

EL 281

**ENGLISH FOR SOCIOLOGISTS
and ANTHROPOLOGISTS I**

by

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Chaengchenkit**

**Wimonnit
Chaokongjakra**

***LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY***

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PREFACE

English for Sociologists and Anthropologists I is a textbook designed to meet the needs of students in EL 281: English for Sociologists and Anthropologists I, a course offered by the Language Institute at Thammasat University. The purpose of this textbook is to provide students with integrated-skill language practice and to help them develop their language proficiency in the field of sociology and anthropology.

The textbook is structured into eight units, each focusing on a specific theme related to sociology and anthropology and is designed to improve students' reading, writing, listening, and speaking skills through various exercises and activities. Each unit is divided into six sections, beginning with reading comprehension and vocabulary exercises *Comprehension Check* and *Vocabulary Check* that encourage students to contemplate a selected topic in sociology and anthropology and be familiar with vocabulary related to the topic. With the aim of improving students' reading proficiency, a reading strategy and exercises are introduced in the *Reading Focus* section. In the *Language Focus* section, theoretical principles and exercises related to specific lexical, syntactic, and rhetorical elements are presented. Additionally, learners will enhance their academic writing skills in the *Writing* section. Dialogues or talks related to the unit topic are presented in the *Listening* section and students' listening skill is assessed through exercises given. The *Speaking* section introduces language patterns and expressions commonly used to convey a particular rhetorical function. Each unit's speaking skill is in parallel with the writing skill.

We believe that *English for Sociologists and Anthropologists I* will enable students to enhance their language proficiency and prepare them for advanced courses in English.

Rangsiya Chaengchenkit
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Moreover, we extend our sincere appreciation to the distinguished teachers of EL 281: English for Sociologists and Anthropologists, who taught the earlier versions of this book. The constructive comments and feedback received from these educators have played an instrumental role in creating a more effective and complete version of the book.

Course Plan

Unit	Reading & Listening	Reading / Language Focuses	Writing	Speaking
1	Family	Structural clues 1 Present tenses	Paragraph Development	Introducing a key concept
2	Social Identity	Structural clues 2 Past tenses	Paragraph Development (Cont.)	Introducing details and organization
3	Cultural Values	Contextual clues Subject-Verb Agreement	Paragraph Development (Cont.)	Describing
4	Social Media and Teens	Finding topics, main ideas, and details Future Tense Review	Writing a paragraph of exemplification	Giving examples
5	Social Stratification	Identifying references Passive Voice	Writing a paragraph of classification	Classifying

Unit	Reading & Listening	Reading / Language Focuses	Writing	Speaking
6	Human Behaviors	Drawing inferences Conditional sentences	Writing a paragraph of comparison	Comparing
7	Gender Diversity	Distinguishing between facts and opinions Adverbial clauses	Distinguishing between facts and opinions Writing a paragraph of Contrast	Contrasting
8	Beliefs and Superstitions	Identifying a writer's intention Recognizing paragraph organizations Transitional devices Subordinate conjunctions Adjective clauses	Writing a paragraph of cause and effect	Analyzing causes and effects

UNIT 1

Family

STARTER

Directions: Discuss the following questions with your teacher or classmates.

1. What are the advantages and disadvantages of being an only child?
2. What are the advantages and disadvantages of having brothers and sisters?
3. Would you like to start a family and have children one day? Why or why not?

READING PASSAGE

When Jen Dalton got pregnant in 2018, she made a spreadsheet. Taking into account **maternity** leave, family planning, health recommendations, and even potential family holidays, she planned out when to have each of the four kids she thought she wanted. "I look at it once in a while and I **giggle** at how **naive** I was," says Dalton, 31.

That's because, just two months after her daughter's birth, she and her husband decided they were 'one and done'. Part of it was their struggle with sleep **deprivation** and mental health; Dalton dealt with a **traumatic** birth, **postpartum** depression and postpartum anxiety. But even when life became easier, the decision felt right.

It wasn't only that Dalton and her husband didn't want to risk her and their family's **well-being** by going through it all again. They knew there wasn't anything "wrong" with not "giving" their child a **sibling**. "I am an only child, and I am very happy," says Dalton. "I am so close with my parents."

Then, Dalton started to doubt their decision. She and her husband moved into their "forever home". Close friends had a new-born, who reminded them of their daughter. She felt if she had postpartum depression or postpartum anxiety again, she would have more tools to manage it. Also, social-media algorithms kept pushing content **showcasing** big, beautiful families. "It really made us think like, 'Yeah, we could do it again'," she says.

It's not surprising that Dalton questioned her decision. Even though, in many countries, only children are becoming the **norm**, pressure to have more than one remains. There has been a **stigma** against single-child families. **Stereotypes** about only children being spoiled or lonely **persist**, despite consistent **debunking**. Parents say they feel the pressure to have more kids from everyone from family members to perfect strangers. On social media, mothers post adorable moments of their children with captions like, "This is your sign, give them the younger sibling" and "I never met a mama who regretted having that one more".

Even as deciding to be one-and-done becomes more common, this background noise means parents who make this choice often find themselves

having to convince other people and even themselves that they've done the right thing.

35 The choice of how many children to have has been personal. But there have been clear social and cultural trends, too.

40 In many countries, those trends are **shifting** towards fewer kids. In the EU, the largest proportion of all families with children – 49% – have one child. In Canada, only-child families make up the largest group. In the US, families with only one child doubled in the last generation, **ticking up** from 11% in 1976 to 22% in 2015.

45 Widespread ideas about the ideal number of children are changing. For millennia, the preference to have more than one child made sense. Even just two centuries ago, more than four in 10 children died before their fifth birthday. Having multiple children helped the family with the many tasks required to survive. And, of course, in the absence of reliable **contraception**, and with women getting married at far younger ages, having just one child wasn't just undesirable, it often wasn't **feasible**.

50 Today, however, in many cultures, though not all, the picture is rather different. Portugal, where 59% of families with kids have just one, is a good example. There, the age of first-time mothers rose from 26.6 to 29.9 years from 2001 to 2019 and almost one in five women say today that one child is the ideal family size. Before the 1970s in the US, for instance, only 1% of poll **respondents** thought having just one child was best.

55 There are a number of reasons why parents are choosing to have one child. These reasons range from financial **constraints** to feeling like their family is already complete. But what many one-and-done-by-choice families have in common is that they feel, in contrast to what society often tells them, that being one and done isn't just best for them, it is best for their children too.

Adapted from Siman, S. (2020, February 20). *The rise of the only child: What's behind the rising number of single-child families*. Channel3000. [The rise of the only child: What's behind the rising number of single-child families | Family | channel3000.com](https://www.channel3000.com/the-rise-of-the-only-child-what-s-behind-the-rising-number-of-single-child-families/)

COMPREHENSION CHECK

Directions: Decide whether each of the following statements is TRUE or FALSE, according to the passage.

- _____ 1. Jen Dalton and her husband have four children.
- _____ 2. Jen Dalton and her husband didn't want more children after their daughter was born.
- _____ 3. Jen Dalton had a difficult pregnancy.
- _____ 4. Jen Dalton had mental health issues after giving birth to her daughter.

- _____ 5. Jen Dalton didn't recover from her mental health issues.
- _____ 6. Talking to her parents made Jen Dalton and her husband rethink their decision about having more children.
- _____ 7. Content in social media encourages parents to have more children.
- _____ 8. An only child is always spoilt or lonely.
- _____ 9. A family with one child used to be the norm in society.
- _____ 10. In the US, the number of families with one child is rising.
- _____ 11. Two hundred years ago, at least 5 in 10 children died before reaching 5 years of age.
- _____ 12. Two hundred years ago, families preferred to have more than one child.
- _____ 13. The lack of effective contraception contributed to families having more than one child.
- _____ 14. In Portugal, first-time mothers are getting younger.
- _____ 15. At present, one child is the ideal family size in every country.
- _____ 16. Financial constraints is the only reason why families are choosing to have one child.
- _____ 17. Society views families with one child negatively.

VOCABULARY CHECK

A. Directions: Match the words on the left with their meanings on the right.

- | | |
|----------------------|--|
| _____ 1. maternity | A. after giving birth |
| _____ 2. giggle | B. to continue to exist |
| _____ 3. naive | C. causing severe and lasting emotional shock and pain |
| _____ 4. deprivation | D. to show that something is not true |
| _____ 5. traumatic | E. to show the best qualities or parts of something |
| _____ 6. postpartum | F. possible and likely to be achieved |
| _____ 7. sibling | G. the state of being or becoming a mother |
| _____ 8. showcase | |

_____ 9. norm	H. a brother or sister
_____ 10. stereotype	I. not showing enough knowledge, good judgement or experience of life
_____ 11. persist	J. to increase slowly and by small degrees
_____ 12. debunk	K. to change from one state, etc. to another
_____ 13. well-being	L. an absence or too little of something important
_____ 14. shift	M. a person who answers questions, especially in a survey
_____ 15. tick up	N. to laugh in a nervous, excited, or silly way that is difficult to control
_____ 16. stigma	O. an accepted standard or a way of behaving or doing things that most people agree with
_____ 17. contraception	P. something that controls what you do by keeping you within particular limits
_____ 18. feasible	Q. the state of feeling healthy and happy
_____ 19. respondent	R. the use of any of various methods intended to prevent a woman becoming pregnant
_____ 20. constraint	S. a mark of disgrace associated with a particular circumstance, quality, or person
	T. a set idea that people have about what someone or something is like, especially an idea that is wrong

B. Directions: Complete the following sentences using the words given.

showcased	constraints	norm	shifted	persists
stereotypes	feasible	deprivation	stigma	traumatic

- Getting married in your twenties used to be the _____ in many countries. Now people are getting married in their thirties.
- There is a _____ associated with being single. In China, for example, women in their late twenties who are unmarried are called 'leftover women' by

- some people.
3. Poor air quality _____ despite efforts to reduce greenhouse gas emissions.
 4. In the UK, there are negative _____ of working-class single mothers. As a result, they are less respected in society.
 5. In the 20th century, the family structure _____ from big extended families to smaller nuclear families consisting of couples and their children.
 6. Food _____ can occur if there is food shortage.
 7. It is not _____ for single parents to raise a child without government support.
 8. She was in a car accident last month. It was so _____ that she still needs psychological counselling.
 9. They couldn't participate in the activities because of time _____.
 10. The artwork will be _____ at the museum until the end of the year.

READING FOCUS

Structural Clues I

One way to determine the meaning of an unknown word is to use structural clues. When readers use structure clues, they separate the unknown word into word parts and analyse the meaning of each part. The word parts are called prefixes, roots, and suffixes, and they provide clues to the meaning of the unknown word. A root is the core of a word, carrying the basic meaning. A prefix appears at the beginning of the word before the root or the base, while a suffix appears at the end of the word, after the root or the base.

In the previous passage, readers encountered the word “*maternity*”, which means ‘the state of being or becoming a mother’. Readers may be able to work out the meaning of the word or have a general idea of the meaning if they know that the word can be broken down into two parts, that is, the root ‘*mater*’ or ‘*matr*’, which means ‘mother’ and the suffix ‘*-ity*’, a noun suffix.

In English, there are many words that are formed from prefixes, roots, and suffixes. Using structural clues is beneficial when readers do not have access to a dictionary. In this unit, the focus is on prefixes and suffixes. Roots will be presented in Unit 2. The following are some common prefixes and suffixes in English.

Prefixes

A prefix changes the meaning of the word but does not usually change the part of speech.

Common Prefixes in English

1. **anti-** means “against” or “opposite of”

Examples: *antibiotic (n)* means “a medicine that inhibits the growth of or destroys microorganisms”

antisocial (adj) means “not sociable; not wanting the company of others”

2. **auto** means “self”

Examples: *autonomous (adj)* means “independent and having the power to make decisions for yourself”

autograph (n) means “a person’s signature, especially of a famous person”

3. **bi-** means “two”

Examples: *biannual (adj)* means “happening two times each year”

bilingual (adj) means “able to speak two languages equally well”

4. **co-** means “with”, “together”

Examples: *coexist (v)* means “exist at the same time or in the same place”

co-founder (n) means “someone who establishes an organization together with one or more other people”

5. **contra-**, **counter-** means “against”, “opposite”

Examples: *contraception (n)* means “the use of any of various methods intended to prevent a woman becoming pregnant”

counteract (v) means “to reduce the negative effect of something by doing something that produces an opposite effect”

6. **dis-** means “not”, “apart”

Examples: *disadvantage (n)* means “an unfavorable circumstance or condition that reduces the chances of success or effectiveness”

disrespect (v) means “to show a lack of respect”, “to speak or

behave rudely to someone”

7. **ex-** means “out”

Examples: exclude (v) means “to keep out or omit something or someone”

exhale (v) means “to breathe out”

8. **hyper-** means “more than usual or normal”

Examples: hypersensitive (adj) means “abnormally or excessively sensitive, either psychologically or in physical response”

hyperventilation (n) means “excessively rapid or deep breathing, usually caused by anxiety or panic”

9. **il-, im-, in-, ir-** mean “not”

Examples: illogical (adj) means “lacking sense or clear, sound reasoning”

impatient (adj) means “not patient”, “short of temper especially under irritation, delay, or opposition”

inability (n) means “the state of being unable to do something”

10. **inter-** means “between”

Examples: interaction (n) means “a situation where two or more people or things communicate with each other or react to each another”

intercultural (adj) means “occurring between or involving two or more cultures”

11. **mal** means “wrong”, “bad”

Examples: malice (n) means “the intention or desire to do evil”

malnourished (adj) means “weak and in bad health because of a lack of food or a lack of food that is good for you”

12. **mis-** means “wrong”

Examples: misconduct (n) means “unacceptable or improper behavior, especially by an employee or professional person”

(*v*) means “behave in an improper or unprofessional manner”

mismanage (v) means “manage (something) badly or wrongly”
 13. **mono-** means “one”

Examples: monogamy (n) means “the practice of being married to only one wife or husband”

monologue (n) means “a long speech by one person”

14. **non-** means “not”, “without”

Examples: non-essential (adj) means “not really necessary”

nonsense (n) means “an idea, something said or written, or behaviour that is silly”

15. **out-** means “more”, “better than others”

Examples: outnumber (v) means “to be greater in number than someone or something”

outperform (v) means “perform better than”

16. **over-** means “too much”

Examples: overbook (v) means “accept more reservations than there is room for”

overcompensate (v) means “take excessive measures in attempting to correct an error or problem”

17. **pre-** means “before”

Examples: precede (v) means “to go before, as in place, order, rank, importance, or time”

prejudge (v) means “to form an opinion about someone or something before knowing or examining all the facts”

18. **post-** means “after”

Examples: postgraduate (adj) means “relating to a course of study undertaken after completing an undergraduate degree”

postpone (v) means “to delay an event or arrange for it to take place at a later time”

19. **re-** means “again”

Examples: reexamine (v) means “examine again or further”

restructure (v) means “to change the way something is organized, usually in order to make it work more effectively”

20. **sub-** means “under”

Examples: subpar (adj) means “below an average level ”

substandard (adj) means “below the usual or required standard”

21. **tele-** means “covering distances”

Examples: telecommunication (n) means “communication over a distance by cable, telegraph, telephone, or broadcasting”

teleconference (n) means “a conference with participants in different locations linked by telecommunications devices”

22. **trans-** means “across”

Examples: transfer (v) means “move from one place to another”
(n) means “an act of moving something or someone to another place”

transmit (v) means “cause (something) to pass on from one place or person to another”

23. **un-** means “not”

Examples: unfortunate (adj) means “having bad fortune or not lucky”

unjust (adj) means “not based on or behaving according to what is morally right and fair”

24. **uni-** means “one”

Examples: unify (v) means “to bring separate parts of something together so that they are one”

union (n) means “a club, society, or association formed by people with a common interest or purpose”

Exercise

Direction: Choose the correct word to complete each of the following sentences.

1. The drought has contributed to famine throughout the region. As a result, many children have become _____.
 - a. malnourished
 - b. antisocial
 - c. unjust
 - d. bilingual

2. In China, men _____ women. There are about 30 million more men than women.
 - a. coexist
 - b. misconduct
 - c. outnumber
 - d. prejudge

3. _____ learning is when learners are responsible their own learning.
 - a. Subpar
 - b. Unfortunate
 - c. Postgraduate
 - d. Autonomous

4. He is drinking a lot of water to _____ the effects of dehydration.
 - a. counteract
 - b. transfer
 - c. unify
 - d. restructure

5. He needs a/an _____ for his illness.
 - a. antibiotic
 - b. autograph
 - c. cofounder
 - d. hyperventilation

6. In _____ communication, you need to be open-minded. People from different countries may do things differently from you.
 - a. biannual
 - b. intercultural
 - c. non-essential
 - d. illogical

7. The government _____ the Covid-19 pandemic. This led to many deaths.
 - a. postponed
 - b. preceded
 - c. transmitted
 - d. mismanaged

8. Some people should not be married because they don't believe in the concept of _____.
 - a. monogamy
 - b. nonsense
 - c. monologue
 - d. interaction

9. One _____ of being a single parent is that the person may occasionally feel overwhelmed because of the responsibilities that come with raising a child.
 - a. inability
 - b. union
 - c. contraception
 - d. disadvantage

10. Some parents do not get to spend time with their children because of work. They may _____ by buying too many toys and presents for their children.
- | | |
|-------------------|---------------|
| a. reexamine | c. overbook |
| b. overcompensate | d. disrespect |

Suffixes

A suffix changes or adds to the meaning of the word and usually changes the part of speech.

Common suffixes in English

A. Noun Suffixes

The suffixes below are noun-forming suffixes, that is, they change words into nouns.

1. **-age** means “state of”

Examples: breakage means “the act of breaking; the state of being broken”

wreckage means “the state of being wrecked”

2. **-ance, -ence** mean “act or state of”

Examples: ignorance means “the state of being ignorant; lack of knowledge, education”

existence means “the state of being a real or living thing, or of being present in a particular place, time, or situation”

3. **-al** means “act of”

Examples: approval means “the act of approving”

dismissal means “the act of ordering or allowing someone to leave”,
“the act of treating something as unworthy of serious consideration”

4. **-ent, -er, -ian, -ist, -or** mean “person or agent”

Examples: anthropologist means “a person who scientifically studies humans and their customs, beliefs, and relationships”

student means “one who studies”

5. **-ery** means "place of", "art of or practice of", "state of", "characteristic of"

Examples: *bakery* means "a place where bread and cakes are made or sold"

fishery means "a place where fish are grown for commercial purposes"

cookery means "the practice or skill of preparing and cooking food"

snobbery means "the character or quality of being a snob"

slavery means "the state of being a slave", "the practice or system of owning slaves"

6. **-hood** means "state of"

Examples: *adulthood* means "state of being an adult"

fatherhood means "state of being a father"

7. **-ment** means "act of"

Examples: *achievement* means "the act of achieving something"

improvement means "the act of improving"

8. **-ness** means "state of"

Examples: *awareness* means "the state of being aware"

effectiveness means "the state of being effective"

9. **-ship** means "state of"

Examples: *hardship* means "a condition that causes difficulty or suffering"

partnership means "state of being a partner or partners"

10. **-sion, -tion, -ation, -ition** mean "act of", "state of"

Examples: *opposition* means "the action of opposing, resisting, or combating"

perfection means "the state of being free or as free as possible from all flaws or defects"

starvation means "the state of having no food for a long period"

11. **-ty, -ity** mean “state”

Examples: certainty means “the state of being definite or of having no doubts at all about something”

maternity means “the state of being or becoming a mother.”

B. Adjective Suffixes

The suffixes below are adjective-forming suffixes, that is, they change words into adjectives. Adjectives are words used to modify a noun.

1. **-al, -ial, -ual** mean “relating to”

Examples: functional means “relating to the purpose or function of something”

political means “relating to politics”

financial means “involving financial matters”

factual means “based on facts or containing only facts”

2. **-able, -ible** mean “being capable of”

Examples: enjoyable means “giving or capable of giving joy or pleasure”

visible means “able to be seen”

3. **-ant, -ent** mean “relating to”

Examples: dependent means “determined or conditioned by another”

resistant means “able to resist; not damaged or affected by something”

4. **-ful, -iful** means “full of”

Examples: beautiful means “having beauty”

successful means “achieving success or the result that you want”

5. **-ic, -tic, -atic, -etic** means “relating to”

Examples: strategic means “relating to strategy”

sympathetic means “relating to or showing sympathy”

6. **-ish** means “relating to”

Examples: *feverish* means “relating to or having fever”, “showing strong feelings of excitement or worry”

stylish means “having style”

7. **-ive** means “relating to”

Examples: *excessive* means “more than is necessary, normal, or desirable ”

supportive means “giving support”

8. **-less** means “without”

Examples: *endless* means “without end”

fearless means “without fear”

9. **-ous** means “full of”, “possessing”

Examples: *adventurous* means “willing to take risks or to try out new methods, ideas, or experiences”

dangerous means “full of danger or risk”

C. Adverb Suffixes

The suffixes below are adverb-forming suffixes. Adverbs are used to modify a verb, an adjective, an adverb, a phrase and a sentence.

1. -ly, -ally, -ily, -y

These suffixes are generally added to adjectives to form adverbs.

Examples: *swiftly* means “at high speed, quickly”

artistically means “in a way that is connected with art”

easily means “without difficulty or effort”

simply means “in a simple manner”

2. -wise means “concerning”

It is added to nouns to limit the specific area.

Examples: *health-wise, money-wise*

D. Verb Suffixes

The suffixes below are verb-forming suffixes. These suffixes generally have similar meanings, that is, “to become or to make something become something”.

1. -ate

Examples: *activate* means “make something active or operative”

generate means “cause something to arise or come about”

2. -en

Examples: *thicken* means “to make or become thick or thicker.”

widen means “to make or become wider”

3. -ize

Examples: *industrialize* means “to develop industries in (a country or region) on a wide scale”

modernize means “to make something modern”

4. -fy, -ify

Examples: *clarify* means “to make something clearer or easier to understand ”

simplify means “make something simpler or easier to do or understand”

Exercises

A. Direction: Write a sentence using the word provided.

1. perfection

2. modernize

3. swiftly

4. endless

5. clarify

B. Direction: Identify the part of speech of each word.

Words	Part of Speech
1. formulate	
2. demonstration	
3. careless	
4. robbery	
5. agreement	
6. customize	
7. reality	
8. childish	
9. desperately	
10. useful	
11. shorten	
12. business-wise	
13. competitive	
14. loneliness	

C. Direction: For each group of suffixes, find at least one word formed with the suffix from the reading passage.

Suffixes	Words from the reading passage
1. noun-forming suffix <i>-sion, -tion, -ation, -ition</i>	
2. adjective-forming suffix <i>-ic, -tic, -atic, -etic</i>	

3. adjective-forming suffix <i>-ant, -ent</i>	
4. adjective-forming suffix <i>-able, -ible</i>	
5. adjective-forming suffix <i>-al, -ial, -ual</i>	
6. noun-forming suffix <i>-ance, -ence</i>	
7. noun-forming suffix <i>-ent, -er, -ian, -ist, -or</i>	
8. adverb-forming suffix <i>-ly, -ally, -ily, -y</i>	

LANGUAGE FOCUS

Present Tense Review

In certain parts of the reading passage, present tenses are used. In this section, the explanations of the present simple tense, present continuous tense, present perfect tense, and present perfect continuous tense are provided.

Present Simple Tense

For regular verbs with third person singular subjects only, the present simple tense is formed by adding the 's' ending.

Verbs '*to be*' and '*to have*' are the exceptions. For the verb '*to be*', '*am*' is used with the first person singular subject, '*is*' is used with the third person singular subjects, and '*are*' is used with other subjects. For the verb '*to have*', '*has*' is used with third person singular subjects only, while '*have*' is used with other subjects.

In addition, when the verb is not the verb '*to be*', questions and negative sentences in the present simple tense are formed by using the auxiliary '*does*' for third person singular subjects and '*do*' for other subjects. Examples from the reading passage are shown below.

e.g. *"I **am** an only child, and I **am** very happy," **says** Dalton. "I **am** so close with my parents."*

*Stereotypes about only children being spoilt or lonely **persist**, despite consistent debunking. Parents **say** they **feel** the pressure to have more kids from everyone from family members to perfect strangers.*

*Even as deciding to be one-and-done **becomes** more common, this background noise **means** parents who **make** this choice often **find** themselves having to convince other people and even themselves that they've done the right thing.*

*Today, however, in many cultures, though not all, the picture **is** rather different. Portugal, where 59% of families with kids **have** just one, **is** a good example.*

*But what many one-and-done-by-choice families **have** in common **is** that they **feel**, in contrast to what society often **tells** them, that being one and done **isn't** just best for them, it **is** best for their children too.*

The present simple is used with the following:

1. General truths and facts

The present simple is used to talk about facts that are generally or always true about the world.

e.g. *People **need** water to survive.*

*There **are** 365 days in a year.*

*Earth **revolves** around the sun.*

In addition, the present simple is used to talk about facts that you think are true and permanent at the present time.

e.g. *I **live** in Bangkok.*

*He **doesn't like** this movie.*

*They **speak** Japanese.*

2. Habits and repeated or regular actions

Adverbs of frequency such as 'always', 'usually', 'often' and 'sometimes' can be used when talking about habits and repeated or regular actions. In addition, expressions such as 'every hour' or 'once a month' can be used as well.

e.g. *They **always wake up** at 6 am on school days.*

*He **travels** abroad once a year.*

*I **take** the bus to school.*

3. Scheduled future events

The present simple can be used to talk about future events that are scheduled in timetables or itineraries. They are fixed plans that are unlikely to change.

e.g. *The train **departs** at 9 am tomorrow.*

*The meeting **starts** at 3 pm this afternoon.*

4. Stative verbs

Stative verbs are normally used with the present simple tense, not the present continuous tense. Stative verbs include verbs of feeling, verbs of thinking, verbs of the senses and others.

Verbs of feeling are e.g., *like, love, hate, want, and wish*. Verbs of thinking are e.g., *know, believe, remember, understand, imagine, think and doubt*. Verbs of the senses are e.g., *feel, smell, look, sound, taste, seem, be, see and appear*. Other stative verbs are e.g., *measure, belong, weight, owe, equal and own*.

e.g. *I **understand** what you are saying.*

*He **seems** healthy.*

Present Continuous Tense

The present continuous tense is formed from *is/am/are* and the present participle. Examples from the reading passage are shown below.

e.g. *In many countries, those trends **are shifting** towards fewer kids.*

*Widespread ideas about the ideal number of children **are changing**.*

The present continuous is used to talk about the following:

1. Temporary situations

The present continuous is used for situations that are temporary. The situations are not permanent and are expected to change.

e.g. *He **is living** with his friends.*

*She **is working** in China.*

2. Actions that are in progress

The present continuous is used to talk about actions that are in progress at the time of speaking.

e.g. *She **is sleeping**.*

*They **are cooking** dinner.*

3. Changing situations

The present continuous is used to talk about situations that are changing or developing.

e.g. *Your Spanish **is improving**.*

*The weather **is getting** much cooler.*

4. Future plans or arrangements

The present continuous is used to talk about plans or arrangements that have been made for future events.

e.g. *He **is moving** to Phuket this December.*

*I **am meeting** my friend for lunch.*

*What **are you doing** tomorrow?*

Present Perfect Tense

The present perfect tense is formed from *have/has* and the past participle. Examples from the reading passage are shown below.

e.g. *There **has been** a stigma against single-child families.*

*The choice of how many children to have **has been** personal.*

The present perfect tense is used to talk about unfinished actions. The actions started in the past and continue to the present. It is common to use *for* + period of time or *since* + point of time in the past with the present perfect tense.

e.g. *They **have worked** in Brazil since 2012.*

*We **have known** each other since we were young.*

*They **have been** married for 20 years.*

The present perfect tense is often used with unfinished time periods such as *today*, *this week*, *this year*.

e.g. *It **has rained** a lot this month.*

*I **haven't talked** to her today.*

The present perfect tense can be used to talk about experiences up to now. Expressions such as *never*, *still*, *ever*, *yet*, *before* are often used.

e.g. *I **have never been** to India.*

***Have you ever tried** it?*

Note: The present perfect tense can be used to talk about actions in the past. This will be discussed in Unit 2.

Present Perfect Continuous Tense

The present perfect continuous tense is formed from *have/has + been +* the present participle.

The present perfect continuous is generally used in the same way as present perfect tense. However, when the present perfect continuous is used, the duration of the action is emphasized.

e.g. *We **have been listening** to the radio all morning.*

*They **have been arguing** all day.*

*They **have been preparing** for the final exam for two weeks.*

*I **have been waiting** for you for two hours.*

From the examples, '*all morning*', '*all day*', '*for two weeks*', and '*for two hours*' are the duration of the actions that are emphasized.

Exercises

A. Directions: Complete the following sentences using the correct present tense forms of the verbs given in parentheses.

1. Marriage _____ (refer) to the legal union of two individuals.
2. Nowadays, lone-parent families _____ (become) more common in society.
3. We _____ (try) to solve the problem all evening.
4. I _____ (not, talk) to Amy since she went to Japan.
5. She _____ (not, finish) her assignment yet.
6. He _____ (look) so familiar. Is he Mary's brother?
7. Autumn _____ (come) after summer.
8. The department store _____ (open) at 10:30 am.
9. I _____ (go) to Dan's birthday party tonight.
10. He _____ (work) part-time at the convenience store every Saturday.
11. I still _____ (not, go) skydiving.
12. They _____ (live) in Tokyo right now. They will come back here next year.

B. Directions: Complete the following passage using the correct present tense forms of the verbs given in parentheses.

Many people are familiar with the ideal family structure in the West. The more traditional structure 1. _____ (be) a nuclear family: a man and woman, preferably married, with kids; all of them live together under one roof. The nuclear family mentioned is the most accepted form of family structure in the west. However, in reality, family structures 2. _____ (change).

Marriage between same-sex couples is now legally recognized in many Western countries and, in some cases, those couples may have their own children and/or adopt. In such family structures, it 3. _____ (be) still a straightforward nuclear household, aside from the man and woman at the top being replaced by a same-sex couple.

However, in cases of divorce, family structures become more complex. Divorce 4. _____ (result in) a multilayered family structure, with the emergence of what some people call "patchwork families" becoming more and more common. In the last twenty years, the divorce rate 5. _____ (rise) considerably in the West.

Patchwork families 6. _____ (be) those of divorced parents with kids. In such cases, children 7. _____ (not live) under the same roof as both biological parents. Perhaps the children move between two homes or in circumstances

where sole custody has been granted to one parent, the children 8. _____
(live) in a single-parent household.

Adapted from Wittwer, J. (2019, March 8). *Modern Family: Evolving Family Structures in the West*. Success Across Cultures.

<https://successacrosscultures.com/2019/03/08/869/>

WRITING

Paragraph Development I

A paragraph is a group of sentences that are related to a single topic. In academic writing, for a paragraph to be effective, it has to be unified, coherent, and well-developed. A paragraph consists of a topic sentence, supporting details and a concluding sentence.

The Topic Sentence

The topic sentence of a paragraph states *the topic* and *the main idea* (what the writer wants to say about the topic). The topic sentence can be stated or implied. When the topic sentence is stated, it can be placed anywhere in the paragraph. In academic writing, the topic sentence is generally stated and placed at the beginning of the paragraph. The topic sentence is developed by supporting details. Therefore, the topic sentence should be general or broad enough that it can be developed. Below is a paragraph taken from the reading passage.

There are a number of reasons why parents are choosing to have one child. The reasons range from financial constraints to feeling like their family is already complete. But what many one-and-done-by-choice families have in common is that they feel, in contrast to what society often tells them, that being one and done isn't just best for them, it is best for their children too.

In the above paragraph, the first sentence is the topic sentence of the paragraph. The topic is “reasons parents are choosing to have one child” and the main idea that the writer wants to convey about the topic is that “there are a number of reasons”. The supporting details support the topic sentence by developing the main idea in the topic sentence. Here, the supporting details state a number of reasons parents are choosing to have one child, i.e., financial constraints, the feeling that the family is already complete, the best decision for the parents, and the best decision for their children.

Before beginning to write a paragraph, a writer should brainstorm to find ideas for the topic and the topic sentence. The topic sentence should be general or broad enough so that it can be developed or expanded into a paragraph. If the topic sentence is too broad, it can't be developed into just one paragraph. If the topic sentence is too specific, a paragraph can't be developed from it. Below are examples of a topic sentence that is too broad, a good topic sentence, and a topic sentence that is too specific.

- A. Family is important.
- B. Family is important to children in several ways.
- C. Family is important to 5-year-old children because it makes them happy.

From the examples above, topic sentence A is too broad. It can be developed in a number of ways and won't be feasible or manageable in a short paragraph because it will require too many supporting details. Topic sentence B is a good topic sentence. Topic sentence C, however, is too specific and can't be developed or expanded into an effective paragraph.

Characteristics of a paragraph

As mentioned earlier, in academic writing, an effective paragraph has to be unified, coherent, and well-developed.

Unified

Every sentence in the paragraph should be related to the topic and the supporting details should support the topic sentence of the paragraph. There should not be sentences that are irrelevant.

Coherent

The sentences in the paragraph should logically follow each other and therefore, the ideas made in the paragraph will flow smoothly. There should be transitional words and phrases used to link ideas and make the paragraph coherent. Transitional words and phrases can show, for example, sequence (e.g. *firstly, secondly, next, finally*), example (e.g. *for example, such as, e.g.*), addition (e.g. *furthermore, in addition*), and summary (e.g. *in summary, to summarize*).

Well-developed

The topic sentence should be developed adequately by the supporting details. The supporting details should be discussed and clarified with e.g., explanation, examples, and facts.

Below is an example of an effective paragraph. Study the paragraph and the analysis.

Family is important to young children in several ways. Firstly, family provides a sense of security to young children. Children have basic needs, e.g., food, clothing, and shelter and they rely on family to make sure their basic needs are met. If family is able take care of their basic needs, children will feel secure and it can result in positive effects on children's lives such as increased self-confidence and good mental health. Secondly, family teaches young children important values in life. Family teaches children values such as honesty, accountability, respect, and empathy through explaining and being role models. The values they learn from the family will help guide them to the right direction in life. Finally, family helps young children to develop necessary skills such as motor skills and language skills. Family can help develop children's motor skills by encouraging children, for example, to keep moving and holding on to things on a daily basis. In addition, family can help develop children's language skills by speaking to them. These skills are essential parts of child development. In summary, family is crucial for young children because it provides children with security, teaches important life values, and helps develop skills necessary for child development.

Analysis

The first sentence of the paragraph is the topic sentence. The topic is *family*, and the main idea that the writer wants to convey about the topic is *how family is important to young children in several ways*.

Other sentences in the paragraph are supporting details, which include both major and minor supporting details. The first major supporting detail is “*family provides a sense of security to young children*” and is introduced by the transitional word “*firstly*”. The second major supporting detail is “*family teaches young children important values in life*” and is introduced by the transitional word “*secondly*”. The third major supporting detail is “*family helps young children to develop necessary skills such as motor skills and language skills*” and is introduced by the transitional word “*finally*”. The sentences that follow each major supporting detail are minor supporting details. The minor supporting details support the major supporting details.

The concluding sentence is the last sentence and is introduced by the transitional phrase “*in summary*”. The concluding sentence can be a summary of the main points of the paragraph or a restatement of the topic sentence. Here, the concluding sentence is a summary of the main points.

Besides the transitional word and phrases mentioned, there are other transitional words and phrases used in the paragraph to link ideas such as “*in addition*”, “*such as*”, “*e.g.*”, and “*for example*”. The use of transitional words and phrases results in a coherent paragraph.

In addition, this paragraph can be considered “unified” because all the supporting sentences are related to the topic of the paragraph, all the supporting details support the topic sentence, and none of sentences are irrelevant. Finally, since the topic sentence is developed adequately by the supporting details, the paragraph is considered well-developed.

Exercise

Direction: Write a topic sentence for each of the topics below. The topic sentence should be appropriate for a short paragraph. The topic sentence has to include the topic and the main idea about the topic.

1. Public transportation in Thailand

2. Bangkok

3. The Thai education system

4. Living on campus

5. Student life

6. Solo travel

7. Solo living

8. Rural living

9. The nuclear family

10. Being an only child

LISTENING

You will hear the following phrases and sentences in the video. Before you watch, discuss the meaning each phrase or sentence with your instructor.

She is adopted.

biological parents

A child may become a member of an adoptive family.

blood relatives

They are unfamiliar to the child.

Directions: Watch the following video and answer the following questions with information from the video.

Video: <https://www.youtube.com/watch?v=hpCyiyNgzIE>

1. What is a family?

2. What is one of the primary roles of a family?

3. In extended families, who lives together?

4. What are the common goals of extended families?

5. Which group is usually not included in chosen families?

6. How many types of family are mentioned in the video?

SPEAKING

Introducing a key concept

Exercise

Directions: Choose a topic related to family, e.g., family structures, marriage, role of parents or topics related to sociology and anthropology. Feel free to narrow the topic down to a more specific one. Prepare an introduction by introducing the key concept or idea of the topic. The expressions below can be used in the talk. Present the introduction in a small group or in front of the class.

Expressions

The purpose

The aim

The main objective

of this talk/presentation is to

verb (base form)

e.g. ***The purpose of this presentation is to explain the meanings of 'anthropology'.***

The main objective of this talk is to discuss the differences between the nuclear and extended family.

The talk/presentation	is concerned with is about relates to	noun/ noun phrase
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e.g. **The talk is concerned with** similarities between civil marriage and religious marriage.

The presentation is about modern family structures.

Example

The aim of the talk is to discuss the differences between the typical family structure of today and that of the past. With the changes in society, the typical family structure has changed considerably.

UNIT 2

SOCIAL IDENTITY

Social identity refers to a person's membership in a social group. Factors that make up a person's social identity are, for example, age, race, gender, sexual orientation, class and religion.

STARTER

Directions: Discuss the following questions with your teacher and classmates.

1. Have you ever encountered prejudice because you belong to certain social identity groups?
2. Can you give some examples of people who may encounter prejudice because they belong to a certain social identity group?

READING PASSAGE

Directions: Read the following article and respond to the questions as directed.

Race doesn't define you, they say.

Yet in a society so rooted in racial classification, stereotypes and **prejudice** are tiring experiences. Race has **integrated** its way into countless aspects of life, from daily interactions to shaping identity.

- 5 Everyone develops a sense of racial identity as they grow up. Schools teach them **awareness** from a young age. They begin to recognize faces around them and in media that **resemble** their own. They start to place others into socially constructed boxes, **simultaneously** seeking ones into which they may fit.

- 10 Racially **ambiguous** people, however, exist beyond many boxes acknowledged by society. They demonstrate how complicated the topic of racial identity can be, and remind the world that not everyone falls under **explicit** labels.

What is racial ambiguity?

- 15 The term "racially ambiguous" describes anyone whose racial background is not easily identifiable based on their outer appearance. They can hardly be categorized as one group of people. Some are of mixed **descent**, with **diverse** ethnic backgrounds. They often don't resemble any **distinctive** group, and their racial makeup can be difficult to track.

20 “I identify as mixed. An oversimplification of that would be to say my dad is Black, and my mom is Brazilian, but going back a few generations, I have other races in my extended family,” said Dylan Crockwell, a junior at Carlmont High School.

25 Racial ambiguity can also refer to monoracial people who are misidentified due to their appearance. They typically **contradict** the physical **attributes** associated with their racial group or have features resembling ones commonly seen in a different race.

The racially ambiguous experience

Because people rarely correctly identify him, Crockwell doesn’t fall under many racial stereotypes, allowing him a certain sense of freedom compared to those whose race is more easily distinguishable.

30 “For most of my life, race wasn’t really something I thought about,” Crockwell said. “Since people don’t have any stereotypes of me, and I’m not easily categorizable, I haven’t experienced any **racism**.”

35 Much of that, Crockwell admits, has to do with his community. California is the most diverse state in the U.S., according to the World Population Review. With diversity comes exposure to different cultures and more inclusivity.

40 “I completely believe that the Bay Area of California is a large exception to much of what you see across the country,” Crockwell said. “Living here not only makes it possible to leave the box of racial identity that many people are pressured into but also enables you to choose the culture and people you surround yourself with.”

Crockwell only became curious about his racial identity after people started bringing it up in school and social life. After running a Google search in eighth grade, he promptly came to the conclusion that he was fully Pacific Islander.

45 “So I told my Black dad I was 100% Pacific Islander and he laughed at me. That’s when I started to try and figure out what my racial makeup actually was,” Crockwell said. “I didn’t even know my dad was Black until I had to ask him because I noticed he and other members of his family had darker skin.”

50 Since then, Crockwell has grown closer to his ethnic roots. Though race was never a major factor in his life, learning about the experiences of his parents and grandparents exposed him to the world of racial categorization.

55 “My dad has been called racial **slurs** in New York. Also, people have **harassed** him for his race. He tells me that he wasn’t accepted by the white kids and they called him slurs, and he wasn’t accepted by the black kids because his skin wasn’t dark enough and they called him a ‘half-breed,’” Crockwell said. “Listening to their worldviews inspired me to speak out against social injustices and empowered me to know more about myself,” Crockwell said.

While it liberated Crockwell from many constraints his monoracial-presenting relatives experienced, ambiguity can also mean being a target of stereotypes and racism.

- 60 Carlyn Weinstein, a high-schooler living in the U.S state of Virginia, identifies as white. However, people often mistake her for being Wasian (white and Asian) or Hispanic. “I’ve had a lot of people be very kind to me when asking about my race and ethnicity, but I’ve also had ones that come up to me assuming things and being really racist,” Weinstein said.
- 65 Her **peers** are often the **perpetrators** of these insensitive remarks. “At school, I get called slurs mostly relating to Asians,” Weinstein said. “It doesn’t hurt my feelings, but it annoys me that my peers think it’s okay to say such things. Also, people tell me I’m trying too hard to be Asian just because I look it and I’m interested in certain things that come from Asian culture and countries,”
- 70 Weinstein said.

Despite the social pressure to fit in with one racial category or the other, Weinstein has learned to **disregard these types of comments**. “I was **insecure** for a while, but now it doesn’t really affect me. It’s just something I’ve kind of learned to deal with since there’s nothing I can really do about it,” Weinstein said.

Adapted from Lan, A. (2022, December 13). *Racial ambiguity: Beyond the checkboxes*. Scotscoop. <https://scotscoop.com/racial-ambiguity-beyond-the-checkboxes/>

COMPREHENSION CHECK

Directions: Choose the correct answer for each of the following questions.

1. What is the above passage mainly about?
 - a. Teaching of racial categorization
 - b. The impact of racial ambiguity on identity
 - c. Dylan Crockwell’s experience with racism
 - d. How people in the U.S are divided by race

2. According to the article, which of the following statements is false?
 - a. Race defines who you are in the U.S.
 - b. Race is a major part of life in the U.S
 - c. Race is taught in school as part of the curriculum
 - d. Children are aware of racial identity when they go to school.

3. Which of the following is not a person who is racially ambiguous?
- a person identified as white that has Asian-looking features
 - a person of mix descent who doesn't resemble any distinctive group
 - a person who is black and can be easily identified as black based on outer appearance
 - a person with physical attributes that contradict the attributes associated with his/her racial group
4. Which of the following statement about Dylan Crockwell is true?
- He has experienced racial stereotypes and racism in high school.
 - He believes that where he lives has an effect on how race affects him.
 - He became interested in his racial identity because of his father.
 - He has known that his family has diverse ethnic backgrounds since he was very young.
5. The Bay area is _____.
- in the most diverse state in the U.S in terms of race
 - where Dylan Crockwell and his family experienced racism
 - where Dylan Crockwell and Carlyn Weinstein went to school
 - similar to other parts of the country in terms of racial stereotype and racism incidents
6. "they" (line 54) refers to _____.
- black kids
 - white kids
 - people in New York
 - people who were with Dylan Crockwell
7. We can conclude that the experience of Dylan Crockwell's father in New York was _____.
- | | |
|----------------|---------------|
| a. educational | c. memorable |
| b. joyful | d. unpleasant |
8. Carlyn Weinstein was verbally attacked because _____.
- she was Asian
 - she was racially ambiguous
 - she was the only white student in the school
 - she was interested in things from Asian countries

9. “these types of comments” (line 72) can refer to all of the following EXCEPT _____.
- slurs relating to Asians
 - insensitive remarks made by Carlyn’s peers
 - comments about Carlyn trying too hard to look Asian
 - comments about Carlyn trying too hard to be an Asian
10. All of the following statements can be inferred from the article EXCEPT _____.
- White people harassed Dylan Crockwell’s father because he was black.
 - People who identify as white never have to experience racism.
 - Racial ambiguity can affect each individual differently.
 - Carlyn’s Weinstein peers were racist.

VOCABULARY CHECK

A. Directions: Match the words on the left with their meanings on the right.

- | | |
|--------------------------|--|
| _____ 1. race | A. to ignore; treat something as unimportant |
| _____ 2. prejudice | B. clear; exact |
| _____ 3. integrate | C. a remark intended to insult someone |
| _____ 4. awareness | D. to say the opposite of what someone has said |
| _____ 5. diverse | E. to continue to annoy or upset someone over a period of time |
| _____ 6. resemble | F. a person who is the same age or has the same social position as other people in a group |
| _____ 7. ambiguous | G. look like or be similar to another person or thing |
| _____ 8. explicit | H. a person’s family origins |
| _____ 9. contradict | I. the unfair treatment of people who belong to a different race |
| _____ 10. descent | J. different and easily noticed |
| _____ 11. distinctive | K. not confident about yourself |
| _____ 12. attribute | L. happening or being done at the same time as something else |
| _____ 13. racism | |
| _____ 14. simultaneously | |

- _____ 15. slur
- _____ 16. harass
- _____ 17. peer
- _____ 18. perpetrator
- _____ 19. disregard
- _____ 20. insecure
- M. a quality or characteristic that someone or something has
- N. to combine two or more things in order to form a single unit or system
- O. knowledge or understanding of a subject, issue, or situation
- P. very different from each other and of various kinds
- Q. not clear and therefore capable of being understood in more than one way
- R. an unfair and unreasonable opinion or feeling, especially when formed without enough thought or knowledge
- S. a person who commits a crime or does something that is wrong or evil
- T. the idea that people can be divided into different groups based on physical characteristics that they are perceived to share

B. Directions: Complete the following sentences using the words given.

slurs	diverse	descent	racism	resembles
prejudice	disregard	awareness	attribute	contradict

- _____ can have an impact on mental health. Children who experience it may feel sad, angry, and insecure.
- Self-confidence is a rare _____ of a child.
- Everyone was shocked when that student used racial _____ in class.
- He didn't want to _____ her claim, but he felt that it was his duty to tell the truth.
- You should _____ everything he said to you last night. It was inappropriate for him to speak to you like that.

6. They have never met Lisa. However, they have already formed _____ against her because of a rumor they heard.
7. Mary strongly _____ her mother, not only in appearance but also in personality.
8. They were protesting to raise _____ of environmental issues.
9. His company is _____ and inclusive. Everyone working there feels supported and has equal rights and opportunities.
10. Their families are of Chinese _____.

READING FOCUS

Structural Clues II

Roots

As mentioned in the previous unit, a great number of words in English are formed by word parts called prefixes, roots, and suffixes. Prefixes and suffixes were discussed in the previous unit. In this unit, roots will be discussed. A root is the core of a word, carrying the basic meaning of the word. There are many roots in English, many of which come from Latin.

Knowledge of roots, as well as prefixes and suffixes can help readers guess the meaning of unfamiliar words. For example, the word *contradict*, which means “say the opposite of what someone else has said”, is formed by the prefix *contra* being attached to the root *dict*. The prefix *contra* means “opposite” or “against”, and the root *dict* means “say”. Therefore, knowing the meaning of the prefix and the root helps readers to have an idea of what *contradict* means.

The spelling of roots may change when they are combined with suffixes. Also, it is possible for a word to have more than one root. The following are some common roots in English.

1. **anima** means “life”, “spirit”, “mind”

Examples: animated (adj) means “full of life or excitement”

unanimous (adj) means “being of one mind”, “agreeing completely”

2. **ann** means “year”, “yearly”

Examples: anniversary (n) means “a date which is remembered because a special event happened on that date in a previous year”

annual (adj) means “occurring once every year”

3. **aud** means “hearing”, “sound”

Examples: *auditory (adj)* means “relating to the sense of hearing”

inaudible (adj) means “unable to be heard”

4. **bio** means “life”

Examples: *antibiotic (n)* means “a substance used to kill bacteria” (bacteria are microorganisms, meaning that they are life forms)

biology (n) means “the study of life”

5. **chron** means “time”

Examples: *chronic (adj)* means “persisting for a long time or constantly recurring”

chronological (adj) means “of, relating to, or arranged in or according to the order of time”

6. **cred** means “to believe”, “to trust”

Examples: *credit (n)* means “the ability of a customer to obtain goods or services before payment, based on the trust that payment will be made in the future.”

incredible (adj) means “difficult to believe”, “extraordinary”

7. **crit** means “to judge”, “to separate”

Examples: *criticize (v)* means “to judge or discuss the merits and faults of”

criterion (n) means “a principle or standard by which something may be judged or decided”

8. **cycl** means “circle”

Examples: *bicycle (n)* means “a vehicle composed of two wheels held in a frame one behind the other”

cyclone (n) means “a violent tropical storm in which strong winds move in a circle ”

9. **dem, demo** mean “people”

Examples: demographic (adj) means “relating to the structure of populations”
(n) means “a particular sector of a population”

pandemic (n) means “an occurrence of a disease that affects many people over a very wide area”

10. **dur** means “hard”, “strong”, “lasting”

Examples: durable (adj) means “strong and lasts a long time without breaking or becoming weaker”

endurance (n) means “the ability to continue doing something for a long time”

11. **fid, fide** mean “to trust”

Examples: confide (v) means “to tell someone you trust about personal things that you do not want other people to know”

fidelity (n) means “honest or lasting support, or loyalty”

12. **fin** means “end”, “limit”

Examples: finale (n) means “the last part of a piece of music, a performance, or a public event, especially when dramatic or exciting”

finish (v) means “bring or come to an end”

13. **flu, flux** mean “flow”

Example: fluent (adj) means “able to speak, read or write a language, especially a foreign language, easily and well”, “effortlessly smooth and flowing”

influx (n) means “the arrival or entry of many people or things”, “the act of flowing in”

14. **fract, frag** mean “break”, “shatter”

Examples: fracture (n) means “a slight crack or break in something, especially a bone”

(v) means “to crack or break something”

fragile (adj) means “easily broken or damaged”

15. **graph** means “draw”, “write”

Examples: graphic (adj) means “relating to visual art, especially involving drawing, engraving, or lettering”

(n) means “a diagram or picture, especially one that appears on a computer screen or in a newspaper or book”

polygraph (n) means “a device for producing copies of written, printed, or drawn matter”, “a machine designed to detect and record changes in physiological characteristics, used especially as a lie detector”

16. **hal, hale** mean “breath”

Examples: exhale (v) means “breathe out”

inhale (v) means “breathe in”.

17. **hydr** means “water”

Examples: dehydrated (adj) means “having lost a large amount of water from the body”

hydraulic (adj) means “operated, moved, or brought about by means of water”

18. **gen** means “birth”

Examples: generate (v) means “to cause something to exist”, “produce”

genetic (n) means “relating to origin”, “arising from a common origin”

19. **ject** means “to throw”

Examples: inject (v) means “to refuse to accept, use, or believe something or someone”, “to throw away as useless or unsatisfactory”

projectile (v) means “to an object that is thrown or shot forwards with force”

20. **jud, judic** mean “judge”

Example: judgmental (adj) means “judging people and criticizing them too quickly.”

judicial (adj) means “of, by, or appropriate to a court or judge”

21. **leg** means “law”

Examples: legal (adj) means “of, based on, or concerned with the law”, “permitted by law”

legislator (n) means “a person who is involved in making or passing laws”

22. **liter** means “letter”

Examples: literacy (n) means “the ability to read and write”

literature (n) means “written works, especially those considered of superior or lasting artistic merit”, “all the information relating to a subject, especially information written by experts”

23. **magn** means “great”, “large”

Examples: magnificent (adj) means “beautiful in a grand or stately way”

magnify (v) means “to make something greater in size, status, or importance”

24. **mani, manu** mean “hand”

Examples: manicure (n) means “a cosmetic treatment of the hands and fingernails”

manual (adj) means “operated by hand”

25. **mater, matr** mean “mother”

Examples: maternal (adj) means “relating to a mother, especially during pregnancy or shortly after childbirth”

matriarch (n) means “a woman who rules or dominates a family, group, or state”

26. **miss, mit** mean “to send”

Examples: submit (v) means “to formally send a document, plan, etc. to a person or group in authority so that they can make a decision about it”

transmission (n) means “the act or process of passing something from one person, place or thing to another”

27. **nov** means “new”

Examples: innovate (v) means “to introduce changes and new ideas”, “to make changes in something established”

novelty (n) means “the quality of being new or unusual”, “something new or unusual”

28. **pater, patr** mean “father”

Examples: paternal (adj) means “relating to a father”

paternity (n) means “the fact of being a father”

29. **ped** means “foot”

Examples: pedal (n) means “a small part of a machine or object that is pushed down with the foot to operate or move the machine or object”

pedicure (n) means “a cosmetic treatment of the feet and toenails.”

30. **port** means “to carry”

Examples: deport (v) means “to force a person who is not a citizen to leave a country”

transport (v) means “take or carry from one place to another”

31. **rupt** means “to burst”, “to break”

Examples: erupt (v) means “to burst out suddenly”, “explode”

interrupt (v) means “to stop the continuous progress of (an activity or process)”

32. **scend, scent** mean “climb”

Examples: ascend (v) means “to move up or climb something”

descendant (n) means “a person related to someone from an earlier generation”

(adj) means “moving or directed downward”

33. **scrib, scribe, script** mean “to write”

Examples: prescribe (v) means “advise and authorize the use of (a medicine or treatment) for someone, especially in writing”

scribble (v) means “write or draw (something) carelessly or hurriedly”

(n) means “a piece of writing or a picture produced carelessly or hurriedly”

34. **simil, simul** mean “to be like”, “resembling”

Examples: assimilate (v) means “become absorbed and integrated into a society or culture”

simulate (v) means “imitate the appearance or character of”

35. **sol** means “alone”, “only”

Examples: sole (adj) means “one and only”

solitary (adj) means “being, living, or going alone or without companions”

36. **spec, spect** mean “to look”, “to see”

Examples: inspection (n) means “the act of looking at something carefully”, “an official visit to a building or organization to check that everything is correct and legal”

spectator (n) means “a person who watches at a show, game, or other event”

37. **struct** means “to build”

Examples: construct (v) means “to make or form by combining or arranging parts or elements”, “build”

destruction (n) means “the act of destroying”, “the state of being destroyed”

38. **temp, tempo, tempor** mean “time”

Examples: contemporary(adj) means “belonging to or occurring in the present”

temporary (adj) means “lasting for only a limited period of time”, “not permanent”

39. **vers, vert** mean “to turn”

Examples: divert (v) means “to change the direction or purpose of something”

reverse (v) means “move backward”

(n) means “a complete change of direction or action”

(adj) means “going in or turned toward the direction opposite to that previously stated”

40. **vid, vis** mean “to see”

Examples: envision (v) means “to imagine as a future possibility”

visible (adj) means “able to be seen”

Exercises

A. Directions: Choose the correct word to complete each of the following sentences.

- When immigrants move to a new country, they are often encouraged or pressured to _____ into the new culture.
 - interrupt
 - innovate
 - envision
 - assimilate
- China has a / an _____ problem, i.e., the population is aging, and the birth rate is declining.
 - demographic
 - solitary
 - auditory
 - annual
- A common stereotype of the elderly during the Covid-19 pandemic was that they were vulnerable and _____.

- a. visible
b. fragile
- c. magnificent
d. maternal
4. About 70,000 people were _____ from the U.S. last year because they violated immigration laws.
- a. reversed
b. criticized
- c. deported
d. prescribed
5. If you are _____, it means that you are not getting enough fluids.
- a. animated
b. paternal
- c. dehydrated
d. incredible
6. The country is preparing for a massive _____ of tourists after it reopened its border last month.
- a. credit
b. influx
- c. descendant
d. novelty
7. One method of virus _____ is droplet contact. This means you can get infected when a person coughs, sneezes, or talks.
- a. transmission
b. inspection
- c. destruction
d. criterion
8. His performance was the best. The judges were _____ in their decision.
- a. fluent
b. durable
- c. unanimous
d. magnificent
9. You should not be so _____ about young people. Contrary to the stereotype, they are hardworking and more than competent.
- a. temporary
b. judgmental
- c. chronic
d. inaudible
10. He has _____ hazardous dust. Because of this, there is damage to his lungs and respiratory system.
- a. ascended
b. injected
- c. inhaled
d. generated

B. Directions: Match each word to its definition. Use your knowledge of roots as clues.

- a. causing trouble and therefore stopping something from continuing as usual

- b. a small part separated from something
- c. the state of being able to see or be seen
- d. to look at something carefully in order to check its quality or condition
- e. the great size or extent of something
- f. a person who claims or pretends to have certain beliefs about what is right but who behaves in a way that disagrees with those beliefs
- g. a person who is able to imagine how a country, society, industry, etc., will or should develop in the future and to plan in a suitable way

1. You don't know the **magnitude** of the problem. I don't know when it can be solved.
magnitude = _____

2. The **visibility** was low. She couldn't see very far.
visibility = _____

3. Yesterday the students were very **disruptive** in class. They were talking very loudly while the teacher was explaining the assignment.
disruptive = _____

4. After the earthquake, her living room floor was covered in **fragments** of glass.
fragment = _____

5. He is such a **hypocrite**. He always tells us to spend money wisely, but he buys a new car every year.
hypocrite = _____

LANGUAGE FOCUS

Tenses for past events

Certain parts of the reading text relate to events that have already happened. In English, tenses that are commonly used for past events are past simple, present perfect, past continuous, and past perfect. Below are the explanations of these tenses.

Past Simple Tense

The past simple is used to talk about actions that were completed at a specific time in the past. Expressions such as *last night*, *yesterday*, *last week*, *when I was five years old*, and *two months ago* can be used to indicate the specific past time. It is possible, however, to use past simple tense in a sentence without the expressions to specify time; the specific time that is being referred to has to previously be made clear.

For regular verbs, the past simple tense is formed by adding the 'ed' ending. This rule doesn't apply to irregular verbs since irregular verbs have specific forms for the past simple tense. In addition, when the verb is not the verb 'to be', questions and negative

sentences in the past simple are formed by using the auxiliary 'did'. Examples are shown below.

e.g. *Crockwell only **became** curious about his racial identity after people **started** bringing it up in school and social life. After running a Google search in eighth grade, he promptly **came** to the conclusion that he **was** fully Pacific Islander.*

*“So I **told** my Black dad I **was** 100% Pacific Islander and he **laughed** at me. That’s when I **started** to try and figure out what my racial makeup actually **was**,” Crockwell **said**. “I **didn’t** even **know** my dad **was** Black until I **had** to ask him because I **noticed** he and other members of his family **had** darker skin.”*

Present Perfect Tense

The present perfect is formed from 'have/has' and a past participle. The present perfect is used to talk about the following:

1.Actions that happened at an unspecified time in the past

The present perfect is used to talk about actions that happened at an unspecified time in the past. Expressions to indicate specific time are not used. Expressions that indicate unspecified time such as *several times*, *many times* can be used with the present perfect tense. Examples are presented below.

e.g. *“My dad **has been called** racial slurs in New York. Also, people **have harassed** him for his race.”*

*I **have been** to that restaurant several times.*

2.Very recent actions

The present perfect tense is used to talk about an event that was completed in the very recent past. Adverbs such as 'just' and 'recently' are used.

e.g. *He **has just called** me.*

Past Continuous Tense

The past continuous is used to talk about actions that were in progress around a particular time in the past, emphasizing that that the action continued for a period of time.

The past continuous is formed from 'was/were' and the present participle. An example can be seen below.

e.g. *I didn't go to the reunion last week because I **was travelling**.*

The past simple and the past continuous can be used together and be joined by 'when' or 'while' to show one action interrupting another action that was in progress in the past. In other words, the past simple action interrupted or happened in the middle of the past continuous action. An example can be seen below.

e.g. *They **were protesting** peacefully when they heard the breaking news.*

In addition, two past continuous actions can be used together to show that they are parallel past actions, i.e., they were happening at the same time. The two actions can be joined by 'while'.

e.g. *The students **were talking** very loudly while the teacher **was explaining** the assignment.*

Past Perfect Tense

The past perfect is used to talk about actions which happened before another event in the past. The past perfect is often used with the past simple or past continuous.

The past perfect is formed by using 'had' and past participle. An example of the past perfect tense is presented below.

e.g. *They **had talked** on the phone before they met in person.*

Exercise

Directions: Complete the following passage with the correct forms of the verbs in parentheses. Use *the past simple, the present perfect, the past continuous or the past perfect*.

Naomi Osaka was born in Osaka City, Osaka, Japan, on October 16, 1997. Her parents, Leonard Maxime Francois and Tamaki Osaka, 1. _____ (meet) in

Sapporo, Japan, in the 1990s. When Tamaki's family learned she was involved with a Haitian man, they considered the relationship a disgrace, but Tamaki and Francois 2. _____ (go) on to marry. The girls were given their mother's last name to try to make life in Japan easier.

Tennis Career

After seeing Venus and Serena Williams at the French Open in 1999 and learning how their father 3. _____ (train) them, Francois was inspired to follow a similar path with his daughters. When Osaka was three, her family 4. _____ (leave) Japan for the United States. They settled in Long Island with her father's parents, and she and her sister 5. _____ (begin) playing tennis.

Osaka 6. _____ (triumph) at the U.S. Open in September 2018, making her the first Japanese player to win a Grand Slam title. She 7. _____ (come) out on top at the Australian Open in January 2019, becoming the first player since 2001 to win the following major title after her first Grand Slam win. That victory also gave Osaka the world's No. 1 ranking, a first for any Asian player, male or female.

After the 2019 Australian Open, Osaka 8. _____ (split) from Sascha Bajin, the coach who 9. _____ (be) with her for her two Grand Slam titles. For much of 2019 Osaka, at times troubled by a knee injury, 10. _____ (encounter) difficulties on the court. Wimbledon was a particular disappointment as she 11. _____ (not make) it past the first day of competition. She later shared that she 12. _____ (try) to enjoy the game once more, posting via Twitter on July 31 that she 13. _____ (relearn) that fun feeling and was excited about her future.

Japanese Heritage

She grew up with both Japanese and U.S. citizenship, but Japanese law requires dual citizens to choose between their Japanese citizenship and other passports when they turn 22. In October 2019, Osaka 14. _____ (choose) to keep her Japanese citizenship.

Japan is a racially homogenous country where mixed-race children have been called "hafu," meaning "half," and have faced discrimination. "When I go to Japan, people are confused," Osaka once told USA Today. "From my name, they don't expect to see a Black girl." Yet people in Japan have largely come to embrace Osaka. She 15. _____ (be) followed by paparazzi and has had to wear a wig in order to escape fan attention.

Adapted from Kettler, S. (2021, June 1). *Naomi Osaka*. Biography.
<https://www.biography.com/athletes/naomi-osaka>

WRITING***Paragraph Development II***

In unit 1, the major components and characteristics of a good paragraph were presented and discussed. You practiced writing the topic sentence, a major component of a good paragraph. In this unit, another major component of a good paragraph, i.e., supporting details, will be presented and discussed.

Supporting Details & Outlining

The topic sentence is followed by supporting details. Supporting details clarify the topic sentence. They provide specific details related to the topic sentence, i.e., they provide explanations, facts, or examples for the main idea expressed in the topic sentence.

When writing a paragraph, preparing an outline can be beneficial. In the outline, the topic sentence together with ideas for the major supporting details and the minor supporting details are stated. The outline helps to clarify how the ideas are related and how they support the topic sentence.

The general format of an outline for an academic paragraph is provided below, followed by an outline for a paragraph on characteristics of good students.

Topic Sentence: _____.
Major Supporting Detail 1: _____.
Minor Supporting Detail 1.1: _____.
Minor Supporting Detail 1.2: _____.
Major Supporting Detail 2: _____.
Minor Supporting Detail 2.1: _____.
Minor Supporting Detail 2.2: _____.
Major Supporting Detail 3: _____.
Minor Supporting Detail 3.1: _____.
Minor Supporting Detail 3.2: _____.
Concluding Sentence : _____.

Topic Sentence: *Good university students should have several characteristics.*

Major Supporting detail 1: *Good university students should be goal-driven.*

Minor Supporting Detail 1.1: *They should set a short-term goal and a long-term goal for themselves e.g., getting a good grade for an English class and reaching an advanced English proficiency level respectively.*

Minor Supporting Detail 1.2: *Students who have set goals for themselves will know that in order to accomplish their goals, they need to practice English as much as possible on their own and not just when their teacher asks them to do it.*

Major Supporting Detail 2: *Good university students should be honest.*

Minor Supporting Detail 2.1: *They have to be honest with their teachers e.g. never handing in plagiarized work.*

Minor Supporting Detail 2.2: *They need to be honest with themselves, i.e., if they find it difficult to follow the lesson, they should ask their teacher right away.*

Major Supporting Detail 3: *Good university students should always be punctual.*

Minor Supporting Detail 3.1: *Going to class on time ensures that they won't miss any part of the lesson or miss the teacher's announcements.*

Minor Supporting Detail 3.2: *Getting to class on time shows that they are being considerate to their teacher and fellow classmates by not causing interruptions during class time.*

Concluding Sentence: *Being goal-driven, honest, and punctual are three important characteristics of a good university student.*

Exercise

Directions: Prepare an outline for two of the topic sentences you produced in the exercise in the writing section of Unit 1. There should be 2 or 3 major supporting details in each paragraph.

Outline (1)

LISTENING

You will hear the following phrases and sentences in the video. Before you begin, discuss the meaning of each phrase or sentence with your instructor.

factors that make up social identities

easy ways to get this discussion started

Diversity is part of the fabric of this family.

Parents should look for events and opportunities to celebrate their child's heritage, color, religious beliefs, and family makeup.

the diverse world around them

Directions: Watch the following video and determine whether each statement is true (T) or false (F) according to the video.

Video: <https://www.youtube.com/watch?v=EU3xCY5bfPk>

- _____ 1. A majority of parents often discuss factors that make up social identities with their children.
- _____ 2. Class is one of the factors mentioned in the video that make up social identities.

- _____ 3. Rory Breaker and his family live in a multicultural neighborhood.
- _____ 4. Rory Breaker says he looks more like his mother.
- _____ 5. Rory Breaker's parents are of the same race.
- _____ 6. According to the survey, a majority of parents felt race has some impact on a child's ability to succeed.
- _____ 7. Children notice differences between people at a very young age.
- _____ 8. Some parents don't want their children to talk about why certain people look different because the parents are afraid of offending people.
- _____ 9. Positive social identity is linked to greater self-esteem, tolerance, and better outcomes in the teen years.
- _____ 10. Parents can discuss with their children the topic of differences between people when they are in the school and on the playground.

SPEAKING

Introducing organization and details

Exercise

Directions: In the speaking section of Unit 1, you prepared the first part of the introduction by introducing the key concept or idea of the topic. In this unit, you will present the organization of the talk by using one of the expressions below, followed by introducing details as in the example below. When you are ready, present the introduction in a small group or in front of the class.

Expressions

This talk/presentation is structured as follows.

I have organized this talk/presentation in the following way.

This talk/presentation is organized in the following way.

I have divided the talk/presentation into three sections/parts.

This talk/presentation is divided into five sections/parts.

Example

*The aim of the talk is to discuss the differences between the typical family structure of today and that of the past. With the changes in society, the typical family structure has changed considerably. **I have divided this talk into three sections.** First, I will present the typical family structure of the past. Next, I will explain the typical family structure of today. Finally, I will discuss how changes in society have contributed to changes in the typical family structure.*

UNIT 3

CULTURAL VALUES

STARTER

Directions: Discuss the following questions with your teacher or classmates.

1. Have you ever been to Korea? Do you have Korean friends?
2. What are some cultural values of Koreans?
3. What are some traditional roles of Korean men? What are some traditional roles of Korean women?

READING PASSAGE

Directions: Read the following passage and respond to the questions as directed.

The Role of Women in Contemporary Korea

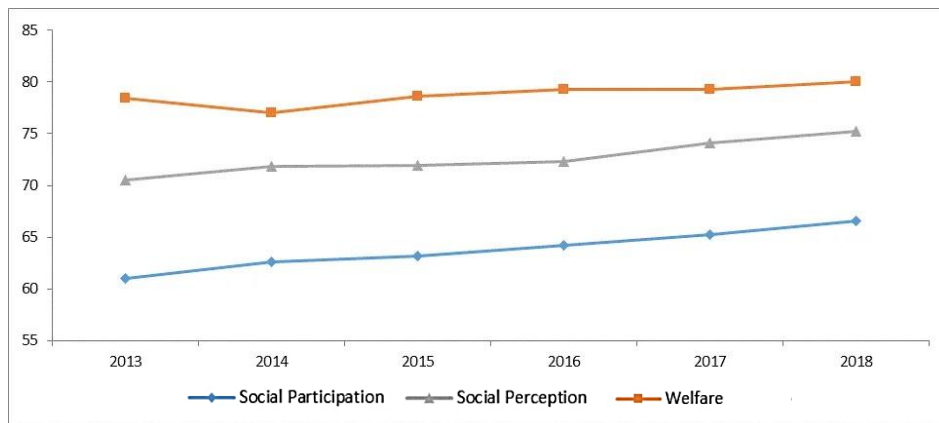
In traditional Korean society, women's roles were limited to their homes. As preparation for their future responsibilities as wife and mother, women were **implanted** with the characteristics of **subordination** and perseverance at a young age. Some Koreans still refer to a wife as *Djip-saram*, which means house
5 person, while referring to a husband as *Bakat-Yangban*, a man outdoors. This reflects the **traditional** belief that women should stay at home to raise children and perform unpaid labor. In general, women could not engage in society in the same manner as males, and their position was limited to household areas. So, there is
10 no doubt that altering perceptions, attitudes of women's conventional roles involve considerable time and effort.

With the country's openness to the outside world in the late 19th century, the situation began to change. During this time period, **predominantly** by Western Christian missionaries, modern schools were introduced. Some of these schools were established specifically to educate women. These educated women started
15 to engage in the arts, education, religious work, and **enlightenment** of other women. Women participated in the freedom movement against the Japanese occupation with equal **fervor**, dedication, and bravery as the men.

In 1948, the Constitution of the Republic of Korea **granted** women equal rights to education, employment, and participation in public life. There is no doubt that the
20 female labor force has considerably contributed to Korea's **remarkable** economic growth over the past three decades. A growing proportion of women are employed in professional sectors. As economic growth progressed and the living standards of Koreans improved, so did the degree of education attained by women. In 1987, in response to the growing number of women entering professional occupations,
25 the government created the "Equal Employment Act" to **prohibit** hiring and promotion discrimination against women.

With the **globalization** of the Korean economy, Korean women's employment has **steadily** expanded. Their labor force participation rate increased by more than 10% from 49% in 1990 to 60% in 2019 – **primarily** in the service sector. Nevertheless, it is thought that this has greatly helped to advance gender **equality** in Korean society and changing the social perspective of women's roles. According to the gender-equality **index** released by the Korean Ministry of Gender Equality and Family, as depicted in the graph below (Figure 1), Korean women's engagement in society and social perceptions of this have steadily increased over the past five years.

Figure 1: Korea's gender equality index (2013-2018, %)



Source: Korea Ministry of Gender Equality and Family.

By launching the new Administration in 1998, the Presidential Commission on Women's Affairs was created to address women-specific concerns. In January 2001, the **commission** was raised and extended to become the Ministry of Gender Equality. The new ministry established 20 specific objectives in six fundamental areas. These areas include revising and establishing discriminatory laws and rules in all sectors and increasing the **representation** of women; facilitating women's employment and providing assistance for female employees; enhancing women's educational opportunities so they can compete in the labor market; providing women with social **welfare** policies; encouraging their engagement in various social activities, such as volunteer work and women's organization activities and **strengthening** the collaboration between Korean and international women's organizations.

At present, Korean women are actively engaged in numerous **disciplines**, including education, medicine, engineering, scholarship, the arts, the law, literature, and athletics. Thus, women make **substantial** contributions to society.

(Adapted from OECD. (2021, October 25). *Gender equality: Korea has come a long way, but there is more work to do.* <https://www.oecd.org/country/korea/thematic-focus/gender-equality-korea-has-come-a-long-way-but-there-is-more-work-to-do-8bb81613/#section-d1e219> ; Asia Society. (n.d.). *Women's role in contemporary Korea.* <https://asiasociety.org/education/womens-role-contemporary-korea>)

COMPREHENSION CHECK

Directions: Decide whether each of the following statements is TRUE or FALSE according to the reading passage.

- _____ 1. In traditional Korean society, Korean women's roles were confined to the home.
- _____ 2. In traditional Korean society, Korean women could participate in society as men did.
- _____ 3. It is easy to change the perceptions of the traditional role of women.
- _____ 4. From around 1870 to 1899, Korea opened to the outside world.
- _____ 5. Modern schools were introduced to Korean women by Western and Korean Christian missionaries.
- _____ 6. There were many educated women involved in art, education, and religious work which helped inspire other women.
- _____ 7. In the late 19th century, constitutional rights for equal opportunities for Korean women were established.
- _____ 8. Female and male labor forces contributed significantly to rapid economic growth over the past three decades.
- _____ 9. The government passed the "Equal Employment Act" in response to the protests of female workers.
- _____ 10. The employment of Korean women has continuously increased with the globalization of the Korean economy.
- _____ 11. In 2019, the percentage of Korean women who were employed increased from 49% to 60%.
- _____ 12. A rise in professional men in Korea has helped gender equality or social views on women's roles.
- _____ 13. Korean women's participation in society and social perceptions continuously improved over a five-year period.
- _____ 14. The Presidential Commission on Women's Affairs was established to handle issues specifically involving women and children.
- _____ 15. The Presidential Commission on Women's Affairs was elevated and expanded to become the Ministry of Gender Equality in January 2001.

- _____ 16. the Ministry of Gender Equality had specific tasks which were debated between the administrator and the government.
- _____ 17. There was a need to increase the skills of working women so that they could be competitive in an international labor market.
- _____ 18. The promotion of women's involvement in various social activities was addressed by the newly-established ministry.
- _____ 19. Doing volunteer work raises awareness on women's rights.
- _____ 20. The government supports the perception of Korean women as significant contributors to Korean society.

VOCABULARY CHECK

A. Directions: Match the words on the left with their meanings on the right.

- | | |
|-------------------------|--|
| _____ 1. implanted | A. worthy of being or likely to be noticed especially as being uncommon or extraordinary |
| _____ 2. subordination | B. a rule or system of rules governing conduct activity |
| _____ 3. traditional | C. a group of people who have been formally chosen and given the authority to get information about a problem or to perform other special duties |
| _____ 4. predominantly | D. relating to the main or most important things being considered; large in size, value, or importance |
| _____ 5. enlightenment | E. in a gradual, regular way over a period of time |
| _____ 6. fervor | F. mostly or mainly |
| _____ 7. granted | G. to make something stronger or more effective |
| _____ 8. remarkable | H. to fix or set securely or deeply; to set permanently in the consciousness or habit patterns |
| _____ 9. prohibit | I. a number (such as a ratio) derived from a series of observations and used as an indicator or measure |
| _____ 10. primarily | J. the act of giving someone less importance or power |
| _____ 11. globalization | K. strong and sincere beliefs |

_____ 12. steadily	L. the way in which economies have been developing to operate together as one system
_____ 13. equality	M. following to the ways of behaving or beliefs that have been established for a long time
_____ 14. index	N. help given, especially by the state or an organization, to people who need it
_____ 15. commission	O. in the first instance; at first; originally
_____ 16. representation	P. to consent to carry out for a person; to permit as a right
_____ 17. welfare	Q. to prevent a particular activity by making it impossible
_____ 18. strengthening	R. the right of different groups of people to receive the same treatment
_____ 19. disciplines	S. the state of understanding something
_____ 20. substantial	T. the way that someone or something is shown or described; a person or organization that speaks, acts, or is present officially for someone else

B. Directions: Complete the following sentences using the words given.

tradition	remarkable	prohibited	representation	substantial
steadily	index	enlightenment	implanted	welfare

1. The newspapers provided little _____ about the cause of the accident.
2. There is much debate on the idea that "therapists" _____ false memories of emotional abuse in adults.
3. Consumer spending is often a good _____ of public confidence in the economy.
4. Because of problems with the global economy, inflation has been rising _____.
5. There has been a small _____ of Latin American players in the NBA for decades.

6. Your taxes pay for _____ benefits such as unemployment and sickness pay, which are important for concerned citizens.
7. Fireworks have long been an American _____ that part of the Fourth of July celebration.
8. The findings of the research show a _____ difference between the opinions of men and women.
9. Nelson Mandela was a truly _____ man, bringing peace to a racially divided country and leading the fight for human rights around the world.
10. In Cardiff, motor vehicles are _____ from driving in the town center.

READING FOCUS

Contextual Clues

In previous units, we discussed techniques involving the interpretation of word parts for determining the meanings of words based on *structural clues*. In this unit we will discuss another significant vocabulary-building strategy: using contextual clues.

When you encounter an unfamiliar word while reading, you can deduce its meaning based on the surrounding text. The term "context" refers to the surrounding words of a particular word or phrase. Typically, understanding the meaning of a word or phrase requires context. If you search for hints in the surrounding context of an unfamiliar word or phrase, you will often discover its meaning as it is used in a specific sentence or paragraph. This type of meaning is known as "***contextual meaning***," and it can often improve reading comprehension and there is no need for a dictionary.

There are a variety of context clues that can help in the comprehension of an English text. These clues can be categorized as follows:

1. *Definition Clues*

This may be the simplest type of context clue and is typically useful when a new technical term or vocabulary item is introduced in a text. It can be identified by looking for words such as "means," "refers to," or "is" which signal that a definition is being provided. Definitions are frequently enclosed by commas, dashes, parentheses, or even quotation marks, so they are easy to spot. Sometimes, the word "or" is added to define the meaning, making it easier to understand. Definition clues help readers understand unfamiliar words and improve their comprehension of a text. Look at the following example:

Fluoroscopy, examination with a fluoroscope, has become a common practice.

2. Explanation Clues

You can understand the meaning of an unfamiliar word by reading its definition. In contrast to definitions, explanations include signal phrases such as “*that is*,” “*that means*,” and “*in other words*.” These clues can help readers better understand a difficult or unfamiliar word by providing additional details or examples. Consider the following sentence as an example.

The campaign caught on, and gradually, attitudes changed, that is, new laws followed.

The above sentence explains that *an attitude* is something that has always existed, before other things. The phrase *that is* is a signal indicating that an explanation follows. From the above example you learn that as attitudes of people changed, so the new laws were established.

In some sentences, however, signals may be absent. Such sentences are more common and natural in English contexts. Look at the following example.

Villagers frequently banded together in times of need and for significant events. If a member required any help with a harvest or home repairs, the others would gather to help out.

The above sentence explains the meaning of *banded together*. Despite no signals being employed, you can guess quite easily that the phrase means “to unite in order to achieve something.”

3. Example Clues

Identifying example clues is an additional method for learning word definitions. This type of clue is frequently introduced by signal words or phrases like, “*such as*,” “*for example*,” “*including*,” or “*for instance*.” Following these signals are some examples of the discussed term. Look at the following example:

Celestial bodies, including the sun, moon, and stars, have fascinated man through the centuries.

In the above sentence, *including* is used to show some examples of *celestial*. To understand example clues, you need to identify what the examples are and what they have in common. The examples in the sentence are all similar enough to give more information of something in the sky. Therefore, ‘*celestial* objects’ are those in the sky or heavens.

Now look at another example, which has been taken from the reading passage.

...encouraging their engagement in various social activities, such as volunteer work and women's organization activities...

In the above example, *such as* is used to signify an illustration for the preceding sentence, particularly the phrase *various social activities*. From the sentence, you should be able to understand that the information after 'such as' probably clarifies what social activities are.

4. Comparison Clues

Comparison clues can help you determine the meaning of an unknown word if you know something about what the word is being compared to. That is, the unfamiliar word should be something in common with the surrounding words. Useful signal words include "like," "similar to" and "resemble." Look at the following sentences as an example.

I am always impressed with Lisa's finesse when we help each other tackle problems in our office every day. She's like a juggler, except that she deals with projects and people, not balls, clubs, or rings.

In the above example, Lisa's *finesse* is compared to that of a juggler. Knowing the meaning of the word *juggler* is very helpful for you to understand the word *finesse*. *A juggler typically performs in a circus show, attempting to maintain the smooth movement of objects in the air.* She is skillful in not letting things fall or bump into each other. That picture can help you understand Lisa's ability. Lisa is skillful at keeping projects moving through the company smoothly. She solves problems effectively. Therefore, *finesse* means "skill in handling a difficult or highly sensitive situation."

5. Contrast Clues

Contrast clues are clues in a text that highlight differences or contrasts between different ideas, concepts, or objects. These clues may be used to signal that the author is about to present an opposing viewpoint or to emphasize the differences between two or more things. Examples of contrast clue words or phrases include "however," "on the other hand," "in contrast," "unlike," "despite," and "although." By using these words or phrases, the author can guide the reader's understanding of the relationship between different ideas in the text. Look at the following example:

Unlike Alex, who is compassionate, Matthew is quite cold.

You can guess the meaning of the difficult word in the above sentence when you see the signal word *unlike*. The signal word tells you that Alex and Matthew are being contrasted -- they are different. Matthew is quite cold; on the other hand, Alex is compassionate or kind. You learn the basic meaning of *compassionate* by contrasting it with the opposite meaning -- "cold."

6. Experience Clues

Experience clues are types of context clues that use the reader's prior knowledge or experience to understand the meaning of a word. This type of clue assumes that the reader has already encountered the word in a previous context or has experienced something related to the word. Your experience is also very helpful when facing difficult words. You should remember that both your experiences and your imagination can help you in discovering the meanings of unfamiliar words. Look at the following example:

During those first weeks, the thoughts of a college freshman drift back to high school where she was “in,” knew everyone, and felt at home. A feeling of nostalgia sweeps over her.

You can draw upon your personal experience or your background knowledge to help you infer the meaning of the word ‘*nostalgia*’ which means to fondly remember the past as indicated by the words ‘thoughts’, ‘drift back’, ‘knew everyone’, and ‘felt at home’.

7. Summary Clues

Summary clues are hints or phrases in a text that provide a brief overview or recap of the information presented. Summary clues can be found in headings, subheadings, topic sentences, concluding paragraphs, and transition words or phrases. This type of clue is especially helpful when reading a lengthy paragraph. You should be able to guess the meaning of an unfamiliar word if it summarizes the entire or a part of the passage's meaning. They often use phrases such as "in summary," "to sum up," "in conclusion," or "overall." By paying attention to summary clues, readers can quickly grasp the main ideas of a text and use them to guide their reading and comprehension. Read the following example:

I wish to attend Thammasat University for many reasons. First, I would love to study at Rangsit Campus, which is close to my home. Second, throughout my four years of study, I will be able to freely participate in both academic and extracurricular activities. In addition, I can join the basketball club. This is my rationale for choosing to study at Thammasat University.

The summary statement is contained in the final sentence. All preceding sentences describe the positive aspects of Thammasat University. All the details demonstrate why the author chose Thammasat University. Thus, you can guess easily that *rationale* means *reasons or explanations*.

Now look at another example, which has been taken from the reading passage.

At present, Korean women are actively engaged in numerous disciplines, including education, medicine, engineering, scholarship, the arts, the law, literature, and athletics. Thus, women make substantial contributions to society.

In the above example, the word '*disciplines*' summarizes the ideas presented earlier in the paragraph. All the preceding sentences describe how Korean women become engaged in various situations; therefore, the word '*disciplines*' in the sentence should mean "a branch or field of knowledge."

Exercise

Directions: Read each of the following sentences or short paragraphs carefully. Then, using context, choose the alternative that provides the meaning of the italicized word or phrase.

1. The J-60 mobile phone is so cutting-edge and inexpensive that you should ***snap it up*** before anyone else does.
 - a. bargain
 - b. throw up
 - c. wear proudly
 - d. buy right away

2. There is a new demand for desert-***indigenous*** plants throughout the entire United States. Growing and selling cacti and other local plants has already been popular for Arizonans for many years.
 - a. native
 - b. different
 - c. external
 - d. essential

3. My friend must be a ***kleptomaniac*** because she cannot leave a restaurant without a glass, fork, or spoon.
 - a. thief
 - b. waiter
 - c. examiner
 - d. producer

4. Undoubtedly, the concept of living in such a ***benign*** climate was attractive. The islanders appeared to retain their vitality and live longer than their European counterparts.
 - a. kind
 - b. badly
 - c. tropical
 - d. favorable

5. As a young man, he had a reputation for being ***headstrong***. He was always convinced that his ideas were the best.
 - a. independent and stubborn
 - b. self-confident and cunning

- c. submissive and reserved
 - d. honest and obedient
6. The Great Flood of Noah's day was caused by 40 days and nights of **incessant** rain.
- a. distant
 - b. bounded
 - c. continuous
 - d. affectionate
7. According to reports, the prison's conditions are **diabolic**. Each cell is narrow and dirty. Only bad meals are served. Additionally, some prisoners are tortured and threatened by bad and quarrelsome guards.
- a. chaotic
 - b. terrible
 - c. amazing
 - d. delightful
8. The applicant's background was **impeccable**, with numerous years of experience and excellent references, but the company did not hire him.
- a. faulty
 - b. foreign
 - c. flawless
 - d. defective
9. Smog, a combination of fog and industrial smoke, has **vitiating** the air in and around numerous large cities.
- a. fill up
 - b. assess
 - c. balance
 - d. contaminate
10. Several years will pass before the tycoon learns the **disposition** or final settlement of the court case.
- a. delay
 - b. result
 - c. penalty
 - d. reward
11. The tranquilized grizzly bear was sufficiently **lethargic** for scientists to examine his teeth and tattoo his ears safely.
- a. lazy
 - b. active
 - c. broken
 - d. harmful

12. During space travel, astronauts must use specialized breathing **apparatus**.
- vehicle
 - structure
 - guidance
 - equipment
13. We knew that he couldn't last much longer, as he was doomed from the start. One evening, he met his **ineluctable** end.
- improved
 - inevitable
 - unhappy
 - destroyed
14. The survey's results were **astounding**. Surprisingly, the majority of people did not enjoy the new computer game.
- doubtful
 - astonishing
 - devastating
 - disappointing
15. To avoid trouble, the employee **grudgingly** agreed to complete the assignment according to the boss's specifications.
- brutally
 - helpfully
 - unwillingly
 - adequately
16. The hosts' hospitality was unforgettable. Their hospitality made the guest feel entirely **at home**.
- lonely
 - friendly
 - relaxed
 - strange
17. My friend stated that she just freed herself from a very **loquacious** social studies professor. He seemed only interested in an audience.
- silent
 - worried
 - talkative
 - admirable
18. The computer programs we've been using for nearly five years are now **obsolete** and useless.
- revised

- b. current
 - c. outdated
 - d. determined
19. The objective of the psychiatrist is to **mitigate** the patient's suffering.
- a. dispel
 - b. diminish
 - c. decorate
 - d. increase
20. The seasoned chef is renowned for his **culinary** abilities. People always enjoy the food he prepares.
- a. creative
 - b. cooking
 - c. coaching
 - d. administrative

LANGUAGE FOCUS

Subject-verb agreement

In a sentence, the subject and the verb must agree in number and person, especially in the present and past continuous tenses. You may add -s or -es to the end of a singular verb or use the singular or plural form of a verb, such as is, are, was, or were. Knowing the different types of subjects will allow you to provide verbs in the correct singular or plural forms to match the subjects. When used as a subject, a singular countable noun requires a singular verb, while a plural countable noun requires a plural verb. Other subjects can be divided into three main types as follows:

1. Subjects that take singular verbs

1.1 All uncountable nouns take a singular verb.

*e.g., The knowledge acquired through experience **is** priceless.*

*The news regarding the social issue **was** extremely discouraging.*

Note: Certain nouns ending in -s, like those involving diseases or subjects, take a singular verb.

news	economics	mathematics	AIDS
statistics	ethics	physics	measles
mechanics	linguistics	politics	mumps

e.g. Economics is not about numbers or theories.

*Politics **is** by no means the only field in which women are excelling.*

1.2 The titles of books, plays or movies take a singular verb.

*e.g. In the late 1980s, Aliens **was** a well-known horror film.*

1.3 Nouns stating an amount of time, money and measurement, although they may be plural, always take a singular verb.

*e.g. A hundred and twenty centimeters **is** an unusual height.*

*Just thirty minutes **is** not enough for us to discuss about this ethical issue.*

1.4 When the words below are used as subjects, they take a singular verb.

one	any + singular noun
each (+singular noun)	no + singular noun
every + singular noun	

*e.g. Each student **is** working hard for the good grade.*

*No one in the town **follows** this tradition.*

1.5 When the words “*much*,” “*more*,” and “*little*” are used as subjects, they usually take a singular verb.

*e.g. Little **is** known about the remote custom site.*

1.6 When a *gerund* (V+ing) and an *infinitive* (to+V1) are used as subjects, they usually take a singular verb.

*e.g. Cooking **is** her favorite hobby.*

*To work hard **is** a Korean social value.*

2. Subjects that take plural verbs

2.1 Subjects joined by “*and*” or “*both...and*” usually take a plural verb.

*e.g. Bears and mountain lions **are** in great numbers around here.*

*Both the archaeologist and his assistant **are** participating a conference in Italy.*

- 2.2 When the words “both,” “several,” “many,” and “few” are used as subjects, they take a plural verb.

*e.g. Several **have** offered to assist with the new project.*

3. Subjects that may take either a singular or a plural verb

- 3.1 The following words, when used as subjects, may take a singular or a plural verb depending on the nouns that follow them.

all	half	most	none	some
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*e.g. None of his friends **understands** what had happened to him.*

*None of these changes **were** immediate; it took years for the government and civil society to achieve gender equality in South Korea.*

- 3.2 When two subjects are joined by *either...or*, *neither...nor*, or *not only...but (also)*, the verb can be singular or plural depending on the noun nearest to it.

*e.g. Either a husband or a wife **is** to lead a family.*

*Not only sociologists but also economists **are** involved in this mission.*

- 3.3 When two subjects are joined by the following phrases, the verb can be singular or plural depending on the first noun, which comes before the phrase.

accompanied by	along with
among	as well as
in addition to	together with

*e.g. Koreans, as well as other Asian people, **pay** respect to their elders.*

- 3.4 The expression “a number of + plural noun” takes a plural verb, whereas the expression “the number of + plural noun” takes a singular verb.

*e.g. A number of buildings surrounding the Parliament **were** still smoldering.*

*The number of the report's finding **is** worthy of note.*

- 3.5 When a word denoting nationality refers to a language, a singular verb is required. But when referring to people, a plural verb is required.

*e.g. Korean **is** the 7th most popular language studied worldwide.*

*The Italian **are** naturally sociable, and their way of life revolves around socializing.*

- 3.6 Fractions and percentages require singular verbs when followed by uncountable nouns and plural verbs when followed by plural countable nouns.

*e.g. Half of this factory's employees **are** illegal immigrants.*

*Over 70 percent of the world's freshwater **is** used for agriculture.*

- 3.7 A sentence with the "There + be" pattern uses a singular verb when the following noun is singular and a plural verb when the following noun is plural.

*e.g. There **is** a social problem regarding family violence that must be addressed.*

Exercises

A. Directions: Choose the correct verb form(s) in each of the following sentences.

1. All students *is/are* accountable for completing his or her assigned work.
2. Marriage within the same clan *is/are* strictly forbidden.
3. Little *has/have* been written about the local customs.
4. Either my mother or my sisters *is/are* going to visit Galicia next month.
5. Ethics *is/are* the study of moral conduct and beliefs regarding right and wrong.
6. Fifty percent of plastic produced *is/are* designed for single-use.
7. There *is/are* a large number of gangs dominated by women today.
8. Not only Japan but other countries in the same region *is/are* also facing unemployment problems.
9. In the United States, a large amount of money *is/are* wasted on fire protection.
10. None of the members *has/have* joined the expedition to explore an inaccessible area of the jungle.

11. The Prime Minister, along with his team, *was/were* on an official visit to the Kingdom of Bhutan on July 19th and 20th, 2021.
12. The slaughter of animals for their fur *has/have* caused controversy.
13. The Korean *celebrates/celebrate* Chuseok by making special dishes, particularly a certain kind of rice cake called Songpyeon.
14. Apart from the instruments used, improvisation *distinguishes/distinguish* traditional Korean music.
15. Belgium, together with 11 of its EU partners, *plans/plan* to review annual financial support for the issues.

B. Directions: Choose the correct word forms in the following text.

The fact that Korean is a "language isolate" is particularly exciting to linguists, as it 1. *has/have* never been proven to be related to any other languages or language families.

Throughout the years, numerous linguistic studies 2. *has/have* attempted to connect Korean to other languages and language families, such as the Altaic family, which 3. *include/includes* Turkish, Paleo Siberian languages, and even Dravidian languages of Southern India. There 4. *has/have* never been any conclusive evidence linking it to another factor.

Some linguists 5. *has/have* also observed that its structure 6. *is/are* similar to Japanese, but its vocabulary is not. The range of consonant and vowel sounds in Korean 7. *is/are* significantly larger than in Japanese. The general consensus is that both languages 8. *has/have* coexisted in close proximity for thousands of years and 9. *has/have* likely borrowed characteristics from one another over time.

The Korean alphabet, called Hangeul, 10. *is/are* also a distinguishing characteristic. It is one of the few languages with a writing system designed specifically for it.

It is the only language in the world where the alphabet was created by a king! King Sejong 11. *was created/created* it in the 15th century. The Korean alphabet 12. *is/are* frequently cited as one of the world's most perfect writing systems. It is very simple to learn, read, and write because it is nearly entirely phonetic and 13. *make/makes* no distinction between capital and lowercase letters.

An additional interesting aspect of the Korean language is that it spans two distinct political systems of a once-united country, which 14. *is/are* now divided into capitalist South Korea and communist North Korea. In general, North and South Koreans 15. *understand/understands* each other, but there are significant vocabulary differences, particularly in the political realm.

(Adapted from Language Team, T. B. (2019, October 9). *The Korean Language*. BIG Language Website. <https://biglanguage.com/blog/the-korean-language/>)

WRITING

Paragraph Development III

In the previous unit, we discussed how to produce supporting ideas to simplify a topic sentence. We also saw the benefits of creating an outline containing supporting sentences (or phrases).

In this unit, we will discuss how to form a paragraph using the ideas in an outline. Typically, after a topic sentence is introduced at the beginning of a paragraph, supporting ideas clarify or illustrate the topic sentence. It is essential that supporting details are presented in a logical sequence so that readers can understand them quickly and easily. Therefore, a writer must present all supporting details in a way that allows them to flow smoothly or coherently.

Linking ideas with transitional expressions

Transitional expressions can be used to connect ideas within a paragraph. Transitional expressions are phrases a writer can use to improve text coherence or the flow of ideas. Such phrases can indicate to the reader whether the following concept is similar to or different from the preceding concept, a cause or effect of the preceding concept, an illustration, or an addition. These expressions are typically placed at the beginning of a sentence or after a semicolon (;) that connects two independent clauses to make reading easier. Look at the example below.

English is essential to our daily lives in many ways. **First of all**, *it is important for our education and work*. In this era of globalization, people from all over the world must communicate. Therefore, English, which has been the international language for many years, is gaining popularity. Most schools and universities around the world provide their students with English training so that they can comprehend English textbooks and communicate effectively in English. English is used as a means of communication both locally and internationally by a large number of businesses and other types of organizations. Those who can read, write, or speak English professionally will have an advantage over those who cannot. **Apart from work and studies**, *English is required for many forms of modern entertainment*. Even if subtitles are provided or an English film is dubbed into another language, it would be more entertaining if we understood the language. Then, we would not be distracted by the captions that appear at the bottom of a screen, and the pleasure of watching a film would not be significantly diminished by the use of unpleasant voices. In addition, if we engage in online chitchat with foreigners, which can help us learn about other cultures, it is important that we are able to read and write in English. Without this ability, we may have to limit our choice of "pen pals" to those who speak the same language as us. In summary, we should recognize the significance of English and develop our English skills for our educational and professional advancement as well as our free-time activities.

Transitional expressions are used to introduce the supporting details in the above example. ***First of all*** is used to introduce the first major detail and ***apart from work and studies*** the second major detail. Other expressions that are used to make the ideas in this paragraph flow more smoothly include *therefore*, *however*, *in addition*, and *in summary*.

The following chart provides typical transitional expressions used in academic English writing.

Meaning/Function	Transitional expressions
To add information	additionally, also, besides, further(more), in addition, moreover
To contradict	however, instead, nevertheless, nonetheless, still
To show a contrast	in contrast, on the contrary, on the other hand
To compare or give a similar idea	likewise, similarly
To show an example	for example, for instance
To provide a choice or alternative	Otherwise
To show a result	accordingly, as a consequence, as a result, consequently, hence, therefore, thus
To restate or explain	indeed, in fact, in other words, that is
To indicate an idea in a sequence	first, second, third, next
To conclude or summarize	in brief, in conclusion, in short, in summary

Exercises

A. Directions: In each blank, supply an appropriate transitional expression to link ideas in each pair of statements.

1. Alcohol can delay your reaction times; _____, you should never drink and drive.
2. Our Prime Minister lacks leadership ability. _____, his government is financially irresponsible.
3. Numerous fatal diseases affect urban residents. _____, many city dwellers who smoked heavily have died from lung cancer.
4. Meditation, hobbies, sports, music, and travel are simple ways to reduce stress. _____, stress-reduction strategies are easily available.
5. It was a long and challenging journey; _____, once we arrived, we were able to relax and to enjoy ourselves.
6. The flight was delayed for three hours. _____, we had to rush to catch our connecting flight.
7. You should definitely wear a helmet when you ride a bicycle; _____, you could hurt yourself.
8. The researcher was not accurate. _____, he made a significant error while analyzing his data and produced invalid results.
9. _____ we have previously discussed the dangers of smoking with the students, I believe the information should be repeated.
10. A housewife had numerous daily responsibilities. _____, she had to cook for her husband and children.

B. Directions: Supply appropriate transitional expressions to link ideas within each paragraph.

Paragraph 1

Western companies conducting business in South Korea must be cognizant of the cultural values and norms that are fundamental to Korean culture. South Korea has maintained a distinct and homogenous identity, influenced by its religious and Confucian beliefs, (1) _____ external influences from its neighboring countries.

LISTENING

Directions: Listen to ‘How does your culture dictate your views on family, individuality, and even sharing food?’ by Knovva Academy and choose the correct answer for each question.

<https://www.youtube.com/watch?v=78haKZhEqcQ>

1. What is a major difference between cultures in the East and the West?
 - a) The way they view the individual in relation to the group
 - b) Their preferred mode of transportation
 - c) Their food preferences
 - d) Their religious beliefs

2. What are cultures that tend to place more importance on the individual known as?
 - a) Individualistic cultures
 - b) Collectivist societies
 - c) Me societies
 - d) We cultures

3. Which of the following cultures is considered a collectivist society?
 - a) United States
 - b) Australia
 - c) China
 - d) Italy

4. What do people in a me culture believe about their responsibility to others in society?
 - a) It extends to their immediate family members only
 - b) It extends to their neighbors and classmates
 - c) It extends to all individuals in society
 - d) It does not exist

5. What do people in a weak culture prioritize?
 - a) Strong social ties and belonging to a larger group
 - b) Individualism and personal achievement
 - c) Self-reliance and independence
 - d) Competition and rivalry

6. What is the difference in the way families from a meal culture and a weak culture approach dining?
 - a) The family from a meal culture shares multiple dishes placed in the center while the family from a weak culture eats their own meals
 - b) The family from a meal culture eats their own meals while the family from a weak culture shares multiple dishes placed in the center
 - c) Both families order specific meals they want and eat them individually
 - d) Both families order specific meals they want and share them equally

7. How is a family member's tardiness likely to be perceived differently at a me table and a weak table?
 - a) At the me table, the tardiness is blamed on external factors while at the weak table, it is blamed on the individual's laziness
 - b) At the me table, the tardiness is blamed on the individual's laziness while at the weak table, it is seen as part of a larger context
 - c) At both tables, the tardiness is blamed on the individual's laziness
 - d) At both tables, the tardiness is seen as part of a larger context

8. How might a teenage brother's action be perceived differently at a me table and a weak table if he scored a game-winning shot in a basketball game?
 - a) At the me table, the brother's individual action would be celebrated while at the weak table, the team's overall victory would be celebrated
 - b) At the me table, the team's overall victory would be celebrated while at the weak table, the brother's individual action would be celebrated
 - c) Both tables would celebrate the brother's individual action
 - d) Both tables would celebrate the team's overall victory

9. What is the main message conveyed in this listening?
 - a) The differences between individualistic and collectivist cultures
 - b) The importance of understanding cultural differences
 - c) The role of culture in shaping our behavior
 - d) All of the above

10. What is a possible reason for the different ways individuals from individualistic and collectivist cultures view responsibility to others in society?
 - a) Individualistic cultures value independence and self-reliance, while collectivist cultures prioritize group harmony and interdependence.
 - b) Individualistic cultures prioritize group harmony and interdependence, while collectivist cultures value independence and self-reliance.
 - c) Individualistic cultures view responsibility to others as limited, while collectivist cultures view responsibility as a collective obligation.
 - d) Individualistic cultures view responsibility as a collective obligation, while collectivist cultures see it as a personal choice.

SPEAKING***Describing***

Describing is a common skill in giving a speech. When describing, we provide specific details so that our audience can visualize what we are trying to convey. Examine the example provided in the following excerpt.

In traditional Korean society, women were assigned specific roles. They were expected to raise their children at home, maintain the household, and prepare meals. In agricultural communities, they also worked in the fields. When women married, they moved into their husbands' homes, but maintained their own surnames. Once in the homes of their husbands, they became members of the extended families. They were required to obey not only the eldest males in the family and their husbands, but also the eldest woman. As in many traditional societies, the oldest woman in the household, such as a grandmother, held great influence over the other women and children.

In the above paragraph, the traditional roles of Korean women are described. The specific details, which are underlined, show what they had to do.

Exercise

Directions: Prepare a short description of a culture that interests you for an oral presentation. Introduce your presentation as you practiced in Units 1 and 2. Then, describe the culture with vivid details.

UNIT 4

SOCIAL MEDIA and TEENS

STARTER

Directions: Discuss the following questions with your teacher or classmates.

1. Why do you use social media?
2. How do you feel when you use social media?
3. What do you think about social media? Is it good or bad?
4. How much time do you spend on social media per day?
5. What are the top 3 most popular social media platforms? Why?

READING PASSAGE

Directions: Read the following passage and respond to the questions as directed.

The Influence of Social Media on Teenagers

According to Wikipedia "*Social media means websites and applications that allow its users to create and share content or to take part in social networking.*" The development of social media in modern society is rapid. It is now a part of our daily routine. It is utilized by numerous individuals across the world. Social media is **particularly** popular among young people. Some popular social media platforms are Facebook, Instagram, Twitter, Snapchat, Pinterest, Reddit, WhatsApp, YouTube, and so on. However, contrary to what people might think, social media actually has a negative impact on teenagers.

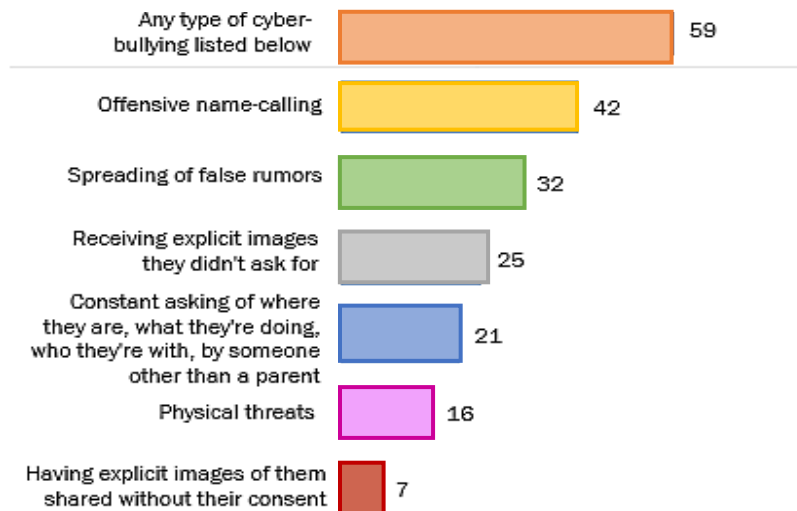
Multiple studies indicate that **cyberbullying** and other teen-related issues are on the rise due to the widespread use of social media. Many young people begin to experience difficulties with their social development. The ability to hide behind a screen is preventing positive peer interactions on social media. Rather than chatting and **conversing** face-to-face, teenagers utilize technology to form relationships with other students. Social networks are more common than teenagers' contacts at this time. As social media become more widespread, peer **engagement** via technology will become increasingly relevant.

Those who rely on social media for information may experience issues with **self-esteem** and social support if specific social rankings are ever questioned outside the realm of technology. Intensity of social media usage was associated with greater social comparison and/or envy among young people. When a teen sees a friend's filtered photo on social media, he or she begins to compare themselves. And ultimately, this comparison leads to depression or anxiety. It is desirable to have a place where one's individuality is accepted, but some people may not express themselves in a manner that is consistent with what others think of them. As a result, they have a misleading **perception** of what it is like to be

25 accepted by others in real-world interactions. Social media has various negative psychological effects. The majority of teenagers are **addicted** to it. They are unable to cut it off. Cyberbullying is another common consequence of such instances.

A majority of teens have been the target of cyberbullying, with name-calling and rumor-spreading being the most common forms of harassment

% of U.S. teens who say they have experienced ___ online or on their cellphone



Note: Respondents were allowed to select multiple options. Those who did not give an answer or gave other response are not shown.

Source: Survey conducted March 7-April 10, 2018 "A Majority of Teens Have Experienced Some Form Cyberbullying"
PEW RESEARCH CENTER

30 The most common form of online **harassment** encountered by teenagers is name-calling. Forty-two percent of young people say they have been called **offensive** names via the Internet or a mobile phone. In addition, about a third of teens (32%) say that someone has spread false rumors about them on the internet, while smaller shares have had someone other than a parent ask them

35 constantly where they are, who they're with, or what they're doing (21%), or have been the target of physical threats online (16%). One-fourth of teens say they have been sent **explicit** images they did not request, while 7% say they have been sent explicit images without their **permissions**.

40 The majority of teens (90% in this case) believe that online harassment is a problem that affects their age group, with 63% indicating that this is a major issue. However, the majority of young people believe that key groups, including educators, social media companies, and politicians, are failing to address this issue and handle the situation.

45 The development of young people is **influenced** by a variety of factors, including technology. Parents and guardians of teenagers must understand the significance of face-to-face social connections and **monitor** their use of social media wisely. When parents monitor their children's social media activities, cyberbullying among them is proven to **decrease**. When monitoring begins,

50 parents must be aware that they will be invading their children's privacy; however, it may prevent bullying. Due to technological advancements, we have to be **aware** and understand how young people grow and change.

(Adapted from Atske, S. (2018, September 27). *A Majority of Teens Have Experienced Some Form of Cyberbullying*. Pew Research Center: Internet, Science & Tech. <https://www.pewresearch.org/internet/2018/09/27/a-majority-of-teens-have-experienced-some-form-of-cyberbullying/>; *The Influence of Social Media on Teenagers | Free Essay Example*. (2022, December 28). StudyCorgi.com. <https://studycorgi.com/the-influence-of-social-media-on-teenagers/>)

COMPREHENSION CHECK

Directions: Decide whether each of the following statements is TRUE or FALSE according to the reading passage.

- _____ 1. Social media in contemporary society is growing quite fast.
- _____ 2. Adults are especially fond of social media.
- _____ 3. Using social media can cause teenagers' difficulties with their social development.
- _____ 4. Teens prefer to communicate through social media over actual conversation.
- _____ 5. Addiction to social media can cause teenagers to experience low self-esteem.
- _____ 6. Social media usage was related to positive self-image and confidence among young people.
- _____ 7. Too much time spent on social media can lead to a false perception of how one can be viewed in face-to-face interactions.
- _____ 8. Online bullying is the only reason for the negative psychological effects of social media use.
- _____ 9. Most young people admitted that they had experienced some form of disrespect online.
- _____ 10. Twenty-two percent of teens are unhappy with parents who inquire about online activities or express concern.
- _____ 11. Teenagers like being surprised by explicit images from others while online.
- _____ 12. Young people are indifferent to online harassment because they enjoy going online.

- _____ 13. Most teenagers think that important groups, such as educators, are unable to tackle online-related issues.
- _____ 14. Parents should sensibly monitor their children's online activities.
- _____ 15. Everyone should understand the effects of technology on the development and transformation of youth.

VOCABULARY CHECK

A. Directions: Match the words on the left with their meanings on the right.

- | | |
|------------------------|---|
| _____ 1. particularly | A. unable to stop taking drugs, or doing something as a habit |
| _____ 2. cyberbullying | B. showing full details, without anything hidden |
| _____ 3. conversing | C. especially, or more than usual |
| _____ 4. engagement | D. the act of allowing someone to do something, or of allowing something to happen |
| _____ 5. self-esteem | E. to have a conversation with someone |
| _____ 6. perception | F. to affect or change how someone or something develops, behaves, or thinks |
| _____ 7. addicted | G. knowing that something exists, or having knowledge or experience of a particular thing |
| _____ 8. harassment | H. the fact of being involved with something |
| _____ 9. offensive | I. to become smaller or make something less |
| _____ 10. explicit | J. belief and confidence in your own ability and value |
| _____ 11. permissions | K. causing someone to feel upset and angry, often because of being rude |
| _____ 12. influenced | L. watching and analyzing a situation for a period of time in order to learn something about it |
| _____ 13. monitor | M. a belief or opinion, often held by many people |
| _____ 14. decrease | |
| _____ 15. aware | |

and based on how things seem

- N. bad behavior towards a person that causes mental and/or emotional suffering, or offensive language
- O. the activity of using the internet to harm or frighten another person, especially by sending them unpleasant messages

B. Directions: Complete the following sentences using the words given.

conversing	decrease	engagement	explicit	monitor
influenced	perception	permission	particularly	addicted

1. Your _____ of the world is shaped by your upbringing and the situations you have faced throughout your life.
2. Before signing the contract, make sure you have a thorough understanding of its _____ terms.
3. While most teachers ignore student opinions, Ms. Brandt was known to practice classroom _____ and her ability to discuss issues with students in an interesting way.
4. The new findings indicate that women should _____ their cholesterol levels more closely than men.
5. Many young people try smoking when they are young and soon find themselves _____ to cigarettes.
6. She is so shy that talking or _____ with her can be challenging.
7. My friend's family is very serious about dinnertime. She must be at the dining room table at four-thirty and ask _____ to leave before everyone is finished.
8. The voting habits of people are _____ by political, social and economic factors.
9. We are _____ interested in hearing from speakers of two or more European languages.
10. It is significant that the heavy trade with Singapore shows a tendency to _____ in favor of direct trade with Europe.

READING FOCUS

Finding topics and main ideas

When reading an article, we should be able to identify its main topic and main idea. The topic and main idea of a paragraph are important because they typically convey the paragraph's primary focus. They convey the main thought of the paragraph. Typically, the topic is a word or phrase indicating the main subject, and the main idea sentence conveys the core idea of the paragraph. The topic and the main idea can be divided into *two main types: those which are directly stated and those which are implied.*

Finding main ideas that are directly stated

When stated directly, the topic or main idea can appear at various points within a paragraph: at the beginning, the end, or in the middle. Frequently, the main idea appears at the beginning of a paragraph, but in many paragraphs, it appears at the end. It is essential that you know the topic or main idea of the paragraph. The following are the primary locations where the topics and main ideas can be found.

1. The main idea that appears at the beginning of the paragraph

First, you must recognize that the placement of sentences within a paragraph is not random. They are arranged in a purposeful direction. You must read and understand the first sentence before proceeding to the rest of the paragraph. Reading from one sentence to the next causes you to memorize information. After reading the entire paragraph, you realize that all of the sentences are about the same topic. This single topic is the primary focus of the paragraph.

When the main idea appears at the beginning of the paragraph, it is referred to as deductive. The sentences that follow the main idea are used to explain, clarify, elaborate, or develop the meaning of the paragraph. It is common to find deductive paragraphs in newspapers, magazines, and textbooks. There are three main guidelines for reading these passages:

1. You should remember that each paragraph begins with a topic sentence.
2. After the first sentence, you should continue reading. The following sentences will aid in *the development* of your ability to understand the idea.
3. You should also try to use contextual and structural clues when facing difficult or unfamiliar words.

Read the passage on the following page carefully. Using the guidelines discussed previously, consider the topic and main idea of the paragraph.

In Southeast Asia, China was greeted with both a smile and a frown. This situation recalls the State of Southeast Asia: 2021 Survey Report published in February by the ASEAN Studies Centre at ISEAS-Yusof Ishak Institute. According to the survey, 44.2% of respondents identified China as the ASEAN dialogue partner that has provided the region with the most Covid-19 support. Nonetheless, 72.3% of respondents who view China as the most influential economic power in Southeast Asia are concerned about China's increasing economic influence. Moreover, among those who view China as the most significant political and strategic influence in the region, 88.6% are concerned. This attitude of "appreciating your good intentions while being worried about your influence" is found throughout the report. The majority of respondents are optimistic about their two-sided relations with China, but are concerned that China's rising influence could lead it to use pressure in the South China Sea or economic leverage to dictate a country's foreign policy. These sentiments reflect Southeast Asia's close but distant relationship with China; cooperation and exchange are widespread, but there is a lack of trust.

(Adapted from *Why Southeast Asia has a love-hate relationship with China*. (2021, March 12). ThinkChina - Big Reads, Opinion & Columns on China. <http://www.thinkchina.sg/why-southeast-asia-has-love-hate-relationship-china>)

The key words are located at the beginning of the paragraph - *Southeast Asia and China*. After that, the survey results between Southeast Asia and China are provided. Details that support the key words are given in details. Therefore, you should be able to state that the topic of the above paragraph is *Southeast Asia and China's positive and negative relations*. The main idea statement of the paragraph is the first sentence: *In Southeast Asia, China was greeted with both a smile and a frown*.

2. The main idea that appears at the end of the paragraph

A paragraph's main idea does not always appear at its beginning. Frequently, it appears at the end of a paragraph. The term for this type of paragraph is inductive paragraph. A paragraph that begins with a list of facts or details and leads to the topic sentence or main idea statement is inductive.

As a careful reader, you should take note of each detail and connect it to the others until you reach the main idea. By reading carefully, you should often be able to predict or guess what the key sentence will involve. This type of placement allows authors to avoid boredom by varying their writing style. Therefore, when reading inductive paragraphs, keep in mind that the supporting details always appear first and lead to the topic sentence at the end.

Read the following paragraph and find the topic and the main idea of the paragraph.

As the use of social media by young people continues to rise, so do the rates of mental health problems such as depression and anxiety. The amount of time spent on

social media sites is correlated with an increased risk of certain mental health disorders, according to research. However, social media is not entirely negative. It provides a space for teenagers to form their own identities and find support in emotional online communities. This is especially important for those who have a serious illness, are navigating their LGBTQ+ identity, or are dealing with other isolating experiences. By discussing the risks and benefits of social media, parents can assist their children in developing a healthy relationship by setting time limits and encouraging breaks wisely. *Therefore, as shown by the research, social media can have negative effects on young people, but there are also numerous positive effects.*

(Adapted from *How does social media affect teenagers? Understanding the mental health impact — and why it's not all bad.* (n.d.). Insider.

<https://www.insider.com/guides/health/mental-health/how-does-social-media-affect-teenagers>)

You have seen that the paragraph begins with some details: *As the use of social media by young people continues to rise, so do the rates of mental health problems such as depression and anxiety.* Following this are other supporting details concerning *the use of social media by young people.* These details finally lead to the key sentence at the end of the paragraph. The sentence is supported by all of the preceding ones. Therefore, the topic of this paragraph is *social media can have negative effects on young people, but there are also numerous positive effects.* The word *therefore* is simply used to sum up the ideas that have been introduced earlier and link them to the main idea.

Finding implied main ideas

The topic and main idea of a paragraph may be *implied*. When *implied*, they are not explicitly stated, and there is no summary sentence to provide context. In this situation, you must "read between the lines." This means you have to read and evaluate each element of a passage and evaluate for yourself what the passage's elements mean when *taken as a whole*. You must thus create your own key sentence.

Read the following passage carefully and infer the topic and main idea from it.

The United States' basic unit of currency is known as the "dollar." Australia and New Zealand have also adopted the dollar as their unit of currency. The British currency is known as the pound. Korea utilizes the won. In Russia, currency is "rubles." Mexico and the Philippines use the peso as their currency. And the currency unit of Zaire is called a "Zaire."

There is no statement in the above paragraph that generalizes the entire passage. All the sentences are details about something. Every sentence provides information about something. You must *infer* from these details what the paragraph is primarily about. When you have a clear understanding of the passage, you can see that it focuses primarily on situations that relate to *what currency is used in various countries*. The clues

lie in the words - *currency, known, adopted, in the United States, Australia and New Zealand, the British, Korea, in Russia, Mexico and the Philippines, and Zaire.* Therefore, the main idea of the paragraph is *Different countries have different names for currency.*

Finding main ideas in multi-paragraph passages

You have thus far dealt with one-paragraph passages. However, the majority of your daily reading will be more than one paragraph. Multiple-paragraph passages typically contain a unifying statement. This serves as the topic sentence and conveys the passage's main idea. This type of statement, also known as a *theme*, summarizes the entire passage. Any paragraph within a longer text may contain a unifying statement. Each of the remaining paragraphs has its own main idea. These paragraphs expand, clarify, and explain the unifying statement further.

Read the following passage carefully and find the main idea, or the unifying statement, of the passage.

As of 2017, Singapore is a high-income economy with a per capita gross national income of \$54,530. The country has one of the most business-friendly regulatory systems in the world and is regarded among the most competitive economies worldwide. The economy of the city-state has never been primarily dependent on the manufacture and export of goods, differentiating it from the economies of other Southeast Asian nations.

Singapore had a small domestic market, significant unemployment, and poverty after independence from Malaysia in 1965. Seventy percent of Singapore's households were overcrowded, and 30% lived in city-fringe slums. GDP per capita was US\$516, unemployment averaged 14%, and half the population was illiterate. Singapore began a modernization program in the late 1960s and 1970s to establish a manufacturing industry, build massive public housing complexes, and invest extensively in public education and infrastructure. SGD was introduced in 1967. Singapore reached full employment in the early 1970s and joined Hong Kong, Republic of Korea, and Taiwan as rapidly industrializing Asian economies a decade later. Singapore's high-value economy relies on manufacturing and services.

Therefore, Singapore became a high-income nation. The city-GDP state's growth has been among the world's highest, averaging 7.7% since independence and 9.2% in the first 25 years.

(Adapted from #KYR: Singapore - Economy | The Cove. (n.d.). The Cove.
<https://cove.army.gov.au/article/kyr-singapore-economy>)

The first sentence of the first paragraph of the three-part section above states the major theme. This section focuses on Singapore, which has recovered and modernized from a terrible economy. All the information in the same paragraph and following paragraphs support this first statement, the main idea. The second and third paragraphs also include primary ideas. The second paragraph discusses Singaporeans' modern lifestyles and

SDP rate. The third paragraph summarizes Singapore's new economy. These two key concepts support the first and explain, expand, and elaborate on the passage's theme.

Now, re-read the passage "The Influence of Social Media on Teenagers" which is provided at the beginning of this chapter. Then choose the statement that best expresses the main idea of the passage.

- a. Young people's perceptions of social media vary.
- b. Young people use various social media platforms.
- c. Young people are provided with emotional support online.
- d. Young people may suffer from the negative effects of social media.

Analysis

Choice a is too broad and doesn't cover the passage's main idea.

Choices b and c are too narrow because they only address particular content parts.

Choice d summarizes the passage in one sentence. Therefore, *choice d* is best.

Finding details

After identifying the topic sentence or major idea of a paragraph or passage, we must study the text's specific features. It is essential to ensure that every detail supports the main theme of the paragraph or passage. Details exist in several formats. They may be *facts, items, events, evidence, steps, examples, places, names, or figures*. These are intended to provide more information about the reading passage and enhance the reader's understanding.

Look at the following examples again.

In Southeast Asia, China was greeted with both a smile and a frown. This situation recalls the State of Southeast Asia: 2021 Survey Report published in February by the ASEAN Studies Centre at ISEAS-Yusof Ishak Institute. According to the survey, 44.2% of respondents identified China as the ASEAN dialogue partner that has provided the region with the most Covid-19 support. Nonetheless, 72.3% of respondents who view China as the most influential economic power in Southeast Asia are concerned about China's increasing economic influence. Moreover, among those who view China as the most significant political and strategic influence in the region, 88.6% are concerned. This attitude of "appreciating your good intentions while being worried about your influence" is found throughout the report. The majority of respondents are optimistic about their two-sided relations with China, but are concerned that China's rising influence could lead it to use pressure in the South China Sea or economic leverage to dictate a country's foreign policy. These sentiments reflect Southeast Asia's close but distant relationship with China; cooperation and exchange are widespread, but there is a lack of trust.

In the above example, the underlined sentence is the topic sentence. All the following

sentences are supporting details which clarify that topic statement through facts and events. They describe the survey results between Southeast Asia and China. Even though China is in the part of Southeast Asia, they seem to have both positive and negative relations in terms of economic issues.

Depression and anxiety rates climb as young people use social media. Research links social media use to mental health issues. However, social media has its positives. Teens can express themselves and receive support in emotional online networks. Those with serious illnesses, LGBTQ+ identities, or other isolating circumstances need this most. By emphasizing the hazards and benefits of social media, parents may help their children develop healthy relationships by setting time limits and encouraging breaks. Therefore, social media has both positive and negative effects on young people.

In the above example, the last sentence can be identified as the topic sentence. All the other sentences provide details leading to that topic statement. In these sentences, facts are given to show how social media has both positive and negative effects on young people.

The United States' basic unit of currency is known as the "dollar." Australia and New Zealand have also adopted the dollar as their unit of currency. The British currency is known as the pound. Korea utilizes the won. In Russia, currency is "rubles." Mexico and the Philippines use the peso as their currency. And the currency unit of Zaire is called a "Zaire."

In the above example, all the sentences in the paragraph provide specific details or examples which can be used as evidence to support the idea that *different countries have different names for currency*, which is the main idea of this paragraph.

Singapore's 2017 GDP per capita was \$54,530. The world's most competitive economy boasts one of the most business-friendly regulatory structures. The city-economy states have never relied on manufacturing and exports like other Southeast Asian states. After independence from Malaysia in 1965, Singapore had a small market, high unemployment, and poverty. 30% of Singaporeans lived in city-fringe slums, and 70% were overcrowded. GDP per capita was US\$516, unemployment was 14%, and 50% were illiterate. In the late 1960s and 1970s, Singapore modernized by establishing a manufacturing industry, building vast public housing complexes, and investing heavily in public education and infrastructure. 1967 introduced SGD. Singapore joined Hong Kong, Republic of Korea, and Taiwan as rapidly industrializing Asian economies a decade after reaching full employment in the early 1970s. Manufacturing and services drive Singapore's high-value economy. Therefore, Singapore grew wealthy after independence as City-GDP growth has averaged 7.7% and 9.2% in the first 25 years.

In the above example, a number of details clarify the main idea statement of the passage: *Singapore grew wealthy after independence as City-GDP growth has averaged 7.7% and 9.2% in the first 25 years.* These details mainly include evidence showing the major development of Singapore today and in the first 25 years. In addition, percentages are presented at the end of the paragraph to highlight Singapore's development into a modern successful economy.

Exercise

A. Directions: Read each paragraph. Ask yourself, "What is the topic? What is the writer's idea about the topic?" then (1) write the topic and (2) write the main idea statement of the paragraph. If the main idea is implied, write a main idea statement of your own.

Classified advertisements within the online newspaper

Not all online newspaper advertisements are for selling products. Some advertisements focus on people. The "Help Wanted" section advertisements provide job information. This section of the website contains jobs of all types. There are advertisements for secretaries, programmers, electricians, physicians, professors, and so on. The "Personal Ads" is another type of ad about people. These advertisements have nothing to do with employment. They are written by individuals seeking companionship. Sometimes, these individuals are even looking for husbands and wives. This newspaper's online advertisements are an effective way of bringing people together.

Topic: _____

Main idea: _____

We can learn a great deal about a country from its Personal Ads. These advertisements describe people and their problems. This is an example from Norfolk Island. In one small town in Norfolk Island, there were around 960 men and only a few women. The men wished to find wives, so they placed personal ads in a local newspaper's online blog. Some city women who were unhappy living alone responded to the ads via direct message on the newspaper's website. They desired more information about the town and the men. However, the women did not move to the town as they had no interest in working on farms. They had no intention of marrying men from small towns. Therefore, neither the men nor the women found partners. Not all Norfolk Island residents are like these individuals, but this advertisement may shed light on larger issues in Norfolk Island.

Topic: _____

Main idea: _____

Typically, personal ads are written for good reasons. The majority of those who send them truly desire a friend. Occasionally, however, people write personal ads for

other purposes. They might write the ad as a joke. This is not a nice thing to do. People who respond to advertisements may be unhappy. They may be in need of a friend. Some people who write personal advertisements for fun may cause problems, especially if they intend to harm someone. Therefore, if you respond to a Personal Ad, you should be careful. The advertisement may not mean what it says.

Topic: _____

Main idea: _____

B. Directions: Find the details in the passage *Social Media's Origins and Future* and complete the following table.

Social Media's Origins and Future

Period	Main features and characteristics
Early 19 th century	
During the 20 th century	
Late the 20 th century	
Early 21 st century	
During the 2000s	

During the 2010s	
------------------	--

Social Media's Origins and Future

Social media has evolved from a direct electronic information exchange to a gathering place, retail platform, and essential 21st-century marketing tool in less than a decade. So, how did it begin? How has social media impacted the lives of billions? The answers to these questions are all part of the continual evolution of social media.

Pre-internet roots: social media began on May 24, 1844, with the transmission of electronic dots and dashes through the telegraph. While this may be the foundation of digital communication, most recent versions of the origins of the internet and social media are linked to the Advanced Research Projects Agency Network — ARPANET's creation in 1969.

The US Department of Defense constructed an early digital network to let scientists from four universities share software, hardware, and data. The National Science Foundation's NSFNET, a stronger, nationwide digital network, preceded the internet in 1987. The first real social networking site launched a decade later in 1997.

The Introduction of social sites: in the 1980s and 1990s, the expansion of the Internet made it possible for online communication services such as CompuServe, America Online, and Prodigy to be introduced. They launched email, message boards, and real-time online chat. Weblogs, another early form of digital social communication, became popular when *LiveJournal* launched in 1999. In 2003, Google bought Pyra Labs, which launched the Blogger publishing platform.

By 2008, Facebook had overtaken them all. The year 2012 marked the debut of Google+, the company's attempt to enter the social media scene. A data security breach compromised the private information of over 500,000 Google+ members in 2018, putting an end to a troubled existence.

Current social media platforms: more than 5 billion mobile device users compete for attention in the social media of the present day. Here is a summary of 2020's most notable social media networks:

According to Pew Research, 69% of U.S. people use *Facebook*, launched by Harvard undergraduate Mark Zuckerberg in 2004. *Reddit* was launched in 2005 by college kids Steve Huffman and Alexis Ohanian as a news-sharing platform, but over 300 million users have turned it into a news aggregation and social commentary site. Upvoting and downvoting user-submitted content determines its popularity. Jack Dorsey, Evan Williams, Biz Stone, and others started the microblogging site *Twitter* in 2006. Pew Research stated that 22% of Americans used Twitter in 2020. *Pinterest*, created in 2010 by iPhone software developer Ben Silbermann as a visual "pin board," went public in 2019 and has over 335 million active monthly users. In 2011, Stanford undergraduates Evan Spiegel, Reggie Brown, and Bobby Murphy invented *Snapchat*. "Stories"—serialized short films—and "filters"—location-based digital effects—were introduced. ByteDance founded *TikTok* in 2016. In 2018, it joined Musical.ly and became popular among American teens and young adults. It had more than 800 million users worldwide in early 2020.

The future of social media will almost certainly be dictated by evolving business models and technological improvements in storytelling. So, what is in plan for social media in the future? Consumers will prefer services that enable them to:

- Personalize content at a granular level
- Reduce the level of hatred and conflict
- Increase emphasis on protecting privacy
- Take advantage of mobile devices more effectively
- Pay more attention to community building

According to *Entrepreneur's* article, "11 Ways Social Media Will Evolve in the Future," this might imply a shift toward paid membership services on social networking. The challenge for marketing professionals will be to accommodate the fluctuating expectations of social media users while retaining a genuine brand voice.

Social media's future is limited only by the creativity of its stakeholders. The brief history of the industry shows that the rapid change — technological advancements, more stringent financial requirements, and evolving cultural dimensions — will change the current social media scene.

Humans are social creatures. Commerce is driven by human interaction. These two factors will continue to influence the development of social media well beyond the next decade.

(Adapted from *The Evolution of Social Media: How Did It Begin and Where Could It Go Next?* (2020, May 28). Maryville Online. <https://online.maryville.edu/blog/evolution-social-media/>)

LANGUAGE FOCUS

Future Tense Review

Generally, future tenses are used to express future actions or events. However, it is essential to recognize that future actions or events are unpredictable, therefore, statements regarding future time are based on predictions, willingness, intentions, etc. Listed below are descriptions of the most common English future tenses.

Future Simple Tense

The future simple (will/shall + V1) is usually used to predict actions or events that one thinks will happen.

e.g. *When monitoring begins, parents must be aware that they **will** be invading their children's privacy.*

Apart from predicting, *the future simple* has other uses as well.

e.g. *We'll send you an email this evening. (promise)*

***Will** you **pick** the laundry up for me, please? (request)*

***Shall** we **arrange** a study group tomorrow? (suggestion)*

Shall I carry those books for you? (offer)

You'll be punished if you cheat on the exam. (threat)

The future simple usually follows verbs and adjectives such as *assume, fear, be certain, believe, doubt, expect, hope, presume, and think*.

e.g. I believe we **will get** an A in this course.

I am certain that they **will not give** up on their studies.

Future Continuous Tense

The future continuous (*will/shall be + Ving*) is used to indicate acts that will be ongoing or in process in the immediate or even far future.

e.g. This time next week, I **will be moving** into my new apartment.

I'll be driving to work tomorrow.

The future continuous can be used like the present continuous to refer to planned events, particularly in connection with travel.

e.g. During my October vacation, **I'll be travelling** to Japan.

They'll be coming to see us next week.

Future Perfect Tense

The future perfect (*will/shall have + V3*) is used to describe an action that will have been completed by a time in the future.

e.g., **I'll have finished** cooking.

(The guests will arrive at 8:00 p.m. By then, I will have finished cooking.)

By the time the morning session begins, we **will already have had** breakfast.

(Before the morning session starts, our having breakfast will already have been completed.)

Other Forms of Future Tenses

The 'going to'

The future with *going to* is made up of three parts: **to be + going to + V1**. We usually use *going to* to indicate an action that has already been decided, an intention, and plans.

e.g. *I'm going to take a few exams at the end of the year.*

Anne is going to be a professor when she grows up.

Additionally, *going to* can be used to predict the future. This use is common in conversation, especially when discussing the immediate future. The speaker sees signs of something that is about to happen.

e.g. *Look out! Matt's going to break that cup.*

Present Continuous Tense

The present continuous can be used to refer to planned future actions and events. A future-tense adverbial is needed unless the context makes the future meaning clear.

e.g. *The weather is getting warmer.*

Present Simple Tense

The present simple can be used to express a set future schedule. This is a common occurrence in future event schedules and plans.

e.g. *The movie starts at 7 pm. and ends at 9 p.m.*

This year's the Football Premier League is broadcasted on TrueVisions on August 6, at 6.30 p.m.

Exercise

Directions: Complete the following sentences using the correct forms of the future tenses. Use the verbs in brackets.

1. We _____ lunch at a nice restaurant on this Sunday, but we haven't booked a table yet. (have)
2. Anne _____ a lecture on the introduction to sociology this afternoon at convention room 101. (deliver)
3. By October, the workers _____ the bridge. (complete)
4. The textbook is quite lengthy. I _____ it for some time. (read)
5. There are just 5 minutes left, so I think our team _____. (win)
6. I _____ our issues with the boss when I meet with him tomorrow. (discuss)

7. Look at these big black clouds over there! It _____. (rain)
8. I got into an argument with my brother last night. I hope that he _____ today so that I can apologize. (call)
9. She buys too many things. She _____ all her money long before her next paycheck arrives. (spend)
10. We are running late. The movie _____ by the time we arrive. (already / start)

WRITING

Writing a paragraph of exemplification

In previous units, we discussed how to create an academic paragraph. From this unit on, we will discuss how to write various paragraph types or styles. This unit will start by focusing on the simplest type of paragraph: *exemplification*. Examples are used so that a detail statement in a paragraph is clear and can effectively support the topic sentence. To persuade others that your opinion or argument is valid, you must provide examples and specifics. At the center of effective writing are facts, anecdotes (stories), statistics, details, opinions, and observations, which give your work substance and solidity.

The majority of writing conveys a point, but many readers are hesitant to accept another's viewpoint unless evidence demonstrates its validity. *Examples* clarify difficult, abstract, or uncommon concepts.

When writing a paragraph about the free time activities of the Japanese, for example, it may be necessary to provide specific examples of activities such as exercising, watching sports, singing karaoke, and going to the movies. These will help in clarifying your discussion and making it more concrete.

In an exemplification, authors should use expressions that indicate examples (as discussed in Unit 3). These expressions will help the reader's understanding and strengthen the paragraph's coherence.

Study the following example.

*Japanese people enjoy various activities in their free time. For example, those who are health-conscious may do exercises **such as** jogging, swimming, or going to the gym. Others might watch sports or movies with their family on the weekend. They can go to places **like** service bars to sing karaoke in groups or rent a private room to relax and enjoy themselves. Still others may spend their free time at book shops where they can choose stories from different types of genres that interest them. Manga and light novels are also popular among Japanese readers. In summary, the Japanese have several options regarding what to do when they are free from work or studies.*

The topic sentence of the above paragraph is the first sentence, which expresses the main idea of the paragraph. In order to clarify the main idea, the paragraph is developed through exemplification or various examples. The expressions *for example*, *such as*, and *like* are used to show examples.

Exercise

Directions: Write a short paragraph giving examples of what you intend to do during your next summer vacation. Use appropriate expressions for exemplification, and use future tenses to describe your plans. Prepare a topic sentence and an outline before crafting a paragraph

Outline

Paragraph

LISTENING

Directions: Listen to 'Social Media, Social Life: Teens Reveal Their Experiences' by Common Sense Media for Families and mark each statement T for true or F for false.

<https://www.youtube.com/watch?v=GGGDfciqyvww>

- _____ 1. One speaker checks their phone from morning until bedtime.
- _____ 2. One speaker has been emotionally affected by social media, leading to great happiness.
- _____ 3. One speaker feels less lonely when communicating with friends on social media.
- _____ 4. One speaker prefers mailing and FaceTime over in-person interactions.
- _____ 5. One speaker has seen racist and sexist comments in social media comment sections.
- _____ 6. One speaker believes that there is a lot of bullying that goes on online.
- _____ 7. One speaker does not wish for the days when they did not have a phone.
- _____ 8. One speaker feels that social media is an inappropriate platform to display their artwork and writing.
- _____ 9. One speaker enjoys discussing issues and topics they are passionate about on social media.
- _____ 10. The constant addition of new content on social media contributes to the amount of time people spend on it.

SPEAKING***Giving examples***

In a typical academic talk or presentation, we use examples or specific evidence to illustrate our points. Similar to how a particular phrase or sentence can introduce an example in a written piece, a particular phrase or sentence can introduce an example in an oral presentation. Study the following expressions and complete the exercises.

Expressions

I We	will show will exemplify will illustrate	
Research	shows exemplifies illustrates	that
.....	problems (,etc.)	such as
This is shown by the following examples, The following are examples of this:... The following is a case in point:		
For example, For instance,		

Exercise

Directions: Prepare a three-minute talk on one of the topics listed below. In your presentation, be sure to provide appropriate examples by utilizing the expressions. Prepare an introduction to the main idea as you have previously practiced. When you are ready, deliver a presentation to the class or a small group.

1. Smartphone addiction
2. The disadvantages of the Internet
3. Social media and the impact on relationships

Look at the following example.

The advantages of the Internet

This presentation will demonstrate how the Internet is beneficial for work and study. *I will exemplify* some benefits of the Internet. First, we can use the Internet to communicate with others while at work. *For instance*, we can communicate with our customers via email. *Research indicates that* more than one billion million people send work-related emails daily. Additionally, students may utilize the Internet for academic purposes. *For instance*, they can use search engines such as Google, and Yahoo to find the information they need for their reports.

UNIT 5

SOCIAL STRATIFICATION

Social stratification refers to the categorization of people in society into rankings. The rankings are based on factors such as wealth, income, education, power, and caste.

STARTER

Directions: Discuss the following questions with your teacher or classmates.

1. What is the caste system?
2. How does social stratification affect people in society?

READING PASSAGE

Directions: Read the following news article and respond to the questions as directed.

The struggle to challenge India's **caste** system remains real, still

Beena Pallical had no idea because her family didn't really talk about caste. Growing up in the city of Pune in India's western state of Maharashtra, she was sent to a school run by Christian missionaries.

- 5 "My great-great grandfather **converted** to Christianity probably because he wanted to escape the caste system," she told the ABC's India Now. It was only when Ms. Pallical finished her education that she made a surprising discovery. "When I started working, I traced back my identity and I realized I was from the Dalit community, formerly called [the] Untouchables."

*Trapped in a **rigid** social **hierarchy***

- 10 Despite being outlawed in 1950, India's caste system continues to **dictate** almost every aspect of Hindu religious and social life. It traps people into fixed social orders from which it's nearly impossible to escape.

- 15 "Everything you do, from who you choose your partner to be to where you're working and who your friends are, all is based on caste, and we must not forget that," said Ms. Pallical, who is director of the National Campaign on Dalit Human Rights.

Established more than 3,000 years ago, the caste system divides Hindus into rigid hierarchical groups based on their karma (work) and dharma (duty).

20 Castes are ranked from highest to lowest, based on the different body parts of Brahma, the Hindu god of creation. According to Hindu scripture, Brahma made Brahmins from his mouth, Kshatriyas from his shoulders, Vaishyas from his thighs and Shudras from his feet.

25 Brahmins are the holders of spirituality, and they are priests and teachers. Kshatriyas are the warriors and rulers. Vaishyas consist of the farmers and merchants. Shudras are artisans, laborers, and high-level servants. Below them are the Dalits, formerly known as "Untouchables". They are **outcasts** in the Indian society. Dalit literally translates as "broken people". Many of them work as manual scavengers, cleaning sewers and toilets by hand.

30 "We are doing the work that nobody else wants to do and this system is supported by the Hindu religion," Ms. Pallical said.

Oppression remains

35 Prior to Independent India's new constitution, the untouchables had faced a number of social restrictions. For example, they were forbidden to enter many temples, schools, and wells which were used by higher castes. Their touch was considered to be polluting to people from higher castes. Even the sight of certain untouchable groups was considered to be polluting.

40 The new constitution in 1950 **outlawed** caste **discrimination**. It also announced quotas in government jobs and in educational institutions for the Scheduled Castes and the Scheduled Tribes. The former includes communities of the untouchables. As for the latter, they include those communities that did not accept the caste system and preferred to live deep in the jungles, forests and mountains of India, away from the main population.

45 India's current President, RM Kovind, is Dalit. Furthermore, a previous president, KR Narayanan, elected in 1997, was Dalit. Social **activist** and lawyer BR Ambedkar (1891-1956), who authored India's new constitution and is the respected leader of the Dalits, was also Dalit.

"BR Ambedkar is the Messiah for Dalit communities," Ms. Pallical said. "He's the one who gave us hope."

50 Despite affirmative action policies to reduce inequality, the system continues to give **privileges** to **dominant** castes while supporting **persecution** and discrimination of **oppressed** castes.

In 2020, India's National Crime Records Bureau recorded 50,291 crimes committed against Dalits, but the figure is likely to be much higher because many go unreported, due to fear of **intimidation** by police.

Coming out as Dalit

"I remember feeling a ton of anxiety every time somebody asked me what my caste was," Yashica Dutt, the author of *Coming Out As Dalit*, told India Now. "I would tell the other girls at school that I was Brahmin."

60 When she returned home from school, her mother would ask: "What did you learn in school? Did somebody ask about your caste?"

"When I came out as Dalit, I was at a safe distance from the Indian community as I was at that time living in New York," Ms. Dutt says. "So, what I did was a really **calculated** and safe risk, as compared to somebody still living back in India."

65 *Caste travels with the diaspora*

70 There have been recent high-profile cases of caste discrimination among the diaspora. A recent one in the US involved Dalit rights campaigner Thenmozhi Soundararajan, founder of Equality Labs. She was scheduled to give a talk to Google News employees to **commemorate** Dalit History Month. It was cancelled after she was accused of being "anti-Hindu". Google chief executive Sundar Pichai comes from a dominant caste family in India. Tech worker activist Tanuja Gupta and Soundararajan went ahead with their talk and posted it on YouTube. Their talk was on Caste Equity in US Workplaces, BigTech and News Media.

75 *It's time for change*

Ms. Pallical said, "Once I came to know about my caste, I told myself it was my duty to give back to my community, to my brothers and sisters. She has been educating and organizing people to challenge India's caste system.

80 "There are a lot of things that need to change in this country, but the people who are **implementing** these laws continue to be from a dominant caste and don't think change is a **priority**." That's where Ms. Pallical says the struggle is. However, she and others will keep working to **abolish** the caste system and take India to equality.

Adapted from Taylor, S. (2022, June 28). *The struggle to challenge India's caste system remains real, still*. ABC. <https://www.abc.net.au/news/2022-06-28/struggle-to-challenge-indias-caste-system/101185772>)

COMPREHENSION CHECK

Directions: Choose the correct answer for each of the following questions.

1. Ms. Pallical discovered that _____.
- a. she belonged to the Dalit group
 - b. her great-great grandfather was a Christian
 - c. she was enrolled in a school established for the Dalit community
 - d. her great-great grandfather tried to get away from the caste system

2. The pronoun "it" (line 11) refers to _____.
- Hindu social life
 - a social hierarchy
 - India's caste system
 - Hindu religious and social life
3. Which of the following is false about the Dalits?
- They were known as the Untouchables.
 - They are the lowest social group in India.
 - They were the outcast of Indian's society.
 - Their duties include serving meals and cleaning.
4. The highest caste in India _____.
- is the Brahma
 - includes priests and teachers
 - includes the warriors, and rulers
 - was made from the eyes of the Hindu god
5. Which of the following statements can NOT be inferred from the news article?
- The new constitution eliminated social hierarchy in India.
 - Lives of the Dalits were difficult prior to the new constitution.
 - The Dalits endured discrimination after the new constitution.
 - According to the caste system, the Dalits cannot work as farmers or merchants.
6. The pronoun "them" (line 25) refers to _____.
- servants
 - laborers
 - artisans
 - Shudras
7. Which of the following is an affirmative action policy?
- Supporting the caste system
 - Approving caste discrimination
 - Announcing quotas in government hospitals
 - Announcing quotas in educational institutions
8. All of the following are among the most disadvantaged groups in India EXCEPT _____.

- a. Scheduled Tribes
- b. Scheduled Castes
- c. Kshatriyas
- d. Untouchables

9. Which of the following statements can be inferred from the news article?

- a. Ms. Dutt knew when she was going to tell other students about her social group.
- b. Ms. Dutt told others she was Brahmin because she wanted to be in that caste.
- c. Ms. Dutt found it easier to reveal that she was Dalit outside of India.
- d. Ms. Dutt felt anxious because of her mother's questions.

10. The talk by Ms. Soundararajan _____.

- a. was postponed indefinitely
- b. was cancelled due to caste discrimination
- c. was posted on YouTube with the approval of Mr. Pichai
- d. was not cancelled despite the disagreement between Ms. Soundararajan and Mr. Pichai

11. In India, the dominant caste _____.

- a. is responsible for implementing laws
- b. struggles to abolish social hierarchy
- c. is treated similarly to the lower caste
- d. wants to change the laws as soon as possible to help the lower caste

12. India's caste system _____.

- a. was established in 1950
- b. can always be changed
- c. benefits every social group
- d. dictates occupations of each caste

13. Which of the following statements is false?

- a. Social hierarchy exists in present day India.
- b. For Indians, caste is not recognized outside of India.
- c. The caste system was approved by the Hindu religion.
- d. Caste discrimination resulted in crimes committed against Dalits.

14. Ms. Pallical _____.

- a. and her brothers are educating others so they can challenge India's caste system
- b. has been working for the Dalit community since she was in school
- c. is director of the National Campaign on Dalit Human Rights.
- d. has achieved equality for the Dalit community

15. What is the news article mainly about?

- a. the success of Independent India's new constitution
- b. the plight of the Dalit community
- c. the origin of the caste system
- d. the life of Beena Pallical

VOCABULARY CHECK

A. Directions: Match the words on the left with their meanings on the right.

- | | |
|-------------------------|--|
| _____ 1. caste | A. to change to a new religion, belief, opinion, etc., or to make someone do this |
| _____ 2. convert | B. to remind people of an important event or person from the past with a special action or object |
| _____ 3. rigid | C. carefully planned to get what you want |
| _____ 4. hierarchy | D. to make something illegal |
| _____ 5. dictate | E. to make something such as an idea, plan, system, or law start to work and be used |
| _____ 6. outcast | F. not easily changed; stiff and difficult to bend or move |
| _____ 7. outlaw | G. to officially get rid of a law, system, practice etc. |
| _____ 8. discrimination | H. more important, powerful, or successful than the other people or things of the same type |
| _____ 9. activist | I. to give orders, or tell someone exactly what they must do, with total authority |
| _____ 10. privilege | J. a special benefit that is available only to a particular person or group |
| _____ 11. dominant | K. the act of treating somebody in a cruel and unfair way, especially because of their race, religion or political beliefs |
| _____ 12. persecution | L. suffering from unfair and cruel treatment by a more powerful person or government |
| _____ 13. oppressed | |
| _____ 14. intimidation | |
| _____ 15. calculated | |
| _____ 16. diaspora | |
| _____ 17. commemorate | |

_____ 18. implement

_____ 19. priority

_____ 20. abolish

M. a person who has no place in their society or in a particular group, because the society or group refuses to accept them

N. something important that must be done first or needs more attention than anything else

O. the act of frightening or threatening somebody so that they will do what you want

P. the movement of a large group of people from their home country to other countries in the world; people who have moved away from their own country

Q. a person who works to achieve political or social change, especially as a member of an organization with particular aims

R. a system for organizing people according to their status in a society, organization, or other group

S. the act of treating a person or particular group of people differently, especially in a worse way from the way in which you treat other people, because of their race, gender, sexuality, etc.

T. one of the traditional social classes that people were born into in Hindu society, or the system of having these classes

B. Complete the following sentences using the words given.

abolished	outcasts	implemented	hierarchy	priority
intimidation	activists	privileges	discrimination	rigid

- The witnesses faced _____ from the defendant's family for trying to give evidence to the court.
- She rose rapidly in the corporate _____ to become CEO of the company.
- Company cars and health insurance are considered _____ for the senior management team.

4. Human rights _____ took part in a march to protest police violence against demonstrators.
5. Due to rising crime rates, reducing crime is the top _____ of the new administration.
6. In the U.S, slavery was _____ in 1865, freeing more than 100,000 enslaved people.
7. New policies to reduce unemployment and poverty have been _____.
8. The Edo system in Japan was a _____ and strict society. Class mobility was not allowed.
9. They were made to feel like _____ in their own town because they had beliefs that were different from the other townspeople.
10. He was never treated fairly in the workplace. He endured _____ because of the color of his skin.

READING FOCUS

Identifying references

A skill that can be beneficial for you when reading is identifying references. When you are reading a paragraph, you will encounter, for example, pronouns. You need to understand what these pronouns refer to in order to comprehend the details of the paragraph. Pronouns refer to their antecedents and usually follow them. An example of a pronoun and its antecedent is shown below.

*My great-great grandfather converted to Christianity probably because **he** wanted to escape the caste system.*

(The pronoun “*he*” refers to “*my great-great grandfather*”, its antecedents)

The antecedent is what the pronoun refers to. From the example above, the antecedent and the pronoun are in the same sentence. However, the antecedent can be mentioned previously in the paragraph, as shown below.

*Beena Pallical had no idea because her family didn't really talk about caste. Growing up in the sprawling city of Pune in India's western state of Maharashtra, **she** was sent to a school run by Christian missionaries.*

(The pronoun “*she*” refers to “*Beena Pallical*”, its antecedent.)

The pronoun is one type of reference used in English. There are many different types of references that can be used as shown below.

Personal, Possessive, and Reflexive Pronouns

Personal pronouns (Subject forms)	Personal pronouns (Object forms)	Possessive Adjectives	Possessive Pronouns	Reflexive Pronouns
I you he she it we they	me you him her it us them	my your his her its our their	mine yours his hers - ours theirs	myself yourself/yourselves himself herself itself ourselves themselves

Examples are given below.

*It was only when Ms. Pallical finished **her** education that she made a surprising discovery.*

(The pronoun “*her*”, a possessive adjective, refers to “*Ms. Pallical’s*”.)

*Below them are the Dalits, formerly known as “Untouchables”. **They** are outcasts in the Indian society. Dalit literally translates as “broken people”. Many of **them** work as manual scavengers, cleaning sewers and toilets by hand.*

(The pronouns “*They*” and “*them*” refer to “*the Dalits*”.)

*Ms. Pallical said, “Once I came to know about my caste, I told **myself** it was my duty to give back to my community, to my brothers and sisters.*

(The pronoun “*myself*” refers to “*I*”, which refers to Ms. Pallical.)

Other pronouns

<i>many, much, all, most, some, none, any, both, either, neither, each, few, little</i>
<i>this, that, these, those</i>
<i>one, ones</i>
<i>others, the other, the others, another</i>
<i>the first, the second, the last, etc.</i>
<i>the former, the latter</i>
<i>such, so</i>

Examples with this group of pronouns are given below.

*In 2020, India's National Crime Records Bureau recorded 50,291 crimes committed against Dalits, but the figure is likely to be much higher because **many** go unreported, due to fear of intimidation by police.*

(The pronoun “*many*” refers to “many crimes committed against Dalits”.)

*Everything you do, from who you choose your partner to be to where you're working and who your friends are, **all** is based on caste, and we must not forget **that**," said Ms. Pallical, who is director of the National Campaign on Dalit Human Rights.*

(The pronoun “*all*” refers to “everything you do” and the pronoun “*that*” refers to “all is based on caste”.)

*There have been recent high-profile cases of caste discrimination among the diaspora. A recent **one** in the US involved Dalit rights campaigner Thenmozhi Soundararajan, founder of Equality Labs.*

(The pronoun “*one*” refers to “a recent high-profile case of caste discrimination”.)

*It also announced quotas in government jobs and in educational institutions for the Scheduled Castes and the Scheduled Tribes. **The former** includes communities of the untouchables. As for **the latter**, they include those communities that did not accept the caste system and preferred to live deep in the jungles, forests and mountains of India, away from the main population.*

(The pronoun “*the former*” refers to “Scheduled Castes” and the pronoun “*the latter*” refers to “Scheduled Tribes”.)

Adverbs

here, there

An example with the adverb “*there*” is presented below.

*It was easier for Ms. Dutt to reveal that she was Dalit in New York. **There**, she felt safer, compared to in India.*

(The adverb “*There*” refers to “*in New York*”.)

Noun phrases beginning with “*the*”, “*such*” or “*demonstratives*”

the problem, the system, such behavior, this policy, these rules, those laws, etc.

An example with a noun phrase used as a reference is given below.

*Affirmative action has been carried out by businesses and governments with the aim of promoting diversity and reducing inequality in employment. However, despite **the policy**, inequality remains, and diversity is lacking.*

(The noun phrase “*the policy*” refers to “*Affirmative action*”.)

Exercise

Directions: Read the following passages and indicate what each underlined noun or pronoun refers to (the antecedents).

Passage 1

Slavery is thought to have begun 10,000 years ago, after agricultural societies developed, when people in **these societies** made prisoners of war work on their farms. Many of the ancient lands of the Middle East, including Babylonia, Egypt, and Persia, also owned slaves, as did ancient China and India. Slavery
 5 especially flourished in ancient Greece and Rome, which used thousands of slaves for **their** trade economies. Most slaves in ancient times were prisoners of war or debtors. As trade died down during the Middle Ages, so did slavery. However, once Europeans began exploring the Western Hemisphere in the 1500s, **it** regained its popularity. Portuguese and Spanish colonists who settled
 10 in Brazil and Caribbean islands made slaves of thousands of Indians already living **there**. After most of **them** died from disease and abuse, the Portuguese and Spaniards began bringing slaves from Africa. In the next century, the English, the French, and other Europeans also began bringing African slaves into

- 15 the Western Hemisphere. By the 1800s, **they** had captured and shipped to the New World some 10–12 million Africans and almost 2 million of **them** died along the way.

Adapted from *Systems of Stratification*. (2022, April 6). LibreTexts.

[https://socialsci.libretexts.org/Bookshelves/Sociology/Introduction_to_Sociology/Book%3A A Sociology \(Barkan\)/06%3A Social Stratification/6.02%3A Systems of Stratification](https://socialsci.libretexts.org/Bookshelves/Sociology/Introduction_to_Sociology/Book%3A_A_Sociology_(Barkan)/06%3A_Social_Stratification/6.02%3A_Systems_of_Stratification)

References	Lines	Antecedents
these societies	2	
their	6	
it	9	
there	11	
them	11	
they	14	
them	15	

Passage 2

- 5 The world has mostly failed to address a “dangerous” increase in inequality in the wake of the COVID-19 pandemic, anti-poverty campaigners Oxfam said Tuesday. The charity revealed the findings of **its** “Commitment to Reducing Inequality Index” (CRI) report, examining actions and policies of governments to tackle inequality in the first two years of COVID-19. The charity assessed 161 governments from 2020 to 2022, after what **it** called “the biggest global health emergency in a century.”

10 “Covid-19 has increased inequality worldwide, as the poorest were hit hardest by both the disease and **its** profound economic impacts. Yet it is clearly shown that most of the world’s governments failed to mitigate this dangerous rise in inequality,” stated the report, which is compiled every two years.

15 Half of the nations covered cut **their** spending on social protection and 70% slashed education. The pandemic slashed consumer spending due to lockdowns, in turn slashing taxation revenues. However, 143 nations out of the 161 failed to increase taxation on the wealthy — and 11 chose to cut **their** taxes. The report added that a small group of governments went against **this trend** and took “clear actions” to fight inequality. **This minority** put “the rest of the world to shame,” it said.

20 According to **the report**, Norway was the best performing nation when it comes to tackling inequality. **It** was followed by Germany, Australia, Belgium and then Canada. France was ranked 12th while Britain stood at 14th.

The U.N. and campaigners have previously criticized the unequal distribution of vaccines from richer Western countries to lower-income **ones**, particularly in Africa, putting lives at risk.

25 **The charity** delivered a criticism of most nations, arguing that the pandemic should have been a “wake-up call” to act on poverty in general.

“The explosion of the Covid-19 pandemic and the health, social, and economic crises that ensued have supercharged poverty and inequality,” the charity’s report concluded.

Adapted from *World failing to address 'dangerous' inequality after COVID-19, Oxfam says.* (2022, October 11). Japantimes.
<https://www.japantimes.co.jp/news/2022/10/11/world/social-issues-world/oxfam-covid-inequality/>

References	Lines	Antecedents
its	3	
it	6	
its	9	
their	12	

their	15	
this trend	16 - 17	
This minority	17	
the report	19	
It	20	
ones	23	
The charity	25	

Passage 3

According to one long-held theory about the origins of South Asia's caste system, Aryans from central Asia invaded South Asia and introduced **the system** as a way of controlling the local populations. The Aryans defined key roles in society, and then assigned groups of people to them. As a result, individuals were born
 5 into, worked, married, ate, and died within defined groups. There was no social mobility.

However, 20th-century scholars have challenged and have thoroughly disproved **this theory**. **Most** believe that there was no Aryan invasion from the north. In fact, **some** even believe that the Aryans actually originated in South Asia and
 10 spread from **there** to Europe. Regardless of who the Aryans were or where they lived, it is generally agreed that **they** did not single-handedly create South Asia's caste system.

Thus, it has been impossible to determine the exact origins of the caste system in South Asia. For **this debate**, only one thing is certain, that is, South Asia's caste
 15 system has been around for several millennia and, until the second half of the 20th century, **it** has changed very little during all of that time.

Adapted from *The Caste System*. (n.d.). USHistory. <https://www.ushistory.org/civ/8b.asp>

References	Lines	Antecedents
the system	2	
this theory	8	
Most	8	
some	9	
there	10	
they	11	
this debate	14	
it	16	

LANGUAGE FOCUS

Passive Voice

Passive voice is a construction which is formed by using a form of the verb “to be” and the past participle: **be + past participle**. An example of the passive voice construction is shown below.

*Priority seats **can be found** on various public transportation.*

In this construction, the subject of the sentence receives the action of the verb. From the example, “Priority seats” is the receiver of the action of the verb. This is in contrast to an active voice construction in which the subject performs the action expressed in the verb. A review of the use of the passive voice construction is provided below.

1. Using the passive to change the focus

In an active voice construction, the person or thing that performs the action, i.e., the agent, is the subject of the sentence, while the object of the sentence is the receiver of the action. In the active voice construction, the focus is on the agent. For the passive voice construction, however, the focus is on the receiver of the action; the receiver of the action is brought to the beginning of the sentence.

In the passive voice construction, an emphasis is usually placed on “what is done” rather than “who does it”. An example is provided below.

*Beena Pallical had no idea because her family didn't really talk about caste. Growing up in the city of Pune in India's western state of Maharashtra, she **was sent** to a school run by Christian missionaries.*

From the example above, the agent performing the action was not mentioned. However, if the writer wants to emphasize the agent who performs the action, the phrase **by (someone)** can be added. From the context, it is possible that Beena Pallical's family sent her to the school; hence, the example below.

*Growing up in the city of Pune in India's western state of Maharashtra, she **was sent by her family** to a school run by Christian missionaries.*

From the example, the agent “her family” is emphasized by using the “by phrase”. The phrase identifies the agent performing the action.

2. Passive voice with reporting verbs

Passive voice construction can be used with reporting verbs. Reporting verbs are such as *say, state, claim, know, report, suggest, think, and understand*. It is often used to report information in a formal style. The passive voice construction is used because the agent of the sentence is unimportant, already understood, “people in general”, or unknown. Two structures of passive voice construction with reporting verbs are given below.

The first structure involves the use of an impersonal 'it': It + reporting verb in passive voice + that + clause.

*It **is known** that slavery still exists.*

*It **was reported** that two-thirds of countries failed to increase their minimum wage in line with gross domestic product.*

In the first example, for instance, the reporting verb (*know*) in the passive voice occurs in the 'it' structure and is followed by that and a finite clause (*slavery still exists*).

The second structure is Subject + reporting verb in passive voice + to-infinitive.

*Slavery **is known** to still exist.*

*Two-thirds of countries **was reported** to have failed to increase their minimum wage in line with the gross domestic product.*

The passive voice construction with reporting verbs are also common in formal writing as seen below.

*Slavery **is thought** to have begun 10,000 years ago, after agricultural societies developed.*

Exercise

Directions: Complete the following passage using the verbs given in either active or passive voice. Also, supply the correct tense form as indicated in parentheses.

Passage 1

The three social classes - upper class, middle class, and lower class – 1. _____ (use) to define social stratification in Pakistan. These social classes live in different ways and 2. _____ (have) different lifestyles.

Upper class people 3. _____ (lead) highly luxurious lives. They live in bungalows, drive expensive automobiles, and wear designer clothing. They primarily 4. _____ (adopt) western lifestyles especially when it comes to food, language, and fashion. Upper class people 5. _____ (take) great pride in being stylish and western. The majority of national businesspeople, diplomats, and politicians 6. _____ (include) in this class.

Then comes the middle class. The majority of middle-class residents 7. _____ (be) from the working class. They 8. _____ (struggle) throughout their entire lives in pursuit of many goals, including employment, education, and a higher standard of living. They are constantly battling to be considered upper class.

Pakistan's lower classes 9. _____ (earn) very little money. They are unable to access even the most basic essentials. Making life feasible is their top priority. They typically 10. _____ (consume) food that 11. _____ (throw away) by others. They primarily reside in tiny tents since they 12. _____ (lack) suitable housing. They have no idea what is going on in the rest of the world.

In Pakistan, social inequality has always been a problem. Numerous clauses in the constitution and laws 13. _____ (design) to lessen inequality in Pakistani society. However, Pakistan's ranking in the global mobility index shows that there is still inequality in the nation. These actions have not been very effective. Instead, it has caused more tensions between the communities. The country's current income inequality cannot 14. _____ (eliminate) by any amount of wealth redistribution or land reform.

Adapted from Farooq, H. (2022, December 23). *Social Stratification in Pakistan*. The Nation. <https://www.nation.com.pk/23-Dec-2022/social-stratification-in-pakistan>)

Passage 2

The middle class is a description that 1. _____ (give) to individuals and households who typically fall between the working class and the upper class within a socio-economic hierarchy.

People in the middle class 2. _____ (have) a higher proportion of college degrees than those in the working class. In addition, they have more income available for consumption. Their income 3. _____ (use) for entertainment and other flexible expenses such as travel or dining out. Furthermore, they may 4. _____ (own) their own property and their own car. Also, their children 5. _____ (send) to college. Those in the middle class 6. _____ (employ) as professionals, managers, and civil servants. While it 7. _____ (assume) that middle-class households 8. _____ (generate) sufficient income for retirement savings along with standard expenses, some in this group are also living paycheck to paycheck.

An ideal that 9. _____ (hold) among the middle class is that through career advancement and salary upgrades, they can 10. _____ (increase) their income and move to the upper class. The pace of such upward mobility aspirations, however, have changed over the decades with the costs of goods and services rising, and in some cases, outpacing the growth of salaries.

Adapted from *Middle Class: Definition and Characteristics*. (2022, March 15). Investopedia. <https://www.investopedia.com/terms/m/middle-class.asp#:~:text=Middle%20class%20families%20tend%20to,like%20dining%20out%20and%20vacations.>)

WRITING

Writing a classification paragraph

Classifying is grouping things or ideas into specific categories. Hence, a classification paragraph classifies a topic into categories. For example, the topic of social classes can be classified into three specific categories. You can state that “social classes *can be categorized into* three main classes: upper class, middle class, and lower class”. The phrase *can be categorized into* is used to classify the social classes.

In a classification paragraph, the following phrases can be used to write statements of classification:

Classifying from general to specific

(a general concept)	<i>can be</i>	<i>arranged categorized classified divided grouped sorted</i>	<i>into</i>	number e.g. <i>two several many</i>	<i>types kinds groups varieties categories classes</i>
---------------------	---------------	---	-------------	---	--

e.g. *Musical instruments can be classified into five types.*

Magazines can be divided into many categories.

Classifying from specific to general

(a specific concept)	<i>can be</i>	<i>categorized classified classed grouped</i>	<i>as</i>	(a general concept)
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e.g. *Classic rock can be classified as rock music.*

The Mona Lisa painting can be categorized as Renaissance Art.

(a specific concept)	<i>is</i>	<i>an example a form a kind a type a category a group a variety</i>	<i>of</i>	(a general concept)
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e.g. *String is a category of musical instruments.*

Covid-19 is a type of respiratory illness.

(a specific concept)	<i>falls into</i> <i>falls under</i> <i>belongs to</i> <i>is a part of</i> <i>fits into</i> <i>is grouped with</i> <i>is related to</i> <i>is included in</i>	(a general concept +/- explanation)
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e.g. *Autobiography* **falls into** a category of books in which a self-written account of a person's life is given.

Comedy **fits into** a category of movies in which the goal is to make audiences laugh.

Exercise

Directions: Write sentences using the expressions provided.

1. can be grouped into

2. can be classified as

3. is a kind of

4. falls under

5. can be sorted into

Structure

- | | |
|------|---------------------------------|
| I. | Topic sentence |
| II. | First major supporting details |
| III. | Second major supporting details |
| IV. | Third major supporting details |
| V. | Concluding sentence |

The topic sentence of a classification paragraph contains an expression used to classify. In the topic sentence, the topic is classified into categories. The topic sentence is followed by supporting details about each category which can be descriptions or examples. An example of a classification paragraph is given below.

*Musical Instruments **can be classified into several categories.** The first category is string instruments. String instruments are instruments that produce sound from vibrating strings. The violin **can be classified as** a string instrument. The second category is brass instruments. Modern brass instruments produce sound through a metal mouthpiece. The trumpet and horn **belong to** this category. The third category is woodwind instruments. Woodwind instruments produce sound when the player blows air against a sharp edge or through a thin piece of wood. The flute **falls under** this category. Another category is percussion instruments. The sound is made by striking the instrument using a beater or players rubbing the instrument with their hand. The drum **is an example of** a percussion instrument. Finally, the fifth category is keyboard instruments. Sound is produced by pressing a series of keys or push buttons. The piano and organ **can be categorized as** keyboard instruments. To conclude, string, brass, woodwind, percussion, and keyboard instruments **are five main categories of** musical instruments.*

In the paragraph above, the topic sentence is the first sentence: *Musical Instruments can be classified into several categories.* The expressions **can be classified into...categories, can be classified as, belongs to, falls under, is an example of, can be categorized as,** and **are ... categories of** are used to indicate categorization. Transitional words and phrases such as *finally, to conclude* are also used to link ideas in the paragraph.

Exercises

A. Directions: Using the information in the reading text below, write a paragraph in which you categorize film genres. Organize your paragraph using an effective topic sentence and use expressions for classification when necessary.

The most common film genres are the following:

Adventure

Adventure films typically involve a journey, and some may include a pursuit. They might also have action-oriented scenes like action films, but the travels and conquests of the main characters primarily define them. This emphasis on a character's adventure can help the audience imagine themselves in those experiences.

Action

Action films traditionally contain dangerous situations and high-stake risks, and many require the use of physical stunts, fight choreography or disaster sequences. The high-

energy elements in these films can aid in achieving audience escapism because viewers often empathize with the hero who struggles against all odds and still achieves victory. The films in this category share a common theme, which is most of their content is action-oriented. They often include having some sense of danger in a majority of their scenes.

Drama

Films in the drama genre often include realistic settings and defining conflicts between one or more characters and themselves, others or forces of nature. Dramas usually have the intention to provoke powerful emotions in the audience by including societal ills such as addiction, poverty, racial prejudice, sexual inequality, classism or corruption.

Comedy

Comedies are films intended to make the audience laugh through their use of exaggeration of language, action or characters who add humor to a situation. Many comedies use everyday situations in their stories to provide funny commentaries on common frustrations that relate to the audience. Two common comedy formats are comedian-led and situational comedies.

Horror

The purpose of horror films is to cause an audience to feel frightened or have a sense of dread. They usually center their stories on unsettling situations, alarming events or the audience's fears. Many include elements that alert primal fears, like nightmares, vulnerability, alienation and fear of death or injury, which aim to attract and repulse the audience.

Retrieved from Indeed Editorial Team. (2022, March 22). *15 Types of Film Styles and Genres (And How They Differ)*. Indeed.

<https://www.indeed.com/career-advice/career-development/types-of-film-styles>

Paragraph

B. Directions: Choose one of the following topics and write a classification paragraph. Use expressions for classification when necessary. Prepare a topic sentence and an outline before writing the paragraph.

Types of culture

Types of school

Types of fiction

Types of marriage

Outline

Paragraph

Caste represents one of the more ancient forms of division.

Caste can be inherited.

There's a lot of pushback against this discussion.

Why are you raising something?

Why are you talking about something that doesn't exist?

I've never seen any evidence of casteism.

We are engaged and embedded in a caste system.

Suraj Yengde has worked to set it alongside racism as one of the divisions in the United States.

Directions: Watch the following video and determine whether each statement is true (T) or false (F) according to the video.

Video: <https://www.youtube.com/watch?v=FaN4hFrntZ8>

- _____ 1. Afghanistan is one of the countries that has a caste system.
- _____ 2. The Dalits are outcasts.
- _____ 3. The Dalits must clean up after only the Dalits.
- _____ 4. Caste is brought to the United States.
- _____ 5. Suraj Yengde attends Yale University.
- _____ 6. Suraj Yengde is from the peasant caste.
- _____ 7. Suraj Yengde is from Pakistan.
- _____ 8. The Dalits have a low level of education.
- _____ 9. Many people want to discuss the issue of caste in the United States.
- _____ 10. In the United States, there is legal protection for people who face caste discrimination.

SPEAKING

Classifying

In an academic presentation, it is possible that the topic will need to be classified in order to provide clarification. In the writing section, the language for classifying has been introduced. The language introduced in the writing section can be used with the language presented in this section to classify.

Expressions

<i>There are</i>	number e.g. <i>two</i> <i>several</i> <i>many</i>	<i>types</i> <i>kinds</i> <i>groups</i> <i>varieties</i> <i>categories</i> <i>classes</i>	<i>of</i>	(a general concept)	<i>They are...</i> <i>These are..</i>
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e.g. *There are two types of marriage. They are....*

(a general concept)	<i>comprises</i> <i>consists of</i> <i>is made up of</i>	(a specific concept)
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e.g. *The Vaishya caste consists of farmers and merchants.*

Exercise

Directions: Choose one of the following topics below. Prepare a three-minute talk classifying the topic. The expressions provided in the writing section and in the speaking section can be used to classify the topic. Prepare an introduction to the key concept as you have learned and practiced earlier in previous units. Be prepared to give a talk in a small group or in front of the class.

1. Types of family
2. Types of nonfiction
3. Types of society

Study the following example.

*The purpose of this talk is to classify British social classes. Today, the division of social class isn't as clear as it was in the past. Although **there are three main classes**, the British social classes **are often categorized into five or even seven classes**. When they **are categorized into five classes**, the British social classes **consist of** the lower class, the working class, the middle class, the upper class, and the aristocrats.*

*First, the lower class **consists of** groups such as the homeless and those who are long-term unemployed. Those in this class have little economic, social, and cultural capital.*

*Second, the working class **comprises** the low-level unskilled workers or the semi-skilled workers with no university or college education. Factory workers and laborers **are part of** this class. They are in a better position than the lower class in terms of economic, social, and cultural capital.*

*Third, the middle class **consists of** those such as shop owners, white-collar professionals, teachers, journalists, and nurses. The majority of British people **fall into** this class. They still struggle financially in certain respects.*

*Next, the upper class **comprises** those who have strong economic, social, and cultural capital. They are typically from wealthy families. In addition, they have often gone to private schools and received university education.*

*Finally, the aristocrats **comprise** the royal family and those with titles, such as lords or barons. Aristocrats have economic, social, and cultural capital in abundance.*

Based on Great British Mag content team (2019, September 3). *What is the British class system?* Great British Mag.

<https://greatbritishmag.co.uk/uk-culture/what-is-the-british-class-system/>

UNIT 6

HUMAN BEHAVIORS

STARTER

Directions: Discuss the following questions with your teacher or classmates.

1. Thailand has lifted its mask mandate. Are you still wearing a mask? Why or why not?
2. Is your reason for wearing or not wearing a mask influenced by others?

READING PASSAGE

Directions: Read the following news article and respond to the questions as directed.

South Korea may have lifted its outdoor mask **mandate** on Monday, but one would not have guessed this was the case while walking through Seoul's central business district.

5 On the busy streets of Jongno-gu, home to **numerous** grand office buildings, many South Koreans are still choosing to keep their masks **firmly** on. "I haven't been sick in the last two years, and I don't miss it. I'd rather keep my mask on, especially when there are so many people out and about," Kim So-young, who works in financial securities, told Business Insider. "Covid didn't suddenly go away this week."

10 Her **stance** is in **stark** contrast to many worldwide who have celebrated when their **respective** countries **eased** mask requirements. For instance, many Americans cheered and **chucked** their face masks mid-flight last month after finding out a **federal** judge had just scrapped a mask mandate for planes and trains. "I would be really worried if I was on one of those flights," Kim, 33, said.

15 "Anyway, I don't mind wearing masks because women are expected to wear makeup to work, and this really saves me some time in the morning."

20 Experts believe one of the reasons why some South Koreans **opt** to keep their masks on is to get some relief in a society **obsessed** with looks. In South Korea, which has often been called the "world's plastic surgery capital", many people believe that looking good can help them **advance** socially and professionally.

25 "We can't deny that attractive individuals are treated better than those who are not in Korea, including in the job market," sociology professor Bae Kyu-han from Kookmin University, told The Korean Herald. "Wearing a face mask can't be a **fundamental** solution to the stress related to **lookism**, but people can find relief by blocking people's **gazes**."

However, Jo Elfving-Hwang, director of the Korea Research Centre at the University of Western Australia, believes the general **reluctance** among South Koreans to remove their masks boils down to social **etiquette**.

30 “The more accurate reason could be found in one of the highly valued aspects of Korean social life called yewi (respect). During the pandemic, wearing masks emerged as a sign of respect for other people’s health and a visible sign of concern for the other person’s well-being,” she told Insider.

“So to suddenly pull off a mask in a pandemic and then potentially spread an infection would be a potential loss-of-face situation,” she said.

35 That is certainly the case for Kim Sang-yup, a 35-year-old who works in marketing. “Even though it’s very hard to trace infections, I would be really embarrassed if I became known as the guy who caught Covid and then spread it to everyone in my office. I’m keeping my mask on at all times,” he told Business Insider.

40 “If I start seeing a lot of other people remove their masks, then I might be more open to doing it,” Sang-yup told Insider. “I just don’t want to be the only one.”

45 Since Monday, people in South Korea are no longer required to wear face masks outdoors except when attending events with more than 50 people, such as at concerts or sports matches. However, people are still required to wear masks indoors.

The country’s outdoor mask mandate was **revoked** as daily cases **plummeted** to below 50,000 on Wednesday, part of a **downward** trend from a peak of more than 621,000 daily infections in March.

Adapted from *Coronavirus: Why do people in South Korea still wear masks even after law mandating them was lifted* (2022, May 5). Business Insider.

<https://www.scmp.com/news/asia/east-asia/article/3176642/many-south-koreans-are-still-wearing-their-masks-even-after-law>

COMPREHENSION CHECK

Directions: Decide whether each of the following statements is TRUE or FALSE, according to the news article.

- _____ 1. It was obvious from being in the central business district of Seoul that the outdoor mask mandate had been lifted.
- _____ 2. Many South Koreans in Jongno-gu did not know that the outdoor mask mandate had been lifted.

- _____ 3. Kim So-young believed that it was possible to still get Covid.
- _____ 4. Kim So-young hasn't been sick since he started wearing a mask.
- _____ 5. The outdoor mask mandate was lifted because Covid disappeared entirely from South Korea.
- _____ 6. Kim So Young's view on the mask mandate was similar to that of many people around the world.
- _____ 7. Kim So Young believed that masks should be worn on planes.
- _____ 8. Kim So Young kept wearing masks because she didn't want to wear makeup.
- _____ 9. Some Koreans kept wearing masks because they didn't want other people to look at their faces.
- _____ 10. South Korean society is obsessed with how people look.
- _____ 11. In South Korean society, those who look good will receive more advantages than those who don't.
- _____ 12. Many South Koreans experience stress when wearing masks.
- _____ 13. According to Jo Elfving-Hwang, South Koreans kept wearing masks because they wanted to show respect for others.
- _____ 14. Kim Sang-yup continued wearing a mask because he was worried that he would spread Covid to others.
- _____ 15. According to the mask mandate, South Koreans have to wear masks only when they are indoors.
- _____ 16. Kim Sang-yup didn't want to be different from other people in society.
- _____ 17. The Covid transmission rate in South Korea was highest in March.

VOCABULARY CHECK

A. Direction: Match the words and phrases on the left with their meanings on the right.

- | | |
|-----------------------|---|
| _____ 1. mandate | A. to choose one thing rather than another |
| _____ 2. numerous | B. a long, steady look at somebody/something |
| _____ 3. firmly | C. prejudice or discrimination against a person on the grounds of physical appearance |
| _____ 4. stance | D. to fall very quickly and suddenly |
| _____ 5. stark | E. very different from something in a way that is easy to see; obvious |
| _____ 6. respective | F. a way of thinking about something |
| _____ 7. ease | G. to make something less tight and make it more relaxed |
| _____ 8. chuck | H. to say officially that an agreement, permission, a law, etc. is no longer in effect |
| _____ 9. federal | I. to get rid of something you do not want |
| _____ 10. reluctance | J. belonging or relating separately to each of the people or things already mentioned |
| _____ 11. opt | K. great in number; many |
| _____ 12. obsessed | L. the formal rules of correct or polite behavior in society, among members of a particular profession or group |
| _____ 13. advance | M. to progress and become better or more developed |
| _____ 14. fundamental | N. an official order to do something. |
| _____ 15. lookism | O. in a certain way, or in a way that is unlikely to change; in a way that will not become loose |
| _____ 16. gaze | P. connected with national government rather than the local government of an individual state |
| _____ 17. etiquette | Q. moving or leading toward a lower place or level |
| _____ 18. revoke | R. unable to stop thinking about something |
| _____ 19. plummet | S. forming a necessary base or core; of central importance |
| _____ 20. downward | T. an unwillingness to do something |

B. Direction: Complete the following sentences using the words given.

opted	etiquette	reluctance	stance	advanced
downward	plummeted	lookism	stark	revoked

1. The good news is that the country is seeing a/an _____ trend in terms of the number of Covid cases.
2. If your driver's license is _____, it means that you aren't allowed to drive a motor vehicle on the road anymore.
3. Her _____ to talk about political and religious issues was understandable. She didn't want to upset anyone.
4. During the pandemic, many business owners _____ to sell their business.
5. People in the city were advised to stay indoors as the temperature _____ to minus 5 degrees Celsius.
6. The politician's _____ on the issue of same-sex marriage is well known among his supporters.
7. She needs some advice on dining _____. She wants to know more about the correct use of cutlery.
8. Over the past 100- 150 years, technology has _____ greatly.
9. The _____ reality is that the global economy is going into recession.
10. _____ can affect salaries, career growth, and hiring in the work place.

READING FOCUS***Drawing inferences***

An inference is a conclusion that a reader makes using information that is presented. In other words, the reader has to come to a reasonable conclusion or make an educated guess based on the information that is not directly stated by the writer.

Drawing inferences involves reading between the lines and it is a skill that is used every day, most of the time without realizing it. For example, you can infer a person's feeling from his/her action. If they are smiling and laughing, you can infer that they are happy. It is a reasonable conclusion based on their action together with your experience and knowledge.

The following is taken from the news article.

For instance, many Americans cheered and chucked their face masks mid-flight last month after finding out a federal judge had just scrapped a mask mandate for planes and trains.

There is information that is not explicitly stated in the statement above. It can be inferred that many American passengers did not agree with the mask mandate and were happy that the mask mandate was no longer in effect on planes and trains.

The following is another statement taken from the news article.

"If I start seeing a lot of other people remove their masks, then I might be more open to doing it," Sang-yup told Insider. "I just don't want to be the only one."

From the statement above, it can be inferred that Sang-yup was not assured or confident enough to be different from others in his group/society and did not want to go against his group/society.

Exercise

Directions: Read the following passages carefully and choose the statements that can be inferred from each passage.

Passage 1

It is difficult to imagine a Japanese vision of the social order without the influence of Confucianism because prior to the advent of Chinese influence in the sixth century, Japan did not have a stratified society. Confucianism emphasizes harmony among heaven, nature, and human society achieved through each person's accepting his or her social role and contributing to the social order by proper behavior. A phrase from the Confucian essay "Da Xue" (The Great Learning) explains, "Their persons being cultivated, their families were regulated. Their families being regulated, their states were rightly governed. Their states being rightly governed, the whole kingdom was made tranquil and happy."

This view implies that hierarchy is natural. Relative status differences define nearly all social interaction. Common distinctions that guide social interaction are such as age or seniority, educational attainment, and place of employment. A Japanese person may prefer not to interact with a stranger. Therefore, the business cards or calling cards, so frequently exchanged in Japan, are valuable tools of social interaction. Japan scholar Edwin O. Reischauer noted that whereas Americans often act to minimize status differences, Japanese find it awkward, even inappropriate, when a person does not behave in accordance with status expectations.

In the Japanese language, verb endings regularly express relationships of superiority or inferiority. Japanese has a rich vocabulary of honorific and humble terms that indicate a person's status or may be manipulated to express what the speaker desires the relationship to be. Men and women employ somewhat different speech patterns, with women making greater use of polite forms. Certain words are identified with masculine speech and others with feminine. As is appropriate in a culture that stresses the value of empathy, one person cannot speak without considering the other.

Adapted from *Values and Beliefs*. (n.d.). countrystudies.
<http://countrystudies.us/japan/58.htm>

- _____ 1. Japan is a stratified society.
- _____ 2. Japanese people only interact with family members, friends, and colleagues.
- _____ 3. Japanese people may prefer not to interact with a stranger because they don't have enough information for social interaction.
- _____ 4. The business cards or calling cards are valuable because they provide information that can guide social interaction.
- _____ 5. Minimizing status difference in social interaction is accepted by Japanese people.
- _____ 6. Status differences can be expressed through elements of the Japanese language.
- _____ 7. Gender affects how Japanese people communicate.

Passage 2

In China, if you are female, educated and unmarried by the age of 27, people might use a particular term – “Sheng-nu” – to describe your social status. It translates simply as “leftover women”. The label was deliberately invented to limit the rising number of single women in a traditional society which sometimes views not marrying as a moral transgression. Some even consider it a threat to national security.

However, it is revealed that single professional Chinese women are changing how others see them, not through protest or activism, but through their economic power. The 7 million single women aged 25 to 34 in urban China are among the largest contributors to the country's growth. Women now contribute some 41% to China's GDP, the largest proportion of any country in the world.

One 33-year-old woman commented, "during family gatherings, my aunt just loves to tease my parents about why I'm still single. I need to defend my parents, so I constantly upgrade my own self-image by buying myself more and more expensive clothes to wear. I show that I'm not miserable and I lead a great life. My relatives can then leave my parents alone."

An IT developer of 35 recalled: "When I bought my mother a golden ring, she was beaming. I wanted to show both of my parents that I can afford many things."

The chance to spend money on themselves, and often on gifts for their parents, helps to positively redefine their single status as something to be proud of. Through conspicuous consumption, they promote themselves as morally upright, economically independent, successful citizens.

Adapted from Liu, C. & Kozinets, R. (2021, November, 12). *How China's 'leftover women' are using their financial power to fight the stigma of being single*. The Conversation. <https://theconversation.com/how-chinas-leftover-women-are-using-their-financial-power-to-fight-the-stigma-of-being-single-171698>

- _____ 1. Single women are viewed positively in China.
- _____ 2. The aunt of the 33-year-old woman thinks that being single isn't something to be proud of.
- _____ 3. The 33-year-old woman thinks that there is no way to stop her relatives from attacking her parents.
- _____ 4. The mother of the IT developer was happy when she received the gift from her daughter.
- _____ 5. The single women mentioned in the text are embarrassed and ashamed of being single.

LANGUAGE FOCUS

Conditional sentences

A conditional sentence is a sentence that states a condition and the outcome of that condition occurring. It consists of a conditional clause and a main clause. The conditional clause introduces the condition with *if* at the beginning of the clause. The conditional clause can come before or after the main clause; there is no difference in meaning. Examples of conditional sentences from the news article are shown below.

I would be really worried if I was on one of those flights.

I would be really embarrassed if I became known as the guy who caught Covid.

From the examples above, the conditional clause comes after the main clause. In the example below, however, the conditional clause comes before the main clause. When the conditional clause comes before, there must be a comma after the conditional clause.

If I start seeing a lot of other people remove their masks, then I guess I might be more open to doing it.

Conditional sentences in English can be categorized into 5 main types. They are shown and explained below.

Zero Conditional

Zero conditional is used to describe things that are generally true such as laws, rules, facts.

conditional clause	+	main clause
<i>If</i> + V (present simple)	+	V (present simple)

e.g. *If water reaches 100 degrees, it boils.*

If you heat ice, it melts.

The first conditional

The first conditional is used to express the outcome of possible situations in the present and the future. In other words, the situation in the conditional clause appears likely or there is a possibility of it happening.

Commonly, *will* is used in the main clause, suggesting a likely outcome. However, other modal verbs can also be used. The *modal* verbs *may*, *might* and *could* suggest a possible future outcome, not a certain one. Modal verbs *may* and *can* express *permission*, while modal verbs *should*, *ought to*, and *must* express degrees of recommendation.

conditional clause	+	main clause
<i>If</i> + V (present simple)	+	<i>will</i> <i>can, could</i> + V (base form) <i>may, might</i> <i>should, ought to</i> <i>must</i>

e.g. *If you come to Bangkok, I will take you on the river cruise.*

If you don't do your work properly, you might get fired.

It is also possible to use the imperative in the first conditional.

conditional clause	+	main clause
<i>If</i> + V (present simple)	+	V (imperative)

e.g. *If you have any problems, please let us know.*

Don't forget to take an umbrella if it rains.

The second conditional

The second conditional is used to talk about the outcome of unreal or imaginary situations in the present and the future.

The difference between the first and second conditionals is that the first conditional describes situations that are possible and likely, while the second conditional describes situations that are unlikely. Choosing between the first and the second conditionals depends on whether the speaker believes that a situation is possible or unlikely.

Commonly, *would* is used in the main clause of the second conditional. However, it is possible to use other modal verbs when appropriate. When *would* is used, the outcome is more definite or certain. However, when modal verbs *could* and *might* are used, they express possibility.

conditional clause	+	main clause
<i>If</i> + V (past simple)	+	<i>would</i> <i>could</i> + V (base form) <i>might</i>

e.g. *If I had her number, I would call her.*

(I don't have her number. It's an unreal or imaginary situation in the present)

If I lost my corporate job, I would start my own business.

(It's an unreal or imaginary situation in the future.)

In conditional sentences, it is grammatically correct to use 'were' instead of 'was' with the following subjects: *I, he, she, and it*.

e.g. *If I were you, I would stop drinking.*

(I am not you. It's an unreal situation in the present)

The third conditional

The third conditional is used to talk about unreal situations in the past and their outcome. They are unreal situations in the past because they didn't happen.

conditional clause	+	main clause
<i>If</i> + V (past perfect)	+	<i>would</i> <i>could</i> + <i>have</i> + V (past participle) <i>might</i>

e.g. *If I had known you were coming to see me at home, I would not have gone to the mall.*

(I didn't know that you were coming and I went to the mall.)

If he had studied harder, he would have passed the exam.

(He didn't study harder and he didn't pass the exam.)

Mixing the second and third conditionals

There are two types of mixed conditionals. The first mixed conditional is used to talk about the present outcome of an unreal or imaginary situation in the past. The second mixed conditional is used to talk about the past outcome of an unreal or imaginary situation in the present.

For the first mixed conditional, the form of the conditional clause is from the third conditional and the form of the main clause is from the second conditional.

conditional clause (past situation)	+	main clause (present outcome)
<i>If</i> + V (past perfect)	+	<i>would</i> <i>could</i> <i>might</i> + V (base form)

e.g. *If we hadn't missed our flight, we would be in Phuket now.*

(We missed our flight, so we are not in Phuket now.)

If we had brought a map and a compass with us, we wouldn't be lost now.

(We didn't bring a map and a compass with us, and now we are lost.)

For the second mixed conditional, the form of the conditional clause is from the second conditional and the form of the main clause is from the third conditional.

conditional clause
(present situation)

+

main clause
(past outcome)

If + V (past simple)

+

would
could + *have* + V (past participle)
might

e.g. *If I loved adventure, I would have gone mountain climbing with you during the summer break.*

(I don't love adventure, so I didn't go mountain climbing with you.)

If I had money to spare, I would have taken a three-week vacation last year.

(I don't have money to spare, so I didn't take a three-week vacation.)

Exercises

A. Directions: Complete the sentences using the zero conditional, the first conditional, the second conditional, or the third conditional. For items 1 - 9, the verbs are provided in the parentheses.

1. We will stay home if the weather _____ (not improve).
2. If you hadn't been late for the meeting, the boss _____ (not be) angry.
3. I _____ (travel) all over the world if I won the lottery.
4. If she faints again, she _____ (go) to the hospital.
5. They might have arrived in Chiang Rai earlier if they _____ (take) the bus instead of the train.
6. If I _____ (have) her address, I would send her the invitation.
7. If he _____ (drink) too much coffee, he won't be able to sleep tonight.

8. I would attend the party if I _____ (not have) a stomachache.
9. If you _____ (mix) red and blue, you get purple.
10. If I were ten years younger, _____.
11. If I had known that you were not feeling well, _____
_____.
12. If you don't hurry, _____
_____.
13. If you don't brush your teeth regularly, _____
_____.
14. Babies cry _____
_____.
15. She would be much happier _____
_____.
16. She wouldn't have been in an accident _____
_____.
17. Call me _____
_____.
18. You should sleep for 8 hours every night _____
_____.

B. Direction: Complete the sentences using mixed conditionals. For items 1 - 4, the verbs are provided in the parentheses.

1. If I _____ (not spend) all my money, I would probably lend you some right now.
2. I would have had many pets if I _____ (not be) allergic to animal hair.

3. I _____(drive) to my office every day if I had got my driving licence.
4. We _____(fire) you months ago if we didn't think you were capable and trustworthy.
5. If I didn't have a fear of heights, _____
_____.
6. If she had taken that job, _____
_____.
7. I would have completed the assignment in two days _____
_____.
8. If he had learnt to swim, _____
_____.

C. Directions: Read the following passages and complete the conditional sentences based on each passage.

Passage 1

Traditional Chinese beliefs emphasize a person's character, or Sùzhì, which boils down to proper etiquette and the accepted way of behaving both in social and business situations. Some of the more common elements that make up the concept of Sùzhì include the following:

Sensitivity and Respect

Chinese people place a strong emphasis on respecting the feelings of their friends, family, and colleagues, often by not directly refusing a request. Aside from respecting the feelings of whoever is being spoken to, speaking in a less direct manner is also viewed as a proper way to conduct oneself; by talking in this manner, one upholds the socially acceptable idea of how to behave as a cultured individual. In practice, to either buy time or to put off saying "no" directly, Chinese people will use a number of "filler-answers" such as "perhaps," "maybe" "possibly," and "I understand." In many cases the word "no" may never actually be spoken by the first party, and it is left up to the second party to figure it out over the course of repeated maybes or unanswered correspondences.

Education and Knowledge

Level of education and related certifications have historically played an important role in defining China's literary and leadership elite. In ancient China, passing the Imperial examinations not only allowed an individual to attain a high level of prestige in his home

town or city, but it also served as the main avenue for advancement in the Chinese bureaucracy. In modern times, high-level educational degrees such as master's degrees and doctoral degrees are highly valued in China, especially those from prestigious institutions. Job seekers feel the need to make themselves stand out by obtaining additional certifications. These highly educated individuals are, to a certain degree, considered to be more knowledgeable and also afforded more respect.

Proper Etiquette

China has always possessed complex hierarchical societies, with many rules and customs aimed at demonstrating politeness and respect to superiors and elders. Forms of address, who one can talk to, where one must sit, and how one talks to others all are a part of proper social and workplace etiquette in China. And despite the many different ideas and cultures that influence China's youth and young white-collar workers in the modern era, decisions, by and large, are still made by those who grew up either during the Cultural Revolution or during the rise of Communist China. Chinese who do not follow the proper etiquette and protocols will quickly find themselves viewed as difficult, uncultured or annoying and will find it hard to develop lasting relationships or gain advancement and recognition in their line of work.

Filial Piety

Another form of etiquette that takes a high level of prominence in Chinese society is filial piety, or how one respects and interacts with one's elder family members. Ancient China long practiced ancestor worship, in which memorials to dead ancestors were displayed in a family temple and obedience and respect were given chiefly to the eldest member of the household. Today, Chinese children and young adults are almost always subject to the wishes of their parents, including where to go to school, what to study, what career to pursue and who to marry. They are also expected to marry and have children by a certain date, and to a certain degree, engage in a lifestyle approved by their parents. Chinese children and young adults who go in a different direction from what is expected of them, while not subject to direct ostracism, i.e., exclusion from a society or group, will endure steady pressure and critique to conform.

Modesty and a Low Profile

Chinese people prefer modesty and keeping a low profile both in regard to their own achievements and status as well as their interactions with others. Traditionally, in the course of polite conversation, Chinese people will downplay their own positions and achievements while emphasizing those of others. Additionally, within society, family, work and their own social circles, the average Chinese person will generally not attempt to make waves, or to make themselves stand out overtly when compared to others.

Adapted from Upton-McLaughlin, S. (2013, June 5). *Proper Character and Behavior*. China culture corner. <https://chinaculturecorner.com/2013/06/05/proper-character-in-china/>

1. If Chinese people want to refuse your request, they _____
_____.
2. In modern times, if Chinese people want to stand out, they _____
_____.
3. They will be viewed as difficult, uncultured or annoying if _____
_____.
4. Chinese children and young adults will endure steady pressure and critique to conform if they _____
_____.
5. If Chinese people are successful at work, they _____
_____.

Passage 2

The Culture of Gift Giving

China possesses an ancient culture steeped in Confucianism— based largely on respect, relationships, and rituals—the purpose of which is maintaining harmony within one’s family, network of friends, colleagues, and society at large. Gifts play a key role in this as they allow the Chinese people to not only demonstrate their respect to elders and superiors but also allow them to show their commitment and enthusiasm toward maintaining close relationships with family and friends.

Gifts also play an important role when building new relationship networks with other business people. At work, gifts can be given at formal meetings with government officials, as well as when meeting with clients and prospective business partners. Outside of work, gifts are given on a wide variety of different occasions including holidays, birthdays, and special events. While it’s true that a gift is just a gift, what is more important to the Chinese is the meaning behind the gift e.g., your respect, commitment, devotion. In the Chinese business world, physical gifts are often intermixed with meals, karaoke, and compliments.

Acceptable Gifts

There are many different types of gifts that can be given to Chinese friends and business partners. First of all, a gift from your home country or region will almost always go over well; many Chinese do not have the opportunity to travel abroad and therefore gifts from other countries, especially those that cannot be easily purchased in China, are highly valued. Regional specialties are also good choices both from within China and outside. Many local businessmen greatly enjoy smoking and drinking. Therefore, making a gift of alcohol or tobacco products from your home country will also be welcomed warmly. Wine,

cigarettes, or cigars from China are also acceptable. Other recommended gifts include fruits, food, and health supplements. Packs of nuts and seeds are common gifts in China, especially from remote areas, and peaches are thought to increase longevity. Teas, especially rarer and older blends, are praised for their health benefits, and Chinese traditional health supplements are also welcome.

However, there are also certain gifts that can be, though not always in modern China, viewed as taboo and thus can potentially sour a growing friendship or business relationship. Clocks should be avoided, as the word for clock in Chinese can be associated with death. Pears should be avoided, as the word for pear in Chinese sounds like the Chinese word for leaving or parting. Umbrellas also possess a phrasing that can be associated with the breaking up of a friendship or partnership and are best not given as a formal gift. Specifically for men, green hats are not a good choice as a gift since these have been historically given to husbands by unfaithful wives. When in doubt on gift ideas, you can also check with a Chinese friend or associate.

Adapted from Upton-McLaughlin, S. (2013, October 30). *The Art of Giving Gifts in China*. China culture corner. <https://chinaculturecorner.com/2013/10/30/giving-gifts-in-china/>

6. If Chinese people want to demonstrate their respect to elders and superiors and show their commitment and enthusiasm toward maintaining close relationships with family and friends, they _____

_____.

7. If you want to give gifts to local businessmen who enjoy smoking and drinking, you _____

_____.

8. If you want to give your friends and business partners gifts to increase longevity, you _____

_____.

9. If you don't want to sour a growing friendship or business relationship, you _____

_____.

10. You can also check with a Chinese friend or business partner if you _____

_____.

WRITING***Writing a paragraph of comparison***

In a paragraph of comparison, two things are compared and similarities between two things are pointed out. The paragraph begins with a topic sentence. This is followed by the body. The body focuses on the similarities between the two things and specific details and examples are provided to explain how the two things are similar. Finally, the paragraph ends with a concluding sentence.

There are two possible ways to organize a paragraph of comparison between two things or subjects. The first way is by using the **block** or **subject-by-subject** organizational pattern. In this pattern, one subject is discussed first, point by point, followed by the second subject, point by point. The second way is by using the **alternating** or **point-by-point** organizational pattern. For this pattern, the first point of the first subject is discussed, followed by the same point of the second subject. This pattern continues until the last point.

The outline below is an example of the block or subject-by-subject organizational pattern. Japan and South Korea are compared. The three points of Japan are discussed first, followed by the same three points of South Korea. The points of both countries are in the same order.

BLOCK (SUBJECT-BY-SUBJECT)	
I.	Topic sentence (to discuss similarities between Japan and South Korea)
II.	Japan A. population B. culture C. language
III.	South Korea A. population B. culture C. language
IV.	Concluding Sentence

The outline below is an example of the alternating or point-by-point organizational pattern. The first point of Japan is discussed first, followed by the same point of South Korea. The same pattern continues for the second and third points respectively.

ALTERNATING (POINT-BY-POINT)	
I.	Topic Sentence (to discuss similarities between Japan and South Korea)
II.	A. Population 1. Japan 2. South Korea B. Culture 1. Japan 2. South Korea C. Language 1. Japan 2. South Korea
III.	Concluding Sentence

Directions: Read the following paragraph and identify the organizational pattern of the paragraph.

Organizational Pattern: _____

Japan and South Korea are neighbors, and they **are similar** in several aspects. First of all, the population of both countries has been falling. There has been a decline of working age population and total fertility rate. In Japan in 2021, the number of births continued to fall and the number of deaths rose. **Likewise**, South Korea recorded more deaths than births in 2020. Secondly, Japan and South Korea are similar **in terms of** culture. **Both** Japan **and** South Korea were influenced by Confucianism. As a result, the elders are respected in both countries. In addition, both countries, being influenced from Confucianism, have collectivistic cultures. Japan emphasizes the needs of a group as a whole over the needs of an individual. **Similar to Japan**, South Korea emphasizes commitment to the group, which can be family, extended family, or extended relationships over that of the individual. Finally, Japan and South Korea are similar **with regard to** language. Both countries **are alike in that** their languages have the *subject + object + verb* sentence structure. Furthermore, honorifics are used in used in both Japanese and Korean to show respect to others and reflect the relationships of speakers. To conclude, Japan and South Korea are similar **with respect to** population, culture, and language.

The following are adverbs, connectors and expressions that are commonly used to discuss similarities.

A and B <i>are alike</i>	<i>A is the same as B</i>
A and B <i>are similar</i>	<i>A is like B</i>
	<i>A is similar to B</i>

e.g.

*Japan and South Korea **are similar** with respect to population, culture, and language.*

*Both countries **are alike** in that their languages have the subject + object + verb sentence structure.*

A is..... <i>Similarly,..(+ clause about B)..</i>	<i>Similar to A,..(+ clause about B)..</i>
A is <i>Likewise,..(+ clause about B)..</i>	<i>Like A,..(+ clause about B)..</i>
A is..... B is <i>also</i>	<i>Both A and B are</i>

e.g.

*In Japan in 2021, the number of births continued to fall and the number of deaths rose. **Likewise**, South Korea recorded more deaths than births in 2020.*

*Japan emphasizes the needs of a group as a whole over the need of an individual. **Similar to** Japan, South Korea emphasizes commitment to the group, which can be family, extended family, or extended relationships over that of the individual.*

***Both** Japan **and** South Korea were influenced by Confucianism.*

<i>with respect to...(+ noun/ noun phrase)...</i>	<i>with regard to...(+ noun/ noun phrase)...</i>
<i>in terms of...(+ noun/ noun phrase)...</i>	<i>in that ...(+ clause)</i>

e.g.

*Japan and South Korea are similar **in terms of** culture.*

*Japan and South Korea are similar **with regard to** language.*

LISTENING

Directions: You will hear the following phrases in the video. Before you watch, discuss the meaning of each phrase with your instructor.

working long hours	working hard	overwork
overtime	extra hours	corporate culture
salary man	after-work activities	taking time off
work ethic	taking paid leave	labor productivity
labor standards	labor crisis	

Directions: Watch the following video and choose the correct answer for each question according to the video.

Video: <https://www.youtube.com/watch?v=9Y-YJEtXHeo>

1. For nearly 25% of Japanese companies, how many hours do the employees work overtime per month?
 - a. more than 10
 - b. more than 28
 - c. more than 58
 - d. more than 80

2. What is false about the work culture in Japan?
 - a. Extra hours done by employees are often unpaid.
 - b. Employees generally use all the days off offered by the company.
 - c. Employees are expected to drink with colleagues after working hours.
 - d. Employees are expected to work for the same company until retirement.

3. When did Japan's work ethic emerge?
 - a. 1950s
 - b. 1960s
 - c. 1970s
 - d. 1980s

4. Which of the following can be referred to as "*Karoshi*"?
 - a. headache
 - b. heart attack
 - c. exhaustion
 - d. lack of sleep

5. Which of the following is *not* the initiative the government and companies took to try to reduce the number of working hours?
 - a. Starting a new public holiday.
 - b. Making it mandatory to take at least ten vacation days a year.
 - c. Requiring a rest period between the end of one day and the start of another day.
 - d. Encouraging companies to allow employees to leave earlier on the last Friday of the month.

6. Which of the following reasons contributes to the Japanese working so hard?
 - a. Japan's culture emphasizes the group over the individual.
 - b. The atmosphere at companies is very competitive.
 - c. Long hours at work result in high productivity.
 - d. Japan's economy is growing at a rapid rate.

7. Why is Japan dealing with a labor crisis?
 - a. There are many foreign workers.
 - b. The total population is going up.
 - c. The population is aging fast.
 - d. The birth rate is rising.

8. In Japan, which of the following sectors has not used robots?
 - a. education
 - b. hospitality
 - c. agriculture
 - d. manufacturing

SPEAKING**Comparing**

It is common in an academic presentation and also in general conversation to compare two things. In the writing section, language for discussing similarities has been presented. The language used in written language can be used in spoken language.

Exercise

Directions: Choose one of the following topics below. Prepare a three-minute talk comparing two things. The expressions in the writing section can be used here. Before discussing the similarities, remember to include an introduction to the key concept. See an example of the talk below. Be prepared to give a talk in a small group or in front of the class.

Two festivals in Thailand

Two provinces in Thailand

Two cultures

Two cities

Example

This talk is concerned with similarities between Indian and Chinese societies. Although India and China have many differences, their societies are similar in certain aspects. The talk is organized in the the following way; both societies will be discussed point-by-point.

*Firstly, Indian and Chinese societies **are similar in terms of** the respect for their elders. In India, young people are expected to show respect to the elders, whether they are related or not. The tradition in India reflects this value of respecting their elders. For example, there is a tradition of touching the feet of elders to show respect. **Likewise**, respecting the elders is a key value in China and it is reflected in the Chinese traditions. The tradition of serving tea to elders in wedding celebrations, for example, is a sign of respect and gratitude. Secondly, both societies **are similar in that** they are patriarchal societies; men are considered superior. In India, this is reflected in family life and marriage for instance, in which the person that is expected to help with the household chores is the daughter-in-law. **Similar to** India, in China, the patriarchal society can be seen in family life. Families prefer sons over daughters. Finally, **both Indian and Chinese societies are similar in that** they are family oriented. In India, the family plays a central role in the lives of most Indians. Families are consulted on important decisions such as marriage or career paths. The interests of the family are normally considered over that of the individual. **Similarly**, Chinese society puts family first. Family has been a key component in Chinese society since ancient times. To summarize, Indian and Chinese societies are similar in several aspects.*

UNIT 7

GENDER DIVERSITY

STARTER

Directions: Discuss the following questions with your teacher or classmates.

1. How often do you participate in group work?
2. Do you have any problems doing group work?
3. Do you prefer to work in groups of the same gender as you? Why?
4. What do you think “gender diversity” is? What do you think “gender stereotypes” are? What do you think “gender identities” are?

READING PASSAGE

Directions: Read the following passage and respond to the questions as directed.

Gender Diversity in the Workplace

Gender **diversity** is an umbrella term for gender identities that go beyond the binary framework and show different ways of expressing themselves. A lot of gender-diverse people feel limited by the idea of binary gender, which says that you have to choose between being male or female. Some individuals would prefer the freedom to change their gender **identity** or to have no gender identity at all. Others simply wish to be able to openly defy or challenge **conventional** gender concepts.

Why is it necessary?

Simply stated, gender diversity is the **representation** of people of different genders within an organization in an equitable or fair manner. According to the study, *2021 McKinsey*, business teams with a gender balance perform significantly better in terms of sales and profits than teams **dominated** by men. Despite this, many organizations fail to **devote** sufficient time and resources to creating a more diverse workforces, especially for higher-level positions. It is still rather usual to see fewer women than males in C-level positions or in traditionally male-dominated work teams, such as those in oil and gas, manufacturing, construction, and engineering. Men are similarly uncommon in traditionally female occupations such as primary education and nursing. However, gender diversity in the **workplace** is about more than just having the right ratio of males to females, transgender, or non-binary individuals. It does mean both sexes, and non-binary individuals should be equally represented in all positions and at all levels of the organization.

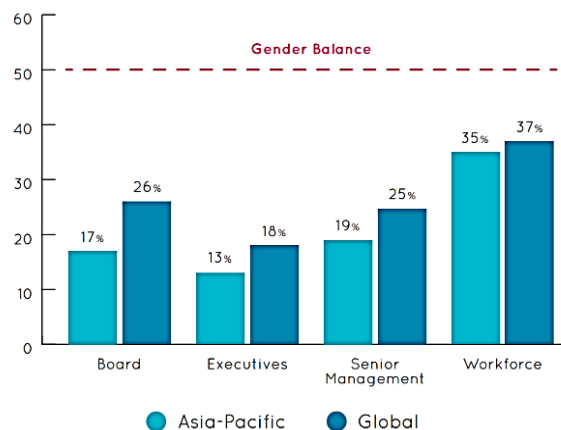
Advantages to initiating gender diversity in the workplace

25 It is a necessity to talk about the value of diversity in the workplace and **motivate** workers to boost their bottom line; by **empowering** workers, offering opportunity, being open, and showing appreciation. Self-promotion and ambition are enhanced by an environment of equal opportunities. If women, males, trans, and **nonbinary** persons believe they have a chance to advance as a result of equal gender representation in senior positions, this can significantly **increase** their productivity and positivity, which can spread throughout the office. Also, each have a unique **perspective** based on their own life experiences. No one in the world, for instance, could argue the reality that women and men have different car-buying experiences! By guaranteeing gender diversity on your team, you may benefit from these diverse perspectives and boost the team's creativity and innovation. Researchers also have found that groups with a higher **proportion** of women are better at taking turns in conversation, which facilitates the sharing of knowledge and skills. And face-to-face project **collaboration** becomes much simpler when your organization can establish such an essential communication channel. For working together, its members must believe they can be themselves. In order to **accomplish** this, however, your workplace must invest in diversity.

Gender Balance

45 In order to assess gender equality in the workplace, it is essential to examine the representation of women and nonbinary individuals across a company's **hierarchy**. In Asia-Pacific markets, *McKinsey* identifies a lack of women and non-binary individuals in leadership positions, an issue with systemic roots.

FIGURE / FEMALE REPRESENTATION AT ALL COMPANY LEVELS IN ASIA-PACIFIC VS. GLOBAL



50 As you can see from the above bar graph, women represent 17% of boards, 13% of executives, 19% of senior management, and 35% of the labor force in Asia-Pacific, where gender parity is still a distant goal at all levels. Women's representation at all company levels in the region falls short of parity and below global averages. Women's overall participation in a company's workforce comes closest to achieving gender balance. The average for Asia-Pacific (35%) is close

55 to the global average (37%). In addition, following the global trend, the proportion of women in senior positions **declines**. Nineteen percent of senior management and 13% of executive teams are comprised of women (though there is significant **variation** across markets). However, the **gap** between the global average of 26% women on boards and the Asia-Pacific average of 17% is greater than at any other level.

60 Asia-Pacific lags behind the global **average** of 37% and other regional averages such as those of North America (36%) and Europe (45%). This particularly low average illustrates the need to improve gender equality and diversity in the workplace throughout the region.

(Adapted from *The positive effects of gender diversity in the workplace: LineZero*. LineZero Workplace Partner. (n.d.). <https://www.linezero.com/blog/positive-effects-gender-diversity-in-the-workplace>; Dixon-Fyle, S., Dolan, K., Hunt, D. V., & Prince, S. (2022, December 9). *Diversity wins: How inclusion matters*. McKinsey & Company. <https://www.mckinsey.com/featured-insights/diversity-and-inclusion/diversity-wins-how-inclusion-matters>; Cook, A. (2022, October 18). *Gender diversity in the workplace: 5 whys and 5 hows*. Insperity. <https://www.insperity.com/blog/gender-diversity-in-the-workplace/>)

COMPREHENSION CHECK

Directions: Respond to the following questions according to the reading passage. Make sure you answer all questions clearly.

1. What is the passage's main idea? Explain briefly.

2. What is “gender diversity”? Explain in your own words.

3. Why is it necessary to have gender diversity in the workplace? Explain briefly.

4. What is the “bottom line”? Explain in your own words.

5. What are the benefits of having equal opportunities in the workplace?

6. Why is it preferable for women, men, transgender, and nonbinary members to collaborate? Explain briefly.

7. What can be done to assess gender equality in the workplace?

8. What does the research reveal about the numbers of men and women in leadership positions?

9. What is the status of women's labor force participation in Asia-Pacific, according to *McKinsey*? Explain briefly.

10. What is the gap between the global average of women on boards and the Asia-Pacific average?

VOCABULARY CHECK

- A. Directions: Match the words and phrases on the left with their meanings on the right.**

- | | |
|-------------------------|---|
| _____ 1. diversity | A. to control or have a lot of influence over somebody/something |
| _____ 2. identity | B. a part or share of a whole |
| _____ 3. conventional | C. not consisting of, or involving two |
| _____ 4. representation | D. to make greater, as in number, size, strength, or quality |
| _____ 5. dominate | E. a particular attitude towards something; a way of thinking about something |
| _____ 6. devote | F. to succeed in doing or completing something |
| _____ 7. workplace | G. the office, factory, etc. where people work |
| _____ 8. motivate | H. the condition of being oneself or itself, and not another |
| _____ 9. empower | I. the act of working with another person |
| _____ 10. nonbinary | |
| _____ 11. increase | |

- _____ 12. perspective or group of people to produce something
- _____ 13. proportion J. to give an amount of time, attention, etc. to something
- _____ 14. collaboration K. the act of presenting somebody / something in a particular way; something that shows or describes something
- _____ 15. accomplish L. to become smaller, fewer, weaker
- _____ 16. hierarchy M. a change, especially in the amount or level of something
- _____ 17. decline N. to make somebody want to do something, especially something that involves hard work and effort
- _____ 18. variation O. a number, score, or representation of an arithmetic mean
- _____ 19. gap P. human society's spectrum of individual differences and their corresponding group memberships and identities
- _____ 20. average Q. conforming or adhering to accepted standards, as in conduct or taste
- R. to give somebody the power or authority to do something
- S. a system, especially in a society or an organization, in which people are ranked into different levels of importance from highest to lowest
- T. a space between two things or in the middle of something, especially because there is a part missing

B. Directions: Complete the following sentences using the words given.

identity	hierarchy	motivate	diversity	collaboration
perspective	declined	representation	variations	empowered

1. The movement actively _____ women and gave them the confidence to collaborate with others.
2. The purpose of the project is to foster _____ between the university and the business sector.
3. The equality policy of the company is intended to _____ employees to work more effectively.
4. In some southeast Asian countries, there are significant _____ between men and women as well as social classes.
5. It is necessary to protect your social _____ so that you can identify suspicious activity and stop it.
6. In recent years, the level of economic activity in the UK has significantly _____ as a direct result of the Covid-19.
7. Political _____ is the activity of making citizens "present" in public policy-making processes when politicians act in the best interest of citizens.
8. In addition to its enormous size, the greatest characteristic of the Amazonian Forest is the great _____ of species.
9. Part-time employees with low pay are typically located at the bottom of the company _____ .
10. When designing public buildings, it is necessary to consider the _____ of wheelchair users.

READING FOCUS

Distinguishing between facts and opinions

When reading certain texts, you may be required to recognize and differentiate between two primary types of information: *facts* and *opinions*. These two types of information are different, and it is not always simple to tell them apart.

A *fact* is typically defined as something that can be demonstrated to be true through experimentation, observation, or research. It is objectively verifiable. On the other hand, an *opinion* is frequently simpler to distinguish. Your belief, feeling, or evaluation of something constitutes an opinion. It is a subjective or value-based evaluation. Even if your opinion is supported by evidence, others may disagree; an opinion cannot be proven to everyone's satisfaction.

Read the following statements and consider if they are facts or opinions.

1. *Emmanuel Macron has served as President of France since 2017.*

2. *Emmanuel Macron is the most loved and handsome French president ever.*

The first statement is an objectively factual statement. However, the second statement is not. It is a subjective statement that Emmanuel Macron was “the most loved and handsome.” Although we can prove that Emmanuel Macron is a president, it is possible that people will never agree that he was the most beloved and handsome, even though he may have been. Statements containing evaluative adjectives, such as *good*, *fantastic*, *beautiful*, *handsome*, *brilliant*, or *stupid*, express subjective opinions rather than verifiable facts.

3. Generally speaking, *TikTok* is more entertaining than *YouTube*.

4. *The Bangkok Post* is a better online newspaper than *The Nation*.

The third statement is a value judgment and not a statement of fact. To say something is “*more entertaining*” or “*better*” or “*worse*” is to place a personal value on something. Although value judgments may be based on facts, they are actually opinions. Also, the fourth statement is not a fact. You may believe that one online newspaper is better compared to another, but many other readers may disagree. Even though *The Bangkok Post* has a larger proportion of readers than *The Nation*, that fact does not mean it is any better. The use of the word “better” needs clarification. Better in what way? Content? Special sections? Reporting? Again, “better” implies a value judgment.

5. Columbus, in 1492, was the first person to discover America.

The fifth statement is one of these “slippery” statements. Numerous sources indicate that Columbus did discover America in 1492. However, he never actually set foot on the continent. It is believed that Vikings explored America long before Columbus, and there is evidence that native Americans inhabited America at least 25,000 years before Columbus. Clearly, he was not the first individual to discover America. Numerous history textbooks continue to express a European point of view, but many are now revising their language to clarify this historical point. As stated, the preceding statement is not an opinion; rather, it is an incorrect statement.

Alternatively, if someone claimed that Columbus sailed to the New World in 1592 instead of 1492, it would be simple to consult historical records to demonstrate that the correct date was 1492. As a society, we share and agree upon the knowledge that we refer to as *shared knowledge*. Consequently, agreed-upon facts are generally referred to as objective. If we argue that Columbus was a better sailor than Magellan, we are expressing our subjective opinion. We cannot speak factually unless we can find objective evidence that one was superior to the other.

Read the following statements and decide which of them is/are based on objective evidence.

1. Matcha has a stronger flavor than coffee.
2. La Paz and Sucre are the capital cities of Bolivia.
3. Every planet has a unique orbit around the sun.

4. French cuisine is better known as "Haute cuisine" because of its elaborate cooking style.

Both statements 1 and 4 are supported by subjective evidence. You could convince fifty people that Matcha has a stronger flavor than coffee, but you can find another fifty to say the opposite. The same is true for "French cuisine is commonly referred to as "Haute cuisine" due to its elaborate cooking style." These statements are subjective, not factual. Until La Paz and Sucre are no longer the capitals of Bolivia and the planets have the same orbit around the sun, items 2 and 3 are facts based on objective evidence.

The purpose of our reading influences our reading speed and comprehension requirements, and thus the degree to which we must be aware of the differences between objective and subjective statements. When we read the newspaper for the day's news, we want objectively reported facts. We read editorials and columnists' opinions to see how they subjectively interpret the news if we are interested in reading someone's interpretation of the facts and their implications for us. When reading a recipe, we want detailed measurements, not subjective descriptions of the completed product's flavor. When reading an encyclopedia, we seek information. When we read a critic's opinion or interpretation of the significance of these facts, however, we seek a subjective reaction, an opinion.

Language features expressing opinions

While almost all types of language features can be used to express facts, certain language features are typically used to express opinions. These characteristics include the use of judgment adjectives, viewpoint-expressing phrases, and particular types of modal verbs.

1. Adjectives for judgement

Typically, "judgment adjectives" are those that can be interpreted in multiple ways. They cannot be confirmed or disproved. Some people may agree with a statement by using this adjective, while others may not. Examples of judgment adjectives are *best, beautiful, practical, expensive, critical, attractive, independent, negative, etc.*

2. Phrases showing viewpoints

Certain phrases can be used at the beginning of sentences to express an opinion. Such phrases reveal the author's or speaker's viewpoint. Examples of phrases that show viewpoints include, *I suppose....., I think...., What I mean is....., As far as I'm concerned....., Perhaps...., In our view...., It appears that...., It seems to me that...., etc.*

3. Modal verbs

Some modal verbs can also be used to express opinions. In situations where the writer or speaker expresses personal ideas or emotions, modals may be used to indicate to the reader or listener that the other party's message is disputable rather than verifiable. Modals that can be used to show opinions usually demonstrate *advice, possibility, necessity, and suggestion*. Study the following table.

Types	Modal verbs
<i>advice</i>	should, ought to
<i>possibility</i>	could, can, may, might
<i>necessity</i>	must, have to
<i>suggestion</i>	had better, should

It is noted that a paragraph can contain either facts or opinions, or both. This following passage is based on actual events. Since the primary purpose of the passage is to discuss male dominance and stereotypes about industries and occupations, factual information is necessary to clarify the main thesis, and numerical data are also used to support the important aspects presented as subtopics throughout the passage.

Read the following extracts, which have been taken from the first section of the passage.

Women in Male-Dominated Industries and Occupations

Paragraph 1

Male-dominated professions are those with 25% or fewer women. The occupations of electricians, computer network architects, and mechanical engineers are examples of those dominated by men. Despite the progress women have made over the past two decades, the number of women in top leadership positions in industries and organizations dominated by men in the United States remains significantly low. Gendered traits and socialized beliefs that inform organizational cultures have been attributed to the deficiency of women in leadership positions. However, research indicates that leaders can also influence organizational culture by emulating the fundamental principles that underpin workplace cultures. It is essential to comprehend how the influence of women's leadership on male-dominated organizational cultures has been described.

Paragraph 2

Male-dominated industries and occupations are especially susceptible to reinforcing harmful stereotypes and creating unfavorable environments that make it even harder for women to succeed. Such organizations and industries are characterized by aggressiveness, decisiveness, risk-taking, and competitiveness, which are stereotypically masculine traits. The lack of women in leadership positions in male-dominated industries and organizations has been linked to a variety of problems, including gendered traits and long-held socialized beliefs about women's inability to lead or make decisions, women's socialized role as caretakers versus career women, and women opting out of dominant industries and/or opportunities for promotion in response to socialized norms.

Paragraph 3

In 2020, only 6.5% of women worked full-time in male-dominated occupations in the United States. In almost all occupations, women earned less than men, regardless of whether they worked in predominantly male, predominantly female, or more integrated occupations. But challenges remain; despite growth in information and communications technology, the proportion of women working in the sector in the European Union has decreased to 18% in 2019 from 22% in 2010. Emerging jobs in the Future of Work already exhibit global gender disparities, particularly in growing fields such as data and AI (32 percent women) and cloud computing (14 percent women) that require disruptive technical skills. These imply that "man is the hidden reference in language and culture; women can only aspire to be as good as men" even today.

Analysis

All the paragraphs above provide facts about male-dominated industries and occupations. The first paragraph presents a brief introduction to the concept of male-dominant gender stereotypes in industries and occupations. The second one focuses on male-dominated stereotypes and unfavorable environments for women. The third paragraph reports some evidence showing a minimal percentage of women working like men. All the statements are factual and verifiable. In addition, they are objective statements with no personal (author's) feelings included. Nevertheless, the last sentence of the third paragraph reveals an opinion. With the verb "imply," the writer makes a judgment about women becoming just those who only aspire to attain men's levels of excellence. This statement needs further proof to confirm male-dominated industries and occupations.

As a critical reader, you must be able to differentiate between objective and subjective claims and draw your own conclusions. The following exercises will help you improve

your ability to distinguish between facts and opinions, thus also strengthening your critical reading skills.

Exercises

A. Directions: Read the following statements carefully and decide which ones are facts and which ones are opinions. Write F before a statement of fact and O before a statement of opinion.

- _____ 1. In many academic dimensions, women now outperform men in developed nations.
- _____ 2. Equal pay for equal work is a legal right in all of the Nordic countries.
- _____ 3. Men and women can never be equal.
- _____ 4. Men and women are not equal.
- _____ 5. Women should not carry out all household duties.
- _____ 6. In many societies, women are housewives.
- _____ 7. Asian and European men have distinct personality characteristics.
- _____ 8. Memorial Day is the most important holiday of the year.
- _____ 9. Curricula, textbooks, and teacher training programs should be periodically reviewed to ensure that gender stereotypes are not continued.
- _____ 10. The unemployment rate in the U.S. today is higher than it was in 2021.
- _____ 11. France, Germany, Sweden, and the United Kingdom were the EU nations with the highest number of recognized refugees at the end of 2014.
- _____ 12. During the Civil War, Abraham Lincoln was president of the United States.
- _____ 13. When a gender stereotype inhibits women and men from developing their professional skills, it is harmful.
- _____ 14. Women are underrepresented in STEM (Science, Technology, Engineering and Mathematics) fields, according to UNESCO.
- _____ 15. Male nurses are better than female nurses.

B. Directions: Write three statements showing facts and three statements expressing opinions. Then compare them with your classmates' or discuss them with your class.

Facts

1. _____
2. _____
3. _____

Opinions

1. _____
2. _____
3. _____

C. Directions: Read the following passages carefully. Then decide whether each passage is based mainly on facts or opinions.

Passage 1

People have been interested in what it means to be male and what it means to be feminine for centuries. Being a man or a woman is not confined to one's biological sex in all cultures. Being a man makes one more likely to be masculine, while being a woman makes one more likely to be feminine. Consequently, we not only have a gender or sex (male or female), but also a gender role (masculine or feminine). Emotions and professions are typically categorized as masculine or feminine. We may behave in a specific way because we have been socialized to be feminine; others may expect a certain style of conduct from us because we are male and are therefore assumed to be masculine.

The above passage is based mainly on _____.

Passage 2

Thai women appear to be somewhat more reserved than American women. While we have a tendency to speak less and smile more, our American coworkers are extremely talkative and at times really loud. I believe that if we want to improve our self-expression and confidence, we should frequently interact with our American coworkers so that we can learn to speak more and become more extroverted. However, we must not significantly change our manners and always pride ourselves on being Thai.

The above passage is based mainly on _____.

Passage 3

Advertising, which is commonly understood to place women in a subordinate position, is one aspect of television that has been frequently criticized for its gender representation. Even the voice-overs promote these gender stereotypes. For example, voice-overs intended to be authoritative in advertisements are typically man, whereas sensual voice-overs are typically performed by women.

The above passage is based mainly on _____.

Passage 4

Even though most fathers take their duty as breadwinner very seriously, their other family-related activities have not lessened. Men, like women, view raising a family as a very important objective in life, yet they continue to feel that women should be largely responsible for child care (Duvander, 2020). Male attitudes that inhibit fathers from adopting a more loving attitude have hindered interaction with their children.

The above passage is based mainly on _____.

Passage 5

A growing number of Defense Academy graduates have elected to pursue careers in business rather than seek commissions in the armed forces. In Japan's traditionally male-dominated society, there appears to be considerable reluctance to encouraging more women to join the armed forces. Rear-Admiral Imaizumi believes the solution is to provide the Japanese military with the visible objective of participation in United Nations peacekeeping forces, not war. However, he argues that this is not an easy decision for the military to make. In modern Japan, the decision must be taken by politicians.

The above passage is based mainly on _____.

Passage 6

Children need care that fosters positive emotional health and well-being, a positive self-image, and the ability to cope with stress. They also need care that helps them regulate emotional arousal, overcome fears, and accept disappointments and frustrations. Parents and other caregivers help children cope, manage emotions, and behave. They do this by affirming, loving, and reassuring. Parents' support reduces the risk of internalizing behaviors like anxiety and depression, which can impede children's adjustment and ability to function at home, school, and in the community (Osofsky and Fitzgerald, 2000).

The above passage is based mainly on _____.

Passage 7

There is a custom in Korea that assists people in finding a partner. A Sogaeting is a meeting between a man and a woman with the idea that they can choose to be husband and wife. The meeting is planned by a mutual acquaintance, such as a relative, cousin, or instructor. I found the custom to be charming and memorable. When my teacher attempted to pair me with my husband (her nephew), our first meet in a trendy restaurant was both exciting and nerve-wracking. Also, I was happy when my spouse and I went to the cinema for the first time together. The most memorable was when my husband proposed to me in a park when we were wandering and admiring the springtime trees and flowers.

The above passage is based mainly on _____.

Passage 8

Approximately 1 in 200 women are colorblind, compared to 1 in 12 men. Men are significantly more likely than women to be colorblind because the genes responsible for the most prevalent form of inherited colorblindness are located on the X chromosome (National Eye Institute, 2019.) Women can be carriers of the gene for color blindness and transmit the mutation to their children. If just the father is colorblind, there is a one hundred percent probability that his daughters will have the gene, but they will not be colorblind. His sons will not be carriers of the gene or colorblind.

The above passage is based mainly on _____.

LANGUAGE FOCUS***Adverbial Clauses***

A complex sentence consists of two major clauses: an independent clause (main clause) and a dependent clause (subordinate clause). A dependent clause modifies or supports the main clause to explain its meaning, whereas an independent clause expresses the sentence's core idea. A dependent clause, which consists of a conjunction followed by a subject and verb, can be put either before or after an independent phrase.

A dependent clause, which typically modifies a main phrase with a specific meaning, is known as *an adverbial clause*. This type of clause is followed by a conjunction (or an adverbial subordinator), which may specify when, where, why, for what purpose, how, how long, how much, or how far. Other conjunctions used to demonstrate contrast are concession (unexpected result) and direct opposition.

Note that the adverbial clause is a dependent clause; therefore, it can never stand alone. It must be combined with an independent clause to form a complex sentence. Look at the following example:

Women, men, transgender people, and nonbinary persons believe they have a chance to advance because there is gender-equality representation in senior positions.

The underlined part of the above sentence is an adverbial clause of reason that modifies the main clause (*women, men, transgender people, and nonbinary persons believe they have a chance to advance...*). The adverbial clause provides a reason why women, men, transgender people, and nonbinary persons believe they can advance. When an adverbial clause follows a main clause, such as in the example, no commas are required to separate the two clauses.

Here are some more examples:

While we tend to speak less and smile more, our American coworkers are very talkative and often quite loud.

Even though most fathers take their duty as breadwinner very seriously, their other family-related activities have not lessened.

In the examples presented above, the highlighted parts are adverbial clauses that modify the main clauses as contrast and concession, respectively. Given that the adverbs precede the main clauses, commas are required to separate them.

There are various types of adverbial clauses, and a chart on the following pages lists the conjunctions used to introduce the various types of adverbial clauses.

Types of meaning	Adverbial conjunctions (Subordinating Conjunction)
Concession	although even though though
Condition	if unless providing/provided that even if assuming that as long as
Purpose	in order that so (that)

Contrast	whereas while
Reason	because since so that as when in order that
Manner	how as as if as though
Place	anywhere everywhere where wherever
Result	so+adj/adv+(that) such+n+(that)
Time*	after before as as soon as once since when(ever) until while

*Note that, in an adverbial clause of time, no future tenses are used; only present and past tenses are allowed. The future tense is restricted to main clauses. Look at the following example.

Women will play a greater role in careers when their ability is more broadly accepted.

In this example, the verb phrase “will be” is not possible, although the information in the adverbial clause refers to a future state.

Exercises**A. Directions: Underline the conjunction in each of the following sentences. Then identify the type of meaning each conjunction denotes.**

1. The actual support that new mothers may receive varies significantly, even though our culture tends to idealize the motherhood role.

Type of meaning: _____

2. Sex roles and gender roles are so similar that they are easily confused.

Type of meaning: _____

3. At present, many women work as engineers, whereas many men work as caretakers or nurses.

Type of meaning: _____

4. Even if organizations with a strong gender balance perform better in sales and profitability, many don't invest enough in establishing more diverse teams.

Type of meaning: _____

5. I lived in a family where my mother was the family breadwinner, according to family tradition.

Type of meaning: _____

6. You may boost the team's creativity and innovation once you have the power to guarantee gender diversity on your team.

Type of meaning: _____

7. Career advancement can begin as soon as the company implements a gender diversity policy.

Type of meaning: _____

8. If both genders were equal, women would be permitted to perform male-dominated jobs.

Type of meaning: _____

9. This is the company where women outnumber men in C-level positions, resulting in a gender imbalance.

Type of meaning: _____

10. When kids watch television, they are exposed to gender stereotypes.

Type of meaning: _____

B. Directions: Combine the following pairs of sentences using appropriate conjunctions to produce adverbial clauses. You may change some words so that the sentences are more effective.

1. The conclusions of the research are unclear. Numerous examinations have revealed that the views of men and women differ.

2. The number of women workers doubled from that of 2017. The number of men had decreased by 2021.

3. Men and women perform similar tasks, such as caregiving service. They approach it quite differently.

4. Women in every organization should promote gender diversity in their workplace. They're paid less, promoted less, and treated unjustly.

5. Some regions and countries have done a lot to promote workplace equality. There are still gaps between men and women in many industries.

6. There are too many men or too few women in a business. They are essentially discouraging or marginalizing the contributions of talented women.

7. Men are taught from a young age to be aggressive, decisive, willing to take risks, and competitive. Most high-level jobs go to men.

8. Gender differences are very complex. They are difficult to understand without in-depth research.

9. Women employees constituted 26% of the India Inc. Workforce across sectors. Companies had planned to increase their number to 31.4% this year.

10. Motherhood does not force women them to remain at home. They are more likely than men to perform household duties that can be combined with child care.

C. Directions: Complete the following sentences appropriately.

1. Punctuality is very important in China, so that _____
_____.

2. There was evidence that women would play a larger role in the organization when _____
_____.

3. During his early months in Japan, the student experienced culture shock because _____
_____.

4. As soon as science confirmed that COVID-19 was a threat to humans everywhere,
-

5. The woman will not be permitted to accept the position unless _____
-

WRITING

Writing a paragraph of contrast

In the previous unit, we discussed writing a comparison paragraph, whose primary purpose is to highlight similarities between two people, things, or concepts. In this unit, we will examine a contrast paragraph in which the differences are highlighted.

To create a paragraph of contrast, you must identify the differences. Concentrate on the most significant or prominent attributes. Plan to discuss the less important topic first, followed by the more important topic.

Similarly, to how you would write a paragraph of comparison, you can compose a paragraph of contrast using either a **block** or **point-by-point** arrangement of ideas. Suppose you wish to illustrate the differences between "The status of modern Thai women" and "The status of Thai women of the past." If you use the block format, you will write about Thai women in the present in the first half of the paragraph and Thai women in the past in the second half. If you mention a specific point in the "The status of Thai women today" section, you must also mention it in the "The status of Thai women in the past" section, *in the same order*. If you use a point-by-point or alternating arrangement, you will organize this material so that you discuss a particular point about Thai women's status in the present and then the same point about Thai women's status in the past in rapid succession. Examine the following outlines.

	BLOCK ARRANGEMENT
I.	The purpose of this essay is to examine the differences between the status of Thai women of the present and those of the past.
II.	The status of Thai women today A. Household responsibilities B. Expected behavior C. Career path
III.	The status of Thai women in the past A. Household responsibilities

	B. Expected behavior C. Career path
IV.	Conclusion

	POINT-BY-POINT or ALTERNATING ARRANGEMENT
I.	Introduction in which you state your purpose: to discuss differences between the status of Thai women today and the status of Thai women in the past
II.	Differences between Thai women's status today and Thai women's status in the past <ul style="list-style-type: none"> A. Household responsibilities <ul style="list-style-type: none"> 1. Thai women today 2. Thai women in the past B. Expected behavior <ul style="list-style-type: none"> 1. Thai women today 2. Thai women in the past C. Career path <ul style="list-style-type: none"> 1. Thai women today 2. Thai women in the past
III.	Conclusion

Read the following paragraph and identify the organizational pattern of the paragraph.

*In several ways, the status of Thai women today differs significantly from that of Thai women in the past, including household responsibilities, behavior expectations from others, and career opportunities. **First**, modern Thai women are not required to take on **all household responsibilities**, and they can divide the chores with their husbands. Regarding **their behavior**, Thai women are expected to be more self-assured and decisive so that they can perform their duties more effectively. Women who are self-assured and independent are typically given leadership positions at work. **In addition**, they have a wider range of **career options**. Their occupations are no longer limited to domestic ones. They can now hold positions that were traditionally reserved for men, such as engineers, doctors, and politicians. **In contrast**, Thai women had many **household responsibilities** in the past. As for their manners, Thai women were expected to be reserved, courteous, and subservient to men. They were expected to be respectful and were not permitted to argue with their husbands. **Finally**, in addition to caring for their children, Thai women were also responsible for all housework. As men were expected to be the breadwinners of their families, women were expected to perform all household chores on their own. With greater freedom and autonomy, modern Thai women likely enjoy their lives significantly more than their families.*

Organizational Pattern: _____

Following are some of the words and phrases that are used to discuss differences.

Clause Connectors	Sentence Connectors/ Adverbs	Common Expressions
<p>although though even though even if even so</p> <p>but yet</p> <p>while whereas</p>	<p>however nevertheless nonetheless still</p> <p>on the other hand on the contrary in contrast conversely</p> <p>in (by) comparison</p>	<p>differ from (be) different (from) (be) dissimilar to (be) unlike</p> <p>in spite of (+noun/gerund/pronoun) despite (+noun/gerund/pronoun)</p> <p>compared (to/with)</p> <p>-er/more....(than) less....(than) the -est/most....</p>

Study the following examples.

Example 1

*Families with two full-time working parents are economically better off than other families. The median household income for families with two full-time working parents and at least one child under 18 is \$102,400, compared to \$84,000 for households in which the father works full time and the mother works part time and \$55,000 for households in which the father works full time and the mother is unemployed. According to a recent Pew Research Center survey, **however**, balancing work and family is difficult for parents. In fact, **more than** half of all working parents (56%) find this balancing act challenging. Forty-one percent of working mothers report that being a parent has hindered their ability to advance in their careers, **compared to** 20% of working fathers who report the same.*

(Adapted from Parker, K., & Wang, W. (2015, November 4). *Raising kids and running a household: How working parents share the load*. Pew Research Center's Social & Demographic Trends Project.

<https://www.pewresearch.org/social-trends/2015/11/04/raising-kids-and-running-a-household-how-working-parents-share-the-load/>)

Example 2

The terms "sex roles" and "gender roles" are different. **Even though** these two terms are frequently used interchangeably, they refer to a set of emotions, attitudes, behaviors, and perceptions that are typically associated with one sex more than the other. Individuals are thought to develop a gender role self-concept, which is the number of stereotypical gender traits and behaviors they use to describe themselves and influence their attitudes. **However**, these characteristics reflect social norms for men and women. Classic conceptualizations of the male gender role associate it with instrumental or agentic traits and behaviors that reflect independence, assertiveness, and dominance, **while** the female gender role has been associated with expressive traits and behaviors that reflect sensitivity to others and communality.

(Adapted from Levesque, R. (2011). Sex Roles and Gender Roles. In J. D. Wright (Ed.), *International Encyclopedia of the Social & Behavioral Sciences* (2nd ed., Vol. 21, pp. 12663-12667). Elsevier. <https://doi.org/10.1016/B978-0-08-097086-8.22141-6>)

Example 3

Despite the fact that mothers work full-time, nearly half (54%) of parents in households where both the mother and father work full-time say that the mother manages the children's schedules and activities **better** in their family. In households where the father works full-time and the mother works part-time or not at all, the distribution of labor when it comes to childcare and housekeeping is **less** balanced. These mothers take on **more** responsibility for parenting and household chores **than** full-time workers.

(Adapted from Parker, K., & Wang, W. (2015, November 4). *Raising kids and running a household: How working parents share the load*. Pew Research Center's Social & Demographic Trends Project. <https://www.pewresearch.org/social-trends/2015/11/04/raising-kids-and-running-a-household-how-working-parents-share-the-load/>)

Exercise

Directions: Choose **ONE** of the following topics and write a brief paragraph comparing and contrasting the two items. Use appropriate expressions for contrast. Ensure that each paragraph has a topic sentence and an effective outline.

Gender balance vs. Gender equality

LISTENING

Directions: Listen to '*Gender Equality: Now*' from WorldFish and answer the following questions.

<https://www.youtube.com/watch?v=4viXOGvvu0Y>

1. What are the consequences of gender inequality on poverty and agricultural production in developing countries?

2. What role do gender norms play in perpetuating disadvantages for women in many societies?

3. What are some of the practices that limit women's access to resources and services?

4. How can a gender transformative approach influence social norms and bridge gaps in access to resources and services between men and women?

5. What steps can be taken to reduce extreme poverty and boost shared prosperity for girls and boys and women and men around the world?

SPEAKING***Contrasting***

Contrast is another essential element of language used in academic presentations. As you may already be aware, when we contrast, we highlight the distinctions between two people, two objects, two concepts, or any two items. Even though the format for oral presentations may differ from the format for paragraph writing, the strategies for contrast in oral presentations are similar to those used in writing. Academic writing expressions, conjunctions, and linkers can also be used in academic speech.

Exercise

Directions: Prepare a 3-minute presentation on one of the topics that you chose in "Writing exercise" (page 176). Contrast the two options using the provided expressions. You may also use the expressions listed below in addition to those provided in the section on writing. Prepare an introduction to the central idea as you have previously practiced. When you are ready, deliver a presentation to the class or a small group.

Expressions

...differs from... ...is unlike... ...and...differ ...is different fromcontrasts with...	with respect to ... as regards ... as far as ... is concerned. regarding ... in terms of ... in, whereas, while, butis more / -er... thanis not as ...asmore than ...
On the other hand, ... In contrast, ... Conversely, ... However. ...	Although (+ clause), Despite (+noun or noun phrase), main clause.	

Look at the following example.

This presentation is meant to show how American expectations for personal relationships are different from those in other cultures. ***The structure of this presentation is as follows:*** I will describe the distinctions point-by-point; that is, I will base each section of my presentation on a specific comparison between American society and other societies.

First, close friendships differ in terms of the privacy and autonomy that individuals value. For instance, from an American perspective, individuals have privacy and should respect the privacy of others. Americans view privacy as a positive trait. ***However,*** because the word "privacy" means "aleness" or "loneliness" in other cultures, such as Russian and Argentine, the need for privacy among Americans is sometimes viewed negatively by people from those cultures. On Friday and Saturday nights, an Argentinian would feel pressured to go out with his or her friends, *whereas* an American may choose to spend a quiet evening at home to avoid socializing with friends.

Also, there are different ways in different cultures to show that you care about and are interested in a friend's serious problems. Americans may say, "Let me know if there's anything I can do to help" if someone from another culture is having a serious problem. If Americans do not receive a specific request, they may believe they are powerless. They may or may not call later to maintain contact. ***On the other hand,*** a friend from a different culture may anticipate "sympathy calls" or frequent visits, and would not be hesitant to demonstrate dependence. A woman from the Middle East, for instance, would call her American friend every day to inquire about the person's cold. Many Americans are uneasy when others become overly dependent.

UNIT 8

BELIEFS AND SUPERSTITIONS

STARTER

Directions: Discuss the following questions with your teacher or classmates.

1. How do you think cultural beliefs impact society and people's behavior?
2. How do beliefs and superstitions influence decision-making in your everyday life?
3. Do you believe in numerology? Do you have a lucky number?
4. What do you do to attain luck and avoid bad luck? Why?
5. Have you ever consulted a fortuneteller before doing something? Why or why not?

READING PASSAGE

Directions: Read the following passage and respond to the questions as directed.

Beliefs and Superstitious

Superstition has a significant **psychological** and cognitive component. It is defined as "beliefs regarding specific events that cannot be explained by scientific logic." Modern science opposes superstition since it refers to both acts and beliefs that are described by unnatural elements. Despite the numerous
5 scientific and technological **advancements** in the modern world and the information explosion, superstitious tendencies persist in human life, and these ideas are so **intertwined** with people's thoughts that it is impossible to define their boundaries. In sociological terms, everyone has superstitious beliefs, however, to various degrees. The dominant culture of a society, which influences
10 generations by influencing individuals, is the source of superstitious thoughts and actions. Observing the behavior of others can lead to the development of superstitious tendencies on a social level. According to sociologists, superstition is deeply rooted in social **deprivation** and can easily enter a society through people's thoughts, but once it has permeated the culture, it is extremely difficult
15 to **eradicate** from people's minds.

Numerology and childbirth superstitions

In the last few decades, social researchers have become interested in whether and how beliefs and superstitions affect people's choices about numbers and childbirths. In East Asian countries, it is commonly believed that a person's fate is
20 **determined** by his or her birth date and time. Such cultural beliefs could have a big effect on how the population changes over time. For instance, Chinese superstition holds that women born in the zodiac year of the goat will bring bad luck to their husbands. Therefore, goat years are unlucky for Chinese women. This has made women born into goat years unpopular in the marriage market.

- 25 People born in dragon years, on the other hand, are seen as strong and lucky, especially in Hong Kong and Taiwan, where the number of births during these years is said to rise **dramatically**. The Japanese belief that being born in the of year the Fire Horse (*Hinoeuma*) is bad for women **precipitated** a dramatic decline in the country's fertility rate in 1966. Similar behavior can be observed in
- 30 Korea, where parents attempt to prevent horse-year births by scheduling births or even **abortion**. Even during the time of childbirth in Taiwan, cesarean delivery rates were significantly lower during the unlucky "ghost month" of July and higher than usual in June, indicating that women underwent **preemptive** cesarean sections (hereafter C-section) to avoid giving birth in July.
- 35 Choosing an **auspicious** day (*Huangdao Jiri*) for any important event is quite common in Chinese and Chinese-influenced cultures. This practice is founded on Chinese **astrology** and has deep cultural roots. According to Chinese astrology, the day and time of birth can determine the fate of newborns. Numerous pregnant women consult astrologers and fortune-tellers regarding the **optimal**
- 40 delivery time. According to **anecdotal** evidence, some women undergo caesarean sections to ensure an auspicious delivery date. Not only that, the number 8 is considered lucky in addition to auspicious days, whereas the number 4 is considered unlucky. Pregnant women may attempt to give birth on dates with the number 8 and avoid dates with the number 4.
- 45 According to the research of Huang and Li (2019), 3.9% more births occur on auspicious days and 1.4% are avoided on unlucky days. Additionally, 1.8% of births occur on the eighth, eighteenth, and twenty-eighth days of the solar month. Also, dates in lunar months with an 8 have an even bigger effect, with 3% more births.
- 50 The majority of timed births are performed via elective C-section. On fortunate days, the C-section rate increases by 2.4%, while it decreases by 1.1% on unlucky days. These findings suggest that nonmedical C-sections are not **solely** determined by financial or practical considerations on the part of physicians but also by patient **preference**. In other words, traditional cultural beliefs in Chinese societies may provide patients with greater **bargaining** power when face-to-face with physicians and **obstetricians** regarding the timing of a C-section. Moreover,
- 55 these deliveries are more likely to occur on auspicious days; C-section **deliveries** before 39 weeks of pregnancy are associated with Chinese cultural preferences for choosing an auspicious time for births and are less likely in
- 60 Taiwan during the ghost month (lunar July). Therefore, cultural beliefs may have a long-term impact on **demographic** behaviors.

(Adapted from Newell, B. R., Wong, K. Y., Cheung, J. C. H., & Rakow, T. (2020). Judgment and decision making under time pressure, economic risk, and social threat. *Judgment and Decision Making*, 15(6), 931-944.

<https://journal.sjdm.org/20/200510/jdm200510.pdf>

; Huang, H., & Li, X. (2019). Overseas Chinese Students and Development of China's Digital Economy. George Washington University Institute for International Economic Policy Working Paper, (2019-16).

<https://www2.gwu.edu/~iiep/assets/docs/papers/2019WP/HuangLiEP2019-16.pdf>

COMPREHENSION CHECK

A. Directions: Respond to the following questions according to the reading passage. Make sure you answer all questions in your own words.

1. What is superstition as defined by the paragraph?

2. According to sociologists, where does superstition originate in a society?

3. What is the significance of goat years and dragon years in Chinese culture, and how do these beliefs influence marriage and fertility rates?

4. How do beliefs about auspicious days and numbers influence choices about childbirth in Chinese culture, and what impact do these beliefs have on demographic behaviors?

5. How do cultural beliefs about numbers and childbirth differ in East Asian countries, and what factors contribute to these differences?

6. How do superstitions about childbirth influence medical practices and patient behavior in Taiwan, and what implications does this have for healthcare providers?

7. How do cultural beliefs about numbers and childbirth intersect with gender roles and expectations in East Asian societies, and what implications does this have for women?

8. How can cultural beliefs about numbers and childbirth be reconciled with modern medical practices and public health goals, and what obstacles must be overcome?

VOCABULARY CHECK

A. Directions: Match the words on the left with their meanings on the right.

- | | |
|------------------------|---|
| _____ 1. psychological | A. done before someone can act, especially to stop them from doing what they planned |
| _____ 2. advancement | B. in a very sudden or noticeable way |
| _____ 3. intertwined | C. the study of the sun, moon, planets, and stars in the notion that they influence human behavior |
| _____ 4. deprivation | D. development toward increased understanding quality, utility, or benefit to human welfare |
| _____ 5. eradicate | E. only and not involving anyone or anything else |
| _____ 6. determine | F. a doctor with special training in how to care for pregnant women and help in the birth of babies |
| _____ 7. dramatically | G. closely or inseparably involved with each other, or connected |
| _____ 8. precipitate | H. relating to human populations and the information collected about them |
| _____ 9. abortion | I. the act or process of birth |
| _____ 10. preemptive | J. the fact that you like something or someone more than another thing or |
| _____ 11. auspicious | |
| _____ 12. astrology | |
| _____ 13. optimal | |

_____ 14. anecdotal	person
_____ 15. solely	K. to make something happen suddenly or sooner than expected
_____ 16. preference	L. relating to the mind or mental phenomena as the field of psychology
_____ 17. bargain	M. to settle or decide a dispute or question
_____ 18. obstetricians	N. to get rid of or destroy something completely
_____ 19. deliveries	O. based on reports or things someone saw rather than on proven fact
_____ 20. demographic	P. the damaging lack of material benefits considered to be basic necessities in a society
	Q. best; most likely to bring success or advantage
	R. suggesting a positive and successful future
	S. the intentional ending of a pregnancy
	T. the act or process of negotiating someone to agree with you

B. Directions: Complete the following sentences using the words given.

intertwined	demographic	bargain	solely	eradicate
precipitate	preemptive	deprivation	abortion	optimal

1. The government launched a campaign to _____ the disease, providing widespread vaccinations and education about hygiene.
2. The country's _____ profile is rapidly changing, with an aging population and declining birth rates.
3. The decision was based _____ on the evidence presented in the trial, without bias or prejudice.

4. The issue of _____ rights was a key topic in the election, with candidates taking different positions on the issue.
5. The economies of the two countries are closely _____, with trade and investment flowing freely across the border.
6. The company analyzed different marketing strategies to determine the _____ way to reach their target audience.
7. The study showed that social _____ during childhood can have a lasting impact on mental health in adulthood.
8. The company's CEO was known for driving a hard _____ in negotiations with suppliers and partners.
9. Without sufficient planning or consultation, the CEO's decision to impose a new policy could _____ a number of negative effects for the company, including employee unhappiness and decreased productivity.
10. The government announced a/an _____ evacuation of residents in the path of the hurricane, to ensure their safety.

READING FOCUS

Identifying a writer's intention

As a critical reader, you should be able to identify a writer's intent. The writer's aim is to convey the intended meaning, interpretation of the paragraph as it was written, and can vary depending on the specific context and the intended audience. In addition, it contains the writer's intended meaning. The purpose of a passage is the author's primary objective when composing a particular paragraph, essay, or story. The author wants the reader to understand the real meaning behind the words. Some of the most common purposes include:

Purposes	Meanings
To inform	To convey and provide facts and information to the reader. These might include articles about current events, scientific papers, or educational materials
To persuade	To try to change someone's opinion or to adopt a particular point of view or take a

	<p>specific action, and to make someone agree to do something by giving him/her reasons or facts why he/she should, or behavior by appealing to their emotions or beliefs. In persuasive writing, the author may use rhetorical strategies like emotional appeals, logical arguments, or personal anecdotes to convince the reader to agree with their point of view or take a particular action.</p> <p>Examples of persuasive writing might include editorials, advertisements, or political speeches.</p>
To entertain	To entertain and rouse the readers with the use of language. These might include novels, short stories, or poetry.
To compare	To compare, they may be attempting to highlight the similarities and differences between two or more objects, ideas, people, or other things. Comparative writing can be particularly useful in helping readers understand complex topics or make informed decisions.
To convince	To provide evidence or logical arguments to support or to establish a certain belief or position. In convincing writing, the author may use facts, statistics, or other types of evidence to show that their position is valid or reasonable.
To criticize	An author may write a passage with the purpose of criticizing a particular person, idea, or institution, and to say that something is wrong or bad. Examples of critical writing might include book reviews, opinion pieces, or social commentary.
To define	Definition writing can take many different forms, depending on the context and the intended audience, and can explain the meaning of a word or term. For example, an author might write a dictionary entry or

	encyclopedia article that provides a concise and authoritative definition of a particular term. Alternatively, an author might write an explanatory paragraph or section within a larger work that defines a key concept that is central to the text.
To demonstrate	The purpose of demonstrating is to show clearly that something is true, and attempting to show or prove something to the readers. For example, an author might write a scientific paper that demonstrates the validity of a particular hypothesis through the presentation of experimental results.
To describe	To describe means to provide a detailed account of the physical characteristics, features, or qualities of something or someone. In descriptive writing, the author might use sensory language and vivid imagery to create a mental picture in the reader's mind. The goal of description is to help the reader visualize the subject being described.
To exemplify	To provide examples that illustrate or clarify a particular point. For example, the author might use case studies, real-world examples, or hypothetical scenarios to illustrate key concepts.
To explain	To make something understandable or clear by providing a reason or justification for it. In explanatory writing, the author might use logical arguments, cause-and-effect relationships, or other types of evidence to help the reader understand why something is the way it is or how it works. The goal of explanation is to help the reader understand the underlying principles or mechanisms that govern the subject being explained.
To illustrate	To provide visual, graphic representations, or specific examples that help the reader

	better understand a particular point. For example, an author might write an article that uses photographs, diagrams, or other visual aids to illustrate a point being made.
To analyze	To break down a complex idea, concept, or phenomenon into its constituent parts in order to better understand it. For example, an author might write an analytical report on a social issue, breaking down the different factors that contribute to the issue and analyzing the various solutions that have been proposed.
To introduce	To provide an overview or background information on a particular topic or subject and bring something into existence for the first time. For example, an author might write an introductory chapter to a book or a report that provides a broad overview of the main topics that will be covered.
To argue	To give reasons why one believes that something is right or true. For example, an author might write an opinion piece or an editorial in which they argue for a particular political position or course of action.
To predict	To forecast what may happen in the future based on current trends, patterns, or data. For example, an author might write a market analysis that predicts future trends in consumer behavior or sales trends for a particular industry.
To provide	To offer information, facts, details, or examples that help the reader understand a particular topic or subject. For example, an author might write a how-to guide that provides step-by-step instructions for completing a particular task.
To question	To challenge assumptions, provoke critical thinking, or encourage the reader to

	consider new perspectives on a particular topic. For example, an author might write an essay that poses challenging questions about the impact of technology on society, or a book that examines the role of power and privilege in shaping social and political systems.
To report	To provide an accurate and objective account of events, information, or data about something that exists or has happened. For example, an author might write a news article that reports on a breaking event or a feature article that reports on a long-term trend or issue.
To reveal	To bring to light previously unknown or hidden information, or to shed new light on a particular topic or issue. For example, an author might write an autobiography about his or her own experiences or thoughts, or he or she might write a piece of investigative journalism that reveals facts about an event or issue that no one knew before.
To inspire	To inspire the reader to action or to feel a certain way. Inspirational writing can be found in a variety of contexts, from speeches to self-help books.
To suggest	To propose or recommend a course of action, idea, or solution to a problem for someone to consider. For example, an author might write a persuasive essay that suggests a particular policy or solution to a societal problem, or a self-help book that suggests strategies for personal growth or success.
To document	An author may write a passage with the purpose of documenting a particular event, experience, or historical period. Examples of documentary writing might include autobiographies, biographies, or historical accounts.

It's important to note that authors may have multiple purposes in mind when writing a passage, and that the purpose of a particular passage may not always be immediately obvious. However, understanding an author's purpose can help readers engage more deeply with a text and better understand the ideas being presented.

The main purpose of the reading passage on *Numerology and childbirth superstitions* is to report some facts and examples regarding number preferences and beliefs about the timing of childbirth. This purpose, of course, closely corresponds to the main topic of the passage (*Numerology and childbirth superstitions*) and its main theme.

Read the following paragraph and identify the writer's intent.

The term superstition is a belief in supernatural forces – such as fate – the desire to influence unpredictability, and the need to resolve uncertainty. Individual beliefs and experiences drive superstitions in this manner, which explains why they are typically irrational and frequently contradict current scientific knowledge.

Psychologists who have studied the function of superstitions have discovered that they stem from the assumption that a connection exists between concurrent, unrelated events. For example, the belief that charms bring good luck or protect against bad luck. However, whether a belief is superstitious is not determined by the "truth" of the result, but by the methods used to seek the truth. Frequently, superstitions are founded on fallacious reasoning due to misunderstandings of causality or statistics, while others stem from uneducated fears, religious beliefs, traditions, and a general belief in the supernatural.

(Adapted from Ahmed, S. (2018, June 14). The science of superstition and why people believe in the unbelievable. The Conversation. <https://theconversation.com/the-science-of-superstition-and-why-people-believe-in-the-unbelievable-97043>)

Analysis

The purpose of this paragraph is to define the term "superstition." As the main verb of the first sentence, the **verb to be** indicates that a definition is provided. All of the supporting details in the paragraph assist in elucidating the term "superstition" in a more vivid manner. This main objective of the paragraph corresponds to the main topic of the passage (a superstition) and the main idea of the paragraph. (*A superstition is a belief in supernatural forces – such as fate – the desire to influence unpredictability, and the need to resolve uncertainty.*).

Read the following paragraph and identify the main purpose of the passage.

*There are superstitions in all situations and among all types of people. **For instance**, the belief that crossing one's fingers brings good luck dates back to pre-Christian, Pagan times in Western Europe, when the practice of making a cross with your own and another person's index finger was believed to concentrate the forces of good spirits and*

to seal a pact or a wish with the fellow-crosser. **Another example is that**, as we have seen with numbers such as thirteen and seven, different cultures frequently assign numbers different magical significance or status. Because of its resemblance in sound to the Mandarin word for "death," the number "4" is a no-no to the Chinese. (Adapted from Alonso, M. (2021, January 13). *18 superstitions from around the world*. Google Arts & Culture. <https://artsandculture.google.com/story/18-superstitions-from-around-the-world/QQlyTWmzJ9QvLg>)

Analysis

The main purpose of the above paragraph is to exemplify or illustrate superstitious beliefs that "in all situations and among all types of people." Two specific examples are provided to clarify the main idea of the passage (the first sentence), and the expressions "for instance" and "another example is that" are used as signals to introduce the examples.

Recognizing paragraph organizations

A paragraph can be structured in a specific manner. Recognizing paragraph relationships as part of critical reading skills can enable you to analyze and understand a text more effectively and thoroughly. The organization of a paragraph is how the paragraph's information is presented to achieve a particular effect like *describing, narrating, defining, exemplifying, or discussing causes/effects*. Each type of paragraph organization corresponds to a specific paragraph purpose or intent. It also corresponds to the passage's primary topic and central theme.

Look at the following example again.

The term superstition is a belief in supernatural forces – such as fate – the desire to influence unpredictability, and the need to resolve uncertainty. Individual beliefs and experiences drive superstitions in this manner, which explains why they are typically irrational and frequently contradict current scientific knowledge.

As previously mentioned, the primary objective of the preceding paragraph is to define the term *superstition*. To achieve this specific objective, the entire paragraph must be structured so that the extended definition of the term is presented. The paragraph's body contains the facts that contribute to the *definition* of the term superstition. Consequently, the paragraph structure of the preceding passage is "definition."

Look at the following example again.

*There are superstitions in all situations and among all types of people. **For instance**, the belief that crossing one's fingers brings good luck dates back to pre-Christian, Pagan times in Western Europe, when the practice of making a cross with your own and*

another person's index finger was believed to concentrate the forces of good spirits and to seal a pact or a wish with the fellow-crosser. **Another example is that**, as we have seen with numbers such as thirteen and seven, different cultures frequently assign numbers different magical significance or status. Because of its resemblance in sound to the Mandarin word for "death," the number "4" is a no-no to the Chinese.

As you are already aware, the purpose of the preceding paragraph is to *illustrate* superstitious beliefs. This paragraph is organized as "exemplification" or "illustration" because it provides a number of specific examples as its major details.

In the previous units' writing sections, various paragraph types were discussed. These varied writing styles that you practiced exemplified the organization of your paragraphs. As a writer, you must present your message in an appropriate organizational structure so that your audience can easily fully understand it. In order to read more analytically and critically, you must be able to recognize various organizational patterns.

Transitional devices

Transitional devices are phrases a writer can use to improve text coherence or the flow of ideas. These phrases can aid readers in identifying the organization of a paragraph by providing direction. They can serve as indicators of whether the subsequent idea is *similar* to or *different from* the preceding one, a cause or effect of the preceding one, an *illustration* of the preceding one, or an extension of the preceding one. These expressions are typically placed at the beginning of a sentence or after a semicolon (;) that connects two independent clauses to make reading easier.

The following chart contains a variety of transitional expressions typically used in academic English writing.

Meanings/Functions	Transitional Expressions
To show addition or for linking different ideas together to create a more cohesive and coherent argument.	furthermore, in addition, moreover, additionally, also, as well, not only... but also, besides, likewise, too
To show the sequence of ideas in a logical order and guide the reader through the different stages of an argument or discussion.	first, second, next, then, finally, initially, then, in the beginning, to start with, subsequently, afterward, following that, lastly

<p>To show comparison between different ideas, concepts, or pieces of evidence, and for highlighting similarities or patterns.</p>	<p>likewise, in the same way, correspondingly, equally, just as, like, in comparison, in a similar fashion, similarly to, by analogy, in much the same way</p>
<p>To show contrast as highlighting differences between different ideas, concepts, or pieces of evidence.</p>	<p>however, nevertheless, nonetheless, even so, yet, rather, instead, conversely, on the contrary, while, although, despite, in spite of, whereas, unlike</p>
<p>To show emphasis on a particular point or argument, or for indicating the importance of a certain idea</p>	<p>clearly, undoubtedly, certainly, absolutely, without a doubt, unquestionably, without question, inarguably, truly, definitely, especially, particularly, specifically, importantly, significantly, notably</p>
<p>To show cause and effect as indicating the relationship between different ideas or events, and for showing how one thing leads to or results in another.</p>	<p>because, as a result, therefore, consequently, hence, thus, accordingly, due to, owing to, given that, since, for this reason, under these circumstances, resulting in, leading to, causing, provoking</p>
<p>To show an example as supporting an argument or illustrate a point.</p>	<p>for example, such as, like, including, specifically, to illustrate, in particular, namely, among others, one instance is, to name a few, as an example, to demonstrate, for instance</p>
<p>To conclude or summarize an argument for signaling the end of an argument or point and provide a summary of the key ideas or points that have been discussed.</p>	<p>in conclusion, to sum up, ultimately, to summarize, all in all, to wrap up, in summary, to recapitulate, in brief, to conclude, in short, to finalize</p>
<p>To restate or explain as providing further explanation, elaboration or clarification of an idea or point.</p>	<p>indeed, in fact, in other words, that is, to put it differently, to clarify, that is to say, in simpler terms, put simply, what this means is</p>

Subordinate conjunctions

In addition to transitional devices, conjunctions used to introduce adverbial clauses (discussed in Unit 7) can also help in text organization identification. A subordinate conjunction is a word or phrase that introduces a subordinate clause, which typically modifies the main clause. This type of conjunction connects the subordinate clause to the main clause. Subordinate conjunctions can be used as signposts to help readers more accurately and effectively interpret the message or text. The subordinate conjunctions listed in the table below are arranged according to their respective meanings.

Time	<i>before after as as long as as soon as since till until when whenever while once</i>
Reason	<i>as because since given that in as much as</i>
Purpose	<i>in order that so (that) to the end that lest for the purpose of</i>
Contrast	<i>although even though though even if while whereas despite in spite of</i>
Manner	<i>as if as as though</i>
Condition	<i>if unless provided/providing (that) in case (that)</i>

Exercise

Directions: Read the following passages of ‘superstitions from around the world’ carefully. Then identify the purpose and the organization of each passage.

Passage 1

Given their perceived allegiance to witches, black cats have always gotten a bad rap, particularly around Halloween. Poor creatures are avoided on any day of the year, and it is a common belief that a black cat crossing your path will bring bad luck. They are, however, not alone. Crows are viewed as omens of bad luck and possibly death in South Korea. Even ravens, particularly in the United Kingdom, could foretell doom. According to an old British superstition, six ravens must always be present at the Tower of London, or the crown will fall. And in Ireland and Scotland, a single magpie is considered unlucky, but two or more are considered fortunate.

The purpose of the passage: _____

Paragraph organization: _____

Passage 2

In Turkey, India, and South Korea, it is thought to be bad luck to cut your fingernails or toenails after dark because it is thought to bring bad luck. According to one Japanese

superstition, you could even die prematurely. Historically, long nails were trimmed using knives or other sharp cutting tools. Infections could have been fatal due to the presence of darkness, sharp objects, and a lack of access to medical care.

The purpose of the passage: _____

Paragraph organization: _____

Passage 3

In Spain and Spanish-speaking countries, the 13th of the month causes anxiety. The Spanish word for Tuesday is "Martes," which comes from the Roman god of war, Mars. People will always think of Tuesday as a day of violence, death, and bloodshed because of this. According to legend, Constantinople fell on a Tuesday during the Fourth Crusade. Supposedly, Ottoman Turks seized the city on a Tuesday, more than two centuries later.

The purpose of the passage: _____

Paragraph organization: _____

Passage 4

According to German superstition, if you want to wish someone's death, you should toast them with water. This story derives from the Greek myth in which the souls of the dead drank from the river Lethe. Before entering the underworld, Lethe, the goddess and river of forgetfulness, would cause the spirit to forget its earthly past.

The purpose of the passage: _____

Paragraph organization: _____

Passage 5

According to a popular superstition, breaking a mirror will bring seven years of bad luck. People used to think that a person's reflection in a mirror held a part of their soul or was connected to it in some way. Given this, breaking a mirror, especially if it contains your reflection at the time, does not sound like a good idea. As a depressing side note,

folklore says that when a picture is taken, it contains a piece of the person's soul. This makes me question the selfie craze.

The purpose of the passage: _____

Paragraph organization: _____

Passage 6

According to an old wives' tale, a bird flying into your home is a bad omen, especially if it circles the room and lands on the back of a chair before leaving. According to legend, whoever sits in the chair chosen by the bird will die. In the folklore of Mexico and the Caribbean, the black witch moth is a more specific sign of death that flies. The moth resembles a bat, is dark in color, is nocturnal, and is quite large. The wingspans of female moths can reach approximately six and a half inches.

The purpose of the passage: _____

Paragraph organization: _____

LANGUAGE FOCUS

Adjective clauses

An adjective clause is a type of dependent clause that functions as an adjective in a sentence. It modifies or describes a noun or pronoun, providing additional information about the noun or pronoun. Adjective clauses usually begin with a relative pronoun, such as "who," "whom," "whose," "which," or "that," and they can appear either immediately following the noun they modify or at the end of the sentence. It is possible for adjective clauses to be "defining" or "non-defining."

Adjective clauses are utilized to provide additional details. This information may either serve to define something (definition clause) or provide unnecessary but interesting supplementary information (non-defining clause).

A modifying pronoun can be used:

- as the subject or object or possessive of an adjective clause
- to refer to a person or an object

Defining Adjective Clauses

Defining adjective clauses, also known as restrictive or essential clauses, are subordinate clauses that provide essential information to identify or define a specific noun or pronoun in a sentence. They are called "defining" because they provide crucial information that is necessary to understand the meaning of the noun or pronoun they modify.

Defining adjective clauses are not set off by commas and are not optional because they limit the meaning of the noun or pronoun they modify. They help to identify or define the specific person, place, thing, or idea that the sentence is discussing.

Examples: *The book that I borrowed from the library was overdue.*

(The underlined clause modifies the head noun "the book." The relative pronoun "that" is used to refer to "the book," a noun or a thing. In this sentence, "that I borrowed from the library" is a defining adjective clause that provides essential information about the noun "The book." Without this clause, the sentence would simply state "The book was overdue," which is less specific and informative.)

The woman who won the lottery is my neighbor.

(The underlined clause modifies the head noun "the woman." The relative pronoun "who" is used to refer to "the woman," a person or a human noun. In this sentence, the adjective clause "who won the lottery" defines which woman is being referred to. Without the clause, the sentence would just be "The woman is my neighbor," which is not very specific. The adjective clause helps to add more information and clarity to the sentence.)

Non-defining Adjective Clauses

Non-defining adjective clauses, also known as non-restrictive adjective clauses, are clauses that add extra information about the noun or pronoun in the sentence. They do not define or limit the meaning of the noun or pronoun, but simply provide additional, non-essential information.

Non-defining adjective clauses are typically separated by commas and can be omitted from a sentence without changing its essential meaning.

Example: *My brother, who is a doctor, lives in New York City.*

In this sentence, the non-defining adjective clause is "who is a doctor." This clause provides additional information about the noun "my brother," but it is not essential to the meaning of the sentence. The sentence would still make sense if the clause were removed: "My brother lives in New York City."

The Eiffel Tower, which was built in 1889, is one of the most famous landmarks in the world.

In this sentence, the non-defining adjective clause is "which was built in 1889." This clause provides additional information about the Eiffel Tower but is not essential to the

meaning of the sentence. The sentence would still make sense if the clause were removed: "The Eiffel Tower is one of the most famous landmarks in the world."

Correct punctuation is essential in non-defining adjective clauses. If the non-defining clause occurs in the middle of a sentence, a comma is placed before the modifying pronoun and at the end of the clause. If the non-defining clause occurs at the end of a sentence, a comma is placed before the modifying pronoun.

The Use of Relative Pronouns in Defining Adjective Clauses

Relative pronouns are used to introduce and connect the adjective clause to the main clause. In defining adjective clauses, the relative pronoun is necessary to identify and specify the noun it modifies. The most common relative pronouns used in defining adjective clauses are "who," "whom," "whose," "that," and "which", depending on the context. Additionally, it's important to note that in defining adjective clauses, "that" can often be used interchangeably with "who," "whom," and "which" for people, animals, and things, respectively. However, "who" and "whom" are preferred for people, and "which" is preferred for things, in more formal writing.

Relative Pronouns in Defining Adjective Clauses

Relative pronoun	Use
who	used for people; replaces subject pronouns such as <i>I, she, he, we, and they</i>
whom	replaces subject pronouns such as <i>me, her, and him</i>
whose	shows possession
which	used for animals and things
that	used for people, animals, and things

Relative Pronouns Used as the Subject of Defining Adjective Clauses

The relative pronoun serves as the subject of the clause and connects the clause to the main clause. The relative pronouns used as the subject of defining adjective clauses are as examples:

Examples: *The woman who (that) lives next door is a doctor.*
The car which was parked in the driveway is mine.
The book that I am reading is very interesting.

(In each of these examples, the relative pronoun serves as the subject of the defining adjective clause, which provides additional information about the subject of the main clause. “Who” and “which” or “that” in the above examples function as the subject of the clause. The verb in each clause agrees with the relative pronoun. Generally, “who” and “which” are more usual in written, formal English, whereas “that” is more usual in speech or in less formal English.)

Relative Pronouns Used as the Object of Defining Adjective Clauses

When a relative pronoun is used as the object of a defining adjective clause, it functions as the direct or indirect object of the verb in the clause.

Examples: *I found the book that I lost yesterday.*

In this sentence, “that” is the relative pronoun and the object of the verb “lost” in the defining adjective clause “that I lost yesterday.” The entire clause modifies “book” and identifies which book the speaker found.

The person whom I met yesterday is my new neighbor.

In this sentence, “whom” is the relative pronoun and the object of the verb “met” in the defining adjective clause “whom I met yesterday.” The entire clause modifies “person” and provides additional information about the person’s identity.

Other relative pronouns that can be used as the object of a defining adjective clause include “which” and “whose.”

NOTE: The relative pronouns *can be omitted*. “Who” and “whom” are used in written, very formal English. It is preferable to use **that** (not **which**) after the following words: *all, any(thing), every (thing), few, little, many, much, no(thing), none, some(thing)*, and after *superlatives*.

Example: *Superstitious beliefs are something (that) people hold based on traditional and cultural customs, as well as personal experiences or interpretations of natural events.*

Relative Pronouns Used as a Possessive in Defining Adjective Clauses

Examples: *The woman whose car was stolen filed a police report.*

(“Whose + noun” is a possessive modifying the head noun. In this sentence, the relative pronoun ‘whose’ introduces a defining adjective clause that provides additional information about the noun it modifies. The possessive form of the noun ‘car’ is used to indicate possession or ownership within the clause.)

The Use of Relative Pronouns in Non-Defining Adjective Clauses

In non-defining adjective clauses, relative pronouns are used to give additional, non-essential information about a noun in a sentence. The most common relative pronouns used in non-defining adjective clauses are "who," "whom," "whose," "which," and "that." Commas are used to set off the clause from the rest of the sentence.

Relative Pronouns in Non-Defining Adjective Clauses

Usage	<u>Person</u>	<u>Object</u>
Subject	who	<i>which</i>
Object	who, whom	<i>which</i>
Possessive	whose	<i>whose, of which</i>

Relative Pronouns Used as the Subject of Non-Defining Adjective Clauses

Examples: *Jane, who is my best friend, is coming over for dinner tonight.*

My sister, who is a doctor, just returned from a medical mission in a remote area.

My new car, which I bought last month, is a hybrid.

The man often chooses a flower for his girlfriend, which shows how much he cares about her.

("Who" and "which" in the above examples function as the subject of the clause. The verb in each clause agrees with the relative pronoun. In a non-defining adjective clause, "that" cannot be used.)

Relative Pronouns Used as the Object of Non-Defining Adjective Clauses

Relative pronouns used as the object in non-defining adjective clauses are the same as those used in defining adjective clauses. These include "whom," and "which."

Examples: *I'm meeting my boss for lunch, who(m) I haven't seen in months.*

Maria's favorite food is sushi, which she learned to make during her travels in Japan.

("Who[m]" and "which" in the above examples function as the object of the clause. In both instances, the relative pronouns *cannot* be omitted. In non-defining clauses, the relative pronoun cannot be replaced by "that," and there is always a comma before the clause. Non-defining clauses are set off by commas and provide additional information about the noun, but they are not necessary to the meaning of the sentence.)

Relative Pronouns Used as a Possessive in Non-Defining Adjective Clauses

Relative pronouns can also be used as a possessive in non-defining adjective clauses to show possession or ownership of the noun that the clause describes. The most commonly used relative pronoun in this case is "whose."

Example: *The musician, whose latest album just came out, will be performing at the concert tonight.*

("Whose + noun" is a possessive modifying the head noun. In these sentences, the relative pronoun "whose" is used to indicate possession or ownership of the noun that the non-defining adjective clause is describing. It is a useful way to add additional information and detail to a sentence in a concise way.)

Relative Pronouns with Quantifiers

After numbers and words like *many, most, neither, and some*, we use **of** before **whom** and **which** in non-defining adjective clauses.

Example: *Those participants, most of whom are college graduates, have a higher chance of finding employment after the training program.*

Adjective clauses with prepositions

Prepositions sometimes precede relative pronouns in formal English. However, it is far more common to place prepositions at the end of relative clauses, particularly in informal English. Adjective clauses can also include prepositions. Prepositions are words that show the relationship between a noun or pronoun and other words in a sentence. In an adjective clause, a preposition can be used to show the relationship between the noun being modified and other elements in the clause.

Examples: *Mr. Alex, from whom I learned a great deal about business, has been my mentor for the past two years. (formal)*

Mr. Alex, who(m) I learned a great deal about business, has been my mentor for the past two years. (less formal)

Adjective clauses with a relative pronoun that is used as an adverb

"Where" is another relative pronoun commonly used in English. This pronoun can refer to "a location" or "a circumstance." This relative pronoun serves as an adverb rather than as the subject or object of an adjective clause. Therefore, a subject and a verb follow "where" (The verb may be followed by an object.). This type of relative pronoun is suitable for use in both defining and non-defining adjective clauses.

Examples: *The restaurant where we had dinner last night is famous for its seafood.* In this sentence, "where" is the relative pronoun that introduces the adjective clause "where we had dinner last night", and it modifies "the restaurant." It functions as an adverb of place, indicating the location of the restaurant and it is followed by a subject and a transitive verb.

She worked hard until she reached a point where she could no longer continue.

"Where" modifies "the point," which in this sentence refers to a situation, indicating the location of the point being made in the argument. It functions as an adverb of the clause, and it is followed by a subject and a transitive verb.

Mary visited Italy, where she enjoyed the beautiful scenery and delicious food.

In this non-defining clause, "where" is used to modify "Italy," a proper noun. A comma is needed to separate the adjective clause from the main clause.)

Sometimes we can use a preposition of place and "which" to replace "where." Examples of such phrases are *in which*, *on which*, *at which*, *for which*, or *from which*.

Examples: *The park in which we used to play as children has been closed down for years.*

We used to play as children in the park. Therefore, the preposition "in" can be used with "which."

The company, for which my father works, is planning to open a new branch in China.

My father works for the company. Therefore, the preposition "for" can be used with "which." A comma is needed to separate the non-defining adjective clause from the main clause.

Exercises

A. Directions: Underline all adjective clauses in the following passage.

Beliefs and superstitions, which are often passed down from generation to generation, play a significant role in many cultures. In some cultures, there are specific superstitions related to weddings, such as not seeing the bride before the ceremony, which is thought to bring bad luck. Other cultures have superstitions related to death, such as covering mirrors in the house of the deceased, which is believed to prevent the spirit from being trapped. Beliefs about lucky and unlucky numbers, which vary widely across cultures, can also be seen as a form of superstition. For example, in Chinese culture, the number 8 is considered lucky, while the number 4 is considered unlucky. In some cultures, there are also beliefs about certain animals, such as black cats or owls, which are often associated with bad luck or even death. Beliefs about the power of amulets or talismans, which are objects believed to have protective powers, are also common in many cultures. In some cultures, there are even beliefs about the effects of the moon or the stars on human behavior, which can be seen as a form of astrology. These and many other superstitions and beliefs, which may seem strange or irrational to outsiders, are deeply ingrained in the cultural heritage of many people around the world.

B. Directions: Combine the following pairs of sentences using adjective clauses. You may change some words so that the sentences will be more effective.

1. The process of acculturation is challenging for immigrants.
They often struggle to balance their traditional beliefs and values with the new cultural norms of their adopted country.

2. The company is looking for a new CEO.
The CEO will be responsible for leading the company's expansion efforts.

3. The house was built in the 1800s.
The house has been in the family for generations.

-
4. The restaurant received a lot of positive reviews.
The reviews praised the restaurant's innovative cuisine.
-
-

5. The government's policies have had a devastating impact on Aboriginals.
The Aboriginals have faced discrimination and marginalization for generations.
-
-

C. Directions: Complete the following sentences using adjective clauses.

1. The Thai citizens, most of whom _____
-

2. The cultural difference that _____
-

3. The fortuneteller, whom _____
-

4. Anthropology, which _____
-

5. The Buddhist religion, which _____
-

WRITING

Writing a paragraph of cause and effect

Cause and effect is another type of academic paragraph structure. This type of paragraph discusses the causes or reasons for something, followed by its results or

effects. For instance, if you intend to discuss why the divorce rate in modern society has been rising, you will develop a cause-and-effect paragraph.

You must use logic and provide evidence that is primarily based on reasons in this common method of organizing a paragraph. One idea in a sentence is logically related to another idea in the same or a different sentence. For instance, you may wish to explain why red and white flowers should not be used in a wedding ceremony. You will write:

Red and white flowers are avoided by superstitious individuals because they represent blood and bandages.

The highlighted clause in the preceding sentence explains why superstitious people do not use red and white flowers in wedding ceremonies.

The adverbial clause indicating a reason (discussed in Unit 7) is utilized, and the conjunction "because" introduces the clause.

On the other hand, you can use a transitional device (discussed earlier in this unit) to show a result or effect. For example, you will write:

Red and white flowers can represent blood and bandages. Therefore, they are avoided at a wedding reception dinner.

This sentence illustrates the effect of a superstitious belief. Some people believe that the colors red and white are unlucky because they represent blood and bandages, respectively. As a result, red and white flowers are no longer used in weddings. Therefore, a transitional expression is used to introduce an effect.

In a cause-and-effect paragraph, there can be only one primary focus: causes or effects. If you wish to explain why certain types of flowers are avoided during wedding ceremonies, you will need to analyze the reasons or causes in a paragraph. If you want to talk about how superstitious beliefs affect how people act, you'll need to write a paragraph about the results or effects. Each paragraph should begin with a clear topic sentence and be supported by vivid details.

Read the following paragraphs about 'Superstitions of the Full Moon' and decide which one mainly analyzes causes and which one mainly analyzes effects.

Paragraph 1

The full moon has been a source of fascination and fear for people throughout history. Many cultures have developed superstitions surrounding the full moon, with beliefs ranging from its effect on human behavior to its ability to control the tides.

One of the most common beliefs about the full moon is that it can make people act in strange ways or become more aggressive. This belief may have come from the fact that the full moon brings more light, which can make it hard for people to sleep and make them feel restless. Some researchers have also said that the full moon may have the same effect on the human body as it does on the tides, drawing fluids to the surface of the skin and making people more agitated.

Another common superstition is that the full moon is a time of increased danger or bad luck. This belief may have come about because the full moon is associated with darkness and the unknown, and because stories and legends say that supernatural creatures are more active when the full moon is out. Some people also think that a full moon can cause earthquakes or volcanoes to erupt, even though there is no scientific evidence to support this claim.

Focus of the paragraph: _____

Paragraph 2

A third superstition surrounding the full moon is the belief that it can affect a person's health. Some people think the full moon can make it hard to sleep or cause other sleep problems, while others think it can make health problems like epilepsy or mental illness worse. This belief might have come from the fact that the full moon brings more light and energy, which can have both good and bad effects on the body.

Despite the lack of scientific evidence to support many of these superstitions, they continue to be popular among people around the world. The possible causes and effects of these beliefs are complex and varied, and they reflect the ways in which people have attempted to understand and make sense of the natural world throughout history. Therefore, the superstitions about the full moon are a fascinating and complicated subject that has fascinated people for hundreds of years. Whether they are based on fact or fiction, these beliefs reflect the ways in which people have attempted to explain and understand the world around them.

Focus of the paragraph: _____

Analysis

Paragraph 1 mainly analyzes causes, while paragraph 2 primarily analyzes effects. In the first passage, the sentence "One of the most common beliefs about..." reveals that the main purpose of the paragraph is to discuss the causes of people's reactions to the full moon. All of the supporting details that follow explain why people react in those ways and the dangers that a full moon brings.

In the second paragraph, the topic sentence is clear in its purpose, disclosing the writer's intention to discuss the consequences of a particular person's superstitious beliefs on

people's lives. The supporting sentences show details regarding activities that result from the belief. Common expressions for effect analysis are used.

The following are examples of words and phrases used to indicate cause and effect, with examples.

Focus on **Cause**

Common Expressions	Clause Connectors	Examples
as a result as a consequence result in consequently so...that accordingly, on account of	because as since because of due to owing to (be) the result of (be) the effect of (be) the consequence of for stem from (be) caused by	Because she studied hard for the exam, she received a high grade As a result of the heavy rain, the streets were flooded and many people had difficulty commuting to work. The accident was caused by the driver's reckless behavior on the road.

Example

*Superstitious beliefs have been around for centuries, and they are still prevalent today. One of the reasons why people believe in superstitions is **because** they offer a sense of control over unpredictable events. For example, many brides follow the tradition of "something old, something new, something borrowed, something blue" on their wedding day, believing it will bring them good luck. Another common superstition is that breaking a mirror will bring seven years of bad luck. People may believe this **because** mirrors are considered to be mystical objects that can reflect one's soul. Additionally, some cultures believe that seeing a black cat is a sign of bad luck. This may be **due to** the cat's association with witches in folklore. Overall, the cause of superstitions may stem from a desire to control one's fate and find meaning in unpredictable events.*

Focus on **Effect**

Common Expressions	Conjunctions/ Adverbs	Clause Connectors	Examples
--------------------	--------------------------	-------------------	----------

<p>cause (be) cause by bring about result from lead to affect (be) affected by have an effect on</p> <p>the cause of the reason for</p> <p>owing to the fact that</p>	so	<p>as a result of as a consequence of consequently</p> <p>hence therefore thus</p>	<p>I was running late, so I decided to take a taxi to the airport.</p> <p>The company's profits decreased this quarter as a consequence of the pandemic-related shutdowns.</p>
---	----	--	--

Examples

*Superstitions have been around for centuries, and they continue to influence people's behavior and beliefs to this day. **Consequently**, people often perform certain rituals or behaviors based on these superstitious beliefs. For example, if someone believes that breaking a mirror will bring seven years of bad luck, they may go to great lengths to avoid shattering any glass. **Resulting from** such beliefs, people may also wear certain items, such as lucky charms or talismans, to ward off evil spirits or bring good luck. Similarly, certain events or occurrences are seen as **the cause of** good or bad luck, and this can **lead to** various behaviors or actions. For instance, if someone believes that a black cat crossing their path is a bad omen, they may avoid taking certain routes or taking certain actions that could bring about misfortune. All in all, the effects of superstitious beliefs can be far-reaching and can impact many aspects of people's lives, from their daily routines to their major life decisions*

Exercise

Directions: Choose ONE of the following topics, and write a short paragraph discussing causes or effects as directed. Use appropriate expressions for analyzing cause and effect. Make sure your paragraph has a clear topic sentence and is based on an effective outline.

What are effects of some Thai superstitious beliefs?

What are reasons behind some Thai superstitious acts?

Paragraph

LISTENING

A. Directions: Listen to *'Where do superstitions come from?'* by Stuart Vyse from TED-Ed and answer the following questions.

<https://www.youtube.com/watch?v=quOdF1CAPXs>

1. What is the origin of the superstition surrounding the number thirteen?

2. How did the superstition of knocking on wood come about?

3. Why do many Italians fear the number 17?

4. What is the reason behind the taboo against whistling backstage in theaters?

5. Why do people continue to follow superstitions even if they don't believe in them?

SPEAKING

Analyzing causes and effects

In academic talks or presentations, it is sometimes necessary to demonstrate reasons or outcomes. When you give reasons for an action, you discuss its causes. When presenting results, you discuss the consequences of an action. In a talk, for instance, about the factors that contribute to people's superstitious behavior, you will analyze the causes of people's actions. However, in a presentation on people's actions as a result of their supernatural beliefs, you will analyze and discuss the consequences of these beliefs. In this type of presentation, you must use specific phrases and sentence connectors to demonstrate causes and effects.

Exercise

Directions: Prepare a three-minute talk on one of the options below. Analyze and discuss the causes or effects as stated in the topics. Limit the topic of your choice to a narrower, more specific one. You may use the expressions given below as well as those provided in the writing section above. Prepare an introduction to the key concept as you have practiced earlier. When you are ready, give a talk in front of the class or in a small group.

1. The Power of Superstitious Beliefs in Thailand
2. The Behavioral Effects of Foreign Cultural Influences on Thais.
3. Superstition and Religion in Thailand

Expressions

Emphasizing cause

... because....

Emphasizing effect

Therefore,...
So,...
Consequently,...

...due to...
...because of...

As a consequence of...
As a result of...

...result(s) from...
...lead(s) to...
...cause(s)...

Study the following example.

This talk is mainly about superstitious beliefs related to religion. **First of all**, it's important to note that many religious traditions are based on faith rather than superstition. However, there are some beliefs that can be considered superstitious. **Because** religion is such a personal and sensitive topic, it's important to approach this subject with respect and understanding.

One common superstitious belief related to religion is the idea that certain objects or symbols can protect a person from harm or evil. **For example**, wearing a cross or carrying a religious artifact is believed to offer protection against negative forces. **Another type of** religious superstition is the idea that certain actions or rituals can bring good luck or prevent bad luck.

As a result, some people may engage in certain behaviors or practices based on these beliefs. For example, some may pray a specific number of times or wear specific colors to ensure good luck. However, it's important to remember that these practices are not necessarily a part of the religion itself, but rather a personal belief or interpretation.

Finally, it's worth noting that the cause of these superstitious beliefs may be rooted in cultural traditions or historical events. For example, certain beliefs may have developed as a way to cope with difficult or uncertain times. Regardless of the origin, it's important to approach these beliefs with an open mind and a willingness to learn more.

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