

## **Born in the Wrong Age**

### **1 | Non-fictional texts – analysis and vocabulary work**

#### **1.1 | Prison Life in the 19th Century**

The year is 1831. Andrew Simms and Tom Roberts of Challacombe near Bodmin in Cornwall (S.W. England) are both 14. The boys come from extremely poor families. Andrew's father died six years ago and his mother was left to bring up the five children herself. Tom has four brothers and two sisters. His father lost his farm more than three years ago because of his heavy drinking. He was not able to work the farm properly, that's why he ran into debt. In the end he and his family were driven off the farm. He now works as a farmhand in Dartmeed.

One day the boys meet Henry Cuthbert, who is 21. Henry has been in trouble with the police more than once. He is a pickpocket and persuades the boys „to work“ with him on a busy market day in Bodmin. The youngsters cannot resist the temptation of a quick penny. However, they are caught by the police when they try to steal a woman's purse at a baker's stall in the market square. Shortly after, a judge sentences them to three months imprisonment for stealing.

Andrew and Tom are taken to Bodmin gaol, which is the county prison, to serve their sentence. They know Bodmin gaol quite well - until today only from the outside. Two months ago they had stood in a large crowd to watch the public hanging of the Lightfoot Brothers, who had murdered a store owner. Originally, the idea behind public hangings had been to teach everyone a lesson: Crime does not pay.

Hangings were meant as a deterrent. But most people enjoyed the thrill of a public hanging. Crowds from all over Devon and Cornwall gathered hours before the execution was to take place. The spectators were entertained by jesters and jugglers. Public hangings were regarded as a source of entertainment.

Bodmin prison was built seventy years before in 1776. In the meantime the stone building has become much too small for its 165 inmates: 112 men, 41 women and 12 juveniles and children. Andrew and Tom are taken to a part of the prison called Bridewell where prisoners found guilty of minor offences are housed. Their dark cell is 8 feet by 6 feet; there is a bed, straw for bedding and two blankets. It's very damp and cold, as the prison cannot be heated. There is no water to wash hands. Hygienic conditions are terrible, so diseases often break out: typhoid, measles, fever, diarrhoea.

The prisoners are fed three meals a day: breakfast, dinner and supper. The meals consist of water, bread and gruel, a kind of porridge. If prisoners don't keep to the prison regulations or if they don't work well, they get less to eat, are beaten or are taken to a permanently dark cell. Prisoners are not allowed to talk to each other. They have to keep their cells clean - which is impossible - and work.

Those serving the longest sentences must do hard labour: they work at the Treadwheel or in the nearby quarry for eight hours a day. Other inmates work in the gardens, saw wood or make shoes. Women spin and weave cloth or work in the laundry of the prison; children have to work, too.

Andrew and Tom meet other juvenile inmates under sixteen. Every morning a prison clerk tries to teach the children the three „R's“: reading, writing and arithmetic. For some of them this is the first teaching they have ever received. After the lessons the children have to go back to their work. Andrew and Tom are released after serving two months - and they promise to keep up their schooling and never to return to that dreadful prison again!

In 1854 Parliament passed a new law: The Youthful Offenders Act. From then on juvenile offenders were no longer thrown into prisons like Bodmin. They were taken to special houses called „correction centres“ or reformatories, the forerunners of the Borstals. (667 words)

## 1.2 | Understanding the text

### Match questions and answers.



Why didn't Mrs Simms have anybody to help her raise her children?<sup>1</sup>

Why did Tom's family lose their farm?<sup>2</sup>

Why did the boys work together with Henry Cuthbert?<sup>3</sup>

Why did the boys know Bodmin gaol quite well?<sup>4</sup>

In which way had the original idea of allowing people to watch a hanging changed?<sup>5</sup>

What sort of prisoners were housed in the Bridewell section of Bodmin gaol?<sup>6</sup>

Why did so often diseases break out in the gaol?<sup>7</sup>

a) In that part of the prison were people who had committed less serious crimes than probably murder.

b) Her husband had died, so she had to bring up the children herself.

c) There was not enough water with which the inmates could keep themselves and their cells clean. In addition, the prisoners were underfed because they didn't get enough good food.

d) They thought they could earn money quickly and easily.

e) They had been to a public hanging outside the prison.

f) Tom's father drank more than he could take. Consequently he couldn't work his farm and lost it.

g) When people were first allowed to watch a hanging it was thought that they would be shocked; they should be taught a lesson.

## 2 | Word Power

### 2.1 | Some words to remember

abolish	Abschaffen	jury	Geschworenen
accusation	Beschuldigung, Anklage	lawyer	Rechtsanwalt
appeal	appellieren, (dringend) um Hilfe bitten; Berufung gegen ein Urteil einlegen	merchant	Kaufmann
	festnehmen	misery	Elend
arrest	bewusst	murderer	Mörder
aware	Kaution	offence	Vergehen, Delikt, Gesetzesübertretung
bail	verraten	offender	Täter(in), Straffällige(r)
betray	Bestechung	penalty	Strafe
bribery	Einbruch	perjury	Meineid
burglary	Todesstrafe	plead	plädieren
capital punishment	Beschuldigung, Anklage	prison	Gefängnis
charge	verdammen, verurteilen	prosperity	Wohlstand
condemn	Geständnis	responsible	verantwortlich
confession	beschlagnahmen	riot	Krawall
confiscate	Verschwörung	search	Suche
conspiracy	Sträfling	sentence	Urteil; Satz
convict	Verurteilung; Überzeugung	trial	Prozess
conviction	Gerichtshof	to be on trial for	vor Gericht stehen wegen
court	Glaubwürdigkeit	underprivileged	benachteiligt
credibility	Strafregister		
criminal record	Kreuzverhör		
cross-examination	Haft		
custody	Todesstrafe		
death penalty	Schuld		
debt	Angeklagter		
defendant	Leugnen, Ablehnung		
denial	leugnen		
deny	Staatsanwalt		
district attorney	fürchterlich, schlimm		
dreadful	Gefühl		
emotion	Beweis, Beweismaterial		
evidence	Erfahrung		
experience	Gefängnis		
gaol	zunehmen		
increase	Ungerechtigkeit		
injustice	Häftling		
inmate	unschuldig		
innocent	vorstellen, einführen		
introduce	Ermittlung		
investigation	Rechtssystem, Rechtswesen		
judicial system	der Geschworene		
juror			

## 2.2 | Useful Phrases

to take s.o. to court	If you don't stop that terrible noise every night I'll take you to court for disturbing the peace.	jemanden verklagen
to sue for the damages	After the tanker accident in Alaska fishermen sued the Exxon company for damages.	auf Schadenersatz verklagen
to commit a crime	Alf Windmill committed the burglary.	ein Verbrechen begehen
to take an oath	Before the witness testified he had to take an oath to tell the truth and nothing but the truth	einen Eid leisten
to be charged with	O. J. Simpson was charged with the murder of his ex-wife.	eines Vergehens beschuldigt werden, eines Verbrechens angeklagt werden
to be convicted of a crime	According to a new law, anyone convicted of two violent crimes must be jailed for 25 years.	wegen eines Verbrechens verurteilt (worden) sein
to plead guilty/ not guilty	The defendant pleaded not guilty	sich schuldig/ nicht schuldig bekennen
to find s.o. guilty	After four hours' discussion the jury returned a verdict „not guilty“.	jemanden schuldig sprechen
to be sentenced	He was sentenced to two years' to imprisonment.	verurteilt werden zu
to be sent to prison	zu einer Gefängnisstrafe verurteilt werden	He was sent to prison for two years.

## Test your Word Power

### 2.3.1 Vocabulary Grid: Law

Fill the squares with words from the list "Some Words to Remember". The down column with the darker squares will give you a word we use for people who have less rights and opportunities than the rest of us.

A					A		I	O		
		U		I				E		
	O			E						
A				A						
		A			E					
		A		I		A				
A		A		E						
A		O								
		O			I					
		A								
	U				A		Y			
							A	Y		
		A			E					
		I				Y				
		E		I		I		I		Y

## 2.3.2 | Cloze-Test: Working for Social Reforms

Complete the text with words from this list.

aware	experienced	merchants	search
century	increased	misery	Underprivileged
debts	injustices	prison	wages
dreadful	introduce	responsible	

The 19<sup>th</sup> \_\_\_\_\_ - the Victorian Age - was a time of great prosperity in England. The population \_\_\_\_\_ tremendously: in 1811 England had 12 million inhabitants, by 1851 that number had risen to million. The Industrial Revolution and the growth of the Empire made factory-owners and \_\_\_\_\_ rich. Under the golden surface there was a lower class whose life was characterized by poverty, \_\_\_\_\_ and crime. Thousands of workers left the countryside in \_\_\_\_\_ of jobs in the towns. What they found were low \_\_\_\_\_ and badly built houses. The little money they earned was not enough to support themselves and their families. If they could not pay their \_\_\_\_\_, they had to go to \_\_\_\_\_. Gradually, more and more \_\_\_\_\_ people became aware of the great \_\_\_\_\_ and the social problems of the age and tried to \_\_\_\_\_ reforms. An important member of that reform movement was one of the greatest writers of English literature: Charles Dickens.

In his very popular novels Dickens described the \_\_\_\_\_ conditions in which poor people had to live. He wanted to make his readers \_\_\_\_\_ that social reforms were necessary to improve the lives of the \_\_\_\_\_ masses. Dickens knew very well what he was writing about because in his early childhood he had \_\_\_\_\_ what it meant to be poor.

## 3 | Grammar Spot

### 3.1 | Questions

#### 3.1.1 | Questions without Question Word

Entscheidungsfragen sind Fragen, die man mit *yes* oder *no* beantworten kann. Sie werden durch ein Hilfsverb (do/have/be) oder Modalverb (can/may/must/shall/will) eingeleitet.

Hilfs-/Modalverb	Subjekt	Vollverb	Objekt/Ergänzungen
Do	you	work	in Dartmeed?
Can	your brother	help	you with your work?

#### 3.1.2 | Questions with Question Word

##### Die Fragewörter sind:

Who? = wer?	when? = wann?	how? = wie?
What? = was?	where? = wo?	how often? = wie oft?
which? = welche(r, s, n)?	why? = warum?	how much = wieviel?
how many friends? = (zählbares Substantiv) wieviele Freunde?		
how much salt? = (nicht zählbares Substantiv) wieviel Salz?		

Fragewort	Hilfs-/Modalverb	Subjekt	Vollverb
Where	do	you	live?

#### 3.1.3 | Questions with Auxiliary Verb

In Fragesätzen, die mit einem Fragewort eingeleitet werden, muss ein Hilfsverb (do/have) verwendet werden.

Fragewort	Hilfsverb	Subjekt	Vollverb	Objekt/Ergänzungen
Why	do	you	work	in Dartmeed?
When	did	you	meet	Tom?
What	have	you	done	with the money?

Wenn die Hilfsverben *to do*, *to have* in Redewendungen als Vollverben benutzt werden, wird auch die Frage mit *to do* umschrieben.

Fragewort	Hilfsverb	Subjekt	Vollverb	Objekt/Ergänzungen
Where	did	you	have	a rest?

## 3.2 | Question Tags

Frageanhängsel (deutsch: ... nicht?; ... nicht wahr?; ... oder?) werden verwendet, um den Zuhörer zu veranlassen, eine Aussage zu bestätigen. Frageanhängsel werden mit dem Hilfs- bzw. Modalverb des Hauptsatzes gebildet. Ist im Hauptsatz kein Hilfsverb vorhanden, werden Frageanhängsel mit *to do* gebildet.

### **Ist der Aussagesatz bejaht, wird das Frageanhängsel verneint.**

They can be very strict with young offenders, can't they?

You know you are wrong, don't you?

### **Ist der Aussagesatz verneint, wird das Frageanhängsel bejaht.**

The police cannot blame me, can they?

I didn't do anything wrong, did I?

## **Practice: Test your grammar**

### 3.3.1 | Asking Questions

#### **Ask questions for the underlined parts of speech.**

Andrew Simms and Tom Roberts of Challacombe were both 14 years old.

Tom's father lost his farm more than three years ago.

He lost his farm because of his heavy drinking.

One day the boys met Henry Cuthbert.

A judge sentenced the boys to three months' imprisonment for stealing.

Crowds gathered hours before the execution.

Bodmin prison was built in 1776.

The prisoners were fed three meals a day.

After the lessons the children went back to their work.

In 1854 Parliament passed the Youthful Offenders Act.



### 3.3.2 | Question Tags

#### Add question tags.

You didn't help your mother much, \_\_\_\_\_?

You feel awful for what you did, \_\_\_\_\_?

You didn't really want to rob that old lady, \_\_\_\_\_?

You could tell the old lady that you are sorry, \_\_\_\_\_?

You can't expect to get away with stealing, \_\_\_\_\_?

You should have kept away from Henry, \_\_\_\_\_?

This prison sentence is meant as a serious warning for others, \_\_\_\_\_?

## 4 | Writing Desk

### 4.1 | How to Find Synonyms, Opposites and Definitions

#### Was wird verlangt?

Im Aufgabenbereich Language/Vocabulary einer Textaufgabe begegnen Ihnen diese Arbeitsanweisungen: „Give synonyms“ oder „Replace the underlined word by a synonymous expression“. Sie werden aufgefordert, für bestimmte Wörter im Text Synonyme zu finden.

Synonym sind Wörter, die in einem bestimmten Zusammenhang dieselbe Bedeutung haben: z. B. die Verben *to shut* und *to close*. Es ist unerheblich, ob ich sage: Please, shut the door oder Please, close the door.

Meist spricht man heute von den Synonymen als von „sinnverwandten“ Wörtern, um damit zu verdeutlichen, dass es absolute Gleichheit und Austauschbarkeit nicht gibt. Für den Fremdsprachenbereich gilt, diese Aufgabenstellung testet Ihren Wortschatz! Meist steht im Originaltext ein schwierigeres Wort (d. h. ein Wort, das auf einer gehobeneren Stilebene angesiedelt ist), das Sie durch ein einfacheres ersetzen sollen.

Beispiel: *The Queen delivered a speech.* - *The Queen made/gave a speech.*

#### Wie gehen Sie vor?

Lesen Sie die Textstelle sehr genau! Sie sollen ein Synonym finden, das an dieser Stelle in den Text eingesetzt werden kann. Nicht jedes Synonym passt! Erst der Kontext macht klar, welche Bedeutung vorliegt.

Beispiel: Poor emigrants assembled their families to sail across the ocean.      gathered, called together, collected

In this factory they assemble TV sets.      put together

## 4.1.2 | Opposites

Opposites oder antonyms sind Wörter, die das Gegenteil des Ausgangsworts bedeuten: bright-dark, cold-warm. Für die Aufgabe „Find opposites“ oder „Give antonyms“ gilt dasselbe Vorgehen wie bei den synonyms.

### Was wird verlangt?

Auch die Aufgabenstellung „Give a definition of...“, „Define...“, „Explain...“ testet Ihren Wortschatz. Sie sollen zeigen, dass Sie das Ausgangswort verstehen und mit Ihren eigenen Worten eine Erklärung geben können.

### Wie gehen Sie vor?

Verwenden Sie das Ausgangswort in Ihrer Einleitung, „A robber is...“ oder „by the word sentence we understand“ oder ähnlich. Gehen Sie dann vom Allgemeinen zum Besonderen. Versuchen Sie einen allgemeinen Nenner, einen Oberbegriff zu finden, d. h. eine Masse, in die das Wort gehört. Danach geben Sie eine eingrenzende genauere Beschreibung und eventuell ein Beispiel.

### Beispiel:

Wort	allgemeiner Nenner	nähere Beschreibung
a robber is	a person/someone	who steals things from people
a sentence is	a punishment	which a judge gives to a criminal, for example a thief or murderer
a fine is	a sum of money	which you have to pay as a penalty when you have broken the law, for example when you have parked your car in the wrong place.

## 4.2 | Example: Finding Synonyms and Writing Definitions

### Crime Today

In 1993 two 10-year-old school-boys killed a little boy of two in the North of England. Not only the British nation was deeply shocked.  
5 All the world asked: Why did they commit such a horrible crime? What makes young people commit brutal crimes? Surely, this special murder case can be regarded as a  
10 dramatic exception. But more and more people fear that ours is a violent society.

The crime rate at schools has risen dramatically: at some schools in the  
15 US, pupils are searched for weapons before they are allowed on to the school grounds to make sure that hooligans won't hurt their school-mates.  
20 Why do these kids try to bring knives and guns to school? Is violent behaviour becoming acceptable? Are criminals getting younger?

### Worksheet

1. Find synonyms for these words:  
*killed (line 2) / All the world (line 5) / horrible (line 6) / Surely (line 8)*
2. Explain these words:  
*weapons (line 15) / criminals (line 23)*

## 4.3 | Practice: Test Your Writing Skills

### 4.3.1 | Give Synonyms and Definitions: Child Crime

Criminologists say that - in the majority of cases - violent crimes are committed by youngsters who come from a poor background. Even more important than the depressing economic situation, is the sad fact that most young delinquents come from broken homes. They grow up without love. Nobody tells them what is right and what is wrong. They have the feeling that nobody is really interested in them, no-one cares. When they play truant and don't turn up at school - nobody seems to mind and exercise some sort of control.

Another explanation for child crime is that young people learn violent behaviour. By watching violence in films or videos which are meant "for adults only" kids get used to brutality and find it entertaining. Very often parents do not care what sort of films or videos their children watch. Some teachers argue that computer games have a negative influence on young children. Those computer games which offer brutality are popular and can be bought quite easily. Children can become aggressive by constantly playing such computer games.

**1. Find synonyms for the underlined words!**

**2. Explain what these words mean: criminologist, to play truant**

## 4.3.2 | Stating an opinion – technical information and phrases

If you write or talk about your own opinion on a certain issue, e.g. on the reasons for violent crimes committed by youngsters you should always keep in mind to introduce your statement at first (introduction). After this it is useful to develop your own argumentation and finally you should draw a conclusion. This paper was designed to give you some information on the techniques of stating an opinion.

### Introduction into your statement

- Examine the statement and define what it means.
- Say how you are going to deal with the problem.

### Development of your argumentation

- Decide what your point of view is going to be.
- First look at the opposite point of view.
- Then develop your own argument in a logical way.
- Each paragraph you write must add something new to your argument.

### Conclusion

- State the conclusion which follows from your arguments.
- Sometimes there is no clear solution to the problem contained in the question. In this case you might suggest a solution but point out that it is only one of a number of alternatives.

### The following phrases may help you:

#### Introduction:

#### Examine the statement and define what it means. Say, for example:

- Let's examine what ... means.
- It is generally believed that ...
- Most people think that ...
- At first sight this statement seems to be true.

#### Say how you are going to deal with the problem.

- The first thing that comes to my mind is ...
- In the first place I'd like to say that ...
- First of all let's get the facts straight.
- Let's begin with the fact that ...
- Let me make quite clear from the start that ...
- The first question we have to answer is ...
- First we must define what we mean by ...
- Let's start by weighing up the pros and cons.

## **Development of your argumentation:**

### **Decide what your point of view is going to be.**

I'm of the opinion that...  
From my perspective I'd like to say...  
I believe...

### **First have a look at the opposite point of view.**

It might be argued that...  
One could well say that...  
It is often generally accepted that...  
There is some evidence to suggest that...  
On the one hand .. but on the other hand ...

### **Then develop your own argument in a logical way.**

Nevertheless...  
However...  
It is only partly true that...  
Although...  
Every argument has two sides.  
Take for example...  
There seems to be a contradiction here.  
Let us now return to...

### **Each paragraph you write or say must add something new to your argument.**

This brings me to the next point.  
A further point to consider is...  
We have to admit that...  
It is important to realize that...  
In addition to this point I want to stress that...  
Moreover...  
There can be no doubt that...  
Everybody knows that this is so.

**Conclusion:**

**State the conclusion which follows from your arguments.**

It is for this reason that I believe that...

The simple truth is that...

It is only fair to say that...

**Suggest a solution but point out that it is only one of a number of alternatives.**

My own view of the matter is...

So all in all I believe that...

**Task:**

**In the text “Child crime” you find the following statement: “*Some teachers argue that computer games have a negative influence on young children.*”**

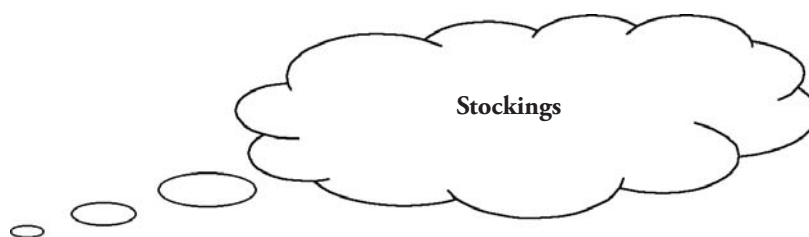
**Do you agree with such an opinion? State your point of view using the technical information and phrases above.**





## Before you read

Before you read a story it might be useful to make yourself aware of the associations that are being aroused by its title. You might use these associations in order to write an interpretation of the story later on. However, it is also quite helpful if you intend to write your personal comment on fictional and non-fictional texts.



The story you are about to read is called “Stockings”. What comes to your mind when you hear the word “stockings”. Draw a mind-map.

## Text analysis: Contents

Now let's have a look at the story “Stockings”. Please read the first paragraph (lines 1–9). If you have any problems with words you don't know, refer to the annotations below.

1. Describe Henry Dobbins in your own words.
2. Imagine what kind of job he probably does in civilian life?

## Text Stockings

Henry Dobbins was a good man, and a superb soldier, but sophistication was not his strong suit. The ironies went beyond him. In many ways he was like America itself, big and strong, full of good intentions, a roll of fat jiggling at his belly, slow of foot but always plodding along, always there when you needed him, a believer in the virtues of simplicity and directness and hard labor. Like his country, too, Dobbins was drawn toward sentimentality.

Even now, twenty years later, I can see him wrapping his girlfriend's pantyhose around his neck before heading out on ambush. It was his one eccentricity. The pantyhose, he said, had the properties of a good-luck charm. He liked putting his nose into the nylon and breathing in the scent of his girlfriend's body; he liked the memories this inspired, he sometimes slept with the stockings up against his face, the way an infant sleeps with a magic blanket, secure and peaceful. More than anything, though, the stockings were a talisman for him. They kept him safe. They gave access to a spiritual world, where things were soft and intimate, a place where he might someday take his girlfriend to live. Like many of us in Vietnam, Dobbins felt the pull of superstition, and he believed firmly

and absolutely in the protective power of the stockings. They were like body armor, he thought. Whenever we saddled up for a late-night ambush, putting on our helmets and flak jackets, Henry Dobbins would make a ritual out of arranging the nylons around his neck, carefully tying a knot, draping the two leg sections over his left shoulder. There were some jokes, of course, but we came to appreciate the mystery of it all. Dobbins was invulnerable. Never wounded, never a scratch. In August, he tripped a Bouncing Betty, which failed to detonate. And a week later he got caught in the open during a fierce little firefight, no cover at all, but he just slipped the pantyhose over his nose and breathed deep and let the magic do its work.

It turned us into a platoon of believers. You don't dispute facts. But then, near the end of October, his girlfriend dumped him. It was a hard blow. Dobbins went quiet for a while, staring down at her letter, then after a time he took out the stockings and tied them around his neck as a comforter.

"No sweat," he said. "I still love her. The magic doesn't go away."

It was a relief for all of us.

"Stockings" from "The Things They Carried" by Tim O'Brien. Copyright © 1990 by Tim O'Brien. Reprinted by permission of Houghton Mifflin Company. All rights reserved.

## Annotations

- line 1 superb – very good (hervorragend)
- line 2 sophistication – a good knowledge of culture (Kultiviertheit, Raffinesse)
- line 3 the ironies went beyond him – he didn't understand the ironies (gingen an ihm vorbei)
- line 5 to jiggle – to move (sth.) quickly up and down or from side to side (hier: schwabbeln)
- line 6 to plod (along) – to walk slowly and heavily (schwerfällig gehen)
- line 7 virtue – a good quality or way of behaving (Tugend)
- line 11 to wrap – to put paper, for example, around sth. in order to cover it completely
- line 11 pantyhose – tights, stockings that go up to the waist (Nylonstrumpfhose)
- line 12 ambush – a sudden attack (Überfall)
- line 13 eccentricity – strange, unusual behavior (Spleen, Überspanntheit)
- line 14 charm – magic spell (Zauber, Zauberspruch)
- line 25 superstition – the belief in supernatural things (Aberglaube)
- line 27 body armor – sth. protecting you from being wounded by a bullet, for example – see "flak jacket" (Schutzweste)
- line 29 flak jacket – bulletproof vest – see "body armor" (schusssichere Weste)
- line 35 invulnerable – cannot be wounded (unverwundbar)
- line 36 to trip – to stumble, here: to trigger a detonating device by stumbling over it (auslösen)
- line 36 Bouncing Betty – nickname for a booby trap which was made to explode by touching a thin wire that crossed the soldiers' path
- line 43 to dump – to throw away as useless, here: to tell someone that you no longer love him or her (jdm. den Laufpass geben)
- line 47 no sweat (fam.) – don't worry (keine Panik)





3. Who is telling the story? Examine the narrative structure of the story, e.g. what kind of narrative perspective is being used and why?

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4. Describe the setting and the atmosphere of the story.

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## Focus on the text's language - grammar

1. Go through the text once again and underline all the verbs you can find!
2. Which tenses are being used in the story?
3. The present tense simple is used from line 10 to line 12 only. Can you guess why?
4. Choose sentences from the story and put them into the tenses listed in the following diagram:

Tenses	Example	Sentence from the text
Present tense simple	They keep him safe.	_____
Present tense continuous	They are keeping him safe.	_____
past tense simple	They kept him safe.	_____
past tense continuous	They were keeping him safe.	_____
present perfect	They have kept him safe.	_____
past perfect	They had kept him safe.	_____
will-future	They will keep him safe.	_____
going-to future	They are going to keep him safe.	_____
conditional I	They would/could/should keep him safe.	_____
conditional II	They would/could/should have kept him safe.	_____

5. Look at the underlined verbs again and say which ones are active and which are passive voice?  
Change the active voice verbs into passive and vice versa.

### Active Voice

Example: They kept him safe.

### Passive Voice

He was kept safe (by them).

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**Writing about a text – how to write a summary**

When you are asked to write a summary of a fictional text, this usually refers to the plot of a short story, novel or a play. (The plot says what happens and why)  
Here are some tips for writing a plot summary:

- 1. Briefly describe the setting and the characters, then say what happens and how the events are logically connected.
- 2. Base your summary on the text: **this is not the place for interpretation and analysis!**
- 3. Avoid direct speech.
- 4. Use the present tense.
- 5. As far as possible use your own words.

**Task:**

**Write a summary of the short story “Stockings”!**

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**Task:**

**Look at your first associations about the short story “Stockings” again. What kind of story did you expect? Did the story correspond to your first ideas on the word “Stockings”? Comment!**



## **Stating an opinion – technical information and phrases**

If you write or talk about your own opinion on a certain issue, you should always keep in mind to introduce your statement at first (introduction). After this it is useful to develop your own argumentation and finally you should draw a conclusion. This paper was designed to give you some information on the techniques of stating an opinion.

### **Introduction into your statement**

- Examine the statement and define what it means.
- Say how you are going to deal with the problem.

### **Development of your argumentation**

- Decide what your point of view is going to be.
- First look at the opposite point of view.
- Then develop your own argument in a logical way.
- Each paragraph you write must add something new to your argument.

### **Conclusion**

- State the conclusion which follows from your arguments.
- Sometimes there is no clear solution to the problem contained in the question. In this case you might suggest a solution but point out that it is only one of a number of alternatives.

### **The following phrases may help you:**

#### **Introduction:**

#### **Examine the statement and define what it means. Say, for example:**

Let's examine what .... means.  
It is generally believed that...  
Most people think that...  
At first sight this statement seems to be true.

#### **Say how you are going to deal with the problem.**

The first thing that comes to my mind is ...  
In the first place I'd like to say that ...  
First of all let's get the facts straight.  
Let's begin with the fact that ...  
Let me make quite clear from the start that ...  
The first question we have to answer is ...  
First we must define what we mean by ...  
Let's start by weighing up the pros and cons.

## **Development of your argumentation:**

### **Decide what your point of view is going to be.**

I'm of the opinion that ...

From my perspective I'd like to say ...

I believe ...

### **First have a look at the opposite point of view.**

It might be argued that ...

One could well say that ...

It is often generally accepted that ...

There is some evidence to suggest that ...

On the one hand .. but on the other hand ...

### **Then develop your own argument in a logical way.**

Nevertheless ...

However ...

It is only partly true that ...

Although ...

Every argument has two sides.

Take for example ...

There seems to be a contradiction here.

Let us now return to ...

### **Each paragraph you write or say must add something new to your argument.**

This brings me to the next point.

A further point to consider is ...

We have to admit that ...

It is important to realize that ...

In addition to this point I want to stress that ...

Moreover ...

There can be no doubt that ...

Everybody knows that this is so.

