UNIT 4

Identifying People



In this unit, you will

- read about the importance of titles in identifying people.
- review scanning a text.
- increase your understanding of the target academic words for this unit.

READING SKILL Identifying Examples

Self-Assessment

Think about how well you know each target word, and check (✓) the appropriate column. I have...

TARGET WORDS	never seen the word before	seen the word but am not sure what it means	seen the word and understand what it means	used the word, but am not sure if correctly	used the word confidently in *either* speaking *or* writing	used the word confidently in *both* speaking *and* writing
AWL						
acquire						
ambiguous						
analogy						
civil						
constitute						
context						
convene						
differentiate						
index						
integral						
military						
somewhat						
style						
via						
whereby						

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Before You Read

Read these questions. Discuss your answers in a small group.

1. Do you have a nickname? Who calls you by this name?
2. If you had a problem at school or at your job, who would you ask for help?
3. Name some people in your neighborhood that wear uniforms.

Read

This excerpt from a sociology textbook discusses group membership.

Who Are You?

Imagine that you read the following story in your local newspaper.

> Yoshi Tanaka was injured at the Pacifica Café when the chair he was sitting on broke. Angelo Manzoli said his career is ruined. Carlos Armada claimed that Tanaka was to blame. Fred Katz said his crew helped transport the 450-pound man to a hospital. Ahmed Nadel said Tanaka was not seriously hurt.

Who are these people? If we give each a title, the **ambiguous** story becomes easier to understand.

> Sumo wrestler Yoshi Tanaka was injured at the Pacifica Café when the chair he was sitting on broke. His trainer, Angelo Manzoli, said his career is ruined. Carlos Armada, owner of the café, claimed that Tanaka was to blame. Fire Chief Fred Katz said his crew helped transport the 450-pound man to a hospital. Physician Dr. Ahmed Nadel said Tanaka was not seriously hurt.

GROUPS

Throughout our lives, and even during a single day, we are part of many groups. These groups might include a family, an orchestra, a team, a business, a school, a country, or even a temporary group such as the people affected by a café accident.

TITLES

Within a group, titles help **differentiate** one person from another. Each person is an **integral** part of many different groups, so each person has many titles. For instance, a man might be an engineer, a husband, a father, a son, a brother, the coach of his son's baseball team, a tennis club member, a conservative voter, and an Internet chat room visitor. The title *engineer*

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defines his status within the **context** of employment. The titles *husband*, *father*, *son*, and *brother* define his status within the **context** of family.

ADDRESSING OTHERS

Titles also provide guidelines **whereby** people know how to address others. At work, the engineer's co-workers call him Jim, but people who phone his company will ask to speak to Jim Wilson. His wife calls him Honey, and his children call him Dad. His mother still calls him Jimmy, a childhood nickname, and his brother affectionately calls him Jimbo. The baseball team kids call him Coach Wilson. His tennis partner calls him Wilson. Mail he receives from his political party is addressed to Mr. James Wilson. On the Internet, he's known as J.W.

CULTURAL DIFFERENCES

Rules for how people address each other vary from one culture to another. In Japanese culture, for example, only family and close friends call someone by his or her given name. It is considered rude to call someone by just his family name. A family name must be followed by the title *-san*, so Mr. or Ms. Tanaka is known as Tanaka-san. When addressing someone of a higher status, often no name is used. Instead this person is addressed by his or her title, such as *teacher* or *company president*.

JOB TITLES

The title *company president* clearly refers to the leader of a company. Among its employees, a company **differentiates** between the types of workers **via** job titles like *lab technician*, *secretary*, or *department supervisor*. A person's job title also serves as an **index** (or measure) of his or her status within the company. Employees with a higher status are usually paid a higher salary. Similarly, if an employee earns a raise in salary, he or she is often given a new job title.

LEADERS' TITLES

The leader of a group of people almost always has a title. For instance, clubs have presidents, teams have captains, committees have chairmen or chairwomen, stores have managers, fire departments have chiefs, and schools have principals. Every **civil** leader has a title, too, though these vary **somewhat** depending on a country's system of government. These titles include *prime minister*, *president*, *governor*, *sultan*, and *king*. When official meetings **convene**, the leaders are addressed in a formal **style**, such as *Madam President* or *Governor Ramos*.

Job Posting

TITLE	LOCATION	POSTED
President *Construction*	Dubai	1 day ago
Secretary *Marketing*	New York	2 days ago
Lab Technician *Pharmaceutical*	Tokyo	5 days ago
Accounts Manager *Advertising*	London	1 week ago
Art Director *Publishing*	Frankfurt	2 weeks ago
Analyst *Media*	Madrid	3 weeks ago



Chancellor Angela Merkel and Prime Minister Sheikh Hasina

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INHERITED TITLES

Some titles are **acquired** by inheritance. These include the royal male titles *king*, *emperor*, and *sultan* and their **analogous** female titles *queen*, *empress*, and *sultana*. Leaders of tribes and clans may inherit titles such as *khan*, *sheikh*, and *chief*. A given name plus the inherited title usually **constitute** their public names, such as King Faisal or Queen Elizabeth. Often they are addressed in special ways, like *Your Highness*.



MILITARY TITLES

Titles are especially important in the **military**, where authority is channeled from top to bottom **via** a strict chain of command. A common ranking system in armies begins at the top with the title *field marshal* or *general*, and ends with the lowest rank of *soldier*.

Titles are important tools that help us understand the status of members within human groups.

Reading Comprehension

Mark each sentence as *T* (true) or *F* (false) according to the information in Reading 1. Use your dictionary to check the meaning of new words.

___ 1. The acquired title *king* for a man is analogous to the title *queen* for a woman.
___ 2. The title *engineer* defines a person's status in the context of family.
___ 3. Titles provide guidelines whereby people know how to address others.
___ 4. Each person is an integral part of many different groups.
___ 5. Titles are somewhat important in the military.
___ 6. Companies differentiate between types of workers via job titles.
___ 7. When official meetings convene, civil leaders are addressed in a formal style.
___ 8. A given name plus an inherited title constitute the public name of Queen Elizabeth.
___ 9. The titles *field marshal* and *general* are ambiguous.
___10. A job title is an index of an employee's status in a company.

READING SKILL Identifying Examples

LEARN

One way that writers make their ideas clear is by giving examples. Sometimes an entire text is made up of examples, with each paragraph giving a different kind of example to support the main idea of the reading. There might also be several examples within one paragraph to help explain the ideas in that paragraph.

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Reading 1 uses examples in both of these ways. You can identify examples in a text by looking for certain signals. Here are some common words and phrases that signal examples:

for example	for instance	such as
including	these include	one is...
like	there are many kinds of...	another is...

APPLY

Refer to Reading 1 to answer these questions.

1. What kinds of examples are discussed in the paragraph titled "Groups"?

   _____

2. What words are used to introduce the examples in the paragraph titled "Groups"?

   _____

3. What signal words are used in the paragraph titled "Cultural Differences" to introduce the examples?

   _____

4. What signal words are used in the paragraph titled "Job Titles" to introduce the examples?

   _____

5. What signal words are used in the paragraph titled "Leaders' Titles" to introduce the examples?

   _____

REVIEW A SKILL **Scanning** (See p. 36)

Scan Reading 1. How many times does the word *president* occur? Scan the paragraph titled "Addressing Others". How many different names does the engineer have?

Vocabulary Activities STEP I: Word Level

A. **Use the target vocabulary in the box to complete this story. Use the words in parentheses to help you.**

acquired	**context**	**integral**	**via**
constituted	**conventional**	**somewhat**	**whereby**

In 1849, thousands of people went to California in search of gold, hoping to get rich. Levi Strauss, a cloth salesman, went there, too. He hoped to get rich, but in a different way. When the gold miners complained that their pants tore easily, Strauss made them pants out of strong denim cloth. The men liked the pants, but the pockets kept tearing. This _____ (1. *made*) a problem, but a tailor had an idea _____ (2. *by which*) the pockets could be made stronger with copper rivets.

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Strauss and the tailor soon became rich—not from gold, but from inventing jeans. For the next 100 years, jeans were worn mostly by farmers or factory workers. In the 1950s, young people began wearing jeans. As a group, they made a strong statement against _____ (3. standard) dress _____ (4. by means of) their jeans because jeans were considered improper by most people. In the 1960s, jeans became _____ (5. a little) more acceptable. In the _____ (6. setting) of the 1970s, they _____ (7. earned) fashion status. Today, jeans are an _____ (8. necessary) part of the wardrobe of many young people.

Somewhat has the same meaning as "sort of" or "a little bit."

I agree ***somewhat*** *with what you're saying.*

His trousers were ***somewhat*** *wrinkled, and his shirt was torn.*

CORPUS

B. **With a partner, match the person on the left with what he or she claims to be "somewhat of an expert" on. Write in your notebooks. Take turns creating sentences with the information.**

1. I eat out every week	restaurants
2. I've traveled overseas twice	literature
3. I used to play the piano	cars
4. My father is a mechanic	airports
5. I used to work in a bookstore	music

I eat out every week, so I'm ***somewhat*** *of an expert on restaurants.*

Via means "passing through" or "by way of a place."

I'll fly from here to Berlin ***via*** *Paris.*

It can also mean "by means of" or "using."

Relatives who live far from each other can keep in touch ***via*** *email.*

CORPUS

C. **Imagine that you are the president of a large company. By what means would you communicate each of these messages to your employees? Match the messages on the left with the means on the right. Then tell a partner the reasons for your answers.**

___ 1. We've had a dangerous chemical spill.	a. via a sticky note
___ 2. You haven't been doing your job. You're fired.	b. via email
___ 3. Please sign this form and return it to me.	c. via telephone
___ 4. There's a manager's meeting at 8 a.m. tomorrow.	d. via a face-to-face discussion

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___ 5. Please come to my office right away.

___ 6. Congratulations to Harry Chan on his new baby.

e. via the company newsletter

f. via the public address system

People in a society can be divided into two sectors: *military* and *civil*.

*Members of the army, navy, and air force constitute the **military** sector.*

*Ordinary citizens constitute the **civil** sector.*

CORPUS

D. **With a partner, decide whether these are military or civil titles. Write *M* for military and *C* for civil.**

___ police chief ___ general ___ prime minister

___ lawyer ___ manager ___ field marshal

___ soldier ___ fireman ___ lieutenant

Vocabulary Activities STEP II: Sentence Level

To *differentiate* one thing from another means "to create a difference between them," or "to see the difference."

*Universities **differentiate** between sports for men and sports for women.*

*It's hard to **differentiate** one brand of coffee from another.*

The noun form is *differentiation*.

***Differentiation** between military ranks is shown by stripes on uniform sleeves.*

CORPUS

E. **In your notebook, rewrite these sentences to include the given form of *differentiate*.**

1. In most cultures, given names show a difference between males and females. (*differentiate*)
2. Often there is no change in the civil titles of males or females. (*differentiation*)
3. Civil titles help separate ordinary citizens from people in authority. (*differentiate*)

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Something that is *ambiguous* is not clear in meaning, often because there is more than one possible meaning. For example, the newspaper headline "Hospital Begins Operations" is *ambiguous*. The *ambiguity* is caused by the word "operations," which has more than one meaning. "Operations" can refer to either medical surgery or services.

The headline can be rewritten to clarify the writer's meaning. Two *unambiguous* headlines are "Hospital Begins Surgery" and "Hospital Opens for Service."

CORPUS

F. Read these ambiguous newspaper headlines. Each has two meanings. With a partner, discuss why they are ambiguous. Then in your notebook, write two unambiguous sentences that show the two meanings.

1. President Enjoys Visiting King

   The president enjoys going to visit the king.

   The president enjoys having the king visit him.

2. Rare Monkey Eats Carrots and Flies
3. Bus Riders Miss Planes
4. Entertaining Actors Can Be Expensive
5. Biting Frogs Found Harmful

To *convene* means "to meet or come together, usually for an official or formal meeting." The noun form is *convention*.

*The parliament **convenes** each morning at 10 a.m.*

*I'll attend a medical **convention** in Tokyo next month.*

Convention can also mean a tradition or a standard way of behaving.

*The Western **convention** is for a married woman to take her husband's surname.*

Something *conventional* is traditional or standard, while something *unconventional* is unusual and often disapproved of.

*Teenagers sometime surprise adults with **unconventional** ideas.*

*You should dress **conventionally** when you apply for a job.*

CORPUS

G. Write the answers to these questions in your notebook. Write in full sentences and use the word in parentheses.

1. Describe a common wedding tradition practiced in your family. (*conventionally*)
2. Describe how students at your school address their teachers. (*conventional*)
3. Describe where students at your school gather for meetings. (*convene*)
4. Describe a standard way that people greet each other. (*convention*)

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Whereby means "by which" or "because of which." It is a formal way to connect two ideas. The first idea describes an action and the second part shows the result of the action.

*Nancy went on a strict diet, **whereby** she lost 35 pounds.*

Note that *whereby* connects two full clauses.



H. **In your notebook, complete each of these sentences with a full clause that begins with the word *whereby*. Use the story about Yoshi Tanaka at the beginning of Reading 1 as a source of ideas.**

1. Yoshi Tanaka's chair broke, whereby he *fell on the floor*.
2. His manager saw tears in Yoshi's eyes, whereby the manager knew _____.
3. The owner of the cafe claimed that Yoshi was to blame, whereby the owner avoided _____.
4. Fred Katz's crew lifted Yoshi onto a fire truck, whereby they were able _____.
5. A hospital technician took X-rays, whereby the doctor _____.

The *style* of something is the way that it is done, designed, or presented.

*I don't like the **style** of that shirt.*

*Her **style** of writing is very easy to follow.*

Style usually refers to things that are created, such as a style of art, architecture, music, singing, dancing, writing, etc.

Something that is *in style* is currently popular. Something that is *out of style* is no longer popular. Fashionable clothes are said to be *stylish*.

The verb *to style* means to arrange someone's hair in an attractive way.

*I had my hair cut and **styled** yesterday.*



I. **On a separate piece of paper, write a sentence about someone's style of doing something that you like. Tell why you like it. Write another sentence about someone's style of doing something that you do not like. Tell why you do not like it. Choose from these topics: teaching, cooking, singing, talking, playing a sport, or choose one of your own.**

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Before You Read

Read these questions. Discuss your answers in a small group.

1. What jobs or social roles require people to wear special clothing?
2. What clothes do you associate with royalty (kings and queens, etc.)?
3. A flag is one symbol of a nation. What are some other things that can be used as symbols of a nation?

Read

This excerpt from a social science textbook is about the significance of clothing in a culture.

Symbolic Clothing

Hundreds of years ago, umbrellas were symbols of power and authority. Kings, sheikhs, popes, and other rulers believed that owning these sunshades added to their importance. The more umbrellas a ruler **acquired**, the more he impressed others; and, by **analogy**, the bigger his umbrellas, the more power the owner appeared to have. It seems odd to us today that such an everyday object could have once been used to **differentiate** rulers from ordinary people. Yet at that time, an umbrella was an **unambiguous** symbol of power. Similarly, contemporary cultures today employ many common items, including clothing, as symbols of social status.



IN UNIVERSITIES

The academic cap and gown is one example of symbolic clothing. Hundreds of years ago, university students were required to wear long, black robes. Today academic robes are usually worn only for graduation ceremonies, along with a special cap. Many universities have developed their own traditional **style** and color of cap and gown. For example, at some universities, students wear a close-fitting cap topped by a flat square. A tassel, which is a bundle of long silk strings, hangs from the square. By **convention**, students begin the graduation ceremony with the tassel hanging from the left side of the square. Once a university administrator declares that the students have officially graduated, they move their tassels to the right side of the square to indicate their new change of status. Graduating students also wear collars or sashes of cloth over their gowns, **whereby** their field of academic specialization is indicated **via** color. These colors vary among universities

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and countries. For example, in Spain a gold cloth symbolizes medicine, while in the United States a green cloth symbolizes medicine.

IN CIVIL COURTS OF LAW

For example, in the **civil** courts of law in many countries, judges wear long robes, usually black, that cover their ordinary clothing. The robes identify the judges' role in the courtroom and symbolize their authority to administer justice. The gavel that judges rap to **convene** court and maintain order is another such symbol of authority. In Britain and in most Commonwealth nations, judges and certain court officials also wear white wigs that symbolize their roles.

AMONG ROYALTY

Similarly, the ceremonial clothing of kings and queens is symbolic of their royal status. The most common symbol of royal status is a crown. The crown is placed on the head of the new monarch during a formal ceremony. He or she usually wears a beautiful cape made of fur, feathers, or delicate material for the event.

WEDDING SYMBOLS



A wedding, too, is a change-of-status ceremony. Traditional clothing is usually an **integral** part of the ritual. In a **conventional** Western wedding, the bride wears a long, white dress. She also wears a white veil on her head and carries a bouquet of flowers. Her clothing and various accessories (which may be hidden) **constitute** traditional good-luck items that a bride should wear. These include "something old, something new, something borrowed, something blue, and a lucky penny in her shoe." An important part of the ceremony is the exchange of wedding rings. These circles of gold or silver have no ending, and symbolize the lifetime relationship the bride and groom are about to begin.

The symbolism of the white wedding dress is so strong that brides from many non-Western cultures have chosen to include such a dress in their weddings. An Asian bride, for example, might wear a red gown during a traditional wedding ceremony and then change into a **stylish** white wedding dress for the celebration that follows.

UNIFORMS

A uniform identifies the occupation and status of many workers. In the **civil** sector of society, for example, police officers and fire fighters wear uniforms. So do waiters and waitresses, airline pilots and cabin stewards, and nurses and dental assistants. With the exception of fire fighters, these people could do their jobs just as efficiently in ordinary clothing. A uniform, however, serves two important purposes. First, a uniform **differentiates** these workers from other people. A uniform is one way **whereby** the workers can be easily identified by others. Second, a uniform

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is a symbol of authority, which gives people confidence in the workers. Another item of clothing that is **somewhat** of a uniform is the tall, white hat worn by chefs. This hat **conventionally** symbolizes the chef's position of authority in the **context** of a restaurant kitchen.

Military personnel, too, wear uniforms, but different types. One type is for everyday wear, and another is the formal uniform worn for **military** ceremonies. A third type is worn in battle. **Military** uniforms serve several symbolic functions. First, the various decorations on a uniform jacket and hat are **indexes** of a member's rank in the **military.** Second, uniforms encourage members of a group to **acquire** a sense of unity and pride. Finally, in the **context** of a battle, uniforms become symbols of the nation the soldiers are defending.

Symbolic clothing can symbolize many things, including authority, nationality and change of status. Often the original significance of the clothing has been forgotten or has changed over time, yet societies continue to respect the **conventional** symbolism. Other clothing, such as the white wedding dress, became symbolic **somewhat** recently, yet is still considered traditional. The objects and clothing that become important symbols in a culture are determined by the special meaning that people give them. ■



Reading Comprehension

Mark each sentence as *T* (true) or *F* (false) according to the information in Reading 2. Use your dictionary to check the meaning of new words.

___ 1. Hundreds of years ago, the umbrellas that kings, sheikhs, and popes acquired became indexes of their high positions in society.

___ 2. Sometimes ambiguous symbols of power are used to differentiate between rulers and ordinary people.

___ 3. The gavel that judges rap to convene sessions in a civil court of law is a symbol of the nation they represent.

___ 4. Graduating students wear collars or sashes over their academic gowns, whereby they indicate their change of status via color.

___ 5. A long white dress and a white veil constitute the wedding clothing of a traditional Western bride.

___ 6. In some cultures, the Western wedding dress is becoming an integral part of non-Western weddings.

___ 7. In the context of a battle, uniforms become symbols of military rank.

___ 8. The symbolism of some ceremonial clothing is somewhat recent.

READING SKILL Identifying Examples

APPLY

Refer to Reading 2 to answer these questions.

1. Reread the first paragraph of Reading 2. Find the sentence that tells you the main idea of the article, and write it here.

_____

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2. Each paragraph in the article discusses a different example of symbolic clothing. Who wears the symbolic clothing mentioned in each of these paragraphs?

Paragraph 2 _____ Paragraph 5 _____

Paragraph 3 _____ Paragraph 7 _____

Paragraph 4 _____ Paragraph 8 _____

3. Paragraph 3 gives two examples of symbols of authority. What are they?

_____ _____

4. What three items constitute the traditional clothing of a bride in a Western wedding?

_____ _____ _____

5. In Paragraph 8, what words introduce three kinds of military uniforms?

_____ _____ _____

6. What words introduce the three symbolic functions of military uniforms?

_____ _____ _____

Vocabulary Activities STEP I: Word Level

Sometimes creating an *analogy* takes imagination.

*Some people see an **analogy** between the features on the outside of a house and a face. The windows are **analogous** to eyes, for example.*

CORPUS

A. **How is an automobile like a person? With a partner, create analogies by matching each car part in the left column with an analogous body part on the right. Take turns saying those analogies.**

a	1. gasoline	a. food
	2. windshield	b. feet
	3. driver	c. heart
	4. tires	d. brain
	5. engine	e. stomach
	6. gasoline tank	f. eyes

*Gasoline is **analogous** to food.*

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An *index* is an indication or a measurement of something.

*The consumer price **index** shows changes in the prices of products over time.*

The *index* of a textbook helps readers locate information in the book.

*Check the **index** of your science text to see if it covers cell division.*

Note: *Indexes* is the common plural form, but sometimes *indices* is used.

CORPUS

B. **Read these statements about an imaginary country. What might each statement be an *index* of? Discuss your answers in a small group.**

1. Most people live to be 75 years old or more.

   *This might be an **index** of good medical care in the country.*

2. Most children of the residents go to college.
3. Almost every adult of working age has a job.
4. Ninety percent of the adults vote in elections.

C. **When something is an *integral* part of a whole thing, it means that it is a necessary or required part. Complete these sentences. Refer to the information in Reading 2. Compare answers with a partner.**

1. In some cultures, _____ is an integral part of the ceremonial clothing.
2. Changing the _____ is an integral part of a graduation ceremony.
3. Exchanging _____ is an integral part of a Western wedding.
4. _____ has become an integral part of some non-Western weddings.

Vocabulary Activities STEP II: Sentence Level

Word Form Chart			
Noun	**Verb**	**Adjective**	**Adverb**
context	contextualize	context contextualized	_____

One meaning of *context* is the "circumstance or situation in which something occurs."

*A judge's robe is a symbol of authority only in the **context** of a courtroom.*

Context can also refer to the words and ideas in a text that help readers understand new or ambiguous words. Good readers use *context clues* to help them understand new or ambiguous words in a text. It is hard to learn new words in a list because the words are not *contextualized*.

In Reading 2, the context clues—academic clothing, graduation ceremony, cap—help you understand what the word "tassel" means.

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D. **Write a sentence describing the appropriate clothing to wear in each of these contexts. Use the word *context* in your sentence.**

1. interviewing for a job

   It would be appropriate to wear a suit in a business ***context****.*

2. attending a wedding as a guest
3. eating dinner at an informal restaurant
4. attending a nephew or niece's high school graduation ceremony
5. going hiking in the mountains

E. **Each of these words has more than one meaning. Consult your dictionary to find the different meanings. Then write a sentence in your notebook that provides a context explaining <u>one</u> meaning of each word. Compare sentences in a small group.**

1. refrain

   The guitarist sang the verses of the song and asked the audience to sing the ***refrain*** *after each verse.*

2. game
3. orange
4. gag
5. pale

The verb *constitute* means "to make up or form something." The adjective form is *constituent*.

Nine players ***constitute*** *a baseball team.*

The ***constituent*** *parts of a business suit are a fitted jacket and matching pants.*

CORPUS

F. **In your notebook, write sentences that tell the constituent parts of each of these things. Compare your answers with a partner.**

1. a textbook
2. an orchestra
3. a computer
4. a burger

The verb *acquire* means "to obtain or gain something." You can acquire something physical (books, property, etc.) or abstract (knowledge, a skill, a habit, etc.).

I ***acquired*** *an antique violin recently.*

I ***acquired*** *a good education in my small-town school.*

The noun form is *acquisition*.

The violin is my most valuable ***acquisition****.*

The ***acquisition*** *of a second language is not easy.*

CORPUS

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