in the table below. Write what the topic is and the numbers or statistics related to the topic.

Topic	Numbers or Statistics

B. Instructions: Review sections 6.2 (*Using Numbers to Support Ideas*) and 2 (*Making Nouns Specific and Clear*) in the **Writing with Clarity and Accuracy** card. Then, answer the questions below in a couple of sentences. Pay close attention to the vocabulary and expressions in the reading.

1.   What is the main idea of the article? Paraphrase your response.

2.   Why do you think this situation might be problem? Discuss how these statistics might have an effect in the future.

Name: _____ Date: _____

Instructions: Review Section 2.4 (*Full and Reduced Adjective Clauses, Part II*) in the **Writing with Clarity and Accuracy** card. Then, rewrite the underlined phrases below as complete adjective clauses. The first two have been done for you.

"Aging Trends"

who are

1. For the first time in human history, people aged 65 and over will outnumber children
   who are   ^
     under age 5.
   ^

2. By 2050, only 33 countries are projected to have an older population comprising less than 7 percent of

   their total population, a substantial reduction from 115 such countries in 2015.

3. At the same time, the share of the older population will exceed 21 percent in 94 countries, including 39

   countries with 28 percent or more of their total population being older.

4. In 2030, there will be about 1 billion older people globally, equivalent to 12.0 percent of the total

   population.

5. By 2050, there will be 1.6 billion older people worldwide, representing 16.7 percent of the total world

   population of 9.4 billion.

6. By 2050, the proportion of the population aged 65 and older (15.6 percent) will be more than double

   that of children under age 5 (7.2 percent).

Name: _____ Date: _____

2.12   Reading and Summarizing Maps about Populations and Ages

Instructions: Look over the maps below. Then, in 4 or 5 sentences, summarize what the maps show and provide examples from specific countries in 2015 and 2050. Pay close attention to verb tense.

Percentage of Population Aged 65 and Over: 2015 and 2050
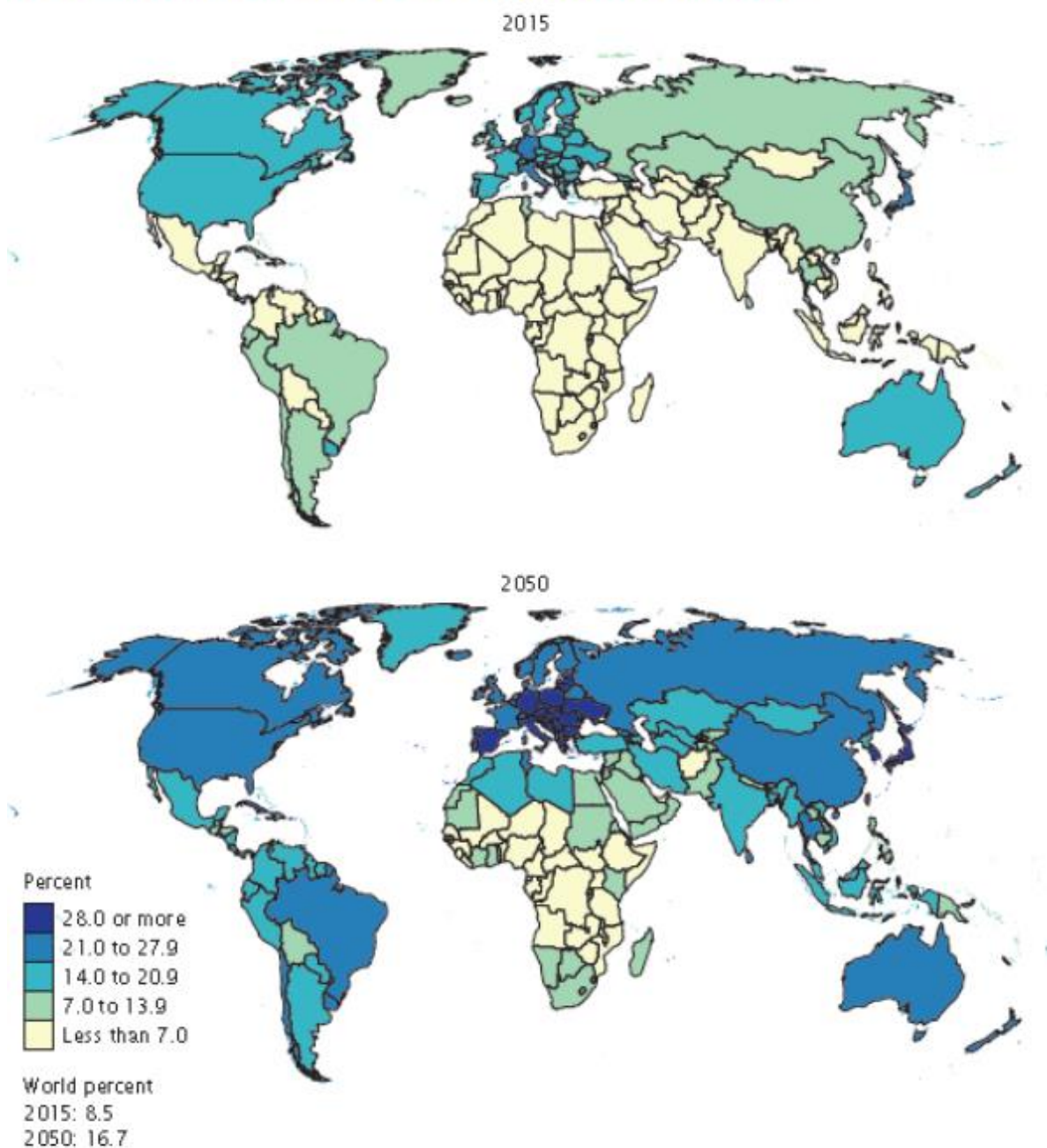
Summary of "Percentage of Population…"

Name: _____   Date: _____

2.13   Using Adjective Clauses and Prepositional Phrases

Instructions: Review sections 2.3 (*Prepositional Phrases*) and 2.4 (*Full and Reduced Adjective Clauses, Part II).* Then, provide details in the blank spaces according to the maps in exercise 2.12.

1. *Contrast the predicted populations of older people in China and India*.

    In 2050, China will likely have a population **which** _____

    _____.

    In 2050, China will likely have a population **of which** _____

    _____.

    In contrast, India will probably have a population **with** _____

    _____

2. *Describe the difference shown in the maps between the U.S. and Mexico in 2015*.

    The U.S. is a country **where** _____

    _____,

    while Mexico has an older population **which** _____

    _____

3. *According to the map, in 2015, what kinds of countries were in Africa*?

    In 2015, Africa primarily had countries _____

    _____

4. *On the map, what are the three categories of countries in Central and South America in 2050*?

    _____

    _____

5. **Challenge Question!**
    Which types of countries tended to have older populations in 2015?

    Countries **with** _____ tend

    to have larger older populations, while countries **with** _____

    _____ tend to have smaller ones.

Name: _____ Date: _____

2.14   Writing Noun Phrases Correctly: Discussing Countries

Instructions: Review sections 2.1 (*Adjectives and Noun Modifiers*), 2.2 (*Possessives*), the **Hot Tip** about adjectives versus possessive modifiers, 2.3(*Prepositional phrases*), and "Common Errors with Nouns" in the **Writing with Clarity and Accuracy** card. Then, based on the following chart, write several sentences that use adjectives, possessives, and prepositional phrases to describe demographics in Brazil in the past, near present (2017), and the future. An example has been done for you.

Demographic Overview - Custom Region - Brazil

Demographic Indicators	1995	2005	2015	2017	2025
Population					
Midyear population (in thousands)	161,911	186,020	204,260	207,353	218,259
Growth rate (percent)	1.5	1.2	0.8	0.7	0.6
Fertility					
Total fertility rate (births per woman)	2.5	2.1	1.8	1.8	1.7
Crude birth rate (per 1,000 population)	22	18	14	14	13
Births (in thousands)	3,525	3,395	2,954	2,926	2,826
Mortality					
Life expectancy at birth (years)	68	71	74	74	76
Infant mortality rate (per 1,000 births)	39	26	19	17	14
Under 5 mortality rate (per 1,000 births)	46	31	22	21	16
Crude death rate (per 1,000 population)	6	6	7	7	7
Deaths (in thousands)	1,031	1,191	1,344	1,385	1,580

Source: The U.S. Census International Database. Web. Accessed 5 May, 2017.

Alternative: For this exercise, you may choose another country in the U.S. Census International Database:
https://www.census.gov/population/international/data/idb/informationGateway.php

1. (death rate) *In 1995,* **Brazil's death rate** *was 6 people per 1,000, while the* **death rate in Brazil** *in*

    2017 was 7 per 1,000. _____

2. (population) _____

_____

_____

3. (growth rate) _____

_____

_____

4. (total fertility rate) _____

_____

_____

5. (number of births) _____

_____

_____

6. (life expectancy at birth) _____

_____

_____

7. (infant mortality rate) _____

_____

_____

Name: _____ Date: _____

2.15 Answering Questions with Complex Noun Phrases

Instructions: Review sections 2.1 (*Adjectives and Noun Modifiers*), 2.3 (*Prepositional Phrases*), 2.4 (*Full and Reduced Adjective Clauses*) in the **Writing with Clarity and Accuracy** card. Then, use the words in parentheses (...) to write sentences based on the chart below. Use complete, accurate noun phrases and generalized numbers or numbers to express an opinion (see 6.2 (*Using Numbers to Support Ideas*) in the **Writing with Clarity and Accuracy** card). The first has been done as an example.

Electorate Profiles: Selected Characteristics of the Citizen, Voting-Age Population in California in 2016		
California	**Estimate**	**Percent Estimate**
Total of citizens 18 years and older	25,002,812	
Citizen, Voting-Age Population		
18 to 29 years	5,951,295	23.8%
30 to 44 years	6,004,043	24.0%
45 to 64 years	8,304,470	33.2%
65 years and over	4,743,004	19.0%
*Race**		
White	16,311,506	65.2%
Black or African American	1,716,070	6.9%
American Indian and Alaska Native	183,887	0.7%
Asian	3,367,889	13.5%
Some Other Race	2,394,081	9.6%
Two or More Races	922,732	3.7%
*Hispanic Origin***		
Hispanic or Latino	7,159,962	28.6%
Not Hispanic or Latino	17,842,850	71.4%
White alone, Not Hispanic or Latino	11,977,031	47.9%
Citizens 25 years and older	21,505,030	

Bachelor's Degree or Higher	7,483,721	34.8%
Citizens for whom Poverty Status is determined	24,452,173	
Below Poverty Level (Poverty Rate)	2,873,881	11.8%
Households***	11,122,577	
Households with income $100,000 or more	3,763,516	33.8%

Source: U.S. Census, "Electorate Profiles: Selected Characteristics of the Citizen, 18 and Older Population: California," Accessed 24 September 2017.

Useful vocabulary and collocations: *Californian* (adj.) and *Californians* (noun), *white* (adj.) and *whites* (noun), *constitute*, *people ages* X *to* X, *those who are* X, *citizens with* X, etc.

Tip: Consider the questions below to help you write sentences. Use generalized, not specific, numbers.

- What were the smallest or largest groups?
- What contrasts were there among the groups?
- What numbers were interesting or surprising to you?

1. (race)

   Among voting-age Californians, almost 10 percent were citizens belonging to some other race, which shows the high amount of ethnic diversity in California.

2. (citizen, voting age population)

3. (race)

4. (Hispanic origin)

5. (college degrees)

6. (poverty status)

7. (household incomes)

Name: _____   Date: _____

2.16   Adding Details to Your Writing Using a Text Analyzer

Overview: Review sections 1 (*Developing Descriptions and Explanations*) and 2 (*Making Nouns Specific and Clear*) in the **Writing with Clarity and Accuracy** card. In this exercise, you will find "Readability Statistics" of your own writing before you modify it and after you modify it by developing the noun phrases and sentences in it.

A. Instructions: In this assignment, you will first evaluate a sample of your writing using a text analyzer. Select one or more draft paragraphs or an essay (preferably writing which has not been carefully edited and modified) with a total of 15 to 25 sentences. Use Microsoft Word's "ABC Spelling and Grammar" function under the "Review" tab to check your grammar and obtain "Readability Statistics." Write the resulting numbers for the categories below. *Flesch-Kincaid* indicates the grade-level.

> **Note**: To turn on "Readability Statistics" in Microsoft Word, go to "File" and open "Options." Then click on "Proofing" and make sure the "Show readability statistics" box is checked.

First Results from Microsoft Word's "Readability Statistics"

- Words _____

- Sentences _____

- Sentences per paragraph _____

- Words per sentence _____

- Characters per word _____

- Flesch-Kincaid Level _____

B. Instructions: Review sections 1 (*Developing Descriptions and Explanations*) and 2 (*Making Nouns Specific and Clear*) in the **Writing with Clarity and Accuracy** card. Using those ideas, improve your text by adding phrases and clauses that make your nouns more detailed and your sentences more complete. (NOTE: You may want to save the original text first to compare with your modified text). Then, enter the modified text into the text analyzer and compare these results.

Second Results from Microsoft Word's "Readability Statistics"

- Words _____

- Sentences _____

- Sentences per paragraph _____

- Words per sentence _____

- Characters per word _____

- Passive _____

- Flesch-Kincaid Level _____

Reflection: Write a few sentences that make you think about what happened after you modified your writing sample. Did any of the numbers increase from the first time? If so, which aspects increased the most? Do you think your modified writing has been improved or not? If not, why not? If so, how was it improved?

About "Readability Statistics"
While spoken language tends to have shorter words, phrases, and sentences, academic writing tends to contain longer words (and thus more characters per word), detailed noun phrases, and more words per sentence. Moreover, passive voice is used in academic writing more often to focus on topics (as in this sentence about using the passive voice). Some research has shown that, in academic writing, over 20 percent of main clauses are in the passive voice. Finally, the Flesch-Kincaid grade level indicates the complexity of readings based on word length and sentence length. For comparison, while spoken English may be just 4 or 5, while newspapers tend to be at a level of 10 or 11, and academic texts can be in the low teens.

3. Making Topics Specific and Clear

In this section, you will practice the following language skills:

- Selecting words and phrases to make topics clear and precise in your academic writing.
- Learning several techniques to highlight topics and using a variety of sentence patterns.

Questions for Learners to Consider

- How easy is it for readers to recognize topics in your writing?
- How do you make sure that readers know what the main topics are in your writing?
- What are problems with writing "you" in academic writing?
- What are ways to replace "you" with more specific topics?

Name: _____ Date: _____

3.1   Identifying Ways to Make Topics Specific and Clear

Instructions: Review the six ways to make topics specific and clear in Section 3 of the **Writing with Clarity and Accuracy** card. Then, in the paragraph below, pay attention to the **bolded** words and phrases in the sentences below. For each sentence, identify which of the six approaches in Section 3 is used. The first one has been done as an example.

1. **Living for 80 or more years** is much more common today than it was several decades ago.

_____*a gerund to focus on the action*_____

2. **Researchers of aging and longevity** have even predicted that the number of elderly people will grow

faster than the number of younger people. _____

3. **As for the differences between countries**, the rates of long life spans will still be somewhat lower in

developing countries than in developed countries. _____

4. However, **it is** still the case that developing countries will have larger elderly populations than today.

_____

5. **Whether this situation creates problems for the world** is not yet clear.

_____

6. **It has been predicted that** economies in countries with large elderly populations may struggle due to

smaller workforces. _____

7. However, **older people who are still healthy** may still work and contribute to the economies in their

countries. _____

8. Economies in the future **may be slowed**, but they **might not be significantly harmed**.

_____

9. Nevertheless, **dealing with this tremendous change in the populations of countries around the

globe** will not be simple. _____

Name: _____   Date: _____

3.2   Making Nouns More Specific

Instructions: Review the Section 3 Overview (*Making Topics Specific and Clear*) and Section 3.1 (*Selecting Specific Nouns*) in the **Writing with Clarity and Accuracy** card. Then, read the paragraph below. Next, rewrite the sentences below to make them more specific and clear. You may use ideas from the paragraph or ideas of your own. The first has been done as an example.

The "Digital Divide"

The "digital divide" is the difference between people who have access to the internet and computer technology and those who do not. The term refers to a kind of social and economic inequality because access to computers, software, and the internet costs money and is also connected to the amount of education people have. This problem is very clear in the difference between developed countries and developing countries. The rates of internet users in developed countries are twice as high as those in developing countries, about 80 percent versus 40 percent. The causes of limited access to the internet can be economic, but they can also be related to other factors, such as insufficient landlines, limited computer literacy, and inadequate computer technology in schools and public places. The effects of a lack of access to the internet are not always obvious. However, some educators and those in governments that support having educated citizens are concerned about the digital divide and are trying to find ways to reduce it.

1. **People** think the digital divide is a **problem**.

    ___*Teachers and administers in education* think the digital divide is a problem **for children whose**

    communities lack access to wireless technology_._____

2. **We** can easily solve the digital divide **in a lot of places**.

    _____

    _____

    _____

3. **A lot of people** have access to the internet **in a lot of places**.

_____

_____

_____

4. **Everyone knows that** the digital divide can limit people's access to **things**.

_____

_____

_____

5. **There are a lot of places** where **things** prevent **people** from using computer technology.

_____

_____

_____

Try it! Look in one of your current writing assignments and identify places where you can make the topics in it more specific by applying the approaches in this exercise.

Name: _____   Date: _____

3.3   Focusing on Actions with Gerunds

Instructions: Review Section 3.2 (*Focusing on Actions with Gerunds*) in the **Writing with Clarity and Accuracy** card. Then, use gerunds in your responses to the questions below. Pay attention to the suggestions in parentheses (e.g., *gerunds as subjects*, etc.).

1. What are examples of problems internet users have? (*Gerunds as examples*)

    *Internet users have problems with privacy, for example, **selecting** privacy settings on social media*

    *and **preventing** hackers from accessing their private information.* _____

2. What are some reasons why people use the internet? (*Gerunds as subjects*)

    _____

    _____

    _____

3. What are examples of educational exercises for children on the internet? (*Gerunds as examples*)

    _____

    _____

    _____

4. What are some methods of finding information on the internet? (*Gerunds as categories or subjects*)

    _____

    _____

    _____

5. What should internet users do to protect their devices from viruses? (*Use "such as" with gerunds.*)

    _____

    _____

    _____

Hot Tip **Using** gerunds with their objects (like in this sentence) is an effective way to add clarifying details.

Name: _____ Date: _____

3.4　Choosing Academic Topics with Gerunds and Specific Nouns

Instructions: Review Section 3.1 (*Selecting Specific Nouns*), Section 3.2 (*Focusing on Actions with Gerunds*) and all of Section 1 (*Developing Descriptions and Explanations*) in the **Writing with Clarity and Accuracy** card. Then, make the following sentences more academic by rewriting the sentences with gerunds, specific nouns, and other clarifying details. The first has been done as an example.

Hot Tip Avoid using the general "you" and "we" in academic writing. Instead, choose specific nouns, gerunds, or nouns with modifiers and descriptive details. Also, notice in Section 3.1 (*Selecting Specific Nouns*) in the **WCA** card ways to choose clearer, more precise alternatives for general words such as "people," "everybody," and "everyone."

---

1. If you want your information on the internet to be private, you should change passwords a lot.

   Frequently changing passwords for internet accounts *is essential to keep* ***personal and financial*** *information on the internet safe from hackers.*

2. When we update the software on our computers and phones, our computers can be better protected from computer viruses.

   _____

   _____

   _____

3. Many people's computers are hacked because they click on links in fake email messages.

   _____

   _____

   _____

4. To avoid computer viruses, everybody should read messages carefully before they click on links.

   _____

   _____

   _____

5. Your identity can be stolen if you don't think a lot about passwords and software updates.

   _____

   _____

   _____

Name: _____   Date: _____

3.5   Choosing Active or Passive Voice

Instructions: Review Section 3.6 (*Choosing Active vs. Passive Voice*) in the **Writing with Clarity and Accuracy** card. Then, complete the sentences using the correct form of the verb in parentheses. The first two have been done for you.

1. New computer software (produce) _is produced_____ by people all over the world.

2. Software engineers (produce) ____produce_____ new software almost daily.

3. Software updates for smartphones (announce) _____ next week at the company's meeting.

4. All major purchases of new equipment (must, approve) _____ by the company chief financial officer.

5. The most recent request for new software (approve, not) _____ because of budget restrictions.

6. The department supervisor (agree, not) _____ with that decision.

7. If the company's president agrees with the committee's decision, a new manager (hire) _____ next week.

8. A new software update (define, usually) _____ as a free downloadable file that fixes some problems that (find) _____in the software after it (distribute) _____.

9. Major software companies strongly feel that the widespread use of "pirated" software (should, stop) _____.

10. Unfortunately, while these companies have (try) _____ to stop the spread of this problem, they have not been successful.

11. Software (can, categorize) _____ into two main types: application software and systems software.

12. In 2016, a 10-year-old boy from Sweden (award) _____ $10,000 by Facebook for being the first to discover a "bug" in Instagram, a photo-sharing app.

Definitions

1. *Pirated software* - software used without having been purchased legally

2. *Bug* - an error in a software program that makes the program work incorrectly

Name: _____ Date: _____

A. Instructions: First, review the six ways to make topics specific and clear in Section 3 (*Making Topics Specific and Clear*) in the **Writing with Clarity and Accuracy** card. Then, in the article below, <u>underline</u> subjects in each main clause. Notice the different methods used to express these topics. Some samples have been done for you.

Use of Technology in Teaching and Learning

<u>Technology</u> generates fundamental structural changes that allow society to achieve significant improvements in productivity. Used to support both teaching and learning, <u>technology</u> provides classrooms with digital learning tools, such as computers and hand held devices; expands course offerings, experiences, and learning materials; supports learning 24 hours a day, 7 days a week; builds 21st century skills; increases student engagement and motivation; and accelerates learning. In terms of teaching methodology, technology also has the power to transform teaching by creating new models of connected teaching. These models link teachers to their students and to professional content, resources, and systems to help them improve their own instruction and personalize learning.

Online learning and using "open educational resources" and other technologies can increase educational productivity by accelerating the rate of learning, reducing costs associated with instructional materials or program delivery, and helping teachers utilize their time more effectively.

- **Virtual or online learning**: 48 states and the District of Columbia currently support online learning opportunities that range from supplementing classroom instruction on an occasional basis to enrolling students in full-time programs. <u>Both core subjects and electives</u> can be taken online, many supported by online learning materials. While some online schools or programs develop their own online resources, many others contract with private providers or other states to provide online learning opportunities.

- **Full-time online schools**: Many online or virtual schools enroll students on a full-time basis. Students enrolled in these schools are not attending a "brick-and-mortar" school. Instead, they receive all of their instruction and earn all of their credits through the online school.

- **Blended learning**: Blended learning incorporates both face-to-face and online learning opportunities. The degree to which online learning takes place, and the way it is integrated into the curriculum, can vary across schools. The strategy of blending online learning with school-based instruction is often utilized to accommodate students' diverse learning styles and to enable them to learn in ways and at times that are not possible with full-time conventional classroom instruction. These strategies can be used in effective ways in rural areas where blended or online learning can help teachers and students in remote areas overcome distance.

- **Open educational resources**: Open educational resources are teaching, learning, and research resources that reside in the public domain and are freely available to anyone over the Web. They are an important element of an infrastructure for learning, and they range from podcasts to digital libraries to textbooks and games. It is critical to ensure that open educational resources meet standards of quality, integrity, and accuracy—as with any other educational resource—and that they are accessible to students with disabilities.

Adapted from: "Use of Technology in Teaching and Learning". U.S. Department of Education. Web. Accessed 17 July 2017.

B. Instructions: In the table below, provide a few samples of each the categories of topics listed in the "Overview" table in Section 3 (*Making Topics Specific and Clear*) of the **WCA** card. A sample has been done for you. Some subjects may be included under more than one category.

Category	Samples
1. **Specific Nouns to Add Clarity**	• *Both core subjects and electives* • • • •
2. **Gerunds to Focus on Actions**	• •
3. **Introductory Prepositional Phrases to Add Context**	• •
4. **"It is…" to Emphasize an Opinion**	•
5. **Passive Voice to Reflect the Topic**	• •

Think About It! While specific nouns are the most common types of subjects, this writing has several different types, showing variety of expression. How much variety is in **your** writing?

Name: _____   Date: _____

3.7   Focusing on Topics: Prepositional Phrases, Noun Clauses, "It is," and Passive Voice

Instructions: Review the six ways to make topics specific and clear in the **Overview** of Section 3 of the **Writing with Clarity and Accuracy** card. Then answer the questions about the reader "Living Longer" in exercise 3.6. Finally, write the number (the six types from Section 3 of the **WCA** card) of the type of topic. An example has been done for you.

1. What are some benefits of technology in education?

    What technology has done to help education is that __*it provides much more flexibility to students and*__

    *allows people to study whenever and wherever they wish*_____ (No. 4   )

    Regarding technology in education, _____

    _____ (No.   )

    It is clear that _____

    _____ (No.   )

2. Considering the four areas of educational technology, what do you think is the most interesting aspect of

    technology in education?

    The most interesting aspect of technology in education is that _____

    _____ (No.   )

    What is most interesting about technology in education is that _____

    _____ (No.   )

    It is interesting to see that _____

    _____ (No.   )

3. What has happened to the ways people learn?

    Various new ways of accessing educational programs have been _____

    _____ (No.   )

As for online technology and other relevant practices, _____

_____ (No.   )

_____ have been

developed to reduce the cost of education. (No.   )

4. Discuss the four aspects of technology in education.

   The growing number of people who can study while they have full-time jobs is due to _____

   _____ (No.   )

   Less face-to-face instruction has been caused by _____

   _____ (No.   )

4. Creating Flow through Cohesion and Variety

In this section, you will practice the following language skills:

- Making ideas in groups of sentences clearer by logically connecting topics
- Producing writing which has connected ideas but also has a variety of expression
- Connecting ideas through a variety of methods
- Creating "flow" in your writing by combining the methods above

Questions for Learners to Consider

- How do you normally organize your ideas in essays?
- How is organization in essays similar to or different from organizing ideas in small paragraphs, even just two sentences one after the other?
- How can you help readers easily understand the main points in your writing?

Name: _____ Date: _____

4.1   Identifying Ways to Create Flow

Instructions: Review sections 4.1 (*Techniques to Create Flow*) and 4.2 (*Connecting Known to New Info*) in the **Writing with Clarity and Accuracy** card. Then, read the sequence of sentences below about studying in college. Identify the techniques that are used to create the flow of ideas from one **bolded** phrase to the next.

Benefits of Higher Education

University students might first think of personal economic benefits of **studying in college**.

1. However, in fact, **higher education** offers a number of less tangible benefits.

    ____*synonym*_____

2. Research on the benefits of **this level of education** was presented in the report "Education Pays 2013"

    by the U.S. College Board. _____

3. **Being educated in college** helps college graduates find jobs with better health benefits and retirement

    plans. _____

4. **It** can also give college graduates higher levels of job satisfaction.

    _____

5. They may be more likely to find jobs that are interesting to them due to their skills. For example, **a**

    college degree in computer programming or website development will open doors for graduates in

    those fields. _____

6. Those with **this sort of professional training and knowledge** are more likely to exercise, not to smoke,

    and not to have weight problems. _____

7. Clearly, while money is one reason to consider the investment of **years of challenging advanced study**,

    benefits to one's health and lifestyle are also significant sources of motivation.

    _____

Name: _____   Date: _____

4.2   Noticing Flow: "Living Longer"

A. Instructions: Review Section 4 (*Creating Flow through Cohesion and Variety*) in the **Writing with Clarity and Accuracy** card. Then, in the essay below, <u>underline</u> the words and phrases that create flow in each sentence. These include the subjects of main clauses OR introductory prepositional phrases that focus on topics. Some samples have been done for you.

Living Longer

<u>The dramatic increase in average life expectancy during the 20th century</u> ranks as one of society's greatest achievements. Although most babies born in 1900 did not live past age 50, <u>life expectancy at birth</u> now exceeds 83 years in Japan—the current leader—and is at least 81 years in several other countries. <u>Less developed regions of the world</u> have experienced a steady increase in life expectancy since World War II, although not all regions have shared in these improvements. One notable exception is the fall in life expectancy in many parts of Africa because of deaths caused by the HIV/ AIDS epidemic. The most dramatic and rapid gains have occurred in East Asia, where life expectancy at birth increased from less than 45 years in 1950 to more than 74 years today.

These improvements are part of a major transition in human health spreading around the globe at different rates and along different pathways. This transition encompasses a broad set of changes that include a decline from high to low fertility; a steady increase in life expectancy at birth and at older ages; and a shift in the leading causes of death and illness from infectious and parasitic diseases to noncommunicable diseases and chronic conditions. In early nonindustrial societies, the risk of death was high at every age, and only a small proportion of people reached old age. In modern societies, most people live past middle age, and deaths are highly concentrated at older ages.

The victories against infectious and parasitic diseases are a triumph for public health projects of the 20th century, which immunized millions of people against smallpox, polio, and major childhood killers like measles. Even earlier, better living standards, especially more nutritious diets and cleaner drinking water, began to reduce serious infections and prevent deaths among children. More children were surviving their vulnerable early years and reaching adulthood. In fact, more than 60 percent of the improvement in female life expectancy at birth in developed countries between 1850 and 1900 occurred because more children were living to age 15, not because more adults were reaching old age. It wasn't until the 20th century that mortality rates began to decline within the older ages. Research for more recent periods shows a surprising and continuing improvement in life expectancy among those aged 80 or above.

The progressive increase in survival in these oldest age groups was not anticipated by demographers. It raises questions about how high the average life expectancy can realistically rise and about the potential length of the human lifespan, while some experts assume that life expectancy must be approaching an upper limit.

Source: *Global Health and Aging.* 2011. National Institute on Aging. National Institutes of Health. p6.

B. Instructions: Answer the following questions. Some samples have been done for you.

1. **Main Focus**: What is the main point of the article? Write a short sentence.

   _____

2. **Key Words**: What phrase is repeated throughout the article?

   _____

3. **Synonyms**: What are a few synonyms or paraphrases that express *the increase in life expectancy*?

   _____*mortality rates began to decline,*_____

   _____

4. **Examples**: What are three or more examples of words or phrases that support the main topic of the article?

   _*from less than 45 years in 1950 to more than 74 years today,*_____

   _____

   _____

5. **Pronoun**: What does "it" refer to in the last paragraph?

   _____

Name: _____ Date: _____

4.3 Focusing on Topics: Prepositional Phrases, Noun Clauses, "It is," and Passive Voice

Instructions: Review the six types of topics in Section 3 (*Making Topics Specific and Clear*) in the **Writing with Clarity and Accuracy** card. Then answer the questions about the reading "Living Longer" in exercise 4.2. Finally, write the number (from the six ways to make topics specific and clear) from Section 3 of the **WCA** card. An example has been done for you.

1. What is the primary change that happened during the twentieth century?

    What happened in the twentieth century is that __medical advances and better sanitation helped

    people to have much higher life expectancies_____ (No. 4)

    Regarding life expectancy, _____

    _____ (No.   )

    It is clear that _____

    _____ (No.   )

2. What is the most surprising statistic?

    The most surprising statistic is that _____

    _____ (No.   )

    What is most surprising is that _____

    _____ (No.   )

    It is surprising to see that _____

    _____ (No.   )

3. What has happened to medicine and other practices that are related to life expectancy?

    Medical technology and other relevant practices have been _____

    _____ (No.   )

As for medical technology and other relevant practices, _____

_____ (No.   )

There has been _____

_____ (No.   )

4. What is the main issue in the article?

    Increasing rates of life expectancy are due to _____

    _____ (No.   )

    The development of medical technology and health-related practices has _____

    _____ (No.   )

    Life expectancy in many countries has been _____

    _____ (No.   )

Name: _____   Date: _____

4.4   Matching Topics and Types of Flow: "Living Longer"

A. Instructions: First, review Section 4.1 (*Techniques to Create Flow*) in the **Writing with Clarity and Accuracy** card. Then, reread the paragraphs below. Finally, in the charts, match each "Topic" with a "Function." An example has been done for you.

Paragraph 2

These improvements are part of a major transition in human health spreading around the globe at different rates and along different pathways. This transition encompasses a broad set of changes that include a decline from high to low fertility; a steady increase in life expectancy at birth and at older ages; and a shift in the leading causes of death and illness from infectious and parasitic diseases to noncommunicable diseases and chronic conditions. In early nonindustrial societies, the risk of death was high at every age, and only a small proportion of people reached old age. In modern societies, most people live past middle age, and deaths are highly concentrated at older ages.

	Topic	Type of Flow
d	"These improvements"	a. contrasts with the previous sentence and continues the idea of "this transition"
	"This transition"	b. refers to the previous sentence
	"In early nonindustrial societies, the risk of death"	c. is the starting point of "this transition"
	"In modern societies, most people"	d. refers to the details in the previous paragraph

Paragraph 3

The victories against infectious and parasitic diseases are a triumph for public health projects of the 20th century, which immunized millions of people against smallpox, polio, and major childhood killers like measles. Even earlier, better living standards, especially more nutritious diets and cleaner drinking water, began to reduce serious infections and prevent deaths among children. More children were surviving their vulnerable early years and reaching adulthood. In fact, more than 60 percent of the improvement in female life expectancy at birth in developed countries between 1850 and 1900 occurred because more children were living to age 15, not because more adults were reaching old age. It wasn't until the 20th century that mortality rates began to decline within the older ages. Research for more recent periods shows a surprising and continuing improvement in life expectancy among those aged 80 or above.

	Topic	Type of Flow
	"The victories against infectious and parasitic diseases"	a. Transitions in time from the previous sentences
	"More Children"	b. Refers to details in previous paragraphs
	"It wasn't until the 20th century"	c. Is connected to details in the previous sentence

Paragraph 4

The progressive increase in survival in these oldest age groups was not anticipated by demographers. It raises questions about how high the average life expectancy can realistically rise and about the potential length of the human lifespan, while some experts assume that life expectancy must be approaching an upper limit.

	Topic	Type of Flow
	"The progressive increase in survival in these oldest age groups"	a. Refers to the subject of the previous sentence
	"It"	b. Refers to the last sentence in paragraph 3

B. Instructions: In paragraph 4, rewrite the first sentence to make it active. Then, explain why the active sentence would be less effective in the organization of the ideas based on the focus of the reading.

Think About It! Evaluate a sample of your own writing. Consider how the ideas already provide clear cohesion or how they could be improved by reviewing Section 4 (*Creating Flow through Cohesion and Variety*) in the **Writing with Clarity and Accuracy**.

Name: _____   Date: _____

4.5   Identifying Techniques to Create Flow in a Paragraph

A. Instructions: First, review Section 4.1 (*Techniques to Create Flow*) in the **Writing with Clarity and Accuracy** card. Then, read the sentences below, which together are a single paragraph about aging in the world population. After each sentence, write the technique used to create flow and cohesion among the sentences. Use the underlined phrases to help you. A sample has been done for you.

1. The massive increase in life expectancy has resulted in a tremendous growth in the world population.

    _____*main focus*_____

2. The worldwide population rose from about 1.6 billion in 1900 to about 6 billion by 2000, over triple the

    original. _____

3. For example, there are predictions that suggest the population could grow to more than 10 billion by the

    end of this century. _____

4. These predictions, however, are not certain due to many sociopolitical, cultural, and economic factors.

    _____

5. What is likely to happen due to this growth is that the number of older people will increase.

    _____

6. The elderly are likely to constitute much higher percentages of populations in countries worldwide.

    _____

7. After this increase in the number of elderly citizens, countries' governments will need to consider

    managing their needs. _____

B. Instructions: Write the number of the sentences in Part A above next to sentences below which describe the function of the underlined phrases in Part A. The first one has been done for you.

a. ___*3*_____ This is an issue related to the issue of population growth.

b. _____ This noun clause introduces a possible effect of the previous topic.

c. _____ This is a paraphrase of "older people" in the previous sentence.

d. _____ The subject is a paraphrase of a detail in the previous sentence.

e. _____ This introduces the paragraph topic.

f. _____ This starts with the information of the previous sentence and adds new information in the

    second clause.

g. _____ This topic is connected to the topic of the previous sentence.

Name: _____ Date: _____

Instructions: Review Section 4.1 (*Techniques to Create Flow*) in the **Writing with Clarity and Accuracy** card. Then, as you read the article below, notice the **bolded words and phrases** (the main focuses) with letters after them (a, b, etc.) and the underlined words that follow them. Next, below each underlined word or phrase, write the flow technique listed in Section 4.1. An example has been done for you.

Hot Tip In 4.1 (*Techniques to Create Flow*) of the **WCA** card, the pattern "*This/that/these/those + Synonym*" can also include the words "the" and "such." Also, synonyms do not always have to be used. The same word as the topic may sometimes be reused (e.g., *children → these children, the children, such children*, etc.).

Vast Majority of Americans Say Benefits of Childhood Vaccines Outweigh Risks

1. Most **Americans (a)** support requiring **the measles, mumps and rubella vaccine (b)** for

    public school children in order to protect public health. They see substantial preventive health benefits
                                                                pronoun (a)

    of such vaccines and low risk of side effects, and they consider the benefits of the vaccine to outweigh the

    risks.

2. Nevertheless, **public concerns about childhood vaccines (c)** linger in the public

    discourse, often linked to a now discredited and retracted research study

    published nearly two decades ago that raised questions about a possible link

    between the measles, mumps and rubella vaccine and autism. Despite assurances

    of vaccine safety from the Centers for Disease Control and Prevention, the

    American Academy of Pediatrics and a host of other scientific bodies that the

    measles, mumps and rubella (MMR) vaccine does not cause autism, a number of

    prominent figures (d) have expressed concerns about the safety of childhood

    vaccines. President Donald Trump raised questions about the safety of childhood
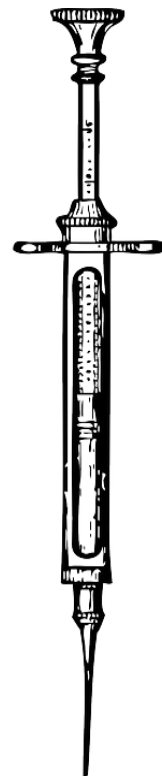
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vaccines on the campaign trail and during the transition period met with <u>Robert Kennedy Jr.</u> reportedly about the possibility of leading a commission on vaccine safety and scientific integrity. Kennedy edited a book that argues that a preservative used in some vaccines causes neurological disorders, including autism.

3. A new Pew Research Center survey conducted prior to the election finds the "vaccine hesitant" views expressed by Trump and other public figures to be at odds with **most Americans' views (e)**. <u>An overwhelming majority of Americans</u> (82%) support requiring all healthy schoolchildren to be vaccinated for measles, mumps and rubella. <u>Some 73% of Americans</u> see significant preventive health benefits from use of the MMR vaccine, and <u>66%</u> believe there is a low risk of side effects from the vaccine. Overall, 88% believe that the benefits of these inoculations outweigh the risks.

4. But there are **several groups with comparatively more concern about the safety of the measles, mumps and rubella vaccine (f)**. Foremost among them are <u>parents of children ages 0 to 4</u> who have recently faced or will soon face a decision about whether to follow the recommended immunization schedule for measles, mumps and rubella starting when their children are between 12 and 15 months old. <u>Six-in-ten (60%) parents with children ages 0 to 4</u> see the preventive health benefits of the MMR vaccine as high, compared with 75% of parents with school-age children (ages 5-17) and 76% of people with no children under age 18. About half (52%) of parents with children ages 0 to 4 say the risk of side effects from the MMR vaccine is low. 43% of this group says the risk is medium or high. By comparison, 70% of those with no minor age children say the risk of side effects is low, and 29% say the risk is medium or worse.

5. Nonetheless, **the public's (g)** views of medical scientists and their research related to **childhood vaccines (h)** are broadly positive regardless of parent status, race, ethnicity and experience using alternative medicine. Fully <u>73% of U.S. adults</u> believe that medical scientists should have a major role in policy decisions related to childhood vaccines. In addition, <u>a 55% majority</u> say they trust information from medical scientists "a lot" to give a full and accurate picture of the health effects of <u>these vaccines</u>. At the same time, people are less trusting of other groups about this issue. For example, just 13% trust information from pharmaceutical industry leaders about the health effects of the MMR vaccine a lot. People with high science knowledge are especially positive in their views of medical scientists and research on childhood vaccines. Younger adults, ages 18 to 29, are a bit more skeptical than older age groups about medical scientists and their work on childhood vaccines.

6. The new Pew Research Center survey finds **Republicans (i)** (including independents who lean Republican) hold roughly the same views as **Democrats (j)** (including leaning Democrats) about the benefits and risks of the MMR vaccine, consistent with a 2015 Pew Research Center survey on this topic. Republicans and Democrats (including those who lean to either party) are about equally likely to support a school-based vaccine requirement. However, <u>political conservatives</u> are slightly more likely than either moderates or <u>liberals</u> to say that parents should be able to decide not to have their children vaccinated, though majorities of all ideology groups support requiring the measles, mumps and rubella vaccine for all children in public schools because of the potential health risk to others.

4.7   Paraphrasing and Taking Notes: "...Benefits of Childhood Vaccines..."

Instructions: First, review Appendix 6 (*Taking Notes on Articles, Textbooks, and Charts/Graphs*) and Appendix 7 (*Tips on Quotations, Paraphrasing, and Summarizing*) in the back of this workbook. Then, identify main points in and take notes from the reading "Vast Majority..." in exercise 4.6. Paraphrase by using phrases (not sentences) and both synonyms and different parts of speech of key vocabulary and concepts. The first one has been done for you.

Main Points and Notes Paragraphs 1 to 6

1.
2.
3.
4.
5.
6.

Name: _____ Date: _____

4.8   Creating Flow in Short Answer Responses about "Vaccinations"

Instructions: First, review Section 4.1 (*Techniques to Create Flow*) in the **Writing with Clarity and Accuracy** card. Then, answer the questions below about the reading in exercise 4.6, "*Vast Majority of Americans...*" in two to three sentences each. Use the strategies from Section 4.1 of WCA card as indicated after each question in parentheses, though you may use others as well.

a.   What is the main point of the article? Provide a statistic. (*main focus and an example of the topic*)

b.   What caused the concern about autism in the U.S.? Explain. (*use a main topic, different word forms*)

c.   Which groups are somewhat less likely to support MMR vaccinations for children? Provide a statistic. (*main topic, pronouns, and known → new information*)

Name: _____ Date: _____

4.9   Making Key Ideas Clear and Non-Repetitive for Effective Flow

Instructions: Review Section 4.1 (*Techniques to Create Flow*) of the **Writing with Clarity and Accuracy** card. Then, read the paragraph below. **Bolded** words show repetitive words and phrases. Rewrite the following sentences to improve the "flow" of ideas while using a variety of expression. Use some of the techniques in Section 4.1. Follow the instructions below for each sentence. To help you, some examples of synonyms and word forms are provided in the box.

exception	exclusion	exemption	immunization
immunize	immunized	injection of a vaccine	inoculate
inoculated	inoculation	release from the requirement	
vaccinate	vaccinated	vaccination	vaccine

Vaccinations

[1]Although the American Academy of Pediatrics and the Centers for Disease Control have recommended vaccinations that should be given to **children before starting school**, most states do not require all the recommended vaccinations. [2]In addition, although all states in the US require vaccinations **for children before starting school**, there are usually procedures to obtain an **exemption** to the requirements. [3]A child may have a medical reason for such an **exemption** from the requirements. [4]Also, some parents have religious objections to their children **having a vaccination**. [5]Other parents might have personal beliefs that go against **having a vaccination**. [6]Usually, the health departments in each area will review a parent's request for an **exemption** from the requirement. [7]Requests for exemptions are not always granted. [8]It has become increasingly difficult to obtain **exemptions** for nonmedical reasons. [9]Even requests for exemptions based on medical reasons have to be reviewed and are not always granted.

1. In sentence 1, make the topic of the paragraph ("*vaccinations"*) the subject of the first clause so that the main focus begins the paragraph.

    _____***Vaccinations*** *are not required by most states even though the American Academy of Pediatrics and the CDC have recommended that children should be* ***vaccinated*** *before starting school.*_____

2. In sentence 2, do not repeat the entire phrase "*children before starting school."* Use "*these*."

    _____

    _____

3. In sentence 3, use a synonym or paraphrased expression for "*exemption.*"

_____

_____

4. In sentence 4, change the phrase "*to their children having a vaccination*" by using a different word form for *vaccination*.

_____

_____

5. In sentence 5, change the phrase "*that go against having a vaccination*" by using a different word form or a synonym.

_____

_____

6. In sentence 7, add "*these*" in a logical place.

_____

_____

7. In sentence 9, use a synonym for "*exemption.*"

_____

_____

8. Finally, where would the following sentence most logically be inserted into your rewritten paragraph: *For example, a girl might have a weakened immune system, and a vaccination could endanger her.*

_____

_____

Name: _____   Date: _____

4.10   Using Flow in Short Responses

Instructions: Review sections 4.1 (*Techniques to Create Flow*) and 4.2 (*Connecting Known Info to New Info*) in the **Writing with Clarity and Accuracy** card. Review the reading in exercise 4.6 and notes in 4.7 for details. After each sentence, add another sentence that provides additional explanation (e.g., Why? How? etc.). Use one of the techniques from Section 4.1 to create a smooth flow of ideas from the first sentence to the second. The first one has been done.

1. **Technique: Pronoun**

   Most Americans support the requirement of certain vaccinations for children entering school.

   They *recognize the health risks of some contagious diseases and want to protect all children from them.*

2. **Technique: Examples of the Topic**

   Some parents, however, have objections to giving their children the vaccinations.

   _____

   _____

3. **Technique: Different Word Forms**

   Most medical professionals promote the widespread use of vaccines.

   _____

   _____

4. **Technique: This/That/These/Those + Synonym**

   Vaccines for pre-school children are required before children are able to attend many public schools.

   _____

   _____

5. Technique: Pronouns

Some parents try to prevent their children from getting MMR vaccinations in schools.

_____

_____

6. Technique: Known Information → New Information

Robert Kennedy, Jr., has edited a controversial book that argues that preservatives used in some vaccines can harm children and may lead to autism.

_____

_____

Name: _____ Date: _____

4.11   Using Cohesion to Summarize a Chart

Instructions: First, review Appendix 6 (*Taking Notes on Articles, Textbooks, and Charts/Graphs*) and Section 4.1 (*Techniques to Create Flow*) in the **Writing with Clarity and Accuracy** card. Then, in several sentences, summarize the following chart. Include two or more different techniques from Section 4.1 to create flow, and underline the words or phrases where you use those techniques.

_____

Most Americans say vaccines should be required for schoolchildren; a larger share of conservatives say parents should be able to decide

% of U.S. adults who say ____ about the childhood vaccine for measles, mumps and rubella

■ Parents should be able to decide not to vaccinate their children even if that may create health risks for others
■ Healthy children should be required to be vaccinated to attend school because of potential health risk to others

IDEOLOGY

Conservative	25	73
Moderate	15	84
Liberal	9	90

RELIGIOUS AFFILIATION

Protestant	16	82
White evangelical Prot.	22	76
White mainline Prot.	10	89
Black Protestant	13	87
Catholic	11	87
Unaffiliated	21	78

Note: Respondents who did not give an answer are not shown. Whites and blacks are non-Hispanics only; Hispanics are of any race.
Source: Survey conducted May 10-June 6, 2016.
"Vast Majority of Americans Say Benefits of Childhood Vaccines Outweigh Risks"

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_____

Name: _____ Date: _____

4.12   Connecting Known Information to New Information

Instructions: Review Section 4 .2 (*Connecting Known Info to New Info)* of the **Writing with Clarity and Accuracy** card. Then, for each item below, underline the information at the end of the first sentence. Choose the next sentence (*a* or *b*) which most closely connects to the idea of the first sentence. One has been done for you.

1.   Herd immunity is the idea that massive spread of a disease can be prevented <u>by having a large proportion of a population vaccinated against it</u>.
    a. The greater the chance of restricting the spread of a disease, the greater the number of people who are immunized*.*
    b. <u>The greater the number of people who are immunized</u>, the greater the chance of restricting the spread of a disease.

2.   Limiting the spread of a disease among students and staff in a school offers the best possibility of protecting children with weakened immune systems.
    a. Such vulnerable children need to rely on the protection provided by herd immunity.
    b. Herd immunity provides protection for vulnerable children.

3.   Most American school districts require several vaccinations before children can begin school in order to protect the health of students.
    a. While vaccinations are known to prevent large-scale disease outbreaks, some parents have protested the requirement because they fear negative side effects.
    b. Some parents have protested the requirement because they fear negative side effects even though vaccinations are known to prevent large-scale disease outbreaks.

4.   In the 18th century, an English doctor discovered that giving a person a small dose of cowpox would protect the person from smallpox.
    a. Governments began to require vaccinations, having seen that success.
    b. Having seen that success, governments began to require vaccinations.

5.   Persons can acquire immunity from a disease by having had it.
    a. Vaccinations offer require several doses, although a single infection with a disease can give a person immunity.
    b. Although a single infection with a disease can give a person immunity, vaccinations often require several doses.

6.   In order to visit many foreign countries, travelers need several vaccinations.
    a. After they have shown that their vaccinations are up to date, travelers can then enter the countries they want to visit.
    b. Once a country has seen proof that the vaccinations are up to date, a traveler is permitted to enter.

Name: _____   Date: _____

4.13   Using Sentence Connectors to Emphasize

Instructions: Review section 4.3 (*Placement of Academic Connector Words*) of the **Writing with Clarity and Accuracy** card. Then, based on the graph below, write academic compound sentences using the sentence connectors in parentheses. Use connector words *after* subjects or introductory phrases when it is important to emphasize those subjects or introductory phrases.

Percent of newborns living to age 65

1900   Boys ▬▬▬▬ 39%
        Girls ▬▬▬▬ 43%

1997   Boys ▬▬▬▬▬▬▬▬ 77%
        Girls ▬▬▬▬▬▬▬▬▬ 86%
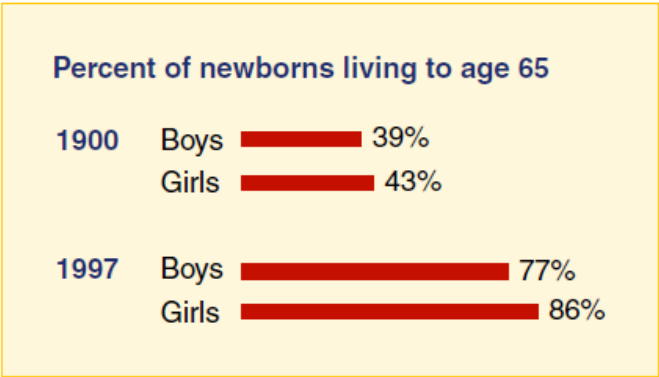
Source: Trends in Causes of Death among the Elderly. CDC. 2001.

a. Describe the difference between percentages of newborn girls living to age 65 in 1900 and 1997. ("*in contrast*" or "*however*")

_____

_____

_____

b. In the early 20th century, few boys or girls lived to age 65. Give examples. ("*for example*" or "*for instance*")

_____

_____

_____

c. How much (by what percentage) did both newborn boys and girls live to the age of 65 in 1900? ("*moreover*" or "*furthermore*")

_____

_____

_____

d. Why do you think people's life expectancy had increased so much by 1997? Answer in two sentences. ("*therefore*" or "*as a result*")

_____

_____

_____

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4.14   Paraphrasing for Cohesion and Variety in Essay Sentences

Instructions: Review Section 4 (*Creating Flow through Cohesion and Variety*) in the **Writing with Clarity and Accuracy** card. Then, improve the following topic and concluding sentences. Note how they are largely repeated versions of the thesis statement. Use various techniques in 4.1 (*Techniques to Create Flow*) of the **Writing with Clarity and Accuracy** card to rewrite each sentence.

Original Thesis Statement: The two major causes of increased life expectancy are improvements in medical technology and increased knowledge about healthy life practices.

- **Topic Sentence in Body Paragraph 1**: One major cause of increased life expectancy is improvements in medical technology.

Your Improved Topic Sentence (Paraphrase)

- **Topic Sentence in Body Paragraph 2**: Another major cause of increased life expectancy is increased knowledge about healthy life practices.

Your Improved Topic Sentence (Paraphrase)

- **Concluding Sentence**: Overall, the average person's life span has dramatically lengthened over the last several decades due to a range of factors, primarily improvements in medical technology and increased knowledge about healthy life practices.

Your Improved Concluding Sentence (Paraphrase)

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5. Expressing Facts, Viewpoints, Predictions, and Hypotheses

In this section, you will practice the following language skills:

- Distinguishing and using facts, viewpoints, predictions, and hypotheses in your writing
- Including hedging in academic statements to make your ideas more reasonable

Questions for Learners to Consider

- What verb tenses do you need most often for general factual statements in academic writing?
- What modal verbs are frequently used to express predictions? To express hypothetical or imagined situations?
- What are reasons to make hypothetical statements in academic writing?

Name: _____ Date: _____

5.1   Reading: "Americans' State of Health"

A. Instructions: First, review Appendix 6 (*Taking Notes on Articles, Textbooks, and Charts/Graphs*) and Appendix 7 (*Tips on Quotations, Paraphrasing, and Summarizing*). Then, take notes as you read the following table and the article in order to write a short summary in Part B.

Americans' State of Health

Today, in the U.S.:

- *Only one in three children are physically active every day.*
- *Children now spend more than seven and a half hours a day in front of a screen (e.g., TV, videogames, computers, etc.).*
- *Nearly one-third of high school students play video or computer games for three or more hours on an average school day.*
- *Less than 5 percent of adults participate in thirty minutes of physical activity each day.*
- *28 percent of Americans, or 80.2 million people, aged six and older are physically inactive.*

Some facts about nutrition:

- *Typical American diets exceed the recommended intake levels or limits in four categories: calories from solid fats and added sugars, refined grains; sodium, and saturated fat.*
- *Americans eat less than the recommended amounts of vegetables, fruits, whole-grains, dairy products, and oils.*
- *Since the 1970s, the number of fast food restaurants has more than doubled.*
- *More than 23 million Americans, including 6.5 million children, live in "food deserts," that is, areas that are more than a mile away from a supermarket.*

Source: President's Council on fitness, Sports & Nutrition, US Department of Health and Human Services https://www.fitness.gov/resource-center/facts-and-statistics/ Retrieved April 6, 2017

Most healthcare professionals believe that such facts are alarming, and most adults probably agree with this negative assessment of Americans' nutrition and physical activity. Then why is it so difficult to change these behaviors? Why don't American parents make sure their children get outside to play actively? Why don't adults eat more fruit and less salt?

There have been changes to American lifestyles that clearly contribute to the reduction in the amount of exercise that adults get in a day. For example, communities have become more car-dependent, and daily commutes have increased in time. On the other hand, if residents of an area could safely and conveniently walk to stores, the amount of exercise would probably increase. If today's children could securely walk to school as children used to do in most American neighborhoods, their physical

fitness levels would likely rise. Many people would have more opportunities to exercise if the time it took for them to get to work and back were less than an hour.

Major factors in the reduction of physical activity among American families are the domination of the internet and the ever-present nature of cell phones. If the internet did not provide so much entertainment, teenagers might be tempted to spend more time doing physical activities. If their cell phones were not so available all the time, adolescents would probably be more active in order to socialize with their friends, which is a key goal for many of them. Sadly, it seems that the lure of social media and convenient communication with friends will remain the stronger force in the lives of young people for the foreseeable future.

Nutrition is another area of concern to health care providers. There are many troubling issues, but one that has been well publicized is that of salt in the American diet. Physicians know the problems associated with consuming too much sodium but do not know how to make their patients give this ingredient up. Americans like salted foods. "It's basically cocaine for the palate — a white powder that makes everything your mouth encounters seem vivid and fun." (Ozersky)

If a salt substitute had been invented, like the sugar substitutes that have reduced the use of sugar in many foods and sodas, perhaps Americans would have reduced their intake of salt. Unfortunately, this has not happened.

Fast food places are everywhere in the United States. They appeal to an American populace that is extremely busy and rarely has time to cook. Such restaurants are also reliable. "…[T]he food is rapidly prepared, remarkably cheap, utterly uniform, and served immediately." (Specter) Customers know that if they buy from a large fast food chain, the food will be the same no matter where in the United States they buy it. Unfortunately, the nutritional value of much of the fast food is not high. Health professionals associate eating at fast food restaurants with the epidemics of obesity and diabetes in the U.S. Moreover, the high fat and salt content in many of the foods served at these convenient eating places contribute to heart disease.

While many fast food chains have begun to add improved choices to their menus, the increase in nutritional value has been minimal. While it is beneficial to switch from french fries to apple slices in a children's meal, if the main part of the meal is still high in saturated fat and salt, it will be not enough to promote a healthy lifestyle.

Carol Macera of the Centers for Disease Control and Prevention has written about the need for the government to communicate with the public in order to improve the health of citizens in society:

Health communication efforts should have three main goals: 1) to educate the public about the importance of diet and exercise and motivate them to eat healthier and engage in more physical activity, 2) to motivate relevant groups and policy makers to create policies and environments that

support healthy eating and increased physical activity, and 3) to eventually change social norms related to eating and activity. Potential audiences for communications activities might include others within the state health department and other state agencies, decision makers, health care providers, the general public, specific segments of the population, policy makers, the media, business leaders, and partners. Because each audience will have different concerns and "cultures," health communicators will need to be adept at defining their various audiences and at designing culturally appropriate communications strategies and messages for each.

If the government is able to support these goals, the U.S. public may be able to increase levels of healthy lifestyles and eating habits.

References

Macera, Carol A. "Promoting Healthy Eating and Physical Activity for a Healthier Nation." Centers for Disease Control. Retrieved 6 April 2017. https://www.cdc.gov/healthyyouth/publications/pdf/pp-ch7.pdf,

Ozersky, Josh. "For Foodies, Ramps Are the New Arugula." *Time*. Time Inc., 13 Apr. 2010. Web. 14 Apr. 2017.

Specter, Michael. "Freedom from Fries." *New Yorker*. 2 Nov. 2015. Web. 14 April 2017.

Think About It! In the second paragraph, what do you think is the purpose of the hypothetical statements with "would" and "could"? What is implied by these kinds of statements? How is that different from the last sentence of the article?

B. Instructions: Explain these main ideas from the article. Write a few sentences for each in the boxes below. Use essential words and short phrases from the article, but make sure none of your sentences are copied or excessively imitated.

Activity and Inactivity

Nutrition

Best Practices for Health Professionals in the Government

Think About It! What verb tense or tenses did you use? Can you explain why? What is expressed when you write with the simple present tense?

Name: _____ Date: _____

5.2   Identifying Facts, Viewpoints, Predictions, and Imagined Situations

Instructions: Review sections 5.1 (*Expressing Facts and Viewpoints*) and 5.2 (*Expressing Predictions & Imagined Situations*) of the **Writing with Clarity and Accuracy** card. Then, read the sentences below, which are from the reading *Americans' State of Health.* Choose the correct label for each sentence. A sample has been done for you.

Hot Tip It is often challenging to differentiate between a prediction and an imagined situation. In number 3, for example, while that statement may be predictive in certain ways, *it is based entirely on a hypothetical/imagined situation*. This is true for other items in this exercise as well.

---

1. Nearly one-third of high school students play video or computer games for 3 or more hours on an average school day.

    (**fact**)   **viewpoint**   **prediction**   **imagined situation**

2. …most adults probably agree with this negative assessment of Americans' nutrition and physical activity.

    fact   **viewpoint**   **prediction**   **imagined situation**

3. …if residents of an area could safely and conveniently walk to stores, the amount of exercise would probably increase.

    fact   **viewpoint**   **prediction**   **imagined situation**

4. There have been changes to American lifestyles that clearly contribute to the reduction in the amount of exercise that adults get in a day.

    fact   **viewpoint**   **prediction**   **imagined situation**

5. Since the 1970s, the number of fast food restaurants has more than doubled.

    fact   **viewpoint**   **prediction**   **imagined situation**

6. …the lure of social media and convenient communication with friends will remain the stronger force in the lives of young people for the foreseeable future.

    fact   **viewpoint**   **prediction**   **imagined situation**

---

7. If today's children could securely walk to school as children used to do in most American neighborhoods, their physical fitness levels would probably rise.

fact   viewpoint   prediction   imagined situation

8. Many people would have more time to exercise if the time it took for them to get to work and back were less than an hour.

fact   viewpoint   prediction   imagined situation

9. It seems that the food in a large fast food chain restaurant is the same no matter where customers buy it in the United States.

fact   viewpoint   prediction   imagined situation

10. Major factors in the reduction of physical activity in American families are the domination of the internet and the ever-present nature of the cell phone.

fact   viewpoint   prediction   imagined situation

11. If a salt substitute had been invented, like the sugar substitutes that have reduced the use of sugar in many foods and sodas, perhaps Americans would have reduced their intake of salt.

fact   viewpoint   prediction   imagined situation

12. If the internet did not provide so much entertainment, teenagers might be tempted to spend more time on physical activities.

fact   viewpoint   prediction   imagined situation

13. … if the main part of the meal is still high in fat and salt, it will be not enough to promote a healthy lifestyle.

fact   viewpoint   prediction   imagined situation

14. If their cell phones were not so available all the time, adolescents would possibly need to be more active in order to socialize with their friends,

fact   viewpoint   prediction   imagined situation

Name: _____ Date: _____

5.3   Using Verbs to Express Facts, Viewpoints, Predictions, and Imagined Situations

Instructions: Review Sections 5.1 (*Expressing Facts and Viewpoints*) and 5.2 (*Expressing Predictions & Imagined Situations*) of the **Writing with Clarity and Accuracy** card. Then, read the sentences below and fill in the blanks with an appropriate form of the verb in parentheses. You may need to add *"not"* to some of the sentences. The first one has been done for you.

1. Right now, physical exercise classes in elementary schools are very limited. If this type of class were required for 30 minutes every day, children (become) _might become___ healthier.

2. Many children prefer sugary treats to fresh fruit, so even if schools offered fresh fruit at lunch, children (choose) _____ to eat treats from the vending machines.

3. Because of this, many schools have already eliminated vending machines with sugary treats and sodas from the school grounds. Do you think this change (encourage) _____ children to eat the healthier choices?

4. Other schools, mainly high schools, are considering putting locks on the vending machines during the school hours but perhaps unlocking the machines for after school activities. Do you think that this change, if it were made, (encourage) _____ teenagers to make healthier choices?

5. Many older adults are obese. If these adults (develop) _____ good eating habits as children and teenagers, maybe they would not have developed weight problems.

6. Even if a person is obese now, even a little bit of exercise every day (improve) _____ their health.

7. If Americans' love of sugar continues, the obesity problem in the US (continue)_____ to worsen.

8. American cities were built based on the use of cars. If American cities (build) _____ based on the widespread use of cars, Americans might have developed better exercise habits.

Name: _____ Date: _____

5.4   Writing Answers with Facts, Predictions, and Hypotheses

Instructions: Review Sections 5.1 (*Expressing Facts and Viewpoints*) and 5.2 (*Expressing Predictions & Imagined Situations*) of the **Writing with Clarity and Accuracy** card. Then, label the questions based on the answer they require: fact, prediction, or imagined situation/hypothesis. Next, answer the questions. Pay close attention to the verb tenses in your responses to make sure they match the questions. NOTE: Some of the questions contain two aspects.

1.   a. If you were hired to implement Dr. Macera's goals for governmental communication, what is one strategy that you would try?   **Type of question**: _____

     b. What would be the result of this implementation? Provide your own opinion.
               Type of question: _____

     c. What do you feel would be the biggest obstacle to successfully implementing this strategy?
               Type of question: _____

2.   Fresh fruits and vegetables are important parts of a healthy diet. For many people living in cities, obtaining these high quality food products is difficult and expensive. If these foods were readily available and relatively inexpensive, do you think that many people living in cities would change their eating habits? Why or why not?
               Type of question: _____

3. a. In your viewpoint, what is the biggest obstacle to residents in your area increasing their levels of physical activity? **Type of question**: _____

   b. Do you feel that this situation will change in the future?

   Type of question: _____

4. When, in 2013, the New York City Board of Health attempted to ban the sale of supersized sugary drinks by limiting the size of sweetened drinks to 16 ounces, the courts overruled them and stopped the ban from taking effect. In your opinion, what would have been the effect if the ban had been permitted?
   Type of question: _____

Name: _____ Date: _____

5.5 Pre-Reading: "Trends in Causes of Death among the Elderly"

Instructions: First, review Section 5 (*Expressing Facts, Viewpoints, Predictions, and Imagined Situations*) in the **Writing with Clarity and Accuracy** card. Before reading "*Trends in Causes of Death among the Elderly,*" respond to the following questions. Notice the types of information the questions ask for (e.g., facts, imagined situations, etc.).

1. What do you think is the current life expectancy in the U.S.? What do you think might be the life expectancy in another country you know? Do you think it is higher, lower, or about the same as in the U.S.?

2. What do you think are the leading causes of death today in the U.S.?

3. Do you think life expectancy is likely to increase significantly in the future or not? Why or why not?

5.6   Reading and Taking Notes: "Trends in Causes of Death among the Elderly"

Instructions: First, review Appendix 6 (*Taking Notes on Articles, Textbooks, and Charts/Graphs*) and Appendix 7 (*Tips on Quotations, Paraphrasing, and Summarizing*). Then, take notes as you read the following article in order to write answers in the exercises that follow.

Trends in Causes of Death among the Elderly

Overview

1. Since 1900, life expectancy in the United States has dramatically increased, and the principal causes of death have changed. At the beginning of the 20th century, many Americans died young. Most did not live past the age of 65, their lives often abruptly ended by one of a variety of deadly infectious diseases. But over time, death rates dropped at all ages, most dramatically for the young. By the dawn of the 21st century, the vast majority of children born in any given year could expect to live through childhood and into their eighth decade or beyond.

Life expectancy has increased, but will the expansion continue?

2. For those born in the second half of the 20th century, chronic diseases replaced acute infections as the major causes of death. Today, death in the United States is largely reserved for the elderly. Roughly three-fourths of all deaths are at ages 65 and older. Will we see major advances in life expectancies in the 21st century? Experts disagree. Some say we cannot continue to reduce mortality at the oldest ages without making dramatic and unforeseen medical advances against such major killers as cardiovascular disease and cancer. But others counter that it is not only possible—other societies like Japan have already achieved significantly higher life expectancies—but likely as we reap the benefits of a more robust, better educated population taking better care of themselves and using modern medical technologies and therapies.

What are the possibilities for future progress?

Biomedical breakthroughs, technological advances, public health initiatives, and social changes may reduce mortality and increase the length of life

3. While most advances in life expectancy are the measured consequence of advances in social and economic well-being, biomedical science, and public health, scientific and medical breakthroughs have, at times, brought impressive gains over a short period. For example, in the late 19th and early 20th centuries, death from infectious diseases plummeted after the discovery of the germ theory of disease and the broad public health initiatives that followed. Could we be entering such a breakthrough period today? Could emerging medical technologies drawn from new scientific discoveries dramatically reduce or postpone deaths at older ages from such major killers as heart disease, cancer, and respiratory diseases and thus increase life expectancy? Or will the move toward a longer life expectancy be more deliberate?

4. For heart disease, advances in prevention and treatment offer the hope that death rates will continue to decline. Adopting healthy lifestyles (such as reasonable physical activity, a balanced diet, and stable lean body weight) that are known to reduce risk factors for heart disease may not be magic bullets, but should reduce the onset of circulatory problems, particularly if all segments of the population accept them. Developments in treating heart disease, including aspirin therapies, antibiotics, and more effective emergency and surgical procedures, may well reduce or delay deaths from heart disease.

5. For cancer, a better understanding of the genetics of cancer (the goal of the Cancer Genome Anatomy Project) may lead eventually to new prevention strategies, targeted screening, or better treatment regimes. Recently approved hormonal treatments for breast cancer may reduce or delay mortality, and gene therapies offer hope that prostate cancer can be effectively treated.

6. In general, we may expect real changes to continue to come through broader and slower avenues. As knowledge of disease etiology and medical technology progresses at a rapid pace, the multipronged approach of public health education, screening, and early intervention and treatment of disease could yield positive results. Because chronic diseases are the result of a long process, it takes time to reap the benefits of efforts made now.

7. But unbroken progress toward lengthening our life span is not inevitable. Elderly persons, like children, are particularly vulnerable to epidemics. A major epidemic such as influenza or disease resistant strains of gastrointestinal infections could produce a sharp increase in mortality among the frail elderly and at least temporarily halt the progress in life expectancy. Public health surveillance of known and emerging infections is critical to the long-term health of our aging population.

8. Moreover, meaningful reductions in mortality, even at the older ages, require reductions in the racial, class, and rural/urban disparities that influence health and well-being.

Improved quality of life?

9. There is concern that extending life will merely increase the number of years in declining health. Many wonder, for example, whether an improvement in treating potentially fatal heart attacks or strokes will simply lengthen the survival of persons who are physically incapacitated, cognitively impaired, or emotionally distraught. This unhappy scenario, coupled with an unparalleled growth in the population of older persons (projected to reach 70 million by the year 2030), would place severe demands on our health care system as more people spend more years of life chronically disabled.

10. However, recent findings on levels of disability obtained from several large national surveys suggest that in addition to living longer lives, our noninstitutionalized elderly may now be stronger, healthier, and better able to care for themselves.

Adapted from: Sahyoun, Nadine R., Harold Lentzner, Donna Hoyert, and Kristen N. Robinson. 2001. Trends in Causes of Death among the Elderly. Centers for Disease Control and Prevention: National Center for Health Statistics.

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5.7   Noticing Verb Tenses for Different Purposes: "Trends in Causes of Death among the Elderly"

Instructions: Review Sections 5.1 (*Expressing Facts and Viewpoints*) and 5.2 (*Expressing Predictions & Imagined Situations*) of the **Writing with Clarity and Accuracy** card. Then, in the table below, write samples of verbs or verb phrases (such as a modal plus a verb) and any important time words or phrases (or NONE if there are none) from the reading in Exercise 5.6. Some examples have been done for you.

Function	Verbs/Verb Phrases	Time Words
Present Facts	• *are particularly vulnerable* • • • •	• *NONE* • • • •
Historical Events	• *has dramatically increased* • • • • • •	• *since 1900* • • • • • •
Predictions	• • • • •	• • • • •
Hypothetical / Imagined Situations	• •	• •

Hot Tip The modal verb "could" can be a prediction ("She could be president one day."), but it can also be an imagined situation ("If this were true, we could do it."). Time words and other verbs help to distinguish the meaning.

Name: _____ Date: _____

5.8   Noticing Noun Phrases: "Trends in Causes of Death among the Elderly"

Instructions: Review *Common Errors with Nouns* in Section 2 (*Making Nouns Specific and Clear*) in the **Writing with Clarity and Accuracy** card. Then find several samples of each of the following types of nouns and noun phrases in the reading in exercise 5.6. This will help you write answers in exercise 5.9. Some examples have been done for you.

Plural Nouns without "the"
recent findings,

Noncount Nouns (Note: Some of these noncount nouns also have countable meanings.)
early intervention,

"The" plus single nouns (without "of" phrase after them)

Phrases with "The + NOUN + of"
the number of years in declining health,

Think About It! In this exercise, where was "the" used more often: with single nouns or with longer noun phrases? Is this how you use "the" in your writing? How can you make sure your ideas are academic and your grammar in noun phrases is accurate?

Name: _____   Date: _____

5.9   Paraphrasing and Summarizing

Instructions: First, review Appendix 7 (*Tips on Quotations, Paraphrasing, and Summarizing*) at the end of this workbook. Then, for each of the paragraphs identified from the article "Trends in Causes of Death among the Elderly" in exercise 5.6, write one sentence that summarizes the main idea. Paraphrase effectively and only use essential words and expressions from the article. **Note**: Pay attention to the verb tenses and modal verbs in the questions so that you provide more logical responses.

According to paragraph 1, what has happened in history?

What are the contrasting issues between paragraphs 6 and 7?

Considering the ideas in paragraph 9, what could happen in the future?

Think About It! What verb tenses or tenses did you use? Can you explain why? What is the main difference between the first two answers and the third one?

Name: _____ Date: _____

5.10   Using Examples with Facts, Predications, and Imagined Situations

A. Instructions: First, review sections 5.1 (*Expressing Facts and Viewpoints*) and 5.2 (*Expressing Predictions and Imagined Situations*) in the **Writing with Clarity and Accuracy** card. Notice the types of verb tense, modal verbs, and adverbs. Then, below, write sentences giving examples based on the reading "Trends in Causes of Death among the Elderly." Use such sentence patterns as "*For example, X,*" "*An example of X is Y,*" "*They might, for example, do X,*" or other patterns.

  Provide examples of the following topics.

1. ...a change that occurred in the past.

2. ...what happens when people adopt healthier lifestyles.

3. ...what may happen if a specific type of medical technology is improved. (Choose a specific type.)

4. ...what would happen if a specific type of medical technology were improved. (Choose a specific type.)

B. Instructions: Write a short paragraph that answers the following question: What two health issues do you think have the most significant effect on life expectancy? Why?

6. Citing Sources and Using Information

In this section, you will practice the following language skills:

- Quoting, paraphrasing, and summarizing effectively and with proper format
- Writing with numbers effectively and with variety
- Using logical verb tenses in paraphrased and reported information

Questions for Learners to Consider

- How can a writer use others' ideas professionally and avoid plagiarizing?
- Why should numbers be used in academic writing? What are some ways writers can use numbers effectively?

Name: _____   Date: _____

A. Instructions: Read the excerpt below.

---

10 Demographic Trends Shaping the U.S. and the World in 2017
By Anthony Cilluffo and D'Vera Cohn

Immigrants are driving overall workforce growth in the U.S. As the Baby Boom generation* heads toward retirement, growth in the nation's working-age population (those ages 25 to 64) will be driven by immigrants and the U.S.-born children of immigrants, at least through 2035. Without immigrants, there would be an estimated 18 million fewer working-age adults in the country in 2035 because of the dearth of U.S.-born children with U.S.-born parents. However, immigrants do not form a majority of workers in any industry or occupational group, though they form large shares of private household workers (45%) and farming, fishing, and forestry occupations (46%).

Public opinion has turned more positive when it comes to immigrants' impact on the U.S. workforce. The share of Americans saying that the growing number of immigrants working in the country helps American workers increased 14 percentage points in the last 10 years, from 28% in 2006 to 42% in 2016.

people born between 1946 and 1964

Source: April 27, 2017, http://www.pewresearch.org/fact-tank/2017/04/27/10-demographic-trends-shaping-the-u-s-and-the-world-in-2017. © The Pew Charitable Trusts; Reprinted with permission from the Pew Research Center: pewresearch.org

B. Instructions: First, review Section 6.1 (*Acknowledging Sources*) of the **Writing with Clarity and Accuracy** card. The sentences below acknowledge sources and report information. Correct the errors in language and punctuation in each sentence. A sample has been done for you.

> *the Pew Research Center OR Cilluffo and Cohn*
1. According to ~~the internet article~~, **"**Immigrants are driving overall workforce growth in the U.S."

2. Cilluffo and Cohn write, "If there were no immigrants, in the year 2035, the U.S. would have 18 million fewer working-age adults." (**Tip**: Look carefully at the original text.)

3. Cilluffo and Cohn state "However, immigrants do not form a majority of workers in any industry or occupational group."

4. Cilluffo and Cohn state, that public opinion has turned more positive when it comes to immigrants' impact on the U.S. workforce. (**Tip**: Look carefully at the original text.)

5. As shown in the Pew Research article public opinion towards immigrants working in the country has improved.

6. According to the article "10 Demographic Trends Shaping the U.S. and the World in 2017," the article reports that the number of Americans who feel immigration has helped American workers increased to 42%.

Think About It! What other ways can you report information? What other sentence patterns and academic reporting verbs can you use? What other prepositional phrases can introduce ideas and sources of information?

Name: _____ Date: _____

6.2   Reading and Taking Notes: "College-Level Writing and ESL Students"

Instructions: First, review Appendix 6 (*Taking Notes on Articles, Textbooks, and Charts/Graphs*) and Appendix 7 (*Tips on Quotations, Paraphrasing, and Summarizing*). Then, read the following essay and take notes. You will refer to this reading in exercise 6.3 and after. While reading, take notes in the reading, and then complete the chart at the end of the reading with main ideas of paragraph and important details.

<u>College-Level Writing and ESL Students</u>   *Take Notes Below*

By Mark J. Alves   ↓

Writing and editing are rarely college students' favorite activities. However, when they must complete assignments in class, apply for jobs, or correspond in writing for their careers, clear and accurate writing is absolutely necessary to function. One problem is that developing writing skills that are advanced enough to perform in academic and professional situations is very challenging, and it is especially challenging for non-native speakers of English. In one study, it was reported that even advanced graduate students who are non-native speakers may not be sufficiently aware of what is expected in academic writing (Wang and Bakken 2004). Thus, it is clear that college-level ESL students must understand these challenges so that they can deal with them. The primary challenges to ESL students may come from the differences between academic writing and spoken language, from the differences among styles of writing, and finally, from the tremendous amount of time and energy required to attain the level of writing needed for college and professional situations.

One challenge is that many ESL students in college do not realize academic writing differs significantly from spoken language in a few key ways. In spoken language, fragments and incomplete statements are common, especially in responses to questions, while in academic writing, incomplete statements are considered unclear and must be avoided. For instance, if two people are talking and

one of them asks, "What are the challenges of learning to write?", the other could respond, "The differences between written and spoken language." In contrast, in academic writing, generally, only one person is the main writer, and so that writer is expected to produce clear, complete statements that readers can understand in that context. Next, in spoken language, vague or imprecise language, such as "stuff" or "get," is acceptable and even practical and functional, while in academic writing, such language is considered inappropriate and ineffective for that type of communication. Many college ESL textbooks show that a writer in an academic text is expected to produce precise or somewhat complex phrases, such as turning the single, non-specific word "people" into "college-level ESL students in writing classes." Some effective speakers are poor technical or professional writers until they are aware of these differences and can use appropriate language and accurate grammar when they write in academic and professional situations.

Another challenge is the fact that writing itself consists of a number of different styles. For example, some professional writing, such as writing in popular magazines and even some writings in newspapers, may contain a less formal tone and even sound somewhat spoken. Other styles are extremely formal and technical, such as legal language or language used in science and medical books. This means that when college ESL students read different texts, they may learn and confuse different types of vocabulary and expressions and not use them in the correct situation. Moreover, different professors may require that students use different levels of these kinds of language at different times for different purposes. Thus, for example, it is not easy for students to know whether shortened forms of words can or should be used, such as using the slightly less formal word "ads" instead of the complete word "advertisements." Conversely, it may be important for a writer to use

somewhat simple and direct style of language in technical writing, such as explanations for using equipment, to be clear instead and not simply formal and somewhat difficult to understand, as some legal and medical writing is. All of this complexity in writing styles is something that ESL students in college must pay attention to in order to use the correct style at the proper time.

Finally, learning to write academic language fluently and accurately takes both a great deal of time and concentrated effort. While there are some who learn very quickly, according to studies on learning academic English, it generally takes non-native speakers of English several years to be able to write well for academic and professional purposes (e.g., Cummins 2000). This means, for example, that a foreign student who has already studied English intensively for four years in college in his/her country, and probably years before that in primary and secondary school, may still need three years or more of continued practice in writing to feel comfortable with writing business letters or technical instructions for employees in an office. Moreover, reaching this level of writing ability requires not just occasional practice but rather regular practice in a classroom environment, with the guidance of tutors or with someone else's assistance. It is not enough simply to read regularly; learners must have experience paraphrasing ideas that they read, working with them in writing, and having someone else give ideas for improvement for years before that learner reaches a professional level. Therefore, for those who are serious, they must be ready to commit to hard work and years of intensive practice, with many mistakes during that time.

It is clear that learning to write for academic and professional situations is not easy for anyone. Instead, it is complicated and takes patience and hard work. Students learning English as a second language have additional challenges, such as

having had less time with the language they intend to master. The different styles of

academic and professional writing also contribute to the difficulty. Still, despite the

challenges, people clearly believe that it is worth the time, money, and discomfort

that it requires, and so it is necessary to understand these challenges to deal with

them.

References

Cummins, J. 2000. Language, Power and Pedagogy: Bilingual Children in the Crossfire. Clevedon: Multilingual Matters.

Wang, Min-fen and Lori L. Bakken. 2004. An Academic Writing Needs Assessment of English-as-a-Second-Language Clinical Investigators. In The Journal of Continuing Education in the Health Professions, Volume 24, pp. 181-189.

Paragraph Main Idea	**Important Details**
Paragraph 1	
Paragraph 2	
Paragraph 3	
Paragraph 4	
Paragraph 5	

Name: _____ Date: _____

6.3   Noticing Sources: "College-Level Writing and College-Level ESL Students"

Instructions: Review section 6.1 (*Acknowledging Sources*) in the **Writing with Clarity and Accuracy** card and Appendix 7 (*Tips on Quotations, Paraphrasing, and Summarizing*) at the end of this workbook. Then, in the article in Exercise 6.2 about college-level writing and ESL students, find three methods that are used to indicate sources of information. Write the methods, and then provide a sample of them underneath.

Method 1: _____

  Sample:

Method 2: _____

  Sample:

Method 3: _____

  Sample:

6.4   Quoting, Paraphrasing, and Summarizing: "College-Level Writing and ESL Students"

Instructions: Review section 6.1 (*Acknowledging Sources*) in the **Writing with Clarity and Accuracy** card and Appendix 7 (*Tips on Quotations, Paraphrasing, and Summarizing*) at the end of this workbook. Then, follow each of the instructions below. Use information from the essay in Exercise 6.2.

1. **Summarize the entire essay** in one or two complete, paraphrased sentences. Mention the essay author and the title.

2. Choose one sentence in the essay that you think is especially important and use it as a **direct quote** to support your summary above. Mention the source.

3. Choose two or more sentences that you think are useful or interesting and paraphrase them in one sentence. Mention the author of the essay.

Name: _____   Date: _____

6.5   Noticing Noun Modifiers: "The Latino Digital Divide"

Instructions: Review sections 1.1 (*Adverb Clauses*), 1.2 (*Prepositional Phrases*), and 2 (*Making Nouns Specific and Clear*) in the **Writing with Clarity and Accuracy** card. Then, as you read the following passage, ⟨circle⟩ compound adjectives with hyphens and underline comparison/contrast words and expressions. Finally, write samples of the nouns and modifiers listed in the table below. Some samples have been done for you.

The Latino Digital Divide: The Native Born Versus the Foreign Born

Technology use among foreign-born Latinos continues to lag significantly behind that of their U.S.-born counterparts. The nativity differences are especially pronounced when it comes to internet use. While 85% of native-born Latinos ages 16 and older go online, only about half (51%) of ⟨foreign-born⟩ Latinos do so. When it comes to cell phones, 80% of native-born Latinos use one, compared with 72% of the foreign born.

While rates of technology use among native-born Hispanics are relatively high, technology use for the full population of Hispanics continues to lag behind the use rates of the non-Hispanic population. When it comes to internet use, some 64% of Latinos ages 18 and older go online, <u>compared with</u> 78% of non-Latinos. More than three-fourths (76%) of Latinos use a cell phone, compared with 86% of non-Latinos.

Among youth ages 16 to 25, non-Hispanics are approaching near-universal internet use, but the rate is markedly lower for Hispanics. Some 95% of non-Hispanics ages 16 and 17 go online, as do 96% of those ages 18 to 25. Among Hispanics in both age groups, the internet use rate is 77%. The ethnic gap in cell phone use is less pronounced, though still significant. Some 82% of non-Hispanics ages 16 and 17 use a cell phone, compared with 72% of Hispanics. Among those ages 18 to 25, 94% of non-Hispanics use a cell phone, as compared with eight-in-ten (80%) Hispanics.

Source: Gretchen Livingston (July 28, 2010) © The Pew Charitable Trusts. Reprinted with permission from the Pew Research Center: pewresearch.org.

Category	Examples
Adjective + noun	• *foreign-born Latinos* • •
Noun + noun	• •
Possessive + noun	•
Noun + prepositional modifier	• • •
Noun + reduced adjective clause	• • •

Name: _____ Date: _____

6.6   Comparing Statistics: "The Latino Digital Divide"

A. Instructions: Review sections 1.1 (*Adverb Clauses*), 1.2 (*Prepositional Phrases*), and 6.2 (*Using Numbers to Support Ideas*) in the **Writing with Clarity and Accuracy** card. Then, answer the questions below based on the chart.

Latinos in the U.S.: Rates of Technology Use
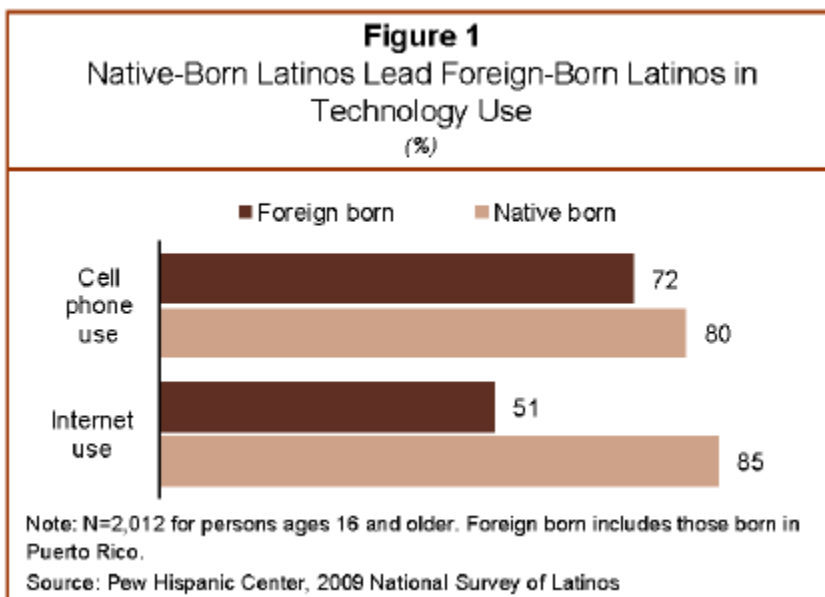
1. What are the rates of internet usage among foreign-born versus native-born Latinos? Write one sentence with specific percentages and one with generalized numbers.

2. In your opinion, are the differences in use of technology between foreign-born and native-born Latinos significant or not? Explain in a few sentences. Do not use specific numbers in your answer.

Name: _____ Date: _____

6.7 Recognizing Quoting, Paraphrasing, and Summarizing

A. Instructions: Review Section 6.1 (*Acknowledging Sources*) in the **Writing with Clarity and Accuracy** card and Appendix 7 (*Tips on Quotations, Paraphrasing, and Summarizing*) at the end of this workbook. In this exercise, you will practice searching on the internet, taking notes, and citing the sources. Search on the internet for the terms *quotes*, *paraphrasing*, and *summarizing* to learn about those topics. Select two websites that you think are high quality, professional resources, such as college writing program websites. Then, take brief, paraphrased notes from those two websites in the table below.

Title, Author, and Organization	Notes

B. Instructions: Answer the following question in a paragraph of several sentences: *What are the key differences between summarizing, paraphrasing, and quoting? Mention the main purposes of these writing techniques and the differences in language and punctuation.* As you answer, provide details from all three sources in your notes. Use the techniques in Section 6.1 (*Acknowledging Sources*) of the **Writing with Clarity and Accuracy** card.

Name: _____ Date: _____

6.8   Analyzing an Essay with Citations: "Increasing Life Spans"

A. Instructions: Read the following essay, *Causes of Increasing Life Spans in the U.S.*, which is a response to this assignment:

> *Write an essay that identifies a few of the main reasons for the extended life expectancy in the U.S. You must find at least three outside sources from reputable organizations that do medical research.*

As you read, label the types of main sentences and supporting ideas in each paragraph.

Causes of Increasing Life Spans in the U.S.

By Mark J. Alves

	Types of Content
	Thesis statement / Historical fact / Open question / Past research
According to data from the U.S. Social Security Administration, the average life span of Americans just a hundred years ago was almost 30 years less than it is today. In the early 1900s, those living in the U.S. had life spans of just over 50 years, but by the beginning of the 21st century, their life spans had increased to approximately 80 years (*Social Security Administration*). How did this dramatic change happen in such a short period of time? Although there are many causes of an increased life expectancy, three factors are particularly significant, namely, improved medical technology, the growth of sanitation practices, and increased access to education about healthy lifestyles.	• *Past research* • • •
	Types of Content
	Historical fact (Multiple times) / Additional support / Contrasting detail / Topic sentence / Effect (Multiple times) / Current fact
The first and most obvious factor is advances in modern medical technology that have occurred over the past century. In the middle of the twentieth century, many diseases were mostly wiped out by immunizations, diseases such as measles and smallpox	• •

(*Global Health and Aging 2011:6)*. This means that millions of children who might have gotten those diseases did not, and thus they were able to live to adulthood. Whereas just 100 years ago, medical treatment was primitive and often ineffective, today, people with terrible diseases, such as cancer or AIDS, can receive treatment that dramatically reduces the effects of those diseases, which allows them to add years to their lives. The electrocardiograph, a device used to check the human heart, was invented in 1901; insulin, a medicine used to treat diabetes, was invented in 1920; and heart and lung bypass machines became part of medical treatment in 1951 (*National Center for Health Statistics 2010:2*). Today, kidney transplants, which were impossible just 60 years ago, help many thousands of people live each year. Thus, people entering hospitals today are far more likely to survive than they were decades ago due to these medical machines and medicines. Moreover, treatment for the elderly helps to extend the length of life and increase their quality of life as well. Those who are already eighty years old, an age well past the average life span several decades ago, can take medicine for their health disorders, such as high blood pressure or diabetes, and continue living many more years.	

	Types of Content
	Historical fact (Multiple times) / Topic sentence / Current fact (Multiple times)
Another factor in the increased life span in the U.S. is the development of sanitation technology and techniques in daily life. In the 19th century in the U.S., many people moved from rural to urban settings, which resulted in an increase in a number of diseases such as cholera, dysentery, and tuberculosis (*Centers for Disease Control 1999*). To deal with this, from 1900 to the mid-20th century, first states and later counties in those states set up health departments in order to manage these health issues and to increase sanitation, such as using chlorination to make safe drinking water (*Centers for Disease Control 1999*). Today, in addition to the already safe water, homeowners frequently purchase water filters for their homes to remove remaining chemicals. Soaps and hand sanitizers now have more antibacterial chemicals that prevent infections due to cuts or help prevent people from getting colds or the flu. With better soap and clean water, foods and dishes can be cleaned properly, which helps to fight the spread of disease. Even microwave ovens can help by killing bacteria inside of meat, which sometimes can contain bacteria even though the outside of the meat is cooked. Beyond kitchens, in medical settings, microwave ovens are frequently used to disinfect dental tools, dentures, and other items used to treat patients (*Rutala et. al. 2008*).	• • • • • • • •
	Types of Content
	Example (Multiple times) / Additional support / Topic sentence / Current fact (Multiple times)
The last factor is that the public is more aware of the lifestyle choices they can make to lengthen their life spans. For example, frequent hand washing is encouraged in public places to	•

prevent the spread of germs. Food establishments, such as restaurants and grocery stores, frequently have signs in their restrooms that remind employees to wash their hands before handling food. In addition, the public is increasingly aware of the importance of eating healthy foods and exercising regularly. Today, Americans constantly hear in the media about the need to control their calorie intake and avoid certain kinds of harmful fats and carbohydrates. In addition to taking steps to improve sanitation, diet, and exercise habits, the public recognizes that they have to take care of their emotional and psychological health by reducing stress and developing positive relationships with others.	• • • • •
	Types of Content *Summarizing statement / Concluding thought / Current fact / Cause-effect idea*
All of these factors, including technology, sanitation, and education, have led to an increase in the average life span in the U.S. There are still developing countries where people do not have adequate access to medicines or sanitary conditions that help them live longer. Poverty often comes with less access to medical technology and sanitation, making it difficult for people in poor countries to lead a life with healthy lifestyle choices. Hopefully, poverty can be significantly reduced, which will allow the average human life span to become even higher than it is today.	• • • •

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National Center for Health Statistics. 2010. Health, United States, 2009: In Brief--Medical Technology. U.S. Department of Health and Human Services.
Rutala, William A., David J. Weber, and the Healthcare Infection Control Practices Advisory Committee. 2008. Guideline for Disinfection and Sterilization in Healthcare Facilities. Centers for Disease Control and Prevention.

B. Instructions: Review section 6.1 (*Acknowledging Sources*) of the **Writing with Clarity and Accuracy** card. Then, answer the following questions.

1. What was the most common method of acknowledging sources in this essay (See 6.1 in the **WCA** card)?

2. Which type of reported information was more common: direct quotations or paraphrased information? Why do you think the author favored that approach?

3. In which parts of the essay do you see cited facts? Put a check (☑) next to your answers.

    Introductory Paragraph

    ☐   Background information

    ☐   Thesis statement

    Body Paragraphs

    ☐   Topic sentence

    ☐   Supporting information

    Concluding Paragraph

    ☐   Summarizing statement

    ☐   Concluding thoughts

Name: _____ Date: _____

6.9   Writing Sentences with Numbers: "Population of the United States"

Instructions: Review section 6.2 (*Using Numbers to Support Ideas*) of the **Writing with Clarity and Accuracy** card. Then, answer the questions using information from the chart below.

Population of the United States

	Total	Speak only English at home	Speak a language other than English at home
Aged 5-17	53,835,903	41,904,930 77.8%	11,930,973 22.2%
Aged 18-64	200,056,631	154,362,831 77.2%	45,693,800 22.8%
Aged 65 and older	47,732,480	40,641,174 95.7%	7,091,306 14.9%
	301,625,014		

Educational Attainment of those 25 years of age and older

Less than high school graduate	27,826,126	15,109,110 54.3%	12,717,016 45.7%
High school graduate	59,662,981	48,872,682 81.9%	10,790,299 19.0%
Some college or associate's degree	62,716,503	53,088,661 84.6%	9,627,842 15.4%
Bachelor's degree or higher	66,241,553	53,862,526 81.3%	12,379,027 18.7%

Source: U.S. Census Bureau, 2015 American Community Survey 1-Year Estimates

1. Use a precise number to answer this question. What was the total number of people in the United States aged 18 – 64 in 2015?

_____

_____

_____

2. Use a generalized number to answer this question. How many people in the US older than 25 were high school graduates in 2015?

_____

_____

_____

3. In 2015, about how many more people in the US had Bachelor's degrees than had a high school diploma?

_____

_____

_____

4. About how many people who speak a language other than English at home were older than 17?

_____

_____

_____

5. Precisely what percent of people in the US over the age of 25 with a Bachelor's degree or higher spoke a language other than English at home in 2015?

_____

_____

_____

6. Contrast the percentages of people in the US over the age of 25 without a high school diploma versus those with a high school diploma or higher. Which group was more likely to speak only English at home

_____

_____

_____

7. What does the data in the table show about the relationship between education and the use of English at home? Provide generalized statistics in your answer.

_____

_____

_____

Name: _____ Date: _____

A. Instructions: Review section 6.2 (*Using Numbers to Support Ideas*) in the **Writing with Clarity and Accuracy** card. Then, read the examples below of precise numbers, generalized numbers, and numbers used to express opinion.

1. **Generalized Numbers**
    a. **Round numbers** (e.g., approximately, about, nearly, over, more/less than, etc.)
       <u>Precise Number</u>: birth rate - *30.31 per 1,000 people*
       <u>Generalized Number</u>: *The birth rate in Cambodia is **about 30** people for every 1,000 people each year.*
    b. **Fractions** (e.g., one half of (=½), two-thirds of = (⅔), etc.)
       <u>Precise Number</u>: access to sanitation - 82%
       <u>Generalized Number</u>: ***About eight-tenths** of Cambodians have access to sanitation.*
    c. **General quantity expressions** (e.g., a small/large number of, many/most, a majority/minority of, not enough/too many, etc.)
       <u>Precise Number</u>: contraception - 13%
       <u>Number with Opinion</u>: **A small number of** people in Cambodia practice proper contraception.

2. **Comparing Quantities**
    a. **Degree of similarity** (e.g., much higher/lower, somewhat/very similar, etc.)
       <u>Precise Number</u>: Spending on health as % of GDP - Cambodia 12%; the U.S. 14.6%
       <u>Number with Opinion</u>: *The percentages of the GDP spent on health in the U.S. and in Cambodia are **not very different**.*
    b. **The difference between X and Y**
       <u>Precise Number</u>: Life expectancy - Cambodia 57.03 years; the U.S. 77.71 years
       <u>Number with Opinion</u>: *The life expectancy is **substantially lower** in Cambodia **than** in the U.S.*
    c. **X times more than/X times as Y as Z**
       <u>Precise Number</u>: Intestinal disease death rate - Cambodia 32.31%; the U.S. 7.35%
       <u>Generalized Number</u>: *The intestinal disease death rate is **over four times higher** in Cambodia **than** in the U.S.*

Source
"Cambodia vs United States Health Stats Compared." NationMaster.com. NationMaster, n.d. Web. 19 May 2017.

Think About It! Pay attention to punctuation of numbers. Notice where you see decimals and commas. Are these formats the same as or different from those in your home country?

B. Instructions: Visit the website www.nationmaster.com. Choose two countries and the category "health." You will see statistics and numbers for health-related issues in those two countries. Write six sentences with those numbers. Use the patterns from Part A of this exercise.

1a. Original Number (from nationmaster.com):

Your sentence:

1b. Original Number (from nationmaster.com):

Your sentence:

1c. Original Number (from nationmaster.com):

Your sentence:

2a. Original Numbers (from nationmaster.com):

Your sentence:

2b. Original Numbers (from nationmaster.com):

Your sentence:

2c. Original Numbers (from nationmaster.com):

Your sentence:

Name: _____ Date: _____

6.11   Noticing Generalized Numbers: Numbers of Internet Users

A. Instructions: First, review Section 6.2 (*Using Numbers to Support Ideas)* of the **Writing with Clarity and Accuracy** card. Then, using the chart below, answer the questions below with generalized numbers.

Internet Users and 2015 Population Statistics for Asia

Region	Population (2015 Est.)	Population % World	Internet Users 15-Nov-15	Internet % Users	Facebook 15-Nov-15
Asia Only	4,032,466,882	55.50%	1,622,084,293	48.20%	503,708,200
Rest of World	3,227,435,361	44.50%	1,744,176,863	51.80%	1,011,495,950
WORLD TOTAL	7,259,902,243	100.00%	3,366,261,156	100.00%	1,515,204,150

Source: "Asia Internet Usage Stats Facebook and Population Statistics." Internet World Stats, n.d. Web. 19 May 2017.

   a.   What was the world population in 2015? _____

   b.   What was the number of internet users in the world in 2015? _____

   c.   What was the percentage of internet users in Asia in 2015? _____

B. Instructions: Noticing: Read the paragraph below and <u>underline</u> words and phrases expressing quantity.

In 2015, the population of Asia was <u>about 4 billion</u>, while the world population was over 7.2 billion. Thus, today, the population of Asia is over half of the world's population. However, the percentage of internet users in Asia is a little less than half of that of the rest of the world. It appears that altogether, the rest of the world has a slightly higher percentage of internet users compared to their total populations.

C. Instructions: Fill in the table below using the phrases from the short paragraph in Part B of this exercise.

a. There are several ways the author refers to quantity. Write the author's phrases in the left column and write the specific related number in the right column, as in the first example.

The Author's Generalized Expressions	The Original Specific Numbers
about 4 billion	*4,032,466,882*

b. Why do you think the author did not copy specific numbers? Consider more than one reason.

Name: _____ Date: _____

6.12   Summarizing a Table with Generalized Numbers: Numbers of Internet Users

A. Instructions: First, review Section 6.2 (*Using Numbers to Support Ideas)* of the **Writing with Clarity and Accuracy** card, appendices 5 (*Expectations for Answers on Tests and Assignments*), 6 (*Taking Notes on Articles, Textbooks, and Charts/Graphs*), and 7 (*Tips on Quotations, Paraphrasing, and Summarizing*) at the end of this workbook. Then, in the box below, take notes about changes that have occurred in two countries.

Asia Internet Use, Population Data and Facebook Statistics

ASIA	Population	Internet Users	Internet Users	Penetration	Users	Facebook Users
	2015 Est.	Year 2000	30-Nov-15	% Population	% Asia	15-Nov-15
Bangladesh	168,957,745	100,000	53,941,000	31.90%	3.30%	28,000,000
Cambodia	15,708,756	6,000	5,000,000	31.80%	0.30%	3,300,000
China	1,361,512,535	22,500,000	674,000,000	49.50%	41.60%	1,900,000
Hong Kong	7,141,106	2,283,000	5,751,357	80.50%	0.40%	4,800,000
India	1,251,695,584	5,000,000	375,000,000	30.00%	23.10%	136,000,000
Indonesia	255,993,674	2,000,000	78,000,000	30.50%	4.80%	78,000,000
Japan	126,919,659	47,080,000	114,963,827	90.60%	7.10%	25,000,000
Korea, South	49,115,196	19,040,000	45,314,248	92.30%	2.80%	16,000,000
Kyrgyzstan	5,664,939	51,600	2,194,400	38.70%	0.10%	280,000
Myanmar	56,320,206	1,000	7,100,000	12.60%	0.40%	7,100,000
Philippines	109,615,913	2,000,000	47,134,843	43.00%	2.90%	47,000,000
Singapore	5,674,472	1,200,000	4,653,067	82.00%	0.30%	3,600,000
Sri Lanka	22,053,488	121,500	5,689,800	25.80%	0.40%	3,400,000
Taiwan	23,415,126	6,260,000	19,666,364	84.00%	1.20%	18,000,000
Thailand	67,976,405	2,300,000	38,000,000	55.90%	2.30%	38,000,000
Vietnam	94,348,835	200,000	47,300,000	50.10%	2.90%	35,000,000
TOTAL ASIA	4,032,466,882	114,304,000	1,622,084,293	40.20%	100.00%	503,708,200

Source: "Asia Internet Usage Stats Facebook and Population Statistics." Internet World Stats, n.d. Web. 19 May 2017.

Notes

B. Instructions: Then, write a paragraph of several sentences to present data from the table "Asia Internet Use, Population Data and Facebook Statistics." Overall, what does the data in the table show about the major categories? What changes have occurred? Use a mixture of main points, generalized quantities, and a couple of numbers, but do not copy precise numbers.

Name: _____ Date: _____

6.13   Collecting and Writing about Numbers and Statistics

A. Instructions: First, review Section 6.2 (*Using Numbers to Support Ideas)* of the **Writing with Clarity and Accuracy** card. Then, visit http://www.internetworldstats.com/stats.htm and select two different continents and two different countries. Finally, write relevant information and specific numbers in the following table.

Locations	No. of Internet Users and Years	% of population using the internet
Continent 1		
Continent 2		
Country 1		
Country 2		

B. Instructions: Use the information in the table above to write a few sentences. Practice using (a) quantity expressions (Section 6.2, *Using Numbers to Support Ideas*), (b) sentence structure (Section 1, *Developing Descriptions & Explanations*), (c) verb tense (Section 5, *Expressing Facts, Viewpoints, Predictions & Imagined Situations*), and (d) acknowledgment of the source (Section 6.1, *Acknowledging Sources*).

Present Situation
1. In one or two sentences, contrast two regions or continents in terms of how much of the world's internet users they constitute. (*use generalized numbers*)

2. In a couple of sentences, make an overall, generalized statement about the two countries. (*do not numbers, only general expressions*)

Past to Present
1. In one or two sentences, describe the difference between the numbers of internet users in 2000 versus today in two countries OR continents.

2. In a couple of sentences, describe how much growth there has been in those two regions in two countries OR continents.

Name: _____   Date: _____

6.14   Writing a Mini-Research Paper about Global Internet Usage

A. Instructions: Review Sections 6.1 (*Acknowledging Sources*) and 6.2 (*Using Numbers to Support Ideas*) in the Writing with Clarity and Accuracy card and Appendix 5 (*Expectations for Answers on Tests and Assignments*), Appendix 6 (*Taking Notes on Articles, Textbooks, and Charts/Graphs*), and Appendix 7 (*Tips on Quotations, Paraphrasing, and Summarizing*) in this workbook. Then, write an essay on the **Topic** below. Use the **Outline** on the next page.

> **Topic:** *Choose a country (not the U.S.) that you know something about to describe the amount of computer technology that is available there and answer this question: What are two primary reasons why computer technology is or is not common in that country? You may consider the economy of the country, but you should also look at other categories, such as government, communication, and other relevant issues.*

In your essay, you must use information, including facts, numbers, and statistics from the websites below in addition to your own knowledge and understanding of that country. Do not use other sources. In your essay, include at least one number and/or statistic per body paragraph and one in the introduction, but none in the conclusion (See the **Hot Tip** after Section 6.2 in the **WCA**). Take **Notes** below to use in your essay.

Internet World Stats – http://www.internetworldstats.com/stats.htm

- Population –

- Internet users 2000 –

- Internet users 2014 –

- % of population –

CIA World Factbook – https://www.cia.gov/library/publications/the-world-factbook/

- % of 15-24 year-olds –   % of 25-54 year-olds –

- % over 55 year-olds –   Median age –

- Literacy rate –   School life expectancy –

- Unemployment rate –

- Labor force by occupation –

- GDP per capita –   Comparison to the rest of the world –

- Electricity production –   Comparison to the rest of the world –

- Telephones - mobile cellular –   Comparison to the rest of the world –

- Internet hosts –   Comparison to the rest of the world –

- Internet users –   Comparison to the rest of the world –

Read paragraphs inside the article and find other notes you think are useful and/or interesting.

B. Instructions: Write main ideas in this outline before you write your essay. Write words and short phrases, not sentences, in order to plan what you will write in your essay.

Outline for Your Essay

Opening Ideas:

Thesis Statement:

Body Paragraph 1 Topic:

Main issues and details

Body Paragraph 2 Topic:

Main issues and details

Re-stated main idea in summary:

Concluding suggestion, prediction, or opinion:

Name: _____   Date: _____

6.15   Writing an Essay about Cyberbullying

A. Instructions: Review Sections 6.1 (*Acknowledging Sources*) and 6.2 (*Using Numbers to Support Ideas*) in the Writing with Clarity and Accuracy card and Appendix 5 (*Expectations for Answers on Tests and Assignments*), Appendix 6 (*Taking Notes on Articles, Textbooks, and Charts/Graphs*), and Appendix 7 (*Tips on Quotations, Paraphrasing, and Summarizing*) in this workbook. Then, write an essay on one of the **Topics** below (choose one). Use the **Outline** on the next page.

Topics
1. What are some key methods of reducing cyberbullying?
2. What are some of the most harmful effects of cyberbullying?

Collecting Notes: In the box below (or on another piece of paper), collect notes from these websites to use in your essay. Do not copy sentences or long phrases. Write only words, numbers, and short phrases. Also write the references for the notes you take.

a. **"What Are the Effects of Cyberbullying? Discover how cyberbullying can impact victims"** (https://www.verywell.com/what-are-the-effects-of-cyberbullying-460558)
b. **"Cyberbullying and its impact on young people's emotional health and well-being"** in the BJPsych Bulletin (http://pb.rcpsych.org/content/37/5/167)
c. **"Stopbullying.gov"** (https://www.stopbullying.gov/) (click on the "Cyberbullying" and "Prevention" tab for various topics)

Source	Samples of, Effects of, and Solutions for Cyberbullying

B Instructions: Write main ideas in this outline before you write your essay. Include details from your notes. Write words and short phrases, not sentences, in order to plan what you will write in your essay.

Opening Ideas:
Thesis Statement:
Body Paragraph 1 Topic: **Main issues and details**
Body Paragraph 2 Topic: **Main issues and details**
Re-stated main idea in summary:
Concluding suggestion, prediction, or opinion:

7. Editing Practice Exercises

Note: The content in this section is related to Appendix 1 (*Core Grammar in Academic Writing*) at the end of this workbook.

Think About It! What are the consequences of poor editing in college courses, in job applications, or at work? See Appendix 7 (*Writing Checklist*) and Appendix 2 (*Expectations for Answers on Tests and Assignments in College Courses*) at the end of this workbook.

In this section, you will practice editing common academic features.

d. Sentence connecting
e. Singular/plural/noncount nouns
f. Common verb tenses and accurate verb forms
g. Academic vocabulary and expression

Think About It! Which of the areas above are your strongest? Which are your weakest? Focus on improving those areas where you have the most problems.

Editing Checklist: Is your writing…?

✓ **Logical**? Clear ideas that directly answer the assigned question
✓ **Detailed**? Specific ideas and detailed content
✓ **Grammatically accurate**? Accurate language and punctuation
✓ **Academic**? A formal, intelligent and interesting expression of your ideas

Name: _____ Date: _____

7.1   Reading: "What Younger Public Workers Think about Retirement"

A. Instructions: Write brief answers to the following questions about retirement. Then, read the article and answer the questions after the article.

- Write a few sentences about your expectation of your "retirement." When will you retire? How will you prepare to retire?

B. Instructions: Read the following article and take notes, such as main ideas of paragraphs, main points inside paragraphs, and useful or interesting details. Then, answer the questions after it.

What Younger Public Workers Think About Retirement:
Survey reveals priorities, limited knowledge about plans

Notes

State and local governments have seen an uptick[1] in retirement rates among baby boomers[2] and other older people who make up a large segment of their workforce, and this development could have major implications as policymakers consider changes to benefit programs for public workers.

Governments will increasingly need to rely on younger workers, whose priorities and concerns may be different from those in previous generations. Understanding and factoring in their needs and preferences can help states and municipalities build and maintain the skilled workforce they need.

Knowing what attracts and keeps talent—especially the younger age cohort[3]—is particularly important because so many public sector retirement systems have modified benefits in recent years in response to funding challenges. Since these reforms primarily affect new workers, the changes can have a pronounced effect on those who have only recently entered the public sector[4].

To examine these issues, The Pew Charitable Trusts commissioned a national survey and a series of focus groups with younger workers. The survey of state and local workers under age 40 found that the group's top priorities for retirement plans include flexibility to take accrued[5] savings when changing jobs and access to lifetime income. Most feel they are likely to get promised benefits, with 79 percent saying they were "very" or "somewhat" confident they would receive all of the retirement benefits expected from their state or local government employer.

The survey also provides insight into younger public workers' thinking about their retirement benefits. For example, this mostly millennial[6] group had limited knowledge about specific retirement plans. Many reported low savings levels and said they carried some kind of nonmortgage[7] debt, such as student loans or credit card balances. Sixty percent of those under 30 planned to change jobs and work for a different employer before retirement, significantly more than those just slightly older. Among those ages 30-39, that share was just 26 percent.

These younger workers were most likely to say that job security and work-life balance were the strongest factors in deciding to work for their current employer. The focus groups produced similar results, with participants' priorities centered on benefits that improved life in the present rather than sometime in the future. While important, retirement and retirement planning were often perceived as being too far off to be a major factor in deciding whether to work for or leave an employer. However, many workers in their 30s said pension benefits had become more important to them over time.

Despite limited knowledge about retirement benefits, many focus group participants said they want to learn more about their employer-sponsored plans. Many spoke of trouble understanding the complex information provided and difficulties deciphering plan documents and handouts. In fact, about one-fifth of survey respondents did not know what type of retirement plan their employer offered, and less than half said they understood their plan well enough to estimate how much they would receive at retirement.

The survey results and focus group findings show that while retirement benefits are just one factor in recruiting and retaining younger public workers, they can play an important role. Employers and plan sponsors may want to consider ways to help workers better understand their benefits and make informed decisions about retirement planning.

State and local policymakers should keep these findings in mind as they look for ways to strengthen and maintain their workforce.

Vocabulary
1. "An uptick" means "a small increase."
2. "Baby boomers" are those born after 1945 to the early 1960s.
3. "Cohorts" are groups of people with similar circumstances.
4. "The public sector" is the part of the economy that involves government services (e.g., public education, the police, etc.).
5. "Accrued" means gradually gathered/accumulated, often referring to financial resources.
6. "Millennials" are those born since the 1980s and becoming adults in the early 21st century.
7. A "mortgage" is a legal agreement to pay for money borrowed to buy a property, such as a house.

B. Instructions: Answer the following questions about the reading above in several sentences. What did the Pew Charitable Trusts organization do? What did the survey reveal about what millennials think? What are a couple of surprising statistics? What is the author's goal?

Name: _____ Date: _____

Instructions: First, review *B. Common Errors in Sentence Structure* in Appendix 2 (*Core Grammar in Academic Writing*) at the end of this work and sections 1.1 (*Adverb Clauses*), 1.2 (*Prepositional Phrases*), 1.5 (*Tag Phrases*), and 4.3 (*Placement of Academic Connectors Words*) in the **Writing with Clarity and Accuracy** card. Then, find and correct the seven errors in sentence connecting punctuation in the following sentences. Focus on sentences with **bolded** connector words. Write the category of the issue according to the four WCA card sections listed above. An example has been done for you.

The survey also provides insight into younger public workers' thinking about their retirement

benefits. For example, (Connector Words)

benefits, for example, this mostly millennial group had limited knowledge about specific retirement plans.

Many reported low savings levels and said they carried some kind of nonmortgage debt, such as student

loans or credit card balances. Sixty percent of those under 30 planned to change jobs and work for a different

employer before **retirement significantly** more than those just slightly older. Among those ages **30-39 that**

share was just 26 percent.

These younger workers were most likely to say that job security and work-life balance were the

strongest factors in deciding to work for their current employer. The focus groups produced similar **results**

with participants' priorities centered on benefits that improved life in the present rather than sometime in

the future. While important, retirement and retirement planning were often perceived as being too far off to

be a major factor in deciding whether to work for or leave an employer **however** many workers in their 30s

said pension benefits had become more important to them over time.

Despite limited knowledge about retirement **benefits many** focus group participants said they want to learn more about their employer-sponsored plans. Many spoke of trouble understanding the complex information provided and difficulties deciphering plan documents and handouts. **In fact about** one-fifth of survey respondents did not know what type of retirement plan their employer offered, and less than half said they understood their plan well enough to estimate how much they would receive at retirement.

Name: _____ Date: _____

7.3   Editing Nouns: "…Retirement"

Instructions: Review "Common Errors with Nouns" in Section 2 (*Making Nouns Specific and Clear*) in the **Writing with Clarity and Accuracy** card. Then, correct the noun errors in **bold**. An example has been done for you.

Knowing what attracts and keeps talent—especially the younger age cohort—is particularly

systems

important because so many public sector retirement ~~system~~ have modified benefits in the recent **years** in

response to the funding **challenges**. Since **this** reforms primarily affect the new **workers**, these changes can

have pronounced **effect** on those who have only recently entered public **sector**.

To examine these **issue**, Pew Charitable **Trusts** commissioned a national survey and a series of focus

groups with a younger **workers**. **Survey** of state and the local **workers** under age 40 found that the group's

top priorities for retirement **plan** include flexibility to take accrued savings when changing **job** and access to

lifetime income. Most feel they are likely to get promised benefits, with 79 **percents** saying they were "very"

or "somewhat" confident they would receive all of the retirement benefits expected from their state or local

government employers.

Sixty percent of those under 30 planned to change **job** and work for a different employer before

retirement, significantly more than those just slightly older. Among those **age** 30-39, that **shares** was just 26

percent.

Name: _____ Date: _____

Instructions: First, review A "High Frequency Grammar in General Statements" and B "Common Errors in Sentence Structure" in Appendix A (*Core Grammar in Academic Writing*) at the back of this workbook. Then, in the paragraph below, correct the **bolded** errors in article and pronoun use, verb tense, punctuation, and sentence connection. A sample has been done for you.

"Top 10 Ways to Prepare for Retirement"
(a student's summary for a personal finance course)

retire, only
Although Americans **are usually living** on average for twenty years after they ~~retire only~~ half of

them know the amount of money they need to save to be financially safe during retirement. The U.S.

Department of Labor suggests ten ways to save for the **future, the** two most useful ideas are saving

consistently for **the retirement** and finding essential information about effective saving and investing. Many

of the Americans have not saved any money, so they **will always think** it is too late to save. However,

workers can start saving anytime because having some retirement savings is better than having none, and

retirement plans **are helping** money grow at high rates. A chart in the article "Top 10 Ways to Prepare for

Retirement" shows that if someone saved $5,000 annually in a retirement **account she** could have almost

$350,000 after 25 years but over $750,000 after 35 years just ten years later. **The workers** should also know

about what kinds of retirement plans their companies or organizations offer **them, they** can often choose

different types of retirement plans and can invest their retirement savings in different parts of the economy.

This is complex, so **he or she** may need to consult with **his or her** employer, or **he or she** might need to put

money into **his or her** own retirement accounts that the government offers **him or her**.

Source: Top 10 Ways to Prepare for Retirement. 2015. Employee Benefits and Security Administration: United States Department of labor.

Readings in this section:

8.1 "Who's Not Online and Why"

In this section, you will practice the following language skills.

- Writing with numbers

- Using correct verb tenses

- Noticing comma usage with introductory phrases

- Using collocations with the word "reason"

- Adding details to nouns for clarity

- Editing nouns

Name: _____   Date: _____

Instructions: This exercise and the exercises that follow focus on reasons why some American adults do not go online. Read the excerpts and do the exercises to explore the ideas and language.

"Who's Not Online and Why?"
By Kathryn Zickuhr, September 25, 2013, the Pew Foundation

Offline Adults

As of May 2013, some 15% of American adults ages 18 and older do not use the internet or email. The other 85% of U.S. adults do go online.

A. Question: The survey says 15% of American adults do not use the internet. Does that percentage seem high or low to you? Explain.

B. Viewpoint: In your opinion, what are two main reasons why some American adults do not go online and use the internet? In your answer, use adverb clauses and prepositional phrases (sections 1.1 and 1.2 of the WCA card). Discuss your ideas with others to see what they think.

1.

2.

When asked the main reason why they do not use the internet or email, non-internet users give a variety of answers. Among current non-internet users, the most often cited reasons for staying offline relate to issues of relevance or usability: 34% of offline adults say that they just aren't interested in going online or don't need to, or that they are "too busy" or think the internet is a waste of time, while another 32% mentioned usability-related issues, such as finding it too difficult or frustrating to go online, or saying that they don't know how or are physically unable. Some 19% mentioned price-related reasons, 7% said that a lack of access or availability is the main reason, and 7% cited some other reason why they don't go online.

C. Instructions: Circle the word "reason" in the paragraph above and the paragraphs in exercise 8.1c. What adjectives occur with them? How are "for" and "why" different? Write answers below.

Name: _____   Date: _____

8.1b   Writing with Precise, Generalized, and Interpreted Numbers

Instructions: Review Section 6.2 (using Numbers to Support Ideas) in the **Writing with Clarity and Accuracy** card. Then, look at the pie chart below. Choose two different numbers and write three sentences with each to describe the data. Write one sentence with a **precise** number, one which **generalizes** the number, and one which gives your **interpretation** of the number (e.g., opinion, explanation, solution, etc.). See sample sentences in Section 6.2.

Reasons 15% of American adults do not use the Internet

34% Internet not relevant

33% Usability problem

19% Price

1% Don't know

7% Accessibility problem

7% Other

Source: Kathryn Zickuhr, September 25, 2013, © The Pew Charitable Trusts. Reprinted with permission from the Pew Research Center: pewresearch.org

1. _____

    _____

    _____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

5. _____

_____

_____

6. _____

_____

_____

Name: _____ Date: _____

A. Instructions: Read the paragraphs below and <u>underline</u> all the verbs.

Offline Adults' Experiences with the Internet

The types of reasons non-internet users give for staying offline have shifted in previous years. One of the most striking changes is that issues related to the difficulty of using the internet are more prominent than they were in previous surveys, while in 2010, for instance, almost half (48%) of non-internet users cited issues of relevance, and only one in five mentioned usability or price-related reasons, respectively.

Though they themselves do not go online, the internet often touches offline adults' lives in various ways. A small proportion of non-internet users have been online in the past. Some 14% of offline adults say that they used to use the internet, but have since stopped for some reason—down slightly from the one in five who said this in 2009 and 2010, but similar to the 17% who said this in 2002. And though most offline adults do not have direct connections to the online world, many have accessed online resources by proxy. Some 44% of offline adults have asked a friend or family member to look something up or complete a task on the internet for them at some point. Finally, 23% of offline adults live in a household where someone else uses the internet at home, a proportion that has remained relatively steady for over a decade. Overall, 33% of offline adults have had some exposure to the internet, either because they used to use the internet, but have since stopped for some reason, or by living in a household where someone else uses the internet at home.

Ultimately, most offline adults do not express a strong desire to begin (or resume) using the internet. Just 8% of offline adults say they would like to start using the internet or email, while 92% say they are not interested.

Source: Kathryn Zickuhr, September 25, 2013, © The Pew Charitable Trusts. Reprinted with permission from the Pew Research Center: pewresearch.org
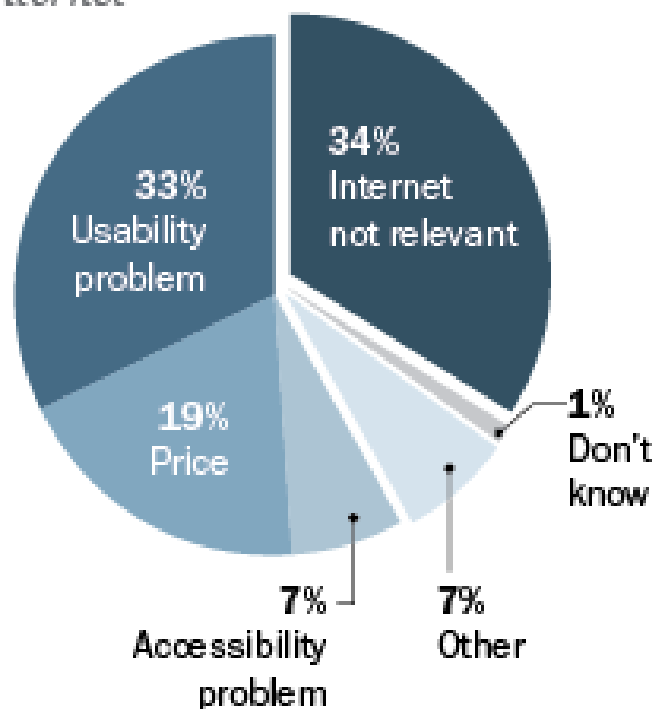
B. Instructions: Answer these questions.

1. What does the present perfect (e.g., "have stopped") mean? How is that different from the simple past tense (e.g., "said")?

2. What does "used to" imply about the action? Describe one example.

3. Why is the present tense needed in the last paragraph?

Name: _____ Date: _____

Instructions: Look at the table *Part 1: Years (The main reason adults don't use the internet, over time).* Write three sentences describing changing numbers between 2007 and 2013, using the correct verb tense. In your sentences, use generalized numbers (e.g., *"approximately,"* *"a significant increase/decrease,"* *"doubled,"* *"half,"* etc.). A sample has been done for you.

Part 1: Years

The main reason offline adults don't use the internet, over time
Among all American adults ages 18 and older who do not use the internet or email, 2007-2013

Legend: ■ 2007 ■ 2009 ■ 2010 ■ 2013

Category	2007	2009	2010	2013
Relevance	47%	35%	48%	34%
Price	11%	16%	21%	19%
Usability	15%	12%	18%	32%
Avail. / Access	15%	18%	6%	7%
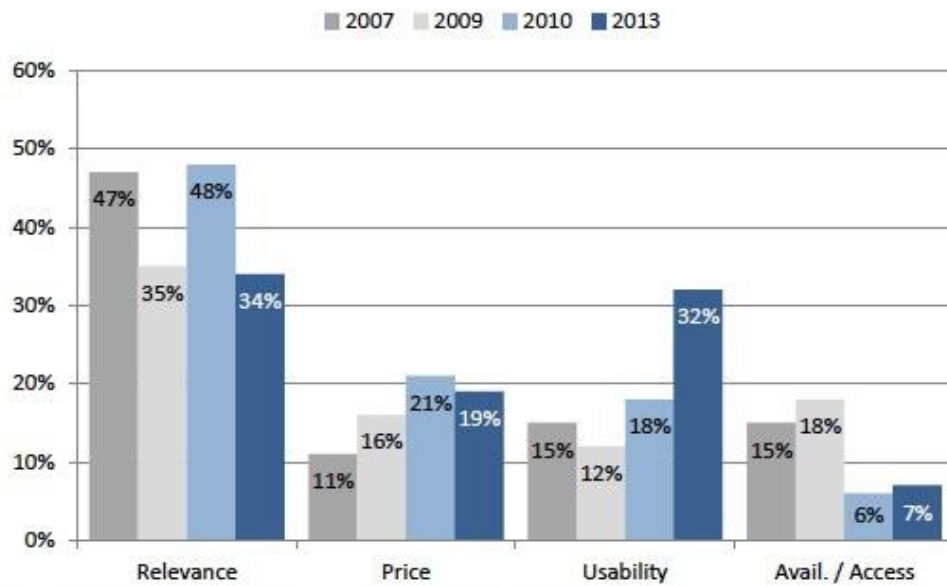
Source: Pew Research Center's Internet & American Life Project Surveys.

1. ___*In 2007, 15 percent of adults said they did not go online because they had limited access.*___

    ___*However, by 2013, the percentage had decreased to half that rate.*_____

    _____

2. _____

    _____

    _____

3. _____

   _____

   _____

4. _____

   _____

   _____

Name: _____ Date: _____

8.1e   Identifying Introductory Phrases and Commas

A. Instructions: Review punctuation in sections 1.1 (*Adverb Clauses*), 1.2 (*Prepositional Phrases*), and 4.3 (*Placement of Academic Connector Words*) in the **Writing with Clarity and Accuracy** card. Then, in the three paragraphs below, circle every comma after each introductory adverb clause and prepositional phrase and underline the words or phrases before them.

Older adults and internet use

Adults ages 65 and older are significantly more likely than any other age group to be offline, with 44% saying they don't use the internet or email; among the next youngest age group, adults ages 50-64, only 17% don't go online. If we narrow our focus to members of the G.I. Generation, those born in 1936 or earlier (ages 77 and older in 2013), a full 62% don't use the internet or email. Overall, adults ages 65 and older account for almost half (49%) of non-internet users by age group. Asked whether they would be able to start using the internet in the future, just 13% of non-internet users ages 65 and older said they would know enough to go online, while 66% say they would need help. Just 5% of offline adults in this age group say they would like to start using the internet or email. Finally, 44% of non-internet users ages 65 and older have asked a friend or family member to look something up or complete a task on the internet for them, a rate similar to other offline adults.

Dial-up Users and Internet Users without Home Access

Though 85% of adults use the internet, their experiences going online are not all the same. While 76% of adults use the internet at home, another 9% say they use the internet but do not use it at home. And though most home internet users have broadband connections of some sort, 3% of all adults still connect to the internet at home via dial-up.

Home Internet Use

Among all adults, groups that are more likely to be home internet users include adults with higher levels of income and education, whites, and those living in urban or suburban areas. Meanwhile, groups that are significantly more likely to rely on internet access outside the home include blacks and Hispanics, as well as adults at lower levels of income and education. Finally, due to their increased likelihood to use the internet overall, younger adults are more likely than older adults to go online either at home or to rely on external access.

Source: Kathryn Zickuhr, September 25, 2013, © The Pew Charitable Trusts. Reprinted with permission from the Pew Research Center: pewresearch.org

B. Instructions: Write samples of the different kinds of introductory elements. An example has been done for you.

Adverb clause	
Prepositional phrases	
Academic connector words	*Overall,*

Name: _____ Date: _____

Instructions: Review Section 2 (*Making Nouns Specific and Clear*) in the **Writing with Clarity and Accuracy** card. Then, look back at the reading in exercise 8.1e and identify types of modifiers. Write at least a few for each category. <u>Underline</u> the modifiers. Some examples have been done for you.

Type of Modification	Examples
Full adjective clauses	• *The main reasons <u>adults don't use the internet</u>* • •
Reduced adjective clauses	• *a rate <u>similar to other offline adults</u>* • •
Adjective and noun modifiers	• *<u>Home internet</u> users* • • • •
Noun plus prepositional phrases	**Note**: Do not confuse prepositional noun modifiers with prepositional adverbial phrases, such as "in 2002." • •

	•

Think About It! Notice that the words "people" and "person" do not appear anywhere in the text. Why not? Why might these words not be needed?

Name: _____ Date: _____

8.1g   Rewriting to Make Nouns Specific and Clear

Instructions: Review Section 2 (*Making Nouns Specific and Clear*) in the **Writing with Clarity and Accuracy** card. Then, add modifiers to the **bolded** nouns which are too general to be clear. Add modifiers both before and after nouns to make them specific.

1. **People** are less likely to use the internet. (Which people?)

2. Offline adults tend to live in **households**. (Which households?)

3. The internet is not relevant to some **people**. (Which people?)

4. Offline adults sometimes ask **family members** to help. (Which family members?)

5. The **reasons** are that these adults have **problems**. (What reasons? What problems?)

Name: _____ Date: _____

8.1h   Answering Questions Based on a Chart

Instructions: Review Section 6.2 (*Using Numbers to Support Ideas*) in the **Writing with Clarity and Accuracy** card. Then, study the table below and the following three questions.

Part 2: Factors

The main reason offline adults don't use the internet
Among all American adults ages 18 and older who do not use the internet or email (n=357)

Just not interested	21%
Don't have a computer	13
Too difficult/frustrating	10
Don't know how/Don't have skills	8
Too old to learn	8
Don't have access	7
Too expensive	6
Don't need it / Don't want it	6
Think it's a waste of time	4
Physically unable (e.g. poor eyesight or disabled)	4
Too busy/Just don't have the time	3
Worried about privacy / viruses / spam / spyware / hackers	3
Other (SPECIFY)	7

Summary of reasons	
Relevance (not interested + waste of time + too busy + don't need/want)	34%
Usability (difficult/frustrating + too old + don't know how + physically unable + worried about virus/spam/hackers/etc.	32
Price (too expensive + don't have computer)	19
Lack of availability / Access	7

Source: Pew Research Center's Internet & American Life Project Spring Tracking Survey, April 17 – May 19, 2013. N=2,252 adults ages 18+. Interviews were conducted in English and Spanish and on landline and cell phones. The margin of error for results based on all adults is +/- 2.3 percentage points.

1. Which reason do you think is the most significant reason and why?

2. Which statistic is the most surprising to you and why?

3. Using generalized numbers, in one sentence, summarize the information in "Summary of Reasons."

Name: _____ Date: _____

8.1i   Editing Nouns

Instructions: Review *Common Errors with Nouns* in Section 2 of the **Writing with Clarity and Accuracy** card. Then, find and correct the errors in nouns and determiners in the paragraph below. There are two errors per sentence.

Though they themselves do not go online, internet often touches offline adults' lives in various way.

Small proportion of non-internet users have been online in past. 14 percents of offline adult say that they

used to use the internet but have since stopped. Though most offline adults do not have direct connections to

online world, many have accessed online resource through other connections. 44 percent of offline adults

have asked friend or family members to look something up or complete task on the internet for them at some

point. Finally, 23 percent of offline adults live in household where someone else uses the internet at the

home. This is a proportions that has remained relatively steady for over decade. Overall, 33 percent of offline

adults have had some exposure to internet, either because they used to use the internet but have since

stopped for some reason, or by living in a households where someone else uses the internet at home.

Source: Kathryn Zickuhr, September 25, 2013, © The Pew Charitable Trusts. Reprinted with permission from the Pew Research Center: pewresearch.org

Think About It! Which of these kinds of noun mistakes have you made in your writing recently? Make a note to edit for these specific kinds of mistakes when you write.

Name: _____   Date: _____

Instructions: Answer the question below in a few sentences. Pay close attention to the nouns and determiners in your response.

> **Question**: *Based on the paragraph in 8.1h, how would you describe offline adults' connections with the internet? Answer that question with 100% paraphrasing, 0% quotes or "parroting", and provide one specific detail.*

8.2 "Can the Arts Help Save Rural America?"

In this section, you will practice the following language skills.

- Reading a substantive authentic article
- Noticing verb tenses and time phrases
- Taking notes and summarizing
- Distinguishing writing genres (newspaper vs. academic)

Name: _____   Date: _____

Instructions: Answer the following questions in a few sentences each.

1. "The arts" can refer to creative activities involving painting, music, literature, dance, and other forms of expression. What are some specific examples of arts from different cultures?

2. Are the arts important to a country's economy? Why or why not?

3. Do you think it is the government's responsibility to promote cultural arts in a country? If "yes," how should government support the arts? If "no," how else can the arts be promoted in a society?

4. Rural residents often leave their towns and move to urban areas. Why do you think this happens? What are reasons why people might move into rural areas?

Name: _____ Date: _____

Instructions: Look over Appendix 6 (*Taking Notes on Articles, Textbooks, and Charts/Graphs*) at the end of this workbook. Then, read the article below and take notes in the margins. You will refer to these notes to answer questions in later exercises. Notice the **bolded** reduced adjective clauses in the article.

"Can the Arts Help Save Rural America?"

By Teresa Wiltz

Hayes Carll performing at the 2016 Red Ants Pants Music Festival in White Sulphur Springs, Montana. Some small towns are looking to the arts as a way of attracting money and people. © Tony Demin

1. IOWA CITY, Iowa — Ten years ago, Sarah Calhoun became a 21st century pioneer, **staking a claim**[1] in a town **far from her Connecticut roots**: White Sulphur Springs, Montana, population 939, **located in what was then the poorest county in the nation**.

2. The logging[2] industry had dried up in the mountain town, but Calhoun saw potential. So she launched Red Ants Pants, **manufacturing work wear for women**. She started an online business and opened a brick and mortar store,[3] and then a music festival with big-name talent like Lyle Lovett and Wynonna Judd.

3. The festival brought thousands of music fans to White Sulphur Springs and generated money to help finance rural enterprises. Today, the once ramshackle downtown has been revitalized as other businesses have popped up. This is why Calhoun was at a conference in Iowa City last week, standing before a crowd of other rural denizens, business leaders, artists and policymakers, preaching about the role the arts can play in bringing timeworn towns back to life.

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[1] *To stake a claim*: to make something in some location belong to oneself
[2] *Logging*: the business or activity of cutting down trees and preparing the logs for usage and/or sale
[3] *Brick and mortar*: description of a business in a building in contrast with an online business

4. "I want to make rural America sexy again," Calhoun said. And the arts, she said, are a way to help do just that.

5. As post-recession, rural America continues to struggle, some rural leaders, **using private and public funding**, are experimenting with the arts as a tool to fuel economic and community development like they did for White Sulfur Springs.

6. The National Endowment for the Arts is helping by giving $125,000 in seed money to fund a "Next Generation" initiative to help build arts hubs[4] in rural America. The idea is to connect artists, arts groups, civic leaders and philanthropists[5] and encourage them to create sustainable cultural scenes in rural communities to help spur economic development and entice new, young residents. Iowa, Kentucky and Minnesota participated this year. Other states seek to join next year.

7. "You need arts in rural America so that the next generation wants to come there and live," said Charles Fluharty, president and CEO of the Rural Policy Research Institute, a public policy institute **located at the University of Iowa College of Public Health**.

8. "If you do not build vibrant, inclusive, diverse places for young people, they're not going to raise their families there. They're simply not. And those communities will wither away," Fluharty said.

9. Arts are currently helping a handful of rural communities make a go of it.[6] Marfa, **a remote desert town in Texas with a population of 1,765**, has become an international arts mecca among fashionistas. Every summer for the last 45 years, 12,000 people have swarmed Winfield, Kansas, pitching their tents[7] at the town's annual bluegrass music festival and temporarily doubling the city's population.

10. Business leaders and city administrators say it's almost impossible to pin a dollar figure on[8] the amount of revenue arts and entertainment can bring to a rural community. In 2013, arts and cultural production contributed $704 billion to the U.S. economy and supported 4.7 million jobs.

11. Community leaders say the arts can foster community pride and create jobs, even on a modest scale. To be successful, they say, a rural community must figure out what makes it unique — a gorgeous natural landscape that can serve as the backdrop for a writers' retreat, an old opera house, or a tradition of local storytelling — and capitalize on that.

12. "People say, 'I'm going to Winfield.' They don't say, 'I'm going to the Walnut Valley Festival.' The festival is giving us this name recognition. You could never pay for that type of recognition," said Warren Porter, Winfield's city manager.

13. Tourists flock to Lanesboro, Minnesota, population 754, a historic town **known for its Victorian architecture and scenic river bikeway**, to take in theater, art galleries, museums, film festivals and live music. Smithsonian magazine named it one of its "20 Best Small Towns to Visit." (Minnesota has an arts and heritage fund paid for with revenue from state sales taxes.)

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[4] *Hub*: an important center of a region or organization

[5] *Philanthropist*: a person who donates large amounts of money to charities or other causes that help others

[6] *Make a go of (something)*: to make an effort to succeed

[7] *Pitch one's tent (somewhere)*: literally, to set up a tent, but figuratively, to live temporarily in a location

[8] *Pin (money) on (something)*: to guess how much money there may be

14. There, the entire town was declared an arts campus two years ago. And with $1.3 million in local, state and federal funding, the town has been renovating facilities, helping artists relocate there and developing an artist residency center, said John Davis, executive director of Lanesboro Arts, a coordinating organization. In the meantime, 10 businesses have opened in town.

15. Owensboro, **a small city in western Kentucky** and **located on the Ohio River**, has invested $260 million of public and private money to revamp[9] its downtown riverfront and convention center and build a new building for its International Bluegrass Music Museum.

16. The city was known for its museum, which opened in 1991 and "set the tone for creating a brand for arts and culture," said Joe Berry, vice president of entrepreneurship for the Greater Owensboro Economic Development Corporation. The town also has a symphony and a pre-professional ballet company.

17. "We've watched our state government send money to everywhere but Owensboro," Berry said. "We decided we're not going to wait for our state government to help us. We're going to roll up our sleeves[10] and figure out how to do it ourselves."

Remaking Small Town America

18. At the "Next Generation" summit in Iowa City, artists and policy wonks[11] from 35 states crammed in conference rooms to talk strategy, breaking every now and then to take in a performance from a storyteller or folk singer.

19. They toss around the term "creative placemaking," an earnest shorthand[12] for building economically viable arts hubs.

20. The bit of jargon belies the urgency that many rural communities face, said Bob Reeder, program director of Rural LISC (the rural component of the Local Initiatives Support Corporation), a Washington, D.C.-based nonprofit that works with rural communities to stimulate economic development.

21. In nearly half of the country's rural counties, more people have moved out than have moved in during every decade since the 1950s. Many rural communities are blighted[13] with vacant buildings and crumbling infrastructure. Rural unemployment has eased up[14] since the recession, but creating jobs remains a challenge.

22. "There are many rural communities that are threatened with becoming a ghost town," Reeder said. "Can the arts save rural America? I would never call it a panacea,[15] but it's another strategy that we have in our toolkit."

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[9] *Revamp*: to improve the form or structure of something

[10] *Roll up one's sleeves*: to prepare to do some difficult work

[11] *Policy wonk*: an expert in administration or government

[12] *Shorthand*: a short, simple way to refer to something

[13] *Blighted*: in a community, an area which is neglected and appears ruined

[14] *Ease up*: become a less of a problem

[15] *Panacea*: a solution for all problems or remedy for all illnesses

23. Metropolitan areas receive community development block grants from the U.S. Department of Housing and Urban Development (HUD), which give them the flexibility to do long-term strategic planning.

24. In contrast, rural communities have to compete for funding. They can apply for a federal HUD grant. And they receive competitive grants from their governor's office, which are typically meted out every few years. By the time that funding comes around, it usually goes to obtaining, say, a new fire truck, rather than creating an arts scene.

25. "That's a massive disadvantage to community development," Fluharty said.

Escaping the Big City

26. Zachary Mannheimer, a former New Yorker who moved to Iowa nine years ago, travels his adopted state consulting with small towns on how to convert their abandoned hospitals and hotels into multiuse facilities that incorporate rental housing for young professionals, restaurants and community arts centers.

27. The idea is to make a town attractive to young people, said Mannheimer of the Iowa Business Growth Company, **a for-profit economic development group** that uses federal and state loans and tax credits to fund small business startups in towns across the state.

28. Increasingly, Mannheimer said, young creative types are being forced out of big cities and are looking for less expensive places to live. And many people eventually tire of metropolis living and seek a less hectic existence.

29. A recent study by the Center for Rural Entrepreneurship found that half of the young people from rural communities said that they would love to stay in their hometowns if there were real career opportunities available for them. That means small town America needs to prepare to welcome them back.

30. "Towns have to be prepared for 30 years from now. It's all about figuring out what does your town have that no other town on the planet has," Mannheimer said.

31. Rural communities should think small in starting to revitalize themselves, said Reeder of Rural LISC.

32. Trying to woo[16] back manufacturing in today's service-driven economy is not realistic, he said. All too often, big corporations swoop into a rural community but don't end up hiring many locals. And they rarely stick around, he said, **leaving carcasses of abandoned industrial parks**.

33. "Don't be trying to get a Wal-Mart," Reeder said. For every dollar spent in these stores, 90 cents goes outside the community, he said. "For every dollar spent in a local food mart, just the opposite happens."

'Capital of Quirkiness'[17]

34. Sometimes becoming a tourist mecca[18] has its downside, especially if a town doesn't have the infrastructure to support the boom. In Marfa, for example, there's no room to grow, said James Mustard,

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[16] *Woo*: to try to get the support of, to attract
[17] *Quirkiness*: having unusual characteristics

the city administrator. The town is landlocked, **bordered by ranches that have been owned by a handful of families for years**.

35. In the 1970s, the artist Donald Judd left New York for Marfa. He bought a chunk of land, and with foundation money, populated Marfa with all kinds of art installations. CBS's "60 Minutes" dubbed the town "the capital of quirkiness."

36. Over the years, hipsters from New York and Los Angeles have gobbled up the housing stock to use as second homes. As a result, appraised housing values skyrocketed, and some locals complained about a jump in their property taxes. Part-timers rented out their homes on Airbnb. Affordable housing shrank.

37. "We have few vacant lots," Mustard said. "You can't build a subdivision. You can't build 20 new houses."

38. But as Calhoun of the Red Ants Pants Music Festival in White Sulphur Springs sees it, with careful planning, a community can take advantage of tourism dollars.

39. The proceeds from the annual music fest go to a foundation that funds leadership programs for women, and provides grants to improve rural communities and support family farms and ranches.

40. Her county is no longer the poorest in the nation. White Sulphur Springs has a new Main Street, sporting goods store, brewery and bakery — and new sidewalks and streetlights. It soon will have a new school and library.

41. But Calhoun is not interested in seeing White Sulphur Springs become a boom town.[19] There's a reason why she moved to the middle of nowhere.

42. "Getting bigger isn't the solution. Getting better is. If you design it for the tourists, you're making a mistake," said Calhoun, who represented Montana last year at the White House's Small Business Leadership Summit. "Design it for your community. Then the others will come."

By Teresa Wiltz (October 20, 2016) © The Pew Charitable Trusts. Reprinted with permission from the Pew Research Center: pewresearch.org

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[18] *Mecca*: a place which attracts many people
[19] *Boom town*: an economically successful town

Name: _____ Date: _____

Instructions: Look at the article in the article *Can the Arts…* in exercise 8.2b. Write examples of the verb tenses in sentences which have time words, time phrases, or time clauses. <u>Underline</u> those time expressions. If necessary, review Section 2 (*Expressing Ideas with Verbs*) in the **Developing Details** card. A sample has been done for you.

> **Note**: The **simple present** tense is frequently used in the article, but it is not used with time words or phrases. Why do you think this is so?

Simple past tense

- *<u>In the 1970s</u>, the artist Donald Judd left New York for Marfa.*

-

-

-

Present perfect tense

-

-

Present Progressive tense

-

-

Future tense

-

-

> - **Note**: The **past** perfect is only used one time in the entire article. Can you find it? Why do you think the author uses it there?

Name: _____ Date: _____

Instructions: Review section 1.3 (*Adverbial Participles*), 1.4 (*Full and Reduced Adjective Clauses, Part 1*), and 2.4 (*Full and Reduced Adjective Clauses, Part 2*) in the **Writing with Clarity and Accuracy** card. Then, rewrite the following samples of reduced clauses as complete clauses. The first has been done for you.

1.   **Reduced Clause:** …Sarah Calhoun became a 21st century pioneer, staking a claim

   Complete Clause

   _____*…Sarah Calhoun became a 21st century pioneer,* **who is staking/has staked** *a claim*_____

2.   **Reduced Clause:** …in a town far from her Connecticut roots

   Complete Clause

   _____

3.   **Reduced Clause:** White Sulphur Springs, Montana, located in what was the poorest county in the nation

   Complete Clause

   _____

4.   **Reduced Clause:** …Red Ants Pants, manufacturing work wear for women**…**

   Complete Clause

   _____

5.   **Reduced Clause:** …some rural leaders, using private and public funding, are experimenting

   Complete Clause

   _____

6.   **Reduced Clause:** …a public policy institute located at the University of Iowa College of Public Health

   Complete Clause

   _____

7.   **Reduced Clause:** Marfa, a remote desert town in Texas with a population of 1,765…

   Complete Clause

   _____

8. **Reduced Clause:** ...a historic town known for its Victorian architecture and scenic river bikeway...

    Complete Clause

    _____

9. **Reduced Clause:** Owensboro, a small city in western Kentucky and located on the Ohio River...

    Complete Clause

    _____

10. **Reduced Clause:** ...the Iowa Business Growth Company, a for-profit economic development group...

    Complete Clause

    _____

11. **Reduced Clause:** And they rarely stick around, leaving carcasses of abandoned industrial parks.

    Complete Clause

    _____

12. **Reduced Clause:** The town is landlocked, bordered by ranches that have been owned by a handful of families for years

    Complete Clause

    _____

8.2e   Summarizing Ideas from an Article

Instructions: The article in exercise 8.2b has four main sections. Using the article and your notes, answer the questions below.

1. **The first section of the article**
   What happened? Who did it? When? Where? Why? How?

2. **Remaking Small Town America**
   What is the concern? What has happened historically? What is the challenge for rural communities?

3. **Escaping the Big City**
    Who is doing what and why?

4. **'Capital of Quirkiness'**
    What was the end result?

8.2f   Distinguishing between Newspaper Writing and Academic Writing

Instructions: The article in exercise 8.2b is written in a journalistic style common in newspapers and magazines. What are some of the differences between the language and formatting styles in this article versus those in academic writing, such as the essay in exercise 6.8? Consider sentence connecting techniques, ways that information is acknowledged or cited, amount of detail in sentences, level of vocabulary, paragraph length, and other features you notice. Write your observations below.

Appendices

Appendix 1 – Glossary

Adverb Clauses	**Adverb clauses** answer the questions *When? Where? Why? How? To what degree?*
Clause	A **clause** is a group of words that include a subject and verb but may not be a sentence. **Independent clauses** are simple sentences because they have a subject and verb and express a complete thought. **Dependent clauses**, which begin with a subordinating word (*when, while, before, after, because, if, and others*) and have a subject and verb, are not sentences because they do not express a complete thought. **Reduced clauses** do not have subjects or verb tense, but they express ideas of complete clauses. They generally consist of "-ing" or "-ed" participles.
Comma Splice	A **comma splice** is two simple sentences joined by only a comma. • *Example*: **Incorrect** - *Video games are extremely popular, millions of people play them.* **Correct** - *Video games are extremely popular. Millions of people play them.*
Complement	A **complement** can be a noun or adjective. It is connected to the subject by the non-action verb (*see below) of a sentence and completes the idea of the sentence. • Example: *The new Batman movie is a dark **movie.***
Complete Complement	A **complete complement** is all of the quantifiers, adjectives, determiners or phrases that are part of the complement. • Example: *The new Batman movie is **a dark movie.***

Complete Object	A **complete object** is all of the quantifiers, adjectives, determiners or phrases that are part of the object. • Example: *The new Batman movie has **exciting action**.*
Complete Subject	A **complete subject** includes all of the quantifiers, adjectives, determiners or phrases that are part of the subject. • Example: ***The new Batman movie** is excellent.*
Formal/Professional/Academic writing	**Formal writing** is writing that follows standard grammar rules. It is used for academic and professional writing purposes.
Hedging Words	**Hedging words** are vocabulary that indicates less than 100% certainty. • Examples: ***might, generally, some***
Informal/Conversational writing	**Informal writing** is writing the same way we talk. It is not used for academic or professional writing purposes.
Non-Action Verbs	**Non-action verbs** show existence (*to be*). They link subjects and complements.
Object	An **object** is a noun, pronoun or other noun form. It comes after a verb and receives the action of the verb OR it can be after a preposition and part of the prepositional phrase. • Example: *The new Batman movie has exciting **action**.*
Participle	See **Verbals**
Paragraph Types	**Introductory**: the first paragraph in an essay which gives something interesting to capture the reader's attention and/or background information and also contains a thesis statement. **Body**: the middle paragraphs of an essay which develop the main points of the essay. **Concluding**: the final paragraph of an essay which can contain a review of the thesis statement, the main points of the essay and a

	final statement.
Phrase	A **phrase** is a group of words that go together but do not have a subject and verb combination and do not form a complete sentence. Prepositional phrases (***on** the shelf, **in** the morning*) are a common form of phrases. Noun phrases (*new computers, computers at work*) are phrases with a main noun along with adjectives, noun modifiers, possessives, prepositional modifiers, and adjective clauses.
Plural	**Plural** means two or more.
Run-on Sentence	A **run-on sentence** is two or more simple sentences without proper punctuation or connections. • *Example*: **Incorrect** - *Video games are extremely popular millions of people play them.* **Correct** - *Video games are extremely popular. Millions of people play them.*
Sentence	A **sentence** is a group of words with a subject and verb. It communicates a complete thought. Sentences begin with a capital letter and end with a period or other punctuation.
Sentence Fragment	A **sentence fragment** is a group of words that do not express a complete idea * The most common type of sentence fragment is a dependent clause that is not connected to an independent clause. • *Example*: **Incorrect** - *Because video games are extremely popular.* **Correct** - *Because video games are extremely popular, companies make millions of dollars.*
Sentence Types in an Essay	**Essential Sentences** **Thesis statement** is a sentence that gives the main point of an essay that will be developed in the body paragraphs of an essay. **Topic sentence** is a sentence which presents the main idea of a paragraph. **Summarizing statements** are sentences which concisely give the

main points of an essay in the concluding section. They may be restatements of the thesis.

Other Sentences

Opening idea sentences of background information at or near the beginning of an essay or research paper, generally before the thesis statement.

Supporting points and detail sentences give facts, anecdotes, quotes, or statements that explain or clarify the main points of an essay.

Concluding thoughts are sentences that are related to summary sentences but provide additional ideas that may offer opinions, suggestions, predictions, or other relevant, interesting ideas.

Simple Complement	A **simple complement** is a noun or adjective that follows a non-action verb. • Example: My computer is ***damaged***.
Simple Object	A **simple object** is a noun, pronoun or other noun form. It comes after a verb. • Example: They watched the new Batman ***movie***.
Simple Subject	A **simple subject** is a noun, pronoun or other noun form. It comes before a verb. • Example: The new Batman ***movie*** is excellent.
Singular	**Singular** means one.
Subordination	**Subordination** means the use of adverb clauses, prepositional phrases, and participial phrases to give information about the main clause. Example: **Because of the computer virus**, I had to call the IT help desk.

Uncountable Noun	**Uncountable** has no number and cannot be divided into separate parts. When used as a subject, an uncountable noun always takes a singular verb. • Example: The **cinema** is where a lot of magic happens.
Verb	A **verb** can show action or being. In a sentence, it always shows time. (In a sentence, a verb is sometimes called a predicate.)
Verb Tense	**Verb tense** describes the time of the action or state of existence. It is identified by the words "present" or "past" or "future."
Verbals	**Verbals** are forms of verbs that are not used as verbs in a sentence. They do NOT show time. • **Gerund**: an "–ing" form that is used like a noun: as the subject or object of the main verb or the object of a preposition. • **Infinitive**: a "to" form that typically shows a planned or hoped for action but not actual action. • **Participles**: an "-ed" or "-ing" form that is used as an adjective to describe nouns.

Appendix 2 – Core Grammar in Academic Writing

> **Think About It!** Paying attention to these aspects of grammar when making general statements in academic writing can improve the grammatical accuracy and overall style. How often do you check for these kinds of grammar issues in your college writing?

A. High Frequency Grammar in General Statements

1. **Plural nouns (or non-count) without "the"**
   ~~The~~ ~~students~~ work with ~~the~~ ~~professor~~ to complete ~~the~~ ~~assignments~~. → ***Students*** *work with **professors** to complete **(their) assignments**.*

2. **Simple verb tenses (no "ing" except for emphasis or background information)**
   Students ~~are working~~ with professors when they ~~are completing~~ assignments. → *Students **work** with professors when they **complete** assignments.*

3. **Hedging language (e.g., "will" → "may"; "always" → "frequently"; "professors" → "some professors")**
   Students ~~always~~ make mistakes. → *Students **often** make mistakes.*
   *OR **A large percentage of** students make mistakes. OR Students **tend to** make mistakes.*

4. **Detailed noun phrases**
   Students often make mistakes. → ***College*** *students **who do not read instructions carefully or ask questions when they do not understand** tend to make mistakes on their tests and in their assignments.*

   > **Relevant Sections in the Writing with Clarity and Accuracy Card.**
   >   Section 2 (*Making Nouns Specific and Clear*)
   >   Section 3 (*Making Topics Specific and Clear*)
   >   Section 5 (*Expressing Facts, Viewpoints, Predictions, and Imagined Situations*)

B. Special Categories of Nouns

1. Nouns Often or Always with "The"

- **Nature**: *the world, the air, the sun, the moon, the earth, the ground, the sky, the environment, the atmosphere, the universe, the galaxy, etc.*

- **Parts of society**: *the economy, the media, the public, the government, the job market, the internet, the workplace, the press, the church, the agriculture/education/etc. sector, the middle/upper/lower class, etc.*

- **Categories**
  - Animal species: *the lion, the humpbacked whale, the humming bird, etc.*
  - Body parts: *the heart, the brain, the hand, etc. (when discussing medical issues)*

- o <u>Inventions</u>: *the computer, the television, the wheel, etc. (when discussing things as inventions)*
- **Time and Seasons**: *the future/present/past; the summer/fall/winter/spring*
- **Superlatives/Singular**: *the most X one, the same (one), the first (one), the only one, etc.*
- **Daily life nouns**: *the store, the news, the office, the hospital, etc.* (**Note**: These tend to be used in spoken English, while in academic writing, "the" tends not to be used because academic writing often involves general statements where plural nouns without "the" are more common.)
- **"The" + (adjectives)**: *the rich/wealthy, the young/elderly, the poor, the sick, the homeless, etc.* (**Note**: This pattern generally functions as a noun referring to groups of people. These function as plural subjects, as in "*The poor need help*.")
- **"The" + (noun) + "of/in/etc.":** *the cause of X, the main source of X, the number of X, etc.* (**Note**: This is a tendency, not a rule, and it is flexible.)

2. Nouns Often Lacking "The"

- **Broad concepts**: *life, death, society, nature, family, government, civilization, etc.*
- **Fields of Study**: *mathematics, history, biology, psychology, grammar, science, art, etc.*

> **Relevant Sections in the Writing with Clarity and Accuracy Card.**
> *Common Errors with Nouns* (in Section 2)

C. Common Errors in Sentence Structure

1. **No main subject**
   *Is clear that the internet is useful. → <u>It</u> is clear that the internet is useful.
2. **No main verb or wrong verb form**
   *For example, using the internet to study. → For example, <u>using the internet</u> **helps** students to study. OR For example, <u>students</u> **use** the internet to study. OR They study in various ways, for example, using the internet to study.
3. **Double subject**
   *Students who have access to the internet they can learn skills. → <u>Students who have access to the internet</u> can learn skills.
4. **Double verb**
   *There are some students have access to the internet. → <u>Some students</u> have access to the internet. OR There are students who have access to the internet.

1. **What are "collocations"?**

   The term "collocations" refers to any group of two or more words that frequently occur together, sometimes immediately next to each other, and sometimes spread out over longer phrases. Native speakers and advanced learners know many thousands of collocations, such as "can be defined as," "a dramatic increase in the number of," "climate change," "and so on," and others. It is important to recognize how words in word families, such as the noun "lack" versus the verb "lack," can have different collocations.

   Sample Collocation Patterns with Noun and Verb Forms

Noun + prep.	Wrong	Verb
There is a <u>lack</u> of X.	~~They lack of X.~~	They <u>lack</u> X.
They have <u>influence</u> on X.	~~They influence on X.~~	They <u>influence</u> X.
There is a <u>demand</u> for X.	~~They demand for X.~~	They <u>demand</u> X.
They have access to X.	~~They access to X.~~	They access X.

   Hot Tip You can test whether or not a phrase is a high-frequency collocation in the Google search engine by entering phrases in quotations marks. Try entering the phrase "can be defined as" in quotation marks in Google and see how many "hits" (the number of times it is found in websites around the world) are found. The higher the number, the more common the collocation is.

2. **Why collocations are important to writers**

   Learning words in collocations means that the words will be used both <u>naturally</u> and <u>grammatically</u>. Learning words without learning the collocations they occur in means you will probably use the words in an unnatural way.

3. **Learning Collocations**

   Samples of common collocations are often included in modern English language dictionaries, especially ESL/EFL dictionaries. Other sources of collocations are concordancers, such as COCA, and search engines, such as Google. Finally, native speakers and advanced learners also have intuitions about collocations.

   Hot Tip It is important to separate spoken collocations (e.g., "hang out") from academic collocations (e.g., "financial resources"). Google does not separate them, while quality English-language dictionaries and concordancers do. Learning what is formal or informal English may require help from others.

Email in college and the Workplace

While Facebook and texting are common in informal, interpersonal communication, email is still common in many academic and professional situations. Therefore, it is important to consider why email is used and how to produce quality emails.

Why is email needed?

- Students in college sometimes need to send email to professors about assignments or classes they will miss; to college administrators about registration, grades, or other bureaucratic matters; or to others in colleges to apply for scholarships or ask about special programs.
- In offices, email may be shared between individuals for specific job-related tasks or from individuals to small or large groups of co-workers. While texting and phone calls can be efficient for small matters, email may be necessary for important matters, questions, or announcements.

What is expected in professional email?

- Email readers in academic and professional situations expect clear information about the main issue, who the writer and recipient(s) are, and reasonably clean grammar and format. An email may be simple and short, but it still should have the minimum content just mentioned.

Think About It! Have ever you sent email to a professor? If you have, did you write and edit the email carefully with your name and your professor's name? If you did not, what do you think your professor's opinion might be?

What are essential aspects of professional email correspondence?

1. A clear topic in the subject line
2. A professional email address
3. Your own name and clear identification
4. Professional greetings, such as "Professor Cortez" or "Miss Nguyen"
5. A short but clear, complete statement about what the purpose of the email is
6. Carefully edited grammar, clear ideas, and proper professional expression

Hot Tip College is a professional development experience, and the goal of college students is to become professionals. Therefore, writing clear, professional email or other written correspondence is an excellent opportunity to improve one's professional skills. Consider the consequence of sending unprofessional email to professors, potential employers, or other professionals.

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How are college assignments difficult?

Answering questions on college tests and assignments can be challenging not only because of the difficult content but also **the way the questions are worded and the unstated expectations of professors**. If you do not carefully read and understand instructions or questions, you are more likely to answer incorrectly or complete assignments inaccurately. Below are ideas to consider when you are taking a test or completing a writing assignment in a college course.

</div>

What type of question is being asked?

You must notice precisely what type of question you need to answer. If not, your answer may not be logical. Below are some common types.

1. <u>Summarizing</u>: restating main points of a source
2. <u>Explaining/describing</u>: answering why or how an event, idea, or fact happens or is true
3. <u>Inferencing</u>: making a logical conclusion based on the information in a source
4. <u>Exemplification</u>: giving an example, sometimes from a source or sometimes from your own knowledge or experience

<div style="border: 1px solid black;">

Hot Tip An assignment may include a combination of issues, such as a brief summary plus a question that requires you to make a logical conclusion.

</div>

How long should the answers be?

The lengths of answers vary according to the types of questions. Often, no specific length is indicated on a test or quiz, while sometimes a requirement is given. Here are common possibilities.

1. *A one- or two-sentence answer on a quiz* (e.g., a definition, a concise summary, etc.)
2. *A paragraph of a few to several sentences on a test* (e.g., an explanation combined with one or more examples, etc.)
3. *A few paragraphs for a final exam or an at-home article summary* (e.g., an essay)
4. *An essay of 4 or more paragraphs* (e.g., an extended answer on a final exam)
5. *A research paper of several pages or more* (e.g., an at-home assignment that may take weeks to complete)

<div style="background-color: #d9e8c5;">

Think About It! If your answer is too short, you will lose points. If your answer is too long, you will waste time and might lose points on another part of the test. In fact, a professor might deduct points for irrelevant content. Therefore, it is important to read instructions and ask questions for clarification.

</div>

How is grammar graded in college courses which are not writing classes?

- **In-class writing:** As a general rule, on in-class tests, professors in most college courses (e.g., sociology, history, mathematics, etc.) do not use grammar as part of the grade: if they can read your answer easily and the information is correct, they will usually give full credit even if there are some small grammar errors. However, if the grammar errors are significant and make your ideas hard to understand, you might lose points.

- **Writing assignments:** In contrast, in research papers, many professors expect the grammar to be very clean, and some professors may deduct points from your grade if the writing has grammar errors.

How can I be sure I am answering questions logically?

For college courses and professional purposes, we must frequently answer questions on tests or quizzes, various college assignments, and college or job applications. To answer questions effectively, here is a checklist of questions for you to answer about your writing.

1. **Reading instructions**: Did I read and follow the instructions completely? How long does the answer need to be? *(e.g., 2 or 3 sentences on a quiz in class; 1 or 2 paragraphs for a summary of an article; 10 to 15 pages for a research paper, etc.)*

2. *Logical answers*: Did I find the main idea of the question? Did I answer that main part logically and directly? *(e.g., Is the question focused on causes or effects? Is it about people in general or people belonging to a specific group?)*

3. **Complete answers**: Did I answer all parts of the question? *(e.g., If the question is "**Why** are there differences?", did you discuss only the differences or did you explain **why** they occurred?)*

4. *Paraphrased answers*: For an assignment outside of class, did I properly summarize or paraphrase and not copy or "parrot" the ideas? Did I acknowledge sources when necessary? (Important*: You do NOT need to acknowledge sources on in-class quizzes based on textbooks.)*

5. **Grammar to match the question**: Did I look carefully at the grammar in the question itself? For example, is the verb tense correct, and are the main nouns countable or uncountable? What important collocations are in the answer? (Important*: You must connect the grammar in the question with the grammar in your answer.)*

Try It! Review a writing task you have in a course, such as a test or an essay. Look carefully at your instructor's questions and instructions and compare your answers with them using these tips. Where can you improve the answer or add information to be clearer and more complete? Where do you need to paraphrase? Did you pay close attention to the grammar in the question and use that same grammar (e.g., verb tense, uncountable nouns, collocations, etc.) in your writing.

Appendix 6 – Taking Notes on Articles, Textbooks, and Charts/Graphs

Overview: This section gives ideas about how to gather and document source information for tests and writing assignments. You should also follow guidelines that your professors give and consider investigating other note-taking methods.

- **Take brief notes:** Only collect essential information. Notes do not need to be written in complete sentences. Use phrases, drawings, arrows, and other visual methods. Notes are for your reference, so they do not need to be grammatically perfect. You will edit in the writing process.
  - **Quoting:** If you copy the exact words from a source, put quotation marks "…" around them.
  - **Paraphrasing:** When you write down ideas from a source in your own words (i.e., paraphrasing), be sure to maintain the same tone as the original.

- **Gather source information:** For notes you collect, write or copy complete bibliographic information, including the author(s); title; source (*journal name if in a periodical, book title if part of a book, website name if online…*); date published; publisher; and URL (*for a website*).

Hot Tip When you read an electronic file, such as a PDF file or a DOCX file, you are able to (a) highlight words and sections and (b) add notes. The options appear when you right-click. You can save these notes in the reading to refer to later. Also, if you open "Comments," you can see all your notes in a list.

- **Tips for Summarizing**
  In order to summarize a reading or chart, notice (a) the title of a reading or chart, and (b) section or subsection headings in an article. Organize your notes in the same order as the sections of a reading to be clear. If you simply provide notes in a list without showing the relationships between the parts of a reading, you may have problems understanding when you reread your notes later. It may be necessary to read an article or textbook chapter more than once while you take notes.

  Reading the First Time

  - In an article without subheadings or sections, take notes paragraph by paragraph, identifying the main idea of each paragraph.
  - In an article with subheadings and sections, take notes on each section before you move to the next section.
  - In a textbook chapter, notice the headings. Write down or type the headings and leave space for notes.

  Reading the Second Time

  - Reread the sources and collect additional specific details or quotes that might be useful to support the ideas in your writing.
  - Highlight information (e.g., underline, circle, highlight, add a note, etc.) that is not clear to you or about which you want to ask questions.

- Add your own comments and your professor's comments about the information you are reading. Use a different color pen or different color highlighting in a computer file or some other method to clearly distinguish your personal comments and additions.

Using grammar to determine important ideas

As you take notes, here are ideas to consider to help identify main points versus details in readings.

- o **Thesis statements**: A thesis statement is frequently presented after background information is given. The thesis statement may be in the present or present perfect tense while the background information may be in the past or past perfect tense. If the thesis statement is in the past tense, the background information may be in the past perfect tense.
- o **Subjects as Topics**: The subject of a sentence is often the central information or topic of an issue. Introductory phrases or clauses are not the main information. This can help you identify main points to take notes effectively.
- o **Main Clauses as Focus Points**: In a complex sentence, the independent clause is the main information that you should focus on, while the subordinate/dependent clause is less important.

Appendix 7 – Tips on Quotations, Paraphrasing, and Summarizing

Overview: This appendix provides ideas about how to write a research paper. However, you should always follow instructions your instructors give you. See Appendix 5 (*Expectations for Answers on Tests and Assignments in College Courses*).

Organizing Your Ideas
- By the time you are ready to write your paper, you should have done your research and written your notes. Review your notes before you write to refresh your memory about the various ideas you have read.
- Put your notes away and organize your main ideas. You might want to use a graphic organizer (outline, concept map, timeline, chart, etc.).
- Follow professors' instructions, but you may also search online for various organizing templates and techniques.

Writing a Paper

- **Draft**: After organizing your main ideas, write a basic first draft. Do not spend too much time editing yet. Then, review your notes as you look over your first draft and use your notes to add content.
- **Important**: Do not write your paper while looking at the original sources. This can lead to plagiarism. Instead use your own notes, though you may need to add to your notes from the original sources.
- **Paraphrasing**: Write your paper in your own words. Paraphrase all main ideas and details from original sources and cite them, especially if you use specific details or unique ideas or claims. Paraphrase by keeping essential words and expressions from the source, but change all other vocabulary. Use technical words or phrases, but paraphrase sentences completely.
- **Editing**: Check your writing for both grammar and content clarity and accuracy. See Appendix 8: *Writing Checklist before Submitting a Written Assignment*.
- **Quoting**: Avoid overusing quotes; use them sparingly. Usually, one special, effective quote is enough for a small paper, but you may need no quotes at all.
  - If you use the exact words from a source, put quotation marks around them.
  - Explain all quotes in your own words. Do not use multiple quotes in a row.
  - Quotes from a source can be used but only for minor details. You must express main ideas and major details in your own words.

Acknowledging Sources

- Whether you paraphrase or use quotes, provide the source in your writing.
  - **Introductory words**: "According to Smith,...", "Smith claims that...", etc.
  - **Sentence–final reference**: "...(Smith 2010:122)."
- For each source, list complete bibliographic information at the end of your paper. Follow instructions your professor gives regarding bibliography format and style.

Appendix 8 – Writing Checklist

✓ **Writing Checklist before Submitting a Written Assignment**

✓	Main Issues	Resources in the Card
	Logical Answers You are following the instructions accurately and answer questions logically.	See Appendix 5 (*Expectations for Answers on Tests and Assignments in College Courses*).
	Clear Sentences Each sentence is clear and complete with useful adverbials phrases or clauses.	See Section 1 (*Developing Descriptions and Explanations*).
	Clear Topics All the nouns for main topics in your writing are specific and/or have clear added details.	See Section 2 (*Making Nouns Specific and Clear*) and Section 3 (*Making Topics Specific and Clear*).
	Clear Ideas in Verbs Your verbs clearly express present or past facts, your viewpoint, predictions, or hypothesized/imagined situations.	See Section 5 (*Expressing Facts, Viewpoints, Predictions, and Imagined Situations*).
	Hedging Your ideas are expressed reasonably and accurately with hedging expressions.	See Section 5 (*Expressing Facts, Viewpoints, Predictions, and Imagined Situations*).
	Focus on Topics The topics of your writing are clearly focused on in your writing.	See Section 3 (*Making Topics Specific and Clear*) and Section 4 (*Creating Flow through Cohesion and Variety*).
	Cohesion/Flow The ideas in your writing move logically from one sentence to the next.	See Section 4 (*Creating Flow through Cohesion and Variety*).
	Variety of Expression Your writing contains various sentence patterns and sentence connecting techniques and both simple and complex noun phrases.	See Section 1 (*Developing Descriptions and Explanations*), Section 2 (*Making Nouns Specific and Clear*), Section 3 (*Making Topics Specific and Clear*), and Section 4 (*Creating Flow through Cohesion and Variety*)
	Effective Use of Information Your writing is supported by other sources of information, including numbers and data with logical interpretations. All of the information is acknowledged and cited in various ways.	See Section 6 (*Citing Sources and Using Information*).

The Grammar You Need
Level 3 Workbook

0.1   Identifying Subjects and Verbs in an Essay: "mHealth"
A. ANSWERS WILL VARY.
B. They are everywhere – people wearing colorful wristbands walking around neighborhoods and talking about "10,000 steps." **(**These FITBIT® wearers comprise part of a growing number of adults who are trying to stay healthy by monitoring their exercise**.) (**These vibrant wristbands are one example of mHealth devices that focus on personal fitness.**) (**Another example is an app for yoga that will alert the users at the time they said they wanted to do yoga.**)** It will then guide them through some yoga exercises. **(**There is also an app for an electronic personal trainer which will help set personal fitness goals and notify the consumer when the goals are reached.**)** Some of these apps let customers share successes with their friends. In fact, some people need to have more than just their own personal motivation to exercise, so many of these apps allow more than just sharing. **(**If the users want, friends can be challenged to reach a goal first.**)** Sometimes competition works well. **(**However, that is a personal decision which is in the hands of the consumer.**)** **(**It is an example of how mHealth devices put users in charge of their own fitness programs.**)**

(Besides exercise, people who are interested in fitness also are interested in nutrition.**)** **(**There are many apps that will help figure out a diet that meets an individual's needs.**) (**When a person's height, weight and age are entered into the app, it will review foods and let the user know how good a **specific** food would be for that particular individual.**)** **(**There are also apps that will read barcodes on food items in the grocery store and determine how healthy it is, and apps to track sleep and hunger to help individuals review how they are feeling over a period of time.**) (**The app RISE provides amazing support for individuals who need help with their diets.**) (**The app pairs a coach with the app's user who can send photos of actual meals to the coach who will then respond with suggestions on what is good and what might need to be changed.**)**

However, mHealth means more than fitness apps. Throughout the world, physicians and patients are using wireless and mobile devices to communicate. The primary use of mHealth in this context is to help patients to prevent illnesses or control chronic conditions. **(**It is hoped that mHealth will not only reduce the costs of healthcare but even more importantly will improve health outcomes for patients.**)**

Some of these medically oriented programs are on mobile phone apps. **(**Patients with diabetes, for instance, can monitor their diets carefully and be alerted if they are consuming more carbohydrates than they should be.**)** This type of app empowers diabetes patients by giving them more immediate control over their condition.
Other programs are focused on communication between doctors and patients. Sometimes this communication can be passive. **(**The patient is not required to do anything because the device will communicate on its own.**) (**An example of this is a wearable "life vest" that contains heart sensors that detect any abnormal heart rhythms that may endanger the life of the patient.**) (**The vest contains a defibrillator that will deliver an electric shock if the heart rhythm is life threatening.**)** These vests can also communicate with the physician and provide regular information on the condition of the patient. **(**This type of remote monitoring means a reduction of healthcare costs since medical care can be provided without a patient having to stay in a hospital or even visit a doctor.**)**

Remote monitoring and counseling become particularly important in remote or impoverished areas. **(**A report by CARE, an international relief agency, stated, "… imagine the possibilities if we can give community health workers the capacity to provide quality services through a simple tool to help facilitate children's health and development – using mobile technology to connect people in isolated communities with information and skills to assess, protect and improve the health of children."**)**

A primary use of mHealth in remote areas and developing countries is the provision of medical advice and counseling using mobile phones. Many people in developing countries do not live near medical facilities. **(**However, as Prof. Ewan Sutherland of South Africa stated in 2010, many of these people have mobile phones.**)** In fact, mobile phones are the most widely used modern technology in the developing world.

Many people in the developing world suffer from chronic diseases including hypertension and diabetes. **(**As described by Khan, Yang and Khan (2010), "… as chronic disease becomes more prevalent, mobile technologies offer care strategies that are particularly suited to combating these conditions."**)** **(**Working with patients with chronic conditions requires longer term care and intervention since frequently promoting lifestyle changes is required rather than simply giving medication.**)** This can be done with mHealth.

C. **(**These FITBIT® wearers comprise part of a growing number of adults who are trying to stay healthy by monitoring their exercise.**)**
(These vibrant wristbands are one example of mHealth devices that focus on personal fitness.**)**
(Another example is an app for yoga that will alert the users at the time they said they wanted to do yoga.**)**
(There is also an app for an electronic personal trainer which will help set personal fitness goals and notify the consumer when the goals are reached.**)**
(If the users want, friends can be challenged to reach a goal first.**)**
(However, that is a personal decision which is in the hands of the consumer.)
(It is an example of how mHealth devices put users in charge of their own fitness programs.**)**

(Besides exercise, people who are interested in fitness also are interested in nutrition.**)**
(There are many apps that will help figure out a diet that meets an individual's needs.**)**
(When a person's height, weight and age are entered into the app, it will review foods and let the user know how good a specific food would be for that particular individual.**)**
(There are also apps that will read barcodes on food items in the grocery store and determine how healthy it is, and apps to track sleep and hunger to help individuals review how they are feeling over a period of time.**)**
(The app RISE provides amazing support for individuals who need help with their diets.**)**
(The app pairs a coach with the app's user who can send photos of actual meals to the coach who will then respond with suggestions on what is good and what might need to be changed. **)**

(Patients with diabetes, for instance, can monitor their diets carefully and be alerted if they are consuming more carbohydrates than they should be.**)**
(The patient is not required to do anything because the device will communicate on its own.**)**
(An example of this is a wearable "life vest" that contains heart sensors that detect any abnormal heart rhythms that may endanger the life of the patient.**)**
(The vest contains a defibrillator that will deliver an electric shock if the heart rhythm is life threatening.**)**
(This type of remote monitoring means a reduction of healthcare costs since medical care can be provided without a patient having to stay in a hospital or even visit a doctor. **)**
(A report by CARE, an international relief agency, stated, "… imagine the possibilities if we can give community health workers the capacity to provide quality services through a simple tool to help facilitate children's health and development – using mobile technology to connect people in isolated communities with information and skills to assess, protect and improve the health of children."**)**

(However, as Prof. Ewan Sutherland of South Africa stated in 2010, many of these people have mobile phones.)

(Working with patients with chronic conditions requires longer term care and intervention since frequently promoting lifestyle changes is required rather than simply giving medication.**)**

0.2   Finding Simple Subjects and Complete Subjects: "mHealth"

1.   These vibrant wristbands **are** examples of mHealth devices.

2.   Some of these apps allow customers to share their exercise results with their friends.

3.   If the users want, friends can be challenged to reach a goal first.

4.   Because these apps are easy to…, they have become very popular.

5.   When a person's height, weight and age are entered into the app, it will review foods and let the user know how good a specific food would be for that particular individual.

6. Many <u>people</u> in developing countries <u>do not live</u> near medical facilities.

7. However, as <u>Ewan Sutherland of South Africa</u> <u>stated</u> in 2010, <u>many of these people</u> <u>have</u> mobile phones.

8. Many <u>people</u> in the developing world <u>suffer</u> from chronic diseases, including hypertension and diabetes.

9. *mHealth* <u>devices</u> <u>are</u> particularly useful in rural areas because of the scarcity of medical personnel there.

10. "… as chronic <u>disease</u> <u>becomes</u> more prevalent, mobile <u>technologies</u> <u>offer</u> care strategies <u>that</u> <u>are</u> particularly suited to combating these conditions."

0.3 Noticing Details Added to Nouns: "mHealth"
These are some possible answers

Modifiers that come in front	NOUN	Modifiers that come after
These vibrant	**wristbands**	
one	**example**	*of mHealth devices*
a personal	**decision**	*which is in the hands of the consumer.*
The primary	**use**	
A growing	**group**	of adults who are trying to stay healthy
Many	**people**	in the developing world
A person's	**height, weight, and age**	
This	**type**	of remote monitoring
Many	**apps**	that will help figure out our diets
Amazing	**support**	for a person
The apps	**user**	who can send photos
regular	**information**	on the condition of the patient
etc.		

0.4 Working with Active Voice and Passive Voice: "mHealth"

A. Active Voice	Passive Voice
the users want	*friends can be challenged*
The app RISE provides	Their goals **are reached**
Physicians and patients **are using**	Other programs **are focused** on…
Patients **can monitor** their diet.	That **are** particularly **suited**
Some of these apps **let** customers share…	Medical care can be provided
etc.	

B.
5. Apps help some consumers to choose more nutritious diets. → Consumers are helped by apps to choose more nutritious diets.
6. Patients can monitor their diets carefully. → Patients' diets can be monitored carefully.
7. Apps will alert diabetic patients if they are consuming too many carbohydrates. → Diabetic patients will be alerted by apps if they…
8. Customers shared successes with the apps. → Successes with the apps were shared by customers.

0.5 Choosing Verb Forms (-ing, -ed) : "mHealth"
1. Growing - adjective form
2. Trying - part of a verb
3. Monitoring - noun form (gerund)
4. Interested - adjective form
5. Alerted - part of a verb
6. Consuming - part of a verb

7. Monitoring - noun form (gerund)
8. Counseling - noun form (gerund)
9. Impoverished - adjective form

0.6 Noticing Details Added to Sentences: "mHealth"
1. If the users want = Adverb Phrase
2. by monitoring their exercise = Adverb Phrase
3. of these apps = Adjective Phrase
4. with suggestions = Adverb Phrase
5. importantly = Adverb
6. between doctors and patients = Adjective Phrase
7. frequently = Adverb
8. When a person's height, weight and age are entered into the app = Adverb Clause

0.7 Noticing Sentence Types: "mHealth"
1. Complex
2. Complex
3. Simple
4. Complex
5. Simple
6. Basic compound
7. Complex
8. Academic compound

0.8 Noticing Sources: "mHealth"
Example of a source identified by an introductory phrase
As described by Khan, Yang and Khan in 2010, "... as chronic disease becomes more prevalent, mobile technologies offer care strategies that are particularly suited to combating these conditions."

Example of a source use as the subject of a reporting verb
A report by CARE, an international relief agency, stated, "... imagine the possibilities if we can..."

Example of a source identified by a bibliographic citation
As described by Khan, Yang and Khan (2010),

0.9 Practicing Quoting and Paraphrasing: "mHealth"
ANSWERS WILL VARY.

0.10 Essay Review - Identifying Parts of an Essay: "Cyberbullying"
A.

Type of Paragraph
- Introductory paragraph

Types of Sentences
- Opening ideas
- Thesis statements

While bullying existed long before the twentieth century, cyberbullying only began about two decades ago, and it has increased substantially due to the growth of social media and texting. According to one study, youth without their parents' guidance are a major group of those who are cyberbullies (Low and Espelage 2012). In another article "8 Reasons Why Kids Cyberbully Others" (Gordon 2016), several different causes are explained. Based on these ideas, there are two major categories: some youth feel social pressure and encouragement, and some children and teens have emotional problems.

Type of Paragraph
- Body paragraph

Types of Sentences
- Topic sentence
- Supporting points and details

One main factor that leads to cyberbullying is that some young people believe that bullying others on the internet or their phones gives them social status. Teens sometimes embarrass less popular teens in order to be socially popular with their classmates or other peers. The desire to look "cool" to their classmates can cause them to be willing to be emotionally hurtful to others or to try to frighten people outside of their social group on social media. It is easy to write hurtful statements to others when they cannot fight back. Moreover,

their peers might pressure them to cyberbully. If these teens do not participate in cyberbullying, their friends might exclude them socially or even cyberbully them to punish them. Finally, some youth think that cyberbullying is common, and so they think it is acceptable or even popular despite the emotional harm that cyberbullying causes.

Type of Paragraph
- Body paragraph 2

Types of Sentences
- Topic sentence
- Supporting points and details

In addition to social factors, emotional problems that some young people have are an even more troublesome cause of cyberbullying. As mentioned, young people whose parents do not watch or support them are more likely to be cyberbullies, but these same young people may also have family problems and may suffer emotionally. If their parents have abused them emotionally or physically, or if their parents have had problems with drugs or alcohol, these suffering children and teens may want to make others feel their suffering. Some of them do that by writing vulgar language or abusive messages to other young people. In fact, these youth might lose their empathy, meaning that they do not feel or understand the emotional suffering that they make their victims feel. Furthermore, some cyberbullies have also been bullied, and because of that, they might feel powerless. Therefore, cyberbullying by sending people nasty or rude emails can make them feel that they have some kind of power over other people.

Type of Paragraph
Conclusion

Types of Sentences
- Summarizing statement(s)
- Concluding thoughts

Overall, cyberbullying is a harmful behavior that is often the result of other harmful attitudes and behavior. Sometimes, peer pressure from youth with problems is the cause. Sometimes, young people with problems in their lives and who have been victims of bad life situations are the same people who cyberbully others, which can cause more cyberbullying. It is a problem that feeds itself and needs attention to end.

B. Language Focus
1. Active Voice
   (A sample answer) "Furthermore, some cyberbullies have also been bullied..." *The topic is cyberbullying and cyberbullies and is therefore the logical subject of the sentence.*
2. *Can/May/Might make the ideas more reasonable and logical. The reality is that not all people have the same situations, experiences, and results.*
3. *Present Perfect tense is used for background information and to describe completed actions in examples.*

0.11   Identifying Types of Comma Usage in "Cyberbullying"
Adverb Clauses
While bullying existed long before the twentieth century,...
   If these teens do not participate in cyberbullying,
   If their parents have abused them emotionally or physically,
   ...if their parents have had problems with drugs or alcohol,
Independent Clauses
   ...cyberbullying only began about two decades ago, and it has increased substantially...
   ...some youth think that cyberbullying is common, and so they think it is acceptable...
   ...young people ... are more likely to be cyberbullies, but these same young people may also have family problems...
Introductory Words and Phrases
   Moreover, ...
   Finally, ...
   In addition to social factors, ...
   As mentioned,...
In fact,...
Furthermore,
Inserted Information
   In another article, "8 Reasons Why Kids Cyberbully Others" (Gordon 2016), several...

...these youth might lose their empathy, meaning that they do not feel or understand the emotional suffering...

0.12   Editing Sentence Connecting: "Cyberbullying"
While bullying existed long before the twentieth **century, cyberbullying** only began about two decades **ago, and it** has increased substantially due to the growth of social media and texting. According to one **study, youth** without their parents' guidance are a major group of those who are cyberbullies (Low and Espelage 2012). In another article "8 Reasons Why Kids Cyberbully Others" (Gordon 2016), several different causes are **explained. Based** on these ideas, there are two major categories: some youth feel social pressure and **encouragement, and some** children and teens have emotional problems.

One main factor that leads to cyberbullying is that some young people believe that bullying others on the internet or their phones gives them social **status. Teens** sometimes embarrass less popular teens in order to be socially popular with their classmates or other peers. The desire to look "cool" to their classmates can cause them to be willing to be emotionally hurtful to **others or** to try to frighten people outside of their social group on social media. It is easy to write hurtful statements to **others when** they cannot fight back. **Moreover, their** peers might pressure them to cyberbully. If these teens do not participate in **cyberbullying, their** friends might exclude them socially or even cyberbully them to punish them. Finally, some youth think that cyberbullying is **common, and they** think it is acceptable or even **popular despite** the emotional harm that cyberbullying causes.

0.13 Editing Verbs: "Cyberbullying"
In addition to social factors, emotional problems that some young people **have** (2.6) are an even more troublesome cause of cyberbullying. As mentioned, young people whose parents do not **watch** (2.6) or support them are more likely to be cyberbullies, but these same young people may also **have** (2.6) family problems and may suffer emotionally. If their parents abuse them emotionally or physically, or if their parents have problems with drugs or alcohol, these suffering children and teens **will** (7) want to make others feel their suffering. Some of them **do** (2 "Setting the Right Tone") that by writing vulgar language or abusive messages to other young people. In fact, these youth might **lose** (5) their empathy, meaning that they do not feel or understand the emotional suffering that they make their victims feel. Furthermore, some cyberbullies have also been **bullied** (5.2) by their peers, and because of that, they might **feel** (2.6) powerless. Therefore, by sending them nasty or rude emails, cyberbullies can feel (2.6) that they have some kind of power over other people.

0.14   Editing Noun Modifiers: Adjective Clauses, Prepositions, and Possessives

2.student**'s** → student**s'**
3. embarrass**ed** photos → embarrass**ing** photos
4. children**s** classmates → children**'s** classmates
5. another child **which** → another child **who/that**
6. people which the first child knows → people **who/that** the first child knows
7. The child sometimes is so distressed **who has been bullied in this way** → The child **who has been bullied in this wa**y is so...
8. no simple solution on bullying → no simple solution **to/for** bullying,
9 on the internet, **which** it is easy... → on the internet, **where** it is easy...
10. cyberbullying **which** means that it can be → cyberbullying **,** which means that it can be...
11. Parents **who** child → Parents **whose** child
12. California's anti-bullying laws, **where** → California's anti-bullying laws, **which**

0.15   Editing Punctuation in Sentences
2.   but, → , but
3.   , because → because (no comma)
4.   Any parents, who ... bullying, → Parents who ... bullying
5.   which → , which
6.   , however → . However,
      , when → when
7.   The Tyler ... CyberSafety, which ... City,
8.   , for example, → . For example,
9.   While ... frequently → While ... frequently,

0.16   Using Verb Tenses and Subject-Verb Agreement: "Cyberbullying"
1) 1. has been seen; 2. have become; 3. has been reported; 4. show; 5. can open
2) 1. is; 2. are; 3. could be used; 4. could be brought; 5. is considered; 6. results; 7. is based; 8. is; 9. should educate
3) 1. can hide; 2. are; 3. can make; 4. must do; 5. posts; 6. would see

0.17   Editing Sentence Connecting Punctuation: "Internet Seen as Positive Influence"
As more people around the world gain access to all the tools of the digital age , …
   ^

                                                                                                        Add comma

So far, …
Add comma

realms of education, personal relationships, and the economy. **Nevertheless,** despite all the benefits of
                                                    Add comma   Add comma

 these new technologies, people are more likely to say that the internet is a negative rather than a

 positive influence on morality, **and** they are divided about its effect on politics.
                                          Add comma

Overall, …cation, **and** at least half also see it as a good influence on personal relationships (53%)
                    Add comma

A median of 42% say it is a bad influence on morality while only 29% see the internet as a good   influence , and . **And** in
no country surveyed does a majority say that the internet's influence on ..
      Add comma, eliminate period, use lower case

However, many in these emerging and developing nations are …
      Add comma

A median of less than half across the 32 countries surveyed use the internet at least occasionally through either
smartphones or other devices, **though** usage rates vary considerably
                           (No comma after "though")

1.1   Reading: "College-Level Writing for College-Level ESL Students"
Research reports, term papers, brief but well-thought-out written responses to test questions, articles for a student
newspaper, essays for scholarship applications…
While these college tasks require ideas and organization, they also demand attention to tone and careful editing for
grammar and mechanics, all of which means they take a great deal of time to do well.
The time spent perfecting writing skills during college will have positive results in students' professional lives after they
graduate and have entered a career. Particularly since emails and other text-based media have replaced telephones for
business communication, businesses have become increasingly aware of the poor writing skills of many of their
employees. "The study, by the National Commission on Writing, a panel established by the College Board, concluded
that a third of the employees in the nation's blue-chip companies wrote poorly and businesses were spending $3.1
billion annually in remedial training" (Dillon). Whether it is a business proposal or an announcement of a meeting,
employees are judged by the clarity and accuracy of their writing.
Non-native English speakers can usually develop good conversational English skills in a few years. Unfortunately,
written language is not the same as oral language. Spoken language usually uses short sentences and repeats ideas and
words frequently. Also, in a conversation, if a listener does not understand something, he can ask for clarification. This
is not true for written communication, which must be very clear and accurate. When a reader does not understand
something, there is usually no one to ask for clarification.
To produce quality writing, both in college and in a profession, students, especially non-native speakers of English, need
to focus on improving their grammar, vocabulary and organization. The good news is that, despite the challenges, most
ESL students, with dedication and practice, can, and do, gain proficiency in written English.

1.2   Noticing Details in Sentences: "College-Level Writing for College-Level ESL Students"
1.   a. <u>Adverb Clause</u>, b. <u>In contrast to what?</u>
2.   a. <u>Adverb Clause</u>, b. <u>When?</u>
3.   a. <u>Adverbial Prepositional Phrase,</u> b. <u>In order to do what?</u>
4.   a. <u>Adverb Clause</u>, b. <u>What is the cause?</u>
5.   a. <u>Adverb Clause</u>, b. <u>Under what conditions?</u>
6.   a. <u>Adverb Clause</u>, b. <u>When?</u>
7.   a. <u>Adverbial Prepositional Phrase</u>, b. <u>Regardless of what situation?</u>

1.3   Adding Details to Sentences: "College-Level Writing for College-Level ESL Students"
ANSWERS WILL VARY. Below are some possible responses.
8. *Writing and editing are rarely college students' favorite activities because they are difficult and time-consuming tasks.*
9. *College-level ESL students must understand the requirements of academic writing so that they can be successful in their classes.*
10. *Spoken language, which tends to contain shorter words and sentences, is relatively easy to learn, while written language, which contains more complex language, is more challenging.*
11. *Without a lot of practice, these students cannot advance their skills.*
12. *Instead of spending hours on social media, they should spend time reading quality samples of academic writing.*
13. *In order to improve, they should spend time reading quality samples of academic writing.*
14. *Regardless of their challenges, most hardworking non-native writers of English can develop sufficient skills to function in college.*

1.4B   Reading and Summarizing: "3 Demographic Trends…"
ANSWERS WILL VARY.

1.5   Noticing Types of Adverbial Clauses and Phrases
Adverb Clauses
- *Although the European refugee crisis has received much attention*
- *Because members of the global middle class have fewer children*
- *because its families remain large*
- *As space becomes scarce*
- *As Africans migrate throughout the world*
- *because it brings more opportunities*
- *, especially as it becomes easier to move from one place to another and stay connected.*
- *As the world addresses these increasing demographic shifts,*

Adverbial Prepositional Phrases
- *at the event*
- *to discuss*
- *Due to violence or weather*
- *In our interconnected world*
- *toward something better*
- *due to urban relocation, higher income, and better education*
- *by 2050*
- *In 2015,*
- *for another 20 years*
- *by 2100*
- *By 2050,*
- *by then*
- *Rather than a bare minimum threshold,*

Adverbial Participles
- ***noting** this is especially true of those moving from middle-income nations to high-income nations*
- ***influencing** the spread of faith*

- *saying* the middle class in developing countries have an optimistic view of the future

Review: What is the method of using commas with adverbial clauses and phrases before and after main clauses? *A comma is used when adverbial clauses and phrases come before main clauses. When they come after main clauses, a comma is usually not used.*

1.6   Editing Punctuation with Phrases and Dependent Clauses
2. Some people relocate **due to violence or weather**, but the biggest driver is opportunity. (No comma added)
   Why do some people relocate?
3. Most middle class people live in cities**, triggering a growth in urbanization**. (Add comma)
   What is the effect?
4. **Despite real middle class growth and development in Africa,** the average family continues to be large. (Add comma.)
   The average family continues to be large despite what?
5. Africa will hold an ever-increasing share of the world's population **because its families remain large**. (No comma added)
   Why will Africa hold an ever-increasing share of the world's population?
6. **As space becomes scarce,** more Africans will leave their continent. (Add comma.)
   When will more Africans leave their continent?
7. Kharas echoed these findings, saying the middle class in developing countries has an optimistic view of the future **compared with their counterparts in developed countries**. (No comma added)
   The middle class in developing countries has an optimistic view of the future compared with whom?
8. The world is more linked today than ever before**, especially as it becomes easier to move from one place to another and stay connected**. (Add comma.)
   Why, in particular, is the world more linked today than ever before?

1.7
ANSWERS WILL VARY. Here are some possible responses.
2. *The population is declining in some countries as a result of declining fertility rates.*
3. *Middle class families tend to live in urban areas to have better professional opportunities.*
4. *Families tend to be smaller today since the urban middle class is growing globally.*
5. *Globally, there is a large amount of migration since many people believe that there are better opportunities in other countries.*
6. *Birth rates in African countries will continue to be relatively high compared to other countries.*
7. *In the future, many religious groups worldwide will be connected to Africa due to the migration of Africans to their countries*.
8. *Some people are concerned about globalization due to its perceived destabilizing effect.*

1.8
*2. Some students think about the consequences of their statements, **resulting** in more complete and interesting ideas.*
*3. Academic writing, **defined** as writing for college and other professional purposes, requires clear ideas and accurate grammar.*
*4. **Focusing** exclusively on the content in their writing, some writers miss small details in the accuracy of their writing. OR **When focusing** exclusively on the content in their writing, some writers miss small details in the accuracy of their writing.*
*5. Writing in college and other professional situations is required to be clear and accurate, **meaning** that college students must practice writing and editing frequently.*
*6. **When taking** tests, college students sometimes do not pay attention to grammar.*
*7. **Writing** quickly, students tend not to provide enough details.*
*8. **Paying** more attention to grammatical accuracy, students generally produce more professional writing.*

1.9
ANSWERS WILL VARY. Here are possible responses.
2. Full clause: **Because he had not slept in two days,** *the second-year business student was very worried about his final paper.* Adverbial participle: **Not having slept in two days,***…*

3. Full clause: ***If students start their assignments early,*** *they usually write better papers and get better grades.*
   Adverbial participle: ***Starting their assignments early,****…*
4. Full clause: *Colleges and universities have strict penalties for plagiarism,* ***which causes most students to avoid copying others' language****.* Reduced clause: *Colleges and universities have strict sanctions against plagiarism,* ***causing most students to avoid copying others' language****.*

1.10
ANSWERS WILL VARY. Here are some possible responses.
2a. College assignments help develop a variety of professional skills, including careful editing, following instructions, and so on.
2b. College assignments help develop a variety of professional skills (e.g., careful editing, following instructions, etc.).
3a. Many professions such as business, nursing, and other fields requiring substantial data entry, require basic computer literacy.
3b. Many professions such as business, nursing, and other fields requiring substantial data entry, require basic computer literacy.
4a. College students sometimes make ***errors,*** *such as missing due dates or not following directions****,*** *when they complete assignments.*
4b. College students sometimes make ***errors*** *(e.g., missing due dates or not following directions) when they complete assignments.*
5a. ***Study skills****, such as note-taking, outlining, and critical reading, are necessary for college students to succeed.*
5b. ***Study skills*** *(e.g., note-taking, outlining, and critical reading) are necessary for college students to succeed.*

2.1   Noticing Details Added to Nouns

	Possessives	Adjectives and Noun Modifiers	Prepositional Phrases	Full and Reduced Adjective Clauses	Infinitive Phrases
trends		*demographic*		*changing our world*	
three experts				*who recently described…*	
insights and research	*their*		*on these topics*		
publication	*Pew's*	*new policy*			
influence	*Africa's*		*on religion*		
rise	*global migration's*	*rapid*			
crisis		*European refugee*			
those				*moving from middle-income…*	
definition			*of a middle class from a global perspective*		
cities				*, where incomes are higher*	
members			*of the global middle class*		
family		*the average Iranian*			
disparity		*massive*	*between fertility rates*		
women				*entering the workforce there*	
share		*ever-increasing*	*of the world's population*		
countries				*where families are large*	
churches		*African*			
population	*The world's*	*Christian*			
concerns			*about cultural identity and security in developed nations*		

2.2   Identifying Nouns with Modifiers: "Teachers See Digital Divide among Students"

More than half of teachers say students have good access to digital technology at school, but access at home is harder to come by. A survey of teachers who instruct American middle and high school students finds that digital technologies have become central to their teaching. At the same time, teachers report striking differences in access to the latest digital technologies between low- and high- income students and school districts.

In a survey conducted March-April 2012, teachers said disparities in access to digital tools have at least some impact on their students. More than half (54%) say all or almost all of their students have sufficient access to digital tools at school, but only a fifth of these teachers (18%) say all or almost all of their students have access to the digital tools they need at home.

Teachers of the lowest income students are the least likely to say their students have sufficient access to the digital tools they need, both in school and at home. In terms of community type, teachers in urban areas are the least likely to say their students have sufficient access to digital tools in school, while rural teachers are the least likely to say their students have sufficient access at home.

The survey also found these socioeconomic differences:

- ▪ Seven-in-ten teachers working in the highest income areas say their school does a "good job" providing teachers the resources and support they need to incorporate digital tools in the classroom, compared with 50% of teachers working in the lowest income areas.
- ▪ About four-in-ten (39%) teachers of low income students say their school is "behind the curve" when it comes to effectively using digital tools in the learning process; just 15% of teachers of higher income students rate their schools poorly in this area.
- ▪ A majority (56%) of teachers of the lowest income students say that a lack of resources among students to access digital technologies is a "major challenge" to incorporating more digital tools into their teaching.

2.3   Noticing Quantity Expressions in "Teachers See Digital Divide among Students"
  1. Quantity expressions
  - •   __about four-in-ten teachers_____
  - •   Only a fifth of these teachers
  - •   Seven-in-ten teachers
  - •   A majority of teachers
  - •   Just 15% of teachers
  - •   Almost all
  2. Comparative Words and Expressions (more, but, least, etc.)
  - •   __more than half of teachers_____
  - •   Compared with
  - •   The least likely (to say)
  - •   Differences/disparities in…
  - •   The lowest income areas
  - •   More digital tools

2.4   Using Quantity Expressions and Detailed Noun Phrases
ANSWERS WILL VARY.

2.5 Editing Nouns: "Teachers See Digital Divide among Students"

   More than half of teachers say ~~the~~ students have good access to digital technology at school, but ~~accesses~~ **access** at home is harder to come by. **A survey** of teachers who instruct American middle and high school students finds that ~~digitals~~ **digital** technologies have become central to their teaching. At the same time, teachers report ~~the~~ striking differences in access to the latest digital technologies between low- and high-income students and school ~~district~~ **districts**.

   In a ~~surveys~~ **survey** conducted March-April 2012, teachers said disparities in access to ~~the~~ digital tools have at least some impact on their students. More than half say all or almost all of their students have sufficient access to ~~the~~ digital tools at school, but only a fifth of ~~this~~ **these** teachers say all or almost all of their students have access to the digital tools they need at home.

Teachers of **the lowest** income students are the least likely to say their students have ~~the~~ sufficient access to the digital tools they need, both in school and at home. In terms of community type, teachers in urban ~~area~~ **areas** are the least

likely to say their students have sufficient access to digital tools in school, while rural teachers are the least likely to say their students have ~~the~~ sufficient access at home. **A majority** of teachers of the lowest income students say that a lack of resources among students to access ~~the~~ digital technologies is a "major challenge" to incorporating more digital tools into their teaching.

2.6 Answering Questions with Correct Nouns: "Teachers See Digital…"
ANSWERS WILL VARY.

2.7 Writing to Develop Descriptions and Explanations: "Teachers See Digital Divide…"
ANSWERS WILL VARY.

2.8 Making Topics Detailed and Clear
ANSWERS WILL VARY. Below are a few sample responses.
2. Lower-income students in both rural and urban areas are less likely to have computers at home to help with their education.
3. Many teachers who teach in lower-income communities are concerned about the ability of poor students to access educational resources.

2.9 Identifying Adjectives and Noun Modifiers: "Aging Trends"
TIME: Today - By 2050, - At the same time, - In 2030, - Over the same period, - For the first time in human history, - By 2050,
LOCATION: Among the 7.3 billion people worldwide in 2015,
CONTRAST: Conversely, - In contrast to the 150 percent expansion of the population aged 65 and over in the next 35 years,

2.10 Understanding the Reading: "Aging Trends"
ANSWERS WILL VARY.

2.11 Recognizing reduced adjective clauses
2. By 2050, only 33 countries are projected to have an older population which comprises <u>less than 7 percent of their total population</u>, which is <u>a substantial reduction from 115 such countries in 2015</u>.
3. At the same time, the share of the older population will exceed 21 percent in 94 countries, which includes OR which will include <u>39 countries with 28 percent or more of their total population which is older</u>.
4. In 2030, there will be about 1 billion older people globally, which is OR which will be <u>equivalent to 12.0 percent of the total population</u>.
5. By 2050, there will be 1.6 billion older people worldwide, which represents OR which will represent <u>16.7 percent of the total world population of 9.4 billion</u>.
6. Perhaps an even more telling illustration of the sharply different growth trajectories of the older and younger populations is the converging, crossing, and then diverging of the percentages of older people and children who are <u>under age 5 from 1950 to 2050</u>.

2.12 Reading and Summarizing Maps about Populations and Ages
ANSWERS WILL VARY.

2.13 Using Adjective Clauses and Prepositional Modifiers
ANSWERS WILL VARY. Below are some sample responses.
1. In 2050, China will likely have a population which is about one-quarter people who are 65 or older / which consists of about one-quarter people who are 65 and older.
In 2050, China will likely have a population of which about 21 to 27 percent are people aged 65 and older.
In contrast, India will probably have a population with 20 percent or less people aged 65 and over / with a rate of elderly at about 14 to 20 percent.
2. The U.S. is a country where 14 to 20 percent of the population is aged 65 and older, while Mexico has an older population which mostly under the age of 65.
3. In 2015, Africa primarily had countries where less than seven percent of the populations were at the age of 65 and older.

4. In 2050, the three categories in Central and South America are those with very few people over 65, countries which will have about 15 to 20 percent older citizens, and one country where 28 or more percent of the population will be 65 and older.
5. Countries where/which/with… tend to have larger older populations, while countries where/which/with… tend to have smaller ones.

2.14   Writing Noun Phrases Correctly: Discussing Countries
ANSWERS WILL VARY.

2.15   Answering Questions with Complex Noun Phrases
ANSWERS WILL VARY.

2.16   Adding Details to Your Writing Using a Text Analyzer
ANSWERS ARE BASED ON STUDENT WRITING.

3.1   Identifying Ways to Make Topics Specific and Clear
1. a gerund to focus on the action
2. specific nouns
3. introductory prepositional phrase
4. to emphasize an opinion or observation
5. a noun clause to refer to complex ideas
6. "It is…" to emphasize an opinion or observation
7. specific noun
8. passive voice
9. gerund

3.2   Making Nouns More Specific
ANSWERS WILL VARY.
(sample responses)
2. **Governments and their citizens** can easily solve the digital divide **in their schools and communities**.
3. **Billions of people in almost every country in the world** have access to the internet.
4. **Government officials, educators, and employers know** that the digital divide can limit people's access to **financial opportunities and information about health, education, and other benefits**.
5. **In many developing countries around the world**, **poor technology, weak economies, and bad infrastructure** prevent **lower-income households** from using computer technology.

3.3   Focusing on Actions with Gerunds
ANSWERS WILL VARY.
(sample responses)
2. **<u>Finding</u> information about jobs and job training and <u>listening</u> to music and news** are two common reasons why people use the internet.
3. There many types of educational practices for children on the internet, for example, **<u>doing</u> math exercises and <u>reading</u> about history and literature**.
4. **<u>Searching</u> with Google or visiting specific company or <u>government</u> websites** are some methods of finding information on the internet
5. To protect their devices from viruses, internet users should take several actions **such as <u>updating</u> anti-virus software, <u>changing</u> their passwords often, and <u>avoiding</u> sharing their personal information.**

3.4   Choosing Academic Topics with Gerunds and Specific Nouns
ANSWERS WILL VARY. Here are sample responses.
2. When **computer users** update the software on their computers and phones, **one main benefit is protection** from computer viruses.
3. **Hacking of computers frequently occurs** because **careless computer users** click on links in fake email messages**, sometimes known as "phishing" emails.**

4. To avoid computer viruses, **computer and smartphone users** should read messages carefully before they **follow links in emails that are sent by unknown individuals**.

5. **Computer users' identities** can be stolen if **they are not careful with** passwords and **are not aware of** software updates.

3.5   Choosing Active or Passive Voice

3. will be announced
4. must be approved
5. were not approved
6. did not agree
7. could be hired
8. is usually defined, has been found (OR is found), has been distributed (OR is distributed)
(NOTE: The second two verbs are often used in the present perfect tense.)
9. should be stopped
10. to stop
11. can be categorized
12. was awarded

3.6.   Identifying Topics in a Reading: "Living Longer"

A. Technology ushers in fundamental structural changes that can be integral to achieving significant improvements in productivity. Used to support both teaching and learning, technology infuses classrooms with digital learning tools, such as computers and hand held devices; expands course offerings, experiences, and learning materials; supports learning 24 hours a day, 7 days a week; builds 21st century skills; increases student engagement and motivation; and accelerates learning. In terms of teaching methodology, technology also has the power to transform teaching by ushering in a new model of connected teaching. This model links teachers to their students and to professional content, resources, and systems to help them improve their own instruction and personalize learning.

Online learning and using open educational resources and other technologies can increase educational productivity by accelerating the rate of learning, reducing costs associated with instructional materials or program delivery, and helping teachers utilize their time more effectively.

- **Virtual or online learning**: 48 states and the District of Columbia currently support online learning opportunities that range from supplementing classroom instruction on an occasional basis to enrolling students in full-time programs. Both core subjects and electives can be taken online, many supported by online learning materials. While some online schools or programs are homegrown, many others contract with private providers or other states to provide online learning opportunities.
- **Full-time online schools**: Many online or virtual schools enroll students on a full-time basis. Students enrolled in these schools are not attending a brick-and-mortar school. Instead, they receive all of their instruction and earn all of their credits through the online school.
- **Blended learning**: Blended learning incorporates both face-to-face and online learning opportunities. The degree to which online learning takes place, and the way it is integrated into the curriculum, can vary across schools. The strategy of blending online learning with school-based instruction is often utilized to accommodate students' diverse learning styles and to enable them to work before or after school in ways that are not possible with full-time conventional classroom instruction. Online learning has the potential to improve educational productivity by accelerating the rate of learning, taking advantage of learning time outside of school hours, reducing the cost of instructional materials, and better utilizing teacher time. These strategies can be used in effective ways in rural areas where blended or online learning can help teachers and students in remote areas overcome distance.
- **Open educational resources**: Open educational resources are teaching, learning, and research resources that reside in the public domain and are freely available to anyone over the Web. They are an important element of an infrastructure for learning and range from podcasts to digital libraries to textbooks and games. It is critical to ensure that open educational resources meet standards of quality, integrity, and accuracy—as with any other educational resource—and that they are accessible to students with disabilities.

Category	Samples
1. **Specific Nouns to Add Clarity**	• *Online learning opportunities and the use of open educational resources and other technologies* • *48 states and the District of Columbia*

		• *Both core subjects and electives*
		• *Many online or virtual schools*
		• *Students enrolled in these schools*
		• *Blended learning opportunities*
		• *The degree to which online learning takes place, and the way it is integrated into the curriculum*
		• *The strategy of blending online learning with school-based instruction*
		• *Open educational resources*
2.	**Gerunds to Focus on Actions**	• *online learning* • *using "open educational resources"* • *blended learning*
3.	**Introductory Prepositional Phrases to Add Context**	• *In terms of teaching methodology,…* • *While some online schools or programs are homegrown,…*
4.	**"It is…" to Emphasize an Opinion**	• *It is critical to ensure that open educational resources meet standards of…*
5.	**Passive Voice to Reflect the Topic**	• *The strategy … is often utilized* • *These strategies can be used…;*

3.7   Focusing on Topics: Prepositional Phrases, Noun Clauses, "It is," and Passive Voice
ANSWERS WILL VARY. The following are sample responses.
1. What are some benefits of technology in education?
What technology has done to help education *is to provide much more flexibility to students and allows people to study whenever and wherever they wish.* (No. 4)
Regarding technology in education, *it has increased in its flexibility and access for students.* (No. 3)
It is clear that *students today have many options to receive education and training* (No.)
2. Considering the four areas of educational technology, what do you think is the most interesting aspect of technology in education?
The most interesting aspect of technology in education is that students can be at home, work, or anyplace to receive training. (No. 1)
What is most interesting about technology in education is that it may be less expensive than it is today. (No. 4)
It is interesting to see that workers can continue to receive education while they work because they can study online (No. 5)
3. What has happened to the ways people learn?
Various new ways of accessing educational programs have been developed in recent years to encourage more people to study. (No. 1)
As for online technology and other relevant practices, they have generally been beneficial to working adults who need flexibility in class schedules. (No. 3)
Open educational resources have been developed to reduce the cost of education. (No. 1 and 6)
4. Discuss the four aspects of technology in education.
The growing number of people who can study while they have full-time jobs is due to the rapid increase in the number of means of receiving education. (No. 1)
Less face-to-face instruction has been caused by the rapid increase in the number of means of receiving education. (No. 6)

4.1   Identifying Types of Cohesion
1. However, in fact, **higher education** offers a number of less tangible benefits. → *synonym*
2. Research on the benefits of **this sort of education** was presented in the document "Education Pays 2013" by the U.S. College Board. → *this + synonym*
3. **Being educated in college** helps college graduates find jobs with better health benefits and retirement plans. → *different word form* (*education → educated*)
4. **It** can also give college graduates higher levels of job satisfaction. → *pronoun*

5. They may be more likely to find jobs that are interesting to them due to their skills. For example, **a college degree in computer programming or website development** will open doors for those with interest in computers to jobs that match their interests. → *example*
6. Those with **this sort of professional training and knowledge** are more likely to exercise, not to smoke, and not have weight problems. → *this + synonym*
7. Clearly, while money is one reason to consider the investment of **years of challenging advanced study**, benefits to one's health and lifestyle are also significant sources of motivation. KNOWN INFORMATION (BEFORE THE NEW INFORMATION)

4.2   Noticing Flow
A.
1.   The dramatic increase in average life expectancy during the 20th century ranks as one of society's greatest achievements. Although most babies born in 1900 did not live past age 50, life expectancy at birth now exceeds 83 years in Japan—the current leader—and is at least 81 years in several other countries. Less developed regions of the world have experienced a steady increase in life expectancy since World War II, although not all regions have shared in these improvements. (One notable exception is the fall in life expectancy in many parts of Africa because of deaths caused by the HIV/ AIDS epidemic.) The most dramatic and rapid gains have occurred in East Asia, where life expectancy at birth increased from less than 45 years in 1950 to more than 74 years today.
2.   These improvements are part of a major transition in human health spreading around the globe at different rates and along different pathways. This transition encompasses a broad set of changes that include a decline from high to low fertility; a steady increase in life expectancy at birth and at older ages; and a shift in the leading causes of death and illness from infectious and parasitic diseases to noncommunicable diseases and chronic conditions. In early nonindustrial societies, the risk of death was high at every age, and only a small proportion of people reached old age. In modern societies, most people live past middle age, and deaths are highly concentrated at older ages.
3.   The victories against infectious and parasitic diseases are a triumph for public health projects of the 20th century, which immunized millions of people against smallpox, polio, and major childhood killers like measles. Even earlier, better living standards, especially more nutritious diets and cleaner drinking water, began to reduce serious infections and prevent deaths among children. There were more children surviving their vulnerable early years and reaching adulthood. In fact, more than 60 percent of the improvement in female life expectancy at birth in developed countries between 1850 and 1900 occurred because more children were living to age 15, not because more adults were reaching old age. It wasn't until the 20th century that mortality rates began to decline within the older ages. Research for more recent periods shows a surprising and continuing improvement in life expectancy among those aged 80 or above.
4.   The progressive increase in survival in these oldest age groups was not anticipated by demographers. It raises questions about how high the average life expectancy can realistically rise and about the potential length of the human lifespan, while some experts assume that life expectancy must be approaching an upper limit.

B.
1. **Main Topic**: People are living longer now than in the past.
2. **Main Focus**: "life expectancy"
3. **Synonyms**: mortality rates began to decline, life expectancy now exceeds 83 years, a steady increase in life expectancy, the most dramatic and rapid gains, life expectancy at birth, more children were surviving,
4. **Examples**: from less than 45 years in 1950 to more than 74 years today, exceeds 83 years, at least 81 years, most people live past middle age, more than 60 percent of the improvement in female life expectancy, etc.
5. **Pronoun**: The previous sentence "The progressive increase in survival in these oldest age groups was not anticipated by demographers.."

4.3   Analyzing Cohesion in Sentences
1. No. 4; No. 3; No. 5
2. No. 1; No. 4; No. 5
3. No. 1; No. 3; No. 5
4. No. 1; No. 1; No. 6
(**Note**: In the first sentence in 4, the word "increasing" is an adjective, not a gerund. It modifies "rates")

4.4   Matching Topics and Functions REVIEW

A.

Paragraph 2

	Topic
d	"These improvements"
b	"This transition"
c	"In early nonindustrial societies, the risk of death"
a	"In modern societies, most people"

Paragraph 3

	Topic
b	"The victories against infectious and parasitic diseases"
c	"More Children"
a	"It wasn't until the 20th century"

Paragraph 4

	Topic
b	"The progressive increase in survival in these oldest age groups"
a	"It"

B.

"Demographers did not anticipate the progressive increase in survival in these oldest age groups."
In this sentence, "demographers" is the subject, but the topic of the article is about the "increase in survival." Therefore, using the passive sentence highlights the topic more than the passive sentence.

4.5   Identifying Words and Phrases That Provide Cohesion in Sentences
THE FOLLOWING SENTENCES WILL VARY.

A.
1. Main focus
2. This/that/these/those + synonym (Note: It starts with "the.")
3. Example of the topic
4. This/that/these/those + synonym
5. Known to new information
6. This/that/these/those + synonym (Note: It starts with "the.")
7. Known to new information

B.
a. 3; b. 5; c. 6; d. 2; e. 1; f. 7; g. 4

4.6   Identifying Cohesion Techniques: "…Benefits of Childhood Vaccines…"
1. Most **Americans (a)** support requiring **the measles, mumps and rubella vaccine (b)** for public school children in order to protect public health. <u>They</u> → pronoun (a) see substantial preventive health benefits of <u>such vaccines</u> → this/that/these/those + synonym (b) and low risk of side effects, and <u>they</u> → pronoun (a) consider the benefits of <u>the vaccine</u> → this/that/these/those + synonym (b) to outweigh the risks.
2. Nevertheless, **public concerns about childhood vaccines (c)** linger in the public discourse, …, a number of **prominent figures (d)** have expressed <u>concerns about the safety of childhood vaccines</u> → synonym (c) <u>President Donald Trump</u> → Example of the topic (d) raised questions about the safety of childhood vaccines on the campaign trail and during the transition period met with <u>Robert Kennedy Jr.</u> → Example of the topic (d) reportedly about the possibility of leading a commission on vaccine safety and scientific integrity. Kennedy edited a book that argues that a preservative used in some vaccines causes neurological disorders, including autism.
3. A new Pew Research Center survey conducted prior to the election finds the "vaccine hesitant" views expressed by Trump and other public figures to be at odds with **most Americans' views (e)**. <u>An overwhelming majority of Americans</u> (82%) → Example of the topic (e) support requiring all healthy schoolchildren to be vaccinated for measles, mumps and rubella. <u>Some 73% of Americans</u> → Example of the topic (e) see significant preventive health

benefits from use of the MMR vaccine, and <u>66%</u> → Example of the topic (e) believe there is a low risk of side effects from the vaccine. Overall, 88% believe that the benefits of these inoculations outweigh the risks.

4. But there are **several groups with comparatively more concern about the safety of the measles, mumps and rubella vaccine (f)**. Foremost among them are <u>parents of children ages 0 to 4</u> → Example of the topic (f) who have recently faced or will soon face a decision about whether to follow the recommended immunization schedule for measles, mumps and rubella starting when their children are between 12 and 15 months old. <u>Six-in-ten (60%) parents with children ages 0 to 4</u> → Example of the topic (f) see the preventive health benefits of the MMR vaccine as high, compared with 75% of parents with school-age children (ages 5-17) and 76% of people with no children under age 18. About half (52%) of parents with children ages 0 to 4 say the risk of side effects from the MMR vaccine is low. 43% of this group says the risk is medium or high. By comparison, 70% of those with no minor age children say the risk of side effects is low, and 29% say the risk is medium or worse.

5. Nonetheless, **the public's (g)** views of medical scientists and their research related to **childhood vaccines (h)** are broadly positive regardless of parent status, race, ethnicity and experience using alternative medicine. Fully <u>73% of U.S. adults</u> → Example of the topic (g) believe that medical scientists should have a major role in policy decisions related to childhood vaccines. In addition, <u>a 55% majority</u> → Example of the topic (g) say they trust information from medical scientists a lot to give a full and accurate picture of the health effects of <u>these vaccines</u> → This/that/these/those (h) At the same time, people are less trusting of other groups about this issue…

6. The new Pew Research Center survey finds **Republicans (i)** (including independents who lean Republican) hold roughly the same views as **Democrats (j)** (including leaning Democrats) about the … However, <u>political conservatives</u> → Synonym OR Example of the topic (i) are slightly more likely than either moderates or <u>liberals</u> → Synonym Example of the topic (j) to say…

4.7 Paraphrasing and Taking Notes: "…Benefits of Childhood Vaccines…"
ANSWERS WILL VARY.

4.8 Creating Flow in Short Answer Responses about "Vaccinations" FINE TUNE
    a. What is the main point of the article? Provide a statistic. (*main focus and an example of the topic*)
The article shows that, although there is some disagreement, **most Americans believe that giving children MMR vaccinations is primarily beneficial** (*main focus*). For example, the Pew Foundation survey found that **over 80 percent of Americans have a positive opinion** (*example*) about **vaccinating children** (*different word form*) for diseases.

    b. What caused the concern about autism in the U.S.? Explain. (*use a main topic, different word forms*)
Some Americans are concerned about vaccinations for children (*main topic*) because of a study about 20 years ago that suggested MMR shots caused autism. Some public figures have also stated they believe **vaccinating children** (*different word form*) can make them **autistic** (*different word form*), even though important medical groups say they are safe.

    c. Which groups are somewhat less likely to support MMR vaccinations for children? Provide a statistic. (*main topic, pronouns, and known→new information*)
Though most Americans support MMR vaccinations for children (*known-to-new information*), **parents with children** (*main topic*) are somewhat less likely to do so. Only 60% of **them** (*pronoun*) support MMR vaccinations.

4.9 Making Key Ideas Clear and Non-Repetitive for Effective Flow
ANSWERS WILL VARY. Below are sample responses.
2. In addition, although all states in the US require vaccinations for **these children**, there are usually procedures to obtain an exemption to the requirements.
3. A child may have **an acceptable reason not to be vaccinated**.
4. Also, some parents have religious objections to their children **being vaccinated/receiving an immunization shot**.
5. Other parents might have personal beliefs **that prevent them from supporting inoculations for their children**.
6. Requests for **these** exemptions are not always granted.
7. Even requests **to skip vaccinations/for exclusion from inoculations** based on medical reasons have to be reviewed and are not always granted.
8. After sentence #3 because this sentence is an example of a reason for an exemption.

4.10 Using Flow in Short Responses
ANSWERS WILL VARY. Below are sample responses.

2. *For example, **parents with children under the age of 5 are 20** percent less likely to support MMR vaccinations for their children.*

3. *Such groups believe **vaccinating children** is mostly beneficial to them despite the small risks.*

4. ***Those vaccines** are important because **such children** are close together with other children every day at school.*

5. ***They** are, therefore, more vulnerable to such serious diseases when **they** go to school.*

6. ***After his book was released**, some parents have decided to prevent their children from getting vaccinated from dangerous diseases.*

4.11 Using Cohesion to Summarize a Chart
ANSWERS WILL VARY. Below are sample responses.

*The chart shows that most Americans do believe vaccines should be required in schools. **It** shows that the numbers are high in all categories, including different ideologies and religious groups. For example, **90 percent** of liberals support **vaccinations** for children, and even **73 percent** of conservatives do. **It is clear** from the chart that a very strong majority of the American public supports vaccinating children to protect them.*

4.12 Connecting Known Information to New Information
1. underlined information: …<u>a large proportion of a population vaccinated against it</u>; answer choice: b
2. underlined information: …<u>protecting children with weakened immune systems</u>; answer choice: a
3. underlined information: …<u>in order to protect the health of students</u>; answer choice: a
4. underlined information: …<u>would protect the person from smallpox</u>; answer choice: b
5. underlined information: …<u>by having had it</u>; answer choice: b
6. underlined information: …<u>travelers need several vaccinations</u>; answer choice: a

4.13 Using Sentence Connectors to Emphasize Information
ANSWERS WILL VARY. Below are sample responses.

a. *In 1900, only 43 percent of newborn girls lived to age 65. In 1997, in contrast/however, the percentage had risen to 86 percent, which is double the earlier number.*

b. *In the 20th century, fewer boys than girls lived to the age of 65. In 1900, for example/for instance, only 39% of newborn boys lived to the age of 65, while 43% of girls lived to that age.*

c. *In 1900, the percentage of girls living to age 65 was only 43%. The percentage of boys reaching that age, moreover/furthermore, was only 39%.*

d. *Medicine has improved. The number of people living to age 65, therefore/as a result, rose dramatically.*

4.14 Paraphrasing for Cohesion and Variety
ANSWERS WILL VARY. Below are sample responses.

1. *One major cause of increased life expectancy is that medical science has developed many techniques and types of technology to save lives.*

2. *Another factor is that more people have learned how to practice healthy habits in their daily lives.*

3. *Overall, the average person's life span has dramatically lengthened over the last several decades due to a range of factors, primarily because medical science has developed and people have more useful knowledge about how to be healthy.*

5.1 Reading: "Americans' State of Health"
ANSWERS WILL VARY. Here are some possibilities.

Activity and Inactivity

Physical activity is important to people's health. Unfortunately, Americans have been getting less of it because of recent changes to lifestyle. For example, children spend an average of over 7.5 hours in front of a screen each day. If smart phones and video games were not so popular, children would probably get more exercise.

Nutrition

Another key factor of health is nutrition. The popularity of fast food, which tends to be overly salty and generally unhealthy, is one reason why Americans' health has suffered. If people at less of it, rates of obesity, diabetes and heart disease would likely decrease.

The Best Practices for Health Professionals in the Government
According to Carol Macera of the CDC, government health professionals can help promote better public health if they take three approaches. First, it must educate the public about nutritious eating and an active lifestyle. Second, they should push lawmakers to create rules which lead to nutritious eating and active lifestyles. Finally, they must guide society toward general acceptance of the ways of healthy eating and exercise.

5.2   Identifying Facts, Viewpoints, Predictions, and Imagined Situations
1. fact; 2. viewpoint; 3. imagined situation; 4. viewpoint; 5. fact; 6. prediction;7. imagined situation; 8. imagined situation; 9. viewpoint; 10. fact; 11. imagined situation; 12. imagined situation; 13. prediction; 14. imagined situation;

5.3   Using Verbs to Express Facts, Viewpoints, Predictions, and Imagined Situations
1. might become; 2. would/could/might choose; 3. will/may/might/could encourage (OR encourages); 4. would/could/might encourage; 5. had developed; 6. will/may/might/could improve; 7. will/may/might/could continue; 8. had not been built

5.4   Writing Answers with Facts, Predictions, and Hypotheses
ANSWERS WILL VARY. Here are some samples.
1. a. I would definitely consider… **Type of question**: Imagined situation; b. The result could be that… **Type of question**: Imagined situation; c. The most significant problem for this approach would probably be that… **Type of question**: Imagined situation
2. If more people had access to inexpensive produce, they would most likely be able to… **Type of question**: Imagined Situation
3. a. In my point of view, the most significant challenge for local residents is that… **Type of question**: Fact/Viewpoint; b. I predict that in the future, this situation may be… **Type of question**: Prediction
4. If very large sugary drinks had been banned in New York City, I suspect X would/could/might… **Type of question**: Imagined situation (past)

5.5 Pre-Reading: "Trends in Causes of Death among the Elderly"
ANSWERS WILL VARY. Here are some sample responses.
1. *I think the current life expectancy in the U.S. is about 70 years for men and 75 for women. I also think the life expectancy in Japan is much longer, perhaps 85 years.*
2. *The leading causes of death in the U.S. are probably cancer and diabetes.*
3. *I don't think that life expectancy will increase significantly in the future because many illnesses are related to peoples' lifestyles, which most people don't want to change.*

5.6   Reading and Taking Notes: "Trends in Causes of Death among the Elderly"
ANSWERS WILL VARY.

5.7   Noticing Verb Tenses for Different Purposes: "Trends in Causes of Death among the Elderly"
ANSWERS WILL VARY. Here are some possible responses.
(Note: "Could" is not always clearly for a prediction or hypothetical/imagined situation.)

Function	Verbs/Verb Phrases	Time Words
Present fact	1. are particularly vulnerable 2. is reserved 3. are 4. offer 5. say 6. disagree	• *(none)* • *today* • *(none)* • *(none)* • *(none)* • *(none)*
History	7. has dramatically increased 8. have changed 9. died 10. did not live	• *since 1900* • *since 1900* • *at the beginning of the 20th century* • *(none)* • *over time*

	11. *dropped* 12. *ended* 13. *could expect* 14. *replaced* 15. *plummeted*	• *(none)* • *by the dawn of the 21st century* • *in the second half of the 20th century* • *in the late 19th and early 20th centuries*
Prediction	16. *will see* 17. *could be* 18. *should reduce* 19. *may expect* 20. *may lead* 21. *may not* 22. *will…be* 23. *will increase* 24. *will continue*	• *in the 21st century* • *today* • *if all segments of the population accept them,* • *(none)* • *(none)* • *(none)* • *(none)* • *(none)* • *(none)*
Hypothetical / Imagined Situation	25. *would place* 26. *could produce*	• *(none)* (**note**: the subject "this scenario" suggests imagined)* • *(none)*

5.8   Noticing Noun Phrases: "Trends in Causes of Death among the Elderly"

Plural Nouns without "the"
27. *recent findings, many Americans, deadly infectious diseases, chronic diseases, acute infections, major advances, elderly persons (= "the elderly"), several large national surveys, other societies, major killers, fatal heart attacks or strokes*
Noncount Nouns
28. *heart disease, life expectancy, future progress, death, life, public health education, cancer, breast cancer, prostate cancer, concern, early intervention, mortality, health and well-being*
"The" plus single nouns (no "of" phrase after them)
29. *the 21st century, the expansion, the year 2030*
Phrases with "The + NOUN + of"
30. *the dawn of the 21st century, the number of years in declining health, the goal of, the principal causes of death, the beginning of the 20th century, the age of 65, the vast majority of children, the second half of the 20th century, the length of life, the principle causes of death, the major causes of death, the benefits of a more robust population, the possibilities for future progress, the measured consequences of advances, the onset of circulatory problems, the genetics of cancer, the multipronged approach of public health education, the progress in life expectancy, the survival of persons, the population of older persons*

5.9   Paraphrasing and Summarizing
ANSWERS WILL VARY. Below are some sample responses.
Paragraph 1 (What has happened?)
- *In the U.S., people live longer, and unlike 100 years ago, they are less likely to die from infectious diseases.*

Paragraphs 6 and 7 (What are the contrasting issues?)
- *Medical progress will probably continue slowly. However, widespread medical problems could still occur, such as epidemics, which would lower average life expectancy.*

Paragraph 9 (What could happen?)
- *Because of medical technology, people may live longer, but sometimes, they will not have better quality of life when they are old.*

5.10   Using Examples with Facts, Predications, and Imagined Situations
ANSWERS WILL VARY.

6.1   Editing Language for Reporting Information
2. Cilluffo and Cohn write~~, "If~~ that if there were no immigrants, in the year 2035, the U.S. would have 18 million fewer working-age adults.~~"~~ (**Tip**: This is paraphrased, not a direct quote.)

3. Cilluffo and Cohn note**,** *(inserted comma)* "However, immigrants do not form a majority of workers in any industry or occupational group."
4. Cilluffo and Cohn state ~~that public~~ , "Public opinion has turned more positive when it comes to immigrants' impact on the U.S. workforce." (**Tip**: This is a direct quote, not a paraphrase.)
5. As shown in the Pew Research article**,** *(inserted comma)* public opinion towards immigrants working in the country has improved.
6. According to the article "10 Demographic Trends Shaping the U.S. and the World in 2017," ~~the article reports that~~ the number of Americans who feel immigration has helped American workers increased to 42%. OR ~~According to the article "10 Demographic Trends Shaping the U.S. and the World in 2017," the~~ The article "10 Demographic Trends Shaping the U.S. and the World in 2017" reports that the number of Americans who feel immigration has helped American workers increased to 42%. (**Tip**: Do not use both "According to…" and a reporting verb in the same sentence.)

6.2   Reading and Taking Notes: "College-Level Writing and ESL Students"
ANSWERS WILL VARY.

6.3   Noticing Sources: "College-Level Writing and College-Level ESL Students"
Introductory phrases
- In one study, (Paragraph 1)
- …according to studies on learning academic English,… (Paragraph 4)

Reporting verbs
- …it was reported that… (Paragraph 1)
- …one of them asks, "What are the challenges of learning to write?", the other could respond, "The differences between written and spoken language." (Paragraph 2)
- Many college ESL textbooks show that… (Paragraph 2)
-

Sentence-final references
- (Wang and Bakken 2004) (Paragraph 1)
- (e.g., Cummins 2000) (Paragraph 4)

6.4   Quoting, Paraphrasing, and Summarizing: "College-Level Writing and ESL Students"
ANSWERS WILL VARY.

6.5   Reading and Noticing Noun Modifiers: "The Latino Digital Divide"
Technology use among <u>foreign-born</u> Latinos continues to lag significantly behind that of their <u>U.S.-born</u> counterparts. The nativity differences are especially pronounced when it comes to internet use. While 85% of <u>native-born</u> Latinos ages 16 and older go online, only about half (51%) of <u>foreign-born</u> Latinos do so. When it comes to cell phones, 80% of native-born Latinos use one, compared with 72% of the foreign born.
While rates of technology use among <u>native-born</u> Hispanics are relatively high, technology use for the full population of Hispanics continues to lag behind the use rates of the <u>non-Hispanic</u> population. When it comes to internet use, some 64% of Latinos ages 18 and older go online, compared with 78% of non-Latinos. More than <u>three-fourths</u> (76%) of Latinos use a cell phone, compared with 86% <u>of non-Latinos</u>.
Among youth ages 16 to 25, <u>non-Hispanics</u> are approaching <u>near-universal</u> internet use, but the rate is markedly lower for Hispanics. Some 95% of non-Hispanics ages 16 and 17 go online, as do 96% of those ages 18 to 25. Among Hispanics in both age groups, the internet use rate is 77%. The ethnic gap in cell phone use is less pronounced, though still significant. Some 82% of <u>non-Hispanics</u> ages 16 and 17 use a cell phone, compared with 72% of Hispanics. Among those ages 18 to 25, 94% of <u>non-Hispanics</u> use a cell phone, as compared with <u>eight-in-ten</u> (80%) Hispanics.

Category	Examples
Adjective + noun	- foreign-born Latinos - the non-Hispanic population - their U.S.-born counterparts - The ethnic gap - near-universal internet use

Noun + noun	• The Latino Digital Divide • The nativity differences • Technology use • the internet use rate • cell phone use
Possessive + noun	• their U.S.-born counterparts
Noun + prepositional modifier	• Technology use among foreign-born Latinos • rates of technology use • The ethnic gap in cell phone use • Hispanics in both age groups
Noun + reduced adjective clause	• youth ages 16 to 25 • Latinos ages 18 and older

6.6.   Comparing Statistics: "The Latino Digital Divide"
ANSWERS WILL VARY.

6.7   Recognizing Quoting, Paraphrasing, and Summarizing
ANSWERS WILL VARY. Below are some sample responses.

Summarizing
- Writing main idea or ideas of an entire essay, article, book, or other large text
- A sentence can be used to summarize a large text inside of a writing for support, for example, mentioning an important book. Sometimes, professors require students to summarize articles that they use in their research in what is called an "annotated bibliography".
- It can occur at the end of an essay, article, research paper, or book to give a general conclusion.
- The statement is paraphrased, there might a reporting verb, but there is no punctuation for the paraphrased idea. There might be a title, and the title might need punctuation (*italicized*, <u>underlined</u>, or in "quotes").

Direct quotation
- Quotations are rarely used and only for specific emphasis.
- 100 percent the same, copied words or phrases
- Must be inside quotations marks and connected to the main subject, who is the author, and verb with commas
- Writers use quotations that they think are especially important or useful.

Paraphrasing
- Paraphrasing of ideas, not sentences, is very common.
- No quotation marks, no commas
- You must acknowledge the source.

6.8   Analyzing an Essay with Citations: "Increasing Life Spans"

	Types of Content
According to data from the U.S. Social Security Administration, the average life span of Americans living just a hundred years ago was almost 30 years less than it is today. In the early 1900s, those living in the U.S. had life spans of just over 50 years, but by the beginning of the 21st century, their life spans had increased to approximately 80 years (*Social Security Administration*). How did this dramatic change happen in such a short period of time? Although there are many causes of an increased life expectancy, three factors are particularly significant, namely, improved medical technology, the growth of sanitation practices, and increased access to education about healthy lifestyles.	• *Past research* • *Historical fact* • *Open question* • *Thesis statement*
	Types of Content
The first and most obvious factor is advances in modern medical technology that have occurred over the past century. In the middle of the twentieth century, many diseases were mostly wiped out by immunizations, diseases such as measles and smallpox (*Global Health and Aging 2011:6)*. This means that millions of children who might have gotten those diseases did not, and thus they were able to live to adulthood. Whereas, just 100 years ago, medical treatment was primitive and often ineffective, today, people with terrible diseases, such as cancer or AIDS, can receive treatment that dramatically reduces the effects of those diseases, which allows them to add years to their lives. The electrocardiograph, a device used to check the human heart, was invented in 1901; insulin, a medicine used to treat diabetes, was invented in 1920; and heart and lung bypass machines became part of medical treatment in 1951 (*National Center for Health Statistics 2010:2*). Today, kidney transplants, which were impossible just 60 years ago, help many thousands of people live each year. Thus, people entering hospitals today are far more likely to survive than they were decades ago due to these medical machines and medicines. Moreover, treatment for the elderly helps to extend the length of life and increase their quality of life as well. Those who are already eighty years old, an age well past the average life span several decades ago, can take medicine for their health disorders, such as high blood pressure or diabetes, and continue living many more years.	• *Topic sentence* • *Historical fact* • *Effect* • *Contrasting detail* • *Historical fact* • *Current fact* • *Effect* • *Additional support* • *Current fact*
	Types of Content
Another factor in the increased life span in the U.S. is the development of sanitation technology and techniques in daily life. In the 19th century in the U.S., many people moved from rural to urban settings, which resulted in an increase in the number of diseases such as cholera, dysentery, and tuberculosis (*Centers for Disease Control 1999*). To deal with this, from 1900 to the mid-20th century, first states and later counties in those states set up health departments in order to manage these health issues and to increase sanitation, such as using chlorination to make safe drinking water (*Centers for Disease Control 1999*). Today, in addition to the already safe water, homeowners frequently purchase water filters for their homes to remove remaining chemicals. Soaps and hand sanitizers now have more antibacterial chemicals that also prevent infections due to cuts or prevent people from getting colds or the flu. With better soap and clean water, foods and dishes can be cleaned properly, which helps to fight the spread of disease. Even microwave ovens can help by killing bacteria inside of meat, which sometimes can contain bacteria inside even though the outside of the meat is cooked. Beyond kitchens, in medical settings,	• *Topic sentence* • *Historical fact* • *Historical fact* • *Current fact* • *Current fact* • *Current fact* • *Current fact* • *Current fact*

microwave ovens are frequently used to disinfect dental tools, milk, dentures, and other items used to treat patients (*Rutala et. al. 2008*).	
The last factor is that the public is more aware about the lifestyle choices they can make to lengthen their life spans. For example, frequent hand washing is encouraged in public places to prevent the spread of germs. Food establishments, such as restaurants and grocery stores, frequently have signs in their restrooms that remind employees to wash their hands before handling food. In addition, the public is increasingly aware of the importance of eating healthy foods and exercising regularly. Today in America, Americans hear about the need to control their calorie intake and avoid certain kinds of harmful fats and carbohydrates. In addition to taking steps towards good sanitation, diet, and exercise, the public recognizes that they have to take care of their emotional and psychological health.	**Types of Content** • *Topic sentence* • *Example* • *Example* • *Additional support* • *Current fact* • *Additional support*
All of these factors, including technology, sanitation, and education, have led to an increase in the average life span in the U.S. There are still developing countries where people do not have adequate access to medicine or sanitary conditions that help them live longer. Poverty leads to less access to medical technology and sanitation, making it difficult for people in poor countries to lead a life with healthy lifestyle choices. Hopefully, poverty can be increasingly eradicated, which will allow the average human life span become even higher than it is today.	**Types of Content** • *Summarizing statement* • *Current fact* • *Cause-effect idea* • *Concluding thought*

B. ANSWERS WILL VARY. Below are sample responses.
1. *Sentence-final references.*
2. *Paraphrased responses were most common. A-Paraphrasing is common in academic and professional writing. B-Paraphrasing with citation shows this is not plagiarized. C-The ideas need to be paraphrased so they can be adapted to the specific needs of the writing goal.*
3. *Details were cited in the background information in the introductory paragraph and supporting details in the body paragraphs. There were not used in the thesis statement, topics sentences, or conclusion.*

6.9   Writing Sentences with Numbers: "Population of the United States"
ANSWERS WILL VARY. Below are some sample responses.
1. *The total number of people in the United States aged 18 – 64 in 2015 was 200,056,631.*
2. *Almost 60,000 people in the US older than 25 were high school graduates in 2015.*
3. *In 2015, about 3 ½ million more people in the US had Bachelor's degrees than had a high school diploma.*
4. *Over 50 million people who speak a language other than English at home are older than 17.*
5. *18.7% percent of people in the US over the age of 25 who have a Bachelor's degree or higher spoke a language other than English at home in 2015.*
6. *Those with high school diplomas or higher were more likely than those without a high school diploma to speak only English at home. While only a little more than half spoke English at home if they had less than a high school diploma, over 80 percent did if they had graduated from high school or had gone to college.*

7. *(The answer depends on your opinion).*

6.10   Writing Sentences with Numbers: Discussing Health in Countries
ANSWERS WILL VARY.

6.11   Noticing Generalized Numbers: Numbers of Internet Users
ANSWERS WILL VARY. Below are some sample responses.

A.
a. What was the world population in 2015? **about 7.2 billion**

b. What was the number of internet users in the world in 2015? **Over 3.3 billion**

c. What was the percentage of internet users in Asia in 2015? **Almost 50 percent**

B. *In 2015, the population of Asia was <u>about 4 billion</u>, while the world population was <u>over 7.2 billion</u>. Thus, today, the population of Asia is <u>over half of</u> the world's population. However, the percentage of internet users in Asia is <u>a little less than half of</u> that of the rest of the world. It appears that altogether, the rest of the world has <u>a slightly higher percentage of</u> internet users compared to their total populations.*

C.

a.

The Author's Generalized Expressions	The Original Specific Numbers
about 4 billion	*4,032,466,882*
over 7.2 billion	7,259,902,243
over half of	55.50%
a little less than half of	48.20%
a slightly higher percentage of	51.80%

b.

1. While specific numbers are common in some tables and charts, words and expressions are more common and natural in sentences.

2. Very specific numbers are not always realistic. Many numbers, such as populations or financial numbers, change almost constantly.

3. Generalized numbers are a way to show variety of expression.

4. Copying numbers is similar to plagiarism.

6.12   Summarizing a Table with Generalized Numbers: Numbers of Internet Users
ANSWER WILL VARY.

6.13   Collecting and Writing about Numbers and Statistics
ANSWER WILL VARY.

6.14   Writing a Mini-Research Paper about Global Internet Usage
ANSWER WILL VARY.

6.15   Writing an Essay about Cyberbullying
ANSWER WILL VARY.

7.1   Reading: "What Younger Public Workers Think about Retirement"
A. ANSWERS WILL VARY. Below are sample responses.
Example: *I hope to be able to travel and enjoy life when I retire. I hope to be able to retire at age 65. In order to do that, I plan to save 4 percent of my salary every year.*
B. ANSWERS WILL VARY. Below are sample responses.
Example: *Pew Charitable Trusts wanted to look at issues regarding retirement, so they organized a survey and held focus groups with millennials. The trusts found that these young workers wanted to be able to take retirement savings with them if they changed jobs and that they hoped for some sort of lifetime benefits. To me, it was surprising that only 26 percent of workers in their 30s thought they would change jobs in their lifetimes. The authors imply that the lack of understanding of retirement plans among millennials is a problem.*

7.2   Editing Sentence Connecting Punctuation: "…Retirement"
The survey also provides insight into younger public workers' thinking about their retirement **benefits, for** example, **benefits. For example,** (*connector words*) this mostly millennial group had limited knowledge about specific retirement plans. Many reported low savings levels and said they carried some kind of nonmortgage debt, such as student loans or credit card balances. Sixty percent of those under 30 planned to change jobs and work for a different employer before **retirement, significantly** (*Tag Phrases*) more than those just slightly older. Among those ages **30-39,** (*Prepositional Phrases*) **that** share was just 26 percent.

These younger workers were most likely to say that job security and work-life balance were the strongest factors in deciding to work for their current employer. The focus groups produced similar **results ,** (*Tag Phrases*) **with** participants' priorities centered on benefits that improved life in the present rather than sometime in the future. While important , retirement and retirement planning were often perceived as being too far off to be a major factor in deciding whether to work for or leave an **employer. However,** (*Connector Words*) many workers in their 30s said pension benefits had become more important to them over time.

Despite limited knowledge about retirement **benefits ,** (*Prepositional Phrases*) **many** focus group participants said they want to learn more about their employer-sponsored plans. Many spoke of trouble understanding the complex information provided and difficulties deciphering plan documents and handouts. **In fact ,** (*Connector Words*) **about** one-fifth of survey respondents did not know what type of retirement plan their employer offered, and less than half said they understood their plan well enough to estimate how much they would receive at retirement.

7.3 Editing Nouns: "…Retirement"

Knowing what attracts and keeps talent—especially the younger age cohort—is particularly important because so many public sector retirement ~~system~~ **systems** have modified benefits in ~~the~~ recent **years** in response to ~~the~~ funding **challenges**. Since ~~this~~ **these** reforms primarily affect ~~the~~ new **workers**, these changes can have pronounced ~~effect~~ **effects** (OR **a** pronounced **effect**) on those who have only recently entered **the** public **sector**.

To examine these ~~issue~~ **issues**, **the** Pew Charitable ~~Trusts~~ **Trust** commissioned a national survey and a series of focus groups with ~~a~~ younger **workers**. ~~Survey~~ **A survey** of state and ~~the~~ local **workers** under age 40 found that the group's top priorities for retirement ~~plan~~ **plans** include flexibility to take accrued savings when changing ~~job~~ **jobs** and access to lifetime income. Most feel they are likely to get promised benefits, with 79 ~~percents~~ **percent** saying they were "very" or "somewhat" confident they would receive all of the retirement benefits expected from their state or local government employers.

Sixty percent of those under 30 planned to change ~~job~~ **jobs** and work for a different employer before retirement, significantly more than those just slightly older. Among those ~~age~~ **ages** 30-39, that ~~shares~~ **share** was just 26 percent.

7.4. Editing Common Academic Features: "…Retirement"

Although Americans **are usually living → usually live** on average for twenty years after they **retire only → retire, only** half of them know the amount of money they need to save to be financially safe during retirement. The U.S. Department of Labor suggests ten ways to save for the **future, the → future. The** two most useful ideas are saving consistently for ~~the~~ **retirement** and finding essential information about effective saving and investing. Many ~~of the~~ Americans have not saved any money, so they **will always think → may/might/could think** they it is too late to save. However, workers can start saving anytime because having some retirement saving is better than having none, and retirement plans **are helping → help** money grow even faster. A chart in the article "Top 10 Ways to Prepare for Retirement" shows that if someone saved $5,000 annually in a retirement **account she → account, she** could have almost $350,000 after 25 years but over $750,000 after 35 years just ten years later. **The workers → Workers** should also know about what kinds of plans their companies or organizations offer **them, they → them. They** can choose different types of retirement plans and can invest their retirement savings in different parts of the economy. This is complex, so **he or she** needs **→ they need** to consult with **his or her → their** employers' retirement groups, or **he or she → they** might need to put money into **his or her → their** own retirement accounts that the government offers **him or her → them**.

8.1a Reading: "Who's Not Online and Why"

ANSWERS WILL VARY.

A. Sample Answer: *15% is a larger number than I would have expected. Today, all sorts of resources and information are accessible on the internet, and most people use it daily*.

B. Sample Answer: *An American adult might not use the internet because of the high cost of a computer or smart phone.*

C. When asked the main reason why they do not use the internet or email, non-internet users give a variety of answers. Among current non-internet users, the most often cited reasons for staying offline relate to issues of relevance or usability: Some 19% mentioned price-related reasons, 7% said that a lack of access or availability is the main reason, and 7% cited some other reason why they don't go online.

The types of reasons non-internet users give for staying offline have shifted in previous years. One of the most striking changes is that issues related to the difficulty of using the internet are more prominent than they were in previous surveys, while in 2010, for instance, almost half (48%) of non-internet users cited issues of relevance, and only one in five mentioned usability or price-related reasons, respectively.

Though they themselves do not go online, the internet often touches offline adults' lives in various ways. A small proportion of non-internet users have been online in the past. Some 14% of offline adults say that they used to use the internet, but have since stopped for some reason—down slightly from the one in five who said this in 2009 and 2010, but similar to the 17% who said this in 2002. And though most offline adults do not have direct connections to the online world, many have accessed online resources by proxy. Some 44% of offline adults have asked a friend or family member to look something up or complete a task on the internet for them at some point. Finally, 23% of offline adults live in a household where someone else uses the internet at home, a proportion that has remained relatively steady for over a decade. Overall, 33% of offline adults have had some exposure to the internet, either because they used to use the internet, but have since stopped for some reason, or by living in a household where someone else uses the internet at home.

- *Main (two times); most-often-cited; price-related (two times); some (two times)*
- *The words "for" and "why" are grammatically different. "Why" is followed by a clause; "for" is followed by nouns, noun forms or noun phrases.*

8.1b   Writing with Precise, Generalized, and Interpreted Numbers
ANSWERS WILL VARY. Here are some sample responses.
1. *Nineteen percent of the fifteen percent of American adults who do not use the internet say the reason is the price.*
2. *Almost 20 percent of offline Americans give price as the reason they do not use the internet.*
3. *The expenses for using the internet are too steep for one-fifth of offline American adults.*

8.1c   Analyzing Verb Tenses
A. The types of reasons non-internet users <u>give</u> for staying offline <u>have shifted</u> in previous years. One of the most striking changes <u>is</u> that issues related to the difficulty of using the internet <u>are</u> more prominent than they <u>were</u> in previous surveys, while in 2010, for instance, almost half (48%) of non-internet users <u>cited</u> issues of relevance, and only one in five <u>mentioned</u> usability or price-related reasons, respectively.

Though they themselves <u>do not go</u> online, the internet often <u>touches</u> offline adults' lives in various ways. A small proportion of non-internet users <u>have been</u> online in the past. Some 14% of offline adults say that they <u>used to use</u> the internet, but <u>have</u> since <u>stopped</u> for some reason—down slightly from the one in five who <u>said</u> this in 2009 and 2010, but similar to the 17% who <u>said</u> this in 2002. And though most offline adults <u>do</u> <u>not</u> <u>have</u> direct connections to the online world, many <u>have</u> <u>accessed</u> online resources by proxy. Some 44% of offline adults <u>have</u> <u>asked</u> a friend or family member to look something up or complete a task on the internet for them at some point. Finally, 23% of offline adults <u>live</u> in a household where someone else <u>uses</u> the internet at home, a proportion that <u>has</u> <u>remained</u> relatively steady for over a decade. Overall, 33% of offline adults <u>have</u> <u>had</u> some exposure to the internet, either because they <u>used</u> <u>to</u> <u>use</u> the internet, but <u>have</u> since <u>stopped</u> for some reason, or by living in a household where someone else <u>uses</u> the internet at home.

Ultimately, most offline adults <u>do</u> <u>not</u> <u>express</u> a strong desire to begin (or resume) using the internet. Just 8% of offline adults <u>say</u> they <u>would</u> <u>like</u> to start using the internet or email, while 92% <u>say</u> they <u>are not</u> interested.
B.
1. Present perfect tense shows that the action started in the past and still continues ("have shifted"). OR:The action was in an unspecified time in the past ("have been online in the past"). OR: The action changed over time ("have since stopped"). Present perfect tense is different from simple past tense because simple past stresses the action is completely over.
2. "Used to" means the action was done repeatedly in the past but no longer continues. An example is "used to use" the internet.
3. The writer is talking about present-time attitudes.

8.1d   Using Verb Tenses Correctly
ANSWERS WILL VARY. Here is a sample response.
In 2013, availability/access was about half as important to offline adults as it was in 2007.
XX

8.1e   Identifying Introductory Phrases and Commas
A. Adults ages 65 and older are significantly more likely than any other age group to be offline, with 44% saying they don't use the internet or email; <u>among the next youngest age group,</u> adults ages 50-64, only 17% don't go online. <u>If we</u>

narrow our focus to members of the G.I. Generation, those born in 1936 or earlier (ages 77 and older in 2013), a full 62% don't use the internet or email. <u>Overall,</u> adults ages 65 and older account for almost half (49%) of non-internet users by age group. <u>Asked whether they would be able to start using the internet in the future,</u> just 13% of non-internet users ages 65 and older said they would know enough to go online, while 66% say they would need help. Just 5% of offline adults in this age group say they would like to start using the internet or email. <u>Finally,</u> 44% of non-internet users ages 65 and older have asked a friend or family member to look something up or complete a task on the internet for them, a rate similar to other offline adults.

       <u>Though 85% of adults use the internet,</u> their experiences going online are not all the same. <u>While 76% of adults use the internet at home,</u> another 9% say they use the internet but do not use it at home. And <u>though most home internet users have broadband connections of some sort,</u> 3% of all adults still connect to the internet at home via dial-up.

       <u>Among all adults,</u> groups that are more likely to be home internet users include adults with higher levels of income and education, whites, and those living in urban or suburban areas. <u>Meanwhile,</u> groups that are significantly more likely to rely on internet access outside the home include blacks and Hispanics, as well as adults at lower levels of income and education. <u>Finally,</u> <u>due to their increased likelihood to use the internet overall,</u> younger adults are more likely than older adults to go online either at home or to rely on external access.

B.

Adverb clause	*If we narrow our focus to members of the G.I. Generation* *Though 85% of adults use the internet* *While 76% of adults use the internet at home* *though most home internet users have broadband connections of some sort*
Prepositional phrases	*among the next youngest age group* *Among all adults* *due to their increased likelihood to use the internet overall*
Academic connector words	*Overall,* *Finally* *Meanwhile*

8.1f   Noticing Modified Noun Phrases
The following are sample responses.

Full adjective clauses	*The main reasons <u>adults don't use the internet</u>; groups <u>that are more likely to be home internet users</u>; groups <u>that are significantly more likely to rely on internet</u> <u>access outside the home</u>; etc.*
Reduced adjective clauses	*Adults <u>ages 65 and older</u>; Adults <u>ages 50 – 64</u>; those <u>born in 1936 or earlier</u>; a rate <u>similar to other offline adults</u>; etc.*
Adjective and noun modifiers	*<u>home internet</u> users; <u>non-internet</u> users; <u>Internet</u> use; <u>Home internet</u> use; <u>Internet</u> access; <u>Offline</u> adults; <u>broadband</u> connections; <u>urban</u> areas; <u>suburban</u> areas; <u>dial-up</u> users; <u>increased</u> likelihood; <u>younger</u> adults; <u>older</u> adults; <u>family</u> member; <u>age</u> group; <u>the next youngest age</u> group; etc.*
Noun plus prepositional phrases	*Members <u>of the G.I. Generation</u>; 76% <u>of adults</u>; internet access <u>outside the home</u>; offline adults <u>in this age group</u>; connections <u>of some sort</u>; adults <u>with higher levels of income and education</u> ; internet users <u>without home access</u>; adults <u>at lower levels of income and education</u>; etc.*

8.1g   Rewriting to Make Nouns Specific and Clear
ANSWERS WILL VARY
EXAMPLE: Older people with limited education…

8.1h   Answering Questions Based on a Chart
ANSWERS WILL VARY. The following are sample responses.
1.   The main reason given for not using the internet is that it was not relevant to the person answering the survey. They were too busy or not interested.

2. *In my opinion, the fact that 4% of the respondents felt the internet was a waste of time was surprising.*
3. *Over 60% of the respondents felt the internet was irrelevant and difficult to use while about a quarter might want to use it but are prevented by the cost and accessibility.*

8.1i   Editing Nouns "Who's Not Online and Why?"
Though they themselves do not go online, **the** internet often touches offline adults' lives in various way**s**. **A s**mall proportion of non-internet users have been online in **the** past. 14 per**c**ent of offline adult**s** say that they used to use the internet but have since stopped. Though most offline adults do not have direct connections to **the** online world, many have accessed online resource**s** through other connections. 44 percent of offline adults have asked friend**s** or family members to look something up or complete **a** task on the internet for them at some point. Finally, 23 percent of offline adults live in household**s** where someone else uses the internet at home. This is a proportion that has remained relatively steady for over **a** decade. Overall, 33 percent of offline adults have had some exposure to **the** internet, either because they used to use the internet but have since stopped for some reason, or by living in household**s** where someone else uses the internet at home.

8.1j   Answering a Short Response Question
ANSWERS WILL VARY.

8.2a   Pre-reading: "Can the Arts Help Save Rural America?"
ANSWERS WILL VARY.

8.2b   Reading: "Can the Arts Help Save Rural America?"
NO RESPONSES.

8.2c   Reviewing Verb Tenses
The following are sample responses.
Note on the simple present tense: The simple present tense is used frequently in the article because it discusses current facts. These do not need time words because the verb tense clearly indicates that it is current, and also, it would be repetitious and unnecessary to say "now" repeatedly.
Simple past tense
- *in 2013, arts and cultural production contributed $704 billion*
- *Ten years ago, Sarah Calhoun became a 21st century pioneer*
- *the entire town was declared an arts campus two years ago*
- *The city was known for its museum, which opened in 1991*
- *a former New Yorker who moved to Iowa nine years ago*
- *In the 1970s, the artist Donald Judd left New York for Marfa.*
- *…Calhoun, who represented Montana last year…*

Present perfect tense
- *Every summer for the last 45 years, 12,000 people have swarmed Winfield, Kansas,*
- *Over the years, hipsters from New York and Los Angeles have gobbled up the housing stock to use as second homes.*

Present Progressive tense
- *As post-recession, rural America continues to struggle, some rural leaders…are experimenting with the arts*
- *Arts are currently helping a handful of rural communities make a go of it.*

Future tense
- *If you do not build vibrant, inclusive, diverse places for young people, they're not going to raise their families there.*
- *It soon will have a new school and library*

Note on the Past Perfect tense: The only past perfect verb tense is in "The logging industry had dried up." This sentence provides background information.

8.2d   Noticing Reduced Adjective Clauses and "-ing" Adverbial Participles
1. …Sarah Calhoun became a 21st century pioneer, who is staking/has staked a claim
2. …in a town which is far from her Connecticut roots
3. White Sulphur Springs, Montana, which is located in what was then the poorest county in the nation
4. …Red Ants Pants, which manufactures work wear for women

5. ...some rural leaders, who use/are using private and public funding, are experimenting
6. ...a public policy institute which/that is located at the University of Iowa College of Public Health
7. Marfa, which is a remote desert town in Texas with a population of 1,765...
8. ...a historic town which/that is known for its Victorian architecture and scenic river bikeway...
9. Owensboro, which is a small city in western Kentucky and located on the Ohio River...
10. ...the Iowa Business Growth Company, which is a for-profit economic development group...
11. And they rarely stick around, which leaves carcasses of abandoned industrial parks.

8.2e   Summarizing Ideas from an Article
ANSWERS WILL VARY. Below are sample responses.

8.2f   Distinguishing between Newspaper Writing and Academic Writing
ANSWERS WILL VARY. Below are sample responses.

Aspect	Academic Writing	Newspaper Writing
Paragraph length	Generally longer, more developed paragraphs	Usually shorter paragraphs, sometimes just one sentence
Details	Academic expression combined with complex noun phrases that make longer sentences	Many details, but not necessarily longer sentences
Vocabulary	Generally more formal vocabulary and expression	A mix of more formal and less formal vocabulary an expression
Using information	More paraphrasing of academic sources	More direct quotations of interviews with people
Reporting verbs	More academic reporting verbs (e.g., "claims," "indicates," etc.)	More spoken reporting verbs (e.g., "said," etc.)
Sentence connecting	Stricter punctuation with clauses and phrases and more academic sentence connector words (e.g., "therefore," "however," etc.)	More flexible sentence connecting and less formal connector words are common (e.g., starting sentences with "and," "but," or "so")