

COURSE SYLLABUS
PART ONE

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TEXT: GERALDINE LUDBROOK, *ENGLISH FOR HISTORY AND PHILOSOPHY*

UNIT ONE: THE BRITISH LEGAL SYSTEM

READ THE TEXT ALOUD. LISTEN FOR THE ANSWER TO THE FOLLOWING QUESTIONS

PARAGRAPH ONE

1. Where did the British legal system have its origins?
2. What contributions did the Norman Conquest make to the British system?
3. Why were the Assizes of Clarendon and Northampton important?

PARAGRAPH TWO

1. Where did English students study law before the 12th and 13th centuries? Why?
2. What kind of institutions were the universities?
3. How did they change with time?
4. Where is the centre of the English legal world?

PARAGRAPH THREE

1. What is the difference between the Scottish and British legal systems?
2. What is the difference between Common Law and Civil Law?
3. What happened in 1707 with the Treaty of Union?

PARAGRAPH FOUR

1. Who hears most court cases today?
2. What about more serious ones?
3. How is guilt proved?
4. What do Civil Courts deal with?

PARAGRAPH FIVE

1. What is the lowest level of criminal court in England?
2. Who tries almost all cases?

PARAGRAPH SIX

1. What are the Crown Courts?

PARAGRAPH SEVEN

1. Where are most civil cases of lesser importance heard?
2. Who handles more complex ones?
3. What does the Chancery Division do?

4. What does the Queen's Bench Division do?

PARAGRAPH EIGHT

1. How many different kinds of lawyers are there in the English legal system?
2. What does a barrister do?
3. What does a solicitor do?
4. What does a notary do?

PARAGRAPH NINE

1. What effects did joining the European Community have on the British legal system?
2. What happens if there are problems of interpretation with preliminary rulings?
3. What happened in 1999?

IN-DEPTH TEXT ANALYSIS (exercises in book)

APPLIED GRAMMAR EXERCISE (MAKING COMPARISONS)

There are various comparisons in the text. Can you find them? (common law/civil law; British/Scottish legal systems; court structure)

REVIEW OF COMPARATIVE/SUPERLATIVE STRUCTURES: COMPARATIVES, SUPERLATIVES, AS...AS

<u>ADJECTIVE</u>	<u>COMPARATIVE</u>	<u>SUPERLATIVE</u>
1 SYLLABLE**	+ -ER	- EST
2 SYLLABLE ENDING IN Y	+ -IER	- IEST
2 OR MORE SYLLABLES	MORE + ADJECTIVE	MOST + ADJECTIVE

***some adjectives double their final consonant (big/bigger/biggest; fit/fitter/fittest)*

<u>ADVERB</u>	<u>COMPARATIVE</u>	<u>SUPERLATIVE</u>
REGULAR (-LY)	MORE + ADVERB	MOST + ADVERB

IRREGULAR ADJECTIVES

<u>AND ADVERBS:</u>	<u>COMPARATIVE</u>	<u>SUPERLATIVE</u>
GOOD/WELL	BETTER	THE BEST
BAD/BADLY	WORSE	THE WORST
FAST	FASTER	THE FASTEST
FAR	FURTHER	THE FURTHEST

To compare *two things*:

- comparative adjective or adverb + *than*:

I think philosophy is more difficult than history.

- not + as + adjective/adverb + as:

History is not as difficult as philosophy.

To express *maximums or minimums*:

the + superlative adjective

She's the tallest in the class.

He's the best speaker in the class.

To say *two things are the same*:

- as + adjective/adverb + as:

Ned is not as creative as Jack.

- the same as

My computer is the same model as yours.

PRACTICE

Put comparatives or superlatives in the empty spaces.

1. It was the _____ book we've ever used. (bad)
2. Do you think reading is _____ than watching films? (relaxing)
3. The new civic centre is _____ than the old one. (big)
4. It was the _____ performance I've ever seen. (exciting)
5. Fred's _____ than he was last year. (tidy)
6. One of the _____ subjects is grammar. (boring)
7. Quantum physics is _____ than philosophy. (challenging)
8. Writing is _____ as using a computer. (fast)
9. Studying for exams is _____ as writing papers. (tiring)
10. He analysed the text _____ than she did. (thoroughly)

APPLIED GRAMMAR EXERCISE:

Compare the British legal system to the legal system in your country. Use these sites for help:

<http://faculty.cua.edu/pennington/Law508/ItalianLegalHistory.htm>

http://www.giustizia.it/sito_trad_inglese/en_index1.htm

USING PRIMARY SOURCES 1

FURTHER READING: THE CONSTITUTIONS OF CLARENDON 1164

Primary sources are used in many disciplines. For our purposes, the most important are history and historiography. The following are some examples of primary, or original sources: manuscript documents, publications at the time being studied, recordings. They are usually considered as authoritative in that they can provide a sort of direct testimony to what was happening at the time in question. Diplomatic and legal documents, of which the Constitutions of Clarendon is an example, are also considered a primary source.

In the broader field of cultural history, other sources might include fiction (novels or plays) or other artefacts like photographs, films, or paintings. Moreover, social documents like the records of organizations or municipal registers, tax records and the like might also be of use to the historian.

Primary sources, as opposed to secondary sources which cite, comment and elaborate them, should not be taken as 'the last word', since they are in a certain sense 'frozen' in a very specific time period and historical context, or may be highly subjective. Thus, whereas primary sources are extremely important for the researcher, it is important for him/her to evaluate the accuracy and objectiveness of primary sources.

Now skim read the document, and answer the following questions:

- 1) Why is the document an important step in the development of the British legal system?
- 2) Why was the Assize held and who took part?
- 3) Which article describes the jury and its function? Are any other forerunners of modern institutions described? In which parts?

The document is also interesting from a linguistic point of view. Read the section 'Notes' on page 26 and find examples of archaisms in the text.

UNIT TWO: THE BRITISH PARLIAMENT

READ THE TEXT ALOUD. LISTEN AND TAKE NOTES. MAKE AN *OUTLINE*

HOW TO MAKE AN OUTLINE

- I. MAJOR POINT
 - A. SUPPORTING MATERIAL
 - 1. FURTHER DETAILS
 - 2. FURTHER DETAILS
 - B. SUPPORTING MATERIAL
 - C. SUPPORTING MATERIAL
- II. MAJOR POINT
 - A. SUPPORTING MATERIAL
 - 1. FURTHER DETAILS
 - 2. FURTHER DETAILS
 - B. SUPPORTING MATERIAL
 - C. SUPPORTING MATERIAL

OUTLINE FOR 'THE BRITISH PARLIAMENT'

Complete the following outline:

- I. Origins of the British Parliament
 - A.
 - B.
 - C.
- II.
 - A. Lords Temporal
 - 1.
 - 2.
 - 3.
 - B. Lords Spiritual
 - 1.
 - 2.
- III. British Parliament as an independent body
 - A.
 - B.
 - C.
 - D.

IV.

- A. Acts of Union entitle Scots and Irish to elect representatives
- B. Creation of first Life Peerages with Lords of Appeal in Ordinary
- C. 1911 Parliamentary Act: Lords no longer permitted to amend finance bills
- D. 1998 re-establishment of Scottish Parliament

V. Peers' titles

- A.
- B.
- C.
 - 1.
 - 2.
 - 3.

VI.

- A.
 - 1. 1999 Blair removes 600 hereditary peers and ends dominance
 - 2. modernisation through newly-created peers and opening of Parliament
- B. Maintenance of traditions
 - 1.
 - 2.

VII.

- A. Role
 - 1.
 - 2.
- B. Important figures
 - 1.
 - 2.
 - 3.

VIII.

- A. History
 - 1. Built by William the Conqueror as royal abode
 - 2. Gradually all government functions moved there
 - 3. 16th c becomes meeting place for Parliament

IN-DEPTH TEXT ANALYSIS (exercises in book)

WRITING: USE THE OUTLINE TO WRITE A SUMMARY. DO NOT ADD INFORMATION.

USING PRIMARY SOURCES 2

FURTHER READING: THE GOOD PARLIAMENT OF 1376

Who was Thomas Walshingham?

Why is “The Good Parliament of 1376” interesting as a primary source? From a linguistic point of view?

Read the document and answer the comprehension questions.

Find examples of archaicisms in English.

IN-DEPTH TEXT ANALYSIS (exercises in book)

UNIT THREE: THE CHURCH OF ENGLAND

READ THE TEXT ALOUD: MODIFIED DICTATION. LISTEN, THEN COMPLETE THE FOLLOWING SENTENCES FOR PARAGRAPHS ONE-SEVEN

PARAGRAPH ONE

1. Christianity existed in Britain as early as _____.
2. In the fourth century, the Romans _____, but _____ in the fifth century.
3. Through the merging of Celtic Christianity with St. Augustine's missionary work, _____.
4. _____ developed together with increasing disagreement.
5. The major points of conflict were _____ and _____.

PARAGRAPH TWO

1. The situation culminated in 1530, when Henry VIII _____ because she was unable _____.
2. However, the Pope _____.
3. The King unsuccessfully tried to _____.
4. In 1534, the King _____ and thus began _____.

PARAGRAPH THREE

1. Later, Henry _____ and _____.
2. Authorised by order of the archbishop of Canterbury, the Great Bible was an _____.
3. The new Church simplified the liturgy, _____, and _____.
4. The Book of Common Prayer gave the people of England _____.

PARAGRAPH FOUR

1. After the divorce of Henry VIII and Katherine of Aragon, their daughter Mary Tudor _____ and _____.
2. However, when she later succeeded her brother Edward VI and married Philip of Spain, papal authority _____.
3. Mary I was also known as Bloody Mary because _____ that took place during her reign.

PARAGRAPH FIVE

1. On Mary's death, _____ and ruled until 1603.
2. Elizabeth I made peace with England and Scotland, and _____, but when Mary Queen of Scots fled to England and was imprisoned, she _____ by English Catholics.
3. As a result, she _____. She was then excommunicated, so as a response, _____ and _____ over the Church of Rome.

PARAGRAPH SIX

1. The new independent church _____ between Roman Catholicism and the Protestant Reformation.
2. In 1646, Presbyterianism was established, but with the Restoration, _____ and the Prayer Book _____ by the Act of Uniformity (1662).

PARAGRAPH SEVEN

1. One of the most important internal controversies since that time was _____, begun by John Henry Newman.
2. Newman's *Tracts for the Times* gave its name to the _____, which emphasised a sense of continuity between _____ and _____.
3. The Oxford Movement, part of a general Christian uprising stirred up by the French Revolution, tried to revive the concept of Christianity _____ and _____.
4. After great hostility to his ideas, Newman _____.

READ PARAGRAPH EIGHT ALOUD: MODIFIED DICTATION. LISTEN, THEN COMPLETE THE FOLLOWING

There are two provinces in the Church of England, _____ (north) and _____ (south), which are made up of _____, each of which is divided into _____. A _____ oversees these parishes. The Supreme Governor of the Church of England is _____, who appoints _____, _____, and _____ on the advice of the _____. Two _____ and 24 _____ sit in the _____, contributing to Parliament's work. The General Synod _____.

It is elected from _____ and meets
_____ at least twice annually to
_____. In 1992, the Synod voted to
_____. Although there is now increased
harmony with the Catholic Church, there are still two major
_____ : 1) _____
2) _____.

IN-DEPTH TEXT ANALYSIS (exercises in book)

SPEAKING - APPLIED GRAMMAR EXERCISE: INTERROGATIVE FORMS

ASK QUESTIONS ABOUT THE TEXT. READ THE FOLLOWING REVIEW OF INTERROGATIVE FORMS AND THE TENSE SYSTEM IN ENGLISH FIRST.

INTERROGATIVE FORMS IN ENGLISH

There are 5 interrogative forms in English.

1) INTONATION:

The easiest is done by raising the tone of the voice at the end of a sentence. It's only used in conversation, and usually to check information.

You're tired?

You like biscuits?

He's already gone?

She's going out with him tonight?

2) SIMPLE INVERSION: VERB + SUBJECT

This formula can only be used with the SIMPLE TENSES OF BE.

Sentence (subj + verb):

He's German.

You were late yesterday.

Question (verb + subj):

Is he German?

Were you late yesterday?

3) AUXILIARY + SUBJECT + VERB

This formula can be applied universally to all of the other tenses, whether in the active or passive voice, because they are compound tenses (tenses with more than one word).

Sentence (subj + aux + main verb):

Tom is going to London next week.

She would like to go to the party.

His mother will be 80 in June.

The house was built in 1998.

Question (aux + subj + main verb):

Is Tom going to London next week?

Would she like to go to the party?

Will his mother be 80 in June?

Was the house built in 1998?

4) NO INVERSION: QUESTION WORD AS SUBJECT

In certain questions, the question word is the subject. This usually happens with WHO or WHAT.

Sentence (subj + verb):

Mary made that wonderful cake.

Love makes the world go round.

Question (subj + verb):

Who made that wonderful cake?

What makes the world go round?

5) QUESTION TAGS: MINI-QUESTION AT THE END OF A SENTENCE

Use these to confirm information. Repeat the subject and auxiliary of the tense, but if the sentence is positive, use a negative auxiliary and if it is negative, use a positive one.

Sentence

He didn't go to the game,

They are playing tonight,

Tag

did he?

aren't they?

ENGLISH TENSE SYSTEM

There are different PRESENT, PAST and FUTURE tenses, each characterized by different auxiliaries and main verb forms.

SIMPLE

AUXILIARY DO/DID + BASE FORM (only for present and past)

CONTINUOUS

AUXILIARY BE + -ING

PERFECT

AUXILIARY HAVE + PAST PARTICIPLE

This is true for the ACTIVE VOICE. For transitive verbs, every tense has its passive counterpart in the PASSIVE VOICE:

PASSIVE

AUXILIARY BE + PAST PARTICIPLE

USING PRIMARY SOURCES 3

FURTHER READINGS: “LETTER ON HENRY VIII’S DIVORCE” AND “THE ACT OF SUPREMACY”

Who was Thomas Cranmer and what was his role in the King’s divorce?

Why is “The Act of Supremacy” interesting as a primary source? From a linguistic point of view?

Read the document and answer the comprehension questions.

Find examples of archaicisms in English.

IN-DEPTH TEXT ANALYSIS (exercises in book)

UNIT 4: THE ENGLISH BIBLE

READ THE TEXT ALOUD. LISTEN AND TAKE NOTES. THEN COMPLETE THE FOLLOWING *OUTLINE*

I. Little-known early history of the Bible in English

- A.
- B.

II. John Wycliffe's translation

- A. Who Wycliffe was
 - 1.
 - 2.
- B. Importance of his translation:

III. Most important among other early vernacular translations:

IV.

- A.
 - 1.
 - 2.

V.

- A. Who commissioned it
- B. Who published it
- C. Who requested it
- D.

VI.

- A.
 - 1. 1543
 - 2. 1553

VII. The King James (Authorised) Version of the Bible (1604)

- A. Purpose of the text:
- B. Who did it:
- C.
- D.
- E.

VIII.

- A. (Rheims-Douay) based on the Latin vulgate version
- B. 1749-63:
- C. Recent Roman Catholic editions
 - 1.

2.

IX.

- A. 1881:
- B. 1901:
- C. 1952:
- D. 1982:

IN-DEPTH TEXT ANALYSIS (exercises in book)

WRITING: Use the outline to write a summary of the text. Do not add information.

USING PRIMARY SOURCES 4

FURTHER READINGS: THE KING JAMES VERSION – ORIGINAL PREFACE [1611] –
EPISTLE AND DEDICATORIE

Read the document and answer the comprehension questions.

Read the section 'Early Modern English' and do the Exercises.

IN-DEPTH TEXT ANALYSIS (exercises in book)

UNIT FIVE: THE NEW SCIENTIFIC METHOD

READING ALOUD: The following sentences, taken from the paragraphs in Unit 5 “The Scientific Method”, are the topic sentences – they express the main idea. Listen as the teacher reads, then as one or more of your classmates reads. Where in the paragraph do they occur (beginning – middle – end)? After having finished reading aloud, look over the text, and find the supporting ideas.

PARAGRAPH ONE

An experimentally controlled mathematical science of nature similar to the science of our own day did not become firmly established in Western society until the 17th and 18th centuries.

PARAGRAPH TWO

The most sensational revolution in the conception of the world took place in astronomy and mechanics.

PARAGRAPH THREE

This helped forge a method of inquiry into nature that is characteristic of modern science.

PARAGRAPH FOUR

Yet still much had to be done before the assumption that nature was to be understood as a mechanical order could completely replace the traditional account of events.

PARAGRAPH FIVE

[The former was in considerable measure the work of Rene Descartes, the latter of Isaac Newton.]

PARAGRAPH SIX

In this period, considerable advances were also made in other sectors of physics, in chemistry and in the life sciences.

PARAGRAPH SEVEN

By the end of the 17th century, a number of societies for the experimental study of nature were formed in various countries to provide opportunities for exchanging scientific ideas, carrying out experimental research, and witnessing scientific demonstrations.

TEXT STRUCTURE

When the main idea comes first in the paragraph, we can say the writer uses DEDUCTIVE reasoning in his argumentation. When it comes at the end, he/she uses INDUCTIVE approach. To reinforce an idea, a writer may put the topic sentence at the beginning of the paragraph and then RESTATE it in another way at the end. Sometimes the main idea is not directly stated, but rather, is IMPLICIT, or refers to a main that was stated beforehand. Identify the approach used in each paragraph above.

Now look at the text again. Use the following scheme to list the supporting ideas under the main ideas.

PARAGRAPH ONE

An experimentally controlled mathematical science of nature similar to the science of our own day did not become firmly established in Western society until the 17th and 18th centuries.

New findings and approaches resulting from scientific inquiry:

- 1.
- 2.
- 3.

PARAGRAPH TWO

The most sensational revolution in the conception of the world took place in astronomy and mechanics.

Galileo Galilei and the basis of the modern science of mechanics

- 1.
- 2.
- 3.

PARAGRAPH THREE

This helped forge a method of inquiry into nature that is characteristic of modern science.

1. Kepler
2. The new scientific method:

PARAGRAPH FOUR

Yet still much had to be done before the assumption that nature was to be understood as a mechanical order could completely replace the traditional account of events.

1. philosophical basis for interpreting the animate and inanimate in mechanical terms
- 2.

PARAGRAPH FIVE

[The former was in considerable measure the work of Rene Descartes, the latter of Isaac Newton.]

1. Descartes:
2. Newton:

PARAGRAPH SIX

In this period, considerable advances were also made in other sectors of physics, in chemistry and in the life sciences.

1. Results of such inquiries
2. Chief value of new science
3. Francis Bacon

PARAGRAPH SEVEN

By the end of the 17th century, a number of societies for the experimental study of nature were formed in various countries to provide opportunities for exchanging scientific ideas, carrying out experimental research, and witnessing scientific demonstrations.

1. Royal Society
2. Curator
3. Publications

IN-DEPTH TEXT ANALYSIS (exercises in book)

FURTHER READINGS: LEVIATHAN

WRITING ACTIVITY: Read the paragraph on Thomas Hobbes on page 89, and write a short paragraph as a continuation to the introductory essay on the scientific method.

The application of the new scientific method to society and politics can be found in the work of Thomas Hobbes. (MAX 5 sentences)

An example of the application of the new scientific method to society and politics can be found in the works of Thomas Hobbes.

[In Hobbes' view man's reasoning conceived of a sum total from an addition of parcels.

He wrote a treatise of his new scientific theory of the state.

Hobbes, following the new scientific method, described human beings in the state of nature.]

USING PRIMARY SOURCES 5

FURTHER READINGS: LEVIATHAN – CHAPTER 5 OF REASON AND SCIENCE

Read the document and answer the comprehension questions. Add these three questions:

4. Why does Hobbes say Cicero made fun of that group of scholars?
5. What is the difference between error and absurdity?
6. How do we get reason? Are we born with it?

IN-DEPTH TEXT ANALYSIS (exercises in book)

UNIT SIX: THE ENGLISH REVOLUTION

READ THE TEXT ALOUD. LISTEN FOR THE ANSWER TO THE FOLLOWING QUESTIONS

PARAGRAPH ONE

1. What was the seventeenth century in Europe like?
2. How many rebellions were there between 1640 and 1650?
3. How was the English revolution different?

PARAGRAPH TWO

1. How did the Puritans want to change the political situation in England during the reigns of James I and Charles I?
2. Were they supported in Parliament?
3. What exacerbated their feeling?
4. What other social classes became influential in the House of Commons?

PARAGRAPH THREE

1. Why was Charles I unpopular?
2. Why did he have to summon the Long Parliament?
3. How did the King's financial difficulties contribute to the increase in Parliamentary power?

PARAGRAPH FOUR

1. What was the result of this political crisis?
2. Why is Charles I's position in the civil war described as weak?
3. When were the Parliamentarians finally able to secure their dominance?
4. Why is the year 1645 important?

PARAGRAPH FIVE

1. What were the consequences of the Civil War for the Parliamentarians?
2. Who was the leader of the more conservative group? Of the more radical party?
3. What happened after Cromwell's defeat of the Scottish army (3)?

PARAGRAPH SIX

1. Who were the Levellers?
2. Were they influential on the British political scene?

PARAGRAPH SEVEN

1. What happened after the Levellers were defeated?

PARAGRAPH EIGHT

1. When was the monarchy restored?
2. Who were the real victors of the English revolution?

IN-DEPTH TEXT ANALYSIS (exercises in book)

WRITING: APPLIED GRAMMAR EXERCISE 1: RELATIVE CLAUSES

Defining relative clauses

When you want to compress information about someone or something in one sentence, you can use a relative clause with **who**, **which** or **that**. Compare:

I met a doctor. He lives in the same town I do.
I met a doctor who lives in the same town I do.

Use **who** for **people**, not things:
Do you know anybody who can help me with my tax forms?

You can use **that** for **things** or **people**:
The people that work there are friendly.
She lives in a house that's 500 years old.

Exercise 1: Combine the two sentences into one using a relative clause:

Example: She wrote a book. The critics raved about the book.

She wrote a book that the critics raved about.

- a. I bought a car. The car is a collector's item. _____.
- b. She likes a hotel. We stayed at that hotel last year. _____.
- c. Here are some books. I told you about them. _____.
- d. Where did I put those flowers? You gave those flowers to me.
_____?

Exercise 2: Combine the two sentences into one using a relative clause:

Example: A man came to the door. He was wearing a strange hat.

A man who was wearing a strange hat came to the door.

a. Some students sat for the exam. None of them passed.

_____.

b. I met a young girl. She could speak French and German fluently.

c. He is an artist. He has sold many paintings over the past few years.

d. She's the rock star. She's at the top of the charts now.

Exercise 3: Who or that?

Example: What's the name of the film that we're going to see tonight?

a. You never talk about things _____ bother you.

b. I think everyone _____ who heard the concert thought it was awful.

c. She has a friend _____ has a travel agency.

d. I'm going to take down the pictures _____ are hanging on the wall.

Non-defining relative clauses

Non-defining relative clauses add extra – but unnecessary – information about people or things.

Bob Parker, who won the race, is my neighbour.

They're not a problem in spoken English, but when writing, set them off with commas.

Use **who** for **people** as the subject or object of the clause:

Last night I met Tim Craig, who won the prize last year.

Use **which** for **things** as the subject or object:

That drug, which is used to treat allergies, has been taken off the market.

Exercise 1: Are the following relative clauses non-defining? Write yes or no in the blank space:

Example: Mr. Lane, who is dancing with Yolanda now, is a prize-winning novelist.

YES

a. That house, which they have lived in for years, is going to be demolished next year. _____

b. She's the woman who I told you about yesterday. _____

c. The motorcycle that he wants to buy is enormous. _____

d. Those old photographs, which my grandmother kept in her attic, are worth a lot of money now. _____

Exercise 2: Who or which?

Example: Their Outing Club, which has over 100 members, is organizing a trek in the Himalayas.

a. Major Godfrey, _____ is an aviation expert, gave an interesting lecture last night.

b. The storms, _____ caused such damage in the town last night, moved further south.

c. Hexa's latest recording, _____ you can buy at most music stores, is her greatest.

d. Tina Romero, _____ has never been out of her hometown in her life, is going to China next summer!

Exercise 3: Combine the two sentences with a non-defining relative clause:

Example: Kevin is only 12. He has already given piano concerts all over Europe.

Kevin, who is only 12, has already given piano concerts all over Europe.

a. Sam is a sculptor. His works are in galleries all over the world.

Sam, _____

b. She wrote a novel when she was only 18. Her novel soon became a bestseller.

That novel, _____

c. Her brothers are famous surgeons. I play tennis with her brothers.

I _____.

d. Prof. Barker taught our drawing classes. Prof. Barker took a job at another art academy.

Prof. Barker, _____.

WRITING: APPLIED GRAMMAR EXERCISE 2: SUMMARY WRITING

Write a summary of the text on the English Revolution. Be very synthetic, and try to use relative clauses.

Here are some general guidelines for writing a summary:

1. Read the passage to be summarized several times.
2. Outline major points and identify controlling ideas and supporting ideas.
3. Write a rough draft.

As a restatement of a text's MAIN POINTS, summary writing involves identifying what is most important, eliminating what is superfluous and re-expressing key points clearly and simply.

The following structures are usually eliminated in summary writing:

- Definitions
- Quotations or citations
- Rhetorical devices
- Colourful language
- Comments and asides
- Repetition
- Examples
- Anecdotes
- Anything in parentheses

A suggestion for starting your summary:

The text "The English Revolution" starts by talking about the 17th century as a period of general political crisis, and then goes on to talk about the background to the English revolution, which was characterised by. . .

UNIT SEVEN: BRITISH EMPIRICISM

READ THE TEXT ALOUD. LISTEN AND TAKE NOTES. COMPLETE THE FOLLOWING *OUTLINE*

I. Empiricism

- A. Definition
- B. 17th-18th c. British empiricist school

II. Continental rationalists:

- A.
- B.
- C. Descartes:

III.

- A. Rejected theory of innate ideas (Locke on human understanding)
- B.

IV. British Empiricists on instinct and innateness

- A.
- B.

V. Main British Empiricists:

VI. Locke and his influence

- A.
- B.
- B.

VII.

- A. Cambridge Platonists:
 - 1.
 - 2. .
 - 3.

VIII.

- A. attacked doctrine of abstract ideas
- B.
- C.
- D. To be is to perceive or to be perceived

IN-DEPTH TEXT ANALYSIS (exercises in book)

SPEAKING: APPLIED GRAMMAR EXERCISE

The text on British empiricism makes comparisons and contrasts. Here are some general guidelines for recognizing and using these structures. They will supplement those in your book.

Recognizing thought relationships: Contrast and comparison

1. CONTRAST

BASIS OF CONTRAST

ITEM 1

ITEM 2

EXPLICIT STRUCTURES: use these expressions to talk about contrasts

MORE/LESS THAN

PREPOSITIONS: as opposed to, in contrast to, unlike

VERBS: contrasts with, differs from

NOUNS: differences, contrasts

ADJECTIVES: different from, dissimilar to

SENTENCE LINKERS:

COORDINATE CONJUNCTIONS: but, and

CONJUNCTIVE ADVERBS: however, in contrast,
on the other hand

SUBORDINATE CONJUNCTIONS: while, whereas

IMPLICIT STRUCTURES: other ways to talk about contrasts

OPPOSITE TERMS: singular/plural; democracy/dictatorship

SEPARATE SENTENCES JOINED WITH SEMI-COLON (;)

SEPARATE PARAGRAPHS: In the Italian system . . .
In the German system . . .

2. COMPARISON

BASIS OF COMPARISON

ITEMS 1 AND 2, DISTINGUISHING SHARED AND UNIQUE CHARACTERISTICS

EXPLICIT STRUCTURES: use these expressions to talk about contrasts

AS...AS

PREPOSITIONS: like+

VERBS: resembles

NOUNS: similarities

ADJECTIVES: similar to, both

ADVERBS: too, also

SENTENCE LINKERS:

COORDINATE CONJUNCTIONS (and, and so, and...too, either)

CONJUNCTIVE ADVERBS (similarly, likewise, in the same way)

SUBORDINATE CONJUNCTIONS (while, whereas)

ACTIVITY:

Now read the text again, and identify the comparisons and contrasts. Write a short paragraph using the structures you have just learned.

USING PRIMARY SOURCES 6: REPORTED SPEECH

The following readings are included at the end of the book as supplementary material for the first seven chapters.

Francis Bacon “Novum Organum”, Thomas Sprat “History of the Royal Society of London”, John Locke “An Essay Concerning Human Understanding”.

Choose one, and then write a summary.

Before doing so, do the following exercises and explanations on reported speech and subordinate clauses.

Subordinate clauses

When reporting statements, use a **that-** clause:

He said **that** he would help me.

You can leave out **that** with common **reporting verbs** like **agree, mention, notice, promise, say or think**.

I think it's ok.

But we usually keep **that** with these verbs: *answer, argue, complain, deny, reply and warn*:

She denied that it was hers.

*And if the that clause does not immediately follow the verb, we usually keep **that**:*

Exercise 1: Use subordinate clauses with or without that in sentences with the following *reporting verbs*.

Example: He can go. I promised (that) he could go.

- Her coat is dirty. I noticed _____.
- It is too late to go. He agreed _____.
- It is a good idea. I thought _____.
- I won't do it again. I said _____.

Exercise 2: Use subordinate clauses with that in sentences with the following *reporting verbs*.

Example: The pants are poorly made. I complained that the pants were poorly made.

- Travel at that time of year is not a good idea. He warned me _____.

b. Our suppliers are the best in the world. They argued _____.

c. It's not my responsibility. She denied _____.

d. I have too much to do. I replied _____.

Exercise 3: That or not? Write YES if you can leave that out and NO if you can't.

Example: I told the lost tourist that it was a quite long way to the station. NO

a. She agreed with me that my hair was too long. _____

b. Pat promised that she would do it. _____

c. Frank promised his girlfriend that he wouldn't go. _____

d. Jeff said that he was fed up. _____

More subordinate clauses 1

Some verbs (**believe, consider, expect, find, think** and **understand**) can substitute a **that** clause with an **object + an infinitive**:

She expected him to be on time

With **notify, assure, convince, persuade, reassure, remind** and **tell**, put an object between the verb and the **that** clause:

I convinced him that I was right.

It's not always necessary to put an object before the **that** clause **with advise, promise, show, teach** and **warn**:

He promised (me) he'd come.

Exercise 1: Substitute the **that** clause with the verb given and an **object and an infinitive**:

Example: She thought that he would come on time. She expected him to be on time.

- She thought he was an idiot. She considered _____.
- I thought it was already settled. I understood _____.
- They thought we would bring lots of gifts. They expected _____.
- Mother thought he was very kind and considerate. Mother found _____.

Exercise 2: Are the following sentences correct? Correct them if they are not.

Example: The authorities notified that we had to move the sign. NO: notified us that...

- She persuaded him to change his mind. _____
- I convinced her to come along. _____
- They reminded that the bill was due. _____
- He told that his project was not fully implemented yet. _____

Exercise 3: Can you leave the object out of these sentences? Write yes or no.

Example: He promised me he'd come. YES

- He warned them that the water was very deep in certain spots. _____
- Jeremy convinced me to write to her. _____
- The doctor advised her that she should not get too much sun. _____
- He showed them that it was not necessary. _____

More subordinate clauses 2

Some verbs may or may not have an **object** before the **that** clause:

She agreed (with me) that it was too late.

But when they do have an object, we need a preposition between it and the verb.

These verbs take **to** before the object: **admit, announce, complain, confess, explain, mention, point out, recommend, report, say, suggest.**

I admitted (to her) that I had done it.

Others take **with**: **agree/disagree, argue, check, confirm.**

I checked (with him) about it.

Exercise 1: Put the right preposition in the blank space:

Example: She recommended to the board that they should invest in more reliable institutions.

- He admitted ___ me that he did not attend the meeting.
- The teacher explained ___ the class that they would need to bring coloured paper for their next lesson.
- Mr. Johnson pointed out ___ the committee that it was time to change brokers.
- I suggested ___ him that he would feel better if he got some fresh air.

Exercise 2: Put the right preposition in the blank space:

Example: I agreed with them that prices were too high.

- He checked _____ his secretary that there were no appointments for the afternoon.
- I wanted to confirm ___ you that our plans were still on.
- He disagrees ___ her that the children are spoilt.
- Mother agreed ___ me that she should go see her sister.

Exercise 3: To or with?

Example: She confessed to her husband that she had spent too much that day.

- Marlin pointed out ___ them that the proceeds were not coming in as expected.
- My therapist suggested ___ me that I might take a short vacation.
- She complained ___ her doctor that she was having trouble sleeping.
- He argued ___ his client that it was impossible to make the delivery by that date.

Reporting Conditions

Both real and unreal conditions have modal verbs, so taking them 'one tense back' can cause problems.

When reporting a real condition, change the **present** to the **past**, and **will** to **would**:

"If you meet me at 9:00, I will come."

He said that if I met him at 9:00, he would come.

Exercise 1: Report the following real conditions:

Example: If you cook dinner, I'll do the washing up.

He said that if I cooked dinner, he would do the washing up.

a. If they don't come tomorrow, it will be too late.

She said that _____.

b. If we don't get there by 9:00, they won't let us into the concert.

She said that _____.

c. If you don't stop smoking, you'll ruin your health.

My doctor warned that _____.

d. If you can't take your car, I'll drive.

My neighbour said that _____.

Exercise 2: What were the original words in these reported sentences?

Example: He said that if there were no more paper cups, he would go to the supermarket to get some. "If there are no more paper cups, I'll go to the supermarket to get some."

a. I said that if he did not come by 6:00, I would call the office.

" _____ "

b. She said that if the sales were still on, she would go shopping that afternoon.

" _____ "

c. He said that if he got finished in time, he would come to the party.

" _____ "

d. They said that if she didn't feel better by dinnertime, they would take her to the hospital.

" _____ "

Exercise 3: Complete the sentences on the left with the correct one on the right.

One possibility can be used twice.

Example: He said that if she would help him, b

1. Joe said that if I came
reception.

a. she wouldn't come to the

2. Veronica said that if I invited John

b. he would do it.

3. Monica said that if her parents didn't mind
dinner.

c. he would cook my favourite

4. Bill said that if I lent him my bicycle
evening.

d. she would invite us over for the

Wh- words 1

Words like **who**, **what**, **when**, **how**, **where** or **why** can come before verbs like **think**, **say**, **talk about**, **explain**, **understand**, **know**, **see**, **remember**, **forget**, **realise**, and **discover**:

I don't know where he is.

That explains why he's not here.

An infinitive can also come after these words:

I don't understand what to do.

I can't remember how to do it.

But if the subject of the **wh-** clause changes, we can't use the infinitive:

I can't remember how she did it.

Exercise 1: Use a **wh-** word after these verbs:

Example: I can't remember what you said yesterday.

- I don't understand _____ she is so grouchy all the time.
- We can't explain _____ that old sofa came from.
- I don't know _____ the play starts.
- I don't see _____ you will ever get out of this mess.

Exercise 2: Use a **wh-** word with an infinitive after the following verbs:

Example: I forgot how to make (make) buttermilk pancakes.

- She doesn't know _____ (play) tennis very well.
- We didn't remember _____ (find) our way out of the amusement park.
- I couldn't see _____ (go) because the fog was so thick.
- Let me think about _____ (do) while I have some coffee.

Exercise 3: Can you use the infinitive? Write yes or no in the blank space.

Example: I didn't understand what I had to do. YES

- He didn't remember where the keys were. _____
- She didn't realise what the consequences of her actions might be. _____
- I didn't know what I should read for the assignment. _____
- We don't usually explain how we do it. _____

Wh- words 2

When we use words like **who** and **what** before certain verbs, we have to have an object, too: **ask, tell, teach, show, warn, inform, advise.**

I didn't tell him where she was.

I'll show you why he's not here.

An infinitive can also come after the wh- word:

She asked him what to do about it.

Mary taught her son how to tie his shoe.

We can use **the way** instead of **how**:

I showed him the way to go to the supermarket...or how to get there.

Exercise 1: Report your response to the following statements. Use a **wh-** word with an object before the following verbs.

Example: "Tell me where the money is!" I didn't tell him where the money was.

- "What should we bring along on the trip?" I advised _____.
- "Why aren't you going to the cinema tonight?" I told _____.
- "Can you teach us how bricks are made?" I taught _____.
- "Where is the nearest post office?" I showed _____.

Exercise 2: Match a sentence in the column on the right with the appropriate one on the left. You can use one answer twice.

Example: She taught her children d

- | | |
|---------------------------|------------------------------------------|
| 1. Show me | a. where to go for treatments. |
| 2. Many men never learn | b. how to get to the theatre. |
| 3. The doctor advised her | c. not to go near the edge of the cliff. |
| 4. He warned me | d. how to cook. |

Exercise 3: Use **the way to, how** (or **both** if possible) in the following sentences:

Example: Show me how to/the way to get home

- Grandmother taught us _____ make her chocolate chip cookies.
- The electrician showed me _____ to get to the metres.
- I don't know _____ to open this type of seal.
- Can you ask him _____ he did it?

UNIT EIGHT: EXPLORATION AND EXPANSION

READ THE TEXT ALOUD. LISTEN as the teacher and then a student reads each paragraph. Decide what the subject of the paragraph is, then find the topic sentence in each one. Which form of reasoning is used: deductive, inductive or implicit?

PARAGRAPH I:

- A. Commerce and trade
- B. The British Empire
- C. Political motives
- D. Emigration

Topic sentence:

PARAGRAPH II:

- A. Chartered companies
- B. The beginnings of the British Empire
- C. The slave trade in the West Indies
- D. The settlement of the North American continent

Topic sentence:

PARAGRAPH III:

- A. The Navigation Acts of 1651 and 1660
- B. The formation of the East India Company
- C. British expansion into India
- D. British mercantilist policies in the early 17th century

Topic sentence:

PARAGRAPH IV:

- A. Great Britain's role in The Seven Years War
- B. Problems of expansion and conflicts in the colonies
- C. British mercantilist policies
- D. Discontent in the colonies

Topic sentence:

PARAGRAPH V:

- A. The British Empire in the 18th century and a more complete idea of the world
- B. Technical improvements in navigation in the 18th century
- C. Improved methods of surveying and cartography
- D. British expansion in Asia in the 18th century

Topic sentence:

PARAGRAPH VI: INCREASED INTEREST IN NEW LANDS, IN PARTICULAR IN THE PACIFIC

- A. Interest in the geography and exotic flora and fauna of the Pacific region
- B. Increased interest in the new lands, especially in the Pacific
- C. Britain's loss of the American colonies after the American Revolution
- D. The overcrowding of British goals

PARAGRAPH VII:

- A. The expedition of the *Endeavour*
- B. The voyages of Captain James Cook
- C. The discovery of Australia and New Zealand
- D. Captain James Cook's secret mission

Topic sentence:

PARAGRAPH VIII. THE USE OF THE NEW LANDS

- A. The monopoly rights of the East India Company
- B. Trade with China, Japan and the Spice Islands
- C. The establishment of penal colonies in the new land
- D. The use of the new lands

Topic sentence:

IDENTIFYING CONTROLLING AND SUPPORTING IDEAS

CONTROLLING IDEA author's general statement
used to limit ideas and rhetorical devices used in the text

SUPPORTING IDEA more specific information related to the controlling idea

ORGANIZATIONAL PATTERNS

1. DEDUCTION: CONTROLLING IDEA NEAR BEGINNING

CONTROLLING IDEA
SUPPORTING IDEA
SUPPORTING IDEA
SUPPORTING IDEA

2. INDUCTION: CONTROLLING IDEA AT END

SUPPORTING IDEA
SUPPORTING IDEA
SUPPORTING IDEA
CONTROLLING IDEA

3. RESTATEMENT: CONTROLLING IDEA AT BEGINNING AND END

CONTROLLING IDEA
SUPPORTING IDEA
SUPPORTING IDEA
SUPPORTING IDEA
CONTROLLING IDEA RESTATED

4. IMPLIED: CONTROLLING IDEA NOT DIRECTLY STATED

SUPPORTING IDEA
SUPPORTING IDEA
[*CONTROLLING IDEA*]
SUPPORTING IDEA
SUPPORTING IDEA

COHERENCE DEVICE: SUBSTITUTES

These are structures and expressions that give the text coherence by referring back to ideas announced earlier in the text.

NOUNS: PERSONAL PRONOUNS
RELATIVE PRONOUNS
REFLEXIVE PRONOUNS

VERB SUBSTITUTES (AUXILIARIES)

ADVERB SUBSTITUTES

TIME (then)
PLACE (there)
MANNER (thus, so, in this way)

ADJECTIVE SUBSTITUTES

POSSESSIVE ADJECTIVES (whose)
DEMONSTRATIVES (this, that)

POSSESSIVES AND QUANTIFIERS

WRITING:

- 1) USE THE RESULTING OUTLINE TO WRITE ONE-SENTENCE SUMMARIES OF EACH PARAGRAPH. HOW IS A TOPIC SENTENCE DIFFERENT FROM A ONE-SENTENCE SUMMARY?
- 2) COMBINE THE SENTENCES FOR A VERY GENERAL SUMMARY OF THE WHOLE TEXT.

IN-DEPTH TEXT ANALYSIS (exercises in book)

USING PRIMARY SOURCES 7

FURTHER READING: "THE ENDEAVOUR JOURNAL 1770"

Who was Joseph Banks and what was he doing on the Endeavour journey?
Why is his journal interesting as a primary source? From a linguistic point of view?

Read the document and answer the comprehension questions.

IN-DEPTH TEXT ANALYSIS (exercises in book)

NARRATIVE TENSES

1) Read the following short paragraph:

One night, when it was raining and I was feeling very depressed because I had lost some important documents, I saw a documentary on TV that changed my life. The film was about a wealthy banker who decided to use his fortune to finance a research centre after doctors had diagnosed a fatal disease.

There are three main narrative tenses in English, the past simple, past continuous, and past perfect. Which tense is each of the underlined verbs?

2) Put the name of the right tense in the spaces to complete the rules for narrative tenses:

Use the _____ to talk about series of actions in the past.

Use the _____ to talk about something that happened before something else in the past (remote past).

Use the _____ to describe background situations or longer actions in the past.

WRITING: Read Banks' journal again. Use the narrative tenses to write a summary of the events that took place on April 28. Start like this:

After they had seen an opening in that looked like a harbour, they made their way to it. The Indians watched the explorers' movements carefully . . .

IN-DEPTH TEXT ANALYSIS (exercises in book)

COURSE SYLLABUS
PART TWO

PROF. ZDANSKI
A.A. 2008-2009

TEXT: GERALDINE LUDBROOK, *ENGLISH FOR HISTORY AND PHILOSOPHY*

UNIT NINE: MONEY AND BANKS

READING COMPREHENSION. The following sentences are taken from a student's summary of Unit 9. They are in the wrong order. Read the text and put the right sentences under the right paragraph

1. THE HISTORY OF MONEY
2. BANKS: FUNCTION, ORIGINS, EVOLUTION
3. THE BANK OF ENGLAND; THE POUND
4. THE INTERNATIONAL GOLD STANDARD
5. CURRENCY REFORM IN WWII EUROPE and AFTER
6. A SINGLE EUROPEAN CURRENCY: 3 PHASES OF EMU
7. EMU PHASE 2 (EMI & EUROPEAN CENTRAL BANK)
8. THE EURO – EMU PHASE 3

- a) It took over 30 years for the idea of a single European currency to take hold.
- b) In the third stage, the Euro was introduced.
- c) Europe experienced currency reforms during and after the Second WW.
- d) The first printed Pound came out in 18
- e) Later, banks were also used as an institution lending and borrowing money.
- f) Coin and paper currency eliminated the inconvenience of barter, and were a good way to store wealth.
- g) In the 18th century, fixed denomination notes became widespread.
- h) The International Gold Standard was an instrument of exchange and a standard for value.
- i) Other European countries reformed their currencies by overnight changes.
- j) The first step focussed on economic and the monetary policies between the Member States.
- k) Germany went through two hyperinflations in one generation, and so changed its currency.
- l) But this system collapsed in 1914 because of a lack of liquidity.
- m) Banks could control the money market and the state could use money for its own needs.
- n) In 1694 the Bank of England was established and issued notes in return for deposits.
- o) The history of money has a long tradition and was probably invented by the Chinese.
- p) To regulate this system, central banks were established and bank notes were produced.
- q) The European Monetary System was founded in 1979, and came up with a three-stage process to create an economic and monetary union.
- r) During this time preparatory work was done and the Member States had to prove they could fulfil convergence criteria.

- s) In 1999 11 countries gave up their currencies and in 2002, the change over was complete.
- t) The second step started in 1994 when the EMI, a precursor to the European Central Bank, was established.
- u) With the establishment of banks, which were invented in Italy in the 13th century, it became possible to deposit money.
- v) The ECB was also established in this phase.

IN-DEPTH TEXT ANALYSIS (exercises in book)

WRITING: Correct this student's summary. Give reasons for your corrections.

The creation of money going back to ancient times has been important in order to create a fixed currency. By the invention of banks in Italy between the 13th and 16th century which were originally founded to have a place where money can be deposited the role of money changed because after a certain time banks started to give credits. In 1694 the Bank of England was established and with her the pound and its fully printed notes. By reason of gold's function as an instrument of exchange and its use as standard of value the international gold standard has been introduced as first monetary system of modern times. But the consequences of the second world war, namely hyperinflations, lead to currency reforms in many affected countries. Therefore a 3-step-plan was created. In the first stage the Maastricht Treaty which refers to a co-ordination of economic and monetary policies between the Member States of EMS (European Monetary System). Stage number two was to prepare the conditions for installing a common currency. The third and the last stage was done on the 1st of January 2002 when 11 countries introduced the Euro as a single common currency.

FURTHER READING: ADAM SMITH “AN INQUIRY INTO THE NATURE AND CAUSES OF THE WALTH OF THE NATIONS 1776”

Read Smith’s text and formulate questions for it. Then answer them. You can use your own words in your answers. Paragraph One is done for you.

PARAGRAPH ONE:

1. What does the annual labour of every nation supply it with?
All the necessities and conveniences of life that it consumes, either of its own production, or purchased from other countries.
2. How can the wealth of a nation be measured?
By the proportion of what is produced, or what is purchased with it, and the number of those who consume it

IN-DEPTH TEXT ANALYSIS (exercises in book)

UNIT TEN: THE INDUSTRIAL REVOLUTION

READ THE TEXT ALOUD. LISTEN AND COMPLETE THE FOLLOWING *OUTLINE*

I. 1750–1850:

- A.
- B.

II. Economic and industrial development accompanied by population growth:

A. Causes

- 1.
- 2.
- 3.
- 4.

B.

III.

A. Newton and Boyle

B. _____: from humanities to physical science and technology

C. link between science and practice leads to inventions

- 1.
- 2.

IV. Potential of locomotive engine

- A.
- B.
- C.

V.

A. applications to cotton mills make production faster

B. mine output increased by steam-driven machinery

C. expansion of the smelting of iron and its manufacture

VI. Industrial revolution and the development of trade

- A.
- B.

VII.

A. Creation of joint-stock banks to meet needs of factory economy

B. Bank of England created as central bank

C. Stock Exchange consolidated

VIII. Social problems that accompanied the industrial revolution

- A.
- B.
- C.
- D.

IN-DEPTH TEXT ANALYSIS (exercises in book)

READING COMPREHENSION/SPEAKING: ANSWER THESE QUESTIONS ABOUT RADCLIFFE'S TEXT

Paragraph 1:

1. What was the most common way for people to earn a living in Radcliffe's time?
2. What words does he use to describe it?
3. What did he decide to do when he came of age? Was it the normal thing for young men to do?

Paragraph 3:

1. How had lifestyles changed in Radcliffe's lifetime?
2. And the use of land – in the manufacture of textiles

Paragraphs 4-7:

1. What were textile mills producing? Had this always been the case?
2. What effects did industrialisation have on people in the area Radcliffe lived in?
3. Were people better off before or after the industrialisation of textiles? Give some specific examples.

UNIT ELEVEN: CHARLES DARWIN AND NATURAL SELECTION

READ THE TEXT ALOUD. LISTEN AND TAKE NOTES, THEN USE THEM TO WRITE ONE-SENTENCE SUMMARIES OF EACH PARAGRAPH USING RELATIVE CLAUSES AND CONJUNCTIONS. THE FIRST PARAGRAPH IS DONE FOR YOU.

NOTES PARAGRAPH ONE:

Charles Darwin's education and early career:

- studied for Anglican priesthood
- father was Erasmus Darwin
- became interested in nature after meeting Henslow at Cambridge
- voyage of HMS Beagle
- after voyage published evolutionary writings

- 1) The famous evolutionist Charles Darwin, grandson of physician, naturalist and early evolutionary theorist Erasmus Darwin, became interested in nature after meeting John Henslow, his biology professor who arranged for him to go on a voyage on HMS Beagle to South America, after which he published his evolutionary writings.

APPLIED GRAMMAR EXERCISE (MAKING COMPARISONS)

There are various comparisons in the text. Can you find them? (Darwin/Mendel; Darwin/Lyell; Darwin/modern-day Darwinism)

REVIEW OF COMPARATIVE/SUPERLATIVE STRUCTURES

COMPARATIVES, SUPERLATIVES, AS...AS

<u>ADJECTIVE</u>	<u>COMPARATIVE</u>	<u>SUPERLATIVE</u>
1 SYLLABLE**	+ -ER	- EST
2 SYLLABLE ENDING IN Y	+ -IER	- IEST
2 OR MORE SYLLABLES	MORE + ADJECTIVE	MOST + ADJECTIVE

***some adjectives double their final consonant*

<u>ADVERB</u>	<u>COMPARATIVE</u>	<u>SUPERLATIVE</u>
REGULAR (-LY)	MORE + ADVERB	MOST + ADVERB

IRREGULAR ADJECTIVES

<u>AND ADVERBS:</u>	<u>COMPARATIVE</u>	<u>SUPERLATIVE</u>
GOOD/WELL	BETTER	THE BEST
BAD/BADLY	WORSE	THE WORST
FAST	FASTER	THE FASTEST
FAR	FURTHER	THE FURTHEST

To compare *two things*:

- comparative adjective or adverb + *than*:

I think philosophy is more difficult than history.

- not + as + adjective/adverb + as:

History is not as difficult as philosophy.

To express *maximums or minimums*:

the + superlative adjective

She's the tallest in the class.

He's the best speaker in the class.

To say *two things are the same*:

- as + adjective/adverb + as:

Ned is not as creative as Jack.

- the same as

My computer is the same model as yours.

PRACTICE

Put comparatives or superlatives in the empty spaces.

1. It was the _____ book we've ever used. (bad)
2. Do you think reading is _____ than watching films? (relaxing)
3. The new civic centre is _____ than the old one. (big)
4. It was the _____ performance I've ever seen. (exciting)
5. Fred's _____ than he was last year. (tidy)
6. One of the _____ subjects is grammar. (boring)
7. Quantum physics is _____ than philosophy. (challenging)
8. Writing is _____ as using a computer. (fast)
9. Studying for exams is _____ as writing papers. (tiring)
10. He analysed the text _____ than she did. (thoroughly)

APPLYING COMPARATIVE STRUCTURES

Here are some general guidelines for recognizing and using these structures. They will supplement those in your book.

RECOGNIZING THOUGHT RELATIONSHIPS: CONTRAST AND COMPARISON

1. CONTRAST

BASIS OF CONTRAST

ITEM 1

ITEM 2

EXPLICIT STRUCTURES: use these expressions to talk about contrasts

MORE/LESS THAN

PREPOSITIONS: as opposed to, in contrast to, unlike

VERBS: contrasts with, differs from

NOUNS: differences, contrasts

ADJECTIVES: different from, dissimilar to

SENTENCE LINKERS:

COORDINATE CONJUNCTIONS: but, and

CONJUNCTIVE ADVERBS: however, in contrast,
on the other hand

SUBORDINATE CONJUNCTIONS: while, whereas

IMPLICIT STRUCTURES: other ways to talk about contrasts

OPPOSITE TERMS: singular/plural; democracy/dictatorship

SEPARATE SENTENCES JOINED WITH SEMI-COLON (;)

SEPARATE PARAGRAPHS: In the Italian system . . .
In the German system . . .

2. COMPARISON

BASIS OF COMPARISON

ITEMS 1 AND 2, DISTINGUISHING SHARED AND UNIQUE CHARACTERISTICS

EXPLICIT STRUCTURES: use these expressions to talk about contrasts

AS...AS

PREPOSITIONS: like+

VERBS: resembles

NOUNS: similarities

ADJECTIVES: similar to, both

ADVERBS: too, also

SENTENCE LINKERS:

COORDINATE CONJUNCTIONS (and, and so, and...too, either)

CONJUNCTIVE ADVERBS (similarly, likewise, in the same way)

SUBORDINATE CONJUNCTIONS (while, whereas)

ACTIVITY:

Now read the text again, and identify the comparisons and contrasts. Write a short paragraph using the structures you have just learned.

FURTHER READING: THE ORIGIN OF THE SPECIES 1859

APPLIED GRAMMAR EXERCISE 2 (INTERROGATIVE FORMS)

Write an interview with Charles Darwin about his experience as naturalist on the H.M.S. Beagle.

INTERROGATIVE FORMS IN ENGLISH

There are 5 interrogative forms in English.

1) INTONATION:

The easiest is done by raising the tone of the voice at the end of a sentence. It's only used in conversation, and usually to check information.

You're tired?

You like biscuits?

He's already gone?

She's going out with him tonight?

2) SIMPLE INVERSION: VERB + SUBJECT

This formula can only be used with the SIMPLE TENSES OF BE.

Sentence (subj + verb):

He's German.

You were late yesterday.

Question (verb + subj):

Is he German?

Were you late yesterday?

3) AUXILIARY + SUBJECT + VERB

This formula can be applied universally to all of the other tenses, whether in the active or passive voice, because they are compound tenses (tenses with more than one word).

Sentence (subj + aux + main verb):

Tom is going to London next week.

She would like to go to the party.

His mother will be 80 in June.

The house was built in 1998.

Question (aux + subj + main verb):

Is Tom going to London next week?

Would she like to go to the party?

Will his mother be 80 in June?

Was the house built in 1998?

4) NO INVERSION: QUESTION WORD AS SUBJECT

In certain questions, the question word is the subject. This usually happens with WHO or WHAT.

Sentence (subj + verb):

Mary made that wonderful cake.

Love makes the world go round.

Question (subj + verb):

Who made that wonderful cake?

What makes the world go round?

5) QUESTION TAGS: MINI-QUESTION AT THE END OF A SENTENCE

Use these to confirm information. Repeat the subject and auxiliary of the tense, but if the sentence is positive, use a negative auxiliary and if it is negative, use a positive one.

Sentence	Tag
<i>He didn't go to the game,</i>	<i>did he?</i>
<i>They are playing tonight,</i>	<i>aren't they?</i>

ENGLISH TENSE SYSTEM

There are different PRESENT, PAST and FUTURE tenses, each characterized by different auxiliaries and main verb forms.

<u>SIMPLE</u>	AUXILIARY <u>DO/DID</u> + <u>BASE FORM</u> (only for present and past)
<u>CONTINUOUS</u>	AUXILIARY <u>BE</u> + <u>-ING</u>
<u>PERFECT</u>	AUXILIARY <u>HAVE</u> + <u>PAST PARTICIPLE</u>

This is true for the ACTIVE VOICE. For transitive verbs, every tense has its passive counterpart in the PASSIVE VOICE:

<u>PASSIVE</u>	AUXILIARY <u>BE</u> + <u>PAST PARTICIPLE</u>
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UNIT TWELVE: UTILITARIANISM

READ THE TEXT ALOUD. LISTEN FOR THE ANSWERS TO THE FOLLOWING QUESTIONS

PARAGRAPH ONE

1. What was utilitarianism?
2. Who were its main exponents?

PARAGRAPH TWO

1. What is the fundamental tenet of utilitarianism?
2. What does it argue?
3. How are the terms 'good', 'duty' and 'right' defined and applied?

PARAGRAPH THREE

1. Who was Jeremy Bentham?
2. What were his writings about?
3. According to his principle of utility, in which man is subject to two masters, pleasure and pain, how should actions be judged?
4. In Bentham's theory, what does the rightness of an action depend on?
5. What is Bentham's 'hedonistic calculus'?

PARAGRAPH FOUR

1. Who was John Stuart Mill?
2. What did he write about?
3. What was his thought influenced by?

PARAGRAPH FIVE

1. What was Mill's major work?
2. What is discussed in it?
3. According to Mill's logic of proof, how are conclusions proved?

PARAGRAPH SIX

1. What is Mill's influential work *Principles of Political Economy* about?
2. According to his ideas, why might economic growth be limited?
3. Was Mill a socialist?

PARAGRAPH SEVEN

1. What was the position of women in society in Mill's time?
2. What did Mill do to help?

PARAGRAPH EIGHT

1. What was Mill's controversial essay *On Liberty* about?
2. What is the 'self-restraint principle'?

PARAGRAPH NINE

1. What views does Mill defend in *Utilitarianism*?

PARAGRAPH NINE

1. Who were the Philosophical Radicals?
2. What did they promote and what reforms were they responsible for?
3. What is intuitionism?

IN-DEPTH TEXT ANALYSIS (exercises in book)

FURTHER READING: JOHN STUART MILL, WHAT UTILITARIANISM IS
RECOGNIZING THOUGHT RELATIONSHIPS: EXEMPLIFICATION, ENUMERATION

Mill's essay is largely concerned with explaining how the concept of pleasure related to utilitarianism. Read through the following guidelines for exemplification and enumeration, then write a summary of Mill's ideas. After the explanation, the first two paragraphs are done for you.

EXEMPLIFICATION ABSTRACT CONCEPTS
 CONCRETE EXAMPLES
 HYPOTHETICAL EXAMPLES (IF CLAUSE)

EXPLICIT SIGNALS

NOUNS illustration, example
VERBS illustrate, exemplify
EXPRESSIONS such as, as, e.g., for example
LINKERS for example, for instance

IMPLICIT SIGNALS

HYPOTHETICAL CLAUSE (IF)
NO SIGNAL, THOUGHT CONTINUES IN NEXT SENTENCE
PUNCTUATION (- or ())

ENUMERATION: arrangement of ideas in sequence in reference to main idea

- I. SIMPLE LIST
- II. CLASSIFICATION: members, basis for classification (cause/effect, similarities/differences, steps in process, examples, etc.)

EXPLICIT STRUCTURES

'AND'/'AND' WITH SERIES MARKERS [(a), (b) and (c); (1), (2) and (3)]
NOUNS WITH NUMBERS AND QUANTITY WORDS: one, two, three, etc.; several, a few, many; kinds, types, etc.
VERBS: classify, divide, is composed of, is comprised of, consists of
THERE IS/ARE
LISTING STRUCTURES
CONJUNCTIVE ADVERBS: ordinal numbers [first(ly), second, etc.), finally, in addition, then
ADJECTIVES: ordinal numbers, another, final

IMPLICIT STRUCTURES

SEPARATE SENTENCES

SEPARATE PARAGRAPHS

PARALLEL STRUCTURES (human skills, technical skills and conceptual skills)

MILL: WHAT UTILITARIANISM IS

PARAGRAPH ONE:

NOTES:

MISCONCEPTIONS OF UTILITARIANISM (OR UTILITY AS THE TEST OF RIGHT AND WRONG)

UTILITY IS THE OPPOSITE OF PLEASURE

UTILITARIANISM REFERS EVERYTHING TO PLEASURE

FAILURE TO UNDERSTAND TRUE NATURE OF THE THEORY OF UTILITY
FROM EPICURUS TO BENTHAM: UTILITY IS PLEASURE ITSELF

SUMMARY:

In the first paragraph, Mills enumerates several common misconceptions of utilitarianism: first, that utility is the opposite of pleasure; second, that utilitarianism refers everything to pleasure; third, that many people fail to understand the fundamental concept of the theory of utility.

PARAGRAPH TWO

NOTES:

CONSEQUENCES OF THE LACK OF KNOWLEDGE OF UTILITARIANISM

PERVERTED USE OF THE TERM:

REJECTION OF SOME FORMS OF PLEASURE (BEAUTY, ORNAMENT, AMUSEMENT)

SUPERIORITY OF UTILITY TO PLEASURE (MERE FRIVOLOUSNESS)

SUMMARY:

*He then goes on to illustrate the consequences of the lack of knowledge of what utilitarianism truly is. Some people may reject some forms of pleasure, like beauty, ornament or amusement, while others may make the mistake of limiting their concept of pleasure to mere frivolousness, thus placing utility on a superior **plane**.*

UNIT THIRTEEN: LOGIC

READING

READ THE TEXT ALOUD. LISTEN AND COMPLETE THE FOLLOWING *OUTLINE*

I. LOGIC:

II.

- A. DEDUCTIVE
- B. INDUCTIVE
- C. DEONTIC

III. CENTRAL CONCEPTS OF LOGIC

- A.
- B.

IV.

- A. 2 PREMISES + 1 CONCLUSION
- B. PROBLEMS:

V.

VI. LIMITS OF LOGIC

- A.
- B.
 - 1.
 - 2.

VII.

- A. FREGE AND LOGICISM
- B. BERTRAND RUSSELL

VIII.

- A. THE CRETAN LIAR
- B. HOMOLOGICAL AND HETEROLOGICAL TERMS

IX. ALFRED TARSKI AND THE SEMANTIC THEORY OF TRUTH

A.

X.

- A.
- B. HUME: COMMON SENSE BELIEFS AND MANY LAWS OF SCIENCE LOGICALLY UNJUSTIFIED

XI.

A. CONTINUAL TESTING OF SCIENTIFIC HYPOTHESES TO ESTABLISH VALIDITY

WRITING: WRITE A SUMMARY OF UNIT 13 USING THE OUTLINE ABOVE

IN-DEPTH TEXT ANALYSIS (exercises in book)

FURTHER READING: THE LOGIC OF SCIENTIFIC DISCOVERY

Ask and answer questions about the text.

EXAMPLES:

What does a scientist do? (par. 1)

Puts forward statements (constructs hypotheses and systems of theories) and tests them through observation and experiment.

What does Popper think is the task of the logic of scientific discovery? (par. 2)

To analyse the method of the empirical sciences.

UNIT FOURTEEN: THE NEW HISTORY

READ THE TEXT ALOUD: MODIFIED DICTATION. LISTEN, THEN COMPLETE THE FOLLOWING SENTENCES FOR PARAGRAPHS ONE-SEVEN

PARAGRAPH ONE

1. Historical studies have _____ in recent decades. New branches have formed in opposition to _____.
2. National history has been flanked by _____. In the 1950s and 1960s, economic history came to include new fields like _____.
3. Political history no longer looks only at _____, but also includes _____.
4. _____, a new branch of history generated by the feminist movement, has shifted its initial focus on politics and the women's movement to issues of _____ and _____.

PARAGRAPH TWO

1. One main differences between the two histories is that the old history focussed on _____ whereas the new history has broadened to include _____.
2. Examples of the new topics are _____.

PARAGRAPH THREE

1. The new history also concentrates less on _____ and more on _____, and _____ rather than _____.
2. French historians give greater importance to _____ in society and economics, and borrow methods from other subjects like _____.

PARAGRAPH FOUR

1. Moreover, many historians now investigate the views of ordinary people and how _____.
2. This approach is called _____ or _____ in contrast to _____ or _____.

PARAGRAPH FIVE

1. Another significant has come from the recognition that history is not _____ and that it is constantly influenced by _____.
2. As a consequence, historians are searching for _____ rather than a single, concordant view of history.

PARAGRAPH SIX

1. New manners of inquiry have led to the question of _____. Instead of traditional sources (_____) used in the 19th century, today's scholars turn to different accounts, such as _____.
2. New methods include statistics taken from _____, and this material is used to draw assumptions about _____.
3. 'Microhistory' is closely linked to _____, and analyses single events through _____ of a great number of facts to bring to light _____.
4. In the United States, _____ has been influential, and _____ is used in historical scrutiny.

PARAGRAPH SEVEN

1. Critics of the new history feel it is _____, and ignores _____.
2. Some feel the populist view excludes _____, while scholars using genre strategy or ideological approaches are criticized for bringing into play _____.
3. Psychoanalysis and quantitative methods have also been criticized because they do not provide _____.

PARAGRAPH EIGHT

1. One of the strongest protests is that the subject has lost _____.
2. Others say that it cannot explain _____.
3. A more positive view is that the new conceptualisations and perspectives can _____ and _____ mainstream history.

IN-DEPTH TEXT ANALYSIS (exercises in book)

SPEAKING - APPLIED GRAMMAR EXERCISE

USE THE TABLE BELOW TO COMPARE AND CONTRAST THE OLD AND NEW HISTORY.

OLD HISTORY

POLITICS
AND THE STATE

FOCUS ON
CHRONOLOGY

HISTORY FROM ABOVE
'ELITIST HISTORY'

OBJECTIVE HISTORY

NATIONAL HISTORY

SOURCES:

OFFICIAL DOCUMENTS
OFFICIAL RECORDS

NEW HISTORY

HUMAN PURSUITS

FOCUS ON THEMES;
ANALYSE STRUCTURES

HISTORY FROM BELOW
'POPULIST HISTORY'

HISTORY INFLUENCED BY VARIOUS
FACTORS

HISTORY OF:
MANAGEMENT
ADVERTISING
THE ENVIRONMENT (ECOHISTORY)
ALL LEVELS OF GOVERNMENT
WOMEN AND MINORITIES

SOURCES:

ORAL DOCUMENTS
STATISTICS
PSYCHOANALYSIS, ETC.

FURTHER READING: SIMON SCHAMA, “EX NUGIS SERIA: CHILD’S PLAY?”

Skim read Schama’s essay and make a very brief outline. Then write a concise summary with an eye towards answering the following questions: *Is it an example of ‘New History’? What kinds of sources are used? How ‘objective’ do you think the essay is?* The first section is done for you

I. PICTURES WITH COMPENDIA OF CHILDREN’S GAMES ILLUSTRATES BIAS OF DUTCH CULTURE TOWARDS CHILDREN

A. DIDACTIC PURPOSE

B. PLEASURE IN COMPILATION AND PROFUSENESS

1. RABELAIS

2. HUMANISM AND CLASSIFICATION SCHEMES

3. PIETER BREUGHEL

II.

Here are some general guidelines for writing a summary:

1. Read the passage to be summarized several times.
2. Outline major points and identify controlling ideas and supporting ideas.
3. Write a rough draft.

As a restatement of a text’s MAIN POINTS, summary writing involves identifying what is most important, eliminating what is superfluous and re-expressing key points clearly and simply.

The following structures are usually eliminated in summary writing:

Definitions

Quotations or citations

Rhetorical devices

Colourful language

Comments and asides

Repetition

Examples

Anecdotes

Anything in parentheses

UNIT FIFTEEN: MORAL QUESTIONS

READ THE TEXT ALOUD. LISTEN AND COMPLETE THE FOLLOWING *OUTLINE*

I. WHY HUMANS HAVE DEVELOPED SYSTEMS OF PRINCIPLES OR MORALS

- A.
- B.
- C.
- D.

II. ARE THESE PRINCIPLES ABSOLUTE OR CREATED BY SOCIETY?

III.

- A. ABSOLUTIST
- B. UTILITARIAN

IV

- A. INFLUENCE OF MODERN SCIENCE

V. SCIENCE AND MODERN MORAL QUESTIONS

- A.
- B.

VI.

- A. TRADITIONAL FORCES FOR CONSENSUS WEAK
- B. PLURALISTIC DISCOURSE AS BASIS OF OBLIGATORY MORAL ACTION

VII.

- A. BIRTH CONTROL: WHO DECIDES IN MATTERS OF LIFE AND DEATH
- B. TRANSPLANT SURGERY
- C. GENETIC ENGINEERING AND EUGENICS: 'IMPROVING THE RACE' VS. INDIVIDUAL CHOICE

VIII. THE MORALITY OF PREVENTING LIFE AND TAKING LIFE

- A.
- B.

IX.

- A. FORCED STERILISATION OF THE HANDICAPPED
- B.
- C.

X. BASIS OF ALL MORAL SYSTEMS:

IN-DEPTH TEXT ANALYSIS (exercises in book)

WRITING:

- 1) USE THE OUTLINE TO WRITE A SUMMARY. DO NOT ADD INFORMATION.
- 2) ORGANIZE A DEBATE ON ONE OF THE MORAL ISSUES MENTIONED IN THE TEXT

FURTHER READING: COLIN ALLEN, "ANIMAL CONSCIOUSNESS"

Ask and answer questions about the text.

EXAMPLES:

1. Do scientists agree upon the term 'consciousness' when discussing non-human animal consciousness? (par. 1)

No, but there are two ordinary senses of the word which are not disputed.

2. What two senses of the word 'consciousness' are not in dispute when applied to animals? (par. 1)

The difference between wakefulness and sleep (or unconsciousness) and the ability of organisms to perceive or be aware of selected features of their environment.