

# **COLLEGE SKILLS: INTERMEDIATE ENGLISH**



**Tania Pattison**  
**COAST MOUNTAIN COLLEGE**



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# College Skills: Intermediate English

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## ABOUT THIS BOOK

This book has been written for adult students of English Language Arts at a Grade 10 level. As such, it meets the criteria established by the British Columbia Ministry of Education while providing content suitable for adult learners. The goal of the book is to help students develop skills in reading, writing, language use, and study skills.

The book is divided into ten units, each of which focuses on a specific theme; these include food, work, art, money, nature, and more. All units follow the same sequence. Within each unit, students encounter two reading passages; these are followed by questions designed to improve comprehension skills, vocabulary, and critical thinking skills. Reading skills sections focus on tasks such as identifying bias, determining author purpose, and making personal connections with the text. Writing skills sections enable students to develop their skills at the paragraph level through such tasks as comparing/contrasting, discussing causes and effects, and writing persuasive pieces; creative writing, blogging, and letter writing are also included. There is work on language use, such as sentence structure, summarizing, paraphrasing, and so on. Study skills are also presented, with guidelines on time management, self-awareness, managing stress, and avoiding academic dishonesty. Where possible, the content is specific to British Columbia, including First Nations peoples.

Throughout the book, students are encouraged to think critically about the issues presented to them, whether these are related to dietary habits, worker safety, the value of art, or a variety of other topics. Each unit contains several Think about It! activities, where students are encouraged to share their own opinions, either orally or in writing. The goal is that students finish the book with a greater understanding of reading and writing skills; at the same time, they will develop a greater insight into their own opinions on a variety of topics relevant to their lives.

# ACKNOWLEDGMENTS

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# UNIT 1

# Names



In this unit you will learn to do the following:

- Think critically about people's names.
- Read actively and thoughtfully, and use different approaches to reading a text.
- Follow a step-by-step approach to writing.
- Identify different parts of speech.
- Recognize your own strengths and weaknesses in grammar.
- Set SMART goals for yourself as you start a new course of study.



# Reading 1: What's Your Name?

## Before You Read

Working with a partner or by yourself, answer the following questions.

1. What do you think are the most popular baby names in British Columbia today?  

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2. How do Canadian parents choose their children's names? What might they consider when looking for a name for their baby?  

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3. How have naming customs changed in your community since your grandparents' or great-grandparents' generation?  

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## The Reading

Quickly read the text below. You should take no more than five minutes.

- 1 Is your name Olivia or Lucas? How about Mia or Emily, Jack or Ethan? If so, you have one of the most popular names currently given to babies in British Columbia. Naming a baby is one of the hardest decisions new parents have to make, and they are often influenced by other considerations than personal preference. Baby names follow trends; naming practices also vary from culture to culture; and some names might even be illegal.
- 2 If you ask Canadian parents why they chose their baby's name, most will say "Because we liked it." However, names come in and out of fashion, and parents are influenced by trends. In B.C. there has been a resurgence in the use of traditional names, one that a baby's great-grandmother or great-grandfather might have had. The top 20 girls' names in 2016 included Ava, Amelia, and Evelyn. For boys, the top 20 list included William, Alexander, and Mason. These would not have looked out of place on a school register from a century ago. But not every traditional name is back in style. Names that have not been revived include Beryl, Hester, Clarence, and Elmer.

3 Some parents name their child after a beloved grandparent or other relative; others choose a famous person, real or fictional. Across Canada, 2016 saw a rise in the popularity of Adele, likely after the singer of the same name. Elizabeth, the name of the Queen, is at its highest popularity in ten years, and the second most popular name for baby girls in B.C. is Charlotte, perhaps



Parents today have plenty of names to choose from.

inspired by the Queen's great-granddaughter, young Princess Charlotte. Following the 2016 Olympic Games, where 16-year-old Canadian swimmer Penny Oleksiak won four medals, the name Penny saw a surge in popularity. Naming babies after royalty and celebrities is not a new phenomenon: a generation ago, Kayla and Ashley shot to fame thanks to the most popular TV soap operas of the time, *Days of Our Lives* and *The Young and the Restless*.

4 In some cases, cultural heritage plays a part. A child of Irish descent may be called Sean or Kerry, one of Italian heritage may be named Gabriella or Leonardo, and one with Polish ancestors may be named Zofia or Marek. Parents may also choose a name based on a special place, even if they don't come from that place and have never been there. If you have always dreamed of visiting France, your baby girl lying in her crib may be called Paris. If you love New York, Brooklyn may be at the top of your list for a boy.

5 Names with religious connotations are also popular. The top names in B.C. include Biblical names such as Nathan, Noah, and Hannah; Canadian parents who choose these names are not necessarily religious—often, they just like the name. For adherents of the Islamic faith, however, religious significance plays a huge role in baby-naming practices: Muslim parents often include the name of the prophet Muhammad (or its variations Muhammed and Mohammed) in their son's name to pay respect to this religious figure. Similarly, in Spanish-speaking countries, names of saints remain popular; these include Maria, Teresa, Francisco, and Diego.

6 In Canada, few parents choose a baby name entirely on the basis of the name's meaning. The third most popular girl's name in B.C. is Sophia, which comes from a Greek word meaning "wisdom." Yet parents who name their daughter Sophia are more likely to do so because they think the name is pretty than because they want to

raise an intellectual genius. This is not the case in Chinese culture. Chinese babies are given two-part names, and both parts have a meaning. The name Ya Ming combines the ideas of “elegant” and “bright,” while Jie Yi suggests “outstanding” and “decisive.” Chinese names, therefore, reflect the characteristics the parents wish their children to develop. They are often not gender-specific—you often cannot tell a Chinese person’s gender from the name alone.



*Why not name your baby after B.C.'s beautiful capital city?*

- 7 Let's say you had a baby in Canada's 150th anniversary year, 2017, and you were looking for a name to honour Canada. For a girl, you might have chosen Victoria or Regina, both named after provincial capitals. For a boy, Hudson or Jasper might have been a good choice. Or you could have followed the example set by Amanda, daughter of Canadian singer Paul Anka, and her husband Justin. They gave their baby the most Canadian name of all: Maple.
- 8 Can you give a baby any name you want? It depends. The government of B.C. has the authority to ban any name they consider offensive or inappropriate; in reality, however, this rarely happens. This is not the case in other parts of the world, where strict laws apply. A French couple wanted to name their baby girl Nutella after the sweet hazelnut spread, but this was rejected by the French authorities. Sweden

rejected Superman, while Mexico ruled out James Bond. Not surprisingly, Adolf Hitler is banned in Germany. In Denmark, parents must choose from a list of 7,000 approved names; names that have been rejected include Monkey and Pluto. New Zealand stepped in to prevent (or rescue) a pair of twins from being called Fish and Chips. And in China, authorities rejected the name @ (pronounced *ai-ta* in Chinese).



*Can you name your twins after your favourite food? Not in New Zealand!*

- 9 Another potential trouble area is the growing trend today for non-Indigenous parents, particularly in the United States, to give babies names from Indigenous cultures simply because they like the sound of them. Names in this category include Chenoa, Tallulah, Adriel, and the very popular Dakota and Cheyenne. This is controversial, as these people are not members of the Dakota or Cheyenne communities. Actress Dakota Johnson and Broadway star Cheyenne Jackson (who was named after a TV series) may find their names frowned upon by members of the Dakota and Cheyenne nations respectively.
- 10 Naming a baby is not a decision to take lightly. While fashions come and go, a name is a key component of a person's identity, and it is important to choose a name that the parents will be happy with for a long time, that the child will not be embarrassed by, and that people who meet the child will consider suitable.

**Now jot down the main ideas of the text in the box below.**



# Questions

## A. Check Your Understanding

Answer the following questions.

### PART 1

What is the main idea of this article? Choose one.

- a) Old names are coming back in style in B.C.
- b) Parents choose baby names for different reasons.
- c) Some parents give their babies really stupid names.
- d) It is very hard to choose a suitable name for a baby.

### PART 2

Find examples of the following:

1. A popular girl's name in 2016

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2. A popular boy's name in 2016

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3. A name from Ireland

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4. A name that appears in the Bible

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5. A common name among Muslims

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6. A name that means "wisdom"

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7. A name that was banned in France

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8. An actress with a controversial name

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**PART 3**

1. Give six reasons why Canadian parents might choose a particular name for their child.

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2. Why are the names Maria and Diego popular in Spain?

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3. How are babies named in China? How is this different from Canada?

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4. Why might a child born in 2017 be named Victoria or Jasper?

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5. The B.C. government often bans names it considers inappropriate. True or false?

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6. In your own words, explain why the names Cheyenne and Dakota are controversial.

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## B. Develop Your Vocabulary

Use each of the following words to complete the sentences below. Each word can only be used once.

resurgence      phenomenon      heritage      connotations      adherent  
decisive      gender-specific      authority      potential      controversial

1. Something \_\_\_\_\_ is suitable for a male or a female, not both.
2. If something is \_\_\_\_\_, people often disagree or argue about it.
3. An \_\_\_\_\_ of something, such as a religion, is a follower or believer.
4. Someone who is \_\_\_\_\_ can make decisions easily.
5. A person's \_\_\_\_\_ is their background or traditions.
6. \_\_\_\_\_ is the power an organization has to make decisions.
7. A \_\_\_\_\_ of an idea is a revival or return to popularity.
8. A \_\_\_\_\_ concern is one that may be possible in the future.
9. \_\_\_\_\_ are things that are associated or connected with an idea.
10. A \_\_\_\_\_ is an event or occurrence that is remarkable in some way.



## C. Think about It

Think about the following questions. Write your thoughts, or discuss your ideas with your class.

1. Why do you think traditional names are back in style in B.C.?

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2. Why do you think people like to name their children after celebrities?

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3. Do you know anyone whose name is connected to their religion? Give an example.

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4. Should governments have the authority to ban certain names they consider inappropriate? Why, or why not?

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5. According to the reading, Indigenous names like Dakota and Cheyenne are sometimes frowned upon. Do you agree that these names are not suitable for babies who do not come from Indigenous communities? Why, or why not?

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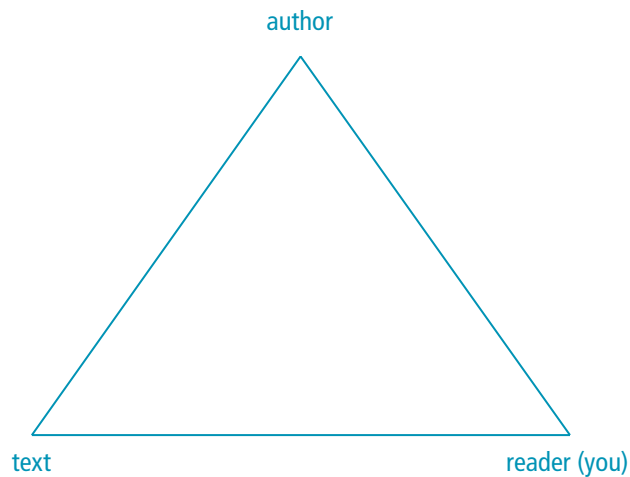
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# Reading Skills: Be a Better Reader

## Be an Active Reader

Good reading is not simply a matter of taking in information—you need to do more than that. Think of the reading process as a triangle: the author, the text, and you. They are all connected. You are a key part in the reading process.



How can you read more actively? Try these strategies:

- Predict what you are going to read.
- Consider what you already know about the topic.
- Read with a pen in your hand. Mark or underline the main ideas of the text.
- Mark any sections of the text that are hard to understand, or any new vocabulary.
- Write down any questions you have.
- Consider your responses to the text: do you agree or disagree?
- Use symbols (\*, !, ?, 😊) to show your responses to the text.
- After you read, check that you remember and understand it; one way to do this is to tell someone else about it.

## Use Different Ways to Read a Text

In the course of your day you will read many different texts—for college, for pleasure, or for your daily activities. You will not read all of them in the same way. There are different approaches to reading, and choosing the right strategy can often save you time. Here are some you can use:

**Predicting.** Whatever you are reading, don't just jump in and start reading the first paragraph or the first sentence. Guess what the text is going to be about. Predicting is what you did when you answered the questions in the *Before You Read* section.

**Skimming.** When you skim a text, you read it quickly to get the gist of it. You are not concerned about understanding every small detail at this stage—you just want an overview. Skimming is what you did when you read the text in five minutes and jotted down the main ideas.

**Scanning.** Scanning is also a form of quick reading, but it is different from skimming. Scanning is what you do when you want to find a specific piece of information. Scanning is what you did when you looked for names in *Section A, Part 1* of the **Questions**.

**Careful reading.** Many times, it is not enough to skim a text quickly. You will need to read it carefully to make sure you understand it properly. Careful reading is what you did when you answered the questions in *Section A, Part 2*.

## Be a Thoughtful Reader

The strategies above—predicting, skimming, scanning, and careful reading—are designed to help you to understand what you are reading. However, you also need to think about what you are reading.

When you read thoughtfully, you ask yourself questions like these:

- What kind of text is this? Is it from a textbook, a magazine, or a website?
- Who wrote it? What do I know about this writer?
- Why is the writer telling me this?
- Is the writer giving facts, or does the text present the writer's personal opinion?
- Can I trust the information contained in the text?
- How does this text compare to other things I have learned about the subject?
- How does it compare to my own experiences of the subject?

Answering questions like this will help you to become a more thoughtful reader. If you have answered the questions in *Part C*, you are well on your way to becoming a thoughtful reader.

**You will learn more about these reading strategies as you work through this book.**



# Reading 2: Why Did Aubrey Graham Change His Name?

## Before You Read

Look at the title of this reading. What do you predict you will learn in this reading? Write three ideas.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## The Reading

Skim the text below in no more than five minutes.

- 1 Would you go to a concert starring Aubrey Graham? How about Katheryn Hudson or Peter Hernández? Abel Tesfaye? Joel Zimmerman? Never heard of them? This is not surprising, as these people are best known by their stage names. (Read to the end to find out who these people are.) People all over the world are changing the names they were given at birth—and they aren't just celebrities.
- 2 Most celebrities change their names because they want to call themselves something more exciting, unique, or “cool.” Take Tom Cruise, for example. Would he have had the same success with his original name, Thomas Mapother? Would Caryn Johnson have found fame if she had not adopted the name Whoopi Goldberg? And would David Bowie have enjoyed long-term success if he had remained David Jones?
- 3 Other celebrities change their names because they want to honour someone, or because the new name has a particular meaning. Actress Olivia Wilde changed her last name from Cockburn to honour playwright Oscar Wilde. Canadian country singer Shania Twain started life as Eileen Edwards. Shania is an Ojibway word meaning “I'm on my way”; this seemed appropriate as Eileen was starting her singing career.
- 4 For some international celebrities, their real names are just too complicated for a global audience. Icelandic singer Björk's full name is Björk Guðmundsdóttir; it was, obviously, much easier for her to simply go with Björk. Stefani Joanne Angelina

Germanotta, an American performer with Italian and French-Canadian roots, also found it easier to go by a shorter name: she is known to the world simply as Lady Gaga.



*Superstar Stefani Joanne Angelina Germanotta.*



*Björk: Icelandic names are sometimes too difficult for international fans to pronounce.*

5 However, it isn't just stars who want to reinvent themselves. Every year around 22,000 ordinary Canadians change their names. Some changes are for routine reasons, such as marriage or divorce; other changes have their roots in more profound considerations. Some people adopt new names because they want to dissociate themselves from abusive situations; others want to lose the connection with a notorious family member, such as a parent who was convicted of a serious crime.

6 For many years, the children of immigrants to English-speaking countries have chosen to anglicize their names to enhance their opportunities for success. A good example from the United States is the Drumpf family, later known as Trump; their descendant Donald became President of the United States. In some cases, immigrants whose names have negative connotations, given the political times we live in, have changed their names to something more "English" to protect themselves from discrimination—Abdul might



*Bruno Mars: What is his real name?*

become Andy, for example.

7 In some cases, though, a person may choose to change his or her first name because that name is no longer a good match with who they are as an individual. Names are rarely neutral; they create pictures in people's minds of what the bearer of the name looks like, how old they are, how intelligent they are, what their personality is like, and what they do for a living. Take Aubrey, for example. Aubrey is most likely a serious, studious gentleman, perhaps more at home in a library than on a concert stage. It is perhaps not surprising that Aubrey Graham wanted to be known by a name more fitting for a superstar.

8 A person's first name can also have more serious repercussions, as it can affect the direction a person's life takes. Professor David Figlio of Northwestern University in the USA has done research into the school life of children with different names. He has found that a female student with a feminine-sounding name, such as Elizabeth, will often choose courses in the humanities (literature, history, or foreign languages), while one with a more androgynous name, such as Alex, is more likely to take math and science. Perhaps Elizabeth's teachers are influenced by the femininity of her name and, without realizing what they are doing, they steer her into a traditionally "female" area of study.

9 In another study, David Kalist and Daniel Lee have shown that boys with unusual or hard-to-pronounce names are more likely to end up as juvenile delinquents. They suggest that "juveniles with unpopular names may be more prone to crime because they are treated differently by their peers, making it more difficult for them to form relationships." They also wonder whether these boys misbehave because of a dislike for their name.

10 Names are even associated with sports skills. It is fitting—and fortunate—that the fastest man alive has the name Usain Bolt. It is not so good for sportspeople who do not have a name to match their skills. Professor James Bruning from Ohio University asks who would be considered a better American football player, "someone whose name is Bronco or Colt, or someone named Francis or Percival?"



11 Middle names count, too. People who use their middle initials are seen as more intelligent, according to psychologists Wijnand A. P. Van Tilburg and Eric R. Igou. They gave the same essay to different groups of readers, but each essay had a different name. The essay written by "David F. Clark" was rated more favourably than the same one written by "David Clark"; the highest rating of all went to a

paper written by “David F. R. P. Clark”. So, if you don’t have a middle name, you may want to consider adding one!

- 12 So, whether you aspire towards a career as a singer, a scientist, or a sports star, think carefully about your name. Whatever name you have, it forms an essential part of your identity. It is often something you will live with for your entire life—but if you really can’t face that thought, there is always the option of changing it. All you need is to be 19 years old and have \$137 to spare; you can even do it online.

**Now jot down the main ideas of the text in the box below.**

Who are the people listed in paragraph 1? Aubrey Graham is Canadian rapper Drake; Drake is actually his middle name. Katheryn Hudson is Katy Perry, and Peter Hernandez is Bruno Mars. Abel Tesfaye is a Canadian singer better known as The Weeknd, and Joel Zimmerman is Canadian DJ Deadmau5, pronounced “dead mouse”; he named himself after a dead mouse he found in his computer.



# Questions

## A. Check Your Understanding

### PART 1

What is the main idea of this article? Choose one.

- a) Your name can influence your path through life.
- b) "Aubrey Graham" is not a cool name.
- c) People worry too much about their names.
- d) It's easy to change your name—everyone should do it!

### PART 2

Answer the following questions.

1. Why might the following celebrities have changed their names?

- a) Thomas Mapother \_\_\_\_\_
- b) Eileen Edwards \_\_\_\_\_
- c) Stefani Germanotta \_\_\_\_\_
- d) Aubrey Graham \_\_\_\_\_

2. Why do "ordinary" people (non-celebrities) change their names? Give three reasons.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

3. Why might Elizabeth choose to study different subjects from Alex? Explain the reason in your own words.

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4. Why might boys with unusual names turn to crime? Explain the reason in your own words.

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5. It can be helpful to have a middle name. True or false? Explain your answer.

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## B. Develop Your Vocabulary

Match each word or expression with the correct meaning. The first is done for you.

- |                                      |                                  |
|--------------------------------------|----------------------------------|
| 1. profound (paragraph 5)            | effects or results               |
| 2. dissociate oneself from (para. 5) | famous for negative reasons      |
| 3. notorious (para. 5)               | people of the same age and group |
| 4. anglicize (para. 6)               | positively                       |
| 5. repercussions (para. 8)           | likely to act in a certain way   |
| 6. androgynous (para. 8)             | deep, meaningful                 |
| 7. prone to (para. 9)                | both male and female             |
| 8. peers (para. 9)                   | separate, remove a connection    |
| 9. favourably (para. 10)             | hope and aim for                 |
| 10. aspire towards (para. 12)        | make English                     |

Choose five of the words or expressions above. Write a sentence of your own using each one.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## C. Think about It

Think about the following questions. Write your thoughts, or discuss your ideas with your class.

1. Do you know anyone whose name seems particularly suitable for them? Anyone whose name is not a good fit for them? Give examples from your own circle of friends and relatives.

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2. Can you think of a famous person who has an unusual name or a name that is hard to pronounce? Why do you think this person has not changed their name?

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3. Do you think immigrants should be encouraged to keep their original names, or do you think it is a good idea to change them? Why?

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4. Do you agree that a girl's name can influence her career path, or that a boy may turn to crime because of his name? Support your decision with examples from people you know.

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5. Would you consider changing your own name? Why, or why not?

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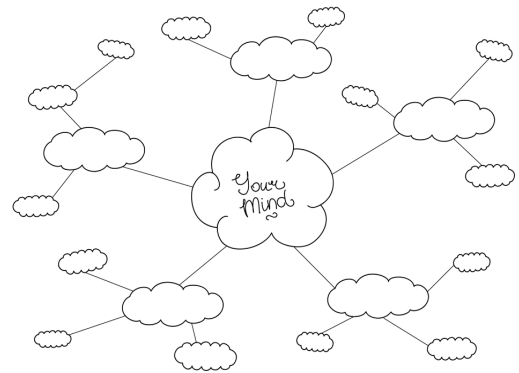
# Writing Skills: The Writing Process

Your teacher has given you a writing task. What are you going to do? How do you get started?

## Brainstorming

Before you write anything, collect some ideas. Let your mind wander, and jot down anything that comes to mind about your topic. You can decide later whether you want to use an idea, or whether you want to discard it.

One way to brainstorm ideas is to try a mind map. A mind map is a simple diagram that allows you to group ideas together and to make connections between them. A mind map looks like this.



Here is a mind map someone has made on the topic of the future. For this writer, the main ideas are food and health, family, job, education, sport and fun, and love. These are the main branches.

These ideas can be divided into smaller areas. For example, the job category can be further divided into kind of work, place of work, and salary.

## Planning

Your mind map will give you a good idea of what you want to write about. At the planning stage, you will decide what to keep and what to discard. You will also decide the order in which you want to present your ideas, and you will make an outline of your writing. Making this outline will save you time later.

You will learn more about planning a good paragraph in Unit 2.

## Drafting

After you have made an outline of your paragraph, you are ready to write the first draft. No piece of writing is finished after one draft—you will write at least two. As you write, don't worry about language use—you will focus on spelling, grammar, and punctuation at a later stage. The goal here is just to get something on paper.

It can be helpful to set a timer as you are drafting. This will force you to write something down, without stopping to check whether everything is correct.

## Revising

At this stage, you are still focusing on the content of your writing. Your goal here is to make sure you have a clear piece of writing that contains enough detail about your topic. Check that all the necessary ideas are included, that ideas are presented in the right order, and that there is no unnecessary information in the writing.

A useful checklist to use here is ARMS: Add, Remove, Move, and Substitute.

**Add:** Bring in more detail, such as examples, to make the writing “come alive” for the reader. Use more adjectives and adverbs.

**Remove:** Take out information that does not belong in the writing.

**Move:** Move ideas to a different place in the writing, so that the order of information is more logical.

**Substitute:** Find a better, more interesting, way of saying something.

It can be useful at this stage to get a classmate to read your writing. See if another reader has ideas for what you can add, take out, and so on.

## Editing

Now we come to the final draft. By this stage, your ideas are well expressed and in the right order. Your job now is to tidy up the language. Check for spelling, make sure your punctuation is correct, and make sure there are no grammar mistakes. If you do these things, you should have a clear, correct piece of writing.

In **Bring It Together: Writing Task** you will write a paragraph on the topic of names. Use what you have learned in this section to help you.



# Working with Language: Understanding Parts of Speech

## The Parts of Speech

### Noun

- A person, a place, a thing, or a feeling.
- Examples: *Kate, British Columbia, house, river, canoe, happiness, joy.*
- Kate lives near a river in British Columbia. Paddling her canoe brings her great happiness.

**Proper** nouns are names of specific people or places, e.g., *Kate* or *British Columbia*; these nouns have capital letters. **Common** nouns are general items, of which there are many, e.g., *house* or *canoe*.

**Concrete** nouns are physical things you can touch, e.g., *house, river, canoe*; **abstract** nouns are feelings, ideas, and other things you cannot touch, e.g., *happiness, joy*.

### Pronoun

- A word that replaces a noun.
- Examples: *I, you, he, she, it, they, we, my, his, her, them, their.*
- I told you we should meet them at 8 o'clock.

### Verb

- An action or a state of being.
- Examples: *eat, read, sleep, be, have, enjoy, dance, sing, feel.*
- I slept for nine hours and ate a good breakfast; I feel great!

### Adjective

- A word that describes a noun or pronoun.
- Examples: *big, small, blue, cold, dirty, easy, difficult, delicious.*
- Larry drives a big blue truck. It is often dirty.

### Adverb

- A word that describes how or when a verb is done.
- Examples: *quickly, slowly, sometimes, always, never, tomorrow.*
- She sometimes works slowly, and she never checks her grammar.

**Conjunction**

- A word that joins two words or phrases and shows how they are connected.
- Examples: *and, but, so, because, before, after*.
- We are tired and hungry because we have been skiing and snowboarding all day.

**Preposition**

- A word that shows the connection between a noun or pronoun and another word.
- Examples: *in, on, at, for, by, near, opposite, with, through*.
- The school is near the shopping mall, opposite the gas station.

**Interjection**

- A word that is used as an exclamation at the beginning of a sentence.
- Examples: *Wow! Hey! Oh! Oops! Ugh!* (and many swear words).
- Hey! That's my coat you're wearing!

## You Try It!

Look at these sentences. Identify the underlined words.

1. Ooh! Arabella is such a beautiful baby, and I love her name!
2. Hamish is proud to be named after his great-grandfather.
3. Religious names are popular in Spain and Portugal.
4. It is important to choose a name that will not embarrass the child.
5. Think carefully if you want to change your name; is it a good idea?
6. Ugh! I can't believe my parents gave me such an ugly name.
7. Canadians rarely think about the meaning of names.
8. Lady Gaga changed her name because her real name is too complicated.
9. They called their daughter Paris because they went to France last year.
10. In some countries, names with negative connotations can be banned.

## Vocabulary-building Tip

When you come across a word that is not familiar to you, think about whether it has any “family members.” For example, if you learn the word *decisive*, ask yourself these questions:

- What part of speech is it?
- What other words is it related to? These will be nouns, verbs, adjectives, or adverbs.

Fill in the table with word families. All words are taken from the readings in this unit. Note that not all words will have all four parts of speech.

Noun	Verb	Adjective	Adverb
		decisive	
consideration			
popularity			
		offensive	
			surprisingly
		original	





# Trouble Spots in Language: Test Yourself

The following sentences all contain a common problem in written English. This could be a grammar mistake, a punctuation error, or a poor choice of language for college writing. See if you can spot the problem, and try to correct it.

1. There are so many choice's when it comes to naming a baby; it's a hard decision.
2. Many kids these days have unusual names.
3. Usain Bolt has a suitable name, it reminds people of a lightning bolt.
4. If I had been called Beryl, I would of changed my name.
5. I think most people dislike there names and wish they had been called something different.
6. Girls with names like Alex, Jo, and Sam might be encouraged to go into sciences. Because those names are not gender-specific.
7. Isabella's name is feminine, it reflects her Spanish heritage, and people can pronounce it easily.
8. There is so much stuff to think about when you're choosing a name for a baby.
9. I would like to call my son Adam. If I ever have a baby boy.
10. I'm not sure weather that's a good name for a baby girl.
11. Its not difficult to change your name—you can do it online.
12. Names like Superman and James Bond are banned in some countries, they can be embarrassing.

**How did you do? All of these trouble spots in written English will be addressed as you work through the book.**



# Study Skills: Setting SMART Goals

Congratulations on starting this course!

What does it take to succeed in college? You may say, “You need to be smart.” However, sometimes intelligent students do not do well in their studies—and many students who have struggled in the past do extremely well.

Why? Some psychologists think the secret to success is not having a high result on an intelligence test, or even having high marks in your previous classes. The secret is something called *emotional intelligence*. Students with high emotional intelligence do these things:

- They have goals.
- They are motivated to achieve these goals.
- They work hard.
- They know themselves.
- They cope with stress.
- They deal with problems as they arise.
- They form positive relationships with others.

So, what really matters is not how smart *you* are, but how smart *your habits* are. One of the best places to start is by setting goals for yourself—and these goals can be smart! Your goals should be:

**Specific:** What exactly do you want to achieve? Don’t just say, “I want to do well.” What does that mean to you? What do you want to learn?

**Measurable:** How will you know that you have achieved your goal?

**Achievable:** Is your goal possible? If you say, “I want to get 100% in the course,” that may not be achievable. Set a goal you are confident you can reach.

**Relevant:** What makes your goal important to you? Make sure your goals are your own, not someone else’s.

**Timely:** Do you have a timeframe for your goal? In this case, your timeframe should be the duration of this course.

## Set your own goals

As you start this course, set yourself some goals. What do you want to achieve? Write your own goals below, and keep looking back at them as you work through the course.

Remember that your goals are yours alone. They do not have to be the same as your friends' goals, or your classmates' goals. Don't let other people decide what you want to achieve.

My top three SMART goals for this course are ...

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2

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3

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**Congratulations! By setting your SMART goals, you have taken the first step towards success!**



# Bring It Together: Writing Task

## Your task

Write a paragraph on one of the following topics:

- How I got my name
- The names I chose (or would choose) for my children
- Why names are important to a person's life

## Checklist

When you have written your paragraph, check to see if the following are true.

- \_\_\_\_\_ I brainstormed my topic using a mind map.
- \_\_\_\_\_ I planned my paragraph before I wrote it.
- \_\_\_\_\_ I drafted my paragraph, then checked that all my ideas were explained fully and were in the right place.
- \_\_\_\_\_ I wrote a second draft, where I checked for language mistakes.



# Reflect on Your Learning

Answer the following questions.

**3.** Write three new things you have learned in this unit.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**2.** Write two things that you have strong opinions about (you agree or disagree), or that you reacted emotionally to (you felt happiness, sadness, anger, surprise, etc.).

- \_\_\_\_\_
- \_\_\_\_\_

**1.** Write one question you still have. Where can you find the answer?

- \_\_\_\_\_



# Just for Fun: Word Search

The words at the bottom of this page are all in the unit. See how quickly you can find them. Words might go forwards, backwards, up, or down.

N S H E R I T A G E P E E R S Q  
 D B Z E O X O X S K H X U O Y N  
 I M L D M K E J N Q E N N O L D  
 S S N O I T A T O N N O C N B L  
 S U C M R R A Z I A O F T V A A  
 O D S N P H A O S M M F I L R I  
 C H Q O O N V E S F E A M A U S  
 I E J T T N N V U U N E O W O R  
 A L L O E E L I C M O C H E V E  
 T D Q R N R Z S R L N F I N A V  
 E C C I T I V I E F T F L O F O  
 N Z W O I P Q C P X R F W R T R  
 S A A U A S O E E R V X G P Y T  
 Q S R S L A U D R I E X U U I N  
 B U N L I B G E N D E R F A L O  
 G F U Y E P G I V M A R Z G N C

DECISIVE  
 HERITAGE  
 CONTROVERSIAL  
 NOTORIOUS  
 PEERS  
 PHENOMENON  
 CONNOTATIONS

REPERCUSSIONS  
 FAVOURABLY  
 GENDER  
 POTENTIAL  
 DISSOCIATE  
 PRONE  
 ASPIRE

# UNIT 2

# Food



In this unit you will learn to do the following:

- Think critically about different approaches to eating.
- Use predicting as a reading strategy.
- Write an effective paragraph, with a topic sentence, points and support, and a concluding sentence.
- Write correct simple sentences.
- Identify language that is not suitable for college writing, and replace it with more formal language.
- Reflect on your own study habits and preferences, and use these to your advantage.



# Reading 1: The 100-Mile Diet

## Before You Read

Can you guess what the 100-mile diet might be? Choose the best ending for the following sentence.

People who follow a 100-mile diet \_\_\_\_\_.

- a) are willing to travel up to 100 miles to find their favourite foods
- b) only eat food that has been produced within 100 miles of their home
- c) can't find good food within 100 miles of where they live
- d) buy food that lasts a long time, so they can travel 100 miles with it

## The Reading

Read about the 100-mile diet. As you read, use a piece of paper to cover the lines. Read each line at a time. When you see the word **STOP**, you need to pause. Don't look ahead! Try to guess what is coming. Jot down your ideas in the spaces provided.

**1** Do you live in British Columbia? Can you imagine living without coffee? Chocolate? Could you manage without pineapple on your pizza? In fact, could you manage without pizza? If you are following the 100-mile diet, these are just a few of the things that you will need to give up. The creation of Vancouver journalists Alisa Smith and J.B. (James) MacKinnon, the 100-mile diet is a way of eating that requires the consumption of food produced within 100 miles (160 km) of your home. If a food item was not produced close to your home, you cannot eat it.

**2** For someone living in Vancouver, that means ...

**STOP!**

In addition to coffee, chocolate, and pineapple, what other foods do you think someone living in Vancouver would need to give up? Write your guesses in the space below.

Now continue reading.



... no bananas, since these are not grown in B.C. Likewise, bread is off-limits as bread is made of wheat, which is not grown near Vancouver. The lack of wheat also rules out pie, cookies, and pasta. Rice is a no-no, as is sugar. No sugar means no ice cream, cola, or candy. Fruits from hot climates are ruled out, so no orange juice is allowed. Since the diet requires the consumption of local foods, followers of the diet in Hawaii or Saskatchewan would have different options available to them.

### The idea for the diet

- 3 Alisa and James came up with the idea for the diet one day at their vacation home, a dilapidated cabin in the largely uninhabited town of Dorreen on the Skeena River in northwestern B.C. They had guests visiting, and the only thing left to eat was a three-week-old cabbage. Since the closest store was a gruelling canoe trip away, going out to buy groceries was not an option. Instead, they improvised.



*The Skeena River in northern British Columbia.*

### STOP!

What foods do you think might have been available locally, without going to a grocery store? Write your guesses in the space below.

Now continue reading.

4 One of the guests caught a large Dolly Varden char in the river. Another found several varieties of wild mushrooms in the woods. Growing on their property in a neglected vegetable garden were potatoes, garlic, and dandelions; their orchard yielded apples, cherries, and rosehips. They fried up all these ingredients in a pan and had a thoroughly delicious meal.

5 As journalists, Alisa and James were aware that many food items travel up to 3,000 miles (4,800 km) to reach Vancouver. They started to wonder whether living entirely on locally produced food would be possible. This would, they reasoned, be a way to both reduce their ecological footprint and to ensure the quality of the food they were eating. They decided to experiment, to see whether they could live for a year only on food produced within 100 miles of their Vancouver apartment.



*Many foods travel miles to reach B.C.*

### Starting the diet

6 The couple first set some ground rules. They would stick to their 100-mile rule at home in Vancouver, but they would not worry about it if they were travelling. They also agreed to be flexible if they were invited to dinner at someone's house, or if they had to eat out for business. They cleared out their pantry and started their experiment. When they cooked their first 100-mile meal, a dinner for four, they were shocked ...

### STOP!

**Why do you think they were shocked? Write your guesses in the space below.**

### Now continue reading.

... at how much it cost. All of their ingredients had been bought at specialty stores rather than the local supermarket, with the result that a single meal had cost a staggering \$128.87. They wondered if the experiment would even be affordable.

**Continuing**

- 7 However, as time went on, Alisa and James got used to their new way of eating. As non-meat eaters, they were limited in what proteins they could eat now that chickpeas, lentils, and tofu were no longer on the menu, but they found alternatives. Fish was allowed, so they sourced prawns and clams from the Salish Sea. They drove or rode their bicycles out to the farmlands around Vancouver to buy local eggs, cheese, and nuts. They found a regular supplier of honey, which stood in for sugar. They experimented with vegetables from the Fraser Valley, mostly bought from farmers' markets. They picked their own fruit. In time, they found that they were eating a more varied diet than ever before.
- 8 Their biggest challenge was that they could not buy...

**STOP!**

**What was this food item that they missed so much? Write your guesses in the space below.**

**Now continue reading.**

... flour, which meant no bread. With no bread, both felt hungry, and both unintentionally lost weight. One day, when Alisa was craving a sandwich for lunch, James promised to make her one—and he did, using “bread” made out of turnips. They also found the experiment hard work, especially when it came to putting food away for the winter. They learned to can vegetables, they filled their freezer, and they despaired when a potato blight hit the Fraser Valley. Still, they persevered.

**Spreading the word**

- 9 A few months into their experiment, Alisa and James wrote an article for a local website called *The Tyee*. They were surprised at the number of like-minded people who responded; suddenly they felt like part of a community. Their popularity grew, and within a few months, invitations to attend conferences and give interviews were coming in. They travelled to meet other people across North America who were living close to the land.

**STOP!**

**What happened at the end of the year? Did they continue? Did they go back to their old way of eating? Write your guesses in the space below.**

**Now continue reading**

- 10 The year ended, and Alisa and James kept to their plan and continued to eat locally. They added a few items to their kitchen—lemons and rice, for example—but they did not bring back sugar or bananas. Their book, *The 100-Mile Diet: A Year of Local Eating*, was published in 2007 and spent 20 weeks on the *Vancouver Sun*'s bestseller list.

**SOURCE:** Smith, A., & MacKinnon, J. B. (2007). *The 100-Mile Diet: A year of local eating*. Toronto: Vintage Canada.



## Questions

### A. Check Your Understanding

Answer the following questions in your own words.

1. Explain how the 100-mile diet works.

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2. How did a visit to northwestern B.C. convince Alisa and James to try this diet?

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3. What did Alisa and James find most difficult about the 100-mile diet?

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4. Where did they buy their food?

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5. Alisa and James thought the diet would be a good way to lose weight. True or false?

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6. What did they find were the advantages of this way of eating? Choose all that are correct.

- a) It's healthier.
- b) It's cheaper.
- c) It's more varied.
- d) It's better for the environment.

## B. Develop Your Vocabulary

Find a word or expression in the reading that means the following. Paragraph numbers are given to help you.

- 1. the act of eating (para. 1) \_\_\_\_\_ (noun)
- 2. in poor condition, in ruins (para. 3) \_\_\_\_\_ (adjective)
- 3. physically very tiring (para. 3) \_\_\_\_\_ (adjective)
- 4. did something without planning (para. 3) \_\_\_\_\_ (verb)
- 5. ignored, not maintained (para. 4) \_\_\_\_\_ (adjective)
- 6. argued based on evidence (para. 5) \_\_\_\_\_ (verb)
- 7. environmental damage by one person (para. 5) \_\_\_\_\_ (noun)
- 8. shocking (para. 6) \_\_\_\_\_ (adjective)
- 9. without meaning to (para. 8) \_\_\_\_\_ (adverb)
- 10. did not give up trying (para. 8) \_\_\_\_\_ (verb)

Choose five of the words or expressions above. Write a sentence of your own using each one.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## C. Think about It

Think about the following questions. Write your thoughts, or discuss your ideas with your class.

1. What can you guess from the reading about Alisa and James? What kind of people are they?

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2. Would it be easy to follow the 100-mile diet where you live? What foods would someone in your local community need to give up? What foods are readily available?

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3. What other things could people do to reduce their ecological footprint? Give some examples.

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4. Would you personally like to try eating in this way? Why, or why not?

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5. If you could meet Alisa or James, what question would you like to ask them?

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# Reading Skills: Predicting

## What Is Predicting?

As you saw in Unit 1, you need to read actively and engage with the text. Predicting helps you to do this. Predicting means guessing what is going to come in the reading. You can predict what you are going to read about based on the knowledge you already have of the topic, on what you have already read, and on your own personal experiences. Predicting can happen both before you read and as you are in the process of reading.

## Before you read

Whatever you are reading, don't just jump in and start reading the first paragraph or the first sentence. Before you read anything, take a few minutes and look it over. Look at the title and any section headings. Look at any photographs, maps, diagrams, or other pictures. If you are reading a book, look at the table of contents. You should start to form an impression of what the text might be about.

## As you read

As you work your way through a reading, try to guess what is coming—what is the author going to tell you next?

## How Do I Do It?

As you were reading the article about the 100-mile diet, you predicted the answer to several questions. Undoubtedly, some of your predictions were correct. What did you base them on?

**In addition to coffee, chocolate, and pineapple, what other foods do you think someone living in Vancouver would need to give up?**

- Did you base your predictions on your own knowledge of Vancouver and what food is produced there?



**What foods do you think might have been available locally, without going to a grocery store?**

- Did you base your predictions on your knowledge of the Skeena River area, or perhaps of rural B.C. in general?

**Why do you think they were shocked?**

- Did you use your knowledge of the foods available in B.C. to answer this question?

**What was this food item that they missed so much?**

- Perhaps you based your prediction on your own food preferences. Maybe you guessed what *you* would miss if you followed this diet?

**What happened at the end of the year? Did they continue? Did they go back to their old ways of eating?**

- Maybe you used what you had learned in the reading to make this prediction. Maybe you had formed an impression of Alisa and James and what kind of people they are. Maybe you had realized that following this diet became easier as they became more accustomed to it?

As you can see, predictions are rarely based on nothing—they have their origins in what you already know. For this reason, predictions can be called “educated guesses.”

After you finish reading, don’t forget to check whether you predicted correctly. Don’t worry if you were wrong! When you are reading a work of fiction (a novel or short story), you may find that something happens that is completely unexpected. This is known as a *twist* in the story, and often this is a sign of expert storytelling.

## **You Try It!**

The next reading in this unit, **Eating Well on a Budget**, asks you to predict what you are going to read about.



# Reading 2: Eating Well on a Budget

## Before You Read

Answer the following questions.

- Which of the following statements apply to you? You can choose more than one.
  - \_\_\_\_\_ I think I spend too much money on food.
  - \_\_\_\_\_ I want to eat more cheaply.
  - \_\_\_\_\_ I need more information on how to eat healthy food.
  - \_\_\_\_\_ I am a good cook.
- The following pieces of advice are given to people who want to eat well on a limited budget. What do you predict the reading will say about each one?

	Advice	Why? What do you predict the reading will tell us about this?
A	Eat less meat.	
B	Don't be swayed by famous-name brands.	
C	Never go to the grocery store without a list.	
D	Shop in places other than the supermarket.	
E	The best foods you can buy are found around the edges of the supermarket.	
F	Think about growing your own food.	
G	Don't go grocery shopping on an empty stomach.	
H	Eat at home more often.	

## The Reading

Read the following text. For each piece of advice, choose the correct opening sentence from the list below.

- A. The less meat you eat, the cheaper your food bill will be.
- B. Don't be swayed by famous-name brands.
- C. Never go to the grocery store without a list.
- D. Shop in places other than the supermarket.
- E. The best foods you can buy are found around the edges of the supermarket.
- F. Think about growing your own food.
- G. Don't go grocery shopping on an empty stomach.
- H. The more you eat at home, the more money you will save.

Can you eat well without spending a lot of money? Even if you are on a limited budget (and most students are), you can still manage to eat healthily. Here are some tips for eating well when you don't have a lot of money to spare.

1. \_\_\_\_\_ If you can, have a plan for what you intend to eat every day of the week. For example, you may decide to have pasta on Monday, chicken on Tuesday, hamburgers on Wednesday, and so on. This way, you will know exactly what you need to buy, and you will not be tempted to buy things that catch your eye but that you don't need. Plan for times when you won't feel like cooking. If you have a part-time job on Saturdays, you will probably be too tired to cook when you get home. Don't stop at the nearest fast food restaurant! If you are well prepared, you will be able to heat up a bowl of home-made soup, slice some crusty bread, and throw together a quick salad with the vegetables you have in your fridge.
2. \_\_\_\_\_ If you do, you risk buying food that you don't need. Research conducted at Cornell University in New York showed that people who had not eaten before going shopping bought more food than those who were not hungry. Food you buy when you are ravenous will usually be high in calories, unhealthy, and expensive—you are more likely to buy a bag of cookies than a bunch of spinach, for example. So, do yourself a favour and have a snack before you hit the supermarket aisles.
3. \_\_\_\_\_ Around the perimeter of the store you will find nutritious and inexpensive vegetables, fruits, whole-wheat bread, cheese, eggs, and other "real" foods. The aisles in the middle of the store are where you will find packaged cookies, breakfast cereals, boxed macaroni and cheese, canned soups, and potato chips. These processed foods are full of ingredients you have never heard of: cholecalciferol, pyridoxine hydrochloride, sodium phosphate, tartrazine, and more. These are things that sound as if they belong in a science lab,



*Farmers' markets are great places to shop for food.*

not on your dinner table. Frozen dinners are also best avoided. A frozen lasagna for two people might cost \$8.99; you can make your own for a fraction of that, and it will be free of additives. Some of the worst food you can buy is processed food.

4. \_\_\_\_\_ If you drink orange juice, you probably know that a two-litre carton of brand-name juice costs \$4.99 at your local supermarket; the same juice in a generic package might be a dollar or two cheaper, and there may not be much difference in taste between the two brands. If you insist on having your favourite brand of ice cream as a treat, that's fine; however, for most staples, such as butter, frozen vegetables, condiments, and baking supplies, the store's own brand is just as good, and it will save you money.



*Do most of your shopping around the perimeter of the supermarket.*

5. \_\_\_\_\_ One of the best ways to ensure you are buying good-quality local produce is to shop at farmers' markets. The produce sold at farmers' markets is fresh, it is grown locally, and it is often organic. Experiment with going to the market at different times. If you go early in the morning, you can often get the best choice. If you go later, just before the market is about to close, you might get a good deal on your shopping. In the summer, you can also go fruit-picking; this is a fun and healthy way to spend an afternoon with friends.
  
6. \_\_\_\_\_ Alisa Smith, co-author of *The 100-Mile Diet*, laments the fact that so many young people today have never learned what she calls "the household arts." In other words, they have never been taught to cook. TV chef Jamie Oliver wants to remedy this; he recommends that every child leaving school has ten meals they can cook at home. Similarly, if you usually buy your lunch at college, try packing your own instead. A cafeteria lunch can easily cost \$10; you can make your own brown-bag lunch for much less than that. If you are tempted to buy bottled water just because you think it is healthier, rest assured that B.C. tap water is perfectly safe to drink. Carry your water bottle and fill it from a fountain in your college.
  
7. \_\_\_\_\_ A package of four chicken breasts costs at least \$10, a box of eight frozen hamburger patties costs \$12, and you are unlikely to find a package of bacon for less than \$5. Buying a lot of meat can really make your food bill add up. The consumption of red meat in Canada is declining; nevertheless, the Canadian Meat Council reports that the meat and poultry industry still recorded sales of \$23.3 billion in 2012—Canada is still a nation of meat eaters. Some of the cheapest and most nutritious meals come from countries other than Canada. Many dishes from India, for example, are based on rice and vegetables; meat is just a small part of the dish, or it may be absent. A delicious curry and rice can be made for only a few dollars. Do you know any international students at your college? Why not organize a potluck and encourage them to bring a dish from their home cultures? You will make some new friends and learn some new recipes at the same time.
  
8. \_\_\_\_\_ People who are serious about eating well and saving money often become avid gardeners. Don't let the fact that you live in an apartment put you off: even if you only have a balcony, you can still grow tomatoes, beans, lettuce, peas, carrots, cucumber, and many more. Invite your friends over, have a planting party, and reap the rewards later!



# Questions

## A. Check Your Understanding

Answer the following questions.

1. Why is it a good idea to eat before you go shopping?

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2. What will you find around the perimeter of the supermarket?

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3. Give two disadvantages of processed food.

a) \_\_\_\_\_

b) \_\_\_\_\_

4. Expensive juice always tastes better than cheaper juice. True or false?

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5. What are the advantages of shopping at farmers' markets?

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6. What is a big difference between Canadian food and Indian food?

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7. List three foods that you can grow on an apartment balcony.

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## B. Develop Your Vocabulary

One of the best ways to improve your vocabulary is to look at words in context. This means looking at how the word is used in a sentence—what comes before, and what follows it. Often, if you do not know the meaning of a word, you can look at the context and figure out what it means.

Look at the words below. Find them in the reading, and write a definition of each one. Do not use a dictionary.

1. additives (point 3) \_\_\_\_\_
2. brand (point 4) \_\_\_\_\_
3. generic (point 4) \_\_\_\_\_
4. staples (point 4) \_\_\_\_\_
5. organic (point 5) \_\_\_\_\_

Now use a dictionary to check that your definitions are correct.

## C. Think about It

Think about the following questions. Write your thoughts, or discuss your ideas with your class.

1. How many of the tips in the reading have you tried? What were the results?

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2. Is there a farmers' market in your community? Have you ever been there? If so, what were your impressions?

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3. Do you eat much meat? Has your meat consumption changed over the last few years, or has it remained the same?

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4. Can you think of any other advice to add to the list above?

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## D. Go Further

Do you have a favourite low-budget meal or dish? Share it with your classmates, or write it in the space below. If you are studying with a group, you could even hold a potluck lunch and share your dishes!

Name of dish:

Ingredients:

Instructions:





# Writing Skills: The Paragraph

## What Does a Good Paragraph Look Like?

Look at this paragraph:

For residents of British Columbia, the 100-mile diet is a healthy and responsible way to eat. First, people in B.C. have access to a vast array of fresh fruits and vegetables, along with grass-fed meats, wild salmon, and seafood from the Salish Sea. B.C. farmers produce 15 different varieties of apples and over 30 kinds of edible mushrooms. B.C. residents can take advantages of the many local farmers' markets, which sell organic produce along with local cheese, eggs, and honey. Next, sugar and flour are not permitted; this means no pizza, no ice cream, no donuts, and no hamburger buns. Sugar and flour have both been linked to obesity, heart disease, and diabetes. People who limit their consumption of these items have a lower chance of serious illness. Most importantly, the 100-mile diet helps to reduce a person's ecological footprint. Many food items travel up to 3,000 miles to reach B.C. Shopping for local produce reduces the amount of oil that is used to transport these items. In conclusion, everyone should consider the 100-mile diet as a way to stay healthy and help the environment.

What makes this a good paragraph?

- It is all about the same subject—the benefits of following the 100-mile diet.
- All ideas flow in a logical order, from the opening sentence (the topic sentence) to the conclusion.
- There is plenty of detail to back up the writer's initial statement that this is a healthy and responsible way to eat.

## How Should I Organize My Paragraph?

A common way to look at paragraph organization is to use the idea of a hamburger.

- The top part of the bun is the **topic sentence**. This sentence tells you what the paragraph is about, and it looks appealing. Just as the top of the hamburger makes you want to eat the whole thing, the first sentence should make you want to read the whole paragraph.
- The main part of the hamburger is the **supporting sentences**. This is where you will find the tasty, juicy



material. When you eat a hamburger, the best part is the meat, cheese, pickles, lettuce, tomatoes, onions, mustard, mayonnaise, and so on. When you read a paragraph, the best information should be in the supporting sentences. This is where you will find details such as examples and numbers.

- The bottom of the hamburger is the **concluding sentence**. No one really enjoys the bottom part of the bun—it's tasteless, and it doesn't have anything exciting in it. It's there just to hold the hamburger together. The concluding sentence in your paragraph is the same—don't include new and tasty information here. Its purpose is to signal the end of the paragraph.

## Sections of the Paragraph: Helpful Tips

### Topic sentence

#### DO

- Make it clear to the reader what your paragraph is about.

#### DON'T

- Write the topic sentence as a question; make it a statement.
- Say, "I am going to talk about ..." What do you want to say about it?
- Don't make it too general. "Food is important" is too general!
- Don't include too many ideas—you only have one paragraph.
- Just give a fact, e.g., "B.C. produces salmon." What do you want to say about this salmon?

### Supporting sentences

#### DO

- Make sure everything in the paragraph is connected to the topic sentence.
- Use details (e.g., examples and numbers) to support your topic sentence.
- Introduce different points with words like *First*, *Next*, *In addition*, *Moreover*, *Finally*.

#### DON'T

- Don't use sweeping statements; try to include specific details.

### Concluding sentence

#### DO

- Give the main idea again, but in different words.

#### DON'T

- Introduce new information here.
- Forget it! It needs to be there to signal the end of your paragraph.

Let's break down the paragraph above to see how this works:

1	Topic sentence	For residents of British Columbia, the 100-mile diet is a healthy and responsible way to eat.	
2	Supporting sentences	Point 1 + support	First, people in B.C. have access to a vast array of fresh fruits and vegetables, along with grass-fed meats, wild salmon, and seafood from the Salish Sea. B.C. farmers produce 15 different varieties of apples and over 30 kinds of edible mushrooms. B.C. residents can take advantages of the many local farmers' markets, which sell organic produce along with local cheese, eggs, and honey.
		Point 2 + support	Next, sugar and flour are not permitted; this means no pizza, no ice cream, no donuts, and no hamburger buns. Sugar and flour have both been linked to obesity, heart disease, and diabetes. People who limit their consumption of these items have a lower chance of serious illness.
		Point 3 + support	Most importantly, the 100-mile diet helps to reduce a person's ecological footprint. Many food items travel up to 3,000 miles to reach B.C. Shopping for local produce reduces the amount of oil that is used to transport these items.
3	Concluding sentence	In conclusion, everyone should consider the 100-mile diet as a way to stay healthy and help the environment.	

## You Try It!

### PART 1: TOPIC SENTENCES

Imagine you are writing a paragraph about dietary choices. Which of the following are good topic sentences? If you decide that a sentence is not good, try to improve it.

1. \_\_\_\_\_ I am going to tell you about my favourite dish.
2. \_\_\_\_\_ My grandmother's cooking brings back special memories for me.
3. \_\_\_\_\_ There is a Japanese restaurant in my town.
4. \_\_\_\_\_ Vegetarian cooking is very healthy, and the Mediterranean diet is also good.
5. \_\_\_\_\_ It is possible to eat well and cheaply as a student.
6. \_\_\_\_\_ What is the best way to grow your own vegetables?
7. \_\_\_\_\_ My friend lost a lot of weight on the South Beach diet.
8. \_\_\_\_\_ Although fad diets help you to lose weight, they are not always healthy.

9. \_\_\_\_\_ British Columbia is a good place to live if you prefer organic food.
10. \_\_\_\_\_ Have you ever considered becoming a vegan?

**PART 2: POINTS AND SUPPORT**

Look at the following topic sentences (TS). What supporting details can you use? Choose three supporting details, then write a concluding sentence (CS) for each paragraph.

*Example*

TS: The best way to stay healthy is to eat sensibly.

- Choose fresh fruits and vegetables.
- Don't eat foods that are full of sugar.
- Try to avoid fast food.

CS: If you choose a diet that includes plenty of fresh produce and little sugar or fast food, you will enjoy good health for many years.

1. TS: The best foods are those grown close to home.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

CS: \_\_\_\_\_  
\_\_\_\_\_

2. Shopping in a supermarket can be overwhelming, but there are strategies you can use.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

CS: \_\_\_\_\_  
\_\_\_\_\_

3. Fad diets are a waste of time and money.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

CS: \_\_\_\_\_  
\_\_\_\_\_

**In Bring It Together: Writing Task** you will write a paragraph on the topic of food. Use what you have learned in this section to help you.



# Working with Language: Simple Sentences

In this unit we are going to start looking at sentence structure. There are different types of sentences: **simple**, **compound**, and **complex**. We'll save compound and complex to Units 3 and 4; for now, let's think about simple sentences.

## What Is a Sentence?

A collection of words? There is more to it than that. Every sentence must contain two things: at least one **subject** and at least one **predicate**. If it does not have those things, it is not a sentence.

## What is a subject?

A subject is a person, place, or thing that *does the action of the sentence*, or that *the sentence is about*. A subject is usually a noun or a pronoun. Note that a sentence can have two subjects. Look at the following sentences; the **subjects** are bold.

- **Alisa and James** had no food in their house.
- **A guest** caught a fish in the river.
- **Another guest** found some wild mushrooms.
- **They** cooked a magnificent meal.

## What is a predicate?

A predicate is the part of the sentence that gives information about the subject or tells us what the subject did. The predicate always contains a verb. It usually contains other things, too, such as another noun (the object of the verb), an adjective that describes the object, or an adverb that describes the verb. Look at the sentences again; this time, the predicates are underlined and the *verbs* are in italics.

- Alisa and James had no food in their house.
- A guest caught a fish in the river.
- Another guest found some wild mushrooms.
- They cooked a magnificent meal.

## What is a Simple Sentence?

A group of words that contain a subject and a predicate is called a **clause**. Sentences are made up of clauses. The sentences above are simple sentences because they only have one clause.

A simple sentence may have one subject and one verb, or it may have two or more subjects or two or more verbs. The important consideration is *how many clauses* it has. Look at the examples below; the **subjects** are bold, and the predicates are underlined.

- **Alisa** caught a fish.  
(One subject–predicate group = one clause)
- **Alisa and James** caught a fish.  
(Two subjects sharing one predicate = one clause)
- **Alisa** caught a fish and found some mushrooms.  
(One subject sharing two predicates = one clause)
- **Alisa and James** caught a fish and found some mushrooms.  
(Two subjects sharing two predicates = still only one clause)

## You Try It!

Look at these sentences. Draw a circle around the subject, and underline the predicate.

1. Cola contains a lot of sugar.
2. Canadians are eating less meat now.
3. B.C. farmers produce many varieties of apples.
4. You can grow tomatoes, cucumber, and lettuce on your balcony.
5. The healthiest foods are around the perimeter of the supermarket.
6. Many Indian dishes contain rice and vegetables.
7. A cafeteria lunch costs at least \$10.
8. Boxed macaroni and cheese is full of additives.
9. The 100-mile diet reduces your ecological footprint.
10. Jennifer eats pasta on Mondays and chicken on Tuesdays.





# Trouble Spots in Language: Levels of Formality

## What Is Good College Writing?

Look at the following statements. Decide if each one is true or false.

1. When you go to college, you need to use long, complicated words in your writing. Using this kind of vocabulary will make you sound more intelligent.  
TRUE / FALSE
2. You can use the same kind of language in college writing as you do in your everyday life.  
TRUE / FALSE

Both statements are false. College writing does not require long, complicated words. You do not need to sound like a walking dictionary to write effective college assignments. Often, simple language is clearer and more effective. However, this does not mean that your college assignments can be written in the same style as your texts to your friends, or your Facebook status updates. There are some words and expressions that are best avoided in college writing.

## You Try It!

The following sentences contain words or expressions that should be avoided in college writing. For each of the underlined words and expressions, find a better alternative. In some cases, the underlined word can simply be removed; no replacement is needed.

1. It is possible to grow lettuce, tomatoes, and other stuff on a balcony.

---

2. Many people find a low-carb diet awesome for losing weight.

---

3. The people of the town were pissed off when the farmers' market closed.

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4. Don't add too much salt, or you'll totally ruin the flavour of the dish.

---

5. It isn't easy to eat well on a budget. Many people screw up when they first try it.

---

6. It's pretty shocking to see the number of additives in a microwaveable meal.

---

7. A major reason for obesity is eating too much fast food.

---

8. Basically, a healthy diet should contain more fresh foods and fewer processed foods.

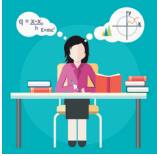
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9. It's important for kids to eat enough fruits and vegetables.

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10. Actually, many Canadians consume too much meat.

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# Study Skills: Know Yourself

As you saw in Unit 1, the secret to success does not lie in how intelligent you are; it lies in how intelligently you approach your studies. One aspect of this is knowing yourself.

## Different Styles

Everyone is different. Look at these two students:

**Jack** gets up every morning at 5:30 a.m. He eats a healthy breakfast, then he starts his work. If he has a class that day, he is always there in plenty of time. He sometimes does his homework in the college library or in the cafeteria; he can work wherever he happens to be. Jack always listens to music on his phone; he says it helps him to focus. He often does two or three things at the same time: he eats lunch, does an exercise in his textbook, and texts his friends all at the same time. Jack often gets together with other students to talk about their classes and to support each other. Sometimes he is distracted by his friends if they want to play a video game, but he always gets his work done on time.

**Julia**, in contrast, is a night owl. She hates mornings, and she struggles through them with lots of coffee. She often gets to class just as the teacher is beginning the lesson. Julia does her best work at night, after her children are in bed. She often does homework at midnight. She always works at her kitchen table; she rarely works in the college library. She likes to work in silence; she finds the TV distracting, and she doesn't like music. Julia prefers to work on one task, finish it, and then move on to the next. She learns best on her own; she doesn't like to work with other people. Sometimes she procrastinates\* when she is not interested in the class, but she never hands in her work late.

- *Procrastinate* = to put off doing something that you are not interested in, or that you will find difficult.

### Who is the better student, Jack or Julia?

There is no correct answer. Both Jack and Julia are keeping up with their studies, even though their styles are different. The key is that both have found an approach to studying that works for them.

## What Is Your Study Style?

Think about how you like to study. Answer the following questions.

1. Do you prefer to study in the morning, in the afternoon, or at night? Or can you study at any time of the day?

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2. Where do you like to study? At home? In the library? In a fast food restaurant? On the bus? Is there a place where you find it easiest to get down to work?

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---

3. Do you like to watch TV or play music while you work? Or do you prefer to work in silence?

---

---

4. Do you multitask? Do you work on several things at the same time? Can you do homework, cook dinner, and text your friends at the same time? Or do you prefer to do one thing at a time?

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---

5. Do you like to take frequent breaks while you are doing homework? Or do you like to work solidly and get it done?

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6. Do you often procrastinate? If you do, why do you think this is? Do you find the work boring or difficult, or is there another reason?
- 
- 

There are no correct answers to these questions. The important thing is that you learn what study style works for you. It won't be the same as your friend's or roommate's style—you are a unique person with unique circumstances and preferences.

Learn to understand your own style, then think about how you can use that style to help you in your studies. For example, if you know that you are a morning person and that you are always tired at night, you should not leave your homework until the night before it's due. You will be too tired to do a good job.

Use the space below to make notes on how you can use your own study preferences to develop habits that work well for you.

**Things I can do to help me study more effectively:**





# Bring It Together: Writing Task

## Your task

Write a paragraph on one of the following topics:

- My favourite way to eat
- A diet I once tried
- How to eat to stay healthy

## Checklist

When you have written your paragraph, check to see if the following are true.

- \_\_\_\_\_ My paragraph is on one of these topics.
- \_\_\_\_\_ I have a good topic sentence.
- \_\_\_\_\_ The first sentence of my paragraph is indented.
- \_\_\_\_\_ I have supported my topic sentence with examples and other details.
- \_\_\_\_\_ I have a concluding sentence.
- \_\_\_\_\_ My sentences all have a subject and a verb.
- \_\_\_\_\_ I have used capital letters in the right places.
- \_\_\_\_\_ I have used periods at the end of my sentences.
- \_\_\_\_\_ My vocabulary is suitable for college writing.



# Reflect on Your Learning

Answer the following questions.

**3** ■ Write **three** new things you have learned in this unit.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**2** ■ Write **two** things that you have strong opinions about (you agree or disagree), or that you reacted emotionally to (you felt happiness, sadness, anger, surprise, etc.).

- \_\_\_\_\_
- \_\_\_\_\_

**1** ■ Write **one** question you still have. Where can you find the answer?

- \_\_\_\_\_



# Just for Fun: Sentence Game

In this unit, we have learned how to write correct simple sentences. In this game, based on *Silly Sentences* by DK Games, you are going to make sentences of five words. Your sentences can be as crazy as you like, but they must be grammatically correct.

How it works: You will be given a word with five letters. Each letter in the word becomes the first letter of a word in the sentence you will make. For example, your word is **B R E A D**. You can make the following sentences:

**B**elinda      **r**arely      **e**ats      **a**pple      **d**umplings.

**B**oiled      **r**abbit      **e**ars      **a**re      **d**elicious.

**B**aking      **r**equires      **e**nergy      **a**nd      **d**edication.

If you are playing by yourself, set a timer and see how many sentences you can make in 10 minutes. Give yourself a point for each grammatically correct sentence. Give yourself a bonus point for each sentence that is related to the topic of food. Don't forget to punctuate your sentences properly!

If you are playing in class, your teacher will divide you into teams and set a time limit.

1. Olive \_\_\_\_\_
2. Pasta \_\_\_\_\_
3. Lemon \_\_\_\_\_
4. Beans \_\_\_\_\_
5. Onion \_\_\_\_\_
6. Salad \_\_\_\_\_
7. Curry \_\_\_\_\_
8. Steak \_\_\_\_\_
9. Toast \_\_\_\_\_
10. Pizza \_\_\_\_\_



# UNIT 3

# Work



In this unit you will learn to do the following:

- Think critically about issues related to work.
- Use different reading strategies: skimming, scanning, and careful reading.
- Write an illustration paragraph.
- Identify and use compound sentences to make your writing more fluent.
- Understand what run-on sentences are, and how to correct them.
- Manage your time when you are very busy.



# Reading 1: A Woman's Place

## Before You Read

In your experience, which jobs are traditionally considered “male,” and which are considered “female”? Make a list of each in the chart below.

“Male” jobs	“Female” jobs

Think about the following questions.

- *If you are a woman:* Are you interested in pursuing a traditionally male job? Why, or why not?
- *If you are a man:* Do you think women can do the same work that you can do? Why, or why not?

## The Reading

Read the article below and answer the questions that follow.

- 1 Canada is facing a shortage of skilled workers, particularly in fields such as carpentry, bricklaying, plumbing, and mechanics. For Canada to meet its labour needs, participation by women in these traditionally male occupations will become increasingly important. An initiative by the government of British Columbia is making it more possible, and more attractive, for women to pursue jobs in the trades. The Industry Training Authority’s Women in Trades Training (WITT) program was set up to facilitate the transition of women into the trades by providing career guidance, mentoring, and financial assistance to those who meet the eligibility requirements. Women who take a chance on non-traditional careers report higher salaries, job satisfaction, and a feeling of empowerment. Here are five examples.

**Carly, 23: "It doesn't mean I'm not feminine."**

2 "Just because I'm training to be a plumber," says Carly from Salmon Arm, "that doesn't mean I'm not feminine." Carly's father is a plumber, but following in his footsteps was not an obvious choice for her. "Going into plumbing was the furthest thing from my mind," she admits. "I was interested in clothes and make-up, not unclogging people's toilets. I didn't think that was a job for a woman." Carly's change of heart came after high school. "I didn't go to college right away," she remembers. "I couldn't figure out what I wanted to do. I had a few dead-end jobs, but I wanted something better." Eager to explore her options, Carly went to an open house at the local college, where she took a tour of the trades facilities. "There were these women who were working towards a real career," she remembers. "The fact that they were women was not holding them back." Carly started accompanying her father on his jobs, and her mind was made up: she enrolled in a college course in plumbing a few months later. "I have a great career ahead of me," she says. "I didn't think that would be possible."



*Welding, plumbing, and carpentry are great careers for women.*

**Jessica, 34: "I earn twice as much as I did working in the mall."**

- 3 As a single mom to three children, Jessica was having a hard time making ends meet. "I was working long hours in the mall in Prince Rupert," she says. "I was only making minimum wage, and I could barely pay my rent. Sometimes I also took on shifts at Tim Hortons. I needed the money, but I barely saw my kids." Then, Jessica heard about a cousin who had been offered a grant to study welding. She was intrigued and wondered if she could do the same. "I was nervous," she admits. "I didn't know one end of a welding rod from the other." WITT provided her with financial assistance, and she was on her way. While Jessica was initially motivated by financial rewards, she was surprised to find that she enjoyed her new career. "There was a lot to learn in the beginning," she reports, "but I learned quickly." Now that she has finished her initial training, Jessica is making a lot more money than in her previous work. "Every time I buy my kids new shoes, I thank my lucky stars I took a chance on this," she says.

**Hayley, 21: "I'm turning my life around."**

- 4 Hayley's life could easily have gone in a different direction. The daughter of an alcoholic mother and an absent father, Atlin resident Hayley was heading for trouble in her teenage years. "I dropped out of school," she says. "I was drinking, doing drugs, hanging out. I was arrested for shoplifting. Things were not looking good for me. I could easily have ended up on the streets, or I could have gone to jail." That all changed when an addictions counsellor handed Hayley a leaflet about the WITT program. "This all made sense," Hayley says. "I wanted to turn my life around, but I didn't want to be stuck in a classroom, sitting at a desk. I've always liked working with my hands. Suddenly I could see a future for myself." Hayley got clean, went back to college and is now working towards a career as an electrician. "I have a goal in life now," she says proudly. "I'm never going back to the way I was."

**Roxanne, 46: "I love being active and working outdoors."**

- 5 When the power goes out in a New Westminster neighbourhood, the person who is called upon to fix the problem may be Roxanne, who has worked as a power line technician for the last five years. "This is not my first career," she laughs. "I've worked in retail, in restaurants, in offices, you name it. I've been a bicycle courier. I've pumped gas. None of it did anything for me." Roxanne was laid off when the restaurant she was working at went out of business, and she collected unemployment benefits for a while. Wanting something different, Roxanne went online and started to explore non-traditional occupations. That search led her to the WITT program, and after considering several options, she chose to train as a power line technician. "I like working outdoors," she explains. "And I'm not afraid of heights." Today, Roxanne is a Red Seal power line technician, which means her credentials are recognized across Canada. "I could work anywhere there is a need for my skills," she says. "I've always wanted to see more of the country. I wonder if they need power line technicians in Newfoundland ... "

**Denise, 28: "I'm a trailblazer for other women."**

- 6 Growing up in Terrace, Denise had no idea in high school what she wanted to do for a career. "My mom is a bank teller," she says, "but I couldn't see myself in a bank, or an office, or a daycare centre. Retail didn't appeal, either." It didn't occur to Denise to consider a non-traditional career until she saw a poster in her school guidance counsellor's office. "There was a woman wearing a hard hat and workboots, and it was like a lightbulb went on. That was who I wanted to be." Denise decided to train in carpentry. She now works on construction sites in northern B.C. Initially concerned about how her male co-workers would treat her, Denise was pleasantly surprised to find that they see her as no different from themselves. "I'm one of them," she says. "They see beyond my gender, and they recognize my skills." There is another reason why Denise considers her job important: "I'm setting a great example to my three-year-old daughter, and I'm blazing a trail for other women," she says.
- 7 The future in B.C. is bright, and women are increasingly part of that future. For more information on training opportunities for women in the trades, contact your local college. For more information about the ITA Women in Trades Training program, go to <http://www.itabc.ca/women-trades/overview>.



# Questions

## A. Check Your Understanding

Answer the following questions.

1. Why is the B.C. government trying to encourage more women to become involved in the trades?  


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---
  
2. What concerns did these women have before making the choice to pursue a career in the trades?
  - a) Carly 

---
  - b) Jessica 

---
  - c) Denise 

---

3. What benefits have these women gained from their new careers?

a) Jessica \_\_\_\_\_

b) Hayley \_\_\_\_\_

c) Roxanne \_\_\_\_\_

4. Why does Denise think she is making a difference to her daughter and to other women?

---

---

## B. Think about It

Think about the following questions. Write your thoughts, or discuss your ideas with your class.

1. *If you are a woman:* Have you ever worked in a traditionally male environment? What did you experience? *If you are a man:* Have you ever worked with a woman in a traditionally male environment? What did you experience?

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---

2. Could the B.C. government do more to encourage women to choose traditionally male occupations? If so, what?

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3. Choose one of the women profiled in the reading. What would you like to say to her? Write her a message in the space below.

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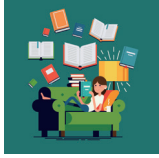
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## D. Go Further

Find a woman who has worked, or is currently working, in a male-dominated career. Interview her about her career choice:

- What is her career?
- Why did she choose this career?
- How did she feel before she started her training?
- What reactions did she get from her friends and family members?
- Does she enjoy her job? What does she particularly like or dislike about it?
- What advice would she give to other women considering the same choice?

Write notes about your interview in the space below. Share your information with your class.



# Reading Skills: Skimming, Scanning, and Careful Reading

As you saw in Unit 1, there are different ways to approach a text. Here are three that you will need to use.

## Skimming

Skimming means reading a text quickly to get the main ideas. At this stage, you don't need to know every detail of the text—you just want to know what it is about. If you are taking a college course and you need to read a chapter of your textbook, it is a good idea to skim it first to see what it's about. You can (and should!) go back later to read it more carefully.

If you are writing an assignment for a course, you might find a book or website that you think will be useful. Before you read the material in detail, you should skim it first. You may find that it is not useful after all, and you have saved yourself a lot of time!

## How to skim

- Survey the text before you start reading. Look at any subheadings. If you are reading a whole book, look at the table of contents.
- Read quickly without stopping.
- Look at the first line or two of each paragraph; often the main idea is found there.
- If there is a section of the text, or a word or expression, that is hard to understand, don't stop and struggle with it. Make a note in the margin, and you can come back to it later.

## Scanning

Scanning is a useful reading strategy to use when you want to find a specific piece of information. Let's imagine you need to find out what the weather is going to be like in Vancouver this weekend. You find a list of B.C. towns on a weather website, and you run your eye through them quickly until you come to Vancouver. You don't care about the weather in Kelowna or Nanaimo or Prince George—Vancouver is where



you're going. Scanning is also what you do when you look up a phone number in the Yellow Pages, or when you check a supermarket flyer for one particular product.

## How to scan

- Know what you are looking for. Usually this will be a specific fact, such as a name, date, number, or other piece of information. You are not looking for the general meaning here.
- Let your eyes drift down the page until you see what you are searching for.
- Then, read that sentence or section carefully to be sure you have the correct information.

## Careful Reading

Many times, it is not enough to skim a text quickly. You will need to read it carefully to make sure you understand it properly. If you have a test on a particular book, you will want to do more than just skim the book!.

## How to read carefully

- Don't try to read carefully without skimming first. Have a general idea of what the text is about before you dive right in.
- Ask yourself what you want to learn from the reading. In other words, why are you reading it?
- Read with a pen or highlighter in your hand. You can underline or highlight important points, write notes in the margin, or otherwise mark up the text. Go back to Unit 1 and read the section called *Be an active reader* in **Reading Skills**—this is how to read carefully.
- Don't forget to review what you have read. It is easy to spend hours reading something, and then, when you are done, to not have a clue what you have just read. Repeat the information in the reading back to yourself or to someone else.

## You Try It

1. Decide which reading strategy you would use in each of these situations. You may choose more than one.
  - a) You look at the bus timetable to see what time the next bus arrives.
  - b) You have received an official letter asking you to appear for jury duty.
  - c) You are studying for the knowledge test to get your "L" license.
  - d) You are reading a newspaper story about someone in your community.
  - e) You have bought a textbook for a course, and it looks quite daunting.
2. What is the most recent thing you read, either for school or for pleasure? Which reading strategy (or strategies) did you use?

The next reading, **The Mining Industry: Ensuring Worker Safety**, will give you more practice in skimming, scanning, and careful reading.



# Reading 2: The Mining Industry: Ensuring Worker Safety

## Before You Read

Have you ever worked in a mine? Do you know anyone who has? Do you think mining is a safe industry? Why, or why not? Write your thoughts in the space below.

## The Reading

Skim the text below. Take no more than five minutes. Then answer the questions that follow.

### A terrible accident

- <sup>1</sup> April 3, 2017, was a sad day in the community of Sparwood on the Elk River in southeastern British Columbia. People of the town came together to remember a day 50 years earlier—a day in which 15 members of the community lost their lives and a further ten were seriously injured in an explosion at the nearby Balmer North coal mine. The explosion, one of B.C.’s worst mining disasters, happened as shifts were changing, and to this day remains unexplained. Ron Venzi’s father and uncle were both miners, and his uncle, Guy Venzi, was among the victims. Ron writes:
- <sup>2</sup> The injured were being transported to the hospital in any way possible as there was only one ambulance in the town. The resources of the small Michel hospital were taxed to the limits with all the injured miners arriving. All kinds of help began to arrive in the form of doctors, nurses, and ordinary people who wanted to help in whatever way they could. As well, Mine Rescue teams came from the southeastern B.C. towns of Fernie and Kimberley. Local businesses

donated food and other supplies to help everyone get through the night. My mother, Helen Venzi, was working at the hospital and remembers the horror of seeing all these injured men she knew covered with mud and unrecognizable except by their voices. From now on these men carried the coal dust stained blue scars on their faces which branded them as survivors of this terrible experience (<http://coalminersmemorial.tripod.com/balmernorth.html>).



*Mining: a key industry in British Columbia.*

### **Chile, 2010: The world watches**

- 3 Mining has always been considered a dangerous profession, and news stories have reinforced that belief. In 2010 the world watched as 33 miners were rescued after spending 69 days trapped underground at the San Jose copper and gold mine in northern Chile. The men were trapped when the aging mine collapsed; they survived with the help of food and water passed down to them through boreholes from the surface. Their self-discipline, religious convictions, and letters from family members helped them to remain optimistic and to get through the ordeal until they were all eventually rescued with a specially designed capsule that hauled them, one by one, to the surface. The miners' story was made into a 2015 movie, *The 33*, starring Antonio Banderas.

### **Could it happen today?**

- 4 Could what happened in Sparwood or in Chile happen in B.C. today? Mining in B.C. is an industry worth more than \$8.7 billion in gross revenue; it employs around 10,000 people in all parts of the province. The province is Canada's largest exporter of coal, much of it to Asia; also mined in B.C. are copper, gold, silver, lead, zinc, and other minerals. While accidents can happen at any time, legislation in B.C. has gone a long way towards making mines safer for those who work there. In fact, the B.C. government calls mining "one of British Columbia's safest heavy industries." Regulations in the following areas are constantly under scrutiny:

- The Mines Act of 1996 and the accompanying *Health, Safety, and Reclamation Code for Mines in British Columbia* (updated regularly, most recently in June 2017) have put strict policies in place to protect the personal safety of those who work both underground and on the surface. Regulations cover such topics as fire prevention, the use of explosives, and waste management. Other rules apply to specific pieces of equipment, such as drill platforms and underground transportation.
- Since young workers are often the most vulnerable, no mine may employ workers younger than 18 years of age. No alcohol or illegal drugs are permitted at the mine, and workers judged to be impaired are prohibited from entering the mine. Protective clothing is also mandated, with hard hats and reflective devices a requirement.
- Emergency procedures in the event of a crisis are legislated, and the Mining Association of British Columbia (MABC) holds annual mine rescue competitions to ensure its workers keep up to date with the latest techniques. Mine safety awards are also handed out to mines that meet and exceed the standards.
- Occupational health is considered just as important as accident prevention in the mines. Rules covering the use of ventilation and lighting are enforced, and measures are in place to monitor the presence of vapours, gases, and chemicals.



*Mining is one of B.C.'s safest heavy industries.*

### **The future of mining in B.C.**

- 5 After an economic downturn, the mining industry in B.C. is recovering. New mines are being opened, such as the Brucejack gold and silver mine in northwestern B.C. Other mines have been reopened after a period of closure. Commodity prices have stabilized. The future of mining in the province looks promising, but further growth is taking place under careful scrutiny and with effective safety regulations firmly in place. There is, however, still work to be done in the field of mining legislation, particularly in the drawing up of laws protecting the environment and those covering partnerships with populations whose land may be affected by mining—primarily First Nations communities.
- 6 Meanwhile, on April 17, 2017, a bronze statue of a miner, sculpted by former miner Nathan Scott, was unveiled in Sparwood to commemorate the Balmer North tragedy, and flowers were laid.



# Questions

## A. Check Your Understanding

### PART 1: SKIMMING

Decide whether the following statements are TRUE or FALSE.

- |   |      |       |
|---|------|-------|
| 1. There has never been a serious mining accident in B.C.     | TRUE | FALSE |
| 2. The Chilean miners all survived their ordeal.              | TRUE | FALSE |
| 3. The B.C. government thinks mining is a dangerous industry. | TRUE | FALSE |
| 4. The mining industry is subject to strict rules.            | TRUE | FALSE |
| 5. Miners must learn to deal with emergencies.                | TRUE | FALSE |
| 6. The mining industry in B.C. is a dying industry.           | TRUE | FALSE |

### PART 2: SCANNING

Scan the text to answer the following questions.

1. How many men were killed at Balmer North? \_\_\_\_\_
2. What was mined at the San Jose mine in Chile? \_\_\_\_\_
3. How many people work in mining in B.C.? \_\_\_\_\_
4. Name three products that are mined in B.C. \_\_\_\_\_
5. How old must a person be to work in a mine? \_\_\_\_\_
6. What clothing must be worn in a mine? \_\_\_\_\_
7. What is the purpose of the MABC's competitions? \_\_\_\_\_
8. Name one new mine in B.C. \_\_\_\_\_

9. What work is still needed in mining legislation? \_\_\_\_\_

10. What happened on April 17, 2017? \_\_\_\_\_

**PART 3: CAREFUL READING**

Read the text again carefully and answer the following questions.

1. In *Before You Read*, you answered the question “Do you think mining is a safe industry? Why, or why not?” Has your answer changed now that you have read this article? Has your opinion been reinforced? Has it stayed the same? Explain your answer.

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2. What should be the responsibilities of each of the following with regard to mine safety? Use the information in the reading, and add your own ideas.

This person or organization	Should ...
The government	
The mining company	
The shift supervisor	
The individual miner	
Other _____	

## B. Develop Your Vocabulary

Find each of the following in the reading. Read the sentence carefully. Choose the correct definition for the underlined word.

1. Mining has always been considered a dangerous profession, and news stories have reinforced that belief.
  - a) strengthened
  - b) changed
  
2. Their self-discipline, religious convictions, and letters from family members helped them to remain optimistic ...
  - a) punishments
  - b) beliefs
  
3. Regulations in the following areas are constantly under scrutiny:
  - a) criticism
  - b) careful watch
  
4. Since young workers are often the most vulnerable, ...
  - a) at risk
  - b) unreliable
  
5. Protective clothing is also mandated, ...
  - a) recommended
  - b) required
  
6. Mine safety awards are also handed out to mines that meet and exceed the standards.
  - a) fall below
  - b) do better than
  
7. Commodity prices have stabilized.
  - a) become steady
  - b) gone up
  
8. ... a bronze statue of a miner, sculpted by former miner Nathan Scott, was unveiled in Sparwood to commemorate the Balmer North tragedy ...
  - a) remember
  - b) celebrate



## C. Go Further

Do some research into the Mount Polley mine accident of August, 2014.

1. What caused it?

---

---

2. What were the results?

---

---

3. What lessons can be learned from the event?

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# Writing Skills: The Illustration Paragraph

## What Is an Illustration Paragraph?

An illustration paragraph is one in which the topic sentence is supported with examples. Look at this paragraph:

Working as a personal support worker, or PSW, with the elderly can be a varied, stable, and very satisfying career choice. First, the job provides plenty of variety; you are not sitting in an office doing the same thing every day. PSWs work in private homes, in nursing homes, and in community care centres. They meet different people, all of whom have different needs. One client may need help with bathing, dressing, and taking medications; another may need help with transportation and grocery shopping; and yet another may simply need company and some light housekeeping. Second, there are likely to be plenty of jobs in the future. Canada's population is aging; there are now more



*Personal support worker: A rewarding career.*

seniors in Canada than children, and the percentage of people over 65 is projected to rise to 23% in the next 15 years. Care for the elderly is one of the fastest growing industries in the country. Finally, and perhaps most importantly, working as a PSW is a very rewarding job. There is nothing that compares to the smile on an elderly person's face when he is sitting comfortably in his favourite chair after being cared for by a friendly visitor, or when she knows her home is clean and tidy. The gratitude shown by the clients far outweighs the modest salary made by PSWs. Anyone who is unsure about what career to choose should think carefully about becoming a personal support worker—the rewards are endless.

## What Makes a Good Illustration Paragraph?

- It has unity: everything in the paragraph you have read is about the same topic—the potential for a rewarding career as a personal support worker. There is nothing in the paragraph that does not belong there.
- It has a strong topic sentence, which tells the reader exactly what the paragraph will be about. The information in the paragraph you have read clearly illustrates why care for the elderly is a good career.
- There are enough details, examples, and statistics to make the paragraph meaningful.
- The information is presented in a logical order.
- It has a concluding sentence, in this case, a call to action.

## You Try It!

Look at the following examples of illustration paragraphs. Both paragraphs have some good points and some areas that can be improved. For each one, answer the questions below.

### Paragraph 1

Working in the tourist industry is a great career choice. First, people who work in hotels in popular resort towns like Whistler and Nelson have the chance to meet many interesting people. Second, if you work in a hotel like the Fairmont in Whistler, you will be able to look at amazing scenery while you work. The work might be boring, like cleaning rooms or carrying people's luggage, but you will be doing it in a beautiful place with stunning mountain views. My cousin worked in the Fairmont in Whistler, and he met some members of the Japanese royal family. Of course, there are other good career choices, such as nursing or secretarial work. Many people prefer these jobs because they are not seasonal and they pay better salaries, but these jobs are not as interesting as working in tourism. That's why I think tourism is a good career choice.

1. Does it have unity? Is everything in the paragraph about the same topic?

---

2. Is there a strong topic sentence that tells the reader exactly what the paragraph will be about?

---

3. Are there enough details, examples, and statistics to make the paragraph meaningful?
- 

4. Is the information presented in a logical order?
- 

5. Is there a strong concluding sentence?
- 

6. How could this paragraph be improved?
- 

### **Paragraph 2**

Working in a kitchen can be dangerous, but there are steps you can take to make sure you stay safe. First of all, you need to be very careful around hot surfaces. My friend once had a job in the food court at the mall, and one day she wasn't paying attention, and she put her hand on some hot fat. She burned herself quite badly and had to go to the hospital. She couldn't work for over a month, and she lost a lot of money. Then, you need to make sure the floor is always clean. Lots of accidents happen because kitchen workers are always rushing around and they trip over things on the floor. Last but not least, you need to be careful around knives—the knives they use in a restaurant kitchen are really sharp!

1. Does it have unity? Is everything in the paragraph about the same topic?
- 

2. Is there a strong topic sentence that tells the reader exactly what the paragraph will be about?
- 

3. Are there enough details, examples, and statistics to make the paragraph meaningful?
- 

4. Is the information presented in a logical order?
-

5. Is there a strong concluding sentence?

---

6. How could this paragraph be improved?

---

## Steps for Writing the Illustration Paragraph

1. As you saw in Unit 1, your writing should begin with some brainstorming. Think about your topic—what do you want to say about it? Use a mind map to start to collect some ideas.
2. Make a plan for your paragraph. Which of your ideas do you want to keep? Which ones don't belong in your paragraph? How are you going to arrange your ideas? Make a quick outline.
3. Write your first draft. Don't worry about getting everything perfect at this stage; just get your ideas on paper.
4. Revise your draft. Follow the ARMS checklist you learned in Unit 1 (Add, Remove, Move, and Substitute). Ask yourself the questions you answered with the two paragraphs above.
5. Edit your paragraph and write your final draft. Now that your ideas are in place, you can focus on grammar, spelling, word choice, and punctuation.

In **Bring It Together: Writing Task** you will write a paragraph on the topic of work. Use what you have learned in this section to help you.



# Working with Language: Compound Sentences

If you only write in simple sentences, your writing may well be correct, but it will not flow well. Using compound sentences helps your writing to flow and to sound more polished.

## What Is a Compound Sentence?

A compound sentence contains two clauses. These are joined in the middle by a coordinating conjunction. There are seven coordinating conjunctions: *and*, *but*, *so*, *or*, *yet*, *for*, and *nor*. The first four are by far the most common; the other three are less often used. Look at these sentences. Here, the **subjects** are bold, the predicates are underlined, and the conjunctions are in boxes.

- **Jessica** enjoys her work, **and** **she** makes more money than before.
- **Carly's father** is a plumber, **but** **Carly** did not want to follow in his footsteps.
- **Roxanne** was laid off, **so** **she** looked for a different job.
- **You** could collect unemployment benefits, **or** **you** could go back to college.

Note that even when the two subjects are the same person (e.g., *Jessica*, *she*), it makes no difference; as soon as we see a subject and verb, we know we have a second clause.

## A Frequently Asked Question

Can I begin a sentence with *And*? Can I write this?

- Jessica enjoys her work. And she makes more money than before.

It is very common in informal writing to begin a sentence with *And*. You will often use this in emails, texts, Facebook updates, and so on. In writing for college, though, it is best to avoid it. Use *and* as a conjunction between two clauses. A better use of *and* is as follows:

- Jessica enjoys her work, and she makes more money than before.

## You Try It!

Combine the simple sentences below to make one compound sentence.

1. Jessica didn't like her minimum-wage job. She could barely pay her rent.

---

2. Hayley could have ended up on the streets. She could have gone to jail.

---

3. She wanted to turn her life around. She didn't want to study in a classroom.

---

4. The Balmer North tragedy killed 15 miners. Another ten were seriously injured.

---

5. The town only had one ambulance. Miners were taken to the hospital in private cars.

---

6. Coal is mined in B.C. Gold and silver are also mined.

---

7. Young workers are vulnerable. Workers under 18 are not allowed to work in a mine.

---

8. You cannot come to work at a mine if you have drunk alcohol. You will be sent home.

---

9. Mine safety is taken seriously. Regulations are updated regularly.

---

10. The price of gold has stabilized. The future is promising for Canadian mining.

---



# Trouble Spots in Language: Run-on Sentences

## What Is a Run-on Sentence?

Look at the following sentence and answer the questions below.

- Canada has a shortage of skilled workers, more women should go into trades.
1. How many clauses can you see? Circle all subjects and underline all predicates.
  2. Can each clause exist on its own? Does it make sense without the other clause?
  3. Is there any punctuation between the clauses? Are there any conjunctions?
  4. Do you think this sentence is correct?

\* \* \*

1. There are two clauses. The subjects are bold, and the predicates are underlined.
  - **Canada** has a shortage of skilled workers, **more women** should go into trades.
2. Yes, each clause can exist on its own. Each clause is an **independent** clause.
3. There is a comma between the clauses. There are no conjunctions.
4. The sentence is not correct. The comma before the second clause is not enough. This is an example of a run-on sentence. We need something different in the box.

## How Can We Fix a Run-on Sentence?

### ✓ Make it into two sentences

- Canada has a shortage of skilled workers.   More women should go into trades.

### ✓ Add a conjunction

- Canada has a shortage of skilled workers, so more women should go into trades.



## You Try It!

Find two different ways to correct each of these sentences.

1. The San Jose mine collapsed on August 5, 2010, 33 miners were trapped.

---

2. They tried to escape, the safety ladders were missing.

---

3. Rescuers tried to reach them, they were afraid of another collapse.

---

4. The miners sent a note to the surface, the rescuers knew they were alive.

---

5. The Chilean miners got food through a borehole, they also got letters from their families.

---

6. One miner was responsible for medical treatment, another led daily prayers.

---

7. They exercised every day, most stayed quite healthy.

---

8. Many of the Chilean miners were religious, they did not lose hope.

---

9. Engineers built a special capsule, they could bring the men to the surface.

---

10. The Chilean miners were underground for 69 days, they all survived.

---



# Study Skills: Managing Your Workload

You are going to college. Do you also have a job? Children? Responsibilities in your community? It can be hard to juggle the work you are doing for your college class with your everyday responsibilities.

## Tips for Managing Your Workload

1. Get organized! You may prefer a paper calendar, or you may like to use online tools. It doesn't matter which tool you use, but you need to write down what you have to do, and when you have to do it. In your planner, write the following:
  - All personal obligations: your job; your children's activities and appointments, including school breaks; any medical appointments; birthdays and other celebrations; community responsibilities.
  - Your class times.
  - Your homework: as soon as you get a piece of homework, write down the task and the day it is due. Do the same with any tests you need to take.
2. Make lists. Every day, make a list of what needs to be done. Prioritize the items on your list: decide what is most important and what can wait until another day. As you check off items you have done, you will feel a sense of achievement.
3. Think back to Unit 2 and the questions you answered about your own study preferences. Use this information to help you plan your time. For example, if you decided you were a night owl, don't plan to study at 7 a.m. You won't be at your best.
4. Try to block off times for study. Can you trade childcare one evening per week with a neighbour? Can you arrange your shifts at work so that you have a day free each week?
5. Estimate how long each task should take. Don't spend more time than necessary on a task. For example, if you have promised to help paint your friend's apartment, tell yourself (and your friend) in advance that you can only spare half a day.
6. Understand what distracts you. If you tend to waste time watching television when you are trying to study, try doing your homework in another room. If you are constantly checking your phone for messages, leave your phone in your bag.

7. Ask for help. Can your partner do the laundry? Can your kids cook dinner? Don't try to be Superman or Superwoman; it won't matter if your house is untidy while you get caught up.
8. Reward yourself. When you finish a task, give yourself a treat. You don't need to buy something expensive; it could be something very simple, like a phone call to a good friend or a bowl of your favourite ice cream. Knowing there is something good at the end will help you to stay focused.

One of the best ways to manage your time is to find out where your time is going. For one week, write down what you do every day. Use the chart to help you. Then see where you can make changes.

	<b>Morning</b>	<b>Afternoon</b>	<b>Evening</b>
<b>MONDAY</b>			
<b>TUESDAY</b>			
<b>WEDNESDAY</b>			
<b>THURSDAY</b>			
<b>FRIDAY</b>			
<b>SATURDAY</b>			
<b>SUNDAY</b>			

How can you use this information to make better choices about how you use your time?



# Bring It Together: Writing Task

## Your task

Write an illustration paragraph on one of the following topics:

- My ideal job
- A tool I use in my job
- How to stay safe in my workplace, or future workplace

## Checklist

When you have written your paragraph, check to see if the following are true.

- \_\_\_\_\_ My paragraph is on one of these topics.
- \_\_\_\_\_ My paragraph shows unity; everything is about the same topic.
- \_\_\_\_\_ I have a good topic sentence, supporting details, and a concluding sentence.
- \_\_\_\_\_ The first sentence of my paragraph is indented.
- \_\_\_\_\_ My sentences all have a subject and a verb.
- \_\_\_\_\_ I have used both simple and compound sentences.
- \_\_\_\_\_ There are no run-on sentences in my writing.
- \_\_\_\_\_ I have used capital letters and periods in the right places.
- \_\_\_\_\_ My vocabulary is suitable for college writing.



# Reflect on Your Learning

Answer the following questions.

**3** ■ Write **three** new things you have learned in this unit.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**2** ■ Write **two** things that you have strong opinions about (you agree or disagree), or that you reacted emotionally to (you felt happiness, sadness, anger, surprise, etc.).

- \_\_\_\_\_
- \_\_\_\_\_

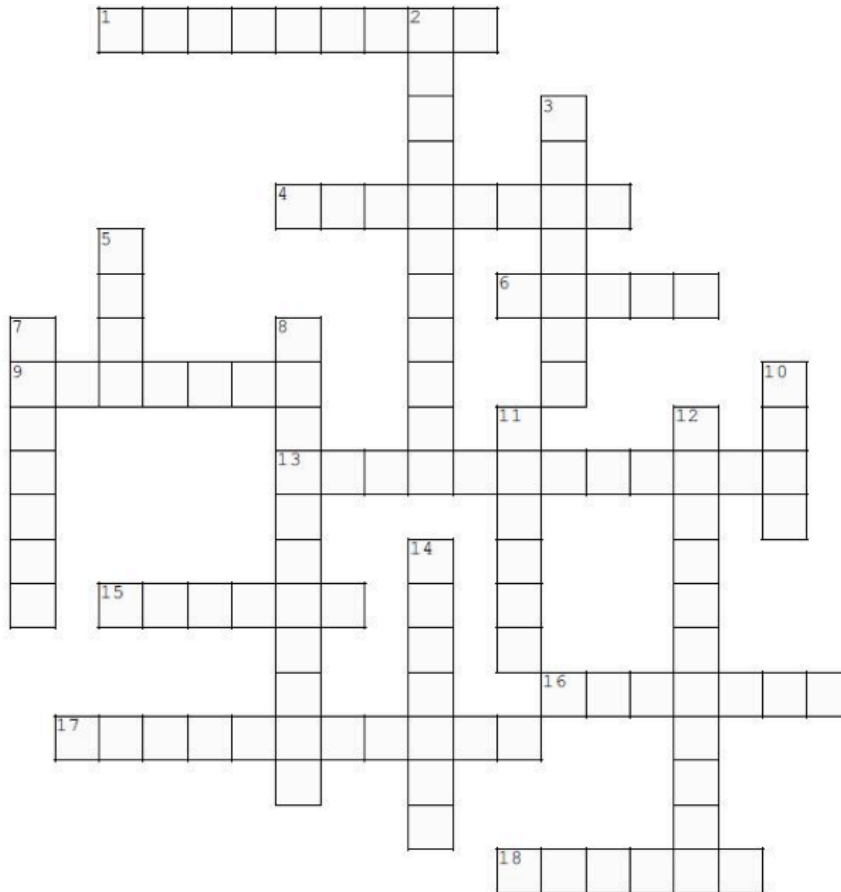
**1** ■ Write **one** question you still have. Where can you find the answer?

- \_\_\_\_\_



# Just for Fun: Crossword

Complete the crossword below. The answers are all found in this unit.



Created with [TheTeachersCorner.net](http://TheTeachersCorner.net) [Crossword Puzzle Generator](#)

### Across

1. New mine in northwestern B.C. (9)
4. Natural substances found underground (8)
6. Someone who works underground (5)
9. Something not permitted underground (7)
13. The building trade (12)
15. Sector concerned with selling goods (6)
16. Someone who fixes your broken toilet (7)
17. Rules (11)
18. Mined at the San Jose mine in Chile (6)

### Down

2. Certifications to do a job (11)
3. Joining two pieces of metal together (7)
5. Organization for mine workers (4)
7. Must be worn by underground workers (4, 3)
8. Person who installs light fixtures (11)
10. Mineral mined in Canada (4)
11. Skilled jobs done with the hands (6)
12. Lowest amount you can legally be paid (7, 4)
14. Released from a job because of lack of work (4, 3)

# UNIT 4

# Stories



In this unit you will learn to do the following:

- Read and analyse a story.
- Write a narrative paragraph.
- Identify and use complex sentences to make your writing more fluent.
- Use *If ...* sentences in the past.
- Work successfully in groups.



# Reading 1: The Day My Life Changed

## Before You Read

Have you ever had an experience that changed your life? Write down what happened in the box below.

## The Reading

Read the article below and answer the questions that follow.

- 1 Sometimes, your entire life can change when you least expect it to. The three people described here have all experienced a life-changing moment in the form of either an unexpected gift, an offer of help, or an international disaster.

### An unexpected gift

- 2 Kishone Tony Roy's life was changed by a Christmas present he did not expect to receive. At 17, he had finished high school in B.C., he was unemployed, and he was unsure about where his life was going. He was raised by a single mother, and times were not easy. At Christmas, Kishone's mother signed the family up with a non-profit organization, Share Family and Community Services in the Vancouver area; this group ran a program that paired up families in need with those who could help them, usually in the form of donations and gifts.



3 Organizations that provide help at Christmas usually ask children from needy families to prepare a list of presents they would like to receive. Almost as a joke, Kishone wrote on his list “a job.” And that was what he got. Amazingly, a Port Coquitlam family found him his first full-time job in a factory, cutting gaskets; they even arranged for his transportation to and from work. It was hard physical work, but he was proud to receive a paycheque. For the first time in his life, Kishone was able to support himself without having to ask others for help.

4 That first job led to a career in public service. Kishone went to university, eventually graduating with a master’s degree in Leadership Studies from Royal Roads University in Victoria. He worked as a senior political aide to federal and provincial party leaders in Ottawa and British Columbia, and he volunteered extensively with non-profit organizations.

5 Today, Kishone is CEO of the B.C. Non-Profit Housing Association, an organization that represents over 600 providers of affordable housing in BC—including Share, the organization that first helped him. Kishone believes strongly in the impact a community can have on the wellbeing of a family, and he sees his work as paying forward the assistance that was given to him when he most needed it.



*Have you ever received a gift that changed your life?*

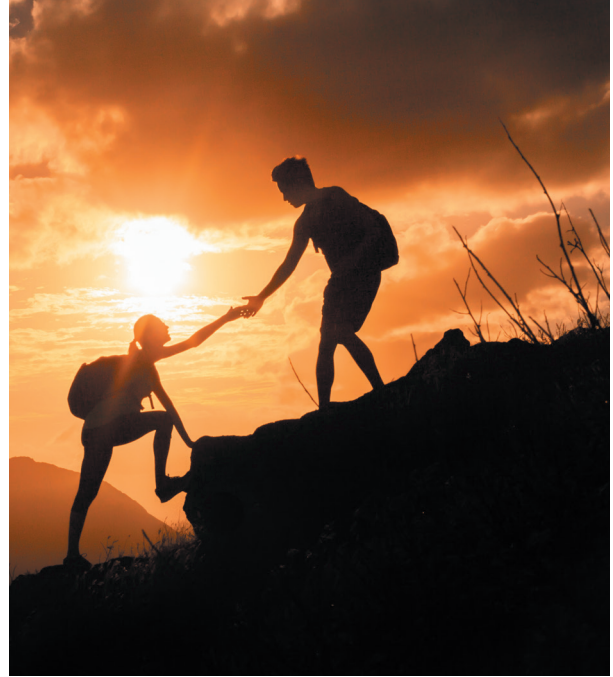
### **An offer of help**

6 For Camilla Gibb, a chance encounter with someone she barely knew changed her life. Camilla had just come back from England, where she had been studying at the University of Oxford. She had a job at the University of Toronto, but she wasn’t happy—she didn’t want to be an academic. What Camilla really wanted to do was write a novel.

7 One day, she was sitting outside thinking about her life and feeling miserable, when a man came up to her. Camilla didn’t know him well; his office was in the same building, but they were not good friends. The man asked Camilla what was wrong. Camilla found herself telling him that she wanted to be a writer of fiction, and he asked her what she needed to get started. Camilla did a quick mental calculation of her living expenses and came up with a figure of \$6,000.

8 The next week, Camilla met the same man. He presented her with a box with \$6,000 inside. There was also a note inside that read “No strings attached.” Soon after that, Camilla quit her job. She moved to her brother’s trailer in the country and started to write a book. Eight weeks later, she had a first draft. That manuscript became Camilla’s first novel, *Mouthing the Words*.

9 Today, twenty years later, Camilla Gibb is one of Canada’s most respected authors, with four novels and an autobiography to her name. She says that what made a difference was not just the \$6,000; the man’s gift was the motivation she needed to get started.



*Has another person helped you to succeed?*

### **An international disaster**

10 In 2001, Jon Gabriel was a bond trader in New York City. For fifteen years he had worked long hours, sometimes going to work before the sun came up and going home after it had set. He had three mortgages, two car leases, and thirteen maxed-out credit cards. He also weighed 410 lb (186 kg) and had spent thousands of dollars on various weight-loss programs, to no avail. Jon was stressed, unhealthy, and unhappy, and he couldn’t see a solution to his problems.



*Has your life been affected by a disaster?*

11 One day, Jon was scheduled to fly to San Francisco for one of the most important business meetings of his life. He was planning to take a flight from Newark airport, just outside New York. To his dismay, his business partner booked him on a cheaper but less-convenient flight leaving from New York’s La Guardia airport. Jon did not take his flight from La Guardia because the airport was closed.

However, the flight he had originally wanted to take did depart. It was United Airlines flight 93, which was hijacked by terrorists and crashed into a field, killing everyone on board. The date was September 11, 2001.

- 12 After 9/11, Jon’s business collapsed. Rather than despairing over the loss of his company, Jon saw it as an opportunity to make a change. He bought two one-way tickets to Australia, and he went home and told his wife they were moving. His wife also had news for Jon: she was expecting their first child. In Australia, Jon devoted himself to learning about nutrition and health science, and he lost 220 lb.
- 13 Today, Jon is a lean, muscular, fit weight loss counsellor who devotes his life to helping others deal with obesity.

# Questions

## A. Check Your Understanding

Answer the following questions.

1. To which person does each piece of information apply?

- |            |         |     |                                       |
|------------|---------|-----|---------------------------------------|
| a) KISHONE | CAMILLA | JON | narrowly avoided a terrorist attack.  |
| b) KISHONE | CAMILLA | JON | did not want to work in a university. |
| c) KISHONE | CAMILLA | JON | grew up in a poor household.          |
| d) KISHONE | CAMILLA | JON | had a lot of debt.                    |
| e) KISHONE | CAMILLA | JON | became a successful novelist.         |
| f) KISHONE | CAMILLA | JON | struggled with a weight problem.      |
| g) KISHONE | CAMILLA | JON | helped others through volunteering.   |
| h) KISHONE | CAMILLA | JON | found motivation in a gift of money.  |
| i) KISHONE | CAMILLA | JON | worked with political leaders.        |
| j) KISHONE | CAMILLA | JON | wrote a book in eight weeks.          |

2. Put the information in the correct order.

### Kishone

- \_\_\_\_\_ He went on to university.
- \_\_\_\_\_ He became the head of a charitable organization.
- \_\_\_\_\_ He asked for a job for Christmas.
- \_\_\_\_\_ A stranger gave him a job in a factory.
- \_\_\_\_\_ He was poor and unemployed.

### Camilla

- \_\_\_\_\_ Someone gave her a gift of \$6,000.
- \_\_\_\_\_ She became one of Canada’s most respected authors.
- \_\_\_\_\_ She wanted to write a book.
- \_\_\_\_\_ She studied at a university in England.
- \_\_\_\_\_ She quit her job and started to write.

**Jon**

- \_\_\_\_\_ He became a weight loss counsellor.
- \_\_\_\_\_ He moved to Australia.
- \_\_\_\_\_ He was working long hours at his job.
- \_\_\_\_\_ His company went out of business.
- \_\_\_\_\_ He narrowly avoided being in a plane crash.

**B. Think about It**

Think about the following questions. Write your thoughts, or discuss your ideas with your class.

1. Has anyone ever given you a surprise present? What was it?

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2. Has anyone helped you to achieve a dream? What happened?

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3. Think of an important event in your community or in the world. How did it affect your life?

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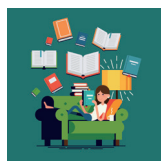
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4. People often say, "It was meant to be." Do you think things happen for a reason? Why, or why not?

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# Reading Skills: Analysing Narrative

## What Does Narrative Mean?

Narrative means storytelling. The story can be fact (real), or it can be fiction (made up).

## Questions to Ask

When you read a narrative account, think about the following elements of the story.

### The setting

#### (a) Time

- When does the story take place? Is it past, present, or future?
- Are the events told in chronological order (they order in which they occur), or are there flashbacks?

#### (b) Place

- Where does the story take place? Is the place significant to the story?

### The characters

- How would you describe the main characters? Think about age, job, appearance, personality, and any other information you have.
- What is their relationship like with other people in the story?
- Do any of the characters change as the story progresses? Does anyone learn anything?

### The plot

- Is there a conflict in the story? A problem to be solved? A decision to be made?
- Where is the climax (the most important piece of action, or the turning point)?
- How does the story end? Is the ending satisfactory to everyone?

### The meaning and purpose

- What can be learned from the story?
- Why did the storyteller tell this story?

## Your personal reaction

- How did the story make you feel? What emotions did it inspire in you?
- Does the story remind you of anything else you have read or heard about?

## You Try It!

The analysis of narrative does not apply only to stories and books. You can use the same approach to look at TV shows, movies, plays, and even songs that tell a story.

You are going to watch a short film called *For Angela*, produced by the National Film Board of Canada. The film is from 1993, but its message is still relevant today. This 20-minute film tells the true story of Angela, a young girl in Winnipeg, and how her mother, Rhonda, stands up to the racism they encounter on a local bus.

The film is available here at no cost: [https://www.nfb.ca/film/for\\_angela/](https://www.nfb.ca/film/for_angela/)



*Films like For Angela serve to educate Canadians about issues such as racism and prejudice.*

After you watch the film, think about the questions on the previous page. Take notes on the elements of the story.

## The setting

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## The characters

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## The plot

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## The meaning and purpose

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## Your personal reaction

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Now retell the story in your own words. Use the space below.

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# Reading 2: The Children with One Eye: A Canadian Folk Tale

## Before You Read

In *For Angela*, Rhonda asks, “What makes a good story?” Does a good story have an interesting plot? Likeable characters? Some drama or suspense? A moral? A happy ending? Write your thoughts about this question in the space below.

## The Reading

Read the following story carefully. The paragraphs are in the wrong order. Read each paragraph and decide on the correct order. The first is done for you.

### Paragraph 1

Two little children, a boy and a girl, lived long ago with their widowed mother in the Canadian forest. The woman was very poor, for her husband had long been dead and she had to work very hard to provide food for herself and her children. Often she had to go far from home in search of fish and game, and at times she was absent for many days. When she went on these long journeys she left her children behind her, and thus they were allowed to grow up with very little oversight or discipline or care. They soon became very unruly because they were so often left to have their own way, and when their mother returned from her hunting trips she frequently found that they would not obey her, and that they did pretty much as they pleased. As they grew older they became more headstrong and disobedient, and their mother could do very little to control them. And she said, “Some day they will suffer for their waywardness.”



**Paragraph \_\_\_\_\_**

When she had finished making the basket the boy said, "I must finish cutting up the meat. Give me the eye." So she brought him the eye, and he proceeded to chop up the meat and to put it in the basket. Then he said, "Why can we not have a meal here? I am very hungry." His sister agreed that this was a good idea, and he said, "You cook the meal while I pack the meat." The girl made a fire, but she was afraid she would burn the meat, so she said, "I cannot see to cook. I must have the eye." By this time her brother had finished packing the meat into the basket, and he brought her the eye and she went on with her cooking. The fire was low and she said, "I must have some dry wood. Bring me some dry pine." The boy wandered off into the forest in search of wood, but he had not gone far when he stumbled over a log and fell to the ground. He called to his sister in anger, saying, "You always want the eye for yourself. How can I gather dry pine when I cannot see? Give me the eye at once."

**Paragraph \_\_\_\_\_**

One day the woman went to visit a neighbour not far away. She left a large pot of bear fat boiling on the fire. And she said to the children, "Do not meddle with the pot while I am gone, for the fat may harm you if it catches fire." But she was not gone long when the boy said to the girl as they played around the pot, "Let us see if the fat will burn." So they took a burning stick of wood and dropped it into the fat, and stood looking into the large pot to see what would happen. The fat sputtered for an instant; then there was a sudden flash, and a tongue of flame shot upwards from the pot into the faces of the children. Their hair was burned to a crisp and their faces were scorched, and they ran from the house crying with pain. But when they reached the outer air, they found that they could not see, for the fire had blinded their eyes. So they stumbled around in darkness, crying loudly for help. But no help came.

**Paragraph \_\_\_\_\_**

His sister ran to him and helped him up and gave him the eye. She found her way back to the fire, but as she reached it she smelled the meat burning on the spit. She shouted, "The meat is burning and our dinner will be spoiled. Give me the eye at once, so that I may see if the meat is cooked." The boy was some distance away, and in his anger, he threw the eye to her, saying, "Find it. I am not going to walk to you with it if you are too lazy to come and get it." The eye fell to the ground between them, and neither of them knew where it lay. They groped for it among the dead leaves, but as they searched for it, a woodpecker, watching from a branch of a tree nearby, swooped suddenly down and gobbled it up and flew away.

**Paragraph \_\_\_\_\_**

One day, when their mother was far away hunting in the forest, an old woman came along and asked the children for food. And they brought good food to her as she sat before the door. After she had eaten, she said, "You are blind, but I can help you, for I am from the Land of the Little People. I cannot give you four eyes, but I

will give you one eye between you. You can each use it at different times, and it will be better than no sight at all. But handle it with great care and do not leave it lying on the ground.” Then she gave them an eye which she took from her pocket, and disappeared. So they used the one eye between them, and when the boy had the eye and the girl wished to see anything, she would say, “Give me the eye,” and her brother would carefully pass it to her. When their mother came home she was very glad when she found that they had now some means of sight.

### Paragraph \_\_\_\_\_

As they were still searching for it, the old woman who had given it to them came along. She had been hiding among the trees, and she had seen the woodpecker flying away with her gift. She said, “Where is the eye I gave you?” “It dropped from my head,” answered the boy, “and I cannot find it in the grass.” “Yes,” said the girl, “it dropped from his head, and we cannot find it.” “You have lied to me,” said the old woman, “and you have disobeyed, and for that I shall punish you.” And with her magic power she changed the boy into a mole and the girl into a bat, and said, “Now live blind upon the earth, with only your sense of sound to guide you.” At once the boy and the girl were changed. And so the Mole and the Bat appeared upon the earth.

### Paragraph \_\_\_\_\_

When their mother came home she tried every remedy she thought might restore their sight. But all her medicine was unavailing, and she said, “You will always be blind. That is the punishment for your disobedience.” So the children lived in darkness for a long time. But they were no longer headstrong and unruly, and although they could no longer see, they were less trouble to their mother than they were when they had their sight, for they did not now refuse to do her bidding.

### Paragraph \_\_\_\_\_

One day when their mother was away again, the boy went into the forest with his bow and arrows. He carried the eye with him. He had not gone far when he saw a fat young deer, which he killed. The deer was too heavy for him to carry home alone. So he said, “I will go and get my sister, and we shall cut it up and put it in a basket and carry it home together.” He went home and told his sister of his good fortune, and he led her to where the deer lay, and they began to cut up the body. But they had forgotten to bring a basket or a bag. He called to his sister saying, “You must weave a basket into which we can put the meat to carry it home.” And his sister said, “How can I make a basket when I cannot see? If I am to weave a basket, I must have the eye.” The boy brought the eye to her and she made a large basket from green twigs.

# Questions

## A. Check Your Understanding

Choose the correct answer for the following questions. Try not to look back at the story.

1. What is NOT true about the young children?
  - a) Their mother was a widow.
  - b) They had many neighbours.
  - c) They had very little money.
  - d) They were disobedient.
  
2. How did the children lose their sight?
  - a) They were attacked by a bear.
  - b) Their house burned down.
  - c) They were hurt with a stick of wood.
  - d) A pot of fat caught fire.
  
3. How did the children's behaviour change after going blind?
  - a) They became calmer and more obedient.
  - b) They refused to do as their mother wished.
  - c) They did not leave their house again.
  - d) They spent more time in the forest.
  
4. What did the old woman tell the children?
  - a) She could give them four new eyes.
  - b) She could give them two eyes.
  - c) She could give them one eye.
  - d) She could not help them to see again.
  
5. What did the boy do in the forest?
  - a) He killed a bear.
  - b) He killed a deer.
  - c) He made a basket.
  - d) He cooked dinner.
  
6. Why were the boy and girl frustrated with each other?
  - a) They were afraid the dinner would be burned.
  - b) They couldn't carry the deer back home.
  - c) They couldn't find any firewood.
  - d) They both needed the eye to do their jobs.

7. How did the eye get lost?
  - a) The girl dropped it into the fire.
  - b) The boy lost it in the forest.
  - c) The boy threw it to his sister.
  - d) A squirrel ate it.
  
8. How did the old woman feel when she saw the children?
  - a) Disappointed
  - b) Surprised
  - c) Confused
  - d) Overjoyed

## B. Think about It

Think about the following questions. Write your thoughts, or discuss your ideas with your class.

1. Write notes on the following aspects of the story:

- a) The setting

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- b) The characters (the children, their mother, the old woman)

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- c) The climax

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- d) The ending

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2. What is the moral (message) of this story?

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3. What do you think is the purpose of stories like this?

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4. Do you remember stories from your childhood? Which was your favourite? Why do you think you liked that story in particular?

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5. Can you think of any other examples of stories that explain the origin or creation of something? Write your story briefly in the space below.

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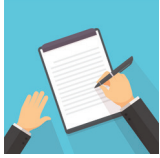
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# Writing Skills: The Narrative Paragraph

## What Is a Narrative Paragraph?

A paragraph in which you tell a story or relate an event. A narrative paragraph answers the question “What happened?” In this paragraph, keen cyclist Ken Lackman describes a visit to Belgium that changed his life.

In 1990, I was cycling from Bruges to some small town near the French border, on my way to the Belgian National Beer Festival. After a couple of hours, I started to worry that I was on the wrong road. I stopped and opened my map. A voice called out to me and I saw an old man standing in front of his house to my right. He came over, helped me and then bored me with some war stories that I was not interested in hearing. I said I had to leave and continued on. A short time later I stopped again because I was completely bewildered by the number and size of the cemeteries I was seeing in farmers’ fields. I had no idea that I was in Flanders Fields. I reached the beer festival, stayed only for a short time and turned around to go to Ypres and the World War I museum. I had seen it on my ride and I figured it would help me understand how and why so many people had died in that small area. I ended up spending a few days in Ypres so I could explore the trench museum, the spot where John McCrae had written the poem,\* and countless cemeteries. I returned to Canada and read everything I could find about the First World War. A year or so later, I went back to school to study history with a goal of becoming a history teacher. That trip changed my life. And I will always regret that I had a chance to talk to someone who had lived through the hell and, through my own ignorance, passed it up.



*60,000 Canadians were killed in World War I, which took place from 1914 to 1918.*

\*The poem Ken refers to is *In Flanders Fields*. Written about World War I, it is one of Canada’s best-known poems.

## What Makes a Good Narrative Paragraph?

- It has unity; it is all about the same incident.
- The meaning is clear; everything is presented in the order in which it occurs. There is a clear beginning and a clear ending.
- The paragraph answers all the questions the reader might have about the event. These are as follows:
  1. **Who** was the story about?
  2. **What** happened?
  3. **When** did the story take place?
  4. **Where** did the story take place?
  5. **Why** was the event important to the writer?
- The writer uses language to show exactly when parts of the story happen. Notice that Ken starts off with *In 1990 ...* He then uses expressions like *After a couple of hours*, *A short time later*, and *A year or so later*.

## Steps for Writing the Narrative Paragraph

1. As you know, your writing should begin with some brainstorming. Think about your topic—what do you want to say about it? Use a mind map to start to collect some ideas.
2. Make a plan for your paragraph. Make sure you are presenting your ideas in the order in which they occurred.
3. Write your first draft. Don't worry about getting everything perfect at this stage; just get your ideas on paper. Make sure you answer the *Wh-* questions: *Who*, *What*, *When*, *Where*, and *Why*.
4. Revise your draft. Follow the ARMS checklist you learned in Unit 1 (Add, Remove, Move, and Substitute). Make sure that you have used time expressions to make it clear when the events took place.
5. Edit your paragraph and write your final draft. Now that your ideas are in place, you can focus on grammar, spelling, word choice, and punctuation.

## You Try It!

Read the following story.

### New Beginnings

by Sophie Milburn

The boat rocks back and forth as the icy waves crash on the upper deck. Part of me feels relieved that we aren't up there being covered by the water, but being down here feels like being in a floating grave, dark and cramped, filled with people waiting for death. There's a huge surge, and the boat lifts off the water and crashes back down again.

I pull my children in tighter. I can feel all five of them shaking with fear and cold. As we sit in our corner against our row of beds, I think back to the month we've had as a family. Leaving our little town in Italy, having all our possessions taken, inspected, and disinfected as if we were some sort of disease, and getting on this boat for the fifteen-day journey to America. It feels like a blur, leaving everything behind for this new life. I just hope it's worth it.

"Momma, when are we going to see Papa?"

"Soon, *tesoro*, soon. I promise." I try and reassure them.

My heart is breaking for my children. They haven't seen their father in two years, as he's already in America making money so we can have a good life when we arrive. The hardest thing I've ever had to do was say goodbye to him, but I had to be strong for my kids.

The boat rocks violently to one side. This could be it. I just hope that if we die out here, they'll find this journal and give it to Pietro, so he knows what happened. He is the best husband I could have ever asked for. I know that when we get there everything will have been worth it—the time, effort, our exhaustion—because our family will be





reunited. Small tears start rolling down my cheek. I hastily wipe them away. I have to be strong; I'm all that my children have. If I fall apart now, they will have no hope.

Another surge in the boat. I clench my fists harder, my nails digging into the palms of my hands, a cold sweat engulfing them.

"*Bambinis*, get into the bed. Let's try and get some rest." I lift my children up and place them in the two lower bunks so they won't slide off and hurt themselves in the night. "Just think, this could be our last night on here. Tomorrow might be the start of our new life." I tuck them in and climb into my own bed alone.

I don't want to give them false hope, but I'm sure we're getting close. We must be; we've been on this boat for fourteen days now if I've counted correctly. We must be getting close. I hate to admit that I'm scared, but I am. I get up and climb into bed with my two youngest daughters. Sleep comes faster than I thought, my eyelids feeling heavier and heavier by the second. I say a quick prayer that tomorrow will be a new day, a better day, and I will finally see my husband again. With that thought, I quickly drift off to sleep.



I wake up with a jerk, the boat's horn blasting every few seconds. As I rub the sleep out of my tired eyes more and more of the people that are crammed into steerage start to wake up.

"What's that noise?" my bunk neighbor asks me. I shrug and go to the window. The window is grimy and nearly impossible to see through. I can just barely make out something coming closer and closer to us ... the dock! We are finally here!

It's a mad panic to get off the boat. People are sick and tired of being crammed into the steerage of the vessel for fifteen days. They push and shove their way through the crowd in anticipation of seeing America for the first time. You can feel the desperation surging through us all. I grab my kids' hands tightly, making sure they are all with me, and start to push through just like everyone else. I don't want to be left behind. Not after all this.

All I can think about is seeing my husband again. Two years is a long time, and I can't wait to have my family reunited again. My youngest was only a few months old when he left us, but all she's talked about on the voyage is seeing her dad again.

"Steerage over here, first class over there!" A guard is shouting and dividing up lines, the first-class passengers going into a smaller, somehow nicer line, while we cram together in a mob. We gather our luggage, a small bag each, and hustle into the lines. We're ushered into a massive room with huge windows and a massive American flag. I see a sign that says we're in the Great Hall. There are rows and rows of benches filled with people, all waiting their turn.

We finally reach the front of the line and are brought into a large room. We drop our bags off in a cart to be taken to another room, simply labelled "Inspection."



“Name?” An inspection officer asks me.

“Rosa Sicurella.”

“Occupation?”

“I once worked in a restaurant, but not since I’ve had my children,” I explain, motioning to my five kids standing behind me.

“Marital status?”

“Married, but my husband is already here. My children and I are meeting him.”

“Ok, and how much money are you carrying on you, Rosa?” He says this sympathetically, as if he knows I have nothing. I was warned about this, how the government wants us to be able to support ourselves, so I came prepared.

“About eighteen dollars,” I reply uncertainly, unsure if I’ve done the conversion right. The guard looks shocked, but pleased. I let a sigh of relief escape my lips.

“Perfect, just a few more questions and you’ll be sent through to the next area.”

Eventually we are finished and sent through for medical examining. We’ve made it through halfway, but this section is what scares me the most. My friends back in Italy have told me from experience or from other friends that Ellis Island is referred to as “Heartbreak Island” because of the hundreds of thousands of immigrants that get turned away due to illness, criminal record, and insanity. I’m not ill, I don’t have a criminal record, and I’m pretty certain I’m not insane, so I like my chances.

A nurse wearing a white suit and gloves comes up to us and starts looking at our clothes, picking through our hair and swabbing inside our mouths. When she’s finished with me she does the same for all my kids. I squeeze their hands in reassurance, and let the nurse carry on with her job. I see someone ahead of me getting the letter X written with chalk on the back of their clothes ... I don’t know what it’s for, but I have a suspicion it isn’t a good thing. The guard wearing the white suit waves us forward. He doesn’t reach for the chalk, which I hope is a good thing. I nod my head at him and keep walking forward, my stomach still in knots. I’m just praying that this is the final station and we are almost through.

We are ushered through the next set of doors, and into a big room, which is full of guards stamping documents. This must be it! I walk up to the first guard I see, he stamps a piece of paper, hands it back to me, and smiles. “Welcome to America, Rosa.”



I smile back at him, usher my kids forward, and we walk out the next set of doors where we retrieve our bags and walk to the next room. I wonder how many rooms there are on this island; this process feels never-ending.

I go outside, and I see lots of people standing there, some crying, hugging, waiting, and watching. I figure these are relatives of people entering the country, but I don't see Pietro anywhere. That doesn't bother me; he's probably at home waiting for us. I keep walking.

The first view I have of New York is lots of water and our boat at the dock. I want to take everything in, the sharp smell of the fuel from the boat, the seagulls flying around, the view of the Manhattan skyline in the distance. It's so close I feel like I can reach out and touch it.

"Look kids, there it is, there's our new home. We're going to see your Papa real soon." I smile for the first time in days, knowing our future is in reach.



Another boat. I feel like I shouldn't complain, but I'm so sick of boats. But this is only a short ride, only about twenty minutes to Manhattan. When we reach the dock, the muddled smell of urine, smoke, and sewage hits me. There are horns blasting, bells ringing, people shouting—this might be the most noise I've ever experienced in my life. I try to find our way to the address I have written on a piece of paper, getting lost, being surrounded by people I don't know. After a lot of walking and asking strangers for directions, we finally find the small apartment on the Lower East Side that my husband promised was going to be our new home. I walk up to the front door, and knock three times.

A woman opens the door ... That's odd. Maybe she is the landlady or the housekeeper. We've never had a housekeeper before. Pietro must be making good money.

"Hello?" This young, blonde American woman smiles down at me from the landing, her blue eyes giving off a welcoming warmth. The smell of bread baking inside hits me, and I'm instantly reminded of my hometown in Italy. It also reminds me of how hungry we all are. My mouth starts to water, and I have to blink a couple times to bring me back to where I am. I'm confused. This is the address he gave me ... am I lost? No, I'm positive this is right. I had directions.

"*Ciao*, I'm Rosa."

"Hello Rosa, I'm Helen." She extends a hand to greet me. I take it and smile. I think I'm going to like America. New Yorkers seem like nice people.

"What can I do for you?" she asks.

"Is this 148 Mott Street?"

"Yes, why? Did someone give you this address?"

"Yes actually, I'm looking for Pietro Sicurella. Is he here?"

"He's at work right now, but he should be home soon."

"I'm sorry Helen, I don't mean to be rude, but who are you exactly?"

"I'm his wife. Who are you?"



Now, working in a group or on your own, brainstorm how the story might end. Write the final paragraph of the story. Use the space below.

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In In **Bring It Together: Writing Task** you will write a paragraph telling a story about your own life. Use what you have learned in this section to help you.



# Working with Language: Complex Sentences

The third in our series on sentence structure is **complex** sentences. Using a variety of sentence types (simple, compound, and complex) will make your writing more sophisticated.

## What Is a Complex Sentence?

Like compound sentences, complex sentences have two clauses. Look at this sentence. The **subjects** are bold, the predicates are underlined, and the conjunction in the middle is in a box.

- **Camilla** quit her job when **she** received a gift of \$6,000.

There are two clauses here, but they are not equal:

- Camilla quit her job—this can stand alone.
- When she received a gift of \$6,000—this has no meaning without the first part.

The first clause is an **independent** clause. The second is a **dependent** clause: it needs the first clause to give it meaning. It cannot stand alone.

Dependent clauses begin with subordinating conjunctions. There are many of these.

### Common subordinating conjunctions

<b>To show time</b> when before after while whenever	<b>To give a reason</b> because since	<b>To describe a possible event or situation</b> if as long as unless in case
<b>To show an unexpected result</b> although even though	<b>To show a purpose</b> so that	<b>To show a contrast</b> whereas while

## Compound or Complex?

If you are not sure whether a sentence is compound or complex, or whether a conjunction is coordinating or subordinating, ask yourself this question: Can I move the conjunction to the beginning of the sentence and change the order of the clauses? You cannot do this with coordinating conjunctions, but you can with subordinating conjunctions. Look at this:

- Camilla quit her job when she received a gift of \$6,000.
  - When she received a gift of \$6,000, Camilla quit her job.
- 
- The diagram shows two sentences. The first sentence is "Camilla quit her job when she received a gift of \$6,000." The word "when" is enclosed in a box. Two arrows originate from the box: one points to the word "when" in the second sentence, and the other points to the word "she" in the second sentence. The second sentence is "When she received a gift of \$6,000, Camilla quit her job." The word "When" is enclosed in a box.

## You Try It!

Combine the simple sentences below to make one complex sentence. There may be more than one correct answer.

1. His mother was a single parent. She always bought presents at Christmas.

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2. He lost a lot of weight. He was able to play sports.

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3. Vancouver is a big, urban city. Smithers is a small, rural town.

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4. I would love to write a novel. I don't have enough patience to sit and write.

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5. Sam was driving home from work. He saw a bear on the road.

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6. I often take small planes around B.C. I always feel nervous.

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7. Take a map on your hike in the mountains. You might get lost.

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8. You can drive east from Prince Rupert. You will eventually come to Alberta.

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9. Ken had a life-changing visit to Belgium. He decided to become a history teacher.

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10. I might change my job. Then, I will be more satisfied in my career.

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# Trouble Spots in Language: *If ... Sentences in the Past*

## The Problem

Look at the following sentence. What is wrong with it?

- If Jon had taken the flight from Newark Airport, he would of been killed.

\* \* \*

When we are speaking, we often say: "he would've ... " or "she might've ... " This makes us think that in writing, we need to use the word *of*. This is incorrect. The correct structure is as follows:

- If Jon had taken the flight from Newark Airport, he would **have** been killed.

## You Try It!

Complete the following sentences in your own words. Use your own ideas!

1. If the boys had not taunted Angela, she \_\_\_\_\_.
2. If Rhonda had not confronted the boys, they \_\_\_\_\_.
3. If Ken had not travelled to Belgium, he \_\_\_\_\_.
4. If Rosa had not gone to America, she \_\_\_\_\_.

Now write five sentences about your own life.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_





# Study Skills: Working with Others

## With Others or Alone?

Some people like working with others. They give these reasons:

- You might understand the work better by sharing ideas with others.
- You will learn about new ideas that you had not thought about.
- You will develop skills in working in teams.
- Most jobs require you to work with others; it's good to practice in school.

Other people hate working with others. They give these reasons:

- Often, one or two people do all the work, and others don't do their fair share.
- It can be hard to schedule meetings when people have many commitments.
- It might be hard to make a decision if everyone has a different opinion.
- Sometimes people are put in groups with students they don't know.

## Make It Work for You

Love it or hate it, pair/group work is often a key part of a college course. You may be assigned a pair/group project by your instructor. Here are some tips to help you.

1. Know exactly what is expected of you. What do you need to do? How should you divide up the work? For a school project, will you get one mark, or will you be marked individually?
2. Get to know your partner or team. Decide how you will communicate, and when/where you will meet. Make sure your schedule suits everyone's individual circumstances.
3. Find out what strengths everyone has. This can help you to divide up your tasks. For example, if you are making a poster for a college project, an artistic person can do some design work.
4. Pace yourself. Make sure you all stay on track with the project. Don't scramble to finish at the last minute.

5. Try to ensure that everyone does the same amount of work. If someone is not doing their share of the work, try to find out why. It is important to be honest about this issue.
6. Respect each other. If you don't agree with someone's ideas, it's fine to disagree, but do so politely and respectfully. Listen to others' ideas—you may even change your mind.
7. Keep the atmosphere positive and optimistic. If there is conflict, it is important to address it immediately. Don't ignore problems and hope they will go away—they won't.
8. When you are finished, be proud of a job well done! End the project with a celebration to mark the end of a successful shared experience.

## **You Try It!**

**Think of a time when you had to work with others. This could be in college, in your job, on a sports team, or in another situation. What worked? What could have been better? Describe your experiences.**

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# Bring It Together: Writing Task

## Your Task

Write a narrative paragraph on one of the following topics:

- The day my life changed
- How I dealt with a negative experience
- A chance encounter with a stranger

## Checklist

When you have written your paragraph, check to see if the following are true.

- \_\_\_\_\_ My paragraph is on one of these topics.
- \_\_\_\_\_ I have a good topic sentence, supporting details, and a concluding sentence.
- \_\_\_\_\_ The first sentence of my paragraph is indented.
- \_\_\_\_\_ My sentences all have a subject and a verb.
- \_\_\_\_\_ I have used time expressions (e.g., *later*, *the next day*, *after a while*, *eventually*).
- \_\_\_\_\_ I have used a variety of simple, compound, and complex sentences.
- \_\_\_\_\_ There are no run-on sentences in my writing.
- \_\_\_\_\_ I have used capital letters and periods in the right places.
- \_\_\_\_\_ My vocabulary is suitable for college writing.



# Reflect on Your Learning

Answer the following questions.

**3** ■ Write **three** new things you have learned in this unit.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**2** ■ Write **two** things that you have strong opinions about (you agree or disagree), or that you reacted emotionally to (you felt happiness, sadness, anger, surprise, etc.).

- \_\_\_\_\_
- \_\_\_\_\_

**1** ■ Write **one** question you still have. Where can you find the answer?

- \_\_\_\_\_



# Just for Fun: Five-Minute Fiction

Use each word to write a short narrative. You have five minutes to write your story. You can use the words in any order you choose. Your stories can be serious or funny—use your imagination!

Example: poor | mole | gift | Australia | poem

The writer from Australia looked around him as he got off the plane in Vancouver. He was glad to be off the plane. Flying all that way was no fun, and he was too poor to afford a first-class seat. He checked his bag to make sure he had the gift for his sister, who lived in Surrey. He was planning to see her tomorrow, and then work on writing his new poem after that. Suddenly, something ran across the airport floor. A woman in front of him shrieked, “It’s a mouse!” The writer looked at the creature. “Actually, madam, I believe you’ll find that’s a mole,” he said.

**Narrative 1: unemployed | ship | World War I | woman | author**

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**Narrative 2: novel | eye | braid | school | charity**

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**Narrative 3: bat | airport | business | teacher | Christmas**

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**Narrative 4: woodpecker | hijack | volunteer | bus stop | joke**

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# UNIT 5

# Art



*The Boat*, TED HARRISON, 1986 (Art credit: Ted Harrison Foundation).

In this unit you will learn to do the following:

- Think critically about issues related to art.
- Bring an understanding of the author's background and beliefs to your reading.
- Write a descriptive paragraph.
- Use synonyms to make your writing more creative and descriptive.
- Identify and correct sentence fragments.
- Avoid procrastination.



# Reading 1: Making Art on the West Coast

## Before You Read

Working with a partner or by yourself, answer the following questions.

1. Do you enjoy art? What kind of art do you like?

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2. Can you remember a piece of art you made (either at school or in your free time)? Describe it. What inspired you to create this piece?

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## The Reading

This reading profiles two artists who are strongly influenced by the west coast, its culture, and its environment. Read the article and answer the questions that follow.

### Nathaniel P. Wilkerson

- 1 Nathaniel P. Wilkerson's education and work have taken him to the USA and Japan, but his artwork is never far from his roots. Nathan is a painter and woodcarver who traces his Indigenous ancestry through the Gitksan Nation, his mother's family coming from the Hazelton/Kispiox area. He grew up on his family's vegetable farm in Terrace, and while he now works as an engineer in Seattle, the traditions of northern British Columbia are still a strong influence on his art.
- 2 Nathan's exposure to art came first from two teachers at elementary school, whose skills inspired him. He later received lessons in painting and woodcarving from Haida artist Freda Diesing; this was at the insistence of his mother, who wanted him to be properly schooled in the arts of his own people. He learned the basic rules and concepts of Indigenous art, and he learned the characteristics of the animals commonly found in the art of the northwest: wolf, eagle, bear, beaver, hawk, and raven.



- 3 Freda Diesing remains a key influence on Nathan's work, as do Haida artist Robert Davidson and Tsimshian artist David A. Boxley. While he has dabbled in landscape painting and he admires the art of Japan, where he spent two years, Nathan's work remains firmly rooted in his traditional background. He says, "I prefer a more classical approach in my artwork with heavier form lines and a look that is a combination of Gitksan, Haida, and Tsimshian influences. I am always studying and trying to emulate the great masters of the past and present but at the same time offering my own creative interpretations."



*Wasco*, NATHANIEL P. WILKERSON, 2008 (Art credit: Nathaniel P. Wilkerson).

- 4 His own creative interpretations include experimentation with colour. He will often create a piece in the traditional style and colours, then make a version with a different colour scheme. He also relies on technology to bring perfection to his work. As he explains, art is constantly evolving, and part of that evolution includes the use of computer technology. The artist still needs to come up with the concept for the piece, but the use of computers can both speed up the production process and help the artist to achieve clear, crisp lines, such as those seen in *Wasco* and *Hummingbird*.



*Hummingbird*, NATHANIEL P. WILKERSON, 2008 (Art credit: Nathaniel P. Wilkerson).

5 For Indigenous people, art is more than a form of recreation; as Nathan points out, it plays a vital role in the preservation of First Nations culture. His mother's first language was Gitksan, and she did not speak English until she was five. He can speak some Gitksan, but he is by no means fluent; his five children speak even less. Language is dying, but art can be more easily kept alive. He has given lessons in traditional art at his children's school, and he has two daughters who enjoy art, and who incorporate some of his shapes and lines into their own work. In this age of video games, he encourages children to become involved in art. "It's good for them," he says.

6 Art, however, is not only a means of preserving culture. For First Nations people, it is also a way to affirm their identity. The 20th century was a difficult time for First Nations people, and feelings of shame were not uncommon. Nathan has a powerful statement on his website about the status of First Nations people in Canada, ending with "We must return to honour and become a self-sufficient, strong people, with our identity, lands and sovereignty restored." In the 21st century, Nathan says, "We need to have our self-esteem returned."

7 Art can play a role in creating a strong sense of cultural identity, and Nathaniel P. Wilkerson is playing a part in restoring a feeling of pride to his people.

*Nathaniel P. Wilkerson's website is <http://www.wilkersonart.com/>.*

### Joanna Rogers

8 After ten years in Vancouver, artist Joanna Rogers was looking for a rural environment, and she happened upon Pender Island almost by chance. Eighteen years later, she is still there; she says, "I was inspired to create art here."

9 The Pender Island environment is key to Joanna's creativity. As she explains, "I take my dog for two long walks each day, either through the forests or along the beaches. I use this time to observe and also to mull over ideas for creating new work. I am inspired by the physical landscape around me; the narrow tree-lined trails, the

craggy cliffs and other rock formations, the trees themselves and the lichens that grow on them, the kelp and driftwood on the beaches. I am also inspired by the play of light on the ocean and lakes at different times of year and times of day and in different weather.”

10 Joanna’s art epitomizes the mixed media genre. She is eager to point out that making art does not need to cost a lot of money. In her work, she uses feathers, leaves, kelp and shells collected from the beaches and forests on Pender Island. She has also used bottle caps, pennies, empty glass vials, photographs, bubble wrap, teabag packets and other kinds of household detritus; she has even incorporated her own hair in her art. She is often inspired by abandoned objects she finds lying around that “cry out to be incorporated in a piece of art.” The traditional textile techniques that Joanna uses in her work preserve the culture and importance of handwork. She weaves by hand, sews by hand, embroiders, and uses blocks to print. Many of the tools and techniques she uses have not changed in hundreds of years.

11 For Joanna, making art starts with an idea that she wants to explore. She builds on the initial idea, adding more layers of meaning and significance. One example is her piece entitled *In Memorium or the Wake of Progress*. As Joanna explains, “I started by thinking how I had lots of cassette tapes lying around that I no longer listened to.” She first tried knitting and embroidering with the tape, but she eventually decided to weave a suit of armour. This was based on an exhibit she had seen in the Museum of Anthropology at UBC



*Autumn Sunset on Boundary Pass*, JOANNA ROGERS (Art credit: Joanna Rogers).

of a suit of armour woven by the Kiribati people of Micronesia, made out of coconut fibre and embroidered with human hair. This piece was chosen as one of 49 finalists at the Salt Spring National Art Prize show.

12

Joanna believes art can also tell stories, and these stories will tell us about the creator of the piece and their family, community and history. The telling of these stories is often what keeps a culture alive and enables it to be passed on to new generations. Her *Tumbling Cube Cope* tells the sad tale of the British Columbia salmon fishery. Copes



*Tumbling Cube Cope*, JOANNA ROGERS (Art credit: Joanna Rogers).

were worn by priests and kings in medieval times and are a symbol of power. *The Tumbling Cube* block is a traditional quilting pattern. The bubble wrap used resembles fish skin. The cubes resemble dice, and dice can be used to gamble. Joanna's message is that various governments have gambled with the salmon stocks, sacrificing the fish for personal gain.

13

Influenced by her surroundings, Joanna Rogers is making powerful statements through her art.

Joanna Rogers' website is <https://joannarogers.ca/>.

## Questions

### A. Check Your Understanding

Answer the following questions.

1. How did Nathan come to study with well-known artist Freda Diesing? What did he learn from the experience?

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2. How has modern technology helped Nathan in the creation of his art?

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3. How is Nathan helping to keep the traditional arts alive among young people?

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4. Give two reasons why Nathan says art is so important to Indigenous peoples.

a) \_\_\_\_\_

b) \_\_\_\_\_

5. How does Joanna's environment influence her art?

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6. What kinds of items does Joanna use in her art? What do these items have in common?

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7. What did Joanna do with her old cassette tapes? What inspired her in this creation?

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8. Give an example of how Joanna uses art to tell a story.

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## B. Develop Your Vocabulary

Use each of the following words or expressions to complete the sentences below. Each one can only be used once.

exposure      emulate      evolution      incorporate      affirm  
self-sufficient      sovereignty      mull over      epitomize      detritus

1. When you \_\_\_\_\_ something, you think about it over a period of time.
2. To \_\_\_\_\_ is to make a strong statement of belief in something.
3. If you are given \_\_\_\_\_ to something, you are made aware of it.
4. To \_\_\_\_\_ something means to include it in your own work.
5. People who are \_\_\_\_\_ are independent and need no support from others.
6. \_\_\_\_\_ is everyday garbage that is left behind after an event.
7. When you \_\_\_\_\_ someone, you admire that person and try to do something as well as they do.
8. \_\_\_\_\_ is the power or authority to govern a place.
9. \_\_\_\_\_ is the natural development of something over a period of time.
10. Art that \_\_\_\_\_ a particular style is an excellent example of that style.

## C. Think about It

Think about the following questions. Write your thoughts, or discuss your ideas with your class.

1. Nathan and Joanna are both highly motivated artists. What motivates each of them? What other reasons could people have to produce art?

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2. Are you a member of a First Nations community? If so, do you consider art an important part of your heritage? If not, are you interested in First Nations art? Explain your answer.

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3. Which other art forms might be valuable in keeping cultures alive? Think about music, dance, and other forms of expression. Use examples from your own experiences.

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4. Nathan uses computer technology to create his art, while Joanna uses techniques that are hundreds of years old. How would each artist explain their own approach? Whose approach do you most agree with?

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5. Have the readings about Nathan and/or Joanna changed your opinion of art, or have they inspired you to create your own art?

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6. What question(s) would you like to ask either Nathan or Joanna?

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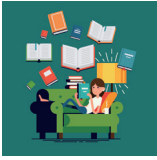
## D. Go Further

Find an art exhibition in your community, or visit a store selling works of art. Find a piece that you particularly like. Answer the following questions.

- What is the name of the piece?
- Who is the artist?
- What is shown in the work of art? Is it realistic, abstract, or a combination of the two?
- What can you find out about the artist? Where is he or she from? What are his or her influences? How does the artist's work reflect his or her background?
- Why do you particularly like this piece? What does it say to you?

Write notes about your chosen piece of art in the space below. Share your information with your class.





# Reading Skills: Whose Ideas Are These?

## Is the Text Objective?

As you saw in Unit 1, when you read, it is not enough to simply read and understand the information in the text. You need to read thoughtfully and question what you are reading. One of the best places to start when you are reading thoughtfully is with the author of the text, or with the people whose ideas are presented in the text.

In some cases, a text may not be objective or balanced in the information and opinions it presents. The author may support one point of view over another, or the people quoted in the article may present one-sided arguments. This is known as **bias**.

Bias is found in all kinds of writing: books, magazine articles, newspaper columns, letters to the editor of a newspaper, blog posts, social media posts, and academic journals.

## How to Identify Bias

To figure out if someone's ideas are biased, ask yourself these questions:

- Does the writer present only one side of an argument? Sometimes, you will find arguments in support of one side of an issue, and any other points of view are ignored.
- Does the writer make generalizations without giving any evidence? Maybe there is not enough evidence to support someone's opinion, so it is omitted.
- Does the writer use extreme statements that are designed to appeal to the reader's emotions?

Bias is particularly common in cases where someone wants you to act in a certain way—buy a product, vote for a candidate, or sign a petition, for example.

## Where Does Bias Come From?

If a writer has a strong opinion about an issue, you need to consider where that opinion comes from. People are influenced by aspects of their own lives. Let's look at a controversial question in Canada: Is the legalization of marijuana a good idea? Some people will say yes, and others will say no.

Those in the “yes” camp might include younger people, those with more liberal attitudes towards society, and those who rely on marijuana for medical purposes. In the “no” camp you might find nervous parents of teenagers, people with more conservative attitudes, and people whose religion does not permit the use of drugs.

In general, bias might come from the following:

- age
- gender
- educational background
- job
- cultural background
- religion
- political beliefs

You should, however, avoid thinking that all people of a certain age, culture, or religion will have the same opinion on something. You may find an older person with very modern attitudes, or you may find a young person who is very conservative.

## You Try It!



Look at the painting above. Imagine the art gallery in your community is planning to spend a large amount of money to purchase this painting. There have been many comments on social media, either in support of this purchase or strongly against it. Comments have ranged from “It’s a work of pure genius” to “My toddler did something like that at daycare.”

Who do you think might support the purchase of this painting? Who might be opposed to it? Why? What is your own opinion?

In support of the purchase	Against the purchase	What do you think?

The next reading in this unit, **Is Studying Art a Waste of Time?**, asks you to identify reasons why people might have different opinions on an issue.



## Reading 2: Is Studying Art a Waste of Time?

### Before You Read

Some people think art is a valuable subject in school. Others think it is a waste of time. Why do you think people might have these opinions? Predict what they might say.

People who think art is a valuable subject might say ...	People who think studying art is a waste of time might say ...

### The Reading

Read the article below and answer the questions that follow.

**1** The British Columbia Ministry of Education considers it important for students to participate in arts education as a means of building culture, exploring personal identity, and understanding the human experience. However, not everyone agrees. For some students, teachers, employers, and members of the community, studying art is a waste of time. The time and money invested in arts education would be better used in other areas. A number of people were asked for their opinion on this issue; here are their responses.

**Heather, 17, high school student**

**2** They say people learn in different ways, and they express their ideas in different ways. I think that's true. I was diagnosed with dyslexia a few years ago, and I find writing quite challenging. Don't ask me to write a short story or a poem! I'm really

good at expressing my ideas through visual media, though. Last term, I helped to paint an enormous mural on the wall of the auditorium at school. I used colour and shapes to highlight themes that are relevant to the school, and everyone loved it. It felt so empowering to know that I could do something well.

**Jared, 21, college student**

3 I hated my art classes in school. I never wanted to be an artist, or work in an art gallery, so I didn't see the point. I knew from an early age that I wanted to work as an outdoor adventure guide in the mountains, so it was more important to me to focus on sports and fitness. I can't even draw a stick figure. Frankly, I can't tell a Picasso from a Monet or a Renoir, and I don't really care. They are just dead European guys—they have nothing to do with my life.

**Ana, 34, social worker**

4 I see a lot of troubled teens in my community, and I strongly believe that art can make them more resilient. Kids keep too much bottled up inside, and they need an outlet for their emotions. If they don't get one, they risk turning to drugs. In my religion, we are taught that making art is a form of spiritual expression; a lot of our art is about religious themes. I truly believe that there is a deep connection between creativity and mental health. To deny our young people the chance to develop a strong sense of themselves through art is to do them a great disservice.

**Brandon, 23, server**

5 I work in a busy family restaurant, and it's a pretty stressful job. Orders get mixed up, customers get impatient, kids are always screaming and running wild—sometimes I'm so tense that I want to explode. I find the best way to relax after work is to take my sketchpad and pencils up to one of the hiking trails above the town. I find a rock to sit on, and I sketch the trees, the leaves, the view, the chipmunks, the squirrels. I come back feeling so much more relaxed. Besides, it's cheaper than going to a bar to unwind!

**Christine, 45, school principal**

6 I would love to provide more in the way of arts education, but sometimes I just don't have the budget for it. The government keeps slashing our funding, and with all the cutbacks, sometimes we only have enough money for the basics. We have to prioritize basic skills like math and English. We can't afford to spend money on frills like art, music, or drama. Our mandate is to ensure that all students graduate with a solid foundation in the core subjects, and we can't justify spending money on these fringe subjects at the expense of the key skills.

**Steve, 36, CEO**

7 I run a software design company, and you know who I like to hire? Young people who have studied art. I don't care about computer skills—we can teach them that—but what really makes a difference is how creative they are. If you want to design an

app or a computer game, you have to have some original ideas. My best designers are not tech people; they are people who thrived on art lessons in school.

**Robyn, 40, bank manager**

- 8 In the world of work, we can't afford to have people being creative. Take my bank, for example. There is a way to do things, and there is no room for original ideas. You follow the standard procedures. I find it counterproductive when new hires come in here and think they have a better idea for how to do something. We don't have time for that. You need to get the job done efficiently and in a timely manner. We don't want people who think they are the next Picasso—we want people who follow instructions.

**Bruce, 48, teacher**

- 9 I've taught elementary school for the last 23 years, and there is nothing worse than trying to teach art to some kid who can't even draw a straight line. I'll get into trouble for saying that, but it's the truth. It's time to stop pretending that art is a useful subject. It isn't. We need to stop teaching this esoteric stuff and focus on what really matters, like math. We have kids today who can't add two numbers together, yet we still insist on this artsy nonsense. This needs to stop.

**Noelle, 42, art gallery administrator**

- 10 In my culture, the arts have great significance. I grew up learning how to express myself and my heritage through art, and I spent many happy hours in my youth drawing and painting the important aspects of my culture. It worries me when I see young people today playing with their phones, Snapchatting, Instagramming, Facebooking—where is the value in that? We live in a world that's more homogeneous all the time, and we risk losing our unique culture. Making art is one way to express who we are as a people, and we must not take that away from our kids.

**Reg, 63, handyman**

- 11 Learning about art might be fine as a hobby, but it isn't very useful, is it? Our society is changing, and we need to keep up with other places. We don't want to fall behind. The only way to get ahead is through technology. There are jobs today that didn't exist when I was young, like website designer and software engineer. We need to teach our young people real job skills so they can get good jobs in these areas. I didn't have that kind of training when I was young, and I don't have any real skills. Our kids deserve better.

# Questions

## A. Check Your Understanding

Which person’s opinion is best summarized by each of the following statements? Write the name of a person next to each statement. Use each person only once.

Heather Steve	Jared Robyn	Ana Bruce	Brandon Noelle	Christine Reg
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1. \_\_\_\_\_ Art can be beneficial to young people’s mental wellbeing.
2. \_\_\_\_\_ There is no room for creativity in my workplace.
3. \_\_\_\_\_ Art has no relevance to my life.
4. \_\_\_\_\_ Individual cultures can be kept alive through art.
5. \_\_\_\_\_ Teaching art to kids with no artistic sense is a waste of time.
6. \_\_\_\_\_ It is more important to teach technological skills than art.
7. \_\_\_\_\_ Creative workers are preferable to those with technical skills.
8. \_\_\_\_\_ People express themselves in different ways.
9. \_\_\_\_\_ A school’s limited budget should be allocated to core subjects.
10. \_\_\_\_\_ Making art is a great way to relieve everyday stress.

## B. Develop Your Vocabulary

Find a word in the reading that means the following. Paragraph numbers are given to help you.

1. condition causing reading difficulties (para. 2) \_\_\_\_\_ (noun)
2. making someone feel strong (para. 2) \_\_\_\_\_ (adjective)
3. able to deal with setbacks (para. 4) \_\_\_\_\_ (adjective)
4. way to express one’s feelings (para. 4) \_\_\_\_\_ (noun)

5. reductions in government spending (para. 6) \_\_\_\_\_ (noun)
6. treat as the most important (para. 6) \_\_\_\_\_ (verb)
7. purpose or goal of an organization (para. 6) \_\_\_\_\_ (noun)
8. having a negative effect (para. 8) \_\_\_\_\_ (adjective)
9. only interesting to artistic people (para. 9) \_\_\_\_\_ (adjective)
10. the same (para. 10) \_\_\_\_\_ (adjective)

Choose five of the words above. Write a sentence of your own using each word.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## C. Think About It

Think about the following questions. Write your thoughts , or discuss your ideas with your class.

1. How has each of the speakers developed his or her opinion? What factors may be contributing to each speaker's bias towards or against the teaching of art? Look back at the **Reading Skills** section for ideas.

Heather: \_\_\_\_\_

Jared: \_\_\_\_\_

Ana: \_\_\_\_\_

Brandon: \_\_\_\_\_

Christine: \_\_\_\_\_

Steve: \_\_\_\_\_





Dear \_\_\_\_\_,

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Best wishes,

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## D. Go Further

Choose another controversial issue in your community. Find six to eight comments on the issue from members of the community. These can be from social media, from the local newspaper, or from any other source you find. Answer the following questions.

1. What is the controversial issue?

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2. What are the main arguments for it?

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3. What are the arguments against it?

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4. What biases do you see in people's responses?

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5. What is your own opinion on the subject?

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# Writing Skills: The Descriptive Paragraph



*Family Lake*, TED HARRISON (Art credit: Ted Harrison Foundation).

*Ted Harrison (1926–2015) was one of Canada’s best-loved painters. Born in England, he taught art in many countries before settling with his family in Carcross, Yukon. His paintings focus on the colours and culture of northern Canada.*

## What Is a Descriptive Paragraph?

A paragraph in which you write about the appearance of a person, place, thing, or event. A descriptive paragraph answers the question “What is it like?” In this paragraph, a painting by artist Ted Harrison is described and interpreted.

*Family Lake*, painted by Ted Harrison in 1986, is characteristic of the artist’s bold, colourful style. This painting shows a family (mother, father, two children, and two dogs) in the forefront. They are standing beside an ice-cold lake with mountains in the background. They are standing on snow, and ice floes float in the dark water. Ted Harrison has chosen to use bright, clear colours in his painting. The mother, for example, is wearing a green coat, a blue skirt, and red boots; her husband is dressed in a yellow coat and pink hat. The colours used to portray the natural environment are not realistic: the sky is black, the sun is purple, and the mountains are shades of red, blue, and purple. The family dogs are blue and yellow. There is a sense of childishness and innocence in the artist’s choice of colours. Despite its simplicity and bright colours, however, the picture conveys a sense of isolation and bleakness. The black lake is deep and unforgiving. There are no buildings in sight, no other people. There is a feeling of unease here. The two children are not playing in the snow; rather, they lift their arms up to their parents, looking for comfort. The mother’s

long hair blows in the wind, and she is not wearing a hat. You can feel how cold it is in the picture, and how harsh their living conditions are. Two black birds, perhaps crows, stand ominously on the snow, next to the family. This is, therefore, a deceptively simple painting with a deeper sense of foreboding.

## What Makes a Good Descriptive Paragraph?

- It gives specific details. You need to set the scene—what the paragraph is about—but it is also important to be specific. If you write about a woman, for example, by saying “She is pretty,” that does not tell your reader anything about what she looks like. In the same way, if you say about a place, “It is beautiful,” your reader is no wiser about what you can see in the view. Create a picture in the mind of the reader.
- It appeals to the five senses: sight, sound, smell, taste, and touch. For example, if you are describing a meal, have you used words to show what the food tastes like? If you are describing a winter scene, have you written in such a way that the reader feels cold? If you are describing a marketplace, have you described the sounds you can hear, or the smells in the air?
- It appeals to the emotions. A good descriptive paragraph suggests the mood created by the person or place. Does it give a happy feeling, or does it convey negative emotions?

## Steps for Writing the Descriptive Paragraph

1. As always, your writing should begin with some brainstorming. Think about the person, place, or thing that you want to describe—what do you want to say about it? Use a mind map to start to collect some ideas.
2. Make a plan for your paragraph.
3. Write your first draft. Don’t worry about getting everything perfect at this stage; just get your ideas on paper.
4. Revise your draft. Follow the ARMS checklist you learned in Unit 1 (Add, Remove, Move, and Substitute). Make sure your writing answers the following questions:
  - Have you given enough details?
  - Which senses have you appealed to?
  - Have you appealed to the emotions?
5. Edit your paragraph and write your final draft. Now that your ideas are in place, you can focus on grammar, spelling, word choice, and punctuation.

# You Try It!

Look at the following pictures. Imagine you are in this place. Describe what you can see, hear, smell, taste, and touch around you.

Picture 1



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Picture 2



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**Picture 3**

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In **Bring It Together: Writing Task** you will write a paragraph describing a photograph you have taken. Use what you have learned in this section to help you.





# Working with Language: Using Synonyms

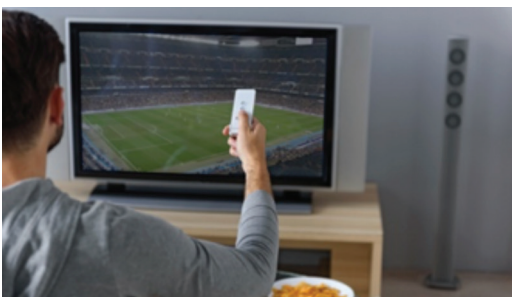
## What Are Synonyms?

Look at these descriptions:



He is happy. He has cleaned his motorcycle, and it looks great. He's heading out for a ride with his friends. He's going to have a good day.

She is sad. She's at an outdoor café. It's a nice place, but she is alone. She feels bad. She wishes someone would call her.



That was a great game last night! The ref made some interesting calls, but the end result was good. I am happy!

What is your impression of these descriptions? If you said, "Boring!" you are right. Words like *happy*, *sad*, *good*, *bad*, *nice*, and *interesting* do not add much to your description. There is often a better choice of word.

As you develop proficiency in writing, you will want to use synonyms for common words. Synonyms are words that have the same meaning; for example, *right* and *correct* are synonyms. Using synonyms makes your writing more engaging for your reader.

## You Try It!

For each of the common words below, try to find six to eight synonyms. Consider whether there are slight differences in meaning between the various words you choose.

**Good**

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**Bad**

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**Happy**

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**Sad**

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**Nice**

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**Interesting**

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# Trouble Spots in Language: Fragments

## What Is a Fragment?

Look at the following sentences and answer the questions below.

- Joanna uses everyday objects in her art. Feathers, leaves, shells, and hair.

1. How many clauses can you see in the first sentence?
2. What is missing in the second sentence?
3. Do you think the second sentence is correct?

\* \* \*

1. There is one clause in the first sentence. The subject is bold, and the predicate is underlined.

- **Joanna** uses everyday objects in her art.

2. There is no subject. There is also no verb.
3. The sentence is not correct. This is an example of a **fragment**. A fragment is a sentence where something is missing; in other words, it is an incomplete sentence.

## Two Kinds of Fragment

**The sentence lacks a subject, a verb, or both.**

As you saw in Unit 2, sentences are made up of two parts: at least one subject and at least one predicate. If the sentence does not contain a subject or a predicate, it is not a correct sentence. It is a fragment. Some examples:

- Joanna uses everyday objects in her art. Feathers, leaves, shells, and hair.
- Ted Harrison's paintings depict Canada's north. For example, the landscape of the Yukon.

These fragments are corrected by ensuring that all sentences contain a subject and a verb. The sentences above can be corrected as follows:

- Joanna uses everyday objects in her art. **She uses** feathers, leaves, shells, and hair.
- Ted Harrison's paintings depict Canada's north. For example, **he painted** the landscape of the Yukon.

## A dependent clause is used as a sentence.

As you saw in Unit 4, a dependent clause cannot stand alone. It must be attached to an independent clause. Remember that dependent clauses begin with subordinating conjunctions such as *when, while, before, after, because, although, if, unless*, and others. Some examples:

- Joanna enjoys life on Pender Island. **Because** the island inspires her to make art.
- Heather started to express herself through painting. **After** she was diagnosed with dyslexia.

These fragments are corrected by ensuring that all dependent clauses are attached to an independent clause. The sentences above can be corrected as follows:

- Joanna enjoys life on Pender Island **because** the island inspires her to make art.
- Heather started to express herself through painting **after** she was diagnosed with dyslexia.

## You Try It!

Correct these sentences. There is more than one correct answer.

1. Nathan took painting lessons with Freda Diesing. At the insistence of his mother.

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2. Freda Diesing is still an influence on Nathan's art. Also Robert Davidson and David A. Boxley.

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3. There are many reasons why studying art is important. First, cultural identity.

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4. Some people disagree with art education. A total waste of time!

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5. Jared did not enjoy his art lessons. Because art had no connection to his future career.

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6. Christine cannot provide more art lessons. Unless she gets more money from the government.

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7. Bruce is frustrated by teaching art to children. When they can't even draw a straight line.

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8. Kids need to learn more about technology. If they want to get ahead in life.

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# Study Skills: Avoiding Procrastination

## Do You Procrastinate?

As you saw in Unit 2, procrastination means putting off doing something. The word comes from Latin, where *cras* means *tomorrow*. In other words, if you procrastinate, you say, “I’ll do it tomorrow.”

There are different reasons for procrastination. Here are a few:

- You are not interested in the subject or the assignment.
- You are easily distracted by other activities, such as friends and going out.
- You are mentally or physically exhausted from your daily responsibilities.
- You are nervous about the course or the assignment and unsure of your own abilities.
- You are not sure how to get started with the task.

Do any of these sound like you? Procrastination should be avoided, because it can cost you marks. Your college may deduct marks for assignments that you hand in late.

## Tips to Avoid Procrastination

You have a homework assignment to do, but you keep putting it off. Here are tips to help you deal with the problem of procrastination.

1. Try to figure out why you are procrastinating. Before you can solve a problem, you need to understand why it is happening. Do any of the reasons above apply to you?
2. Try to start homework assignments right away. When you first learn about an assignment, you may be excited by it. As time goes by, you might lose interest. As the saying goes, “strike while the iron is hot.”
3. Often, procrastination is caused by fear. You are nervous that you will not do well. Tell yourself that your first attempt at an assignment does not need to be perfect. Your first goal is just to get something—anything—on paper.
4. Break your assignment into small pieces. For example, if you are writing a paragraph for this course, tell yourself that today you will do some

brainstorming, tomorrow you will plan your paragraph, and so on. Breaking it into smaller tasks makes the assignment much less daunting.

5. If you are having trouble getting started, promise yourself that you will spend 15 minutes on the task. That's all. After 15 minutes, you can go fishing, watch TV, or do anything else you like. If you commit to 15 minutes, you may well find that you get caught up in the task, that it isn't so bad after all, and that you want to continue.
6. Remove distractions. If you know that you procrastinate by checking social media, take your phone into another room. If you know that you are distracted by television, consider working in the college library instead of at home.
7. Form a mental picture of yourself when the assignment is done. How will you feel? Will you reward yourself with a treat? Then, go and make it happen!
8. Recognize that everyone procrastinates at some point. It is normal behaviour. However, if procrastination is becoming a serious problem for you, consider making an appointment with a counsellor at your college.

## You Try It!

Think about the following questions.

1. When was the last time you procrastinated? What do you think caused you to procrastinate?

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2. Next time you feel like procrastinating, what are you going to do to prevent this from happening? Write your ideas in the space below?

**Things I can do to help me to prevent procrastination:**



# Bring It Together: Writing Task

## Your task

Using your phone or camera, take a photo of one of the following:

- A person who is important to you
- A place that has a special meaning for you
- An item that is important to you

Write a descriptive paragraph describing the picture you have taken.

## Checklist

When you have written your paragraph, check to see if the following are true.

- \_\_\_\_\_ My paragraph is on the correct topic.
- \_\_\_\_\_ I have a good topic sentence, supporting details, and a concluding sentence.
- \_\_\_\_\_ The first sentence of my paragraph is indented.
- \_\_\_\_\_ My sentences all have a subject and a verb.
- \_\_\_\_\_ I have used enough detail to paint a picture in my reader's mind.
- \_\_\_\_\_ I have appealed at least one sense in my writing (sight, sound, smell, taste, and touch).
- \_\_\_\_\_ I have shown which emotion(s) my writing conveys.
- \_\_\_\_\_ I have used a variety of simple, compound, and complex sentences.
- \_\_\_\_\_ There are no run-on sentences in my writing.
- \_\_\_\_\_ There are no fragments in my writing.
- \_\_\_\_\_ I have used capital letters and periods in the right places.
- \_\_\_\_\_ My vocabulary is suitable for college writing.





# Reflect on Your Learning

Answer the following questions.

**3** ■ Write **three** new things you have learned in this unit.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**2** ■ Write **two** things that you have strong opinions about (you agree or disagree), or that you reacted emotionally to (you felt happiness, sadness, anger, surprise, etc.).

- \_\_\_\_\_
- \_\_\_\_\_

**1** ■ Write **one** question you still have. Where can you find the answer?

- \_\_\_\_\_



# Just for Fun: Procrastination

How many words can you find hidden in the word PROCRASTINATION? List as many as you can find. The first is done for you.

*Crop*

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# UNIT 6

# Animals



In this unit you will learn to do the following:

- Think critically about issues related to pets.
- Make connections between the reading, other sources of information, and your own life.
- Write a cause/effect paragraph.
- Make your writing more fluent by using transitions.
- Identify and correct faulty parallelism.
- Give a short presentation to your class.



# Reading 1: He Didn't Want a Dog

## Before You Read

Working with a partner or by yourself, answer the following questions.

1. Have you ever had a pet? Describe your pet, or a pet you would like.

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2. What predictions can you make from the photos in the reading about the man and his dog?

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## The Reading

Read the article below and answer the questions that follow.

- 1 Whenever the subject of getting a dog arose within my family, I was always firm: no silly little dogs. I grew up on a farm, and we had several large dogs, suitable for farming—a collie that could herd the cattle, a golden retriever that would catch the groundhogs out in the field, snap their necks and bury them. Just because I now live in the suburbs with two children doesn't mean I would suddenly want silly little dogs.
- 2 “The last thing I want is some yappy little dog, wearing a sweater, yapping her way through the neighbourhood with me behind her carrying a bag of dog poop,” I would say. Farm dogs learn very early where to relieve themselves out of everyone's way.
- 3 When my children were agitating for a dog, I said: “No way.” Not unless we moved somewhere. I hate to see large dogs in the suburbs or downtown, cooped up in apartments, stymied by a tiny yard, and of course, we were not going to get a small dog.
- 4 Flash forward, and preparations are underway for Sasha's third birthday party. The name, chosen by my daughter Sophie, who wanted a name that would sound like hers.

The dog, a small, furry bundle. A tiny tail that moves frantically when any of us come within range. Even the alleged breed sounds ridiculous: a Schnoodle. Schnoodle! Who knew there was such a thing? A cross between a miniature poodle and a miniature schnauzer, supposedly combining the best qualities of both. I am still trying to define what those qualities are.



*The writer didn't want a little dog in a sweater.*

5 Sometimes, when I look at this creature, I mentally run through the checklist. Yappy, check. Barks whenever somebody knocks, walks by, goes to check their mail in the mailbox across the street. I am told that this is actually part of her “protective” nature, that in other circumstances, she could be an actual guard dog. I would be interested to meet the thief who would be deterred by an 18-inch long, 20-pound fuzzy black dog.

6 Wearing a sweater, check. Not in the summer, of course. But come anything approaching cool weather, and there is a whole fashion line to be unveiled. Rainwear. Vests. Winter coats. I spend more money on the dog's wardrobe than I do on my own.

7 Yapping her way through the neighbourhood, check. Whether it's other dogs, children on bicycles, people walking, it's always worth a bark. Apparently, Sasha takes “being a guard dog” as a very wide mandate.

8 Me behind her, carrying a bag of poop, check. As with dog clothing, I had no idea about the merchandise available to deal with dog poop. My favourite is the lavender-scented bags to mask the aroma, which I now carry along on our walks. I still have problems when someone I know passes, especially if they're in a car and honk. I always have to resist the urge to wave a bag full of dog poop at them.



9 So, three years old. What will be the present? A new stuffed toy, which she'll find a way to rip to shreds in minutes? A “non-stuffed toy,” which she will eviscerate and then pull out the little plastic squeakers? Bags of treats, full of ingredients so good I feel I should be eating them.

10 As I write, she lies behind me on the couch, licking my ears, my neck, my head, then settling

in for a nap. And soon, at bedtime, I will lift her up, cuddle her and whisper in her ear, “I love you, you silly Schnoodle.” Couldn’t do that with a big dog.

*By Tom Milburn. Used with permission*

**SOURCE:** <https://www.thestar.com/life/2016/09/26/he-didnt-want-a-dog-he-ended-up-with-a-schnoodle.html>

## Questions

### A. Check Your Understanding

Answer the following questions.

1. What is the main idea the author is establishing in the first few paragraphs? What are some of the reasons for that idea?

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2. What are some details the author uses to show how his concerns about having a small dog came true?

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3. In spite of everything, how does the author make clear how he really feels about the dog?

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### B. Develop Your Vocabulary

Find a synonym for each of the underlined words.

1. When my children were agitating for a dog, I said: “No way.” (paragraph 3)

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2. I hate to see large dogs in the suburbs or downtown, cooped up in apartments, stymied by a tiny yard, and of course, we were not going to get a small dog. (para. 3)

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3. Even the alleged breed sounds ridiculous: a Schnoodle. (para. 4)

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4. I would be interested to meet the thief who would be deterred by an 18-inch long, 20-pound fuzzy black dog. (para. 5)

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5. But come anything approaching cool weather, and there is a whole fashion line to be unveiled. (para. 6)

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6. As with dog clothing, I had no idea about the merchandise available to deal with dog poop. (para. 8)

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7. A “non-stuffed toy,” which she will eviscerate and then pull out the little plastic squeakers? (para. 9)

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## C. Think about It

Think about the following questions. Write your thoughts, or discuss your ideas with your class.

1. How would you describe the character of the author?

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2. What is the writer's personal background? How did this background influence his ideas about getting a dog?

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3. The author says, "I hate to see large dogs in the suburbs or downtown, cooped up in apartments ... " Do you agree that large dogs should not live in these places, or do you have a different opinion?

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4. The author says, "I spend more money on the dog's wardrobe than I do on my own." Do you know people who treat their dogs in this way? What is your opinion of these people?

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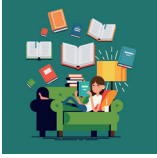
5. Have you ever had an experience of coming to appreciate something that you originally didn't see value in?

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# Reading Skills: Making Connections

## What Kinds of Connections Can You Make?

As you saw in Unit 1, you are a key part of the reading process. You need to do more than just absorb what you are reading. As you read, you should try to make connections between what you are reading and what you know from your own experiences, from other things you have read, or from the world around you.

Think about what connections you made as you read **Reading 1: He Didn't Want a Dog**.

### Connections to yourself

Did you notice any similarities between the dog owner's experiences and your own?

- Did you share his beliefs about dogs in small apartments?
- Did you picture yourself picking up poop after your own dog?
- Did you know exactly how he felt when he said, "I love you, you silly Schnoodle"?

If you did, you are making a connection between the text and your own feelings and experiences. You don't need to have a dog yourself to make a connection; you could share the ideas of the owner, or you could have experienced similar feelings with a cat, rabbit, or other animal.

### Connections to other things you have read

Did the article remind you of anything else you have read, either in print or online?

- Did it make you think of any other story you have enjoyed, perhaps as a child, about the love between a human and an animal?
- Did it remind you of a news story you have read about a remarkable animal?
- Have you seen a social media post about someone's love for their pet?

If it did, you are making a connection between the text and other texts.

## Connections to the world

Did the article remind you of anything else you have heard about or seen in the world around you?

- Did you think about trends in society, for example, the trend towards having smaller pets?
- Did the section about merchandise for dogs remind you of items you have seen for sale in your local mall?
- Do you know people who treat their pets as family members, and who spend a lot of time and money on them?

If it did, you are making a connection between the text and the world around you.

## What Is the Value of Making Connections?

There are several reasons why it is helpful to make connections between the reading and other experiences you may have. Some are as follows:

- It helps you to understand the text. If you are not making connections, you become a very passive reader. You are not actively engaged in the reading.
- It helps you to understand the feelings of the writer. If you can relate the writer's experiences to your own, you develop a sense of shared understanding with the writer.
- It helps you to think more broadly about what you are reading. If you can make connections to other texts or experiences, you are well on your way to becoming a critical reader.
- It makes the reading process much more fun. You see the value of reading, and you are more likely to read more, either for pleasure or to find information.

## How Do I Make Connections?

Always read actively. As you read, pause to think about how each point the writer makes is relevant to your own life, or to what you know from your previous experiences.

## You Try It!

The next reading, **The Health Benefits of Pets**, will give you practice in making these connections.



# Reading 2: The Health Benefits of Pets

## Before You Read

Working with a partner or by yourself, answer the following questions.

1. How do you think pets may be helpful to the following groups in society? Predict what you might learn about the benefits of pets:

- People suffering from depression

---

- The elderly

---

- Children with autism

---

- College students

---

2. Do you know what pet therapy is? Can you guess?

---

## The Reading

Read the article below and answer the questions that follow.

- <sup>1</sup> For pet owners, their furry friends can sometimes seem like a burden. Feeding them, paying veterinarian bills and dealing with cleaning up after them are all part of the pet owner's responsibilities. Any pet owner would say that, in return, they get the love of their pet. But it turns out that love is not the only thing pet owners get in return—they also receive substantial health benefits.

2 On a basic level, the health benefits of a pet such as a dog are clear. Walking your dog two or three times a day is a great way to get fresh air and exercise. Many dog owners might not otherwise get much exercise, but they are walking several kilometres a day just taking Fido or Rover through the neighbourhood. Even having pets such as cats, birds or fish can motivate sedentary people to get up, move, and look after their animals. Feeding, cleaning, and caring for pets is a good contributor to cardiovascular health.

3 In addition to the physical benefits of having a pet, more and more research indicates that the most apparent benefits of pet ownership are actually in the area of mental health. Scientific research shows that the levels of stress-producing hormones in our bodies can actually be reduced by interacting with pets. Holding pets, stroking them, and talking to them, as many pet owners do, can have a substantial impact on mental wellbeing. The presence of a pet in the house is a source of comfort to many, reducing anxiety and even having a positive impact on depression. Numerous studies also indicate that having a pet has a measurable impact on social isolation, as pet owners meet others when they are out with their pets. Even exchanging advice and stories on internet pet forums is beneficial for people who would otherwise feel isolated and lonely. For many elderly people, having a pet is also a way of “staying young,” as pets give them something to focus on beyond their own concerns.



*Pet ownership has substantial health benefits for older people.*

4 In many ways, it's actually children who may benefit most from having a pet. For parents increasingly concerned about the amount of screen time their children have, a pet is a perfect way to get kids off their phones and focused on a real living thing. Children can learn about responsibility and caring for others by having a pet in the house. Instead of staring at a screen, they can interact with a dog, cat, guinea pig, or other creature. This is, of course, also a health benefit for kids, as the increasing influence of computers and phones has led to historic levels of obesity in children. In fact, research shows that children with pets in the house have fewer doctor visits than children who have no pets.

5 But there are also many other health benefits for children in addition to exercise and combating social isolation. Research has shown that children growing up in a house with a dog or cat are exposed to pet allergens early, thus providing the resistance they need to help avoid asthma and common allergies later in life. Also,

the psychological impact of caring for a family pet has been proven to be beneficial. Children who are also pet owners exhibit improved social skills, impulse control, and self-esteem. Children on the autism spectrum have also been proven to respond positively to caring for an animal, in terms of their anxiety and socializing skills, while those with Attention Deficit Hyperactivity Disorder (ADHD) have shown an increased ability to focus when taking care of a pet.

- 6 The health benefits of pets are so well established that pet therapy is now a regular feature of extended care homes and hospitals. Trained therapy animals—usually dogs, but sometimes cats, rabbits, and even horses—visit residents and patients. These patients could be sick children, cancer patients, residents of seniors' homes, or those who have suffered traumatic experiences. Typically, during a visit, a patient will spend time petting or playing with a dog; this leads to a sense of relaxation and a distraction from physical pain. Patients may find their blood pressure is reduced, or the presence of the animal produces endorphins, hormones that make them feel calmer. In some cases, patients who require physical therapy, such as those who have broken bones, find that playing with an animal helps them on the road to recovery. Often, patients who have experienced pet therapy require less medication than before. Pet therapy has also been used with prisoners and those in addiction treatment centres, with encouraging results. Some colleges have even started to introduce pet therapy at exam time; spending time with a pet has been shown to help students to overcome stress and anxiety, and to perform better on their exams.



*Pet therapy has been shown to be effective in treatment centres and care facilities.*

- 7 Beyond all the scientifically proven benefits, however, there remains one simple factor that motivates many, if not most, pet owners to add a pet to their family: love. Whether dog, cat, hamster, fish or other animal, pet owners love their pets. And it's these positive emotions that are the key to understanding pet ownership. Pet owners want to have a bird or animal or fish that they can care for and look after, feelings which transcend mere ownership. For most pet owners, their pet or pets are an extension of their own family. Research shows more than half of family pets receive birthday or holiday-season gifts, just as people do. There's no doubt that the capacity for love is what really prompts many people to bring a pet to a loving home.

## Questions

### A. Check Your Understanding

Answer the following questions.

1. What is the main idea of this reading? Choose one.
  - a) Owning a pet can be a burden, especially as pets require frequent walks.
  - b) Pets require a lot of attention from their owners.
  - c) Pets can reduce the need for medication.
  - d) Pets can help people with physical and mental ailments.
2. Give two reasons why having a pet is beneficial for children who watch a lot of TV.

---

---

3. What is the connection between pet ownership and asthma or allergies?

---

---

4. Describe what happens during a typical pet therapy session. What are some of the results?

---

---

5. Look back at the question you answered in *Before You Read*. Were your predictions correct? How is pet ownership helpful to these groups?

- People suffering from depression
- 

- The elderly
- 

- Children with autism
- 

- College students
- 

6. Find two other groups of people in society who may be helped by animals.

a) \_\_\_\_\_

b) \_\_\_\_\_

## B. Develop Your Vocabulary

Find each of the following in the reading. Read the sentence carefully. Choose the correct definition for the underlined word.

1. Even having pets such as cats, birds or fish can motivate sedentary people to get up, move, and look after their animals.
  - a) people whose lifestyles mean they spend a lot of time sitting down
  - b) people who are too lazy to get up and move around
2. In addition to the physical benefits of having a pet, more and more research indicates that the most apparent benefits of pet ownership are actually in the area of mental health.
  - a) obvious
  - b) important
3. Numerous studies also indicate that having a pet has a measurable impact on social isolation ...
  - a) feeling of being well connected to the people around you
  - b) feeling of being alone and not connected to others

4. Research has shown that children growing up in a house with a dog or cat are exposed to pet allergens early ...
  - a) something that causes a bad physical reaction in a person
  - b) something that changes a person's behaviour
5. Children who are also pet owners exhibit improved social skills, impulse control, and self-esteem.
  - a) the need to control other people all the time
  - b) the ability to resist acting in an inappropriate way
6. These patients could be sick children, cancer patients, residents of seniors' homes, or those who have suffered traumatic experiences.
  - a) causing mental suffering
  - b) causing physical illness
7. Pet owners want to have a bird or animal or fish that they can care for and look after, feelings which transcend mere ownership.
  - a) form a part of
  - b) go beyond
8. There's no doubt that the capacity for love is what really prompts many people to bring a pet to a loving home.
  - a) need
  - b) ability

## C. Think about It

Read the article again. Can you make connections between the information in the article and things you have experienced yourself, or things you have read or heard about?

### Connections to yourself

Find two places in the reading where you thought, "Yes, I agree with that" or "Yes, that happened in my life."

a) \_\_\_\_\_

\_\_\_\_\_

b) \_\_\_\_\_

\_\_\_\_\_



## Connections to other things you have read

Find two places in the reading where you thought, "Yes, I've read something about that."

a) \_\_\_\_\_  
\_\_\_\_\_

b) \_\_\_\_\_  
\_\_\_\_\_

## Connections to the world

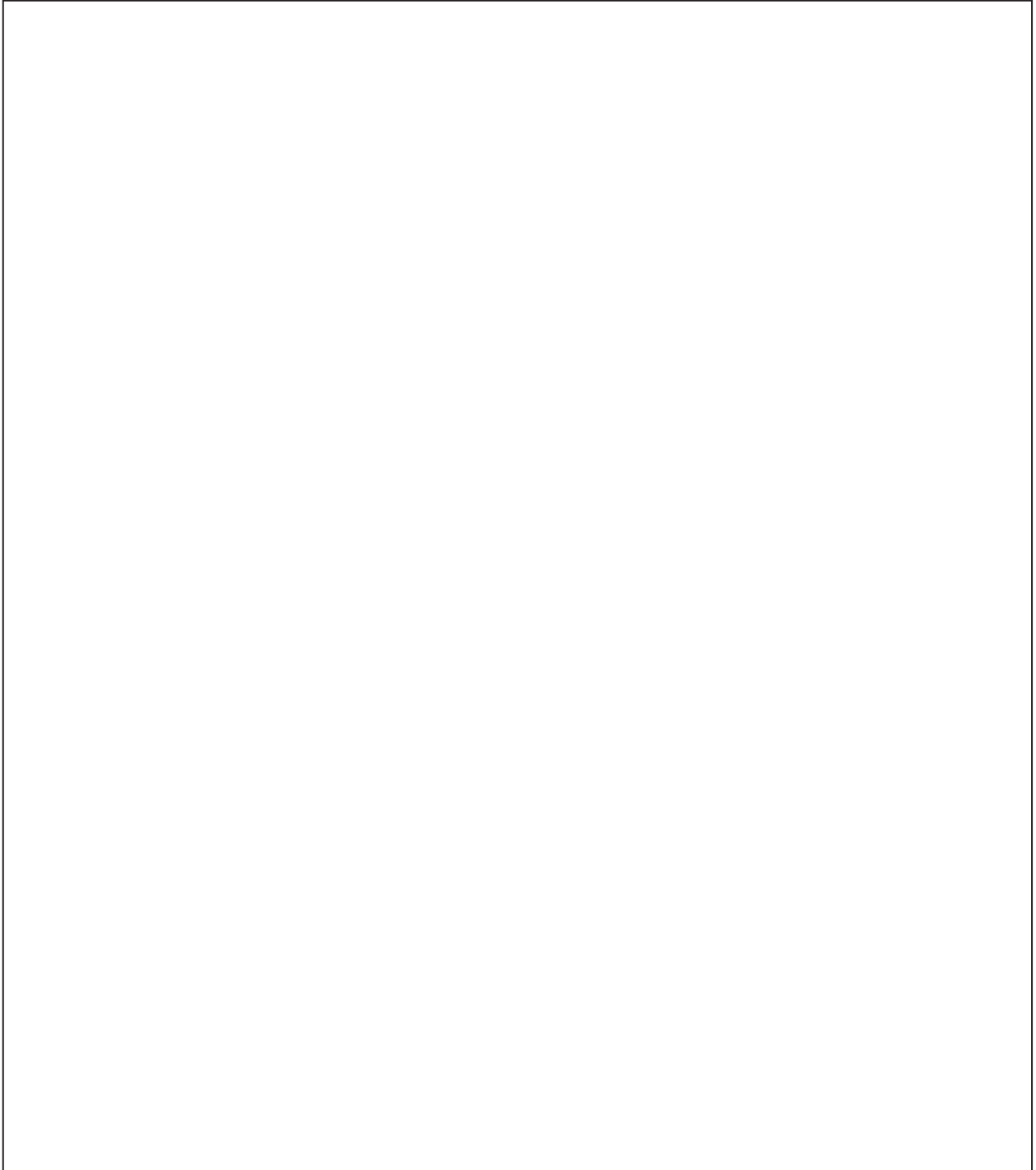
Find two places in the reading where you thought, "Yes, I've heard about that" or "Yes, I know someone that happened to."

a) \_\_\_\_\_  
\_\_\_\_\_

b) \_\_\_\_\_  
\_\_\_\_\_

## D. Go Further

Do some internet research into the use of animals in EITHER prisons OR addiction treatment centres. Make notes below on what you find.



Share your findings with your class.



# Writing Skills: The Cause/Effect Paragraph

## What Is a Cause/Effect Paragraph?

A cause/effect paragraph is one which shows *either* the reasons *or* the results of something. A paragraph giving causes answers the question, "Why does/did this happen?" A paragraph giving effects answers the question, "What are/were the results of this?" The paragraph below gives the causes of a social concern.

If you walk into any animal shelter, especially in a big city, you will see dogs of all shapes and sizes who need a loving home. There are several reasons why so many dogs end up in animal shelters. Firstly, these dogs might simply be lost. Maybe they have wandered away from home and can't find their way back. This sad situation could be



*I want a home, please!*

avoided if dog owners remembered to put a collar on their dog with their name and phone number on a tag. Secondly, in some cases, a dog's owner becomes too old or sick to care for the animal. One day, the dog is found looking for food on the street and is taken to a shelter. This unfortunate situation can be avoided by making sure a friend or family member is willing to take care of your dog if you are unable to. Thirdly, and most tragically, the dog is simply no longer wanted. Too many pets are given to children as birthday presents. The children become bored with the pet, and the poor creature is abandoned. These tragedies can be avoided if people think very carefully about giving cute animals as presents. Puppies grow up, they are no longer cute, and they need a lot of care. It is clear, therefore, that the number of shelter dogs could be reduced if people exercised a little more thought and planning when it comes to their dogs.

## What Makes a Good Cause/Effect Paragraph?

- It is about either causes or effects. In one paragraph, you cannot address both. You should say early in your paragraph whether you are talking about causes or effects.
- It is about a topic that is easily managed in one paragraph. In the paragraph you have just read, the author discusses only animals in shelters—this is a small enough topic that it can be covered in one paragraph.
- It recognizes the complexity of the situation. There is often more than one cause for an event or situation, and there is often more than one result. The results can be positive, negative, or both. In the sample paragraph, the writer understands and shows that pets end up in shelters for a variety of reasons.
- It is sufficiently detailed. As with all good paragraphs, don't make your reader guess what you want to say. Give examples.

## Steps for Writing the Cause/Effect Paragraph

1. As you know, your writing should begin with some brainstorming. Think about your topic—what do you want to say about it? Use a mind map to start to collect some ideas.
2. Make a plan for your paragraph.
3. Write your first draft. Don't worry about getting everything perfect at this stage; just get your ideas on paper. Have you recognized and indicated that causes or effects are rarely straightforward, and that there may be complicated factors at work? Make sure you have included enough detail.
4. Revise your draft. Follow the ARMS checklist you learned in Unit 1 (Add, Remove, Move, and Substitute). You may want to use words like *Firstly*, *Secondly*, and *Finally* to introduce your various points.
5. Edit your paragraph and write your final draft. Now that your ideas are in place, you can focus on grammar, spelling, word choice, and punctuation.

## You Try It!

Look at the following examples of paragraphs that show effects (results). Answer the questions below each paragraph.

### Paragraph 1

For many people, a trip to the zoo is a fun day out. However, a zoo is not a natural habitat for any animal, and living in a zoo has many negative effects on the creatures who live there. This is especially true for elephants. Firstly, elephants in a zoo can be lonely. In the wild, elephants live in herds and have long-term connections with other elephants. In a zoo, there may only be one other elephant. You can often see elephants walking around looking bored because they have no companions. Secondly, elephants may not get enough exercise. African elephants can, if necessary, walk for fifty miles every day to search for food. They have huge rivers to play in with their herd. In a zoo, they are limited to a small space. There may be no water for them to splash in, or no trees to find foliage to eat. Thirdly, elephants in the wild are used to a very different climate. In Canadian zoos, elephants cannot stay outside in the sunshine all year round. They may be kept indoors in the winter, which is not a natural environment for them. Because of these problems, many zoo elephants live shorter lives than those in the wild. It is time to reconsider whether zoos are good environments for large animals like elephants.



1. What point is the writer making here?

---



---

2. What three reasons does the writer give to support this argument?

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

3. Have you ever visited a zoo? What were your impressions?

---



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### Paragraph 2



For avid hunters in Canada, the spring bear hunt is a time to look forward to. In Ontario, hunters have been banned from hunting bears since 1999. However, the spring bear hunt has recently been reinstated for a trial period of five years. Results of this will be both positive and negative. People who support the bear hunt complain that there has been an increase in the number of bears who wake up hungry after

hibernation and find their way into towns and villages. Many restaurant owners have found bears sniffing around their garbage cans looking for something to eat. There have even been cases of bears wandering into people's backyards in northern towns, posing a danger to residents. In these communities, the return of the bear hunt is seen as a positive sign. Another positive effect is the economic benefits the hunt will bring to rural communities. Hunters spend millions of dollars in northern communities on lodging, food, equipment, and guides. On the other hand, animal rights activists claim that killing bears is inhumane and will have negative results. It is still illegal to kill mother bears, but many hunters cannot tell whether a bear is male or female. As a result, there is a danger that baby bears will be orphaned. With both positive and negative results, the spring bear hunt is likely to remain a controversial issue.

1. What point is the writer making here?

---



---

2. What positive effects does the writer describe?

---



---



---

3. What negative effect does the writer describe?

---



---

4. In 2017, the government of British Columbia banned the hunting of grizzly bears by all non-First Nations hunters. What effect do you think this will have?

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---

In **Bring It Together: Writing Task** you will write a paragraph showing the causes or effects of an issue related to animals. Use what you have learned in this section to help you.



# Working with Language: Using Transitions

Now, we turn our attention to **transitions**. Using transitions is another way to make your writing flow nicely. A piece of writing with well-chosen transitions is more fluent than one with no transitions.

## What Is a Transition?

Look at the following pairs of sentences. In each case, the second sentence is connected to the first.

1. Pet owners spend a lot of money on their furry friends. They buy clothes, toys, and treats.
  - Here, the second sentence provides **examples** of the things that pet owners spend money on.
2. Pets can be expensive. They bring a lot of health benefits to their owners.
  - Here, the second sentence provides a **contrasting idea** to the first sentence: the first part is negative, and the second part is positive.
3. People don't think carefully before buying a puppy as a present. Many unwanted dogs end up in animal shelters.
  - Here, the second sentence shows a **result** of the first sentence.

Transitions make these connections clear. The examples above can be rewritten by using a transition at the beginning of the second sentence. Look at these possibilities.

1. Pet owners spend a lot of money on their furry friends. **For example**, they buy clothes, toys, and treats.
2. Pets can be expensive. **However**, they bring a lot of health benefits to their owners.
3. People don't think carefully before buying a puppy as a present. **As a result**, many unwanted dogs end up in animal shelters.

Notice that you need to add a comma (,) after the transition.



## Common Transitions?

Here are some commonly used transitions.

Your Goal	Transitions you can use
To show a series of points	Firstly   Secondly   Thirdly   Finally
To give an example	For example   For instance
To give more information or another piece of evidence to support your point	In addition   Moreover   Also
To show a result	As a result   Therefore
To show an unexpected result	However
To show a similarity between two things, events, or opinions	Similarly   In the same way
To show a difference between two things, events, or opinions	However   On the other hand   In contrast
To show the importance of a point	In particular
To say something in another way	In other words
To correct incorrect assumptions	In fact   In reality
To express your opinion about a fact	Sadly   Fortunately   Surprisingly   Happily   <i>and many others</i>
To signal the end of your writing	In conclusion   To conclude

## A note of caution

Transitions make your writing more fluent, and they make clear the connections between your sentences. However, you should be careful not to overuse them. Don't try to begin every sentence with a transition—a little goes a long way!

## You Try It!

Rewrite the sentences below using transitions where appropriate. There may be more than one correct answer.

- Stanley got a dog after his wife died. He met people in his neighbourhood, and he felt less lonely.

---

- The writer didn't want a small dog. He ended up with a Schnoodle.

---

3. Playing with animals can help people to reduce their blood pressure. It can help to reduce stress hormones.

---
4. Small dogs are better than large dogs for several reasons. They are easy to take care of. They are cheaper to feed. They are happier in small apartments.

---
5. Pet therapy is useful for prisoners. It is beneficial for those in addiction treatment centres.

---
6. Animal shelters need help from the public. They are always grateful for donations of money.

---
7. Some people with emotional problems are helped by having a pet. Veterans who are suffering from post-traumatic stress disorder (PTSD) find it useful to take care of a pet.

---
8. People often think dogs in shelters have behavioural problems. They are really just lonely and in need of a home.

---
9. Timmy ended up in an animal shelter because his owner was too old to care for him. He found a new home with a loving family.

---
10. Children who grow up with pets develop resistance to allergens. They don't get sick from animals later in life.

---



# Trouble Spots in Language: Parallel Structure

## The Problem

Look at the following sentences. What is wrong with each of them?

- a) My dog is cute, friendly, and likes to play.
- b) Elephants are huge, grey, and live a long time.
- c) Tom is a parent, a writer, and loves animals.

\* \* \*

The problem here is that all coordinating parts of the sentence need to be the same part of speech. If we look at the sentences above, we see that this is not the case. When this does not happen, we have **faulty parallelism**. This is seen in the sentences above.

- a) My dog is cute (adjective), friendly (adjective), and likes to play (verb).
- b) Elephants are huge (adjective), grey (adjective), and live a long time (verb).
- c) Tom is a parent (noun), a writer (noun), and loves animals (verb).

These sentences can be corrected as follows:

- a) My dog is cute (adjective), friendly (adjective), and playful (adjective).
- b) Elephants are huge (adjective), grey (adjective), and long-lived (adjective).
- c) Tom is a parent (noun), a writer (noun), and an animal lover (noun).

## You Try It!

Correct the following sentences. There may be more than one correct answer.

1. Sophie owns a dog, a cat, and likes tropical fish.
- 

2. Seniors are helped by stroking pets, taking them for walks, and they enjoy playing with them.
-

3. Having a pet in the house reduces anxiety, and lots of fun, too.

---

4. Pet therapy is useful for children with ADHD, people with cancer, and if you have suffered a traumatic experience.

---

5. Elephants do not belong in zoos because they are too big and needing a lot of space.

---

6. Bears are nocturnal, herbivorous, and live in northern B.C.

---

7. Animals can help prisoners and when you are in an addiction treatment centre.

---

8. Mice are rodents, small, and don't eat much.

---

9. In northern British Columbia you can see grizzly bears, black bears, and the Kermode bear also lives there.

---

10. Elephants are found in Africa, India, and you can go on elephant rides in Thailand.

---



# Study Skills: Giving an Oral Presentation

There is a good chance that at some point in the future, you will be asked to give a presentation—to your class, to a group of co-workers, or to members of your community. Many people find the prospect of speaking in public quite nerve wracking, but you should not look at giving a presentation as an ordeal. There are things you can do to make the process easier. You may find that you will enjoy public speaking!



## Tips for Giving a Presentation

1. Make sure you know how long you should talk for, and who the audience is. Are you speaking to a group of people who know nothing about your topic? Or do they have a background in the issues you will speak about? Do they already have opinions about the topic? You will need to choose the information you give according to how much your audience already knows.
2. Find out what resources you will have in the presentation room. Will there be a blackboard/whiteboard? A flip chart and paper? Any form of technology?

3. Plan your presentation; don't try to improvise, or make it up as you go along. Make notes on what you want to say, but use point form. Don't write your presentation out in full. If you do this, you will end up looking at your notes rather than at your audience.
4. Rehearse your presentation in advance. Try it out on a classmate or friend. This will show you whether your talk is the right length, or if it is too long or too short. Ask your listener to comment on your voice. What suggestions do they have for you?
5. Decide in advance whether or not your listeners will be able to ask questions during the talk or at the end. Try to predict some of the questions you might be asked.
6. When you are speaking, be careful not to speak too fast. This is one of the most common mistakes with speaking to a group, and it often happens when speakers are nervous. Remember that your audience needs time to think about what you are saying. Slow down! Don't be afraid to pause to give your listeners time to think.
7. Speak up. If you can, try speaking in the presentation room before your talk. Take a friend into the room, and make sure your friend can hear you at the back of the room.
8. Look at your audience, not at your notes. Be sure to look at all parts of the room; don't always look at the same person, or at the teacher. A good technique is to follow the letter W: look at the top left corner of the room, then the bottom left, top centre, bottom right, and top right. If you let your eyes follow the shape of the W, you will cover all sections of the room. Smile!
9. Try not to play with your hair, your pen, or any other object. This is another sign of nerves, but it is distracting. It can help to hold a piece of paper (your notes); this will keep your hands away from anything else.
10. Relax! Giving a presentation does not need to be a scary situation. Keep practicing, and you may find that you come to enjoy speaking in public.

## You Try It!

You are going to give a short presentation to your class. You may choose your topic, or your teacher may assign a topic. If you are not working in a class, you can easily use your phone to record yourself giving a presentation. Imagine you have an audience watching you. Aim to speak for 3–5 minutes.

Use the following chart to help you to plan your presentation.

<b>The topic of my talk</b>	
<b>Planning notes— what I am going to say</b>	
<b>Things to be careful of when I am speaking</b>	



# Bring It Together: Writing Task

## Your Task

Write a cause/effect paragraph on one of the following topics:

- How my pet has had an impact on my life
- Why some people have unusual pets, such as pigs or rats
- The benefits of having a cat rather than a dog

## Checklist

When you have written your paragraph, check to see if the following are true:

- \_\_\_\_\_ My paragraph is on one of these topics.
- \_\_\_\_\_ I have a good topic sentence, supporting details, and a concluding sentence.
- \_\_\_\_\_ The first sentence of my paragraph is indented.
- \_\_\_\_\_ My sentences all have a subject and a verb.
- \_\_\_\_\_ I have avoided faulty parallelism.
- \_\_\_\_\_ I have used transitions effectively.
- \_\_\_\_\_ I have used a variety of simple, compound, and complex sentences.
- \_\_\_\_\_ There are no run-on sentences or fragments in my writing.
- \_\_\_\_\_ I have used capital letters and periods in the right places.
- \_\_\_\_\_ My vocabulary is suitable for college writing.





# Reflect on Your Learning

Answer the following questions.

**3** ■ Write **three** new things you have learned in this unit.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**2** ■ Write **two** things that you have strong opinions about (you agree or disagree), or that you reacted emotionally to (you felt happiness, sadness, anger, surprise, etc.).

- \_\_\_\_\_
- \_\_\_\_\_

**1** ■ Write **one** question you still have. Where can you find the answer?

- \_\_\_\_\_



## Just for Fun: Where Does the Dog Live?

You are visiting a friend who lives in an apartment building. The building has four floors, with one apartment on each floor. Outside the building, you see a dog who looks lost. He is not wearing a collar. You talk to some neighbours, who give you different pieces of information about the people in the building. However, no one can tell you where the dog lives.

Use the information below to identify the occupant of each apartment and each person's hometown, occupation, and hobby. As you work through the clues, you will be able to figure out where the dog lives.

Apartment	Tenant	Hometown	Occupation	Hobby	Pet
4					
3					
2					
1					

- The woman in Apartment 4 is called Kelsey.
- The man in Apartment 1 comes from Victoria.
- The tenant from Victoria likes curling.
- The man from Nanaimo likes skiing and has a pet turtle.
- The woman from Kamloops live below the hair stylist.
- Kelsey is a bartender.
- Mia is a student and enjoys figure skating.
- The woman from Smithers lives above the hairstylist.
- Stuart works as a hairstylist.
- The curling fan is a firefighter called Alan.
- The bartender enjoys hockey and has a cat.
- The tenant from Victoria has a hamster.

# UNIT 7

# Money



In this unit you will learn to do the following:

- Think critically about issues related to money.
- Make inferences.
- Write a blog.
- Paraphrase information you have read.
- Use apostrophes correctly.
- Identify and deal with stressful situations.



# Reading 1: You Weren't Born to Pay Off Debt and Die

## Before You Read

Answer the following question, or discuss your thoughts with a partner.

When was the last time you borrowed money to pay for something? Was it something you needed, or was it something you wanted? Write your thoughts in the space below.

## The Reading

The following article is by Cait Flanders. Cait lives in Squamish, B.C., and writes about personal finance. Read the article, and answer the questions that follow.

- 1 I've seen this picture floating around the internet that says, "You weren't born to pay bills and die". I can see the point it's trying to make: life is about more than working and paying bills. But, not to burst the picture's bubble, the simple fact is that there will always be bills to pay. You are always going to have to pay for something, like utilities or a phone service. So, while I agree that you weren't *born* to pay them, you will, in fact, probably always have to.
  
- 2 What you *don't* have to do forever is live with debt. You don't have to spend every month calculating how much you can afford to put towards debt repayment, while continuing to use credit, and staying in the never-ending cycle of borrowing money and trying to pay it back. It's not an easy cycle to get out of; I know that firsthand. But it is a cycle that will not only control your finances, it will control your mind and your life—and our time on this planet is far too short to let debt control your life.

3 I don't mean to sound morbid, but I've been thinking about life a lot lately—specifically, what exactly it is that I am doing with mine. When I turned 29, I began to have a sort-of panic attack about turning 30, as though the number somehow marked a milestone in which I *must* have crossed off a certain list of goals. By the time I turned 30, I realized the numbers didn't matter, nor did the list of goals; all that mattered was that I was doing my best and I was happy with my life. I was, and I still am today.

4 I can look back and tell you that I still haven't crossed off most of the items on that imaginary 30 before 30 goal list. I still haven't got a new tattoo (I got all mine before age 22) or taken a painting class or pottery class. I haven't run a half marathon yet (I had an accident six weeks before the first one I'd signed up for) or gone bungee jumping or skydiving. And I haven't driven across Canada or travelled to Europe yet, either. But it's OK. It doesn't matter that I didn't do those things before 30 or any other age.



*When you don't have much money, going bungee jumping is not a priority.*

5 What matters is that I wake up every morning and think, “Yes, this is the life I want”. What matters is that every time I reach a crossroads, I choose the route that aligns with my goals and my values. I've been working on a project that has required me to take myself back three, five, even ten years, and reflect on who I was and why I did the things I did. It hasn't exactly been a pleasant experience: eye-opening, for sure, but not pleasant. As I worked through those memories, however, I was reminded of how drastically different my life is today—in a good way; no, a *great* way—and that's because of the decisions I made when I reached certain crossroads.

6 The most important one was the day I finally forced myself to decide if I was going to keep drinking or not. I couldn't have achieved any of the things I've written about on this blog, if I was still drinking. In fact, my guess is this blog wouldn't even exist. I likely would've deleted the whole thing, in a fit of self-consciousness. (I say a "fit" because alcoholics don't have control of their emotions, and I made a lot of hasty decisions when I was still drinking.) There is no doubt that sobriety is part of the life I want.

7 The second most important crossroads I've reached appeared on the day I decided I wasn't going to keep using credit to float my lifestyle. You might think I got there on the day I realized I was maxed out, so I *had* to stop using credit. But that's not true. I reached that crossroads about six months later, when some of my debt was paid off and I finally had some available credit. I chose not to use it then, and I choose not to use it now. Being debt-free is part of the life I want.

8 We reach crossroads every single day of our lives—many of them, in fact. When you wake up in the morning, you choose to be happy or grumpy. When you walk into the kitchen, you choose if you're going to eat something healthy or indulge in something your body probably doesn't need. When you're invited to hang out with friends, you choose if you're going to go or stay at home. When you go home for the day, you choose how you're going to spend your time.

9 And when you think about buying something, you reach two crossroads. The first asks if you're going to buy it or not; the answer to that probably lies in a mini crossroads of whether it's a need or want. The second asks if you have the money or if you're willing to go into debt for it.

10 Every time you go into debt to buy something, you are making a choice. You are choosing to give up some amount of your next paycheck, your time by having to work more hours to pay it off, and your mental capacity which stores the stress and anxiety we carry when we owe money. You are also choosing to take on the physical reactions that come with carrying that stress and anxiety around. If you've ever been in debt, or are currently in debt, I think you know exactly what I'm talking about.



*Do you really need to go shopping?*

- 11 Fortunately, there is another way to live. When you reach that crossroads and decide you want to buy something, you can choose to wait until you have the money for it. You can also choose not to buy it at all—especially if it doesn't align with your goals and values. But if you decide to get it, you can choose to wait. You can choose to pay with cash. You can choose to take the route that comes with the least amount of stress and anxiety. You can choose to not owe anyone money.
- 12 You weren't born to pay off debt and die. You don't have to spend every month calculating how much you can afford to put towards debt repayment, while continuing to use credit, and staying in the never-ending cycle of borrowing money and trying to pay it back. It's not an easy cycle to get out of; I know that firsthand. But it is a cycle that will not only control your finances, it will control your mind and your life—and our time on this planet is far too short to let debt control your life.

By Cait Flanders. Used with permission.

**SOURCE:** <https://caitflanders.com/2016/02/10/you-werent-born-to-pay-off-debt-and-die/>

## Questions

### A. Check Your Understanding

Answer the following questions in your own words.

1. What is the main idea of this article?
  - a) There will always be things to pay for, so you cannot avoid debt.
  - b) Alcohol is a huge drain on your finances.
  - c) It's a good idea to have a list of things you want to achieve.
  - d) Many purchases people make are not really necessary.
2. What does Cait mean when she says, "our time on this planet is far too short to let debt control your life"? Paraphrase her statement.

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3. What did Cait want to accomplish before she turned 30? Did she accomplish everything on her list?

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4. What is the connection between Cait's alcohol use and her attitude towards money?

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5. What are the mental and physical effects of going into debt to buy something? Give three.

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

6. If you really want to buy something, what does Cait suggest you do?

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## B. Develop Your Vocabulary

Look at the words and expressions below. Find them in the reading, and write a definition of each one. Do not use a dictionary.

1. morbid (para. 3) \_\_\_\_\_

2. align (para. 5) \_\_\_\_\_

3. sobriety (para. 6) \_\_\_\_\_

4. indulge (para. 8) \_\_\_\_\_

5. mental capacity (para. 10) \_\_\_\_\_

Now use a dictionary to check that your definitions are correct.



## C. Think about It

Think about the following questions. Write your thoughts, or discuss your ideas with your class.

1. Can you make any connections between Cait's experiences and your own life? Does anything she says remind you of yourself, or of anyone you know?

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2. Have you ever made a list of things you wanted to do before a certain age? If so, what happened?

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3. Have you ever been at a crossroads in your life? How did you decide which route to follow? Do you think you made the right choice?

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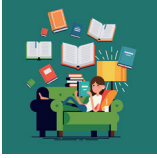
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4. Cait is part of a growing trend towards having fewer possessions and a simpler lifestyle. Why do you think many Canadians are deciding to live this way?

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# Reading Skills: Inferring Information

## What Does Inferring Mean?

When you **infer** something, you understand it from the reading, even though the writer does not exactly say it. The meaning is understood from the reading, but the exact words are not used. Look at these examples.

### EXAMPLE A

Maggie: I can't believe it! The alternator on my truck died, and I had to get it fixed. It cost me \$600! I had to put it on my credit card. I guess I won't be buying any new clothes for a while.

What do we know *for sure* from this statement?

- The alternator on Maggie's truck stopped working.
- It cost \$600 to repair it.
- Maggie paid for the repairs with her credit card.
- Maggie doesn't plan to buy new clothes for a while.

What can we *infer* from the statement?

- Maggie's truck is old. (She doesn't tell us this, but we can assume this because alternators on new vehicles do not usually stop working.)
- The repairs were not covered by her insurance. (She paid for it herself, using her credit card.)
- Maggie does not have \$600 in the bank. (She says she "had to" use her credit card.)
- Maggie wants to buy new clothes. (She cannot now do this.)

Maggie does not tell us any of this information, but we can guess that these statements are true. These pieces of information are called **inferences**.

### EXAMPLE B

Ben: I got a raise! I'm now making \$25 an hour. This will make a big difference to my life. I can finally pay some bills and buy my kids new hockey equipment. I guess I'll put up with this job a while longer.

What do we know *for sure* from this statement?

- Ben got a pay raise to \$25 an hour.
- The raise will make a big difference to his life.
- He wants to use the extra money to pay bills and buy hockey equipment for his children.
- He is planning to stay in his current job for a while longer.

What can we *infer* from the statement?

- Ben was making much less than \$25 before. (This raise will make a “big difference” to his life.)
- Ben was behind in his bill payments. (He can “finally” pay his bills.)
- Ben’s kids enjoy hockey. (He is buying hockey equipment for them.)
- Ben doesn’t really like his job. (He will “put up with” it for a while longer.)

## You Try It!

Go back to **Reading 1: You Weren’t Born to Pay off Debt and Die**. Which of the following pieces of information can you infer about the author, Cait Flanders? Hint: You can infer five of the following statements. The other five cannot be inferred (they are either wrong, or we don’t have enough information).

Cait ...

1. \_\_\_\_\_ has been in debt.
2. \_\_\_\_\_ is disappointed that she has not gone bungee jumping.
3. \_\_\_\_\_ was addicted to drinking beer.
4. \_\_\_\_\_ is satisfied with very few possessions.
5. \_\_\_\_\_ enjoys tattoos.
6. \_\_\_\_\_ has studied financial planning at college.
7. \_\_\_\_\_ is now a wealthy person.
8. \_\_\_\_\_ enjoys spending her free time in the mall.
9. \_\_\_\_\_ thinks rich people are happier than poor people.
10. \_\_\_\_\_ is a thoughtful person.



# Reading 2: Stop Comparing Your Life. Start Living It.

## Before You Read

Think about the following questions. How would you respond to each one? Choose your answers, then discuss them with your group.

1. I sometimes compare myself to ...  
(choose all that apply)

\_\_\_\_\_ my friends

\_\_\_\_\_ my brothers or sisters

\_\_\_\_\_ my cousins

\_\_\_\_\_ my parents

\_\_\_\_\_ my neighbours

\_\_\_\_\_ other?

2. Things that I compare are ... (choose  
all that apply)

\_\_\_\_\_ my education

\_\_\_\_\_ my amount of money I have

\_\_\_\_\_ my job

\_\_\_\_\_ my appearance and/or clothes

\_\_\_\_\_ my car

\_\_\_\_\_ other?

3. Why do you compare yourself to other people? How do you feel when you compare yourself? Write your thoughts in the space below.

## The Reading

Joshua Becker is another writer who blogs about living a simpler life. In this article, he warns against comparing yourself with other people.

### PART 1

Read the first part of the article. For each piece of advice, choose the correct opening sentence from the list below.

- A. Life isn't graded on a curve.
- B. We always compare our worst with their best.
- C. Comparison puts your focus on the wrong person.
- D. There is no end to the comparison game.
- E. Comparison robs you of joy.
- F. We most often compare the wrong things.

Most of us understand the foolishness of trying to compare ourselves to others. We would readily admit that no good ever comes from it. Yet, whether we are comparing our home size, paycheque, physical features, or any number of measurable (and even unmeasurable) things, we do it all the time. But there are inherent problems.

1. \_\_\_\_\_ Because we can most easily compare the things that we can objectively measure, we live in a world that is great at measuring and comparing externals. Somewhere along the way, we decided that we could determine who is living a more valuable life by comparing clothes, cars, homes, paycheques, beauty, or Twitter followers. But externals are rarely a good measure. Net worth has never been a good indicator of self-worth.
2. \_\_\_\_\_ Comparing your life with others is always a losing proposition because there will always be people who “appear” to be better off than you and seemingly live the perfect life. After all, we always compare the worst of what we know about ourselves to the best assumptions that we make about others. Be advised, their life is never as perfect as your mind makes it out to be.
3. \_\_\_\_\_ There is an infinite number of categories upon which you can compare yourself and an almost infinite number of people to compare yourself to. Once you start down that road, you will never, ever find an end.
4. \_\_\_\_\_ How you measure up against others holds absolutely no importance in your life anyway. It simply makes no difference. The goal of life is not to be better than 50% of the other people on the planet. The goal of life is to be the best you that you can possibly be.

5. \_\_\_\_\_ You can control one life—yours. When we consistently compare ourselves to others, we waste precious energy focusing on other peoples' lives rather than our own.
6. \_\_\_\_\_ Comparing yourself to others will always cause you to regret what you aren't, rather than allow you to enjoy who you are. It will always steal the joy and happiness that is within your reach and place it just outside of your reach instead.



**PART 2**

Now read the second part of the article. Again, for each piece of advice, choose the correct opening sentence from the list below.

- A. Focus inward.
- B. Live as intentionally as possible.
- C. Realize life is not a competition.
- D. Celebrate who you are.
- E. Remember that nobody is perfect.
- F. Recognize the inherent problems in comparing yourself to another.

Many a contented life has been stolen by the unhealthy habit of comparing ourselves to others. Comparing ourselves to others will always rob us of gratitude, joy, and fulfillment. But even more than that, it prevents us from fully living our lives. It calls us to envy someone else's life and seek theirs rather than ours. It robs us of our most precious possession: life itself. And while the temptation to compare may never be completely eliminated, there are certainly some practical steps that we can take to move past it.

How can we stop comparing ourselves to others? Here are some helpful steps:

1. \_\_\_\_\_ Take a good look at the list above. Why would we want any habit in our life that promotes feelings of inferiority? Or consistently promotes envy, competition, and strife with no end in sight? Sometimes, just a reminder of the foolishness contained in the habit is the most important step in overcoming it.
2. \_\_\_\_\_ There are many wonderful things about your life. You are an artist ... or a businessman ... or a mother ... or a good listener ... or a generous soul. You have much to celebrate and are entirely unique. Any comparison between you and another person is like comparing apples to oranges. They aren't living your life, you are. Therefore, you should expect the results to be completely different.
3. \_\_\_\_\_ Value generosity, humility, goodness, kindness, and love. Begin to focus on developing the inward qualities of a simplified life and the externals will lose their beauty. And the quicker we find beauty on the inside, the sooner we'll stop comparing things on the outside (skin-deep beauty, paycheques, or power).
4. \_\_\_\_\_ There may be times when competition is appropriate, but life is not one of them. We have all been thrown together at this exact moment on this exact planet. And the sooner we stop competing against others to "win," the faster we can start working together to figure it out.

5. \_\_\_\_\_ We live in a society that glamorizes perfection. Consider that magazine racks are full of models and celebrities with perfect faces telling one-sided stories of great triumph and fulfillment. One important step to avoiding the lure of comparison is to remember that one snapshot in time never tells the whole story. The story is never told of the hours in a make-up room or the photo editing technique to cover the blemishes. The story is rarely told of their insecurities or failures (except to mention how they overcame them). That story doesn't sell nearly as many magazines. But the truth remains: there are no perfect people—including you and including me.
6. \_\_\_\_\_ Too many people live their lives without intentionality or thought. They rarely find a quiet moment to sit in meditation or solitude and examine their life—who they are and who they are becoming. As a result, lives are lived as a reaction to the events around them. But when a life is lived intentionally and thoughtfully, the comparison game becomes less attractive.



*Find a quiet moment to reflect on the positive things in your life.*

As humans, it is in our nature to compare ourselves to others. But nothing good ever comes from it. So let's stop comparing ourselves to others. We were not born to live their life. There is no sense wasting our life (or energy) being jealous of theirs. Instead, let's start living our lives. Let's determine today to be good at it. After all, we only get one shot.

*By Joshua Becker. Used with permission.*

**SOURCE:** <http://www.becomingminimalist.com/stop-comparing-your-life-start-living-it/>



# Questions

## A. Check Your Understanding

Answer the following questions in your own words.

1. What is the difference between measurable and unmeasurable points of comparison? Give two examples of each.

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2. What point does the author make about other people that you might compare yourself to?

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3. Why will comparing yourself to others make you unhappy?

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4. What is another way to say each of these sentences?

- a) Net worth has never been a good indicator of self-worth. (Part 1, point 1)

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- b) How you measure up against others holds absolutely no importance in your life anyway. (Part 1, point 4)

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- c) Any comparison between you and another person is like comparing apples to oranges. (Part 2, point 2)

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- d) ... when a life is lived intentionally and thoughtfully, the comparison game becomes less attractive. (Part 2, point 6)

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## B. Develop Your Vocabulary

Match each word with the correct meaning. The first is done for you.

- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| 1. inherent (Part 1, intro.)        | regularly                            |
| 2. objectively (Part 1, point 1)    | state of not being as good as others |
| 3. assumptions (Part 1, point 2)    | unlimited                            |
| 4. infinite (Part 1, point 3)       | state of being alone                 |
| 5. consistently (Part 1, point 5)   | purpose                              |
| 6. inferiority (Part 2, point 1)    | feelings of lack of confidence       |
| 7. glamorize (Part 2, point 5)      | make appear more attractive          |
| 8. insecurities (Part 2, point 5)   | not in a biased way                  |
| 9. intentionality (Part 2, point 6) | basic, permanent                     |
| 10. solitude (Part 2, point 6)      | beliefs not based on evidence        |

Choose five of the words above. Write a sentence of your own using each word.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### C. Think about It

Think about the following questions. Write your thoughts, or discuss your ideas with your class.

1. What can you infer about the author, Joshua Becker? What kind of person is he? Write three adjectives to describe the author.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

2. Which of the author's points do you think is the most valuable? Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Do you think comparing yourself to others is always negative behaviour? Can you think of any positive effects of comparing yourself to others?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Writing Skills: Blogging

In this unit, we take a break from paragraph writing to look at another form of writing: blogging. The two readings in this unit are both by successful bloggers.

## What Is a Blog?

The word *blog* is short for *web log*. A blog is a website that is run by a person or group, and that is updated regularly with new contributions, called *blog posts*. Some blogs are run by community groups, tourism organizations, and even government departments. Other blogs are run by individuals with particular interests.

A person who decides to have their own blog, like Cait Flanders and Joshua Becker, is called a *blogger*. Many of these individual blogs are very personal in nature; the blogger develops a relationship with the readers.

Blogs can be on just about any subject. In this unit, we have looked at two blogs on living a simple life and spending less money. Money is just one subject; you will find blogs on the internet about baking, motorcycles, fashion, skiing, weight loss, hair-styles, soccer, music, and just about any other subject.

Sometimes, people use a blog as an online journal. In many cases, the blog is unlikely to be read by anyone outside the blogger's circle of friends and family members. Sometimes, however, a personal blog with relevance to other people may attract a following. An example might be a blog about someone's experiences raising a special needs child, or one about someone's recovery from a serious illness.

Today, blogs are very easy to create using programs like WordPress, Wix, and Weebly. Anyone with something to say can make a blog; no special computer skills are needed, and there is no censorship or control of blogs. With this in mind, you need to remember the following:

- The language in the blog may not be perfect. Blogs are not usually edited, and you may find grammar and spelling mistakes.
- The information presented in the blog may be inaccurate, or it may be biased. The writer may have made a mistake with the facts presented. The writer may also have a particular point of view and may present a one-sided argument.

Read with caution!

## What Makes a Good Blog?

Blogs, especially individual blogs, are very personal. There are no rules; the appearance and style of a blog depends on the individual writer. However, there are some guidelines that successful bloggers follow:

- Know your audience. Who are you writing for? What do your readers already know about the subject? What do they want to learn about?
- Allow your own personality to shine through. A blog is not a textbook; it is about the experiences of one person. For a blog to be successful, the readers need to know something about the writer and to make a connection with that person. Write as if you are writing to someone you know.
- Don't make your blog posts too long. The idea with blog posts is that they should be read quickly, perhaps with your morning coffee. The two blog posts in this unit are quite long; many blog posts are quite a bit shorter.
- Use bullets and numbers to break up the text. Readers don't want to struggle to read the blog. Notice that Joshua Becker wrote his blog post in **Reading 2** in point form. Many bloggers also use photographs. This is especially true of blogs about fashion, travel, cooking, and other subjects that lend themselves to pictures.
- Share your blog. Many blogging platforms allow you to easily post a link to your blog on Facebook, Twitter, and other forms of social media. If you don't tell people about your blog, they won't find it!

## You Try It!

Find two blogs about a subject that interests you: a hobby, a job, a type of food, a medical condition, or any other personal interest. You can find these by entering *subject* and *blog* into Google or another search engine (e.g., *fishing blog* or *fashion blog*). For each blog, complete the table. Here are some ideas to get you started:

### A fishing blog

This blog contains articles about fishing and boating written by various experts.

<https://www.takemefishing.org/blog/>

### A fashion blog

The blogger writes about clothing, hair, makeup, and other personal topics.

<http://www.thesmallestthingsblog.com/>

### A health blog

DiabetesSisters provides advice and support for women with diabetes.

<https://diabetessisters.org/>

These are just three examples that are easily found online. There are thousands of others!

<b>Blog 1</b>	
Name of blog and URL (website address)	
Who is the creator of the blog?	
Who is the blog written for?	
What kind of information is provided?	
What do you like about the blog?	
Anything you don't like?	

<b>Blog 2</b>	
Name of blog and URL (website address)	
Who is the creator of the blog?	
Who is the blog written for?	
What kind of information is provided?	
What do you like about the blog?	
Anything you don't like?	

In **Bring It Together: Writing Task** you will try writing your own blog post. Use what you have learned in this section to help you.



# Working with Language: Paraphrasing

In Units 7 and 8 we are going to look at two different ways to say something in your own words: **paraphrasing** and **summarizing**. What is the difference?

- When you paraphrase, you take something you have read, and you put it into your own words. You keep all the ideas from the original. Your paraphrase will be around the same length as the original.
- When you summarize, you also take something you have read, and you put it into your own words. The difference is that you will only include the main ideas. Your summary will be shorter than the original.

## What Is Paraphrasing?

The *Questions* section of **Reading 2: Stop Comparing Your Life. Start Living It.** asked you to check your understanding of the text by writing some sentences in your own words. When you did this, you were paraphrasing.

Often, however, you will paraphrase more than a single sentence. You may want to paraphrase a paragraph or a longer piece. It is important to remember that paraphrasing means more than simply changing a few words. You can—and should—rephrase your text in different language. This means changing the order of words and using different grammar.

Here is an example of a strong and weak paraphrase of the opening paragraph of **Reading 2**.

### The original text

Most of us understand the foolishness of trying to compare ourselves to others. We would readily admit that no good ever comes from it. Yet, whether we are comparing our home size, paycheque, physical features, or any number of measurable (and even unmeasurable) things, we do it all the time. But there are inherent problems. (55 words)

### A weak paraphrase

Most of us **know** the **stupidity** of trying to compare ourselves to **other people**. We would **happily agree** that no good ever **results** from it. Yet, whether we are comparing **the size of our house**, **our income**, **appearance**, or any number of measurable (and even unmeasurable) things, we do it **constantly**. But there are inherent **drawbacks**. (56 words)

The writer of this paraphrase has done little more than change some words (in boxes). The grammar stays the same.

### **A better paraphrase**

Joshua Becker says we are always comparing ourselves to others. We compare things we can measure, such as how big our house is or how much money we make. We also compare things we cannot measure, such as how attractive we are. We know this is pointless, yet we still do it. This can only lead to problems for us. (60 words)

Here, the order of ideas has changed as well as the individual words. The writer of this paragraph is not afraid to make changes, but the key information stays the same. Note that the writer of this paragraph has also make it clear where these ideas come from.

## **Why Paraphrase?**

When you are writing, you may find information that is useful to you. If you simply copy it, you are guilty of a form of academic dishonesty called plagiarism. This means using someone else's words and passing them off as your own. (You will learn more about academic dishonesty in Unit 9.) It is better to use your own words—though you should still say where the ideas came from..

## **Why Paraphrase?**

Where is a step-by-step process for writing a good paraphrase.

1. Read the text. Make sure you understand perfectly what the author is saying. It can be helpful to explain the ideas in the text to someone else. This will show you whether or not you have fully grasped the author's point.
2. Hide the text. Close your book, or put it somewhere where you cannot see it. Write down the author's ideas in your own words.
3. Look at the text again. Have you included all the key points? If not, go back to your paraphrase and make any necessary changes.
4. When you are happy with the information you have given, check your writing for grammar, spelling, and punctuation.



## Be Careful!

When you are writing a paraphrase, you do not need to comment on what you have read. You do not need to add, for example, "I agree with the author" or "I think this is wrong." The purpose of a paraphrase is simply to report on what the author says.

## You Try It!

Paraphrase the following points from Reading 2. Remember to keep your version around the same length as the original.

### Paraphrase 1

There is no end to the comparison game. There is an infinite number of categories upon which you can compare yourself and an almost infinite number of people to compare yourself to. Once you start down that road, you will never, ever find an end. (45 words)

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### Paraphrase 2

Comparison robs you of joy. Comparing yourself to others will always cause you to regret what you aren't, rather than allow you to enjoy who you are. It will always steal the joy and happiness that is within your reach and place it just outside of your reach instead. (49 words)

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**Paraphrase 3**

Realize life is not a competition. There may be times when competition is appropriate, but life is not one of them. We have all been thrown together at this exact moment on this exact planet. And the sooner we stop competing against others to “win,” the faster we can start working together to figure it out. (56 words)

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**Paraphrase 4**

As humans, it is in our nature to compare ourselves to others. But nothing good ever comes from it. So let’s stop comparing ourselves to others. We were not born to live their life. There is no sense wasting our life (or energy) being jealous of theirs. Instead, let’s start living our lives. Let’s determine today to be good at it. After all, we only get one shot. (68 words)

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# Trouble Spots in Language: Using Apostrophes

## What Is an Apostrophe?

An apostrophe is the punctuation mark in these sentences:

- This is Alice's phone.
- I didn't see you.
- It's raining.

The apostrophe is one of the most misused punctuation marks in written English.

## When Do I Need an Apostrophe?

Use an apostrophe ...	Do not use an apostrophe ...
<ul style="list-style-type: none"> <li>✓ After a person, to show belonging:               <ul style="list-style-type: none"> <li>• My brother's house is on the lake.</li> <li>• Sam's wife's name is Josie.</li> </ul> </li> <li>✓ With a short form:               <ul style="list-style-type: none"> <li>• I can't drive a car.</li> <li>• Mark wasn't at school today.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✗ With a plural:               <ul style="list-style-type: none"> <li>• They have two dog's.</li> <li>• I need to buy some new skate's.</li> </ul> </li> <li>✗ With a <i>he/she/it</i> verb:               <ul style="list-style-type: none"> <li>• She play's softball in the summer.</li> <li>• It often rain's on the west coast.</li> </ul> </li> </ul>

## It's or Its?

Use It's ...	Use Its ...
<ul style="list-style-type: none"> <li>✓ For a short form (= it is):               <ul style="list-style-type: none"> <li>• It's Monday.</li> <li>• It's time for bed.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ To show belonging:               <ul style="list-style-type: none"> <li>• The town celebrated its 200th anniversary.</li> <li>• The dog ate its dinner.</li> </ul> </li> </ul>

## You Try It!

Look at the following advertisements for goods for sale. Circle and correct the mistakes in the use of apostrophes. Two sentences are correct.



1. Barbecue, \$50. Its old, but it still works.
2. Two kitchen chair's. Oak with leather-look seats. \$40 for the pair.
3. Acoustic guitar. Comes with it's own case. \$45 obo.
4. Food processor. Work's well but I never use it. \$30.
5. Lawnmower, \$25. Must have transportation as I cant deliver.
6. Comic books. Batman, Superman, etc. All in good condition. Enquire for prices.
7. Im selling my daughters old bicycle. \$20 or best offer.
8. Two ticket's to weekend music festival. Paid \$100, asking \$75.
9. Winter tires. Good condition. \$250.
10. Treadmill, \$200. Its in excellent condition—never been used.



# Study Skills: Coping with Stress

Going to college is stressful. You have classes to attend, homework to do, tests and exams to write. On top of this, you may be working at a job, raising children, taking care of other people in your community—or doing many other demanding tasks. Stress can often be the result.

## What Is Stress?

Stress is a state of mental or emotional tension that results from being in a difficult situation.

Stress has a variety of causes, some positive, some negative. Positive stressors (things that cause stress) include moving to a new home, having a baby, starting a new relationship, or getting a better job. Negative stressors include being in debt, the end of a relationship, a death in your family, or getting fired from work.

Stress is not necessarily a bad thing. Many people report that they perform better in college (particularly on exams) if they feel slightly stressed. However, if there is too much stress in your life, it can have negative effects.

## Signs of Stress

How can you tell that you are stressed? Different people respond to stress in different ways, but here are some signs to look out for.

- You may feel tension in your neck or shoulders. You may experience headaches, upset stomach, or frequent colds and infections. If you have high blood pressure, diabetes, or asthma, extreme stress can make those conditions worse.
- You may be short-tempered and easily upset. Little things make you want to explode. Your roommate eats your lunch, or your kids forget to give you a phone message. Normally, this would not be a crisis, but when you are stressed, you may find yourself over-reacting.
- You may be unable to sleep at night. If you are stressed, you may lie awake thinking about things that you may not be able to control.

- You may be too stressed to eat, or you may be eating “comfort” food, such as burgers and donuts. You may also be drinking more alcohol or smoking more than usual. It is particularly important to pay attention to your body when you are feeling stressed.

## What to Do When You Are Stressed

If you often feel stressed, you need to find ways to handle the situation. There are two parts to this:

- a) understand what causes you to feel stressed and find ways to minimize this;
- b) learn to cope with the stress already present in your life.

## Understand and minimize your stress

1. Learn to identify what causes you to feel stressed. When you identify your stressors, you can take steps to minimize their effect on your life. For example, if you are stressed by raising young children, understand that this is very normal. All parents feel stressed. See if there is someone who can watch your children for a few hours during the day. This does not make you a bad parent; it means that you are taking care of your own needs.



2. Know the signs you display when you are feeling stressed. Do you have headaches, insomnia, or stomach upsets? Do you find yourself drinking or smoking more than usual? Everyone is different; understand how *you* react under stress.
3. Learn to say, “I’m stressed,” and to do something about it. This may mean opting out of an activity or saying “no” to someone who asks you for help. Don’t be afraid to put yourself first. If your body is telling you that you are stressed, listen to it.

## Cope with the stress in your life

There are many ways that people deal with stress. Here are a few.

1. *Exercise.* It is a scientific fact that exercise releases endorphins (hormones) that make you feel more relaxed. You don’t even need to exercise vigorously. Think about how good you feel after a simple walk outside in the fresh air.

2. *Take a break.* Get together with friends, listen to music, watch a movie. Sometimes just taking your mind off the stressful situation will make you feel better.
3. *Relax.* Make sure you get enough sleep. Stress is hard on your body, so you need to rest and recuperate.
4. *Eat healthy food.* It may be tempting when you are stressed to binge on junk food, but you won't be doing yourself any favours. It is better to eat food that nourishes you.
5. *Have a relaxing bath.* Let the water wash away your stress.
6. *Try meditation.* Imagine your stress disappearing from your body. Some people find that activities like yoga can be useful.

## You Try It!

Answer the following questions.

1. What causes you to feel stressed?

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2. What are your own warning signs that you are stressed?

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3. Identify some ways you can help yourself to relieve stress. Use the space below.

Next time I feel stressed, I will ...



# Bring It Together: Writing Task

## Your Task

Choose a topic you are interested in. Find a blog on that topic. You can, if you wish, use the same topic and one of the blogs that you found in the **Writing Skills** section, or you can choose a different topic.

Imagine that the blogger has invited you, as someone who is interested in the topic, to write a guest blog post. Write a short post on an aspect of your chosen topic that most interests you, or that you have experience with.

Hint: Keep your blog post personal. You do not have to do research for this assignment. Use what you already know!

## Checklist

When you have written your blog post, check to see if the following are true:

- \_\_\_\_\_ My blog post is on the same topic as the blog I have chosen.
- \_\_\_\_\_ I have written my post in an informal style that will appeal to readers of the blog.
- \_\_\_\_\_ I have a good topic sentence, supporting details, and a concluding sentence.
- \_\_\_\_\_ I have used a variety of simple, compound, and complex sentences.
- \_\_\_\_\_ There are no run-on sentences or fragments in my writing.
- \_\_\_\_\_ I have used capital letters and periods in the right places.





# Reflect on Your Learning

Answer the following questions.

**3** ■ Write **three** new things you have learned in this unit.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**2** ■ Write **two** things that you have strong opinions about (you agree or disagree), or that you reacted emotionally to (you felt happiness, sadness, anger, surprise, etc.).

- \_\_\_\_\_
- \_\_\_\_\_

**1** ■ Write **one** question you still have. Where can you find the answer?

- \_\_\_\_\_



# Just for Fun: Money Anagrams

Unscramble the words to find proverbs related to money.

EMYON NCAT YBU NEAPSHIPS

-----

ONEMY TESNDO RWGO NO STEER

-----

MENYO KAMSE HET LDWRO OG UNDRO

-----

YENON SI TEH TORO FO LAL VEIL

-----

A OLOF NDA SHI ONMEY REA ONOS TERPAD

-----

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Now paraphrase each of the proverbs. Which one(s) do you most agree with?

# UNIT 8

# Home



In this unit you will learn to do the following:

- Think critically about issues related to place of residence.
- Distinguish between facts and opinions.
- Write a compare/contrast paragraph.
- Summarize information you have read.
- Build your vocabulary by knowing the meaning of stems, prefixes, and suffixes.
- Be well prepared for your tests and exams.



# Reading 1: Finding Home in Fernie

## Before You Read

Watch a music video called *The Bear* by the band Shred Kelly. You can find it on YouTube at: <https://www.youtube.com/watch?v=4aqDUcUvIJE>.

What are your impressions of the music and the video? Write your thoughts in the space below.

## The Reading

Jordan Vlasschaert is the bass guitarist with Shred Kelly. Read about Jordan's move to B.C., his music, and his life in the mountains. Answer the questions that follow.

- 1 The picturesque mountain town of Fernie, British Columbia, has a traditional background as a coal mining centre and a newer status as a ski resort. But for a five-person band known as Shred Kelly, it's also the basis for making their music.
- 2 "For a long time, we talked about Fernie like it was the sixth band member," says bass guitarist Jordan Vlasschaert. "A lot of our songs are based on the town's history, surroundings, and the lifestyle here."
- 3 It was that lifestyle that brought Jordan to Fernie and B.C. in the first place. After growing up in Ontario, he went to Halifax's Dalhousie University for a Bachelor of Arts degree. "My original plan in high school was to become a teacher, but those early plans have a tendency to not come to fruition sometimes."

- 4 Instead, he moved to Fernie after graduating from university. “It was a total ski bum move. I did research on ski towns out west,” he says. Fernie appealed, with its rich history. “That was one of the things that really set it apart,” he explains. “There was a community with a history there before the skiing arrived. Historically, it’s a coal mining town.”
- 5 His original plan was to go to Fernie for a year or two, work, and enjoy the skiing. But instead, “I met my friends in the band. Now it’s been a nine-year experiment in making music.”
- 6 The nature of the town was essential in the formation of the band itself. “There’s a large community that arrives every winter, to work and to go skiing and snowboarding,” Jordan explains. This includes people from across Canada, Great Britain, Australia and elsewhere. He was surprised by how many people were arriving. “There were hundreds and hundreds of young people, all in the same boat,” he recalls. People meet each other, and discover similar interests outside skiing.
- 7 One of Jordan’s interests was music. “When I started going to the jam nights and I realized there was no one else playing bass, I traded in my oldest pair of skis and got a bass guitar,” he says. During his second winter in town, he started jamming with some other musicians during an open mike night, and eventually, Shred Kelly was born. “It wasn’t something I ever planned on doing, but it was a real adventure,” he says. Along with Jordan, the band’s members are Tim Newton, Sage McBride, Ty West, and Ian Page-Shiner. And the name? It was inspired by the historical Australian outlaw Ned Kelly (a former band member is Australian) and the use of the term “shred,” which is skiing/snowboarding slang meaning “to ski/snowboard well.” The band starting combining their talents to produce what Jordan calls “high-energy folk rock.”



*Shred Kelly of Fernie, B.C. (Photo credit: Shred Kelly).*

8 Having played mostly locally since their founding in July 2009, the band started to gain momentum when they made an appearance at a music festival in Vancouver during the 2010 Winter Olympics. “It was the first time we had ever played on a large outdoor stage,” Jordan remembers. “It was a turning point, where we realized we could do this. We thought, let’s see how far we can take this.”

9 The band toured exclusively in Canada at first, with what Jordan calls a “do-it-yourself mentality,” booking themselves into bars, and eventually getting into various music festivals. This led to meeting more music industry people across Canada, and eventually, to connecting with an agent. Jordan is quick to note that the band is grateful for Canadian government support, which helps them financially. Their persistence has paid off, with tours across Canada and in Europe. They also recently went to Australia for the first time, attending a showcase festival in Sydney. “The more people you know and meet, the more exposure you get,” he says. The band has also attracted critical acclaim: they have won numerous awards, including a Western Canadian music award. Their album *Sing to the Night*, released in 2015, was named one of the “Top 15 Most Anticipated Albums of 2015” by CBC Music.



10 Despite spending anywhere from three to six months a year on the road, Jordan is always happy to get back to Fernie, where he lives with his wife Katie, who drives a truck at one of the coal mines in the area.

11 “It’s a beautiful little town, not just a cookie-cutter resort village,” Jordan says of Fernie. “It has such amazing access to outdoor recreation. That, combined with the sheer beauty of the place, and the community itself. There’s such a wonderful group of people living here, I can’t imagine living anywhere else.” He does note, however, that despite being in Fernie for a decade and no longer being part of the transient culture, he still doesn’t consider himself a “local,” since, as he says, “I wasn’t born in the Fernie hospital!”

12 Jordan notes that no matter how much time he spends making music, he still needs other income streams. He works as a support worker with at-risk children and teenagers and is currently doing an online master’s degree in counselling psychology.

He is able to work with a larger team of support workers, who help cover for him when he's touring.

- 13 Jordan's advice for younger people who want to follow their dreams, as he did, has two components. The first is to focus on the destination, not necessarily on a job. "If you know where you want to live, which is what I did, don't be too selective on what you're willing to do to live there. If the place is really important, be open to different opportunities."
- 14 In terms of pursuing a musical career, he notes that there are seldom true overnight success stories in music, so persistence and hard work are key. He says, "From a musical perspective, find people who want to do the same thing and keep working. It won't happen overnight. You have to keep going and try to get to where you want."
- 15 And that's certainly where Jordan Vlasschaert is—in Fernie, British Columbia!

## Questions

### A. Check Your Understanding

Answer the following questions in your own words.

1. How did Jordan end up in Fernie?

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2. What aspects of living in Fernie does Jordan find most attractive?

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3. Have Shred Kelly been an overnight success? Explain your answer.

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4. What else does Jordan do in addition to playing bass with Shred Kelly?

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5. What do you learn about Jordan's personal life?

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6. What two pieces of advice does Jordan give to younger people in the same situation?

a) \_\_\_\_\_

b) \_\_\_\_\_

## B. Develop Your Vocabulary

Find a word or expression in the reading that means the following. Paragraph numbers are given to help you.

1. pretty (used with places) (para. 1) \_\_\_\_\_ (adjective)
2. work out as hoped (para. 3) \_\_\_\_\_ (verb)
3. become more popular (para. 8) \_\_\_\_\_ (verb)
4. only (para. 9) \_\_\_\_\_ (adverb)
5. continuing, not giving up (para. 9) \_\_\_\_\_ (noun)
6. awareness by others (para. 9) \_\_\_\_\_ (noun)
7. praise from the media (para. 9) \_\_\_\_\_ (noun)
8. the same as everything else (para. 11) \_\_\_\_\_ (adjective)
9. moving from place to place (para. 11) \_\_\_\_\_ (adjective)
10. picky (para. 13) \_\_\_\_\_ (adjective)



Choose five of the words above. Write a sentence of your own using each word.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### C. Think about It

Think about the following questions. Write your thoughts , or discuss your ideas with your class.

1. Jordan says, "My original plan in high school was to become a teacher, but those early plans have a tendency to not come to fruition sometimes." Is there a connection between Jordan's statement and anything in your own life?

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2. What can you infer about Jordan? What kind of person is he? Think of three or four adjectives to describe his personality.

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3. Jordan says that he does not consider himself a local, since he was not born in the Fernie hospital. How do you know when you are a local? Do you need to have been born there? Do you need to have lived there for a long time?

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4. If you want to become successful as a musician, what do you think is most important: talent, hard work, luck, knowing the right people, or something else?

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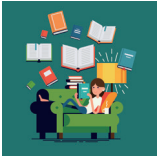
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## D. Go Further

Now in his 30s, Jordan is typical of the “millennial” generation, those born between the early 1980s and early 2000s. People born at this time are also known as Generation Y. Typical characteristics of millennials are that they do not feel a need to follow traditional career paths, and they believe in a healthy work/life balance.

**Use the internet to find out more about millennials. Are you part of this generation? If so, do you think the description of millennials applies to you? Why, or why not? If not, how are millennials different from your own generation? Write your thoughts in the space below.**

**Share your findings with your class.**



# Reading Skills: Distinguishing Facts from Opinions

## Fact or Opinion?

### This is a fact

Facts can be checked somewhere else, and the same information should appear. Facts include the following:

Sentences that contain a number (e.g., population, size):

- The area of Fernie is 13.5 km<sup>2</sup>.
- Over 90% of the population is descended from European settlers.

Sentences that contain a date or other historical information:

- Shred Kelly was formed in 2009.
- The band first played to a large crowd at the Vancouver Winter Olympics.

Information about science and nature:

- Fernie has an average of 83.5 cm of snow in January.
- Fernie is 1,010 metres above sea level.

Personal descriptions that can be checked:

- Jordan has dark brown hair and brown eyes.
- He is working on a degree in counselling psychology.

### This is an opinion

Ask yourself: Can someone disagree with this? If so, the sentence expresses an opinion, not a fact. Opinions include the following:

Sentences that start with a verb of thinking or believing:

- I think Shred Kelly's music is great.
- I believe they deserve to achieve international success.

Sentences that contain an adjective:

- My local radio station plays the best (worst) music!
- I saw an amazing (fantastic, great, terrible) band last night!

Sentences that make a prediction about the future:

- This band is going to be huge.
- Fernie will always keep its distinctive character.

Sentences that say what someone should do:

- Everyone should try downhill skiing.
- Radio stations should play more Canadian music.

## You Try It!

Are the sentences below facts (F) or opinions (O)? Hint: there are five facts and five opinions.

1. \_\_\_\_\_ For winter sports, I think the very best place to visit in B.C. is Fernie.
2. \_\_\_\_\_ The town was founded in 1898 and has a population of around 5,000.
3. \_\_\_\_\_ Originally a mining community, Fernie is now well known as a ski centre.
4. \_\_\_\_\_ Winters in Fernie are a magical time, with lots of fun and excitement.
5. \_\_\_\_\_ Fernie Alpine Resort has 142 ski runs and up to 37 feet of snow each year.
6. \_\_\_\_\_ The restaurants and bars in the town are just as good as those in Vancouver.
7. \_\_\_\_\_ Young people easily find jobs in ski stores, hotels, and restaurants.
8. \_\_\_\_\_ Fernie has produced several Olympic-level skiers and snowboarders.
9. \_\_\_\_\_ If you want a perfect B.C. winter vacation, you should definitely consider Fernie.
10. \_\_\_\_\_ It will be one of B.C.'s best winter destinations for many years to come.



# Reading 2: A New Life in Canada

## Before You Read

What do you know about refugees in Canada? Write your thoughts in the space below.

## The Reading

Read the article, and answer the questions that follow.

- <sup>1</sup> It's a long way from Hazelton, British Columbia, to the top of the Olympic podium in Beijing, China. When Carol Huynh, a freestyle wrestler, beat Japan's Chiharu Icho to win the gold medal in the 2008 Olympics, she was so overcome with emotion that she shed tears during the medal ceremony. Carol's gold medal was no fluke: she has been Canadian champion eleven times, and has won medals at the Commonwealth Games, the world championships, and the Pan-American Games. She would go on to win a bronze medal at the London Olympics in 2012.
- <sup>2</sup> For a young woman from a small town in B.C., achieving international success in a sport not normally associated with women is a remarkable achievement. What is more remarkable is the fact that Carol's parents, Viem Huynh and Mai Trinh, were refugees, part of the large numbers of "boat people" who fled their homes in Vietnam after the Communists came to power in 1975. These people set sail from Vietnam, often in flimsy boats and with little more than the clothes on their backs. Many died, falling victim to starvation, storms, or pirates; for those who survived the weeks at sea, new homes were found around the world. In the late 1970s and early 1980s, more than 60,000 boat people found new homes in Canada.



*Winter can be a difficult time for recent immigrants.*

- 3 Carol’s parents and her two older siblings, Ngoc and Hui, survived the perilous journey, and after spending some time in a refugee camp in Indonesia, they found themselves in Hazelton. Carol was born in Hazelton in November, 1980; she was given the name “Carol” because her parents wanted to choose an English name, and it was nearly Christmas.

### **Refugees in Canada**

- 4 Refugees are people who, like the Huynhs, have been forced to flee from their home countries, usually as a result of civil war, or of political, religious, or racial persecution. The story of the Vietnamese boat people is well known to Canadians, but they are not the only example of large-scale migration to Canada in recent years. In 1992, 5,000 Muslims were admitted to Canada to escape the Yugoslavian Civil War. In 2006, nearly 4,000 Aboriginal refugees from camps in Thailand were admitted. Most recently, between November 2015 and January 2017, Canada opened its doors to 40,000 refugees from Syria, a country torn apart by war.
- 5 Refugees can be sponsored to come to Canada by individuals or organizations such as church groups. While many go to big cities, some end up in small towns far away from large urban centres. The Huynhs were sponsored by the United Church in Hazelton; they did not choose to go to Hazelton—Hazelton chose them.

## Adapting to life in Canada

- 6 The process of adaptation is a long and difficult one. Newcomers must attend to everyday needs: finding a place to live, getting children enrolled in school, finding a doctor, learning to use the transportation system, and looking for a job. In many cases, the newcomers have very limited English; the Huynhs spoke almost no English when they arrived in Canada. One of the first steps is enrolling in English language lessons, which are provided through the government-funded Language Instruction for Newcomers to Canada program.



Canadians rally in support of the government's decision to allow Syrian refugees to settle in Canada.



- 7 Home for the Huynhs was initially a two-bedroom house on the land of one of their sponsors. Both Viem and Mai worked at various jobs to support their five children: Viem worked as a carpenter and at a sawmill, and Mai found work as a waitress and seamstress. They worked hard and eventually were able to buy a small motel. The Huynhs were fortunate to be able to make a living for themselves and their five children. Refugees are often unable to do the same jobs in Canada that they did in their countries of origin; those who have professional training often find that their credentials are not recognized in Canada.
- 8 Another consideration is weather. Carol's parents arrived in Canada in January, 1980—maybe the most difficult time of the year to move to Canada. Newly arrived refugees not only need to make sure they have the right coat, boots, hat, and mitts, they also need to be aware of the dangers of frostbite, falling on icy sidewalks, and other hazards of the Canadian winter.

- 9 For refugees who come to small towns, the adaptation process can be especially challenging, no matter how welcoming the community is. Culture shock can be a serious problem. For those in larger cities like Vancouver, there is often a local support system of people who have experienced the transition and can provide help. In a small town, there may be no local people from the same country; there is often no meeting place, such as a temple or mosque, where newcomers can meet, share experiences, and support each other. There is no market where they can purchase the food items used in their own dishes. There are no newspapers printed in their first language. The sense of isolation can be very strong.
- 10 While refugees in Canada are safe from physical harm, the emotional scars from their experiences often take years to heal. Many refugees have experienced war and other forms of violence, such as torture and sexual abuse. They didn't choose to leave their homeland, and they had no choice in where to go. Once in Canada, there is anxiety about friends and family members left behind; there are concerns about money and about the future; and there may be a feeling of alienation from the new country. Many newcomers feel a sense of optimism on entering Canada and starting a new life, but this can quickly change to a sense of disillusionment. In some cases, negative feelings are exacerbated by racism and prejudice in the new community.
- 11 Immigrants who come to Canada voluntarily know that they can always go home if the move doesn't meet their expectations. However, refugees know that they cannot go home again, and they must learn to adapt. As a result, there is a high risk of post-traumatic stress disorder (PTSD) and depression among refugees. Estimates of the occurrence of mental health issues among refugees are as high as 40%, with higher rates in small communities where refugees are isolated from their home cultures.

### Success

- 12 Transitions take time and effort, but for many refugees in Canada, the story has a happy ending. Carol Huynh's story is a perfect example. Explaining her tears as she stood on the podium in Beijing to collect her gold medal, listening to the playing of *O Canada* and watching the Canadian flag rise, Carol told CTV News: "I was just thinking how proud I am to be Canadian."



# Questions

## A. Check Your Understanding

Answer the following questions in your own words.

1. What did Carol Huynh achieve at the Beijing Olympics?

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2. Who were the “boat people”?

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3. What immediate needs do newcomers need to attend to on arrival?

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4. Why can a refugee doctor often not work as a doctor in Canada?

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5. How does weather play a role in the settlement process?

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6. Why is it harder to move to a small town than to a big city?

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7. What mental health challenges can refugees face?

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8. Carol's parents integrated successfully into Canadian society. Explain this statement.

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## B. Develop Your Vocabulary

Use each of the following words or expressions to complete the sentences below. Each one can only be used once.

fluke                      perilous                      persecution                      sponsored                      culture shock  
transition                      alienation                      disillusionment                      exacerbated                      voluntarily

1. When you do something \_\_\_\_\_, you do it by choice.
2. The difficult mental process of getting used to living in a new country is called \_\_\_\_\_.
3. Something that is \_\_\_\_\_ is dangerous.
4. If you are disappointed that something is not as good as you had hoped, you are feeling a sense of \_\_\_\_\_.
5. If someone is \_\_\_\_\_, they are given financial support.
6. A \_\_\_\_\_ is a change to a new way of living.
7. A \_\_\_\_\_ is an unexpected success.

8. The feeling of having no connection to your community is \_\_\_\_\_.
  
9. When something is \_\_\_\_\_, it is made worse.
  
10. \_\_\_\_\_ occurs when a group is treated badly because of race, or political or religious beliefs.

### C. Think about It

Think about the following questions. Write your thoughts, or discuss your ideas with your class.

1. Have you ever moved from one community to another? Why did you move? What changes did you have to make in your life?

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2. What advice would you give to someone who is experiencing a sense of alienation from the community where they live?

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3. Write five facts about Hazelton. If you do not know Hazelton, choose the community where you live.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_

Now write five opinions about Hazelton or your chosen community.

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_

e) \_\_\_\_\_

4. How easy do you think it would be for a newcomer to adapt to life in the community you wrote about in Question 3? What could your community do to make the transition easier for newcomers?

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## D. Go Further

Talk to someone who has moved to your community from another country. This could be someone in your neighbourhood or an international student at your college. Find out about this person's experiences making the transition. What was easy? What was difficult? What kind of support did the person have? Write your information in the space below.

Share your findings with your class.



# Writing Skills: The Compare/Contrast Paragraph

## What Is a Compare/Contrast Paragraph?

A compare/contrast paragraph is one which shows *either* the similarities *or* the differences between two things. A compare paragraph gives similarities and answers the question, “What do they have in common?” A contrast paragraph gives differences and answers the question, “How do they differ?” The paragraph below is an example of a contrast paragraph.

My life in Canada is very different from my mother’s life in our old country. The main difference is that, as a girl, I have access to education in Canada. I am in high school now, and I have studied a range of subjects: English, math, chemistry, biology, physical education, music, and lots more. My mother had very little formal education, and most of her learning was from traditional books at home. Another difference is that I have more freedom than my mother had. I can go out with my friends, see a movie, or play soccer. My friends are both girls and boys. I am even learning to drive, so I will be more independent. My mother could not do those things. She had to stay at home, help her mother, and learn to cook traditional food. She certainly could not go to a movie with a boy! Finally, I know there will be a big difference in the career opportunities open to me later. After high school, I want to go to college and train to be a paramedic or a firefighter. My mother did not have those opportunities; as a girl, she was not expected to have a career, and certainly not the kind of career I want to have. She got married when she was very young, and she has never had a paying job. I’m not saying my life is better than my mom’s life; I’m just saying that living in a new culture makes a huge difference.



## What Makes a Good Compare/Contrast Paragraph?

In Unit 6, you learned about writing a good cause/effect paragraph. Much of the same information applies here:

- It is about either similarities or differences. In one paragraph, you cannot address both in detail. You should say early in your paragraph whether you are comparing or contrasting.
- It shows similarities or differences between two things that already have some kind of connection. In the paragraph you have just read, the writer compares her own teenage years to those of her mother. This is a logical comparison to make. You could also compare two places, two kinds of music, two people, two religions, two systems of government, and more. Don't compare or contrast things that have no logical connection.
- It is about a topic that is easily managed in one paragraph. The example paragraph addresses a topic that is small enough to be covered in one paragraph. This is much more manageable than, say, a paragraph comparing Canadian culture and another culture.
- It is sufficiently detailed. As with all good paragraphs, don't make your reader guess what you want to say. Give examples.

## Steps for Writing the Compare/Contrast Paragraph

1. As always, your writing should begin with some brainstorming. Think about your topic—what do you want to say about it? Use a mind map to start to collect some ideas. Make sure you are comparing or contrasting two things that already have a connection. Be sure whether you are comparing them or contrasting them.
2. Make a plan for your paragraph. Make sure you are presenting your ideas in a logical order.
3. Write your first draft. Don't worry about getting everything perfect at this stage; just get your ideas on paper. Make sure you have included enough detail.
4. Revise your draft. Follow the ARMS checklist you learned in Unit 1 (Add, Remove, Move, and Substitute). You may want to use words like *Firstly*, *Secondly*, and *Finally* to introduce your various points.
5. Edit your paragraph and write your final draft. Now that your ideas are in place, you can focus on grammar, spelling, word choice, and punctuation.

## You Try It!

Look at the following examples of paragraphs that show similarities or differences. Answer the questions below each paragraphs.

### Paragraph 1

The most widely spoken Indigenous language in Canada is Cree, with around 100,000 speakers; about half of them speak Cree at home. There are several important differences between the grammar of Cree and the grammar of English. Firstly, Cree verbs are more complex than English verbs. Often a whole sentence can be expressed in one or two words; a lot of meaning is included in the form of the verb. For example, the English sentence *I ate a lot of caribou* is expressed in Cree as *Nichii mishtamuuwaatikwen*. Because so much meaning is included in the verb, Cree speakers often leave out pronouns such as *he* or *we*. Secondly, Cree nouns are divided into two groups: those that are living (animate) and those that are not living (inanimate). These groups form their plurals in different ways. Animate nouns add *-ich* to make plural forms, so *awaash* (child) becomes *awaashich* (children). Inanimate nouns form their plurals with *-h*, so *tehtapuwin* (chair) becomes *tehtapuwinh* (chairs). Finally, there are no separate possession words in Cree, such as *my*, *your*, *his*, *her*, and so on. Instead, ownership is included in the noun. *My book* in Cree is *nimasihiikan*, *your book* is *chimasihiikan*, and *their book* is *umasihiikanawaau*. Despite these differences, Cree is not a difficult language to learn; in fact, it may even be easier than English.



*There are over 60 Indigenous languages currently in use in Canada, but this young girl may grow up not knowing the language of her ancestors.*

**SOURCE:** <http://docplayer.net/31959589-Comparative-structures-of-east-cree-and-english.html>

1. What is the writer contrasting here?

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2. What points of contrast does the writer give?

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3. Is another language spoken in your family? Or did your ancestors speak a different language? If so, what are some of the differences between this language and English?
- 
- 

## Paragraph 2

Two of the largest religions in the world are Christianity and Islam. People often think these religions are very different, but there are actually some similarities between them. The first similarity is that followers of both religions worship only one god, and this god is the source of rules that must be followed. These include prohibitions on killing and stealing, and the requirement to worship on a particular day of the week. A second similarity is that both religions have a holy book. For Christians, this is the Bible; for Muslims, the sacred text is the Qur'an. Both books provide guidance for followers of the religion with regard to suitable behaviour. A third similarity is that both religions have a long history of pilgrimage. All Muslims are required to travel to the city of Mecca in Saudi Arabia at least once in their lives. Christians do not have this exact requirement, but many of the great cathedrals in Europe have long been sites of pilgrimage. A final similarity, and perhaps the most important, is that both religions promote peace. While the conflict in the Middle East receives a lot of attention in the news, Muslims are quick to point out that Islam, like Christianity, is inherently a peaceful religion. Of course, there are differences between Christianity and Islam, such as the role of women in society and Islam's ban on eating pork and drinking alcohol. However, it is worth remembering that the two religions have more in common than people often think.



*Muslim worshippers at Mecca.*



1. What point is the writer making here? What is the author’s purpose in writing this?

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2. What similarities does the writer describe?

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3. What differences does the writer mention?

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4. Think of another religion. How does it compare to either Christianity or Islam?

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In **Bring It Together: Writing Task** you will write a paragraph comparing/contrasting two aspects of your own life. Use what you have learned in this section to help you.



# Working with Language: Writing a Summary

## What Is a Summary?

In Unit 7, you learned how to paraphrase, that is, say something in your own words. Writing a summary is similar, but when you summarize, the piece you write is shorter than the original. A summary contains only the main ideas of the text. It does not contain supporting details, examples, or extra information.

Often you will summarize a long section of text, or even an entire text. Here is an example of a summary. In this case, we are summarizing **Reading 1: Finding Home in Fernie**. The original reading is 1,015 words long. Here, we will summarize it in 200 words.

### Summary

For Jordan Vlasschaert, bass guitarist of the Fernie-based band Shred Kelly, the town he calls home is more than a place to live—it is the basis of his music. A history graduate and budding musician from Ontario, Jordan came to Fernie to ski, planning to stay for a year or two. He connected with four other music lovers in the community, and Shred Kelly was born. The band got their big break when they played for a large crowd at the Vancouver Olympics in 2010, and they decided to see how far they could go with their music. Much of the band's management in the early days was done by themselves; now, however, they have an agent and have toured across Canada, Europe, and Australia. They acknowledge the financial support they have received from the Canadian government in helping them to achieve their goals. Fernie has always been key to Shred Kelly's music. This former coal-mining town surrounded by mountains has inspired Jordan and the band to create their music; they have even referred to the town as the sixth band member. As long as Fernie inspires him to make music, Jordan does not plan to be anywhere else.

## Why Summarize?

Summarizing is useful when you are writing a paragraph or a longer piece, such as an essay. You may want to use some information from a book or website, but you only want to give the main points.

## How to Summarize

As with paraphrasing, you can follow a step-by-step approach to summarizing. A good approach is to follow these steps:

1. Read your material carefully, and make sure you understand it. Check any important vocabulary. It is often a good idea to repeat the main ideas of the original text out loud to yourself, in your own words. This will help you to check your own understanding.
2. As you read your text, take notes on the main ideas. Use your own words. Don't write down small details.
3. Hide the text. Close your book, or put it somewhere where you cannot see it. Write down the author's ideas in your own words. Make sure your summary is shorter than the original text.
4. Look at the original text again. Check that you have included in your summary all the ideas that you decided were important. Check that your summary does not include any unnecessary details or repetition.
5. Edit it and make changes and corrections to your information where necessary. Remember that a good summary will give your reader a general sense of what the original material is about without the reader having to read it.
6. When you are happy with the information you have given, check your writing for grammar, spelling, and punctuation.

## Be Careful!

As you saw with paraphrasing, you do not need to comment on what you have read. You do not need to add, for example, "I admire Jordan" or "I like his music." The purpose of a summary is simply to give a shortened version of the text.

## You Try It!

Look again at **Reading 2: A New Life in Canada**. The section called *Adapting to life in Canada* (paragraphs 6–11) outlines some of the difficulties newcomers face.

**This section is 610 words. Summarize it in no more than 150 words.**





# Trouble Spots in Language: Learn to Understand Unfamiliar Words

In **Reading A: Finding Home in Fernie**, Jordan talks about the *transient* community in Fernie. **Reading B: A New Life in Canada** discusses the *transition* that newcomers to Canada need to make. These words both begin with *trans-*; meaning *across*, *trans-* tells us that the word is connected with movement or change.

Other *trans-* words are *transportation* (way of getting from one place to another), *transfer* (move from one place to another), and *translate* (change from one language to another).

If you know what the parts of a word mean, you can often guess the meaning of the word without looking it up. Below are some of the most common word parts.

## You Try It!

For each word part, look at the example given. Then add another example.

### Prefixes (these come at the beginning of the word)

- |              |          |               |       |
|--------------|----------|---------------|-------|
| 1. anti-     | against  | antisocial    | _____ |
| 2. bene-     | good     | benefit       | _____ |
| 3. con-/col- | together | colleague     | _____ |
| 4. inter-    | between  | international | _____ |
| 5. micro-    | small    | microscope    | _____ |
| 6. mis-      | wrong    | misspell      | _____ |
| 7. multi-    | many     | multiply      | _____ |
| 8. post-     | after    | post-war      | _____ |
| 9. pre-      | before   | prepare       | _____ |

10. re-	again	renovate	_____
11. re-	back	respond	_____
12. sub-	below	submarine	_____

**Stems (these are the main part of the word)**

1. audi	hearing	audible	_____
2. auto	self	automatic	_____
3. bio	life	biology	_____
4. cap	head	captain	_____
5. dict	words	dictionary	_____
6. man	hand	manual	_____
7. ped	foot	pedometer	_____
8. port	carry	portable	_____
9. psych	mind	psychology	_____
10. spec	look	spectacular	_____
11. tele	far	telescope	_____
12. vid/vis	see	vision	_____

**Suffixes (these come at the end of the word)****Nouns**

1. -ism	belief	communism	_____
2. -ness	condition	happiness	_____

**Verbs**

3. -ify      change      magnify      \_\_\_\_\_

4. -ize      change      standardize      \_\_\_\_\_

**Adjectives**

5. -ful      with      beautiful      \_\_\_\_\_

6. -less      without      homeless      \_\_\_\_\_

**Numbers**

1. uni-      1      unique      \_\_\_\_\_

2. bi-      2      bilingual      \_\_\_\_\_

3. tri-      3      triangle      \_\_\_\_\_

4. qua(d)      4      quarter      \_\_\_\_\_

5. pent-      5      pentathlon      \_\_\_\_\_

6. dec-      10      decade      \_\_\_\_\_

7. cent-      100      century      \_\_\_\_\_

8. mil-      1,000      millennium      \_\_\_\_\_



# Study Skills: Taking Tests



At some point in your studies, you will be asked to write a test. Many students dislike tests, but most also recognize the importance of tests. Tests show your instructor that you have understood the course, and they show you where you are still having difficulties.

## Strategies for Taking Tests

### Before the test

- Find out as much as you can about the test. Where will it be? How long will it be? What will be covered? What kinds of questions will you get? Do you have to answer all questions, or will you have a choice? Will you be able to take any material into the test with you?
- Make a plan for studying. It is better to study for a test in several shorter chunks than all in one long study session. Plan to look at your material at intervals before the test.



- Try to guess what you might be asked. What topics have been important in the course? Are there certain topics that you have spent a lot of time on? There is a good chance that these will be on the test.
- Study actively. Don't just read your class material. Test yourself. You may find it helpful to get together with a classmate and ask each other questions.

## During the test

- Look at the entire test before you start writing. Make a rough plan for how you will use your time. Don't spend a lot of time on a question that is not worth many points.
- If you can, start with an easy question first. This will give you confidence. Then, tackle a difficult one to get it out of the way. The rest of the test should be straightforward after that.
- Allow yourself a few minutes to check your answers.

## Think about It

Think about a test you have taken recently. Answer these questions.

1. How did you feel before the test: confident, nervous, or something else?

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2. What strategies did you use to prepare for the test? What worked well? What might you do differently next time?

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3. After the test, did you feel you had done as well as possible? Did you wish the test had gone differently? What can you learn from the experience?

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# Bring It Together: Writing Task

## Your Task

Write a compare/contrast paragraph on one of the following topics:

- A place I used to live and the place I live now
- Two kinds of music I listen to
- My grandmother's (or grandfather's) life and my life

## Checklist

When you have written your paragraph, check to see if the following are true:

- \_\_\_\_\_ My paragraph is on one of these topics.
- \_\_\_\_\_ I have a good topic sentence, supporting details, and a concluding sentence.
- \_\_\_\_\_ I have used a variety of simple, compound, and complex sentences.
- \_\_\_\_\_ I have used transitions to show similarity and difference.
- \_\_\_\_\_ There are no run-on sentences in my writing.
- \_\_\_\_\_ There are no fragments in my writing.
- \_\_\_\_\_ I have used capital letters and periods in the right places.
- \_\_\_\_\_ The first sentence of my paragraph is indented.
- \_\_\_\_\_ My vocabulary is suitable for college writing.



# Reflect on Your Learning

Answer the following questions.

**3** ■ Write **three** new things you have learned in this unit.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**2** ■ Write **two** things that you have strong opinions about (you agree or disagree), or that you reacted emotionally to (you felt happiness, sadness, anger, surprise, etc.).

- \_\_\_\_\_
- \_\_\_\_\_

**1** ■ Write **one** question you still have. Where can you find the answer?

- \_\_\_\_\_



# Just for Fun: Word Search

The words at the bottom of this page are all in the unit. See how quickly you can find them. Words might go up, down, across, or diagonally.

C U C G M O M E N T U M A L J R  
 A Q D J Y S E L E C T I V E O P  
 P U I V B X E X A C E R B A T E  
 E M S K C E C N E T S I S R E P  
 R W I V O L U N T A R I L Y J W  
 I S L N O I T I S N A R T O X V  
 L L L N O I T U C E S R E P X I  
 O T U K P V Q V Z G M C W E Y U  
 U F S I V R E N A C C L A I M T  
 S T I V C K C B E R U S O P X E  
 G S O N O I T A N E I L A A O E  
 C M N M J P I C T U R E S Q U E  
 Q Q M U S P O N S O R Z G Q Q J  
 Y L E V I S U L C X E N S N H N  
 H M N Z F L N K N O I T I U R F  
 B Y T N E I S N A R T L V V A E

DECISIVE  
 HERITAGE  
 CONTROVERSIAL  
 NOTORIOUS  
 PEERS  
 PHENOMENON  
 CONNOTATIONS

REPERCUSSIONS  
 FAVOURABLY  
 GENDER  
 POTENTIAL  
 DISSOCIATE  
 PRONE  
 ASPIRE

# UNIT 9

# Nature



In this unit you will learn to do the following:

- Think critically about issues related to nature, the environment, and land use.
- Identify the author's purpose and intended audience.
- Write a persuasive paragraph.
- Incorporate persuasive information into a letter.
- Identify and use commonly confused words.
- Understand and prevent academic dishonesty.



# Reading 1: The Canadian Canoe Museum

## Before You Read

Working with a partner or by yourself, answer the following questions.

1. What role has the canoe played in the history of the region where you live?

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2. Did you know that Canada has a museum dedicated to canoes? What do you predict this reading will tell you about the Canadian Canoe Museum? Write five questions that you would like to learn the answer to.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_

## The Reading

Read the article below and answer the questions that follow.

- 1 I've only canoed once in my life. My day of canoeing was semi-mandatory at a day school camp for physical education and science class when I was ten years old. I haven't gone into the water since then because I don't know how to swim.

### Canoe and kayak: Icons in Canadian cultural history

- 2 So why would I be writing about canoes and kayaks? They are iconic water vessels that are born from thousand-year-long cultures of native Indian groups across Canada and from the Inuit in the far Arctic. Growing up in the 1960s in Ontario, I actually didn't learn of kayaks until later as a teen—probably because not

much was revealed to southern Canadians or written about in books at that time. I saw more often the wooden, fiberglass, and birch bark canoes in photos. My friends also went camping and canoeing on Ontario's lakes and rivers as part of their family summer vacation.

### **Museum still unknown, even in Ontario**

3 Over fifteen years ago, I visited the fledgling Canadian Canoe Museum in Peterborough, Ontario. They had a small but impressive collection. Peterborough is 120 km northeast of Toronto in the Kawartha Lakes region by the Trent-Severn River Canal Locks. It is an area where there are forests, rivers, and lakes for cottagers and canoeing enthusiasts. Peterborough also used to have several booming companies that built canoes for the North American market in the first half of the 20th century.

4 Even now, most of my long-time Ontario friends, acquaintances, and family still aren't aware of this fascinating, well-executed museum only an hour's car drive (or an all-day bike ride) away from Toronto.

### **Showcasing Aboriginal legacy and Canadian exploration**

5 I wanted to visit the museum again after its relocation to a larger, better-designed facility. Recently, the museum mounted an expansive marketing strategy designed to promote the culture and history of canoes and kayaks—a culture that's deeply rooted in various Aboriginal cultural groups across Canada, in 17th–19th-century exploration, in map-making, and in trading within Canada by Aboriginal people and by British and French colonizers. The museum highlights canoes in iconic recreational outdoor experiences for Canadians and visitors.



*Inside the Canadian Canoe Museum (PHOTO CREDIT: JEAN CHONG).*

6 We weren't disappointed. In fact, we were overwhelmed by the tri-level museum with hanging canoes and kayaks artfully displayed all over the place. It was akin to walking through a carefully planned garden of canoes and kayaks. Every few steps would reveal a different mini-exhibit vista of text posters and jutting birch bark canoes at different angles and of different vintages and shapes.

7 Museum staff must have spent many months positioning unwieldy ten-foot-long long canoes and eyeballing their visual effects without cracking a lightbulb, or scratching a wall. Quite impressive.

### Different canoe types and symbols

8 Different canoes and kayaks are featured—those of the west- and east-coast Indigenous groups, as well as those from the Arctic and southern Ontario. Cedar longboats and dugout boats from the Pacific coast in British Columbia were often fashioned from steaming cedar wood to shape the boat hull. I learned this a few years ago at Vancouver's Museum of Anthropology at the University of British Columbia, where the best and most extensive museum collection of northwest coast Aboriginal artifacts can be found.



*Dugout canoe from near Prince Rupert dating from around 1800 (PHOTO CREDIT: JEAN CHONG).*

9 Some canoes were held together by caribou sinew and dried spruce tree pitch on their seams; such canoes were made of birch bark sheets. In other cases, moose hide was used to cover canoes since the skin would dry hard and stiff. The museum showed the necessity of using animal skin at a time when there was no plastic or engineered wood. In the past, Inuit women skinned seals for proper seat draping in kayaks (and for

clothing). I wondered whether Inuit women ever learned to construct kayaks, since kayak construction was an occupation reserved for men. Today, the convenience of fibreglass kayaks trumps anything constructed by hand.

10 Who knew that different Canadian Aboriginal groups had different canoe designs as marked by different curves of the canoe bow? Or that there were different-shaped canoe paddles? Some canoes were traditionally decorated with beads, images of fiddleheads, eight-point stars, triangles representing traditional dwellings, and half-circles for clouds. Later, with the influence of Catholicism, a fish symbol signified that a canoe was launched on a Friday. Rabbits were magical symbols, while the enemy was the lynx.



- 11 The art of canoe-making is kept alive by the museum; workshops are held, where craftspeople fashion the watercraft while visitors watch and learn.

### The rigour of paddlers

- 12 Further into the museum were large replica canoes stuffed with boxes, barrels, and baskets of goods that early explorers and traders with the Hudson's Bay Company in the 1600s to early 1900s used to penetrate the Canadian wilderness and waters. This was no different from Aboriginal groups, who would have piled their canoes with household goods and food to move their home camps or to find sites for hunting and fishing.
- 13 Imagine burning off 9,000 calories a day while canoeing through wind and water rapids, and portaging (or carrying) canoe and goods overland through the forest. Our 21st-century, week-long backcountry vacation hiking would not even compare to this.

### Cultural reminders and feeling very Canadian

- 14 This museum made me feel hopelessly Canadian. I was reminded of my Ontario schoolchild history lessons about the French fur traders in Canada in the 1600s and 1700s and about the Métis; I remembered singing a traditional French paddling folk song; and I recalled the Canadian government giving a gift of a canoe to visiting British royalty. Of course, any long-time Canadian remembers the iconic photo of our former Prime Minister Pierre Trudeau, who found peace away from politics in his favourite activity of wilderness canoeing, either solo or with his sons.
- 15 I would introduce any immigrant to the Canadian Canoe Museum: the canoe remains firmly interwoven in Canadian cultural history. The cultural romance of canoeing and kayaking lingers in the exploration of a vast country.

*By Jean Chong. Used with permission.*

**SOURCE:** <https://cyclewriteblog.wordpress.com/2016/02/07/canadian-canoe-museum-plying-waters-of-culture-history-and-geographic-exploration/>

# Questions

## A. Check Your Understanding

Answer the following questions in your own words.

1. Go back to the predictions you made in *Before You Read*. How many of your questions were answered in the reading? Write the answers below.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_

For any questions that were not answered, use the internet to find the answers.

2. Which words do you think best describe the author's feelings after visiting the museum? Choose all that apply.

- |                    |                   |
|--------------------|-------------------|
| _____ interested   | _____ bored       |
| _____ disappointed | _____ surprised   |
| _____ impressed    | _____ nostalgic   |
| _____ patriotic    | _____ overwhelmed |

3. a) Find one thing about the museum that impressed the author.

\_\_\_\_\_

- b) Find one thing about the museum that impressed you.

\_\_\_\_\_

4. a) Find one thing about the museum that surprised the author.

---

b) Find one thing about the museum that surprised you.

---

## B. Develop Your Vocabulary

Answer the following questions.

1. The author uses the word *semi-mandatory* (para. 1). What is the opposite of *mandatory*? What does *semi-* mean?

---

2. The author uses the word *iconic* several times in the reading: para. 2, para. 5, para. 14. Find these sentences. What does *iconic* mean? In addition to the canoe, what other aspects of Canadian culture would you consider iconic?

---

3. Find the word *expansive* (para. 5). Now find the word *extensive* (para. 8). Consider also the word *expensive*. What do each of these three similar-looking words mean?

---

4. Find the phrase *well-executed* (para. 4). What are two very different meanings of the verb *to execute*?

---

5. Find the word *fashion* (para. 11). What are two very different meanings of the word *fashion*? What part of speech is each one?

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## C. Think about It

Think about the following questions. Write your thoughts, or discuss your ideas with your class.

1. Have you ever visited a museum? What kind of museum was it? What did you think of it?

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2. Different visitors respond to museums in different ways. How do you think the following groups of Canadians might respond to the Canadian Canoe Museum? What would they gain from a visit?

a) Indigenous Canadians:

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b) Canadians who trace their ancestry to Europe or elsewhere:

---

c) Recent immigrants:

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3. What is the role of museums in keeping culture alive? Can you think of any examples of museums or historical sites where specific cultures are on display to visitors? How successful are they in showing the culture?

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4. Imagine you are involved with establishing a museum to showcase aspects of your region's history. How would you make sure your exhibits and information were presented accurately and sensitively?

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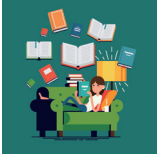
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## D. Go Further

Visit a museum or other heritage site in your region. Note your thoughts on the following:

- The design of the museum
- Facilities for visitors (restaurant, gift shop, etc.)
- Educational programs for visitors
- Cost of admission
- Anything else that stands out

Write notes about your visit in the space below. Share your information with your class.



# Reading Skills: Understanding Purpose and Audience

When you read **Reading 1: The Canadian Canoe Museum**, you might have asked yourself two questions:

- a) Why is the author writing this?
- b) Who is she writing for?

As you ask these questions, you are considering two important aspects of any text: the purpose of the author, and the author's intended audience. Writers don't just write. They know *why* they are writing, and they know *who* they are writing for.

## Purpose

Every piece of writing has a purpose, from lengthy books in the library to status updates or tweets on social media. Authors write for a variety of reasons. These include the following:

- To educate the reader.
- To give advice to the reader.
- To entertain the reader.
- To sell something to the reader.
- To give the reader new information.
- To persuade the reader to act in a certain way.
- To warn the reader about something.

## Audience

Every piece of writing also has an intended audience. Writers know who they expect to read their material, and this influences how they write. If the audience knows something about the topic, the author will not explain basic information. If the audience is unfamiliar with the topic, the text will be written to reflect that.

Sometimes, a piece of writing may have no intended audience. The writer is writing for his or her personal pleasure. This is particularly true of journals, but it may also apply to creative writing (stories and poems) that the writer does not plan to share with anyone.

# You Try It!

Answer the following questions.

1. Look again at **Reading 1**. Answer the two questions asked above:
  - a) Why do you think Jean Chong wrote this article?
  - b) Who do you think she was writing for?

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2. Decide on the most likely purpose for each of the following pieces of writing. Then decide who the writing is most likely intended for. There may be more than one purpose or intended audience.

Item	Purpose(s)	Audience
A newspaper story about a proposed new airport		
A leaflet from a candidate in a local election		
A mystery novel about an unsolved murder		
A website about driving safely in bear country		
A blog about gardening in your community		
A Facebook status update about ending a relationship		
A biography of a famous sportsperson		
A flyer from your local supermarket		
A 400-page book about Canada in the 19th century		



# Reading 2: The Northern Lights

## Before You Read

Working with a partner or by yourself, answer the following questions.

1. Have you seen the Northern Lights?

---

2. What do you know about the Northern Lights?

---

---

## The Reading

Read the five short texts below. As you read, think about the purpose of each one, who the text might have been intended for, and where each one might have appeared.





## Text 1

The Northern Lights, or Aurora Borealis, have fascinated observers for centuries. A natural phenomenon formed by solar activity, the Aurora appears as an incredible display of bright lights in the night sky; green, yellow, purple, and red swirls of light seem to dance across the vast open sky. This wondrous sight has inspired artists, poets, and composers throughout the centuries, and now it's easier than ever to see it for yourself.

But don't expect to see the Aurora from downtown Vancouver. For the best chance of seeing this incredible sight, you will need to venture to northern Canada. The most likely places in Canada to see the Northern Lights are the Northwest Territories and the Yukon. But you don't need to head into the wilderness by



yourself: you can often get good views of the Aurora from the more populated centres of Whitehorse and Yellowknife, and if you want to go further afield, there are plenty of companies offering night trips to more remote locations.

There are many ways to see the lights. Those with money to burn can book an expensive package tour, but these tend to cater to visitors who need the security of a group tour. You can certainly do it alone, on a budget, and relatively easily. Air Canada has non-stop flights from Vancouver to Whitehorse and Yellowknife; watch for sales. See page 47 for travel details. You'll want to stay for at least three or four nights to maximize your chances of getting a good view. Once you're in the north, there is no shortage of inexpensive family-owned motels offering a clean, warm bed for a few nights.

A word of caution: the Aurora is most visible in the winter months, and winters in the north are cold! You're also likely to be outside at night; the best time to see the Aurora is around midnight. This means you will need to dress appropriately. You'll need a parka that can withstand temperatures of  $-40^{\circ}$ , waterproof, fur-lined boots, a hat, thick gloves, and a scarf.

## Text 2

The Northern and Southern Lights, also called the Aurora Borealis and Aurora Australis, are a natural light display in the sky particularly in the high latitude (Arctic and Antarctic) regions known to be close to the magnetic poles of the Earth. Named after the Roman goddess of dawn, Aurora, and the north wind, Boreas, the ancient Greek explorers Pytheas, Hiorter, and Celsius in 1741 all described evidence of magnetic control.

Most aurorae occur in an auroral zone which is typically 3° to 6° in latitudinal extent and at all local times or longitudes. It was established by Elias Loomis (1860), Hermann Fritz (1881) and S. Tromholt (1882) that the aurora appeared in the “auroral zone,” a ring-shaped region with a radius of 2500 km around the Earth’s magnetic pole. During a geomagnetic storm, the auroral zone expands to lower latitudes as happened in 1859.

Kristian Birkeland (1900–1916) in his terrella experiments passed electric current through rarefied atmospheric nitrogen and oxygen around a magnetized sphere to cause coloured rings near the magnetic poles of the sphere just like the auroras in the sky. Neither he nor his associate Carl Stormer (who calculated such paths) could figure out why the actual auroras did not reach the poles themselves. Gill’s electronic theory of magnetism (1964) and this article help explain why these coloured rings do not reach all the way to the magnetic poles.

*By Avtar Singh Gill*

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## Text 3

### FAQ

*How many people will there be on the tour?*

We limit the size of groups to 24. Each group is accompanied by two award-winning tour guides, both of whom have expertise in wilderness exploration and first aid. Many of our guests are fluent in languages other than English.

*What is the accommodation and food like?*

Our accommodation is of the highest quality. You will stay in luxurious cabins with wood-burning fireplaces and classic rustic décor. Our cordon bleu chefs will prepare delicious and nutritious meals, with such delicacies as *foie gras* and *lamb en croustade*. With advance notice, we can cater for all dietary restrictions. Our restaurant is fully licensed with a tempting selection of fine wines and liqueurs.

*What if we don't see the Northern Lights? Can we get a refund?*

The Northern Lights are a natural phenomenon, and we can make no guarantees of the length or quality of your viewing experience. While most tours do see the Lights, there is a possibility that adverse weather conditions will make viewing impossible. In the unlikely event that you are disappointed by your viewing experience, you will be entitled to a 50% discount on future tours with us.

*What other tours do you offer?*

Combine your Northern Lights Experience with one of our other unique adventures. Try your hand at dog sledding, snowshoeing, or ice fishing. See our [Northern Adventures](#) page for more once-in-a-lifetime opportunities.



#### Text 4

*INFINITE SKY*

*I've seen things most people will never see  
I've seen wild elephants fight to the death  
I shared food with an Amazon tribe that never leaves the jungle  
Walked through temples so old and hidden the tourists can't find them  
But when I came up here and looked up into a sky that never ends  
I saw things I couldn't believe, colours I'd never imagined  
Green and purple and chartreuse and a million others I can't name  
Swirling together and apart, chasing each other through bursts of lightning  
Old and new, being born and dying, beginning and ending*

#### Text 5

WHITEHORSE. The number of tourists in Canada's far north continues to rise, according to Statistics Canada. The number of visitors to the Yukon has increased by 25% in the last 10 years, and growth is projected to continue. Encouraged by a weak Canadian dollar, low gasoline prices, and Canada's reputation for safety, tourists spent \$303 million in the Yukon in 2016, an increase of 6.7% over 2015.

Attractions for tourists include the Northern Lights, the local Indigenous culture, and the spectacular northern scenery. “We used to get a lot of hunters and wildlife photographers,” says motel owner Brad Wilson. “Now we’re getting more tour groups from outside Canada, from places like China and South America. I guess they’ve seen Niagara Falls. Now they want to see something different.”

For adventure tour operator Marcia Giller, the increase also means more business. “We’ve expanded our Northern Lights tour business,” she explains. “We used to run one tour per week through the winter. Now we can fill four times that many. We’ve also added dog sledding tours and wilderness camping.”

The increase in tourism is not welcomed by all residents. Whitehorse resident Alice Bone owns a knitwear business. “There is more light pollution than before,” she complains. “This is a pristine environment. I worry about the long-term effect of all these visitors.”

## Questions

### A. Check Your Understanding

Answer the following questions in your own words.

1. What causes the Northern Lights?

---

---

2. Where does the name Aurora Borealis come from?

---

---

3. How can you travel from Vancouver to Whitehorse or Yellowknife?

---

---

4. When is the best time of year to see the Northern Lights?

---

---

5. What should tourists take with them on a trip to see the Northern Lights?

---



---

6. What are some (a) positive, and (b) negative effects of increased tourism in the north?

---



---

## B. Think about It

Think about the purpose of each text, who the text might have been intended for, and where each one might have appeared.

### Text 1

Purpose \_\_\_\_\_

Audience \_\_\_\_\_

Place \_\_\_\_\_

### Text 2

Purpose \_\_\_\_\_

Audience \_\_\_\_\_

Place \_\_\_\_\_

### Text 3

Purpose \_\_\_\_\_

Audience \_\_\_\_\_

Place \_\_\_\_\_

**Text 4**

Purpose \_\_\_\_\_

Audience \_\_\_\_\_

Place \_\_\_\_\_

**Text 5**

Purpose \_\_\_\_\_

Audience \_\_\_\_\_

Place \_\_\_\_\_

*What aspects of each text led you to these choices?*



# Writing Skills: The Persuasive Paragraph

## What Is a Persuasive Paragraph?

A persuasive paragraph is one which argues for or against a controversial topic. A persuasive paragraph answers the question, “Why do you think ...?” Persuasive paragraphs often address questions beginning with “Should ...?” The paragraph below is an example of a persuasive paragraph.

Every year, around 1,000 people attempt to reach the summit of Mount Everest, and about half of them are successful. While climbing Everest is increasingly attractive, only professional climbers with proven experience should be permitted to attempt it; the reasons are safety to both climbers and guides, and damage to the environment. First, at 8,848 metres, Everest is a dangerous mountain. Since Sir Edmund Hilary and Sherpa Tenzing Norgay first reached the summit in 1953, over 250 people have died trying to follow in their footsteps. The dangers are lack of oxygen and the risk of avalanches. Other dangers to health include hypothermia, frostbite, delirium, and snow blindness. When inexperienced climbers are on the mountain, it slows everyone down, leaving them exposed to dangers for longer. Second, climbers need to hire Sherpa guides from the local communities in Nepal. Given the increase in demand for guides, those



*Everest Base Camp.*

hired often lack sufficient experience and put their own lives in danger. Perhaps most importantly, the effect on the environment in the Everest region is devastating. Everest has been described as the world's highest garbage dump. Climbers leave everything on the mountain: tents, oxygen tanks and other climbing equipment, food containers, and personal waste. The risk of damaging the fragile ecosystem is not worth taking. Although Everest expeditions provide a significant source of income to the country of Nepal, and climbing equipment is better than in the past, it is clear that climbing the world's highest mountains is still not for amateurs or those looking for an adventure vacation.

## What Makes a Good Persuasive Paragraph?

Much of the information you have learned about writing a good cause/effect or compare/contrast paragraph is also true here.

- It explains why the question is controversial. In the paragraph you have just read, the writer points out that climbing Everest is increasingly attractive, with around 1,000 climbers attempting to reach the summit each year.
- It presents a clear opinion. When writing a persuasive paragraph, you need to take a stand. Don't sit on the fence. You should imagine your reader as someone who is undecided about the issue; your job is to convince the reader that your point of view is the best one. The writer's opinion is presented early in the paragraph; it is then repeated at the end of the paragraph.
- It shows recognition of other, opposing points of view. The example paragraph recognizes that some people have different opinions—they might argue that the economic benefits of climbing Everest outweigh the dangers, or that climbing equipment is safer today. The writer's argument is, "Yes, that's true, but ... "
- It uses supporting details to support the main arguments. In the example paragraph, the writer lists a number of medical conditions that can arise when climbing at high altitudes. The writer also gives examples of the kinds of items that climbers leave behind on the mountain.

## Steps for Writing the Persuasive Paragraph

1. As always, your writing should begin with some brainstorming. Think about your topic—what do you want to say about it? What opinion are you going to express? Use a mind map to start to collect some ideas. Be sure to consider the opposing argument. How are you going to argue against those people whose ideas are different from your own?



2. Make a plan for your paragraph. Make sure you are presenting your ideas in a logical order.
3. Write your first draft. Don't worry about getting everything perfect at this stage; just get your ideas on paper. Make sure you have included enough detail.
4. Revise your draft. Follow the ARMS checklist you learned in Unit 1 (Add, Remove, Move, and Substitute). You may want to use words like *First*, *Second*, and *Finally* to introduce your various points. Be sure that you have given enough supporting details to make your argument believable. Remember that your job is to convince the reader that you are right and other people are wrong.
5. Edit your paragraph and write your final draft. Now that your ideas are in place, you can focus on grammar, spelling, word choice, and punctuation.

## You Try It!

Look at the following examples of persuasive paragraphs. Answer the questions below each paragraph.

### Paragraph 1

While cruising is a popular form of vacation for Canadians, there are significant dangers in the form of liquid waste, solid waste, and oil spills. As a result, cruise lines should be regulated, the rules should be strictly enforced, and those who do not follow them should be severely punished. First, cruise ships produce a large amount of liquid waste, and some of it ends up in the ocean. The largest source of liquid waste is greywater, which has been used in the kitchens, laundry facilities, and guest bathrooms. A cruise ship carrying 3,000 passengers can dump up to 900,000 litres of greywater each day. If this is not treated, it can contain bacteria that are dangerous to marine life. Second, solid waste from cruise ships can end up in the ocean. A large cruise ship generates about 8 tons of solid waste every week. Passengers may throw soft drink cans,



*Sea pollution has devastating effects on fish, mammals, and birds.*

food wrappers, and other items overboard, endangering sea creatures, such as turtles and seals, and putting the safety of birds at risk. Some garbage is burned on the ship and the ash is dumped into the sea. This can also be toxic for marine life. Finally, there is a danger of oil spills if the ship runs into trouble. The result could be the death of thousands of fish and birds. These dangers cannot be ignored, and it is important that regulations to prevent damage are strictly enforced around the world.

1. What point is the writer making here?

---

---

2. What details does the writer give to support the main idea?

---

---

---

3. Are you convinced by the writer's argument? Why, or why not?

---

---

## Paragraph 2



*Is recycling worth the trouble?*

Recycling is seen as very important in Canada, and all public buildings and many homes have recycling boxes. However, recycling is not effective, and it should not be encouraged. First, recycling is difficult. No one really knows what to recycle and what to throw in the garbage. The rules are always changing.

Second, recycling is expensive. Someone has to collect the recycled items and take them to the recycling centre. The recycling centre has to pay people to handle the large amounts of recycled material coming in. This is much more expensive than simply taking it all to the dump. Third, there are modern ways of dealing with garbage today, such as incinerators that do not cause air pollution. It would be more efficient to just burn the garbage, rather than go to the trouble to recycle it. Finally, when we recycle, we think we are doing something to help the environment and protect nature. What we should really do is cut back on the amount of waste we produce. Instead of buying a drink in a glass bottle and then recycling the bottle, we should try not to buy that bottle in the first place. For those reasons, recycling is not worth the trouble.

1. Why does the writer think recycling should not be encouraged?

---



---

2. The writer gives no statistics here. Find some places where the use of a statistic might have been helpful.

---



---

3. How would you respond to this writer? What would you like to tell the writer?

---



---

In **Bring It Together: Writing Task** you will write a persuasive paragraph on a topic related to your own region or community. Use what you have learned in this section to help you.



# Working with Language: Writing a Letter to the Editor

## What Is a Letter to the Editor?

A letter to the editor is a short letter you write to a local newspaper to express your opinion on a matter of importance to your community. You hope your letter will be published so that you can share your opinion with a wide audience. You usually want to convince your readers that your opinion is the right one, and you want them to act in a specific way.

## Tips for Writing a Letter to the Editor

### Do

- Make it clear what you are writing about. Do this early in the letter.
- Say who you are and what your interest is in the issue.
- Keep your letter short and to the point; no more than 250 words is best.
- Include a statement about what you want to see happen.
- Add your contact information.

### Don't

- Be rude or insult people who don't agree with you.
- Don't make statements that you cannot support, or that may not be accurate.
- Ramble; most letters to the editor are short.

## You Try It!

Read the following letter to the editor of the *Rocky Narrows Reporter*, a small local newspaper in northern B.C. The letter is written by long-term resident Bruce Lansford.

Then, imagine that you live in Rocky Narrows. You are unemployed, and you are hoping for a job at the new resort. You believe that the needs of the people come first, and you welcome this new development.

Write a letter to the editor, responding to Bruce Lansford's comments.

Ms. Una Cameron  
Editor, *Rocky Narrows Reporter*  
12 Main Street  
Rocky Narrows, B.C.  
V9D 2B6

May 18, 2018

Dear Editor,

I am writing about the proposed luxury resort on Blackwater Lake. I am a resident of Rocky Narrows; I have lived here for over 40 years, and I know the region very well. I believe the plan will have negative effects on the local environment.

First, this has always been a pristine region. We have had very little air pollution, but that will change when city people drive up here in their huge trucks and SUVs, sending exhaust fumes into the air. We can also count on more light pollution and noise pollution. Second, our any animals, birds, and fish risk losing their homes. Sightings of the Kermode bear are decreasing, and I fear that this spectacular creature will become endangered. The region is also home to black bears, lynx, and wolverines—where will they live? Third, the lake itself will be destroyed. Blackwater Lake is home to many species, particularly the northern leopard frog. If the resort goes ahead, there will be damage to the lake from water pollution.

While the development of the resort will no doubt lead to jobs in the area, I believe that environmental factors outweigh economic ones. I urge the people of Rocky Narrows to take a stand against this development! Please come to the rally against the resort on Saturday, May 26. We are meeting in the Tim Hortons parking lot at 2 p.m. Our children and grandchildren are counting on us.

Sincerely,

*Bruce Landsford*

Bruce Landsford  
34 Pine Street, Apt. 4  
Rocky Narrows, B.C.  
V9D 7H2  
Tel. (250) 555-1212





# Trouble Spots in Language: Easily Confused Words

In Units 9 and 10, we will look at a few words that cause trouble in writing. Sometimes, the words sound the same, but the spelling is different—and so is the meaning. Sometimes, they are pronounced differently. For each of the following sentences, write the correct word in each gap. Use each word only once.

## 1. brake | break

- a) Let's work for another twenty minutes, then we'll take a \_\_\_\_\_.
- b) Don't \_\_\_\_\_ suddenly if you're driving on ice, or you'll skid.

## 2. cereal | serial

- a) For breakfast, I usually eat either \_\_\_\_\_ or a muffin.
- b) Remember to write down the \_\_\_\_\_ number of your appliance.

## 3. councillor | counsellor

- a) Alex has been seeing a \_\_\_\_\_ because she suffers from anxiety.
- b) I would like to help my community by becoming a band \_\_\_\_\_.

## 4. desert | dessert

- a) If you are going to the \_\_\_\_\_, take sunscreen and a water bottle.
- b) I have no room for \_\_\_\_\_. I ate three hotdogs, and I'm full!

## 5. die | dye

- a) I'm bored with my hair. Maybe I'll \_\_\_\_\_ it purple.
- b) The doctor warned us that our grandmother might \_\_\_\_\_ tonight.

## 6. eligible | illegible

- a) I can't read his letter; his handwriting is \_\_\_\_\_.
- b) Are you \_\_\_\_\_ to apply for a bursary?

**7. fair | fare**

- a) Why did you punish me and not her? That's not \_\_\_\_\_!
- b) Can you lend me two dollars for my bus \_\_\_\_\_?

**8. idle | idol**

- a) Justin Bieber is a teenage \_\_\_\_\_ in Canada.
- b) My kids are so \_\_\_\_\_! They need to help more in the house.

**9. lead | lead | led**

- a) Does this road \_\_\_\_\_ to the lake?
- b) Last summer, Nick \_\_\_\_\_ a week-long canoe trip in northern B.C.
- c) Paint containing \_\_\_\_\_ is toxic to humans.

**10. lie | lay**

- a) I have a headache. I'm going to \_\_\_\_\_ down for a while.
- b) Please \_\_\_\_\_ the flowers carefully on the table.

**11. lose | loose**

- a) My jeans are \_\_\_\_\_. I must have lost some weight.
- b) Put your train ticket in your wallet so you don't \_\_\_\_\_ it.

**12. minor | minor**

- a) There are only a few \_\_\_\_\_ grammar mistakes in your writing.
- b) Jim became a \_\_\_\_\_ even though he's afraid of the dark.





# Study Skills: Avoiding Dishonesty

No one wants to be a dishonest student. Sometimes, however, accidents happen, and students find themselves doing things that are considered dishonest. Here is a quick look at some forms of academic dishonesty that you need to avoid.

## Examples of Academic Dishonesty

### Plagiarism

**Plagiarism** means using the words or ideas of another person and claiming that they are your own. The word plagiarism comes from a Greek word that means “stealing someone’s child”; this should give you an idea of how serious plagiarism is.

Sometimes, plagiarism is deliberate. Students sometimes decide to cheat because they are stressed, unsure of what to write, or running out of time. Deliberate plagiarism includes buying an assignment from the internet, or copying an assignment your friend wrote for the same course, putting your name on it, and handing it in.

Most plagiarism, however, is accidental. It often occurs when students find interesting information online and copy it word-for-word into their assignments. In Units 7 and 8, you learned about paraphrasing and summarizing; it is always best to use your own words when you are using information from other places. If you really want to copy something directly, you should use quotation marks (“ ... ”) around anything you are copying. You should also give the name of the author of the original information.

As you move further into your college studies, you will learn more about plagiarism. For now, keep in mind that it is best to use your own words and to say where you found a piece of information.

### Other forms of academic dishonesty

Other forms of academic dishonesty include the following:

- Asking someone to take an exam for you, either in person or online.
- Taking notes or other materials into a test without permission.
- Copying from another student during a test.

Needless to say, doing these things will result in punishment from your college.

## You Try It!

Find out what the college policy is on plagiarism and other forms of academic dishonesty. What are the penalties for academic dishonesty? You can find this information on your college website, or you can discuss it with your teacher. Summarize your college policy in the space below.



*Don't be these students!*



# Bring It Together: Writing Task

## Your Task

Choose a controversial topic related to nature, the environment, or land use that is currently affecting your region, or that is relevant to B.C. in general. Write a persuasive paragraph giving your views on this issue.

## Checklist

When you have written your paragraph, check to see if the following are true:

- My paragraph is on a topic of regional or provincial concern.
- I have taken a clear position on the issue I have chosen.
- I have used supporting details to strengthen my argument.
- I have a good topic sentence, supporting details, and a concluding sentence.
- I have used a variety of simple, compound, and complex sentences.
- I have used transitions to introduce different points.
- There are no run-on sentences or fragments in my writing.
- I have summarized or paraphrased any information from the internet.
- My vocabulary is suitable for college writing.



# Reflect on Your Learning

Answer the following questions.

**3** ■ Write **three** new things you have learned in this unit.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**2** ■ Write **two** things that you have strong opinions about (you agree or disagree), or that you reacted emotionally to (you felt happiness, sadness, anger, surprise, etc.).

- \_\_\_\_\_
- \_\_\_\_\_

**1** ■ Write **one** question you still have. Where can you find the answer?

- \_\_\_\_\_


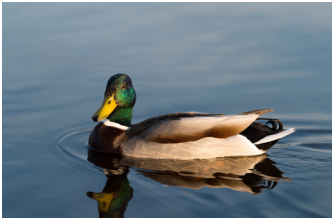
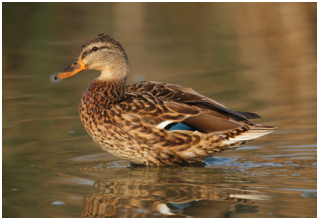


# Just for Fun: Facts about Canada

How much do you know about Canada and its environment? Try these questions.

1. How many plant and animal species are there in Canada?
  - a) 7,000
  - b) 17,000
  - c) 70,000
  
2. In 1981, Kitchener, Ontario, became the first Canadian city to do this.
  - a) Have a blue box recycling program
  - b) Ban cigarette smoking in public places
  - c) Charge shoppers for plastic bags
  
3. What is the longest river in Canada?
  - a) The Peace River
  - b) The Mackenzie River
  - c) The Nahanni River
  
4. Which province produces 90% of Canada's maple syrup?
  - a) Manitoba
  - b) Nova Scotia
  - c) Quebec
  
5. Where is Canada's tallest waterfall?
  - a) Niagara Falls, Ontario
  - b) Della Falls, British Columbia
  - c) Montmorency Falls, Quebec
  
6. Name British Columbia's provincial symbols.

Bird	Animal	Fish	Flower	Tree	Mineral

7. In 1971, Canada became the second country in the world to have this.
- A Ministry of the Environment
  - A law prohibiting dumping garbage in lakes
  - A ban on open fires in forests in the summers
8. Which is Canada's highest mountain?
- Mount Logan, Yukon
  - Mount Robson, British Columbia
  - North Twin Peak, Alberta
9. What record does Alert, Nunavut hold?
- The coldest place in the world
  - The northernmost settlement in the world
  - The place with the heaviest snowfall in the world
10. Alberta is famous for chinooks. What is a chinook?
- A type of bird found in the Rocky Mountains
  - A warm wind that can raise temperatures
  - A kind of grass that grows on the Prairies
11. Canada's \$1 coin is known as a loonie, named after a bird. Without looking in your wallet, which picture is a loon?
- a)  b)  c) 
12. In which province can you find communities called Happy Adventure, Heart's Desire, and Little Paradise?
- Saskatchewan
  - Prince Edward Islands
  - Newfoundland

# UNIT 10

# Human Body



In this unit you will learn to do the following:

- Think critically about issues related to to the human body.
- Think critically about information you find online.
- Write a five-paragraph essay.
- Identify and use commonly confused words.
- Think about the next steps in your college studies.



# Reading 1: The Significance of Tattoos

## Before You Read

Go to the internet and search for Justin Trudeau's tattoo. Find a picture of the tattoo, then answer the following questions.

1. What can you see in Trudeau's tattoo?

---

2. Do you like it or dislike it? Why?

---

3. Why do you think some people might be upset by it?

---

## The Reading

Read the article below and answer the questions that follow.

1 Canadian Prime Minister Justin Trudeau's appearance attracts as much attention as his fiscal and foreign policies—and maybe more. While Trudeau's dark, wavy hair and muscular physique are often remarked upon favourably, reaction to the large tattoo adorning his left arm has been less positive. Trudeau's body art is the planet Earth surrounded by a raven, a symbol of the Haida people of northwestern British Columbia. It is actually two tattoos: he got the planet inked at age 23 and added the Haida raven as a fortieth birthday present, shortly before he became leader of the Liberal Party. While Trudeau's body art has been admired and has led to speculation about whether or not he is the only world leader with a tattoo, it has also attracted some controversy. Does Trudeau, a white Canadian, have the right to display Indigenous art on his body, or is his tattoo a form of cultural appropriation?



*Justin Trudeau's appearance often attracts as much attention as his policies.*



- 2 Tattoos are a growing trend in Canada. Today, 21% of Canadians have at least one tattoo, with the number rising to 36% among people 20 to 31 years of age. The most common locations for men are the back, chest, arms and legs; among women, the ankles are also popular. However, despite the popularity of TV shows like *Miami Ink* and *LA Ink*, body inking did not originate in North America. In the islands of the South Pacific, tattooing has long been a rite of passage. In a 2,000-year-old coming-of-age ritual, men on the island of Samoa receive the traditional *pe'a* design, an intricate geometrical design in black ink, which extends from their torso to their knees. Each tattoo is different, telling stories about the recipient's ancestry and social status. Samoan women may also receive a lighter, less extensive version of



An intricate design from the South Pacific.

the *pe'a*. In Thailand, a tattoo received from a Buddhist monk is believed to act as an amulet, giving the wearer both strength and protection from the spirit world. Even in the Middle East, where tattooing has traditionally been frowned upon, it is becoming more common today to ink oneself with spiritual phrases and imagery.

- 3 For most Canadians, tattoos do not necessarily have spiritual significance, but they do symbolize solidarity with, or loyalty to, a particular group; as such, a tattoo can provide a sense of identity. A hockey fan from Vancouver may have the logo of the Vancouver Canucks on his bicep, while his girlfriend might have the symbol of her zodiac sign on her ankle. In both cases, the wearer of the tattoo is saying, "This is who I am. This is my group. This is my identity."
- 4 Other reasons for getting inked include celebration of a significant event or commemoration of the life of someone who has passed away. A new mother may have her child's name tattooed on her wrist, while someone whose grandmother has passed away might have Granny's favourite flower permanently displayed on her shoulder. In these cases, tattooing is a unique and respectful way to celebrate the tattoo wearer's loved ones.

- 5 However, not everyone has jumped on the tattooing bandwagon. Some people think tattoos are ugly, reminiscent of underworld gangs and the criminal element of society. “Why on earth did you do that?” parents scream in horror to their teenaged sons and daughters. “Now you’ll never get a good job!” It is true that some impulsive tattoo recipients regret the day their friends talked them into getting a cartoon character or the Chinese symbol for “happiness” permanently inked on their biceps or ankle. And what happens if, in a moment of apparent insanity, you get the name of your current heartthrob tattooed on your forearm, only to find that the ink lasts longer than the relationship?
- 6 In the case of Justin Trudeau’s tattoo, it is the use of the Haida raven that causes discomfort. The design itself is a copy of a 1985 painting by Haida artist Robert Davidson (or Guud San Glans, “Eagle of the Dawn”), recognized as one of the leading Haida artists in B.C. Trudeau has a connection with the Haida, as his father, former Prime Minister Pierre Trudeau, was declared an honorary member of the Haida in 1976. Justin himself studied at the University of British Columbia and worked as a teacher in Vancouver before going into politics. It is true, on the one hand, that Trudeau’s tattoo serves to legitimize Haida painting as an art form and to draw attention to it. On the other hand, given that tattooing is a powerful expression of cultural identity, and Trudeau’s policies have not been welcomed with open arms by the Haida people, his tattoo has been seen as disrespectful.



*Justin Trudeau’s father had a special relationship with the people of Haida Gwaii.*

- 7 At the heart of the controversy lies the fact that decisions taken by the Trudeau government are seen to negatively affect the Haida. Most seriously, in 2016, the Trudeau government approved the construction of the Petronas liquefied natural gas (LNG) terminal at Lelu Island near Prince Rupert. This project will enable vast quantities of LNG to be processed in B.C. before being shipped to Asia. The \$36-billion project will be situated near the breeding grounds of one of B.C.'s largest salmon runs. The Haida—along with other First Nations communities in B.C.—are strongly opposed to the project and are angry at the decision. The Haida are equally angry at another controversial move by the Trudeau government: the decision to allow the Site C dam to go ahead before the Federal Court of Appeal has ruled on treaty rights. This project will flood a stretch of the Peace River Valley, destroying ancient burial grounds and sacred sites.
- 8 For all Canadians, from Justin Trudeau to the guy next door, getting inked is not a decision to take lightly. While tattoos may not have the spiritual significance they had for the ancient Pacific islanders, they are still powerful symbols of personal identity. The bearer of a tattoo needs to keep this in mind before committing to the design.

## Questions

### A. Check Your Understanding

Answer the following questions in your own words.

1. What is the main idea of this article?
  - a) Getting a tattoo is not a decision to take lightly.
  - b) People get tattoos for many different reasons.
  - c) Justin Trudeau's tattoo is disrespectful to the Haida.
  - d) Tattoos are not a modern invention.
2. Name three parts of the world where tattoos have cultural or religious significance.

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## B. Develop Your Vocabulary

Find a word or expression in the reading that means the following. Paragraph numbers are given to help you.

1. related to government spending (para. 1) \_\_\_\_\_ (adjective)
2. decorating (para. 1) \_\_\_\_\_ (verb)
3. the act of questioning (para. 1) \_\_\_\_\_ (noun)
4. begin (para. 2) \_\_\_\_\_ (verb)
5. ceremony to mark a change of status (para. 2) \_\_\_\_\_ (noun)
6. item worn to protect from bad luck (para. 2) \_\_\_\_\_ (noun)
7. reminding someone of something (para. 4) \_\_\_\_\_ (adjective)
8. acting without thinking carefully (para. 5) \_\_\_\_\_ (adjective)
9. give status to something (para. 6) \_\_\_\_\_ (verb)
10. treated as a real member of a group (para. 6) \_\_\_\_\_ (adjective)

Choose five of the words above. Write a sentence of your own using each word.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## C. Think about It

Think about the following questions. Write your thoughts, or discuss your ideas with your class.

1. Do you have a tattoo? If so, what does your tattoo signify? Why did you choose the design? If you do not have a tattoo, why not?

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2. Do you agree that Justin Trudeau's tattoo is a form of cultural appropriation? Explain your thoughts on this issue.

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3. Can you think of anything else besides tattoos that might be considered a form of cultural appropriation?

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4. How do you think Haida artist Robert Davidson might have responded to this controversy? (After you answer this question, do an internet search and find out what he actually said.)

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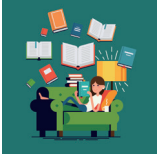
## D. Go Further

Interview someone (a friend, relative, or classmate) who has a tattoo. Find out the following:

- What the tattoo represents
- Why the person decided to get the tattoo
- When the person got the tattoo
- How other people have reacted to the tattoo
- How the person feels about the tattoo now: proud, satisfied, regretful, or something else

Write your findings in the space below, and report back to your class.





# Reading Skills: Using Online Sources



In this unit, you will start to work towards writing longer pieces, such as essays and reports. As you write longer texts, you will want to do some research to support your own arguments and ideas. For many students, the first place to look is often the internet.

There are over a billion websites in the world, and anyone with a computer or a smartphone can access them.

The internet can be a great source of information—if you use it carefully. Keep in mind that anyone with basic computer skills can create a website, and anyone can say whatever they want; there is no control over the internet. It is possible that you will find information that is not correct, out of date, or extremely biased.

## Online Research: Questions to Ask

The following questions will help you to decide whether or not a website is a good source of information.

### What is the domain name?

What does the website address (the URL) end with? In Canada, educational sites end in *.ca*, and government sites end in *.gc.ca*; a site ending in *.org* is likely to be a non-profit site, such as a charity. Most sites you will find, however, end in *.com*. This signifies that these sites are businesses. The purpose of the website might be to sell you something.

### EXAMPLE

You are writing about the health benefits of carrot juice. You find a site that lists a vast number of reasons why you should drink large amounts of carrot juice. On closer examination, you find that the site ends in *.com*, and that it is a business—it sells carrot juice online, and the goal of the website is to encourage you to buy.



## Who is responsible for the website?

Try to find out who maintains the website. Is it an individual, a group, a college? If there is an *About* section, see what you can find out about the author of the material. Ask yourself whether the author is biased, whether the site is giving you facts or opinions, and what the author's purpose is.

### EXAMPLE

You are looking for information on the legalization of marijuana in Canada. You find a site telling you that there are no health concerns associated with marijuana, and that it is safer than cigarettes or alcohol. You look further, and you discover that the site is maintained by a group that has been putting pressure on the government to legalize marijuana. You realize that the group's information is likely to be biased.

## How current is the website?

Scroll down to the bottom of the website to find out when it was last updated. You don't want to include out-of-date information in your writing.

### EXAMPLE

You are writing about rates of lung cancer in B.C., and you are trying to find out whether these are increasing or decreasing. Your research is going well, until you realize that you are looking at statistics from 2003. The information you need might have changed since that time.

## Is the information accurate?

Don't believe everything you read on the internet! There may well be mistakes in what you find. If you have a feeling that something is not quite right, trust yourself. Try searching for the information somewhere else, perhaps on a more reliable website.

### EXAMPLE

You are writing about smoking. You find a website that tells you that 3,600 Canadians smoke cigarettes every day. You think this sounds too low, so you go to a more reliable source: Statistics Canada, a government site. Here you learn that the true figure is around 3,600,000. The first website had clearly made a mistake with the number.

## A Note on Wikipedia

Everyone loves Wikipedia! For many people, it is the first place they look for information. With over five million articles, Wikipedia is a good starting point. However, keep in mind that Wikipedia articles can be written by anyone. The information you read may not always be accurate. Wikipedia can be useful to get an overview of a subject, but use it with caution.

## You Try It!

You are going to try a **webquest**: a search for online information on a particular topic.

First, choose a topic related to health that you would like to research. This could be (a) a medical condition such as heart disease or diabetes, (b) an activity that puts health at risk such as smoking or drinking, or (c) a health food such as garlic or carrot juice.

- Write your topic here: \_\_\_\_\_

Second, decide what you would you like to know about your topic. For example, if you choose diabetes, would you like to know how to prevent diabetes? If you chose smoking, would you like to learn ways to stop smoking? If you chose carrot juice, would you like to know how much to drink?

- Narrow your topic here: \_\_\_\_\_

Now, do an online search for five websites that give you information about your topic. You will need to think about how to search for information. Narrow your search as much as possible. If you enter *diabetes*, you will get over 98 million results. If you narrow it to *diabetes prevention for women over 50* you will get 2.6 million—still a lot, but the results will be far more specific.

As you search, think about the kind of information you get. Think, too, about how useful and reliable the website is. Use the table to record your results.

<b>Name of website (URL)</b>	<b>What did I learn from this website?</b>	<b>How useful is this website?                      What is the domain name?                      Who is responsible for the site?                      How current is it? How accurate is it?</b>



# Reading 2: The Miracle Cure

## Before You Read

Think about the following question.

There is a medical treatment that can have enormous benefits for people with the following:

- Hypertension (high blood pressure)
- Heart disease
- Arthritis
- Dementia and Alzheimer's disease
- Diabetes
- Anxiety and depression
- Cancer

Can you predict what this treatment is? Write your prediction in the space below.

## The Reading

Read the article below and answer the questions that follow.

- Are Canadians healthy as a nation? A government report published in 2017 suggests that while mortality rates in Canada have declined, rates of cancer, cardiovascular disease, chronic respiratory disease (e.g., asthma), and diabetes have increased since 2000. More than one in five Canadians lives with one of these conditions. While these statistics are disheartening, there is hope. It is estimated that over a third of cancers and about 80% of heart disease, stroke, and Type 2 diabetes are preventable through lifestyle changes. One of the best lifestyle changes is something that almost anyone can do, that doesn't take much time, and that doesn't cost anything. This change is walking. Walking is particularly beneficial in the treatment and prevention of cancer, heart disease, and Type 2 diabetes.

2

First, there is evidence that walking may reduce the risk of developing some forms of cancer. Cancer has been the leading cause of death in Canada since 2006, and two in five Canadians are expected to develop some form of cancer during their lives. Researchers in Germany found that people who exercised regularly reduced



*What better way to enjoy nature than to go for a walk?*

their risk of dying from cancer by 45% compared with those who did not exercise. This finding appeared to be true regardless of the weight of the individual; in other words, even overweight people had a reduced risk of cancer mortality if they walked regularly. People who have already been diagnosed with cancer may also benefit from increased physical activity. Research in the UK found that women with breast cancer can potentially reduce the risk of recurrence by 40%, just by walking a mile every day; bowel cancer patients can reduce their risk of recurrence by 50% by walking 50 minutes each day. Nancy Gordon agrees with the research findings. The 52-year-old mother of four from Penticton says, “I was diagnosed three years ago, and after my treatment I felt really depressed. My doctor advised me to start walking, and it’s changed my whole outlook on life. I don’t know if my cancer will come back, but I feel healthier than I have in years. I’m optimistic about the future.”

3

Second, walking has excellent benefits for cardiovascular health. The second leading cause of death among Canadians is heart disease, but this does not need to be the case. Countless studies from around the world have shown a clear connection between walking and a reduction in cardiovascular disease. For example, one study carried out at Harvard University investigated over 44,000 men; results showed that walking 30 minutes per day was linked to a reduced risk of coronary artery disease. Neil Williams of Toad River is a good example of a man who might otherwise have been heading for trouble. Heart disease runs in Neil’s family, with his father, uncle, and grandfather all succumbing to heart attacks before the age of 60. Neil says, “My doctor has me on a couple of different medications, but he also told me to walk every day. It really makes a difference. My cholesterol levels are perfect, and I feel so full of energy.” It is often assumed that to improve cardiovascular health, it is necessary to do more strenuous exercise, such as running or jogging, but this has been shown to be inaccurate: walking is just as effective.

4 Finally, walking is also known to be helpful for individuals at risk for diabetes. Type 2 diabetes is a huge concern in Canada, with over 60,000 new cases diagnosed each year. In a study conducted in the USA, patients at risk of developing diabetes were divided into three groups. The first group walked briskly for 150 minutes



*Make walking fun by getting together with friends.*

per week and followed a healthy diet; the second group took a drug for diabetes; and the third group took only a placebo. Compared with the group taking the placebo, the group taking medicine were found to be 31% less likely to develop diabetes. However, the group who walked regularly had a 58% lower incidence of diabetes. This is a finding that resonates with Jay and Pamela Morgan from Port Alberni. Both in their early 30s, Jay and Pamela had sedentary lifestyles: “We both work at computers all day,” says Pamela. “We usually came home from work and crashed in front of the TV with a take-out meal. Sometimes we ordered pizza. We never exercised.” It was hardly surprising that both were overweight. When Jay’s doctor told him he had pre-diabetes, the couple decided to take action. “We walked for 30 minutes every morning and night,” Jay says. “After three months, we both had blood tests, and our blood sugar levels were both in the normal range.” The couple recently adopted a dog; now they have no excuse not to walk twice a day.

5 In conclusion, there is plenty of evidence to suggest that walking can be beneficial in the fight against cancer, heart disease, and diabetes. These are not the only medical conditions that have been found to improve with walking; to the conditions listed above, we can add arthritis and dementia, including Alzheimer’s disease, and mental health issues like anxiety and depression. Of course, walking is not the only way to promote good health; a walking program goes hand in hand with eating a healthy diet; limiting (or giving up) smoking, alcohol, and other drugs; getting enough sleep; and reducing stress. However, it can make a huge difference. So talk to your doctor about taking up walking; it may save your life.

# Questions

## A. Check Your Understanding

Answer the following questions in your own words.

1. What sentence in the reading gives the main idea of the entire article?

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2. Which three medical conditions are the subject of the three main paragraphs?

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

3. What scientific evidence exists that walking is good for each of the conditions you named in question 2?

a) \_\_\_\_\_

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b) \_\_\_\_\_

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c) \_\_\_\_\_

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4. What point does the writer make in the concluding paragraph?

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## B. Develop Your Vocabulary

Match each word with the correct meaning. The first is done for you.

- |                                  |                                  |
|----------------------------------|----------------------------------|
| 1. mortality rates (paragraph 1) | helpful; with good results       |
| 2. chronic (para. 1)             | coming back (an illness)         |
| 3. beneficial (para. 1)          | sound familiar to                |
| 4. recurrence (para. 2)          | number of deaths                 |
| 5. succumb to (para. 3)          | sitting down                     |
| 6. placebo (para. 4)             | lasting a long time              |
| 7. resonate with (para. 4)       | drug containing no real medicine |
| 8. sedentary (para. 4)           | die from                         |

Choose five of the words above. Write a sentence of your own using each word.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## C. Think about It

Think about the following questions. Write your thoughts, or discuss your ideas with your class.

1. Today, Canadians spend more money than ever on gym memberships and diet books. However, a 2017 government report suggests that Canadians are becoming less healthy as a nation. Why do you think these things are not working?

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2. Why do you think the writer here has included personal stories in addition to scientific research results?

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3. What would you say to someone who said, "There is no point in me doing any exercise. My father and grandfather both died from heart disease, and I'm going to get it, too."

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4. Has the information given here made you reconsider your own approach to exercise? Why, or why not?

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# Writing Skills: From Paragraph to Essay

In this unit, we will start to look at longer pieces of writing. Now that you have mastered paragraph writing, it is a relatively easy matter to use paragraphs to build clear, convincing essays. One of the most common essays in college is the five-paragraph essay.

## What Does a Good Five-Paragraph Essay Look Like?

Look at this example:

### How to Live to Be 100

In April, 2017, Ellen “Dolly” Gibb celebrated her 112th birthday, making her officially Canada’s oldest person. Born in Winnipeg in 1905, Dolly attributes her longevity to genetics and a healthy lifestyle: good food, little alcohol, no smoking, and plenty of walking. Can anyone live to be 112? While genetics play a role in determining how long a person will live, a lot depends on lifestyle. Your chances of celebrating your 100th birthday and beyond depend largely on three things: diet, exercise, and mental health.

First, it is important to eat sensibly. This means plenty of fruits and vegetables, fish, lean meats, and healthy fats. A good dinner, for example, might be salmon, vegetables, and a small potato. Or you could choose a slice of meat and a salad. For dessert, fresh fruit is always a good choice. On the other hand, people whose diets consist of processed food, such as microwaveable meals and packaged food are likely to find that they are not getting the nutrients they need. One good technique to make sure you get the vitamins your body needs is to make sure you eat something from every colour of the rainbow each day. You could, for example, eat a tomato (red), a few grapes (purple), a scrambled egg (yellow), and some broccoli (green). Eating a diet of fast food meals can be harmful to your health.

Second, the importance of regular exercise cannot be overemphasized. If you have a job that requires you to be active, that is ideal. However, many people have sedentary lifestyles; they need to work hard to ensure they get enough exercise. Some people say that they cannot exercise because they are too busy. Others claim that they cannot afford to join a gym. In truth, these people are just looking for an excuse. It is not necessary to buy the latest fitness equipment or join the trendiest gym to achieve a high level of physical fitness. Simple activities like walking are just as good. Walking has been shown to reduce rates of cancer, heart disease, and diabetes; it is also good for respiratory issues. All you need is 30 minutes per day and a pair

of comfortable shoes. It could make a big difference in your life. Other activities that are beneficial to health are team sports, such as soccer and softball, and solitary activities like yoga.

Finally, physical health is not enough; mental health is just as necessary. People whose lives are full of resentment and anger at other people are harbouring so many negative emotions that health is compromised. Similarly, toxic relationships are detrimental to health and longevity. Anyone who is being bullied or belittled by another person needs to take steps to sever the relationship and work towards rebuilding self-esteem. This is especially true in cases of physical or verbal abuse. For some people, religion or other forms of spiritual engagement provide emotional support in times of difficulty and help them to make sense of the world. Other people have no such beliefs, but they surround themselves with family members or friends who love and nurture them. So, if you want to live a long and healthy life, it is crucial to get rid of the emotional baggage you are carrying around and to surround yourself with love and positivity.

In conclusion, there is no guarantee of living a long, healthy life. However, there are steps that everyone can take to make the best of the years they have left. Three of the best things you can do are eat sensibly, exercise, and pay attention to your mental wellbeing. If you do those things, you are well on your way to a happy and healthy life.

## What Makes This a Good Essay?

- It is all about the same subject—ways to live a long and healthy life.
- All ideas flow in a logical order, from the introduction to the conclusion.
- There is plenty of detail to back up the writer's initial statement that there are things you can do to maximize your chances of reaching old age.



*A 99-year-old Navajo woman and her daughter.*

## How Should I Organize My Essay?

Think back to Unit 2. In that unit, you learned that a good paragraph can be compared to a hamburger. The top of the hamburger bun is the topic sentence; the main part of the hamburger is the supporting sentences; and the bottom of the bun is the concluding sentence.

A five-paragraph essay is exactly the same:

- The top of the bun is the introduction (paragraph 1). It needs to look good, so that your readers will want to continue. The introduction usually contains a thesis statement. This is a one-sentence statement of what you want to say in your essay. Everything in your essay is governed by this thesis statement. You could say that it is the most important sentence in your essay.
- The main part of the hamburger is the body of your essay (paragraphs 2, 3, and 4). This is where you will find the “meaty” part of the essay: details, statistics, examples, and so on. Every piece of information is chosen because it supports the thesis statement.
- The bottom of the bun is your conclusion (paragraph 5). As with the concluding sentence in a paragraph, the purpose of the conclusion is to sum up what you have said, and to give some form of advice, prediction, or call to action.

## Sections of the Paragraph: Helpful Tips

### Introduction

#### DO

- Make it clear to the reader what your essay is about.
- Start with something that “grabs” the reader, such as a shocking statistic or story.
- Give any necessary background and suggest why this topic is important.
- Give a strong thesis statement: what do you want to say about the topic?

#### DON'T

- Make it too long. The introduction should be no more than 15–20% of your essay.
- Say, “This essay is about ... ” What do you want to say about it?

## Body paragraphs

### DO

- Make sure each paragraph supports the main idea (thesis statement) of the essay.
- Include only one main idea in each paragraph.
- Begin each paragraph with a topic sentence.
- Include plenty of evidence: facts, details, examples, stories, numbers, and any other information that improves your argument.
- Introduce different paragraphs with words like *First*, *Next*, *In addition*, *Moreover*, *Finally*.

### DON'T

- Include paragraphs that have no connection to your thesis statement.
- Have more than one main idea in each paragraph.
- Make "sweeping statements" (generalizations). Do not make an extreme statement without giving details to support it.

## Conclusion

### DO

- Summarize your key points.
- Make recommendations, suggestions, and/or predictions. What should happen next?
- Start with a phrase like *In conclusion*, ... or *To conclude*, ... or *To sum up*, ...

### DON'T

- Make it too long. Aim for no more than 15% of your essay.
- Introduce a lot of new information here.
- Forget the conclusion! It needs to be there to signal the end of your essay.

## You Try It!

Look again at the essay called *How to Live to Be 100*. Make an outline of the essay by completing the table below.

<b>TITLE</b>	
<b>INTRODUCTION</b>	
How does the writer grab the reader's attention?	
Question being asked in the essay	
Thesis statement	
<b>BODY</b>	
<b>Body Paragraph 1</b>	
Thesis statement	
Supporting details	
<b>Body Paragraph 2</b>	
Thesis statement	
Supporting details	
<b>Body Paragraph 3</b>	
Thesis statement	
Supporting details	
<b>CONCLUSION</b>	
Summary of main points	
Recommendation, suggestion, or prediction	

In **Bring It Together: Writing Task** you will write a five-paragraph essay on the topic of health. Use what you have learned in this section to help you.



# Trouble Spots in Language: More Easily Confused Words

In this unit, we continue to look at words that are often confused in writing. For each of the following sentences, write the correct word in each gap. Use each word only once.

## 1. of | off

- a) Would you like another cup \_\_\_\_\_ coffee?
- b) Could you please turn \_\_\_\_\_ the light

## 2. peace | piece

- a) I ate two \_\_\_\_\_s of chicken and some French fries.
- b) At the end of the war, the two countries signed a \_\_\_\_\_ treaty.

## 3. principal | principle

- a) My high school \_\_\_\_\_ encouraged me to go to college.
- b) The minimum wage should be increased. It's a matter of \_\_\_\_\_.

## 4. quiet | quite

- a) Please be \_\_\_\_\_! I'm trying to think!
- b) It's \_\_\_\_\_ cold today. You'll need a jacket.

## 5. root | route

- a) River Road is the most direct \_\_\_\_\_ to the town centre.
- b) Turnips, parsnips, and carrots are all \_\_\_\_\_ vegetables.

## 6. sight | site

- a) Sam is working as a carpenter on a construction \_\_\_\_\_.
- b) The mountains in winter are a beautiful \_\_\_\_\_.

**7. their | there | they're**

- a) Who is that man over \_\_\_\_\_?
- b) Chris and Jamie won't be at hockey practice. \_\_\_\_\_ both sick.
- c) The Canucks lost \_\_\_\_\_ first game of the season.

**8. than | then**

- a) First, we lived in Kitimat. \_\_\_\_\_, we moved to Terrace.
- b) Terrace is a larger town \_\_\_\_\_ Kitimat.

**9. to | too**

- a) I don't like fast food. It's \_\_\_\_\_ greasy.
- b) Send a text \_\_\_\_\_ your teacher if you need to miss a class.

**10. weather | whether**

- a) The \_\_\_\_\_ forecast says it's going to snow tonight.
- b) Do you know \_\_\_\_\_ classes will be cancelled because of the snow?

**11. which | witch**

- a) Jennifer dressed up as a \_\_\_\_\_ for the costume party.
- b) \_\_\_\_\_ courses are you taking next term?

**12. who's | whose**

- a) I'm going to the cafeteria. \_\_\_\_\_ coming?
- b) \_\_\_\_\_ boots are these? They are not mine.





# Study Skills: Looking Ahead



## CONGRATULATIONS!

You have almost come to the end of this book, and you are ready to move to the next stage in your studies. This is a good time to reflect on what you have accomplished so far.

## Review Your SMART Goals

Go back to the SMART goals you set for yourself in Unit 1. Did you achieve them?

- If you did, that's great! Why do you think you were successful? What was helpful to you? Use this knowledge to plan for your next course.
- If you didn't quite achieve your goals, don't worry. Sometimes success takes a little longer. Think about what didn't work for you, and how you can help yourself next time. Never give up!

Write your thoughts about your goals in the space below.

## Asking for Help

Remember that you are never alone as you work towards success in college. There are always people who can help you. This is a good time to make sure you are familiar with the resources and services offered by your own college.

Look at the following concerns that college students often have. If you have these concerns, who can you ask for help? Use your college website or discuss these questions with your teacher. Where can you get some answers?

I don't know what my goals are. I can't decide on a career.

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I don't have enough money to pay my fees. Can I get financial assistance?

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I need a place to live that's closer to my college.

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I need childcare while I am at college.

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I have a physical disability, and I need support with my studies.

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I really want to succeed, but I'm finding it hard to focus.

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Other (your question):

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# Bring It Together: Writing Task

## Your Task

For this assignment, you are going to write a five-paragraph essay. Choose one of the following topics:

- A medical condition (e.g., diabetes, heart disease, asthma, depression)
- An activity that puts health at risk (e.g., smoking, drinking, using drugs, not exercising)
- A health food (e.g., carrot juice, garlic, apple cider vinegar, green vegetables)

This may be the same topic you used for your webquest in **Reading Skills**, or it may be different.

Decide what you want to say about your topic, do some internet research, and write an essay in which you give a thesis statement and provide support.

## Checklist

When you have written your essay, check to see if the following are true:

- \_\_\_\_\_ My essay has five paragraphs.
- \_\_\_\_\_ My introduction explains the situation and says why this topic is important.
- \_\_\_\_\_ I have given a clear thesis statement in my introduction.
- \_\_\_\_\_ My body paragraphs all support my thesis statement.
- \_\_\_\_\_ I have used details and examples to make my argument stronger.
- \_\_\_\_\_ My conclusion summarizes my points and suggests a course of action.
- \_\_\_\_\_ I have used a variety of simple, compound, and complex sentences.
- \_\_\_\_\_ There are no run-on sentences or fragments in my writing.
- \_\_\_\_\_ I have summarized or paraphrased any information from the internet.
- \_\_\_\_\_ My vocabulary is suitable for college writing.



# Reflect on Your Learning

Answer the following questions.

**3.** Write **three** new things you have learned in this unit.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**2.** Write **two** things that you have strong opinions about (you agree or disagree), or that you reacted emotionally to (you felt happiness, sadness, anger, surprise, etc.).

- \_\_\_\_\_
- \_\_\_\_\_

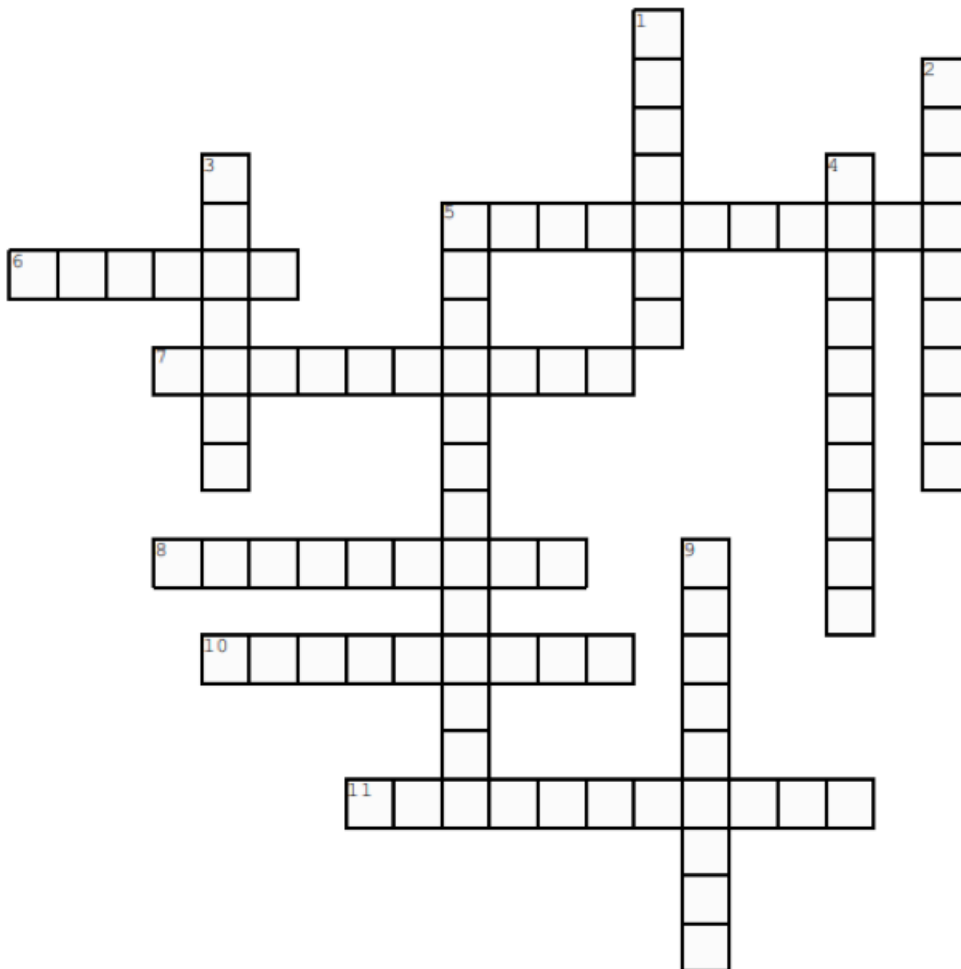
**1.** Write **one** question you still have. Where can you find the answer?

- \_\_\_\_\_



# Just for Fun: Crossword

Complete the crossword. The answers are all in this unit.



Created with [TheTeachersCorner.net](http://TheTeachersCorner.net) [Crossword Puzzle Generator](#)

### Across

5. Reminding you of something else (11)
6. Related to government finances (6)
7. If this happens, a disease comes back (10)
8. Have its beginnings (9)
10. People who are this act without thinking (9)
11. The act of questioning, or wondering (11)

### Down

1. This kind of disease does not go away (7)
2. These rates refer to number of deaths (9)
3. Kind of drug with no actual medicine (7)
4. To give status to something (10)
5. Event that marks a change in status (4, 2, 7)
6. People with these jobs sit down a lot (9)

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