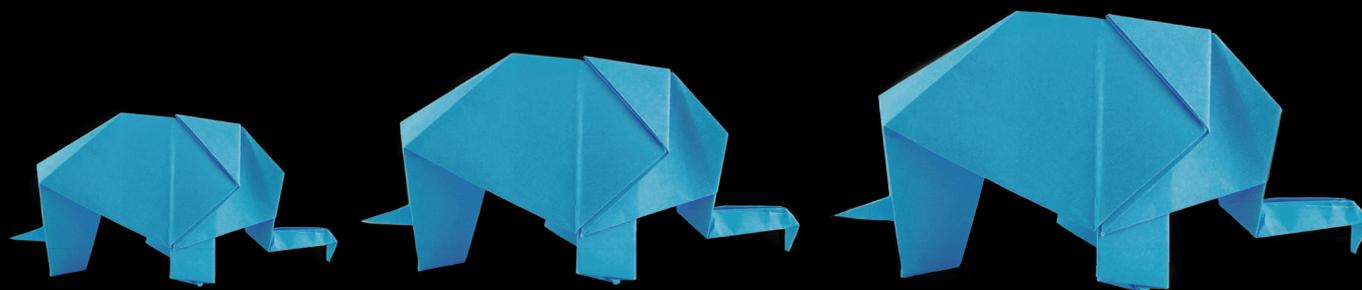


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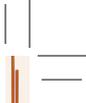
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For Level 2: Unit 4 Field Test



4

DEFINITION PARAGRAPHS

BUSINESS: WORKPLACE BEHAVIOR

Work with a partner. Read the quotation about doctors. Then answer the questions.

- 1 Why does Ms. Bombeck recommend avoiding doctors with dead plants?
- 2 What are some of the characteristics of a good doctor or a bad doctor?
- 3 How would you complete the sentence? Give as many examples as possible. One example is done for you.

Never go to a hairstylist who has bad hair

Never go to a who

"Never go to a doctor whose office plants have died."

Erma Bombeck
(1927–1996)

About the Author:

Erma Bombeck was a popular American newspaper writer. She became famous for her humorous articles about everyday life in suburban America. She wrote thousands of newspaper stories and 15 books.

1 PREPARE YOUR IDEAS

A Connect to Academic Writing

In this unit, you will learn skills to help you write a definition paragraph. Some of the skills may seem new to you, but the skill of defining words and ideas is not new. In your everyday life, you often use defining skills. For example, when you describe an object or idea whose name you cannot remember or when you explain a new website or app, you are using defining skills.

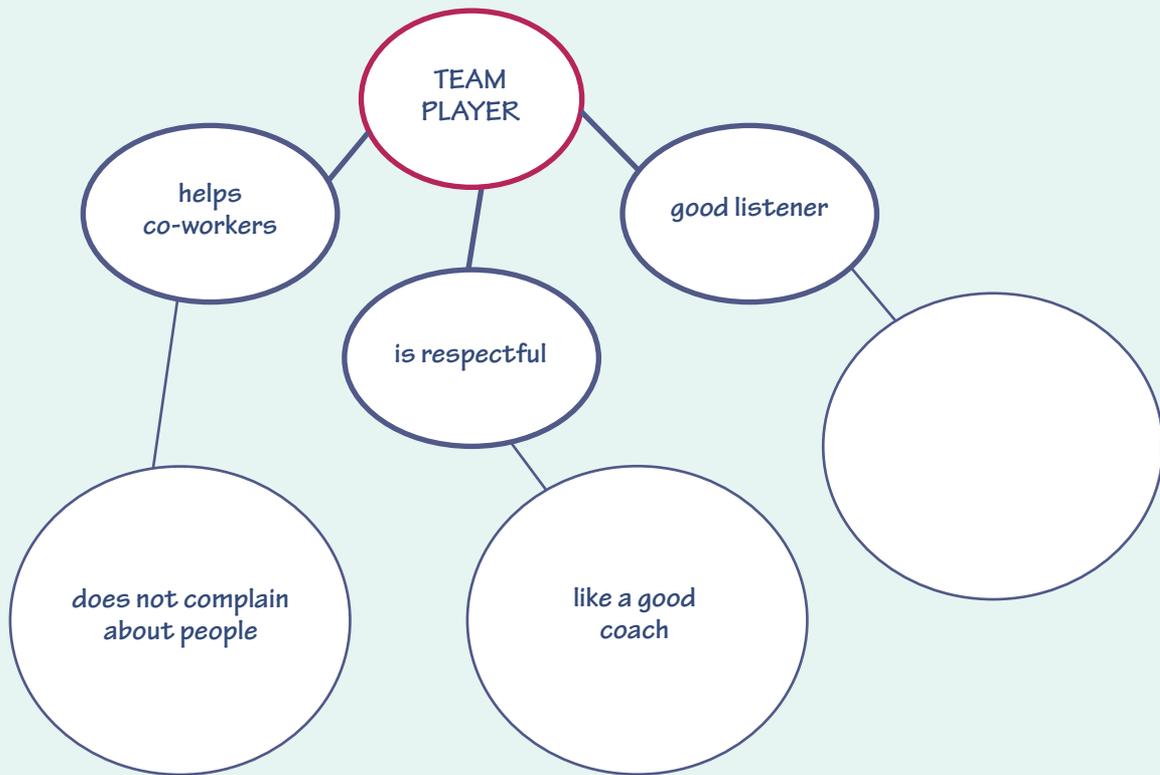
B Reflect on the Topic

In this section, you will be given a writing prompt and reflect on it. You will develop ideas throughout the unit and use them to practice skills that are necessary to write your final paragraph.

The writing prompt below was used for the Student Model paragraph on page 104. The student reflected on his topic and used a cluster diagram to brainstorm possible ideas for his paragraph.

STUDENT
MODEL

WRITING PROMPT: The following words are used when talking about social skills in the workplace. Choose one and define it: *team player*, *communication skills*, or *leader*.



ACTIVITY

1.1 Notice

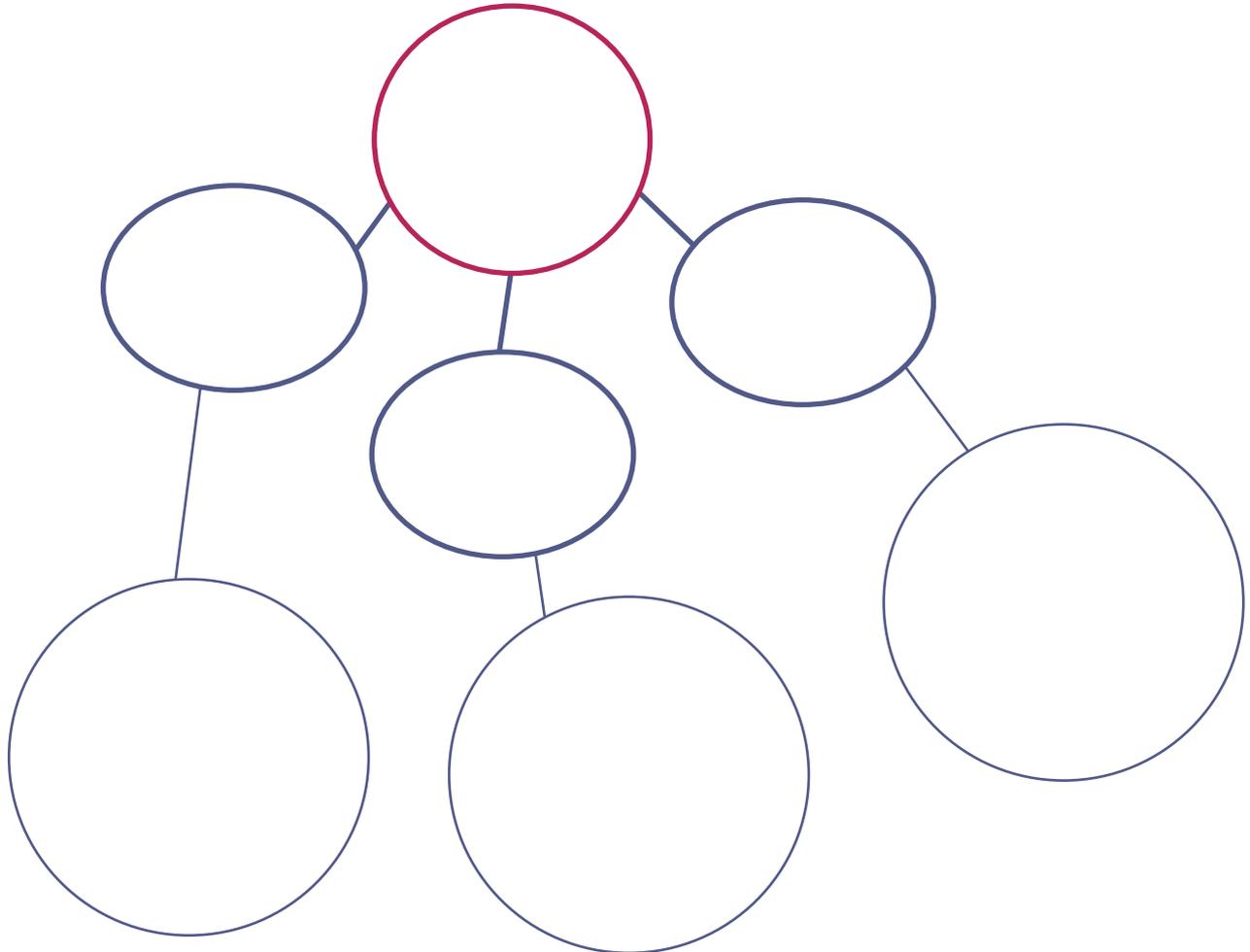
Work with a partner. Look at the cluster diagram above. Discuss one more idea the student could write about and add it to the diagram. Share your idea with the class.

Follow the directions below to reflect on your topic.

Read the prompt below. Then follow the instructions to brainstorm ideas.

WRITING PROMPT: Write your own definition of a boss or a co-worker. Explain your definition in detail.

- 1 Choose the word you will define and write it in the red circle in the cluster diagram below.
- 2 Consider what you know about this word. Write as many ideas as you can in the other circles. Add more circles if needed. Ask yourself these questions to help you get ideas:
 - What are some characteristics of the kind of person this word describes?
 - What does this kind of person do?
 - How is this person different from others?
 - Who is this person similar to?
- 3 Compare cluster diagrams with a partner.



2 EXPAND YOUR KNOWLEDGE

In this section, you will learn academic language that you can use in your definition paragraph. You will also notice how a professional writer uses this language.

A Academic Vocabulary

The words below appear throughout the unit. They are from the Academic Word List or the General Service List. Using these words in your writing will make your ideas clearer and your writing more academic.

behave (v)	control (n)	encourage (v)	policy (n)
conflict (n)	distinguish (v)	habit (n)	request (v)



2.1 Focus on Meaning

Work with a partner. Read the sentences. Decide the meaning of the bold words and circle the correct definitions.

- 1 Some companies **encourage** employees to bring their pets to work. This policy helps employees focus on their work and not worry about their pets at home. **Encourage** means
 - a to explain an action.
 - b to support and approve of an action.
- 2 Some managers do not have **control** of their employees, so the employees do whatever they want to do. **Control** means
 - a attention to someone.
 - b power over someone.
- 3 Some co-workers wear headphones and like to sing along with the music. This **habit** is rude. **Habit** means
 - a regular activity.
 - b thoughts.
- 4 If employees have a **conflict** in the workplace, they will need to talk to their supervisor to help solve it. **Conflict** means
 - a a disagreement.
 - b a meeting.
- 5 Some people cannot **distinguish** between polite and impolite actions at work. For example, they do not understand that checking your texts in a meeting is rude, but taking notes is polite. **Distinguish** means
 - a to ignore differences.
 - b to recognize differences.
- 6 You must **request** vacation time from your supervisor. **Request** means
 - a to ask for something.
 - b to plan for something.
- 7 Co-workers should always **behave** professionally with each other. They should act nicely. **Behave** means
 - a to act a certain way.
 - b to say something a certain way.
- 8 Some people are sensitive to strong odors. As a result, many workplaces have a **policy** about not wearing cologne or perfume. **Policy** means
 - a an opinion.
 - b a rule.

B Academic Phrases

Research tells us that the phrases in bold below are commonly used in academic writing.

ACTIVITY

2.2 Focus on Purpose

Read the sentences. Then match the phrases in bold to the purpose, or reason why, the writer used them.

PHRASE	PURPOSE
..... 1 A barista is a kind of food worker who makes coffee at high-priced coffee shops.	a explain an idea in the previous sentence
..... 2 Co-workers should respect each other. In other words , they should treat each other nicely.	b explain how two things are connected
..... 3 Working hard is related to success. Employees who work hard get promotions.	c give a category



C Writing in the Real World

The author of “Workplace Tips for the 21st Century Worker” uses definitions to make sure that her reader understands certain terms. These terms are important in order to explain her ideas.

Before you read, answer these questions: What do you know about office workplaces? What issues do you think the author’s tips will discuss?

Now read the article. Think about your answers to the questions above as you read.



Workplace Tips for the 21st Century Worker

by Caitlin Takeshita

1 If you’ve seen movies from the 1970s or 80s, you probably laughed when you saw the office spaces. The workers typed on typewriters or huge computers. They talked into large phones. Everyone did their job at their desks. Back then, companies had clear **policies** that explained appropriate¹ behavior for everyone. Workers knew exactly how to **behave**. Today’s workplace looks and feels very different. It is often an open space. This type of space makes it easy for people to work

together and share information. However, many companies do not have clear **policies** that explain how to work together. As a result, workers sometimes aren’t sure what the rules are. Here are some tips to avoid unnecessary problems in the work space and keep friendly relationships with co-workers.

2 Today about 70 percent of workers work in open work spaces. Open work spaces are areas that have no walls. Co-workers sit next to each other. Open work spaces are a type

¹appropriate: right or necessary

of design that **encourages** employees to work together. However, this design causes an increase in noise. As a result, there are more **conflicts** between co-workers because they can hear every sound, like coughing and laughing noisily. The bigger problem is people's bad **habits**. **Habits** like tapping the desk or listening to music can annoy co-workers at the next desk. There may not be a **policy** for these behaviors, but workers should be sensitive to the noise they make.

- 3 Another workplace problem is **related to** cell phones. These gadgets² cause more problems than any other because people have become addicted to them. An article in the *Chicago Tribune* stated that Americans check their phones every 5 to 10 seconds. I'm sure you have seen people answer a call in the middle of a meeting or send a text message in the middle of a face-to-face conversation. This behavior is very rude to the people around them. Don't do it. You will seem less professional if you do it.

²**gadget**: a small machine

- 4 In addition to issues with cell phones and open work spaces, social media can also cause problems. On websites like Facebook or Twitter, people often post personal photos or information about their personal lives. This is fine, but if they post complaints about their job or about other co-workers, they can get into serious trouble. For example, a waiter was fired because he posted a complaint about a customer. People need to have **control** over their actions. They are old enough to **distinguish** between good and bad behavior. If you really want to be careful, say no to a co-worker who wants to "friend" you. Keep your personal life private.
- 5 Work is an important part of our lives these days, so it is important to know how to make the right choices at work. HR³ may not always tell you what to do, so you need to discover it for yourself and do what is right.

³**HR**: the abbreviation for *Human Resources*, which is the department at a company that hires new employees; it is an administrative office

ACTIVITY

2.3 Check Your Understanding

Answer the questions.

- 1 The author describes three types of problems. What are they?
- 2 Have you ever experienced these types of problems? Describe the situation.
- 3 What other twenty-first-century issues would you include in this article?

ACTIVITY

2.4 Notice the Features of Definition Writing

Answer the questions.

- 1 Look at the second paragraph. What term does the author define? What are some details that the author includes to help you understand the term?
- 2 Look at the fourth paragraph. What examples does the writer give to help define *social media*?

3 STUDY ACADEMIC WRITING

In Section 1, you saw how the writer of the Student Model reflected on his topic. In this section, you will analyze the final draft of his paragraph. You will learn how to organize your ideas for your own paragraph.

A Student Model

Read the prompt and answer the questions.

WRITING PROMPT: The following words are used when talking about social skills in the workplace. Choose one and define it: *team player*, *communication skills*, or *leader*.

- 1 Read the title of the Student Model paragraph. What term is the writer defining?
- 2 Think about the term. What do you think the writer will say about it?

Read the paragraph twice. The first time, think about your answers to the questions above. The second time, answer the questions in the Analyze Writing Skills boxes. This will help you notice the key features of the paragraph.

STUDENT MODEL

Definition of a Team Player

The *Cambridge Learner's Dictionary* definition of *team player* is “member of a group who tries to do what is good for the group rather than what is good for just himself or herself.” This is very true. However, it has a different meaning in the workplace. A team player is a co-worker who communicates clearly. In other words, he is a good speaker and listener. For example, he shares his opinions, but he encourages people to give their ideas, too. He avoids conflict. He talks to his co-workers about problems before they become serious. When he requests something, he is always polite. In addition, a team player supports his co-workers. For example, when his co-workers need help, he helps them. He behaves respectfully, and he does not try to make people feel bad. When someone does not follow a policy or has a bad habit, he explains the problem nicely. He is like a coach because he gives co-workers encouragement. Finally, a good team player does any job. He does not say, “That’s not my job.” For instance, waiters who are team players help clean off each other’s tables when the restaurant gets busy. In brief, a team player is a valuable player on any workplace team.

1 Analyze Writing Skills

Underline the topic sentence. Circle the term that the writer is defining.

2 Analyze Writing Skills

What is the purpose of this sentence? Circle the answer.

- a It gives information about the term.
- b It gives another definition of the term.

3 Analyze Writing Skills

Underline a sentence that tells you what a team player does *not* do.

4 Analyze Writing Skills

What does the writer compare a team player to?
.....

5 Analyze Writing Skills

Underline the sentence that gives a specific example of a team player.

3.1 Check Your Understanding

Answer the questions.

- 1 The writer gives important characteristics of a team player. What are they? Do you agree that they are important?
- 2 What do you think is the most important characteristic of a team player? Why?
- 3 The writer describes a team player in many different ways. Which way was the most helpful, in your opinion?



3.2 Outline the Writer's Ideas

Complete the outline for "Definition of a Team Player" from page 104. Use the phrases in the box.

co-worker who communicates clearly

does any job

like a coach; gives encouragement

shares opinions

waiters who clean each other's tables

STUDENT MODEL

PARAGRAPH OUTLINE

Topic Sentence

The Cambridge Learner's Dictionary definition of team player is "member of a group who tries to do what is good for the group rather than what is good for just himself or herself"

Supporting Sentence 1

A.

Detail

1. Good speaker and listener

Detail

2.

Detail

3. Avoids conflict

Detail

4. Requests politely

Supporting Sentence 2

B. Supports co-workers

Detail

1. Helps co-workers

Detail

2. Behaves respectfully

Detail

3.

Supporting Sentence 3

C.

Detail

1. Does not say "not my job"

Detail

2.

Concluding Sentence

In brief, a team player is a valuable player on any workplace team.

B Definition Paragraphs

Definition paragraphs are useful for explaining a word and/or a concept that may be unfamiliar to the reader.

There are several important reasons to define terms:

- The writer is using a term that the reader may not know. For example, a term might come from a different language or an earlier historical time.
- The term has a subjective meaning. In other words, people can have slightly different definitions of the term. For subjective terms, it is important for you to clarify the definition you will use throughout your writing.

(Writer A): *Success means reaching your career goals.*

(Writer B): *Success means finding love and having a family.*

- The writer has a different definition from experts or the dictionary.
- Experts disagree on a definition.

ACTIVITY

3.3 Notice

Work with a partner. Read the Student Model paragraph on page 104 again. Why is the writer defining the term *team player*? What sentence tells you the reason?

TOPIC SENTENCES FOR DEFINITION PARAGRAPHS

The topic sentence in a **definition paragraph** defines the term and explains how it is unique.

There are two common ways to write a topic sentence for a definition paragraph:

- The first is to write your own definition. You need to state the **category** that the word belongs to and the **identifier** (trait or feature) that makes the word unique in that category.

Notice that the identifier is often a relative clause or a prepositional phrase.

A co-worker is ^{CATEGORY} **a person** ^{IDENTIFIER} *who works with you.*

A nonprofit is ^{CATEGORY} **a kind of business** ^{IDENTIFIER} *that does not have a main goal of making money.*

Personal space is ^{CATEGORY} **the comfortable distance** ^{IDENTIFIER} *between two people.*

- The second way is to give a dictionary definition. Remember to write the name of the source and use quotation marks to show that the definition is from a source and is not your own words.

^{SOURCE} *The Cambridge Learner's Dictionary defines team player as a "member of a group who tries to do what is good for the group rather than what is good for just himself or herself."*

- Most definitions have a similar sentence pattern. They include the term, then the category, and finally the identifier.

An ^{TERM}entrepreneur is a ^{CATEGORY}person ^{IDENTIFIER}who starts and operates his or her own business.

According to the ^{SOURCE}Cambridge Learner's Dictionary, a ^{TERM}bonus is ^{CATEGORY}"a special amount of money ^{IDENTIFIER}that you are given, especially because you have worked hard."

ACTIVITY 3.4 Identify Parts of Topic Sentences

Read the sentences. Circle the terms. Underline the categories. Double underline the identifiers.

- 1 An intern is a person who is learning about a job while doing it.
- 2 A cubicle is a work space with low walls around it.
- 3 Conflict resolution is the process of solving problems between two people or two groups.
- 4 A rookie is a person who has just started a new job or activity.
- 5 Respect is a feeling that you have when you admire someone for their qualities or abilities.

ACTIVITY 3.5 Write Topic Sentences

A Complete the sentences below. Add categories and identifiers.

- 1 A work space is
- 2 A cashier is
- 3 A hairdresser is
- 4 Salary is

B Use a dictionary and write a dictionary definition for one of the words in A.

.....



3.6 Apply It to Your Writing



Look at the cluster diagram you created for your writing prompt in Section 1 on page 99. Write two topic sentences to define the term you chose. Write one definition of your own and one dictionary definition.

1

.....

2

.....

SUPPORTING SENTENCES FOR DEFINITION PARAGRAPHS

There are many different ways to define a word. A definition paragraph should include **supporting sentences** that help define the term in one or more of the following ways:

- **Identify** the characteristics that make the term easy to recognize.
A person who shows deference follows orders and doesn't complain.
- **Compare** the idea to similar ideas.
Deference is similar to politeness.
- Give a **negative explanation** – what the idea is *not*.
A person who does not show deference acts rudely. He or she does not follow orders or act respectfully.
- Give a **specific explanation or examples**.
For example, employees may disagree with a new policy. If they follow the rules and do not complain, they are showing deference to their manager.

3.7 Notice

Read the supporting sentences. Write *I* if the sentence is identifying, *C* if comparing, *NE* if giving a negative explanation, or *SE* if giving a specific example or explanation. More than one answer may be possible.

Topic sentence: Networking in business means meeting and talking to people who can help you in your work.

- 1 Networking is similar to meeting people at any social event, but it is often more formal.
- 2 For example, people can network at work, at school events, and at parties.
- 3 Networking can happen anywhere at any time, but it is more common during business events.
- 4 Networking is not for making social friends. It is about making connections for jobs.
- 5 A person who networks can make new contacts that can help his or her career.

ACTIVITY

3.8 Write Supporting Sentences

Work with a partner. Read the following definitions. Add a supporting sentence using the way of defining a term in parentheses.

1 A co-worker is someone who works with you. (compare)

.....

2 Vacation time is time when employees are not working. (negative explanation)

.....

3 Cooperation is working well with co-workers to complete a task. (specific example)

.....

4 Punctuality means being on time. (identify according to your culture)

.....

ACTIVITY

3.9 Apply It to Your Writing



Write three different types of supporting sentences for the definition you wrote in Activity 3.6 on page 109.

1

2

3



4 SHARPEN YOUR SKILLS

In this section, you will learn writing and grammar skills that will help make your writing more academic and accurate.

A Writing Skill 1: Distinguishing between Fact and Opinion

Because defining terms can be subjective, definition paragraphs will often include both fact and opinion. Most people will agree with facts. Not everyone will agree with opinions. Therefore, strong paragraphs use mostly facts because they are more convincing.

What is the difference between fact and opinion?

- **Facts** are true statements. Experts and scientists agree with them. They can be found in more than one source.

Google is a large Internet company.

United States companies can choose to give or not give employees paid vacation, according to the Fair Labor Standards Act.

- **Opinions** are judgments or beliefs. People can more easily disagree with opinions. Opinions may or may not be true.

Google is a better place to work than other Internet companies.

Companies should give their employees four weeks of paid vacation.

Here are some ways to identify opinions.

IDENTIFYING OPINIONS

1 Certain verbs and modals are used to express opinions. These include: *believe, think, feel, should.*

*I **believe** that recycling will save money.*

*Employees **should** bring their own lunches to work.*

2 Words that express a subjective view or judgment often show opinions. These include words such as *smart, useful, responsible, friendly, successful, success, pleasant, good, bad, better, worse, best, worst, very, quieter, smarter.*

*David was **successful** in his job. His **success** was well known.*

*Co-workers who behave in a **friendly** way help make the work environment more **pleasant**.*

*Email is the **best** way to communicate at work.*

*Networking is the **worst** way to succeed in business.*



4.1 Notice

Read the sentences. Write *F* if the sentence is a fact or *O* if it is an opinion.

- 1 Teachers work harder than doctors.
- 2 The price of a product always shows the quality.
- 3 In the United States, less than 9 percent of top managers are women.
- 4 The president of the company pays all employees a fair salary.
- 5 The minimum wage in New York State in 2013 was \$8.00 an hour.
- 6 Success is related to working hard because if you keep trying, you will succeed.



4.2 Apply It to Your Writing



Think about the term that you are going to define for your paragraph. Look at the supporting sentences you wrote in Activity 3.9 on page 110. Write two sentences to support your ideas. Work with a partner. Are your sentences opinions or facts?

- 1
- 2

B Writing Skill 2: Verb Tense Consistency

Verb tense consistency means using the same verb tense throughout a paragraph. In academic writing, it is important to have verb tense consistency. Writers usually use one tense in a paragraph or essay because unnecessary verb tense changes can confuse the reader. They only change the tense when there is a clear reason to change it, and they usually signal the change with a time phrase.

The following paragraph uses the present tense of the verb for most of the paragraph. The present tense is the usual tense for explaining facts and common opinions. The writer uses the past tense to compare the present and the past. Notice the time words and verbs in bold that help signal the change to past tense and then back to present tense.

*According to the Cambridge Learner’s Dictionary Online, networking is “the activity of using social events to meet people who might be useful for your business.” In other words, networking is making social connections that can help a person’s career. It is like socializing because people meet and talk. They meet at restaurants, at parties, or at people’s homes. However, it is a little different because the people want to talk about work. They discuss jobs and future opportunities. **In the past**, most networking **happened** when people **met** face-to-face. However, **today** people **network** on the Internet. In fact, **within the last few years**, several professional websites such as LinkedIn **have started** to connect people from far away.*



Use the following guidelines to help you choose appropriate verb tenses for your paragraphs.

1 Use **present tenses** for:

- facts
- definitions
- current events

*According to the Cambridge Learner's Dictionary Online, a shuttle **is** "a bus, train, or plane that **travels** regularly between two places." It **takes** people a short distance. However, Google **uses** shuttle buses to pick up employees in San Francisco and take them to Google offices in Silicon Valley. This **is** a distance of over 40 miles. Lately, there **have been** many news stories about Google shuttle buses.*

2 Use **past tenses** for:

- historical facts or events
- past events at a stated time
- specific examples from the past

*Smoking policies **changed** over time. In the late twentieth century, many cities and states **passed** laws that **made** smoking illegal in public workplaces.*

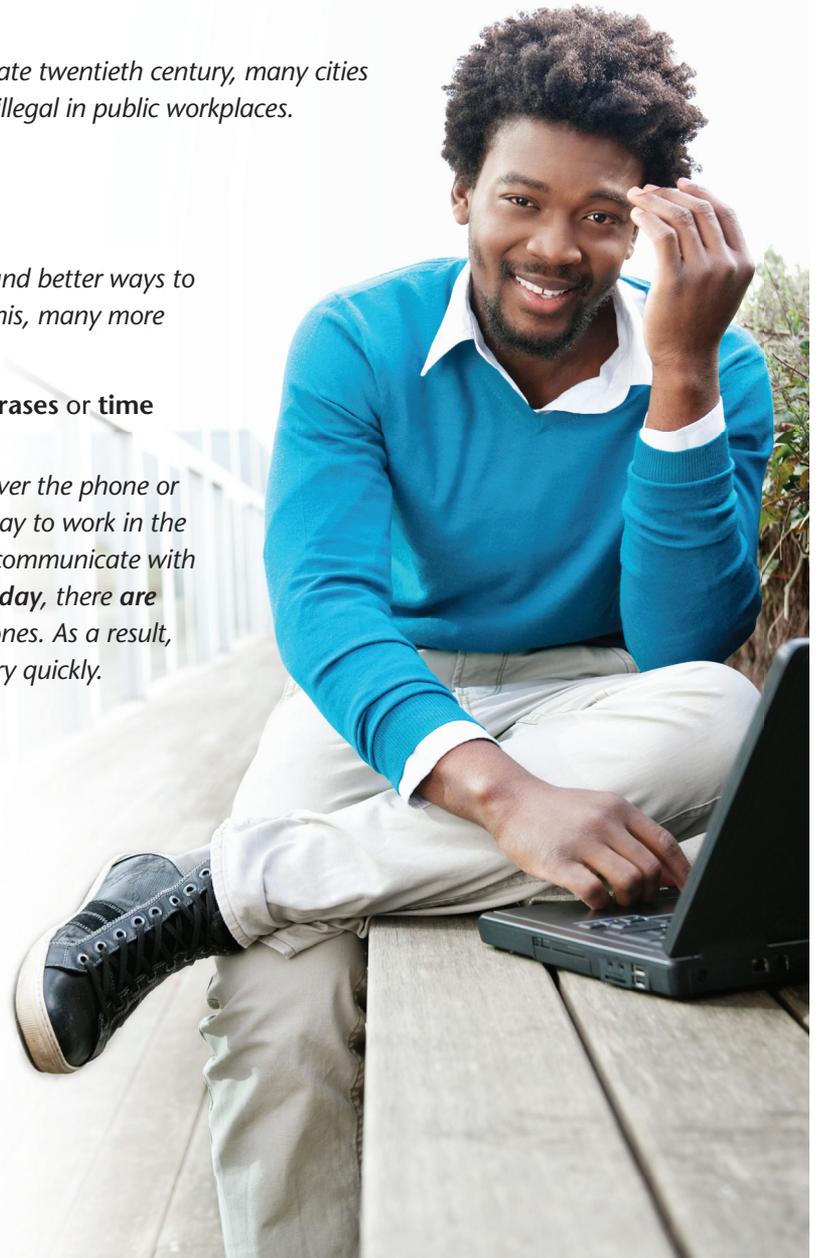
3 Use **future tenses** for:

- predictions
- future events

*Technology **will continue** to develop newer and better ways to communicate over the Internet. Because of this, many more employees **will choose** to work from home.*

4 If you need to change tenses, use **time phrases** or **time clauses** or signal the change.

*Telecommuting **means** to work from home over the phone or Internet. This **has become** a more popular way to work in the last 20 years. **In the past**, it **was** difficult to communicate with co-workers from an employee's home. But **today**, there **are** high-speed Internet connections and cell phones. As a result, employees **are** able to contact co-workers very quickly.*



4.3 Notice Verb Tense Consistency

Work with a partner. Underline the verbs in the paragraph. Correct the seven mistakes in verb tense consistency.

A Wallet by Any Other Name Is Still a Wallet

According to the *Cambridge Learner's Dictionary Online*, a *wallet* is a "small, folding case for paper money and credit cards." In other words, it is a way to carry money. A wallet was similar to a bank because both hold money. Also, people put money into both a bank and a wallet. In addition, people took money out of both a bank and a wallet. However, a wallet is different from a bank in some ways. A bank is a safe way to keep money, and it can hold a great deal of money. A wallet is not a safe way to keep money. Wallets were not very big, so they cannot hold a lot of money. For example, my wallet does not have very much money right now. A year ago, it has a lot of money because I have a good job at that time. I don't have enough money to fill a bank then, but I had enough money to fill my wallet. Someday, I had a good job again, and my wallet will be full of money again.

4.4 Use the Appropriate Verb Tense

Complete the paragraph with the correct tense of the verbs in parentheses.

The Meaning of a Living Wage

A living wage is (be) a type of wage, or the amount of money, a
 (1)
 company (2) (pay) per hour. This wage (3) (allow)
 a person to pay bills and to buy food. It (4) (be) similar to the minimum
 wage, but it (5) (have) an important difference. A minimum wage
 is the least amount of money that a company can pay by law. In contrast, the living wage
 (6) (be) the amount of money a company should pay to give employees
 a good life. Usually, the living wage (7) (exceed), or is larger than, the
 minimum wage. For example, where I live, I (8) (make) the minimum
 wage of \$8.00 an hour. However, the living wage where I live (9) (be)
 \$10.00 an hour. Some people (10) (say) that the living wage
 (11) (hurt) businesses, but I (12) (believe) that in the
 future it (13) (help) families and society grow.

Think about the ideas you brainstormed for your writing prompt in Section 1 on page 99. Write three supporting sentences. Check your sentences for verb tense consistency.

1

2

3

C Writing Skill 3: Coordinating Conjunctions

Writers use conjunctions to put ideas together in one sentence. Use **coordinating conjunctions** like *and*, *but*, *or*, and *so* to combine words, phrases, and independent clauses. When a conjunction connects two independent clauses, it is called a compound sentence. Read the examples:

- Words: *Some employees have to work on evenings **and** weekends.*
- Phrases: *Employees can work in separate offices **or** at separate desks in one big room.*
- Independent clauses: *Many employees work at night, **so** they sleep during the day.*

Use a comma before the coordinating conjunction when it is used to combine two independent clauses.

Read the chart below to understand how to use coordinating conjunctions correctly in your writing.

USING COORDINATING CONJUNCTIONS	
1 Use <i>and</i> to add more ideas.	<i>Some employees ride and work together.</i> <i>Workers in the nineteenth century didn't have electricity, and they rarely used machines.</i>
2 Use <i>but</i> to add a contrasting idea.	<i>Many employees have desktop computers at work but laptops at home.</i> <i>You can request vacation time, but you may not always get it.</i>
3 Use <i>or</i> to show a choice.	<i>Many workers take the bus or ride a bike to work.</i> <i>Some workers have to pay for parking, or they can take the bus to work.</i>
4 Use <i>so</i> to show a result. Use it between clauses.	<i>Some employees receive the minimum wage, so they have difficulty paying for rent and food.</i> <i>One employee had the habit of listening to music at work, so the manager moved her far from the other workers.</i>

ACTIVITY

4.6 Use Coordinating Conjunctions

Complete the sentences using *and*, *or*, *but*, or *so*. Use each conjunction at least one time. Use a comma with compound sentences.

- 1 Full-time employees can work for a salary by the hour.
- 2 Salaried employees need to be at work on time they do not usually lose money for being late.
- 3 Hourly employees lose money for being late they try very hard to be on time.
- 4 Hourly employees earn money for working 40 hours a week extra money for any additional hours.
- 5 Salaried employees do not earn more money for working over 40 hours they often need to work up to 50 hours per week even though they are not paid for this overtime.
- 6 Many employees want salaries overtime pay.

ACTIVITY

4.7 Add Ideas

Complete the sentences. Add your own ideas with *and*, *or*, *but*, and *so*.

- 1 Many companies are trying to protect the environment
- 2 Recycling takes a lot of time and energy
- 3 Working in an office all day long is tiring
- 4 Doing a good job is very satisfying
- 5 It is important to distinguish between
- 6 Some people like Google's pet policy



D Grammar for Writing: Count and Noncount Nouns

Using **count nouns** and **noncount nouns** correctly in your writing can be challenging. Follow the basic rules below to help you use them correctly.

RULES FOR COUNT NOUNS	
1 Count nouns are nouns that you can count. They can be singular or plural.	<i>The company has <u>three</u> locations in Canada. <u>One</u> location has <u>two</u> offices in the same city. <u>Some</u> employees have <u>one</u> boss, but others have <u>two</u> bosses.</i>
2 Singular count nouns need to have words (determiners) introduce them, such as <i>a, an, the, my, his, her, that, or this</i> .	<i><u>An</u> employee can put <u>his</u> sandwich in <u>the</u> refrigerator in <u>the</u> break room.</i>
3 Plural count nouns do not need a determiner, but they can use determiners, such as <i>the, some, my, their, these, or those</i> .	<i><u>Some</u> companies have cafeterias for <u>their</u> employees.</i>
RULES FOR NONCOUNT NOUNS	
1 Noncount nouns are nouns that you cannot count. They cannot be plural. Common noncount nouns are concepts, such as <i>education, behavior, communication, etiquette, encouragement, and control</i> .	<i>The Internet is a good source of information for businesses. A good boss gives her employees encouragement when appropriate.</i>
2 Noncount nouns take a singular verb.	<i>Communication <u>is</u> much faster through email.</i>
3 Noncount nouns do not need a determiner, but they can use determiners, such as <i>the, some, my, their, these, or those</i> .	<i><u>Their</u> behavior at work is more formal than at home. Many companies let employees have <u>some</u> control of <u>their</u> work schedules.</i>

ACTIVITY

4.8 Identify Count and Noncount Nouns

Work with a partner. Underline the nouns in the sentences. Then label them CS (count singular), CP (count plural), or NC (noncount).

- 1 A working ^{CS} lunch is a kind of ^{CS} meal where ^{CP} employees eat and discuss ^{NC} work.
- 2 These meals can happen at the workplace or another location.
- 3 The conversation may include small talk about topics such as the news, sports, or movies.
- 4 The behavior is more casual at these lunches.
- 5 Employees often dislike work lunches because they do not get a break from work.

Avoiding Common Mistakes

Research tells us that these are the most common mistakes that students make when using count and noncount nouns in academic writing.

1 Use a determiner with singular count nouns.

Many employees carry ^a bag to work.

2 Do not use a/an with a noncount noun.

~~A~~ ^{Spoiled} food is often found in office refrigerators.

3 Do not make noncount nouns plural.

Bosses often give employees ^{advice} ~~advices~~ about their careers.

4 Use *much* – not *many* – with noncount nouns.

It is not appropriate to wear too ^{much} ~~many~~ perfume in the workplace.

ACTIVITY

4.9 Editing Task

Find and correct six more mistakes in the following paragraph.

The Definition of Job Success

Job success is achieving goals and feeling satisfied with your work. Many people believe that ~~a~~ success is making a lot of moneys, but money does not bring many satisfaction to everybody. However, workers can feel success and a satisfaction from setting goal and reaching that goal. In addition, if employee is happy with his or her duties, he or she is more likely to do well. Enjoying work and meeting goals are very important for successes.

E Avoiding Plagiarism

Finding good information can be difficult. Knowing how to find it will help you.



Q My teacher says I need to find information about my topic, and she wants to see my sources. I'm not sure what she means when she says "sources." What are they, and why are they so important?

Hans

A Dear Hans,

In academic writing, writers use sources to provide information for their writing assignment. Some common sources are books, newspapers, and magazines. There are also a lot of online sources like government reports and online journals, or audio and video online. Sources are important because they give you information and support for your own ideas.

Regards,

Professor Wright

FINDING GOOD SOURCES

There are many places to get information, but not all are good sources. Good sources include information you can trust.

Sources should be:	Examples of more academic sources are:	Examples of less academic sources are:
reliable up to date written by an expert	websites that end in: .gov (government sites) .org (nonprofit sites) .edu (educational sites) newspapers or magazines with good reputations for well-researched articles	personal websites, including blogs commercial websites that end in .com popular newspapers and magazines with less academic articles

ACTIVITY

4.10 Notice

A student wrote this topic sentence for a paragraph about cell phones in the workplace. Work with a partner. Check (✓) the best two sources of information for this paragraph. Explain your answer.

Most workers bring a cell phone to work, but it can affect their work and other employees.

- 1 A new government report on the impact of cell phones on the workplace
- 2 A blog with seven tips on how to create a good cell phone policy in offices
- 3 An article in a popular magazine that discusses cell phone etiquette at work
- 4 An academic article from a university on how phones affect people's work

ACTIVITY

4.11 Practice

Read the situations. Check (✓) the source you would use.

- 1 If you want to find information on effective teamwork on the job, go to:
 - a a personal blog about the importance of teamwork.
 - b an article from a newspaper about research on how companies view teamwork.
- 2 If you are interested in information about workplace stress, go to:
 - a a professional association of psychologists' website.
 - b *Workplace Wellness Massage* company's website.
- 3 If you are looking for information about women in the workplace today, go to:
 - a a 2003 article on women choosing not to work.
 - b a current government report on the number of women working now.

5 WRITE YOUR PARAGRAPH

In this section, you will follow the writing process to complete the final draft of your paragraph.

STEP 1: BRAINSTORM

Work with a partner. Follow the steps below to brainstorm more ideas for your definition paragraph.

- 1 Before you start, read the student's brainstorm chart. He wrote ideas from the cluster diagram he used to reflect on this topic in Section 1 on page 98. Then he brainstormed and wrote down more ideas as he thought about the topic. Finally, he crossed out the items that he thought were the least strong.

STUDENT
MODEL

BRAINSTORM CHART		
<p>Dictionary definition Cambridge Learner's Dictionary Online: "member of a group who tries to do what is good for the group rather than what is good for just himself or herself."</p>		
<p>Topic: Term that you are defining team player</p>	<p>Category: Category it belongs to member of a group</p>	<p>Identifier: How it is different - does what is right for the group - thinks of others and not just himself</p>
<p>Identifying characteristics - communicates clearly - avoids conflict -honest - supports co-workers -behaves well -friendly - does any job</p>	<p>Comparison to similar ideas friend helper family coach</p>	<p>Negative explanation - makes people feel bad - says "That's not my job." -comes to work late -is competitive - doesn't help</p>
<p>Examples and explanations Different definition in the workplace - shares opinions, listens - good speaker, talks about problems - asks for opinions - doesn't get upset - respects people - helps people</p>		<p>- doesn't make people feel bad - doesn't say "not my job" - waiters clean off others' tables -has fun -doesn't insult people -mechanics and tools</p>

- 2 Now read your writing prompt again. Then review the ideas that you brainstormed in Section 1 on page 99. Write the best ones in the chart below. Include ideas from the Your Turns throughout the unit. Finally, brainstorm more ideas. You will probably not use every idea, but it is good to write as many ideas as possible.

BRAINSTORM CHART		
Dictionary definition		
Topic: Term that you are defining	Category: Category it belongs to	Identifier: How it is different
Identifying characteristics	Comparison to similar ideas	Negative explanation
Examples and explanations		



STEP 2: MAKE AN OUTLINE

Complete the outline below with ideas for your paragraph from Step 1 on page 122.

PARAGRAPH OUTLINE	
Topic Sentence
Supporting Sentence 1	A.
Detail	1.
Detail	2.
Supporting Sentence 2	B.
Detail	1.
Detail	2.
Supporting Sentence 3	C.
Detail	1.
Detail	2.
Concluding Sentence

STEP 3: WRITE YOUR FIRST DRAFT

Now it is time to write your first draft. Here are some suggestions on how to get started.

- 1 Use your outline, notes, and the sentences you wrote in the Your Turns in this unit and in Step 2 on page 123.
- 2 Focus on making your ideas as clear as possible. Use coordinating conjunctions to join your ideas.
- 3 Add a title.

After you finish, read your paragraph and check for basic errors.

- 1 Check that all sentences have subjects and verbs. Check that your subjects and verbs agree.
- 2 Check that you have a topic sentence and a concluding sentence.
- 3 Check that you used explanations, facts, comparisons, and examples for your supporting sentences.

STEP 4: WRITE YOUR FINAL DRAFT

- 1 After you receive feedback on your first draft, review it carefully. Fix any errors.
- 2 Make a note of errors that were most frequent. Try to avoid them as you write.
- 3 Review the Academic Words and Academic Phrases from this unit. Are there any that you can add to your paragraph?
- 4 Turn to page 258 and use the Self-Editing Review to check your work one more time.
- 5 Write your final draft and hand it in.







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