

CHAPTER 3

Friendship

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- Do you think it is important for people to be of the same sex in order to have a true friendship? Must they be the same age?
- Is it important for friends to share similar interests and backgrounds?

PART 1

INTRODUCTION TO THE TOPIC, READING, AND DISCUSSION

A Reflection

Read these quotations about friendship. Which ones make the most sense to you? Which don't make sense? Why?

- 1 "A false friend is more dangerous than an open enemy." (*Francis Bacon, British essayist, philosopher, and statesman*)
- 2 "Friendship always benefits; love sometimes injures." (*Seneca, Roman philosopher, writer*)
- 3 "My best friend is the man who in wishing me well wishes it for my sake."* (*Aristotle, Greek philosopher*)
- 4 "Your friend is the man who knows all about you, and still likes you." (*Elbert Hubbard, American author*)

for my sake: to help me, for my benefit



Follow-up Discuss your answers with a classmate.



B Discussion

Read these results from a survey on friendship done by the popular magazine *Psychology Today*. Put a check (✓) by statements that you find believable. Put an exclamation point (!) by statements that surprise you. Then discuss your reactions in small groups. In general, does your group find these statements believable or surprising? Why?

- _____ 1 Loyalty, warmth, and the ability to keep confidences are the qualities most valued in a friend; age, income, and occupation are less important.
- _____ 2 Feeling betrayed or deceived by a friend is one of the main reasons for ending a friendship.
- _____ 3 In a crisis, 51 percent of the survey respondents say they would turn first to friends, not family.
- _____ 4 Twenty-nine percent say they have a close friendship with someone who is a homosexual.
- _____ 5 Only 26 percent think career success interferes with friendship opportunities.

- _____ 6 Seventy-three percent agree that friendships with the opposite sex are different from those with the same sex.
- _____ 7 Thirteen percent would lie for a friend in a divorce proceeding.

C Preparing to read

NOTES ON THE READING

“The Friendship Bond,” a report on the *Psychology Today* friendship questionnaire, commands attention because it reports answers from a large number (40,000) of respondents. The writing style is somewhat scientific in that the author reports the results of her research by giving us the statistics to support the conclusions she makes. To help us understand the reasons for her research, she presents the theories about friendship, that is, what social critics believe about friendship in the United States. Be careful to make a distinction between this theory and the writer’s findings; her data, or information, may contradict or disagree with the theory.

PREVIEWING THE VOCABULARY

Before reading, preview the vocabulary in context. Read these key sentences based on the selection, and choose the best meanings for the underlined words.

- 1 Unlike marriage or the ties that bind parents and children, friendship appears to be a unique form of bonding.
 - a. responsibility
 - b. relationship by law
 - c. feeling that brings people together
- 2 Social critics expect people to be dissatisfied with their friendships; the research gives cold comfort to the critics, however.
 - a. is ignored by the critics
 - b. shows the critic are correct
 - c. is unwelcome news to the critics
- 3 Unlike other social roles we play as citizens and employees, friendship has its own rationale: to enhance feelings of warmth, trust, love, and affection between two people.
 - a. improve
 - b. decrease
 - c. eliminate
- 4 Social critics have pointed to the dislocation and isolation that they think grows out of the high mobility rate among Americans and a loss of community supports.
 - a. trouble using a map
 - b. disregard for traditions
 - c. feeling that life is out of order

- 5 Sociologists have described the impersonality and anomie of life in modern cities, where increasing numbers of people choose to live alone.
- a. feelings of hopelessness and loneliness
 - b. chances for more friends
 - c. opportunities for more to do
- 6 Because increasing numbers of people choose to live alone, critics have written a good deal about a trend toward self-indulgence and lack of commitment in our society.
- a. talking to oneself / people to talk to
 - b. feeling very lonely all the time / close families
 - c. doing whatever one wants / willingness to give time, energy
- 7 These questions provide clues as to whether people today find deficits in their friendships. Researchers looked for signs of dissatisfaction with the quality of people's friendships, but found few.
- a. surprises
 - b. lack of something necessary
 - c. conflicts with family obligations
- 8 When asked, for example, whether they felt that many of their friendships are not completely reciprocal, almost 60 percent answered no. Most obviously feel they get as much as they give in their relationships.
- a. unequal
 - b. advantageous
 - c. giving and receiving in return
- 9 Helping out a friend and turning to a friend for help presuppose a certain amount of trust.
- a. imagine
 - b. require; assume
 - c. make unnecessary
- 10 Social psychologists have proposed a link between trust and liking that seems to fit the data.
- a. a connection
 - b. an impossible combination
 - c. a theory that proves the existence of something
- 11 The rules of friendship involve the right to ask for help; presumably, the obligation to help a friend is implicitly acknowledged.
- a. not usually true
 - b. sometimes impossible to do
 - c. understood without discussion

- 12 Only 10 percent of the sample said they thought a friend should help another commit suicide if the friend wanted to but was too feeble to do it alone.
- a. weak
 - b. crazy
 - c. emotional
- 13 In short, there is no striking contradiction between people's descriptions of actual friendships and their beliefs about friendship in general.
- a. agreement
 - b. relationship
 - c. lack of agreement



Follow-up Check and discuss your answers in pairs or with the class.

D Reading for overall meaning

Read the selection at a quick but comfortable pace. Then answer this question:

Is the idea of friendship alive and well, or is friendship in trouble according to the study? Explain.

The Friendship Bond

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Mary Brown Parlee

More than 40,000 readers told us what they looked for in close friendships, what they expected of friends, what they were willing to give in return, and how satisfied they were with the quality of their friendships. The results give cold comfort to social critics.

Friendship appears to be a unique form of human bonding. Unlike marriage or the ties that bind parents and children, it is not defined or regulated by law. Unlike other social roles that we are expected to play—as citizens, employees, members of professional societies and other organizations—it has its own subjective rationale, which is to enhance feelings of warmth, trust, love, and affection between two people.

The questionnaire on friendship appeared in the March issue of *Psychology Today*. The findings confirm that issues of trust and betrayal are central to friendship. They also suggest that our readers do not look for friends only among those who are most like them, but find many who differ in race, sexual preference, religion, and ethnic background. Arguably the most important conclusion that emerges from the data, however, is not something that we found—but what we did not.

Social critics have pointed to the dislocation and isolation that they think grows out of the high mobility rate among Americans and a loss of community

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supports. Ever since the work of sociologist Emile Durkheim, they have 20 described the impersonality and anomie of life in modern cities, where increasing numbers of people choose to live alone. They have written a good deal about a trend toward self-indulgence and lack of commitment in our society, which could very well lead to tensions in friendships just as it may be contributing to the divorce rate among married couples. 25

In the questionnaire responses, we looked for signs of dissatisfaction with the quality of people's friendships, but we found few. Do people confide in their friends these days? Do they tend to turn to them in times of emotional crises? Do friends become more important as one gets older? Turned around, all of these questions provide clues as to whether people today find deficits in their 30 friendships. Most of the responses to our survey strongly suggest they do not. When asked, for example, whether they felt that many of their friendships are not completely reciprocal, almost 60 percent answered no. At least among our readers and others like them, friendship in America appears to be in sound health. 35

When we asked our readers to tell us what qualities they believe to be important in a friend, they valued, above all, loyalty and the ability to keep confidences. Warmth, affection, and supportiveness were also high on the list, while external characteristics such as age, income, and occupation, were not. Again, in the letters commenting on friendship in general, similar themes recurred: 40 typical words and phrases were *trust, honesty, accepts me even when he doesn't totally approve, supportive, and understanding*.

Some insights into what holds friendships together can be gained from looking at what drives them apart. When asked about reasons for a friendship's cooling off or ending, readers gave as the two most important reasons feeling 45 betrayed by a friend, and discovering that a friend had very different views on issues the respondent felt were important. The questionnaire answers thus confirm what many readers said explicitly in their comments: in a satisfying friendship, trust and feeling accepted are two of the most essential components. 50

Activities of Friendship

Given the importance of trust, it is not surprising that "had an intimate talk" is the activity most or second-most frequently mentioned by both men and women as something they have done with friends in the past month. Two other items high on the list of activities also presuppose a certain amount of trust and 55 involvement: helping out a friend and turning to a friend for help.

Social psychologists have proposed a link between trust and liking that seems to fit these friendship data. The theory suggests that trust encourages self-disclosure (revealing aspects of yourself that are both precious and vulnerable). If self-disclosure meets with continued acceptance (not necessarily the 60 same as approval of the feelings or actions), liking and affection deepen—as

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well as trust. In this theory, self-disclosure and trust must be reciprocated in order for the relationship to deepen.

Rules of Friendship

In addition to inquiring about actual activities, we asked some specific questions about what people would or would not do with friends, both in general and in certain hypothetical situations. We wanted our survey to give us an idea of some of the “rules” that govern, or perhaps define, behavior between friends.

As both theory and the data suggest, one rule of friendship is that friends confide in each other, sharing intimate aspects of their personal lives and feelings. Perhaps most significantly, bad as well as good news can be shared. Even though in our society, one’s success is often equated with success at work, 89 percent of our sample said they would tell a close friend about a failure at work.

Furthermore, over two-thirds (68 percent) said that if they had a terminal illness, they would tell a friend. Eighty-seven percent of the respondents say they talk with friends about sexual activities (60 percent discussing activities in general, 27 percent in detail).

Our respondents clearly indicated that in some situations, the rules of friendship involve the right to ask for help (presumably the obligation to help a friend is also implicitly acknowledged). When asked who they would turn to first in a crisis, over half (51 percent) said they would turn to friends before family. This was true for all subgroups, even though older people in the sample said they tend to rely more on family and professional counselors in a crisis than do the younger age groups, and a higher proportion of men than women said they go it alone.

Yet friendship has limits. Only 10 percent of the sample said they thought a friend should help another commit suicide if the friend wanted to but was too feeble to do it alone (41 percent said no and 36 percent were opposed to suicide.)

In short, there are no striking contradictions between people’s descriptions of actual friendships, their beliefs about friendship in general, and their perception of the rules that apply to these relationships. This consistency, and the enthusiastic descriptions of friends and friendship we received, suggest that our readers are satisfied with their friendships, even though 67 percent of the respondents also acknowledge feeling lonely “sometimes” or “often.”



Follow-up Now answer this question:

Is the idea of friendship alive and well, or is friendship in trouble according to the study? Explain.

E Reading for more detail

Read the article a second time. Use the questions below to read for more detail and to bring your experience to the reading.

- 1 Why did social critics expect people to be dissatisfied with their friendships? In what way were the critics' expectations wrong?
- 2 What five qualities did people say were most important to them in a friend? Would you list the same five qualities? In the same order?
- 3 What are the two reasons given for ending a friendship? Which of the two reasons makes more sense to you?
- 4 What three activities are most characteristic among friends in this survey? What role does trust play in these activities?
- 5 What two rules of friendship do the respondents mention? Do you follow the same rules with your friends?
- 6 What limits do the respondents put on friendship? Can you be good friends with someone and say no to him or her?
- 7 *Key words* Make a list of six words or expressions that you feel are important to the reading. Be ready to explain what each word means and why it is important.



Follow-up Compare and discuss your answers in pairs, small groups, or as a class.

PART 2

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PERSONAL WRITTEN RESPONSE

A Journals: A private audience

Choose two of the following topics. Write for about 20 minutes in your journal notebook. Express your opinions and feelings honestly. These journal entries are for your eyes only, so do not spend a lot of time using a dictionary or worrying about grammar.

- 1 Who is your closest friend? What makes the two of you close?
- 2 Can friends ever be more important to you than family?
- 3 Who has hurt you more in your life—a friend or a relative?

B Shared writing

Choose two of the following topics, and write for a total of 20 minutes. Your audience is your classmates, with whom you will share your writing. They will be interested not only in what you feel but also in why you feel that way. Express your views clearly and support them.

- 1 How important is it to confide in a friend? Can you be friends with someone without revealing parts of yourself?
- 2 Have you ever had any fair-weather friends, that is, people who stop being your friend when you are in trouble? Explain.
- 3 Have you ever ended a friendship? If so, why?



C Feedback on your writing

Get feedback on how clear and logical your thinking and writing are. Select one of the questions from *Shared Writing*, and read your answer to a small group of classmates. Follow the *Peer Feedback Guidelines* on page 11.

PART 3

FURTHER READING, WRITING, AND DISCUSSION



A Preparing to read

NOTES ON THE READING

This selection from a newspaper tells a true story about two women from different backgrounds who taught together in a school. The writer mentions the *rift*—the serious disagreement or division—between her culture and that of her fellow teacher. She compares their relationship to the one between the Montagues and Capulets, two warring families in Shakespeare’s *Romeo and Juliet*. In this story the writer *falls out of favor* with the administration at her school, meaning that they no longer like her. Therefore, she feels like a *pariah*, a person not accepted by anyone. Unfortunately, it seems she has no *allies*, or friends, to help and support her.

(Note: Words in italics are from the selection.)

B Reading for overall meaning

Read the essay the first time to answer this question:

Did the two women in the essay merely act like friends, or did they become real friends?

Heart Speaks to Heart Across a Cultural Divide

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Gail Saunders

She taught me about friendship, even though a friendship between us seemed unlikely. But then, a friendship between people from different backgrounds always is. Our cultures are longstanding enemies, the Montagues and the Capulets of our part of the world, distant cousins separated by a centuries-old rift. 5

We were working together as teachers, and it was our first year at that school. We happened to be neighbors, too. Our rooms were right across from one another, separated by only a strip of tar and some stones and debris that had missed old, dented garbage cans.

At first we were cordial with each other, the way co-workers are supposed to be. We often made small talk about our aides, a memo sent, our kids. It was pleasant, but I felt there was a barrier and that the wall of political and ideological differences would separate us forever. 10

I could be polite, though, even if she just didn't seem to get it. We only had to work together. It didn't mean that we had to be friends; we just had to peacefully coexist. "Hello, how are you?" and "I'm fine" was about as far as it was going to go. That was fine with me. 15

Then one day, I fell out of favor with the school administration. It began as something very small, an argument with a co-worker, and it grew into something very big. I was called into a meeting and told that perhaps I would be happier working somewhere else. The woman with whom I'd had the conflict wasn't leaving, they said, so I had to. They said many ugly and untrue things. My feelings were hurt. I stopped smiling at people. I withdrew and stopped socializing. I felt like a pariah, someone that people were whispering about. 20

My neighbor, separated by a strip of tar and a centuries-old rift, my people's bitter and sworn enemy, caught my eye one day in the cafeteria, and I knew that she knew. 25

"It's as though someone took the life out of you," she said. "You are like a different person, and it hurts my heart to see you like that."

From then on, we began taking long walks together during our conference 30

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periods, which happened to coincide. We would talk about what had happened. She gently upbraided me for my actions, at first. “You needed allies,” she said. “Then this wouldn’t have happened.”

“It could have happened to anyone,” I countered, “even you.” She agreed, and she continued to take my side. 35

Sometimes she would confide to me about the wrongs and slights she had also suffered at work. Sometimes she would bring a dish that she had made at home, and we would sit down and eat together and talk about our philosophies on life, our religions, our families.

Not that we didn’t have our differences. We did. At times she made comments 40 that I thought were boastful.

“Do I dare say something to her about it,” I thought, “and risk alienating the one person who has been my friend and really cares?” In the end, I did say something, and my friend listened patiently. As it turned out, some of our differences were cultural, and her explanations brought us even closer together— 45 my bitter and sworn enemy.

She stuck by me and stayed to help pick up the pieces when no one else did; others were too busy, or didn’t care.

And in the end, my friend and I began to see over the top of the wall of our political and cultural differences. We exchanged phone numbers. And on my 50 goodbye card, she simply wrote, “To my best friend: I wish you the best.”



Follow-up Now answer this question:

Did the two women in the essay merely act like friends, or did they become real friends?

C Reading for more detail

Read the selection again. Mark any places in the text that are still unclear to you.

D Helping each other understand

Write for about 20 minutes on one or more of the questions below.

- 1 What do you have trouble understanding in the essay?
- 2 Have you ever been in a situation like the author’s, where you really needed a friend?
- 3 Have you had a similarly improbable or unlikely friendship?



Follow-up To a small group of students, read what you have written. Each group member will respond with (1) a question, (2) a comment, and/or (3) help with what you didn’t understand.



E Discussion: Critical thinking

Discuss these questions in pairs, in small groups, or as a class.

- 1 Relatives can be friends, but friends do not usually become relatives. Can friends be as important to you as relatives? Explain.
- 2 Can you be as good friends with someone from another culture as with someone from your own culture? Explain.
- 3 English has two contradictory sayings that can apply to friendship: “Birds of a feather flock together,” and “Opposites attract.” What do they mean? Which saying describes friendship more accurately in your experience?
- 4 Do women make friends more easily than men do? Do they know how to be better friends than men do? Explain.

PART 4

FOCUS ON WRITING SKILLS

A Using another's writing: More on paraphrasing

In your formal writing assignment in this chapter, you may want to use some of the authors' ideas. Do so, but be sure to put their ideas into your own words by paraphrasing.

EXERCISE 1 *More practice in paraphrasing sentences*

Read each sentence below, and find it in the first reading selection, "The Friendship Bond." Read the context (the lines before and after) of the sentence several times. Then paraphrase the sentence in your own words. To avoid using the author's wording, change the structure of the original sentence, and do not use the italicized words in your paraphrase. Finally, revise your sentence to make sure your paraphrase is clear and grammatical.

- 1 "Unlike marriage or the ties that *bind* parents and children, it is not defined or regulated by law." (lines 5–6)

Paraphrase: The law defines relationships between spouses and between parents and children and tells us how to act in them; it does not do the same for friendship.

Revision: The law clearly states what family relationships are and how we should act in them; it does not do the same for friendships.

- 2 "The findings confirm that *issues* of trust and betrayal are *central* to friendship." (lines 12–13)
- 3 "The questionnaire answers thus *confirm* what many readers said explicitly in their comments: in a *satisfying* friendship, trust and feeling accepted are two of the most essential components." (lines 47–50)
- 4 "In short, there are no striking *contradictions* between people's descriptions of actual friendships, their *beliefs* about friendship in general, and their *perception* of the rules that apply to these relationships." (lines 89–91)



Follow-up Exchange and compare paraphrases with at least one other student. What are the differences in your paraphrases?

B Meeting reader expectations: The essay and logical assertions

A good English paragraph expresses one main idea and provides the reader with enough logical support to be convincing. We can look at an essay the same way, with one difference: The main idea is more general, so it needs more discussion and support. Traditionally, an academic essay has four or more paragraphs, which correspond in function to the three parts of the paragraph.

Look at this comparison between the parts of a paragraph and the parts of an essay:

The Parts of a Paragraph	The Parts of an Essay
1 Topic sentence Expresses the main idea of a paragraph in a sentence.	<i>Introduction paragraph and thesis statement</i> Typically, the introduction begins in a general way and moves logically toward the thesis statement, which expresses the main idea of the essay in a sentence. The thesis statement is often the last sentence in this first paragraph.
2 Points of support (1, 2, 3, etc.) More specific ideas that support the topic sentence.	<i>Body paragraphs (1, 2, 3, etc.)</i> Each body paragraph will have its own main idea and therefore its own topic sentence. But each paragraph will support the thesis statement directly.
3 Conclusion One sentence, often found in longer paragraphs.	<i>Conclusion paragraph</i> An essay needs a conclusion to end effectively. The concluding sentences move from the specific (the thesis of the essay) back to something more general, such as friendship or life.

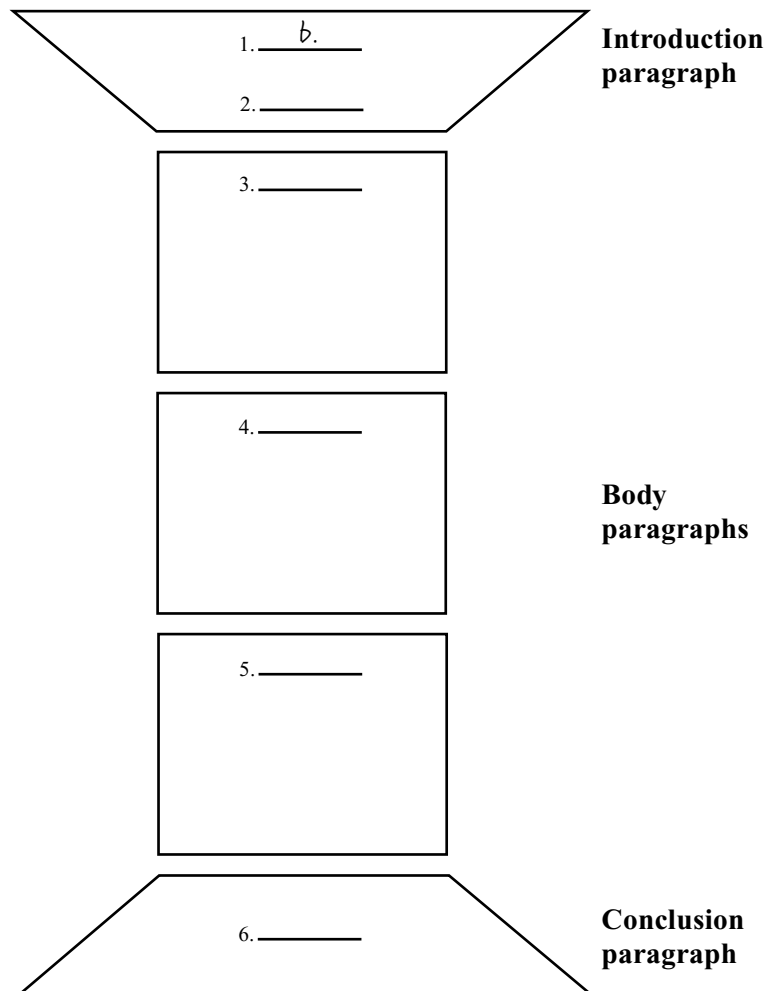
EXERCISE 2 *Parts of the essay*

Read the sentences on the following page carefully. They are all from an essay on friendship. Decide how each one might function in the full essay:

- as the thesis statement
- as a topic sentence of a body paragraph
- as part of the conclusion

Place the letter of each sentence where it fits in the essay diagram that follows. Sentence *b* is placed in the diagram for you.

- a. A superficial friendship is one that often makes us fall into materialistic behavior against our better judgment.
- b. Nowadays, it is not easy to find good and loyal friends because there are many kinds of people with different thoughts, feelings, and even intellect.
- c. Another category of friend is the selfish friend. An example of a selfish friend is someone who tries to take advantage of you.
- d. Despite these differences, friendship can be classified into three categories: superficial, selfish, and real.
- e. Even though we may have many kinds of friends in our lives, once we find a real one, it allows us to give the best of ourselves to make our friends feel good. I am sure this is the only kind of friendship that will be everlasting.
- f. When there is a real friendship, you are always willing to share all kinds of sadness and joy with your friend.



EXERCISE 3 *Student essay on friendship*

Before reading this essay by a student from Japan, look at the questions on page 72. Then read the essay carefully, and answer the questions.

Kiyomi Kumazawa

Different Stages of Friendship

I have had experiences where I felt a closeness with a person who I had just met, and we were able to become friends instantly as if we had known each other for a long time. I can call that person a soul mate because I felt my soul drawn to him or her for no reason and irrespective of sex, age, and race. I have a friend, Kaori, who I met just once nine years ago, and I remember vividly what we did and talked about even though I don't remember her face clearly any more. However, we have kept in touch with each other to this day. An event like this happens only occasionally in our lives because it usually takes time to become friends and to cultivate friendships. For that reason, we have different kinds of friendships, depending usually on how long we have known the friends. The process of making friends can be divided into three stages: new friends and acquaintances, true friends, and best friends.

There are many reasons why people become friends such as feelings of familiarity, having things in common, or having the same experience. For example, when I was taking an English class, I had many classmates, but I could not get to know everyone. Some of them became my friends because they were friendly and easy to talk to, because we spent time doing something together in class, or because we had the same purpose: a desire to improve our English. However, some of them remained only acquaintances because we didn't keep in touch after the course without definite reasons. They were friends at that time only, and the reasons for this that come to mind are that we led busy lives and that we didn't have much in common because of no longer being classmates. However, we shared qualities of friendship such as warmth and encouraging one another at that time although we were only acquaintances.

Moving on to the second stage, a true friendship would be a deeper relationship; it is natural for us to be true friends if we spend time together and get to know one another. For instance, some of my former classmates are still my friends, and we sometimes have lunch, go shopping, or talk on the phone even though we are not classmates any more. We are becoming true friends and building friendships because we are getting to know each other better gradually on account of spending time together. As a result, we have trust, understanding, and affection in our friendships.

While cultivating a friendship, you might find a best friend whom you can confide in, whom you do all you can for without expecting anything in return, and whom you sacrifice your time or energy for willingly if he or she needs you.

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A best friend will accept and respect you, keep confidences, and be loyal to you. When you can get a friendship like this, it is not too much to say that you are fortunate, for it is difficult to find a best friend. That is so because it is hard to accept and respect differences in feelings, thoughts, and personalities, and also because we are afraid to reveal ourselves. Fortunately, my best friend, Mikako, and I got over these difficulties. For example, we know each other's shortcomings, and if necessary, we advise each other to mend them. However, we can accept them because we know each other very well, so they are not serious problems in our friendship. Also we confide in each other and share our personal events and feelings no matter whether they are good or bad. We want to listen to each other's opinions even if we disagree or disapprove of them because we accept and respect each other, and we know we value each other's opinions.

We have different kinds of friends in different parts of our lives, but not all friendships last forever. However, they are parts of our lives and our memories even though some of them are only acquaintances. While building a friendship, we learn and benefit from our friends through their encouragement, affection, support, trust, and kindness. When we have a good relationship with someone, it makes us feel happy and joyful. And friendship makes us more human as it helps us to realize that others have the same needs as we do that friendship fills. In the end, friendship helps us to see how precious life is and why we are living.

- 1 How many paragraphs does the essay have?
- 2 Does the introduction grab your attention? Does it move logically towards the thesis statement? What is that thesis statement?
- 3 Does each body paragraph have its own main idea? Is each main idea supported adequately? How are the body paragraphs related to the thesis statement?
- 4 Does the conclusion make you recall the thesis or think of a new idea? Would the conclusion be as effective if it were just one sentence? Explain.
- 5 Has Ms. Kumazawa convinced you of her thesis? Explain.

EXERCISE 4 *Topic sentence or thesis statement?*

Look at the following main idea sentences. For each one, decide whether:

- a. It is a good topic sentence. It states a fairly specific idea that can be well developed in a single paragraph.
- b. It is a good thesis statement. It states a more general idea that requires an essay to be developed well.
- c. It could be developed into either a paragraph or an essay topic, with modifications.

Write *P* for paragraph, *E* for essay, or *P/E* for both. Be ready to defend your choices. (*Hint*: Think of how you would support these main idea sentences.)

- _____ 1 Friendship and kinship are different relationships in terms of loyalty, obligation, and feeling.
- _____ 2 Men and women cannot be real friends for a number of reasons.
- _____ 3 We choose our friends but not our relatives: This is the basic difference between friendship and kinship.
- _____ 4 There are definite qualities that I look for in a friend.
- _____ 5 There are three important characteristics that all real friendships share.
- _____ 6 A good friend taught me a valuable lesson about loyalty.
- _____ 7 There are two kinds of friends: fair-weather friends and real friends.
- _____ 8 There are several reasons for a friendship to break apart.
- _____ 9 A friend becomes part of the family in my country.
- _____ 10 We have different kinds of friends for different parts of our lives.

C Meeting reader expectations: Objective writing

The writing that you do in Part 2 of each chapter is personal and subjective. The assignments ask you to write about what you like and dislike, to recall similar incidents from your own life, and sometimes to write about subjects that might be too intimate for a formal audience. This expressive writing is an important step to take in developing your writing. It allows you to express informally your immediate reactions to what you read.

Later, in Part 5 of each chapter, you are asked to write more formally and objectively, to move beyond what the reading means to you personally and to express your views on issues that have meaning for others as well. At this stage, your purpose is more informative and persuasive than expressive.

In Part 5 your opinion is still important, but the reasons behind your opinion are more important and more interesting to your readers (your teacher, classmates, or some other formal audience). Your teacher will look at your composition to see how logically you present your thoughts. He or she will look at what statement you make about the topic and what proof you use to support your view. In other words, as you move from Part 2 of each chapter to Part 5, your thinking and writing will progress from the subjective to the objective.

MAKING LOGICAL ASSERTIONS

Writing objectively for a formal audience requires a slightly different approach to a topic. One way to bring objectivity to your more formal writing is to make sure that your thesis statement makes a *logical assertion*. A logical assertion is a statement of opinion or judgment that you can support with clear and valid reasons.

Which of the following statements express an opinion that can be supported logically?

- 1 My father is my best friend.
- 2 Italy won the World Cup in 1990.
- 3 The food in my country is the most delicious in the world.
- 4 There is intelligent life on other planets.
- 5 Computers create more employment than unemployment.

Statement 1 This may be true, but it is a subjective assertion, one that cannot be supported logically.

Statement 2 This is a matter of fact, not an opinion. Therefore, there is nothing in it that is arguable. Either it is true or it isn't.

Statement 3 This statement may also be true, but it is simply an expression of taste. There is no arguing with taste, so even a researched attempt to prove the assertion logically would have no point.

Statement 4 This may be true, but there is no way to verify it; thus, it is impossible to support logically.

Statement 5 This statement is the only logical assertion. It expresses an opinion about computers that a reader may disagree with. Logical support is necessary to convince the reader, who might easily take the opposite view without proof. Even if readers agree with the assertion, they will probably be interested in why the writer has made the assertion.

When the thesis statement of your essay is a logical assertion, your composition can be built on a firm foundation. You have a reason to think and write about the topic, and the reader has a reason to read your writing.

EXERCISE 5 *Logical assertions*

Read each statement, and decide whether it is a logical assertion that could serve as the thesis statement in an essay. If a statement is a good logical assertion, write *LA* in the blank. If you decide a statement is not a logical assertion, find the reason why in the following list of choices, and write the letter of the reason in the blank.

- a. It is a subjective assertion.
- b. It is not a matter of judgment or opinion; it is a matter of fact.
- c. It is a question of taste.
- d. It may be true, but it cannot be verified.

_____ 1 Soccer is the world's best sport.

_____ 2 Women do not drive as well as men.

- _____ 3 More men than women were involved in car accidents last year.
- _____ 4 Money can't buy happiness.
- _____ 5 The wrong diet can lead to health problems.
- _____ 6 A woman has no hope of being elected president of the United States.
- _____ 7 The late John F. Kennedy would not approve of the present U.S. president's foreign policy.
- _____ 8 Women and men can be friends under certain circumstances.
- _____ 9 I like classical music better than popular music.
- _____ 10 Friendship between people of two different cultures presents obstacles to overcome.

D Sentence grammar: Subject-verb agreement

SUBJECTS AND VERBS

Correct English sentences must have subjects and verbs that agree. Simply put, this means singular subjects should have singular verb forms, and plural subjects should have plural verb forms, as in the examples that follow. Note that the subjects are underlined and the verbs are in italics.

- a. Friendship *is* unlike other relationships.
(A non-count noun takes a singular verb.)
- b. A friend in need *is* a friend indeed.
(A singular noun takes a singular verb.)
- c. Most people *feel* that good friends *are* necessary to their lives.
(Plural nouns take plural verbs.)
- d. Being able to confide in one another *is* an important component of true friendship.
(A gerund phrase is singular, and takes a singular verb.)
- e. To be able to show your feelings *is* essential to a friendship.
(An infinitive phrase is singular, and takes a singular verb.)

To help make subjects and verbs agree in your writing, follow the eight guidelines presented on the following pages.

Guideline 1

Subjects connected by *and* take a plural verb.

- a. Friendship and kinship *are* very different relationships.
- b. A friend and a relative *occupy* important but different places in our lives.

Guideline 2

Phrases that come between the subject and verb do not affect the verb.

(Remember: The subject is never part of a prepositional phrase.)

- a. Friendship, unlike relations with relatives, *reflects* personal choice.
- b. Kinship, for better or worse, *is* a condition of birth that we have no choice in.

EXERCISE 6 *Subject-verb agreement: Guidelines 1 and 2*

Underline the subjects in each sentence, and circle the correct form of the verbs.

- 1 A friend accepts/accept our weaknesses, whereas relatives often pretends/pretend that we don't have any weaknesses.
- 2 Sharing confidences with friends and trusting them to be discreet is/are important requirements of friendship.
- 3 Loyalty, or an unspoken agreement to remain faithful and supportive, is/are more often expected in friendship than in kinship.
- 4 A cousin and a brother never stops/stop being relatives, but a friend sometimes does/do stop being a friend.
- 5 A friend, to deepen the friendly relations, shares/share his or her deepest feelings with you.
- 6 A relative, especially a close one, very likely knows/know how you are feeling without having to ask.

Guideline 3

The subject usually comes before the verb but can come after it. (*Remember: There is never the subject of a sentence. It is often used in the subject position with the verb be. In these cases, the subject comes after the verb, and the verb agrees with it.*)

- a. There *are* different categories of friend.
- b. Among the most important components of friendship *is* the ability to compromise.

Guideline 4

In relative clauses, relative pronouns *who*, *which*, and *that* can function as subjects. In cases like this, the verb in the clause takes its number from the word to which it refers. When a relative clause modifies a whole phrase or clause rather than a noun, its verb is singular.

- a. Friends need to see our good side, of course, but also our flaws, which *are* just as much a part of who we are.
- b. To show your bad side to others, which *includes* telling your fears, disappointments, and negative feelings, can sometimes be hard.
- c. Insightful friends can see both sides of a person, which *is* hard to do.

EXERCISE 7 *Subject-verb agreement: Guidelines 3 and 4*

Underline the subject in each sentence, and circle the correct form of each verb.

- 1 People who knows/know only your good side doesn't/don't know all of you.
- 2 Being honest about negative feelings, which includes/include saying that you have been hurt, lets/let a friend get to know you better.
- 3 There is/are a number of habits that can keep a friendship from growing.
- 4 The tendency to "keep score," which means/mean comparing what one gives to what one receives in a friendship, is a bad habit.
- 5 Keeping score in friendships that is/are important to you may harm the relationships.
- 6 Those people who has/have trouble accepting others' generosity needs/need to remember how happy they are to help a friend.

Guideline 5

When the correlative conjunctions *either . . . or* and *neither . . . nor* are used to connect two subjects, the verb agrees with the second subject.

- a. When a break in a friendship occurs, either a betrayal or differing views on something important *are* often the cause.
- b. When a break in a friendship occurs, either differing views on something important or a betrayal *is* often the cause.

When *neither* and *either* are used as quantifiers, they take singular verbs. Do not confuse them with the correlative conjunctions *either . . . or* and *neither . . . nor*.

CORRELATIVE CONJUNCTION

- a. Either my sister or my parents *plan* to watch my house while I'm gone.

QUANTIFIER

- b. Neither (one) of my brothers *has* the time to help me.

Guideline 6

Most indefinite pronouns, though often plural in meaning, take a singular verb. Indefinite pronouns that take a singular verb include *each, either, neither, everyone, everybody, somebody, someone, something, everything, anybody, nothing, no one, and nobody*.

- a. Everyone *needs* friends, so no one *is* completely happy without them.
- b. Not everything that *has been said* about friendship necessarily *holds* true for kinship.

Both, few, several, and many take plural verbs.

- c. Both of my brothers *have* demanding jobs.

None, some, most, and all take a singular verb when used with non-count nouns and a plural verb when used with plural count nouns.

- d. Most of Tim's time *is* spent watching television.
- e. Most of my friends *have* children.

EXERCISE 8 *Subject-verb agreement: Guidelines 5 and 6*

Underline the subjects in each sentence or clause, and circle the correct forms of the verbs.

- 1 An introvert is someone who is/are more interested in her or his own thoughts and feelings than in something that is/are outside herself or himself.
- 2 Everyone recognizes/recognize extroverts: people who likes/like to be with others and to attract attention.
- 3 An introvert and an extrovert both needs/need friends as everyone does/do.
- 4 Neither the introvert nor the extrovert is/are happy without knowing that he or she has/have friends.
- 5 Extroverts is/are probably better at making friends because almost everything about them is/are "friendly."
- 6 Neither big parties nor a very public job is/are attractive to an introvert, who prefers/prefer quieter surroundings.
- 7 On the other hand, either a party or another place with lots of people appeals/appeal to extroverts.
- 8 Most of what is/are mentioned here comes/come from research, but all of it is/are easy to observe among people that you know.
- 9 At some time in his or her life, every introvert probably wishes/wish to be more extroverted.
- 10 Truth told, no extrovert has/have been hurt by thinking quietly about life, which all of us needs/need to do at least occasionally.

Guideline 7

Group nouns (also called collective nouns) have a plural meaning but usually take a singular verb in North American English. Group nouns include *family, class, committee, government, team, audience, band, group, and company*.

- a. My family *is* very large if I count all my cousins.
- b. The gas company *employs* more people than any other company in town.

Guideline 8

Some nouns that end in *-s* appear to be plural but take singular verbs. Nouns in this category include *physics, economics, mathematics, news, and politics*.

- a. Mathematics *was* my hardest subject at school.
- b. No news *is* good news, they say.

EXERCISE 9 *Subject-verb agreement: Guidelines 7 and 8*

Underline the subject, and circle the correct form of the verb.

- 1 A young audience *is/are* often more enthusiastic than an older one.
- 2 He found that physics *was/were* more difficult for him than he had thought it would be.
- 3 Economics and mathematics *requires/require* a certain amount of concentration to understand.
- 4 From what they said on TV, the government *is/are* going to announce tax reforms soon.
- 5 Politics *has/have* never made much sense to me.
- 6 The news about the earthquakes *was/were* quite discouraging.
- 7 The two pieces of news John shared with us *was/were* both distressing.

EXERCISE 10 *Editing for subject-verb agreement*

Read the paragraph, and rewrite it to correct the subject-verb agreement errors.

For me loyalty is an important part of friendship. A loyal friend is true and faithful to me. Loyalty to friends do not mean that my friends should support me when I am wrong, however. Sometimes people supports friends who has lied or been dishonest to others. This kind of support is not loyalty. A loyal friend would support my decision to go away to school, even if it meant our separation. A loyal friend supports decisions and actions that honestly benefits you, even if the friend lose something in the process.

PART 5

FORMAL WRITING ASSIGNMENT

A Writing topics

Choose an essay topic from the list below. For your formal writing assignment, you will develop an essay on the topic you choose.

- 1 *Comparison and contrast* Compare or contrast friendship and kinship (relationships between relatives).
- 2 *Cause and effect* What causes a friendship to break apart?
- 3 *Definition* Write your own definition of friendship.
- 4 Choose one of these two proverbs to write about:
“A false friend is more dangerous than an open enemy.” (*Francis Bacon, English philosopher*)
“Friendship always benefits; love sometimes injures.” (*Seneca, Roman statesman, dramatist, and philosopher*)

B Generating ideas: Mind mapping

Drawing a mind map is a good way to generate ideas for your essay. Look at the sample mind map for topic 1 above, “Compare or contrast friendship and kinship,” on the next page. Then follow these steps to create your own mind map:

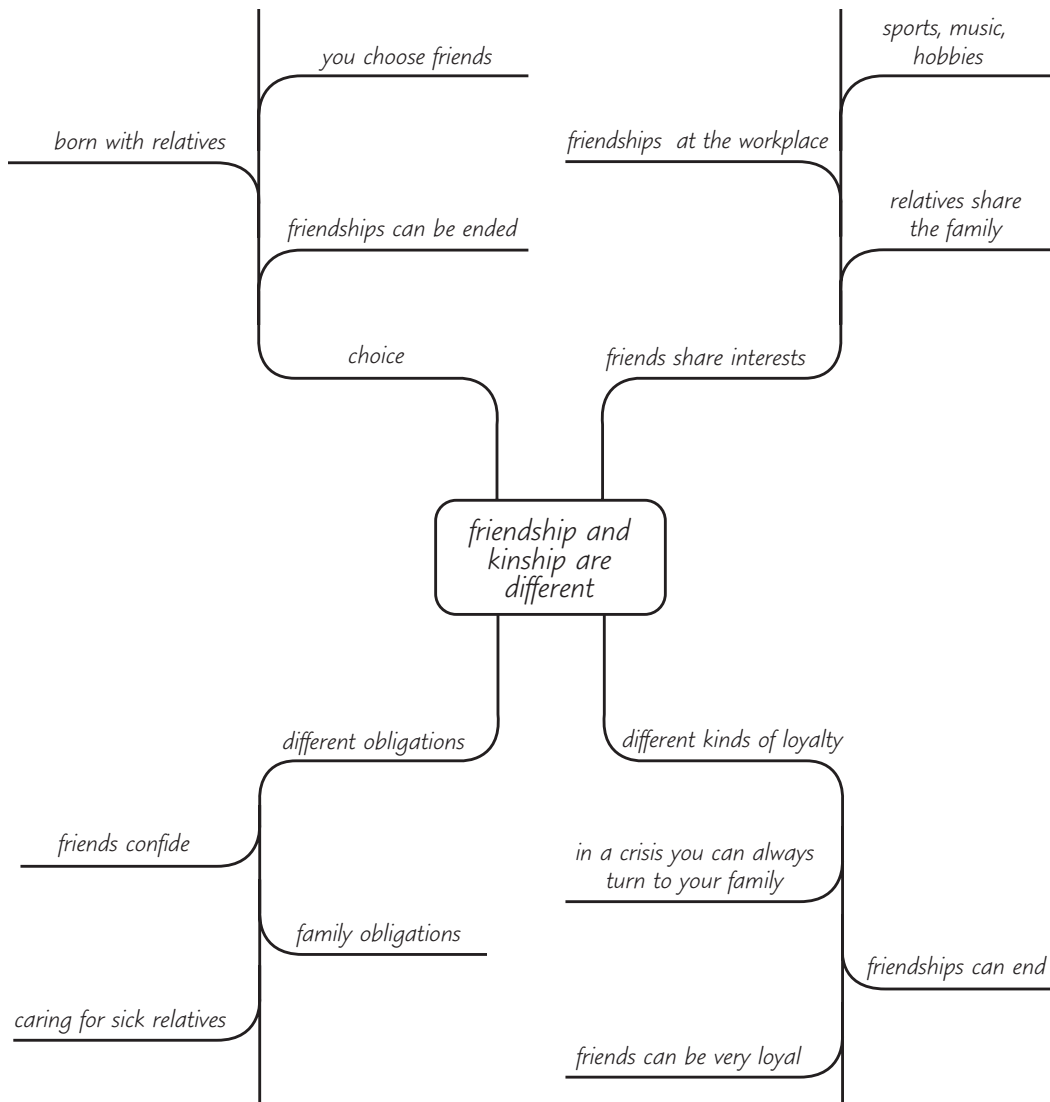
- 1 Think of a word or phrase that characterizes how you feel about your topic and which expresses your purpose in writing. Write that word or phrase in a box in the middle of the page. (In the sample mind map for topic 1, the student has written “friendship and kinship are different.”)
- 2 Write specific ideas on arms that lead out of the box, and on branches leading off of the arms. Draw as many arms and branches as you need. Try to get all of your ideas on paper.
- 3 When you finish the mind map, evaluate your ideas. Circle the ideas that you like best. Then draw lines to connect the circled ideas that go together logically.
- 4 Concentrating on these better ideas, write three questions that you would like to explore with classmates.



C Expanding your point of view: Group discussion

Get together with a small group of students in your class who have chosen the same writing topic. Take turns asking the questions each of you wrote in Section B, step 4. Discuss and listen to each other’s ideas.

Follow-up Quickly write down at least three new ideas that came out of your discussion.



D Initial drafts

The standard academic essay has an introduction, body paragraphs, and a conclusion. In your paper, let what you have to say determine how many body paragraphs there will be.

The essay topics in this chapter are labeled by pattern of organization: comparison and contrast, cause and effect, and definition. These labels do not mean that every body paragraph must be a comparison if you chose topic 1. You can use examples and definitions to compare and contrast two ideas. Likewise, you can use a narrative to develop an essay defining friendship. The important thing to keep in mind is your *overall* purpose in writing—to compare, define, classify, or to analyze cause—and to use any patterns that serve your overall purpose.

FIRST DRAFT

Read these guidelines, and follow them as you write your essay.

Title

The title for your composition should be short, relevant to your topic, and interesting.

Introduction (Paragraph 1)

The introduction does not need to be long, but it must be more than one sentence. Do not begin your introduction by referring to the title. The introduction, not the title, begins your composition. Here are two hints about introductions:

- 1 Begin with a general statement about the topic; then move sentence by sentence towards your thesis statement, becoming more and more specific as you progress. End the introduction with your thesis statement, stating specifically what you will write about. Be sure your thesis statement makes a logical assertion.
- 2 You might want to write the introduction after you write the rest of your essay. However, decide on your thesis before writing the body to keep your purpose in mind while writing.

Body paragraphs (Paragraphs 2, 3, etc.)

Each paragraph should be complete and unified, with its own topic sentence that supports the thesis statement in the introduction. Make sure you keep body paragraphs distinct: Each one has its own main idea, so it does not repeat information from other body paragraphs.

Conclusion (Last paragraph)

Think of the conclusion as the reverse of the introduction in that it begins in the specific and moves towards the general. It reminds readers of the thesis of the essay but then moves on to the significance of your ideas in a bigger context. A conclusion for an essay on topic 2 (What causes a friendship to break apart?) might remind readers of the major reasons for the break up of a friendship and then mention that these are reasons we all need to pay attention to because we all need friends.

REVISION

Before revising, study the criteria listed in the *Essay Assessment Checklist* on page 84. Revise your first draft with these criteria in mind. Label this new draft "Draft 2."

E Review, revision, and assessment



PEER FEEDBACK

Read a classmate's paper and give feedback using the *Essay Assessment Checklist* on page 84. Write your comments on the checklist, but make no marks on your classmate's paper. Give the checklist and the paper back to the writer. Answer any questions your classmate has about your feedback.

FURTHER REVISION

What did you learn from the feedback you received? Is your essay successful—is it convincing, interesting, clearly organized, and complete? If not, how can you make it more successful?

Revise your paper using the feedback you got from your classmates. Give your teacher all drafts (with the last draft marked “Final draft”) and the *Essay Assessment Checklist* completed by your classmate.

Writer's name: _____

Reader's name: _____

Essay Assessment Checklist Chapter 3

These are the criteria for a well-written essay. Use them to examine your writing, or a classmate's, and check *Yes* or *No* for each item. You may wish to add comments or suggestions.

Content and ideas	Yes	No	Reader's comments
1 The writer has thought carefully about the topic and has a clear thesis.	☐	☐	
2 The writer supports the main points enough to give the reader a reason to believe them.	☐	☐	
3 The writer's voice is clear because he or she writes in a sincere way and keeps the audience in mind.	☐	☐	
4 The reader wants to continue reading to the end. It's interesting.	☐	☐	

Organization and form

5 The essay has a clear beginning, middle, and end. There is a title at the top, with separate introductory, body, and concluding paragraphs.	☐	☐	
6 The essay moves logically in a straight line. The reader can understand the thesis and other main points fully after one reading.	☐	☐	

Language

7 The paper is easy to understand. These elements are used well:			
• sentence structure (no fragments or run-on sentences)	☐	☐	
• grammar (subject-verb agreement)	☐	☐	
• vocabulary	☐	☐	
• mechanics (spelling, capitalization, punctuation)	☐	☐	