

Chapter 2 - Writing the Summary Paper

What is a Summary paper?

This is a VERY common type of assignment throughout college, and you can expect to write several summaries in your college career. The good news: If you can write an Essay, you can write a summary paper! There are some differences, though. Compare essay organization to summary paper organization.

Essay	Summary Paper
The goal of an essay: To share the writer's opinion, supported by facts	The goal of a summary paper: To share the main ideas of another writer in a shorter form
Has a short and interesting Title	Has a Title that reflects the original reading
Has 3 sections: Introduction, Body, Conclusion	Has 2 required sections: Introduction and Body. Includes Conclusion only if the instructor requires it.
Intro. starts with a Hook	Intro. MUST introduce the reading being summarized: it must name the author and title. Intro. and it may give more background information as well.
Has a Thesis Statement – usually last sentence in the Intro	Has a Thesis Statement – usually last sentence in the Intro
Thesis St. reflects writer's opinion and the writing style. Transition words fit the writing style.	Thesis St. reflects the main points from the original reading. Transitions include “The author states that ...” and “According to the author, ...”
Each Body paragraph has a Topic Sentence	Each Body paragraph has a Topic Sentence that summarizes one main idea of the reading
The Body reflects your opinions and uses colorful language. You choose a tone and maintain it.	The Body reflects the original reading. It absolutely does NOT include your opinions or ideas. The tone is neutral.
Conclusion restates the Thesis St.	MAY OR MAY NOT HAVE A CONCLUSION! If instructor requires a Conclusion, its purpose is usually to give your Response – your opinion – of the original source reading. Do not restate Thesis.

Example Summary Paper

The short Intro. tells the reader the title and author of the source. The Thesis St. states what the writer feels are the main points of the source.

This Topic Sentence comes directly from the reading and is supported in several ways. Notice that when a single word in a quote is changed, square brackets are used to show the change.

This Topic Sentence connects the ideas from the first body ¶ with this ¶. The paragraph itself includes quotations from different sections of the reading, because the ideas fit together.

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Summary of Schlosser Reading

Recently, I read an excerpt from Eric Schlosser's best-selling book, *Fast Food Nation*. The sections I read – from the chapter “Behind the Counter” – discussed the types of worker sought out by the fast food industry, the modern fast food workplace, and the economic structure of this business.

Fast food employees are, Schlosser states, “some of the most disadvantaged members of American society” (p 71). Typically, these workers have been teenagers – when Schlosser published the book, nearly 65% of fast food employees were teens – but increasingly they are from any “marginalized [group]” – retired people and the disabled, and in particular, immigrants. Schlosser points out that these workers are at a disadvantage in the workplace and seldom insist on good treatment; they often accept poor working conditions, poor pay, and even abuse.

Because of the structure of the workplace, the obvious disadvantage of these workers – their low skills – is not a problem. “A McDonald's kitchen is full of buzzers and flashing lights that tell employees what to do,” Schlosser writes on page 70. “Computerized cash registers” and thick manuals control the workplace. This highly mechanized workplace has two effects: first, it creates jobs where the individual worker is nearly worthless and can be fired without damage to the company. Second, it creates a workplace that does not teach workers any skills. Schlosser quotes Jerry Sus, a McDonald's executive, who

This Topic Sentence connects the ideas from BOTH earlier paragraphs. Schlosser doesn't directly state this connection in the reading, but the connection is clear. This is what a good Summary does: it makes the relationships from a longer reading easy to understand.

This example paper does not have a Conclusion. The writer doesn't explain their reaction to the reading. What about your paper? Should you write a Conclusion?

described the factory-like kitchens this way: “The easier it is for him [the worker] to use, the easier it is for us not to have to train him” (71).

These two factors – lack of training on the job and powerless employees– are actually key parts of the industry’s economic plan. Schlosser states that fast food companies have spent “enormous sums on research and technology to eliminate worker training,” yet have at the same time “accepted hundreds of millions of dollars in government subsidies for ‘training’ their workers.” In fact, these corporations get up to \$2,400 for every new employee. It’s not surprising that the “typical fast food worker quits or is fired every three to four months” (73). And because they are afraid to complain, workers are often abused; some workers are required to work off the clock, some are paid in food instead of money, and thousands of employees have had their time cards illegally altered, cheating them of millions of dollars. These millions have turned into company profit.

Writing Assignment 1

Write a summary paper. Use this paper as a model for your own writing, but be sure the content of your paper is YOUR content. This writer made some choices about which main ideas to include and which to leave out, and you should make your own choices.

Timeline: Fill in the due dates

1: Turn in "Reverse Outline" of reading: _____

2: Turn in your Planning Outline: _____

3: Bring a rough draft for peer review: _____

4: Turn in completed Summary Paper: _____

How should this paper be submitted: online or printed? Where?

5: Turn in final draft of Summary Paper: _____

Requirements for Summary Paper

- ★ **Length:** 500 - 550 words. Not more! Remember: writing too much is *not* a good thing.
- ★ **Format:** Must be typed and double-spaced.
- ★ **Title:** "Summary of Schlosser Reading" is OK; a more original title might be better. Remember to use special capitalization for the title.
- ★ **Organization:** This paper is organized like any essay you've written before (Intro, Body, Conclusion; include an interesting title, hook, thesis statement, restatement of thesis statement in conclusion). The big difference: The Body is NOT your own, original ideas. Rather, it is a summary of another reading.

More on the Content of the Summary Paper

Introduction: The intro. is usually quite short, and you **MUST** give the author's full name and the book title in the Intro.

Example of an acceptable Introduction:

*"Recently, I read part of a chapter from *Fast Food Nation*, by Eric Schlosser. Schlosser writes about workers in fast food restaurants, including who they are, why they are chosen, how they are trained, and how they are treated."*

* Notice that the title of the book is *in italics!* *

When writing by hand, use underline instead.

Body: The goal of a summary paper is to give the reader the most important points of a reading in a shorter, briefer form. The writer avoids 'experimental' or 'artistic' style. **You're trying to make life easier for the reader.**

The language of a summary paper is the writer's own. The Body is **not** a long quotation. The writer is trying to simplify a difficult reading, so they must simplify the language. A few quotations are acceptable, but avoid long quotes.

Include all major ideas from the book excerpt. Leave out less important ideas; leave out most supporting examples. Use your outline to guide you in choosing which ideas are "major" and which are "less important." What is a "major idea"? There is no single correct answer! You may have a different opinion than me or your classmates on some ideas. However, there are some ideas that everyone should agree are important; we'll discuss these in class.

If you use sentences copied directly from the book excerpt, use quotation marks and give the author's name. Since your goal is to be brief, don't use a lot of quotes: maximum four.

Conclusion: Explain your own reaction to the reading here. Include your opinion, what you liked or disliked, and how the reading made you feel. This is the **ONLY** place in the summary paper that you will include your opinion.

Exercise 2.1: Outline Practice

Try using a Reverse outline to create a Planning Outline! On the left is one possible outline of the reading. Circle the ideas that you might include in your summary paper. On the right: write the outline of YOUR summary paper. Draw lines to indicate where Schlosser's ideas fit into your writing plan.

<p>Throughput</p> <p>I. Elisa's Story</p> <p>A Wake up early</p> <p>B At the restaurant – prepare</p> <p>C Works all day, goes home tired, repeats</p> <p>II. Who works at fast food restaurants?</p> <p>A Teens</p> <p>B Teens are the perfect employees</p> <p>C Immigrants, the handicapped, and the elderly.</p> <p>III. Why these groups? Because they are weak, desperate and easy to control.</p> <p>IV Definition of throughput: “Doing things faster in order to make more.”</p> <p>V. Throughput has changed fast-food kitchens</p> <p>A. - assembly-line style kitchens (no cooking)</p> <p>B. - extremely detailed manuals, which control cooking techniques and even employee behavior: The “Bible”</p> <p>C. - organization of the work area (beeping machines, flashing lights, etc)</p> <p>D – cash register</p> <p>VI. Effects of regimentation</p> <p>A. Standardized foods</p> <p>B. More throughput</p> <p>C. Control over workers</p> <ol style="list-style-type: none"> 1. workers interchangeable 2. machines more useful than people 3. workers easily replaced <p>VII. Who works in f.f.</p> <p>VIII. Good points, bad points of this system</p> <p>Stroking</p> <p>VIII. Story: The conference: “Competitors” working together to create “zero training”</p> <p>IX. Use of federal subsidies and tax breaks</p> <p>A. How industry benefits</p> <p>B. How industry protects its use of subsidies</p> <p>X. Current situation</p> <p>A How many workers in fast food</p> <p>B How many workers getting minimum wage</p> <p>C Turnover</p> <p>d. Executive's earnings</p> <p>XI. Review of labor laws</p> <p>XII Average wages</p> <p>A Crew members</p> <p>B Managers</p> <p>XIII Control by “stroking” instead of pay</p> <p>XIV Illegal actions to keep wages low; examples</p>	
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Choosing Quotations Wisely

If can use only a few quotes in your paper ... how do you choose **good** quotes?
Use these three criteria.

FIRST: Is it an **interesting** quote?

If your paraphrase would make an interesting, stylish sentence into a more boring sentence, **KEEP THE QUOTE**. This may be the best reason to use a quote.

SECOND: Does the quote use special words that **can't be paraphrased**, like jargon, numbers, metaphor, simile? Does it include strong, specific descriptive language?

This does NOT mean you should use a quote if you don't understand it!
Instead, it means that if your paraphrase **must** use almost the same words as the original, **KEEP THE QUOTE**.

THIRD: Is your paraphrase **more difficult** to understand than the original?

If your paraphrase will be much longer or more confusing than the original,
KEEP THE QUOTE.

Apply these three criteria when deciding whether to quote or to paraphrase/summarize from the original source.

Exercise 2.2: Paraphrase or Quote?

Imagine you will use these original sentences in your own summary paper. You plan to paraphrase some and keep others as quotations. Choose the appropriate letter.

Original Sentence	Quote or Paraphrase? Why?
1) ____ “The goshawk darted like a swift arrow.”	A: Quote: it’s interesting
2) ____ “Goshawks are predators responsible for keeping populations of mammals such as hares, rabbits, wood rats and squirrels at reasonable levels.”	B: Quote: it uses jargon or <i>figurative language</i> C: Quote: it’s difficult to simplify
3) ____ “Goshawks also eat sparrows, smaller hawks, pigeons and doves.”	D: Paraphrase
4) ____ “Nearly thirty percent of the children suffer a vitamin deficiency, despite their apparently good health.”	E: Summarize
5) ____ “Install the flange and tighten it with a pipe wrench.”	
6) ____ “Workers must follow stated company policies and guidelines.”	
7) ____ “Consumers are not to blame for most pollution. It’s large companies that create the most damage to the environment.”	
8) ____ “I walk slowly, but I never walk backward.”	
9) ____ “The egg is pale-blue, almost lavender, speckled with warm grays and browns.”	
10) ____ “Human beings need water more than they need food.”	

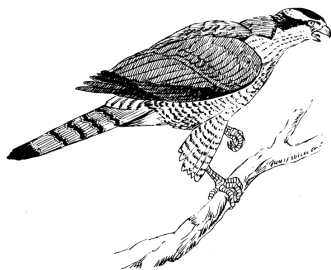


Fig. 1. Goshawk. Image from the archives of Pearson Scott Forseman. Public Domain.

Quotation and Paraphrase Activity

Work in a group. Here are some quotes from the Schlosser reading that you want to use in your summary paper. Decide if you should quote or paraphrase each one.

**** CHOOSE ONLY THREE OR FOUR QUOTES! ****

1. About two-thirds of the nation's fast food workers are under the age of twenty.
2. Throughput is all about increasing the speed of assembly, about doing things faster in order to make more.
3. The fast food industry's obsession with throughput has altered the way millions of Americans work, turned commercial kitchens into small factories, and changed familiar foods into commodities that are manufactured.
4. The burgers, chicken, french fries and buns are all frozen when they arrive at a McDonald's. The shakes and sodas begin as syrup. At Taco Bell restaurants the food is "assembled," not prepared.
5. "Everything's add water," a Taco Bell employee told me. "Just add hot water."
6. While quietly spending enormous sums on research and technology to eliminate employee training, the fast food chains have accepted hundreds of millions of dollars in government subsidies for "training" their workers.
7. Today few employees in the fast food industry qualify for overtime -- and even fewer are paid for it.
8. The turnover rate for assistant managers is extremely high.
9. In the absence of good wages and secure employment, the chains try to inculcate "team spirit" in their young crews.
10. One employee, a high school dropout named Regina Jones, regularly worked seventy to eighty hours a week but was paid for only forty.

* * * * *

Exercise 2.3: Choose the Paraphrase

Choose the better paraphrase for each of these original sentences. Explain your reasoning: why do you reject some of the paraphrases? Use a dictionary if needed!

1. **Original Sentence:**

“Nearly thirty percent of the children suffer a vitamin deficiency, despite their apparently good health.”

Paraphrases:

- A. “Almost a third of the children suffer deficient vitamins, despite being apparently healthy.”
- B. “Even though they look healthy, almost a third of the youngsters have malnutrition.”
- C. “More than thirty percent of the kids have nutrition deficiencies, in addition to looking healthy.”

2. **Original Sentence:**

“Consumers are not to blame for most pollution. It’s large companies that create the most damage to the environment.”

Paraphrases:

- A. “Consumers are blamed for toxic waste though companies also pollute.”
- B. “Businesses and agriculture hurt the environment more than average people do.”
- C. “Corporations are responsible for more pollution than consumers are.”

3. **Original Sentence:**

“The egg quivered and began to crack open as the chick inside struggled to break free.”

Paraphrases:

- A. “The egg started to hatch.”
- B. “The egg is shaking when its chick is breaking out.”
- C. “The ovum trembled as the chick in its interior worked hard to break out.”

Weak Paraphrases

The most common problems with paraphrases are:

★ **Too similar**

The paraphrase is almost the same as the original sentence. Maybe the word choices are almost the same, or maybe the sentence structure is the same – or maybe both. If the sentences are similar, college instructors will consider this type of paraphrase to be **plagiarism**.

★ **Missing information**

Important meanings are left out, which changes the meaning of the original. This does NOT mean that you must paraphrase every detail exactly! You will often choose to **summarize** an idea.

Think about Ex. 2.2. A **good summary** of #3 (“Goshawks also eat sparrows, smaller hawks, pigeons and doves”) could be: “Smaller birds are also part of a goshawk’s diet.” That is an accurate summary. In contrast, a **weak paraphrase** might be “Goshawks eat pigeons as well.”

★ **Information added or changed**

The writer puts in information that’s not in the original, changing the meaning. Or, the writer changes something important, like the tense. It’s OK to add your reaction to the information you quote or paraphrase. However, your reaction should be in a separate sentence. The reader needs to identify which ideas are yours, and which ideas came from a source.

★ **More difficult vocabulary**

Never forget the main purpose of paraphrasing, which is to present ideas from other writers in your own writing – in your own style. And YOUR style must be clear and easy to understand. Even if you are paraphrasing from a difficult piece of technical writing, you MUST think of your audience first. In this class, your audience is a general audience, so simplifying difficult language is one of your most important jobs as a writer. Choosing unusual synonyms is a poor way to paraphrase.

* * * * *

Quick review:

What are the four most common problems?

DON’T LOOK at the list above! Cover the list, then:

- ★ SAY the four most common problems
- ★ EXPLAIN to a partner what each problem is
- ★ PARAPHRASE when the teacher states each problem

Exercise 2.4: Diagnose the Paraphrase

For each of these “weaker” paraphrases, choose the problem(s) it suffers from.

Original Sentence: “Nearly thirty percent of the children suffer a vitamin deficiency, despite their apparently good health.”

1. **Weak Paraphrase:** “Almost a third of the children suffer deficient vitamins, despite being apparently healthy.”

Too similar Missing info Added/changed info More difficult

2. **Weak Paraphrase:** “More than thirty percent of the kids have nutrition deficiencies, in addition to looking healthy.”

Too similar Missing info Added/changed info More difficult

3. **Weak Paraphrase:** “So many kids have a poor diet, with lots of candy and fast food, and they don’t get enough vitamins.”

Too similar Missing info Added/changed info More difficult

Original Sentence: “Consumers are not to blame for most pollution. It’s large companies that create the most damage to the environment.”

4. **Weak Paraphrase:** “Consumers are blamed for toxic waste though companies also pollute.”

Too similar Missing info Added/changed info More difficult

5. **Weak Paraphrase:** “Businesses and agriculture hurt the environment more than average people do.”

Too similar Missing info Added/changed info More difficult

6. **Weak Paraphrase:** “Purchasers cannot be mostly recriminated for the creation of corruption which causes damage to ecosystems. It is the enormous businesses that contaminate the surrounding areas to the highest degree.”

Too similar Missing info Added/changed info More difficult

Original Sentence: “The egg quivered and began to crack open as the chick inside struggled to break free.”

7. **Weak Paraphrase:** “The egg is shaking when its chick is breaking out.”

Too similar Missing info Added/changed info More difficult

8. **Weak Paraphrase:** “The ovum trembled and began to splinter as the chick in its interior worked hard to rupture out.”

Too similar Missing info Added/changed info More difficult

9. **Weak Paraphrase:** “A beautiful baby bird was born.”

Too similar Missing info Added/changed info More difficult

Using Quote/Paraphrase in Your Paper

It does NOT matter whether you are quoting or paraphrasing a sentence: you MUST give credit to the source. There are many ways to do this. Let's begin with two patterns that will work both for this paper and for all your future college work as well.

Memorize these patterns!

- 1) According to Jane Nguyen, (“quote” or paraphrase.)

- 2) John Doe states that (“quote” or paraphrase.)

* * * * *

Look at the underlying grammar.

Pattern 1	
Transition Phrase,	Sentence.
According to AUTHOR,	Subject – Verb – Complement.
According to Schlosser,	“two-thirds of the nation's fast food workers are under the age of twenty.”
According to Schlosser,	most of the workers in this industry - over 60% - are teenagers.

Pattern 2	
Subject Verb	[THAT CLAUSE].
AUTHOR states	that S .
Schlosser states	that “two-thirds of the nation's fast food workers are under the age of twenty.”
Schlosser states	that most of the workers in this industry - over 60% - are teenagers.

Did you notice?

- * Which pattern has a comma? Why?
- * Which pattern uses present tense? Why?
- * Are you required to use the author’s name, or do you have another choice?
- * Must you use the verb “state”, or is there another choice?

Challenge:

- * Should you use the author’s last name, first name, or both?

Exercise 2.5:

Choose some of the quotes given on page 14. Use Pattern 1 and Pattern 2 and create full sentences – use BOTH quotes and paraphrases.

More Example Papers

Following are several summary papers based on the *Fast Food Nation* reading. These are first drafts with some errors. The notes to the left discuss the good and bad points of each.

Example Paper 1

The title is good and correctly capitalized.

The Intro is short and clear. There are format problems and a run-on sentence.

The Topic sentence states a specific fact rather than a general idea.

Grammar in this ¶ is very weak.

Summary of Schlosser Reading

Not long ago, I read a great chapter from *Fast food Nation*, by Eric Schlosser, the author writes about employees in the fast food restaurants, throughput in the fast food restaurants, and economic advantages of the fast food restaurants.

Most workers in fast food restaurants in the United States are: teenagers, immigrants, disabled, and retired people. Beside employees, sometimes their managers and their team leaders are also very young. Working in the fast food restaurants, employees have to accept poor pay, no benefits. They have to do some works which time they are not including in their schedules. Workers choose to work there because they are uneducated, inexperience, and low skill. Some are forced by their manager to work more hours, more works but never pay over time. Schlosser writes, "One employee, a high school dropout named Regina Jones, regularly worked seventy to eighty hours a week but was paid for only forty."

The throughput is very important in this business. Schlosser writes, "Throughput is all about increasing the

The quotes are interesting and well-chosen, but there are several punctuation errors.

This paragraph is full of interesting details that directly support the topic sentence.

Topic Sentence clearly shifts to the writer's opinion - good!

The writer uses "I" for the first time in this ¶; uses strongly emotional words. Good.

speed of assembly, about doing things faster in order to make more." Schlosser points out that many fast food restaurants find the way to produce a big amount of food with high speed and cheap labor. Schlosser states "The fast food industry's obsession with throughput has altered the way million of American work, turned commercial kitchens into small factories, and changed familiar food into commodities that are manufactured". Therefore, workers in the fast food restaurants do not have to prepare food, because most fast food restaurants use frozen food to make for customers. The processes of their working are very simple. Everything is set up already and workers follow instruction in their restaurants to make food.

I was surprised when read this chapter because I don't know the workers in the fast food restaurants are treated unfairly. Previously, I always thought that all workers in the United States are treated fairly. This is a good reading because the author helps me more understand about workers in the fast food restaurants, the way they are treated, disadvantages they suffer, and benefits restaurants earn from the government. I feel sad about the way fast food restaurants treat their workers. This is terrible and unfair because they don't do whatever the government wants. There is only one thing make me happy that is business hire the poor. Through this story, I feel sorry for workers who have to work hard, get poor pay, and no benefits. I hope that, in the future government will have better measures to make fast food restaurants have to obey and give their workers have good benefits.

Example Paper 2

This paper has several format and grammar errors. How many can you find and correct? Try to complete a Peer Review using this example summary paper.

Summary from “Fast Food Nation”

Do you know how the fast food industry manages their restaurants and workers? You can eat almost the same food no matter what McDonald's you go to in this fast food country. In an excerpt from Fast Food Nation, the author Eric Schlosser explains who works at the fast food restaurants, how they work, and how their employers treat them.

When Eric researched this book, about sixty-seven percent of the nation's fast food workers were teenagers. Furthermore, the managers and assistant managers were also teenagers because the work didn't need skill and experience. Also, teenagers accepted low pay and part-time jobs, and they were able to be controlled easily. For the same reasons, the fast food restaurants employers started to hire “house-wives, immigrants, the elderly, and the handicapped.” According to Jordan Weissmann's survey, thirty percent of McDonalds' workers are teenagers now. The work is routine, so anyone can do it even if they can't speak English, and the turnover rate is very high.

Eric writes, “With innovative technology and the proper organization, a small number of workers can produce an enormous amount of goods cheaply. ... [Throughput] has ... turned commercial kitchens into small factories, and changed familiar foods into commodities that are manufactured.” In other words, the fast food industry built an operation system and machines. It instructs the workers in all their tasks in great detail, from customer service to cooking methods. As a result, the management doesn't depend on workers talents, so anyone can work at the fast food restaurants. Therefore, the workers are easily replaced.

Companies given the workers part- time jobs, little training, and the minimum wage. Then, the fast food chains also have gotten more subsidies to employ new workers after the workers who finished working for four hundred hours quit their job. Some of them work long hours without being pay overtime wage because they are controlled by their employer in order to believe that to contribution their company is the most valuable thing. A woman who worked at a Taco Bell restaurant was paid for forty hours although she worked about eighty hours a week. This technique is called “stroking”. Many workers’ wages are low, but the average corporate executive bonus was \$131,000.

I knew that many teenagers and immigrants worked at fast food restaurants, and I can understand all companies need to get benefit, but the management style is terrible according to Eric Schlosser. The fast food companies introduce new technology machines to increase throughput. Then, the workers don’t need training time. It is called “zero training”. As a result, throughput increases, and the companies can obtain more benefit with less investment in their workers. In other words, increasing of throughput, zero training, and introduce of new machines work together, and they bring a great profit. All of them are required. I like this reading because he writes nearly the truth. However, there is only one part that I disagree with. Eric writes, “They are instructed to be up-beat and friendly,” but I think most the workers are down-beat and unfriendly. After I read this excerpt, I thought I no longer want to go to fast food restaurants.

How many errors did you catch?

Title: _____

Introduction: _____

Body Paragraph 1: _____

Body Paragraph 2: _____

Body Paragraph 3: _____

Conclusion: _____

* * * * *

Grammar

Talking about the Future

There are many ways to express future plans, hopes, expectations and predictions. Let's focus on four different forms and compare their uses.

1. "Will"

Form: How do you write this tense?

Examples:

I _____ We _____

You _____ They _____

He/She/It _____ There _____

Questions:

_____ I _____? _____ we _____?

_____ you _____? _____ they _____?

_____ he/she/it _____? _____ there _____?

Negative forms:

I _____ We _____

You _____ They _____

He/She/It _____ There _____

Meaning: What does it mean when you use this tense?

1. "Will" is often used between two people

Promises, requests, and offers can only happen in relationships. Speakers and writers choose "will" to indicate a choice, rather than a plan.

- ★ "Will you marry me?"
- ★ "I promise, I'll wash the dishes every night if it makes you happy."
- ★ Waiter: "What will you have?" Customer: "I'll have the soup and salad, please."
- ★ "Will you help me move?" "I'll help you carry the boxes, but I won't help you pack."
- ★ "Bring me back a coffee, will you?"

2. “Will” is often used for predictions beyond any person’s control

Using “will” in these cases communicates *inevitability*. The process or event will happen without any person trying to make it happen: the outcome is not in a person’s control.

- ★ “Sea levels will continue to rise if the polar icecaps continue to melt.”
- ★ “If the volcanic eruption is significant, sulfur clouds will poison any nearby mammals.”
- ★ “After the elections, the new Vice President will be sworn in.”
- ★ “If the birds are exposed to DDT, their eggshells will be thin. Most chicks won’t survive.”

3. “Will” is used with more uncertain possible futures – “maybe”

Using “will” in these cases communicates *uncertainty*. This seems like the exact opposite of Use 2 – but it is actually the same! Again, the outcome is not in a person’s control.

- ★ “Maybe we’ll go to Mt. Hood over break.”
- ★ “If he gets the job, he’ll take his family with him.”
- ★ “The spider lays hundreds of eggs, but it’s likely that only a few will survive.”

4. “Will” is often used with the “dummy” subjects “It/There” and in “That” clauses – not because it is more correct, but because it’s short

- ★ “If the agreement falls apart, it will be impossible for the President to repair it.”
- ★ “It won’t be long before the trend spreads to middle-aged consumers.”
- ★ “There will be times you’re too tired to get out of bed.”
- ★ “If you keep going to the gym, there will be visible improvement in a month.”
- ★ “There will be music, dancing, and romance.”
- ★ “Publishers want books that will sell.”
- ★ “City planners asked for wide streets that will accommodate light rail.”
- ★ “I just want a phone that won’t cost too much.”

5. “Will” is often used in the passive construction – again, because it’s short

- ★ “These arguments will be used by opponents of immigration.”
- ★ “The tax bill will be discussed in the next meeting.”
- ★ “If there has been any change to the vote total, the security code will be altered.”
- ★ “A full-time planning office will be established to deal with these questions.”

2. “Be going to”

Form: How do you write this tense?

Answer:

Examples:

I _____

We _____

You _____

They _____

He/She/It _____

There _____

Questions:

_____ I _____ ?

_____ we _____ ?

_____ you _____ ?

_____ they _____ ?

_____ he/she/it _____ ?

_____ there _____ ?

Negative forms:

I _____

We _____

You _____

They _____

He/She/It _____

There _____

Meaning: What does it mean when you use this tense?

1. “Be going to” usually means the subject **PLANS** to do the action

- ★ “I’m going to be a doctor when I grow up.”
- ★ “Don’t worry, I’m going to wash the dishes. Later.”
- ★ “The kids are going to play video games; what are you going to do if they get too loud?”
- ★ “This term, I’m going to do my homework immediately after class.”

2. “Be going to” can mean the present **SHOWS EVIDENCE** the action will happen

- ★ “Electric battery technology is going to affect the car industry in surprising ways.”
(I can see evidence of this technology all around me!)
- ★ “It sure looks like it’s going to rain.” (I can see this!)
- ★ “If you park under that tree, your car’s going to get covered in sticky sap.”
(I can see the drops of sap falling off the tree!)
- ★ “The new product was a complete failure. I bet the company’s going to go bankrupt.”
(I can see evidence that the product is not selling!)

Discussion

The first important point is to understand that in many, many cases, especially in spoken English, there is no strong reason to choose one form or the other. BOTH will make sense. BOTH will be grammatical. BOTH will sound OK. Speakers and writers can often choose whichever “feels” better. In relaxed speaking, “be going to” is a good choice, and in more formal writing, “will” is a good choice.

However, there IS a slight difference between the forms, and sometimes it will be important to choose one form or the other.

“Be going to” seems somehow more related to something about the *present*. What do you want NOW? What are you thinking NOW? What does the situation look like NOW? What are you planning NOW?

On the other hand, “will” seems more related to something about *the future*. What will I do for you tomorrow? What food will the waiter bring me? How will the rules work in the future? How will physical, chemical or biological systems develop in the future?

Read these sentence pairs and notice the small differences in meaning. Make notes.

1. A: My daughter’s going to get married!
B: They’ll get married in June.

2. A: I’m going to go to the dentist on Thursday. I really need to.
B: I’ll go to the dentist this Thursday. I know you want me to.

3. A: It’s going to rain.
B: It’ll rain heavily tonight.

4. A: Look at that. The book’s going to fall.
B: If you keep bumping it, the book will fall.

5. A: Will you help me clean the kitchen?
B: Are you going to help me clean the kitchen?

Read these sentence pairs. Why did the speaker choose will or going to in each sentence?

Reasons to choose "will"	Reasons to choose "going to"
<ul style="list-style-type: none"> * between 2 people * it's inevitable * it's uncertain * it's a short form 	<ul style="list-style-type: none"> * it's a plan * there's evidence

Conversations	Why did the speaker choose to express future in this way?
1) A: "Will you marry me?"	
B: "I'm sorry, but I'm going to marry someone else."	
* * * * *	
2) A: "Hey, Mom. Will you let me go to this party Friday night?"	
B: "I don't know. What time are you going to come home?"	
* * * * *	
3) A: "The federal rules around pollution have changed a lot in the past five years, and they're going to change even more in the next five years."	
B: "Sure, I agree. The question is, what is our company going to do about that?"	
A: "I'm not sure. Maybe we won't have any problems."	
B: "Oh, there will be a lot of problems."	

Exercise 2.6: Which Future Form?

Read the short scenarios. Write a sentence that best fits each situation.

Scenario 1A: While visiting your sister, you watch her two-year-old baby reach for a glass on the table. The table is shaking as the baby pushes on the edge. You call out to your sister, “Hey! Grab that glass! It ...”

Scenario 1B: While visiting your sister, her baby pushes on a small table. It falls over and breaks. The baby is fine, but your sister is upset. “I don’t have enough money to buy a new one!” she tells you. You know that she can go to a resale shop and buy a table cheaply. Give her this advice, using the subject “It” and future tense.

* * * * *

Scenario 2A: After your study group, your classmate gives you a ride home. He drives a brand-new sports car, and you soon realize, he’s a very aggressive driver. He’s driving 80 mph and weaving in and out of lanes without signaling. When he sees the expression on your face, he laughs and says “Don’t worry! I drive like this in my home country every day! It’s safe.” “Have you ever gotten a ticket here?” you ask. “Oh, no, of course not,” he answers confidently. Give him a warning about what to expect if his driving doesn’t change.

Scenario 2B: On the drive home, your classmate tells you that he’s never gotten a speeding ticket in the US. You are nervously looking in the mirror, and suddenly you notice a flashing light. You see and hear a police motorcycle speeding toward you. Tell your friend what to expect.

* * * * *

Scenario 3A: You are visiting a friend for dinner. You are both enjoying a glass of wine and talking while she prepares dinner. Your friend is very excited about the story she is telling you. She’s looking directly in your eyes and describing everything in lively detail. You notice that she keeps chopping the vegetables with her VERY sharp knife. It’s really dangerous! Give her a warning.

Scenario 3B: Your friend made dinner using a very sharp knife carelessly, then ate dinner using another sharp knife. After dinner as you washed dishes together, you noticed that she dropped several knives into soapy water with the other dishes and washed them by hand, without gloves. Warn her to change her habits to be safer in the future.

Exercise 2.7

In the following examples, both choices are nearly the same. However, some sentences might not “sound right” to a native speaker. Select the better choices. Note that there are no “right” or “wrong” answers here, but that native speakers can have clear feelings about some of these pairs. Discuss with your instructor or a tutor.

1. ____ A: When a person stops smoking, some lung damage will reverse.
____ B: When a person stops smoking, some lung damage is going to reverse.
____ C: Both sentences are equally good
2. ____ A: Have you heard? My daughter will get married!
____ B: Have you heard? My daughter is going to get married!
____ C: Both sentences are equally good
3. ____ A: How will technology be different in the future?
____ B: How is technology going to be different in the future?
____ C: Both sentences are equally good
4. ____ A: Watch out! That car won't stop!
____ B: Watch out! That car's not going to stop!
____ C: Both sentences are equally good
5. ____ A: Will you help me make dinner tonight?
____ B: Are you going to help me make dinner tonight?
____ C: Both sentences are equally good
6. ____ A: I think they'll finish the work this week.
____ B: I think they're going to finish the work this week.
____ C: Both sentences are equally good
7. ____ A: I made a New Year's resolution. I'll lose ten pounds this year.
____ B: I made a New Year's resolution. I'm going to lose ten pounds this year.
____ C: Both sentences are equally good
8. ____ A: When you visit, we'll have so much fun!
____ B: When you visit, we're going to have so much fun!
____ C: Both sentences are equally good
9. ____ A: Eventually, climate change will have a significant impact on agriculture.
____ B: Eventually, climate change is going to have a significant impact on agriculture.
____ C: Both sentences are equally good
10. ____ A: Consideration will be given to the first twenty applicants.
____ B: Consideration is going to be given to the first twenty applicants.
____ C: Both sentences are equally good

Ex. 2.8: Future Tense in Complex Sentences

You might remember that in complex sentences using future tenses, we do NOT use future forms in the Dependent Clause.

NO! When I will graduate, I will celebrate.

YES! When I graduate, I will celebrate.

Future Tenses: Progressive and Perfect Forms

If you develop your intuition regarding “will” and “be going to,” you can use that same idea for the other future forms.

Progressive is used for actions that are ongoing, and it is often used to show the background of other actions. There will often be a time word used with this form.

Perfect forms are always used to compare two times: an earlier action has an effect on a later situation. One difference: future perfect tense usually has a specific time word.

The following examples all follow the same order:

a) Simple form; b) Progressive form; c) Perfect form

Promises, Requests, Offers:

- a) The institute will offer night classes next term.
- b) The institute will be offering night classes all year long.
- c) By next year, the institute will have completed its night program.
 - a) Will you drink champagne with me?
 - b) Will you be drinking champagne tonight?
 - c) By midnight, will you have finished a bottle of champagne?

Social or Scientific Predictions:

- a) Sea levels will continue to rise if the polar icecaps continue to melt.
- b) Sea levels will be rising at a faster rate if the polar icecaps continue to melt.
- c) Sea levels will have risen to cover many small islands by 2060.

“Dummy subjects:”

- a) When you’re undergoing chemo, there will be times you’re too tired to get out of bed.

(Dummy subjects are not typically used with progressive tenses)

- c) By the time you’re finished with chemo, there will have been low points and high points.

Adjective Clauses:

- a) Climate change is not a problem that/which will solve itself.
- b) Climate change is a problem that/which will be accelerating each year.
- c) Climate change is not a problem that/which will have disappeared by next year.

Passive voice:

- a) The tax bill will be discussed in the next meeting.

(Passive voice is not typically used in progressive constructions)

- c) When the meeting is over, the tax bill will have been passed.

“Maybe”

- a) Maybe we'll go to Mt. Hood over break.
- b) Maybe we'll be going skiing over break.
- c) By noon, maybe we'll have reached a decision.

Plans:

- a) I'm going to be a doctor someday.
- b) I'm going to be studying for a long time.

(Perfect forms are not usually used with “going to”)

Evidence in the Present:

- a) It sure looks like it's going to rain.
- b) It looks like it's going to be raining a lot tonight.

(Perfect forms are not usually used with “going to”)

Assignment 2.8: Test Yourself

Write sentences that fit the following requirements.

1. Write a complex sentence about a future plan. Use the connector “when ...”.

2. Share something you will do on your next birthday.

3. Share something that will be discussed on the news tonight. Use passive.

4. State what the weather will be like in Antarctica tomorrow. Use the subject “It.”

5. Imagine you see your mother trying to open a door while holding keys, a drink, her purse, and a large bag. Offer to help her.

6. Make a scientific prediction about climate change.

7. Ask writer whether they will be finished writing their book next year. Use perfect form.

8. Write a complex sentence about a future plan. Use the connector “by the time that ...”.

Assignment 2.9: Past Tense Review. Simplify Short Sentences

Choose the single sentence that conveys ALL the meanings expressed in the simple sentences.

1. I saw her.

Her eyes were red.

There were tear marks on her face.

She wasn't crying.

2. I saw Nadia.

She was heavier than last month.

She gained weight quickly.

3. In 2020 we will have a wedding anniversary.

It will be a 10 year anniversary.

4. I work here.

I got hired in 2015.

I feel that I work hard and a lot has happened since then.

5. I play chess online.

I started in 2010.

I feel that 2010 was a long time ago.

NOTICE: The tense you use sets up the context for the next sentence.

- I ve lived here since 2008. Rent was much cheaper then.

- I ve been living here since 2008. I've seen the neighborhood change completely.

- I got married in 2004. I'm divorced now, but I remember that the ceremony was beautiful.

- I ve been married since 2004. Every year we do something very special for our anniversary.

Connecting Words & Transition Words

Which of the following words do you know?

because	although	but	or	similarly	
yet	whereas	suddenly	in contrast	unlike	
even if	however	in addition	since	as	
therefore	usually	before	though	until	typically
sometimes	frequently	so	for	unless	

Classify the words in the box above by their grammar job. Write each word in the correct column. Brainstorm and add more words if you can.

Transition	FANBOYS Connector: "Coordinating Conjunction" or Coordinator	CM Connector: "Subordinating Conjunction" or Subordinator

Now, classify the same words by their meaning. Write them in the correct box. Some words might fit in more than one box. Brainstorm and add more words if you can.

because	although	but	or	similarly	
yet	whereas	suddenly	in contrast	unlike	
even if	however	in addition	since	as	
therefore	usually	before	though	until	typically
sometimes	frequently	so	like	for	unless

Time:	Additional info:	Conditional:
Contrast:	Cause/Effect:	Others? Try to identify the meaning

Ex. 2.11. Fill in the blanks. Use the commas as clues.

Use either a TRANSITION, a SUBORDINATOR, or a COORDINATOR from the box on the previous page.

- a) _____ , a transition word has a comma AFTER it.
- b) _____ , transitions are adverbs ending in “-ly.”
- c) _____ , a complete sentence follows a transition word.
- d) _____ , there are other words that appear before a complete sentence.

- e) _____ you assume that a word is a transition, ask if it’s a subordinator.
- f) _____ you talk using complex sentences, you might not write them correctly.
- g) _____ you don’t recognize dependent clauses, you will have a hard time with this.
- h) _____ you read a dependent clause, pay attention to commas.

- i) A coordinator connects two equal sentences, _____ it has a comma BEFORE it.
- j) Coordinators are used as transitions sometimes, _____ that’s not formal use.
- k) Coordinators connect sentences and add meaning , _____ they are used constantly.
- l) Coordinators do not all have the same meanings, _____ do they follow exactly the same grammar rules.

- m) Subordinators are like coordinators _____ they add meaning in two ways.
- n) We often use them when we speak _____ they show relationships clearly.
- o) It’s harder to use them in writing _____ punctuation is also considered.
- p) Always pay attention to commas _____ you write complex sentences.

