



GOALS

- Learn why mastering word order is important in writing
- Understand seven problems writers commonly encounter with word order
- Learn and correctly apply rules for word order in exercises and writing assignments

What is one of the most memorable famous places you have visited? What about it impressed you the most? What other famous places would you like to visit and why?

LEARN WHAT THE ERROR IS

Errors with Word Order

A **word-order** error is one in which the order of words in a sentence is incorrect or awkward. For example, in the sentence *The basketball team was exhausted completely after the game*, the word *completely* is in an incorrect position in the sentence; it should come before the adjective *exhausted*. In the sentence *Mary yesterday went to the library*, the word *yesterday* is in an awkward position in the sentence; it usually comes at the beginning or the end of the sentence. The editing symbol for a word-order error is *wo*.

Word-order errors are global (more serious) errors because in some cases they can affect the organization of a whole sentence. For example, in the sentence *Spanish language speak many people in Latin America*, the word order, which is not English word order, affects the whole sentence, making it difficult for the reader to understand. Some word-order errors, however, may not be as serious and may not affect the reader's understanding of the overall sentence. For example, in the sentence *Mary lent to John the book*, the word order is incorrect, but the reader can still easily understand the message. Nevertheless, incorrect or awkward word order, whether serious or less serious, will distract the reader and make a piece of writing difficult to read, particularly if the error is frequent.

Suggestions for Reducing Errors

- Keep in mind that not all writers have problems with English word order. Some writers, however, tend to experience problems with word order when using certain grammatical structures, such as indirect questions, adverbs, or adverbial phrases. These problems are covered in the next section, "Understand Common Problems."
- Think about the word order used in your native language in order to become aware of any patterns that you might be incorrectly transferring into English. In English, the basic word order is [subject + verb + object] as in *Gene + is reading + the newspaper* or [subject + verb + complement] as in *Gene + is + happy*. In some languages, such as Japanese and Korean, the basic word order is [subject + object + verb]. In other languages, such as Tagalog, the basic word order is [verb + subject + object]. Even if your native language has the same basic word order as English does, there still may be other differences. For example, although Spanish and English have the same basic word order [subject + verb + object], word-order differences still occur. In Spanish, adjectives usually come after the noun they modify, while, in English, they usually come before the noun they modify, as in *These black shoes belong to Jessica*.

Check Your Understanding

- Keep in mind that in some cases—for example, with adverbs—you will have options with word order. Notice how the adverb *sometimes* can be placed in three different locations in the sentences *Sometimes I go to the movies*, *I go to the movies sometimes*, and *I sometimes go to the movies*. This means that, in these cases, you as the writer will choose which word order you want to use and it becomes a question of style.
- Remember that perhaps the best way to master English word order is by reading extensively. You can focus on the word order used in your textbooks as well as in the books, magazines, news articles, and online materials that you read.

Write answers to the following questions. Share your answers with another student.

1. Why can word-order errors be either serious or less serious?
2. What is the basic word order of English? Is word order always fixed in English? Explain.

GRAMMAR JOURNAL ENTRY 8 WORD ORDER

Respond to the following in your grammar journal.

1. Describe a place that you frequently go to. It could be a café, restaurant, supermarket, store, park, or other location. Explain what the place looks like, what people do there, and why you like to go there.
2. Are there any differences in word order that you can identify between English and your native language? Write two simple sentences in your language and label the basic word-order patterns that you see. In each sentence, include at least a subject, a verb, and an object. You can include nouns and adjectives if you wish. Then, write the sentences in English and label them. Compare the word-order patterns.

UNDERSTAND COMMON PROBLEMS

This section presents seven problems that writers commonly encounter with word order. First, take the pre-test to see what you already know about word order. When you finish, check your answers on page 352. Then, carefully study each problem and the examples that illustrate it. Pay particular attention to those problems that correspond to the pre-test questions you had difficulty with. Remember that becoming aware of the types of errors you most often make with word order will increase your chances of avoiding these errors in your writing.

Pre-test

What Do You Already Know?

Test your ability to recognize errors with word order.

- A Correct the marked errors. These are examples of the seven common problems that are presented in this unit.

Problem 1 I do not remember when is the ^{wo} job application due.

Problem 2 Our alarm system went off unexpectedly, and I had trouble figuring out how to ^{wo} turn off it.

Problem 3 O'Hare airport in Chicago is busy ^{wo} extremely.

Problem 4 The roses ^{wo} red long-stemmed are the loveliest.

Problem 5 My department gave ^{wo} to me an award for ten years of service.

Problem 6 The movies at the six-screen cinema change ^{wo} always on Fridays.

Problem 7 We left the laboratory because we did not have time to finish the experiment at ^{wo} 7:00 PM.

- B Underline and correct the one error in each of the following sentences. (The errors are not in any particular order.)

1. She is tired always after playing tennis.
2. The hikers walked this afternoon over ten miles.
3. The student felt he answered adequately the question, but he still lost five points.
4. On some products, the government determines what is the price.
5. That is a very difficult question, and I'll need to think over it.
6. The laptop light gray is the newest model.
7. The instructor gave to me an A- on my essay.

Problem 1

The word order is incorrect in an indirect question that makes up a noun clause.

Seven Common Problems

Incorrect: When I came home, I wondered where ^{wo} were my roommates.

Correct: When I came home, I wondered where my roommates were.

This error is also covered in Unit 6, "Relative, Adverbial, and Noun Clauses," in the section on noun clauses.

Problem 2

The pronoun that accompanies a two-word verb (such as *hand in*, *pick up*, *throw out*) has been incorrectly placed.

Incorrect: I don't know what did the instructor^{wo} say about the next lab assignment.

Correct: I don't know what the instructor said about the next lab assignment.

Incorrect: The article does not clearly explain how was the experiment^{wo} performed.

Correct: The article does not clearly explain how the experiment was performed.

Incorrect: I don't like these posters anymore. I have decided to throw out them.^{wo}

Correct: I don't like these posters anymore. I have decided to throw them out.

Incorrect: Any student who misses a quiz cannot make up it.^{wo}

Correct: Any student who misses a quiz cannot make it up.

Note: These verbs are often called *phrasal verbs*, and the prepositions that go with these verbs are called *particles*.

SELF-HELP STRATEGY: Review the word-order guidelines in this section for information on when two-word verbs can or cannot be separated. Keep in mind that you will need to memorize, on a case-by-case basis, whether each two-word verb is always separable, optionally separable, or never separable. A learner's dictionary will indicate whether or not a phrasal verb is separable.

Incorrect: The mayor had become aware more^{wo} of his reputation in the town.

Correct: The mayor had become more aware of his reputation in the town.

Incorrect: I felt exhausted completely^{wo} after the all-day hike.

Correct: I felt completely exhausted after the all-day hike.

Problem 3

An adverb that modifies an adjective has been incorrectly placed.

Problem 4

An adjective that modifies a noun has been incorrectly placed.

Incorrect: The ^{wo} notebook blue is Jerry's.

Correct: The blue notebook is Jerry's.

Incorrect: The ^{wo} blue large notebook is Jerry's.

Correct: The large blue notebook is Jerry's.

SELF-HELP STRATEGY: Remember that in English adjectives come *before* the nouns they modify. See the word-order guidelines later in Review Grammar Solutions for cases in which more than one adjective modifies a noun.

Problem 5

The word order is incorrect after a verb that has both a direct object and an indirect object.

Incorrect: The president of the company ^{wo} gave to Jenna a special assignment.

Correct: The president of the company gave a special assignment to Jenna.

Correct: The president of the company gave Jenna a special assignment.

Incorrect: Matt ^{wo} bought for me a present.

Correct: Matt bought a present for me.

Correct: Matt bought me a present.

Incorrect: I went ^{wo} yesterday to the movies with Johan.

Correct: I went to the movies with Johan yesterday.

Correct: Yesterday, I went to the movies with Johan.

Correct: I went to the movies yesterday with Johan.

Incorrect: ^{wo} Very poorly, Bill did that cleaning job.

Correct: Bill did that cleaning job very poorly.

Incorrect: My cousin has taken ^{wo} always his schoolwork very seriously.

Correct: My cousin has always taken his schoolwork very seriously.

Problem 6

An adverb has been incorrectly placed.

Problem 7

Adverbial phrases or clauses at the end of a sentence are not in the correct order.

Incorrect: In a rush to get things done, small details will be ^{wo} sometimes overlooked.

Correct: In a rush to get things done, small details will sometimes be overlooked.

Note: In the last two correct examples, the adverb has been placed after the first auxiliary verb to achieve a formal style.

Incorrect: Mark lifts weights ^{wo} to keep in shape every morning.

Correct: Mark lifts weights every morning to keep in shape.

Correct: Every morning, Mark lifts weights to keep in shape.

Correct: To keep in shape, Mark lifts weights every morning.

Incorrect: We left the movie ^{wo} because it was boring before it was over.

Correct: We left the movie before it was over because it was boring.

Correct: Because it was boring, we left the movie before it was over.

Incorrect: I walked ^{wo} this morning to the cafeteria.

Correct: I walked to the cafeteria this morning.

Correct: This morning, I walked to the cafeteria.

Note: In English more than one adverbial phrase or clause can occur at the end of a sentence. Some of these adverbial phrases or clauses can also occur at the beginning of the sentence. However, usually only one adverbial clause or phrase can occur at the beginning of a sentence.

REVIEW GRAMMAR SOLUTIONS

Basic Word Order in English

The basic word order in English follows two patterns. One is subject + verb + object: *Gene + is reading + the newspaper*. The other is subject + verb + complement: *Gene + is + happy*.

Word Order in Indirect Questions

Always use statement word order (not direct-question word order) for noun-clause indirect questions. In other words, do not invert the subject and the verb as you would when asking a direct question.

1. **Direct-question word order:** Invert the subject and first auxiliary verb.

Examples:

Where have you been living?

Did Paul pass the midterm?

2. **Indirect-question word order:** Do not invert the subject and verb.

Examples:

I don't know where you live.

I wonder whether Paul passed the exam.

Some common phrases followed by noun-clause indirect questions include those in italics in the sentences below.

I wonder where the post office is.

I don't know whether (or not) Tom will be coming to the potluck.

I cannot remember why my supervisor wants to meet with me.

I do not understand what the lecture was about.

I am not sure if the meeting is tomorrow or the next day.

Could you please tell me what your date of birth is?

I asked where the nearest gas station was.

Note: In spoken English, you will sometimes hear inverted word order such as “Could you please tell me what is your date of birth?” or “I asked where was the nearest gas station.” However, in academic writing, indirect-question word order should be followed.

Word Order for Two-Word (Phrasal) Verbs

Using two-word verbs can be challenging because some two-word verbs cannot be separated, meaning the object must always come after the verb and its particle. Some two-word verbs can be separated or not, meaning the object can either come after the verb and particle or between them. Other two-word verbs must always be separated, meaning the object must come between the verb and particle. You can review the word-order guidelines in this section for more detailed information on two-word verbs, but keep in mind that you will need to memorize on a case-by-case basis whether each two-word verb is always separable,

optionally separable, or never separable. Also remember that a learner's dictionary will indicate whether or not a phrasal verb is separable.

Examples:

Half of the voters sided with the governor on the tax issue. (cannot be separated)

Marsha filled up the water bottle. or Marsha filled the water bottle up. (can be separated or not separated)

John finally decided to ask Christy out. (must be separated)

If a phrasal verb can be separated and it has an object pronoun, this pronoun will always be between the verb and the particle. If the phrasal verb is not separable, the pronoun will come after the verb.

1. Always separated: The object or object pronoun comes between the verb and its particle.

Examples:

Martha talked her father into letting her use the car.

Martha talked him into letting her use the car.

2. Can be separated: The object comes either after the verb and particle or between the verb and particle. An object pronoun always comes between the verb and its particle.

Examples:

Jake said he wanted to think over the situation.

Jake said he wanted to think the situation over.

Jake said he wanted to think it over.

3. Never separated: The object or object pronoun comes after the verb and its particle.

Examples:

Katya takes after her mother.

Katya takes after her.

Word Order for Adjectives That Modify Nouns

In English, adjectives come **before** the nouns they modify.

Examples:

the red roses

a cloning technique

a football field

an excellent proposal

When more than one adjective modifies a noun, use the following guide to decide on the order of adjectives.

1 2 3 4 5 6
 (number) + (general comment) + (size) + (shape) + (color) + (material) + NOUN

Examples:

several high-strength black steel beams

(a) long rectangular grey metal sheet

numerous flashing multicolored lights

several small black and white dogs

Word Order for Adverbs That Modify Adjectives

An adverb that modifies an adjective comes **before** the adjective.

Examples:

San Francisco is extremely beautiful.

This classroom is unusually small.

They have a completely remodeled kitchen.

Word Order for Direct and Indirect Objects of Verbs

Not many verbs in English take both a direct and an indirect object. However, the following two rules will help you master word order in sentences containing both objects.

- 1. When a verb (V) has both a direct object (DO) and an indirect object (IO), the direct object must come first if the indirect object is preceded by *to* or *for*.** If, however, *to* or *for* is omitted, then the indirect object must come first.

Examples:

V DO IO

The clerk sold a book to me.

V IO DO

The clerk sold me a book.

V DO IO

Matt bought a present for me.

V IO DO

Matt bought me a present.

Some common verbs that take an indirect object with *to* are *give*, *write*, *show*, *teach*, *sell*, *send*, *lend*, *bring*, and *hand*.

Some common verbs that take an indirect object with *for* are *buy*, *get*, *make*, and *bake*.

2. A small number of verbs require that the indirect object follow the direct object, and this indirect object must be preceded by *to* or *for*. Verbs that take indirect objects with *for* include *answer*, *open*, and *close*. Verbs that take indirect objects with *to* include *announce*, *introduce*, *suggest*, *mention*, and *describe*.

Incorrect: Richard ^{to} explained Mary the math problem.

Correct: Richard explained the math problem to Mary.

Incorrect: Richard ^{to} answered Mary the question.

Correct: Richard answered the question for Mary.

Word Order Guidelines for Placement of Adverbs

Generally, adverbs can be placed in several different positions in a sentence.

1. **Initial position** (at the beginning of the sentence)

Example:

Yesterday, I sailed for four hours.

2. **Midposition** (before the verb or in the middle of the verb phrase)

Example:

I especially like Boston.

I do not really like peanut butter ice cream.

3. **End position** (at the end of the sentence)

Example:

I expect my friend to arrive tomorrow.

However, not all adverbs can be placed in all three positions. What follows are some general guidelines for adverb placement according to the function of the adverb.

1. **Adverbs of place** usually take the end position.

Incorrect: ^{to} Outside John is sitting.

Correct: John is sitting outside.

Other common adverbs of place include *inside*, *here*, and *there*.

2. Adverbs of definite time usually take the beginning or end position.

Incorrect: I went ^{wo} yesterday to my aerobics class.

Correct: I went to my aerobics class yesterday.

Correct: Yesterday, I went to my aerobics class.

Other common adverbs of definite time include *today*, *tomorrow*, and *now*.

3. Adverbs of indefinite time can take the initial, middle, or end position.

Correct: Recently, I have become interested in karate.

Correct: I have recently become interested in karate.

Correct: I have become interested in karate recently.

Another adverb of indefinite time is *lately*, although it is not usually used in midposition.

4. Adverbs used to evaluate usually take the end position.

Incorrect: Bill did ^{wo} well that cleaning job.

Correct: Bill did that cleaning job well.

Other common adverbs used to evaluate include *badly* and *poorly*.

5. Adverbs of manner usually take the middle or end position but can take the initial position.

Correct: Luis quietly opened the door to the baby's room.

Correct: Luis opened the door to the baby's room quietly.

Correct: Quietly, Luis opened the door to the baby's room.

Other common adverbs of manner include *quickly*, *carelessly*, and *softly*.

6. Adverbs of frequency follow very specific rules regarding their position in the sentence.

(Common adverbs of frequency include *always*, *frequently*, *occasionally*, *seldom*, *continually*, *hardly ever*, *often*, *sometimes*, *never*, *ever*, *rarely*, and *usually*.)

a. With the verb *to be*—usually after the verb

Correct: John is never at home when I call him.

Correct: Vincent is continually busy.

b. With the verb *to be* + *not*—after *not*

Correct: Brian is not always nice to his little sister.

Correct: It is not usually so hot here during the summer.

Note: The adverbs *usually* and *often* can also be placed before *not* as in *It is usually not so hot here during the summer.*

c. With other verbs—before the verb

Correct: Lois always skates on the boardwalk.

Correct: I never ride my bicycle to class.

d. In a verb phrase—after the first auxiliary verb

Correct: Tim is always running out of money when we go out to eat.

Correct: I have never seen a comet.

e. In a verb phrase with *not*—after *not*

Correct: Maria does not always type her papers.

Correct: Mark does not usually have time to read the newspaper.

Note: The adverbs *usually* and *often* can also be placed before the first auxiliary verb as in *Maria usually does not type her papers* or *Maria often does not type her papers.*

Word Order Guidelines for Adverbials

When several **adverbials** (phrases and/or clauses that function like adverbs) occur at the end of a sentence in English, word-order problems often occur. Although the order of these adverbials in relation to each other sometimes varies, you will find the following

guidelines helpful. These guidelines are based on the different types of adverbials listed below.

Adverbials of time:	at six o'clock; this morning; in the evening
Adverbials of frequency:	every morning; every Tuesday
Adverbials of position:	in the cafeteria; at home; in the classroom
Adverbials of direction:	to the cafeteria; from the lab
Adverbials of purpose:	(in order) to lose weight; so that I could stay in shape
Adverbials of reason:	because it is hot; because it was interesting

1. Adverbials of time and frequency generally come after adverbials of position and direction.

Examples:

She walks to campus every day at noon.

She studies at home every evening.

2. Adverbials of time and frequency are generally interchangeable with each other in their position in a sentence.

Examples:

She walks to campus every day at noon.

She walks to campus at noon every day.

3. Adverbials of purpose and reason generally come after all other adverbials.

Examples:

Mark works out in the gym every night to keep in shape.

We left the party before 9:00 PM because we had another commitment.

IMPROVE YOUR WRITING STYLE

PLACEMENT OF ADVERBS IN FORMAL (OR ACADEMIC) WRITING

As explained in the word-order guidelines, adverbs in English can often be placed in a number of different positions within a sentence. These positions include initial position, final position, or midposition. To achieve a more formal writing style, place your adverbs midposition—that is, within the verb phrase either before the main verb (if there is only a main verb) or after the first auxiliary verb (if there is a verb phrase). See the examples below.

Examples:

Then, a solution can be found.

A solution can then be found. (more formal word order)

Since I have been here, my English skills have improved gradually.

Since I have been here, my English skills have gradually improved. (more formal word order)

Slowly, the mixture is heated to the boiling point.

The mixture is slowly heated to the boiling point. (more formal word order)

Sometimes I work on weekends.

I work on weekends sometimes.

I sometimes work on weekends. (more formal word order)

PRACTICE WHAT YOU HAVE LEARNED

EXERCISE 1

Directions: Some of the following sentences have incorrect or awkward word order. If a sentence is incorrect, rewrite the sentence correctly. If a sentence is correct, write *correct* on the line.

1. I do not really know what is this issue all about.

2. I have been already accepted to the university I wanted to attend.

3. The only concern I have is how much will it cost the students to pay the rent.

4. I ran to the grocery store this morning because I needed some milk for my cereal.

5. A potential candidate must consider what his chances for winning the election are.

6. Tomás is planning to have for Luis a surprise birthday party.

7. I have not gotten my term paper back even though I handed in it a week ago.

8. I am going to buy my father a silk beautiful green tie for his birthday.

9. Bill often goes swimming to get regular exercise in the evening.

10. The professor comes every day to class on time.

EXERCISE 2

Directions: Complete the following sentences using an indirect question.

Example: I wonder where the chemistry building is _____.

1. The professor said he doesn't know when _____.
2. Your term paper does not cover how _____.
3. I am sorry but I did not understand what _____.
4. Could you please tell me where _____.
5. It is not clear whether _____.

EXERCISE 3

Directions: Underline the 13 word-order problems. Then, write the correct word order above each part you have underlined. The first error has been corrected for you.

You can learn vocabulary in your English classes and from your textbooks. However, you may not be taking advantage of some handy reference tools that you can use to build up your vocabulary. Have you ever thought, for instance, what a great teacher the supermarket can be? If you think about it, everything is labeled with pictures or signs, making it easy for you to connect the words with the product with the product the words. The window on the chocolate chips package lets you see the chips, and there is a picture of tomatoes diced on a can. Besides, if you are still not sure about what is a product, you can ask in the store another customer to help you, and you will be practicing your communication skills. Have you ever thought, too, about how helpful the newspaper, magazine, or Internet ads can be? Just consider, for example, what about pizzas you can learn. You can find ads for different styles of pizzas and also learn just how many different kinds of crusts are there. Many pizza places have in their ads helpful pictures, and you can also learn some interesting slogans, too, such as "Fastest wheels west of the Rockies!" or "Only Chicago-style pizza in Montana!" Instead of throwing away those catalogs that to your mailbox come or ignoring them online, have you thought about ever what a useful resource they can be for words? Catalogs have excellent pictures with detailed descriptions of

their products. For example, you could learn what is a frost-free refrigerator or what are the names of different golf clubs. As for clothes, you could learn names exotic for colors and see the color itself illustrated. So, the next time you complain about not knowing enough vocabulary, get out of the house and go to the supermarket, or if on staying home you insist, pick up the latest catalog that came in the mail or click on your Internet browser and get busy!

Post-test

What Do You Know Now?

A Put the word(s) in parentheses where they belong in the underlined part of the sentence.

1. Learning to manage time is a challenge for first-year students. (often)
2. It is a difficult decision for students to decide whether or not to take a job. (always)
3. Some stores have been generous than others this year in giving discounts to students. (more)
4. Last year the professor gave out a special assignment for extra credit. (to the class)
5. That red sports car belongs to one of the richest families in town. (new)
6. Although most people would like peace, war exists in this world. (still)
7. When I get behind in my reading assignments, I get very nervous. (sometimes)

B Decide if the word order in these indirect questions is correct (C) or incorrect (I). If it is incorrect, make the correction.

- ___ 1. The judge explained how were the winners of the prize selected.
- ___ 2. The new student wondered where the room for his first class was located.
- ___ 3. In the middle of the lecture, some students could not figure out what was the professor trying to explain.

_____ 4. The teaching assistant announced when was the deadline for the paper.

_____ 5. We still do not know when will be the test.

C Decide whether the word order for these adverbial phrases or clauses is correct (C) or incorrect (I). If it is incorrect, make the correction.

_____ 1. We decided yesterday morning to go to the movies tonight.

_____ 2. Because we could not find a seat at the play, we decided to go back home.

_____ 3. Yesterday in the yard we found an abandoned bicycle, which we reported to the police.

_____ 4. We are planning tomorrow to go home for the weekend.

_____ 5. Next week, we will be going on a field trip for my biology class in the afternoon.

D In the following sentences, circle the number of the sentence that uses formal word order for adverbs.

1a. Before the test started, the instructor had checked in the students carefully.

1b. Before the test started, the instructor had carefully checked in the students.

2a. Even though I am a hard worker, I have sometimes struggled to get my assignments completed.

2b. Even though I am a hard worker, sometimes I have struggled to get my assignments completed.

3a. We have always had a review class before an exam, but the professor decided not to offer one this time.

3b. Always, we have had a review class before an exam, but the professor decided not to offer one this time.

4a. When we do not attend class, the professor feels we are not learning the material thoroughly.

- 4b. When we do not attend class, the professor feels we are not thoroughly learning the material.
 - 5a. Most students prefer to write with a ball-point pen on exams; I have never felt comfortable with that and write with a pencil.
 - 5b. Most students prefer to write with a ball-point pen on exams; I never have felt comfortable with that and write with a pencil.
- E** In this student's e-mail to her instructor, there are eight word-order errors. Find and correct them.

Dear Ms. Carpenter,

I hope you are enjoying this weekend the nice weather. I am writing you about the volunteer position I spoke to you about this week earlier.

Yesterday, I received from the volunteer coordinator a phone call. She said that she would be soon sending you a form reference to fill out for the volunteer position that I spoke to you about earlier in the student crisis center. I would appreciate your as soon as possible filling it out because I cannot be accepted into the program until all my references have sent in their forms.

Thank you for all your help. I look forward to soon my volunteer work starting.

Sincerely,

Maria Cecilia Santos

APPLY WHAT YOU HAVE LEARNED TO WRITING

Select a writing topic and follow the steps in Appendix A on page 337.

Topic 1:

Why are monuments, such as the Lincoln Memorial, and famous places, such as the Eiffel Tower in France, the Great Wall of China, or the Pyramids of Egypt, of importance in our lives? Choose one monument or famous place anywhere in the world. Describe what it looks like and what it represents. Then, explain why it is of interest or importance to you or to others.

Topic 2:

Write about a problem that you are facing personally or that you have recently faced. Explain what the problem is, including its possible causes and/or effects. Then, suggest possible solutions to the problem. If you have already solved it, explain how you did so.

Topic 3:

Think about the friendships that you have or have had. What qualities are important to you in a close friend and why?

