

A stack of three smooth, grey stones is positioned on the left side of the image. The stones are stacked vertically, with the largest at the bottom and the smallest at the top. They rest on a light-colored sand surface. In the foreground, several concentric circles are drawn in the sand, creating a meditative or zen-like atmosphere. The background is a soft, out-of-focus light grey.

Essay Writing

The Study and Production of Texts
semester II- Isabella Martini - Week 8

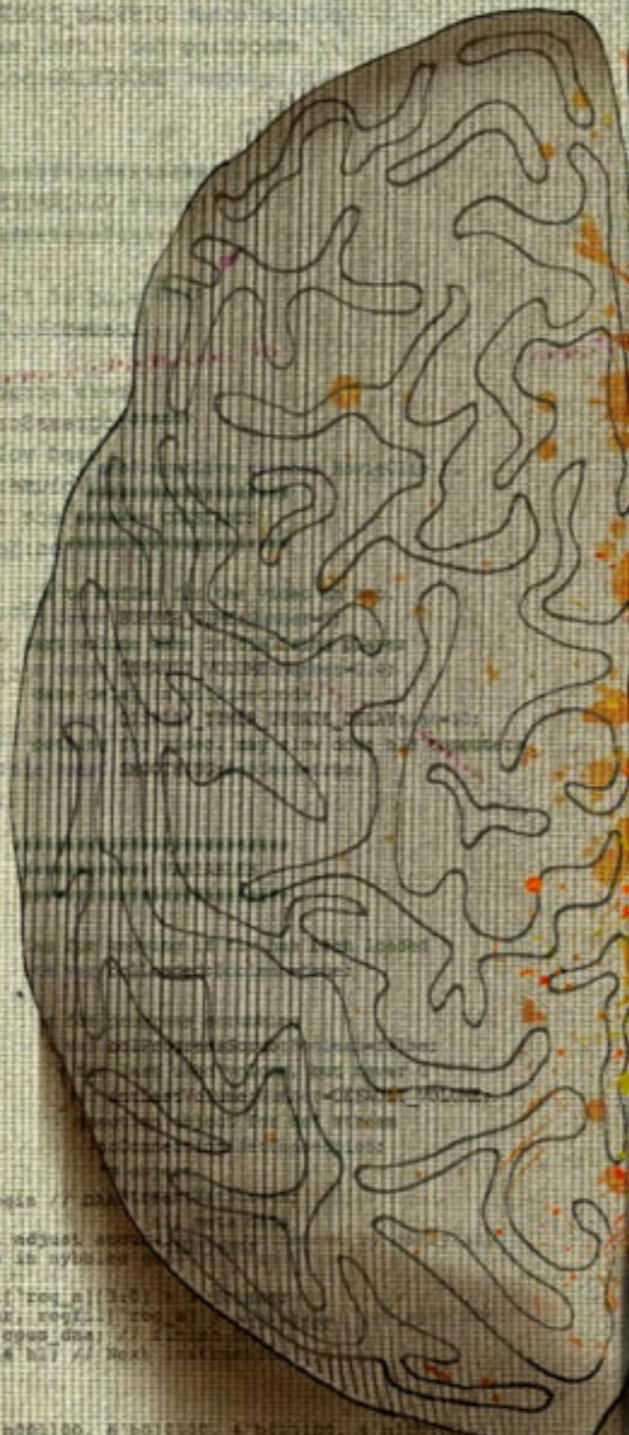

```
import sh.geom.*;
import sh.net.*;
import sh.media.*
import sh.utils.Time

class Scrub {
  boolean = false;
  Volume, but never G
  Volume: Number = DEFAULT_VOLUME;
  Object for net stream
  NetConnection;
  NetStream;
  NetData;
  Object;

  source: String;
  fileName: String;
  MovieClip;
}
```

Left brain

I am the left brain.
I am a scientist. A mathematician.
I love the familiar. I categorize. I am accurate. Linear.
Analytical. Strategic. I am practical.
Always in control. A master of words and language.
Realistic. I calculate equations and play with numbers.
I am order. I am logic.
I know exactly who I am.



Right brain

I am the right brain.
I am creativity. A free spirit. I am passion,
Yearning. Sensuality. I am the sound of roaring laughter.
I am taste. The feeling of sand beneath bare feet.
I am movement. Vivid colors.
I am the urge to paint on an empty canvas.
I am boundless imagination. Art. Poetry. I sense. I feel.
I am everything I wanted to be.



```
6'b100101; begin // data
  // decimal adjust
  // results in 4 bytes

  if (reg[1] >= 0) // 0-15
    state <- "d00101"; // 1-15
    pc <- pc+16 bit // next
  end

6'b000100, 6'b001100, 6'b010100, 6'b011100, 6'b100100, 6'b101100, 6'b110100, 6'b111100, 6'b000101, 6'b001101, 6'b010101, 6'b011101, 6'b100101, 6'b101101, 6'b110101, 6'b111101; begin // 16-31
  radd <- #opcode[3]; // get source/destination reg
  aluopra <- reg[12:opcode[3:11]]; // load as alu a
  aluoprb <- 1; // load 1 as alu b
  if (opcode[3]) aluopra <- aluoprb; // not subtract
  case aluop <- "aluop_add"; // get add
  if (opcode[3:1]) == "reg_r" begin
    raddradd <- reg[12]; reg_r[12:0] reg[12:reg_r[12]]
    aluopra <- reg_radd; // reg/dst r
    state <- "opn_radd"; // read byte
  end
end
```


Homework for Lesson 8

- p. 41-47 - IELTS Writing Task 2: Paragraphs and conclusions - study and do exercises.
- Complete exercises pp. 35, 36, 37 and write down your individual essay answering the prompt on p. 35 of the lecture notes (300-350 words).



Test dates

- Data Commentary 90 minutes (ca. 300 words)
 - FRI > 17 May
- Essay writing 2 hours (ca. 500 words)
 - FRI > 31 May

Lingua Inglese 1 Exam

- Students will be able to enrol in the Lingua Inglese 1 exam on SOL only after having successfully completed ALL their Lettorato course components (Texts, Sounds, Grammar Test)
- Students who enrol without having successfully completed their Lettorato course components will not be given access to the exam
- Assigned homework concurs to Lettorato course completion. Final Lettorato course marks will be withheld until all assigned work for this semester has been uploaded.
- Refer to course slides for assigned homework.

Lecture notes

- IELTS Writing Task 2 - Paragraphs and Conclusions
- pp. 41, 42, 43, 44, 45

A bit of Grammar...

- Linking words
- Verbs followed by -ing + infinitive
- Articles

Linking words

Explanations

This unit includes words and phrases used to organize ideas in speaking and writing. Notice the position of the words in the example sentences. Sometimes a word comes in the middle of a sentence to join two clauses, such as *and*. Other times the word or phrase comes at the beginning of a sentence and is followed by a comma in writing or a pause in speech, such as *First of all, ...*

*and, both, too,
as well, also*

- *And* is used to join words or parts of sentences. To emphasize the fact that there are two things we can use *both ... and*.

*Helen put on her coat **and** picked up the suitcase.*

*Helen picked up **both** her suitcase **and** her umbrella.*

- *Too, as well, as well as* and *also* are used to describe two actions at the same time. Note the positions.

*Helen picked up her suitcase **and** her umbrella **too**.*

*Helen picked up her suitcase **and** her umbrella **as well**.*

*Helen picked up her suitcase **as well as** her umbrella.*

*Helen picked up her suitcase, her coat **and also** her umbrella.*

*For example,
such as*

- Note the possible positions of *For example*.
*Diet varies from place to place. **For example**, in hot countries, people tend to eat more fruit.*
*In hot countries, **for example**, people tend to eat more fruit.*

*First (of all),
secondly etc.,
finally*

- We use *such as* in the middle of a sentence to give examples. It is the same as *like*. *Such as* cannot be used at the beginning of a sentence.

*In hot countries, **such as** Greece, people tend to eat more fruit.*

- We can use *First (of all)* to begin a list of points in formal speech and writing. For other points we use *Secondly* etc.

*Television has changed our lives in several ways. **First of all**, it has*

***Secondly**, more people **Finally**, it has changed the way that*

- To introduce our final point in formal speech and writing we can say *In conclusion*.

***In conclusion**, we can say that television has both good and bad features.*

*As well as this,
besides this*

These are used in formal speech and writing to show that we are adding a point. The meaning is 'and' but the phrases comes at the beginning of a sentence.

*Television has changed our lives in several ways. **First of all**, it has*

***Secondly**, more people **As well as this/Besides this**, more people*

In fact, actually

In fact and *actually* are used to give more detail, or to give surprising information.

- Dave has several dogs. In fact, he's got four.* (more detail)
I thought Gina was a doctor but, in fact, she's a vet. (surprise)
I thought Gina was a doctor but, actually, she's a vet. (surprise)

In my view, personally

These are used in formal speech and writing to introduce our own ideas.

Some people believe that television has killed the art of conversation. In my view/Personally, I think it gives people something to talk about.

either, or

- *Either ... or* is used to describe a choice or an alternative.

We can either go to the cinema, or stay at home.

Either we can go to the cinema, or we can stay at home.

(NOT ~~*Or we can go ...*~~)

Note that the structure *Or... or...* does not exist in English. It is possible to begin a sentence with *Or* only when we complete someone else's sentence.

A: *'We could go to the cinema I suppose ...'*

B: *'... or we could stay at home and watch a video.'*

Instead (of)

- We use *instead (of)* to mean 'in the place of something else'.

Instead of cooking I ordered a take-away meal.

Jill came to the party instead of her sister.

- At the end of a sentence, *instead* is used without *of*.

- At the end of a sentence, *instead* is used without *of*.
*I didn't cook. I ordered a take-away meal **instead**.*

except

Except and *except for* mean 'not including'.

*They gave presents to everyone **except** me.*

*We have painted all the house, **except (for)** the front door.*

even

- We use *even* to say that something is surprising.
*Sam studies very hard. He **even** gets up at 5.30 to study!*
***Even** Sam found the exam difficult.*
- *Even* is also used to emphasize comparative adjectives.
*This question is **even harder than** the last one.*

Time words with other meanings

The time words *since*, *yet* and *while* have a completely different meaning and use as linking words. With this use they are more common in writing.

since meaning 'as'

*I couldn't swim, **since** I had a cold.*

yet meaning 'although'

*No one replied to my knock, **yet** all the lights were on.*

while meaning 'although'

*The first two buses were full, **while** the next was completely empty.*

Verbs followed by *-ing* or infinitive 1

Explanations

When you learn a new verb, it is advisable to check in a dictionary whether it is followed by the *-ing* form (also called the gerund) or an infinitive with or without *to*. If the infinitive is without *to* it can be called a bare infinitive. Grammar 42 and 43 include some of the most common verbs, but these are only a selection.

Verbs followed by *-ing* or infinitive: little or no change of meaning

- Some verbs can be followed either by an *-ing* form, or *to* + infinitive, and there is little or no change in meaning. Verbs in this list include:

begin, continue, not bear, hate, intend, like, love, prefer, start

*When she stood up, the President **began to speak/speaking**.*

*Some people at the back **continued chatting/to chat**.*

*I can't **bear listening/to listen** for a long time.*

*What do you **intend doing/to do** about it?*

*I don't like **watching television. I prefer reading/to read**.*

*I think you should **start practising/to practise** now!*

- There can be a small difference between *like to do* and *like doing*. *To* +

- There can be a small difference between *like to do* and *like doing*. *To + infinitive* suggests that something is a good idea although you don't necessarily enjoy it. The *-ing* form shows you enjoy something.

I like to have a short walk after my evening meal.

I like listening to the radio.

- Note that with 'prefer' we *prefer* one thing *to* another thing. If the things are activities, the *-ing* form is used.

Tom prefers reading to watching television.

- *Hate doing* is more common, except in the fixed expression 'I hate to tell you this, but ...'.

I hate doing the washing-up!

I hate to tell you this, but we've missed the last train!

- When we use the modal verb *would* with *like*, *love*, *prefer* and *hate* we must use *to + infinitive*.

I'd like to go to Portugal this summer.

I'd prefer to do it myself, if you don't mind.

**Verbs followed by
*to + infinitive***

Some verbs can only be followed by the infinitive with *to*. These include:
afford, ask, choose, happen, help, manage, offer, refuse, wait, want

GRAMMAR 42 VERBS FOLLOWED BY -ING OR INFINITIVE 1

I can't afford to go to the cinema twice in one week.

In the end, Laura chose to study Economics.

Do you happen to know the time?

*Could someone help me to carry this? **

(Help is also used without to. Could you help me carry this?)

Jim can't manage to come this evening.

I offered to give her a lift, but she said she'd ordered a taxi.

The manager refused to see me.

There are some people waiting to see you.

What do you want to do this evening?

Verbs followed by
to + infinitive, or
that-clause

- Some verbs can be followed by the infinitive with *to*, or a *that* clause. It is possible to leave out *that* in everyday speech. These verbs include:
agree, decide, expect, hope, learn, pretend, promise, seem, wish

We decided to go home.

We decided (that) we would go home.

Mike expects to win.

Mike expects (that) he will win.

I hope to see you later.

I hope (that) I'll see you later.

Helen pretended to be ill.

Helen pretended (that) she was ill.

- Note that if we use a *that*-clause we follow the tense rules of reported speech. So, for example, *will* changes to *would* in the past:
Sarah agrees to meet you after school.
Sarah agrees that she will meet you after school.

- Note that if we use a *that*-clause we follow the tense rules of reported speech. So, for example, *will* changes to *would* in the past:
 - Sarah agrees to meet you after school.*
 - Sarah agrees that she will meet you after school.*
 - Sarah agreed to meet me after school.*
 - Sarah agreed (that) she would meet me after school.*

- There is a small difference between *learn to* and *learn that*.
 - At school Graham learned to speak French.* (learn a skill)
 - At school we learned that the Earth goes round the Sun.* (learn information)

- Note the two forms of *seem*. *It + seem + that*-clause is very common.
 - You seem to know the answer!*
 - It seems that you know the answer.*

- *Wish* followed by *to + infinitive* has a similar meaning to *want*.
 - I wish to leave early today.*

Wish followed by a *that*-clause usually includes *would* or *could*.

 - I wish (that) I could leave early.*
 - I wish (that) my teacher would let me leave early.*

→ SEE ALSO

Grammar 11: Reported speech 1
Grammar 12: Reported speech 2
Grammar 43: Verbs followed by *-ing* or infinitive 2

Verbs followed by *-ing* or infinitive 2

Explanations

Verbs followed by
-ing or infinitive:
change of
meaning

Some verbs can be followed either by an *-ing* form, or *to* + infinitive, and there is a change in meaning. Study the examples below carefully.

remember and *forget*

We use *remember/forget doing* (or *remember/forget* followed by *that*-clause) for memories of the past (the action happens before the remembering). We use *remember/forget to do* for actions someone is/was supposed to do (the remembering happens before the action).

<i>I remember telling you!</i>	(tell ← remember)
<i>Then I remembered that you were out.</i>	(go out ← remember)
<i>Remember to take your keys!</i>	(remember → take)
<i>I'll never forget learning to drive!</i>	(learn ← forget)
<i>I forgot that I'd promised to phone you.</i>	(promise ← forget)
<i>Sorry, I forgot to post your letter.</i>	(forget → post)

mean

We use *mean doing* (or *mean* followed by *that*-clause) when one thing results in or involves another. We use *mean to do* to express an intention.

Keeping fit means taking exercise every day! (= involves)

or involves another. We use *mean to do* to express an intention.

Keeping fit means taking exercise every day! (= involves)

When I miss the bus, it means that I have to walk to school. (= involves)

Jan meant to watch the programme, but she forgot. (= intended)

stop

We use *stop doing* when we end an action. We use *stop to do* when we give the reason for stopping.

Jo has stopped learning French. (= gave up learning)

We stopped to look at the view. (= in order to look)

Stop is not followed by a *that*-clause.

try

We use *try doing* when we do something and see what happens. We use *try to do* when we make an effort to do something, but don't necessarily succeed.

If you have a headache, try taking two of these pills. (= experiment)

Peter tried to lift the table, but it was too heavy. (he failed in this case)

Try is not followed by a *that*-clause.

Verbs followed by
-ing or infinitive
without to: change
of meaning

- Some verbs can be followed by an object + *ing*, or an infinitive without *to*. There is a change in meaning. These verbs are sometimes called 'verbs of perception' and include:

feel, hear, listen to, see, watch

- If we see or hear only part of the action, or it continues, we use the *-ing* form. If we see or hear the whole action from beginning to end, we use the infinitive without *to*.

INTERMEDIATE LANGUAGE PRACTICE

Compare:

<i>I could feel my hands shaking with fear!</i>	(continuing action)
<i>I felt the building move!</i>	(completed action)
<i>We watched Joe eating his lunch.</i>	(part of the action)
<i>We watched Joe eat his lunch.</i>	(whole action)

- These verbs can be used with a *that*-clause with a change of meaning.

<i>I feel that this is the time to resign.</i>	(= believe)
<i>We heard that you were ill.</i>	(= receive news)
<i>I saw that it was too late.</i>	(= realize)

Verbs followed by
-ing or noun

Some verbs can be followed either by another verb in an *-ing* form or a noun. These include: *dislike, enjoy, fancy, *can't help, *keep, mind, practise, can't stand*. Those marked * have two meanings.

I dislike going out in the rain.
I really dislike my new boss.
Everyone enjoys going to parties.
I enjoyed this lesson.
Do you fancy going to the cinema?
I fancy a swim!
I can't help feeling hungry.
I can't help myself!
Keep this. Don't throw it away.

(= I can't stop)

I can't help feeling hungry.

I can't help myself!

(= I can't stop)

Keep this. Don't throw it away.

Sue keeps phoning me late at night.

(= continues with a bad habit)

Do you mind waiting?

Do you mind cold weather?

I must practise speaking French more often.

Julia practises the violin every day.

I can't stand waking up early.

I can't stand hot and spicy food.

Verbs followed by
-ing, or noun, or
that-clause

- Some verbs can be followed either by another verb in an -ing form, or a noun, or a that-clause. These include: *admit, deny, imagine, suggest.*

The Minister admitted taking a bribe.

Paul admitted that he was wrong.

Tina denied stealing the money.

Both men denied that they had done anything wrong.

Imagine travelling to another planet!

Do you really imagine that I want to see you again?

I suggest going for a pizza.

I suggest that we go for a pizza.

- *Suggest* can also be followed by *should*.

I suggest that we should go for a pizza.

→ SEE ALSO

Grammar 42: Verbs followed by -ing or infinitive 1

Explanations

Indefinite article:

a/an

- We use *a/an* when the listener does not know which person or thing we are talking about. Compare:

*Tim works in **a** factory.* (we don't know which factory)

*Tim works in **the** factory down the road.* (we know which factory)
- If we refer to something for the first time it will be new information for the listener and so we use *a/an*. Other references to the same thing use *the* because now the listener knows what we are talking about.

*I've bought **a** new mobile **phone**. It's great. **The** phone connects to the Internet.*
- We use *a/an* to describe something.

*It's **a** lovely **day**.* *Kazakstan is **an** enormous country.*

Note these two ways of saying the same thing:

*An ocelot is **a** wild animal, similar to **a** leopard.*

*Ocelots are **wild animals**, similar to **leopards**.*
- We use *a/an* to describe the job or the character of a person.

*Mary is **an** engineer.* *Peter is **a** fool!*

Zero article
(no article)

- *A/an* mean 'one', so we cannot use *a/an* with uncountable nouns.
*I've got **a brother and a sister**.* (not two)
Can you give me some information? (not ~~*an information*~~)
- Note that *a/an* are unstressed, and are pronounced /ə/ and /ən/.
- We use zero article with plurals and uncountable nouns when we are talking generally. Compare:
***Dogs** are not allowed in this shop* (dogs in general)
***The dogs next door** bark all night.* (some particular dogs)
***Milk** is good for you.* (milk in general)
***The milk on the top shelf** is fat-free.* (we know which milk)

Here are some examples showing the use of zero article to talk generally:

Materials:	<i>This chair is made of plastic and leather.</i>
Food and drink	<i>I love chocolate. I don't like orange juice.</i>
Abstract ideas:	<i>War is a terrible thing.</i>
Languages:	<i>Spanish is spoken by about 300 million people.</i>
Activities:	<i>Speaking is not permitted during the examination.</i>

- Zero article is used with most countries, states and cities.
*Marie comes **from France**.*
***Los Angeles** is in **California**.*

But countries which are a group or plural have a definite article.

*We left **the United Kingdom** and crossed to **the Netherlands**.*

Note also that *Great Britain* has zero article.

INTERMEDIATE LANGUAGE PRACTICE

- Zero article is used with geographical areas, lakes, mountains and islands.
*We visited **Lake Victoria**. It's in **East Africa**.*
*They climbed **Mt. Everest** in record time.*
*Helen spent her holidays on **Crete**.*
- Zero article is used with most streets.
*I bought this dress from a shop in **Bond Street**.*
But we use *the* for the phrase ***the High Street*** (this means the main shopping street in a town).
- Zero article is used with names of buildings with a place name before.
*We visited **Blenheim Palace** and **Coventry Cathedral**.*
But we use *the* when there is a phrase with *of* after the noun.
*We visited **the Houses of Parliament**.*
- Zero article is used with names, but *the* is used with titles.
*Carol Parker is **the Minister of Communications**.*
- Zero article is used with meals when we refer to them in general.
Dinner is at 7.30.
But compare with these examples where we are not talking generally:
*At the end of the conference there was **a dinner**.* (mentioned for first time)
***The dinner** they serve here is really fantastic.* (we know which dinner)
- Zero article is used with general historical references

The dinner they serve here is really fantastic. (we know which dinner)

- Zero article is used with general historical references
Prehistoric Europe/Ancient Rome is a fascinating period of history.
- Zero article is used with *by* for general forms of transport.
*We went there **by car**.*

But compare with these examples where we are not talking generally:

*We went there in **a really old car**.* (mentioned for first time)


*We went there in **the car** my sister uses.* (we know which car)

Note also that we say *on foot*.

- Zero article is used with certain buildings, where the purpose of the building is more important than the place itself. Compare:
*Jim is **in prison**.* (which prison is not important)
*My company is rebuilding **the prison**.* (one particular building)

Words of this type are:

<i>be in or go to</i>	<i>hospital, prison, bed, class, court</i>
<i>be at or go to</i>	<i>work, school, university, sea</i>
with 'home'	<i>be at home, go home</i>

 **SEE ALSO**

Grammar 33: Countable and uncountable nouns

Explanations

Definite article: *the*

- We use *the* when it is clear which thing or person we are talking about. The points below explain this in more detail. Compare:

The war between the two countries lasted for six weeks.

(we know which war)

War is a terrible thing.

(war in general, so zero article)

- We often use *the* when we refer to something that we mentioned before, using *a/an*.

We saw a good film last night. It was the new film by Berghini.

But we can use *the* for the first time that we refer to something if it is clear from the context which one we mean.

Where's the newspaper?

- We often use *the* with phrases including *of*. Compare:

The film was about the love of a girl for her cat.

Love is a wonderful thing! (love in general, so zero article)

- We use *the* when there is only one of something. It is clear which one we

- We often use *the* with phrases including *of*. Compare:
*The film was about **the love of a girl** for her cat.*
Love is a wonderful thing! (love in general, so zero article)
- We use *the* when there is only one of something. It is clear which one we mean.
*How many astronauts have landed on **the moon**?*
- We use *the* for nationalities and other groups.
*I really admire **the Italians**.*
***The old, the sick and the unemployed** need our special care.*
- Note these other uses of *the*:

Playing musical instruments:	<i>Do you play the guitar?</i>
Time:	<i>In the past/in the future</i> But: <i>at present</i>
Superlatives	<i>This is the biggest one. / You are the first.</i>
Fixed phrases	<i>The sooner the better.</i>
Names of ships	<i>We sailed on the Neptune.</i>
Oceans	<i>The Pacific, the Atlantic</i>
Rivers	<i>The Amazon, the Danube</i>
- *The* is usually pronounced /ðə/ before consonants and /ði:/ before vowels.
The beginning. The end.

→ SEE ALSO

Grammar 38: Making comparisons

Week 9

- Data Commentary review
- Essay writing review

Homework for Lesson 9

- Review the first part of the course booklet on data commentary
- Complete the second part of the course booklet on essay writing
- Upload the data commentary assigned in week 4 and a 500-word essay on distance learning replying to the prompt on p. 29 of the lecture notes (see next slide)
- Complete all assigned homework
- Final marks will be withheld until all assigned work for this semester has been uploaded. Refer to course slides for assigned homework



IELTS WRITING TASK 2: ADVANTAGES AND DISADVANTAGES

Activity 8 > Analysing the question > 7 minutes

In part 2 of the IELTS writing test you may be asked to write a discursive composition discussing the advantages or disadvantages of something. Here's an example:

Present a written argument or case to an educated reader with no special knowledge of the following topic.

More and more colleges and universities are offering courses via distance learning. Distance learning has many benefits, but there are also drawbacks, and not every learner will be suited to this mode of study.

To what extent do you agree or disagree?

You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

higher education

MOOC

flexibility

widespread access to the courses

legal recognition