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La Universidad Católica de Loja

Modalidad Abierta y a Distancia



English Language: Reading and Writing IV

Guía didáctica

Facultad de Ciencias Sociales, Educación y Humanidades

Departamento de Filosofía, Artes y Humanidades

English Language: Reading and Writing IV

Guía didáctica

Carrera	PAO Nivel
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1. Data information

1.1. Course presentation



1.2. General competences of the UTPL

1. Oral and written communication
2. Critical and reflexive thinking
3. Communication in the English language
4. Ethical behavior, organization and planning

1.3. Specific competences of the program

Applying linguistic knowledge of the language at a level that allows students to have an efficient communication for a professional performance when teaching English to children and young people in accordance with international standards.

1.4. Issues addressed by the course

Limited systemic mastering of the epistemology and pedagogy from the point of view of a historical and philosophical derivative as well as poor communication skills in the English language.



2. Learning methodology

English Language: Reading and Writing IV is a course designed to complete the previous courses taken in semesters 1, 2 and 3. The purpose is to develop the students' reading and writing skills and the understanding of grammar rules. For a successful fulfilment of the course objectives, we will follow a methodology that will allow students to work the contents and activities efficiently.

It is important to notice that, in order to build the knowledge you need, we have considered the constructivist method, which will allow the students to create such knowledge by providing them with the necessary tools. In addition, the activities presented in this course will build and reinforce essential grammar rules that will be put into practice when reading and writing in English. Remember that the instructor will guide the entire process along the way.



3. Academic guidelines per learning outcome



First bimester

Learning outcomes 1, 2 and 3

- Identifies main ideas in paragraphs.
- Uses gerunds and infinitives in sentences
- Writes topics sentences and adds controlling ideas.

English Language: Reading and Writing IV has the purpose of developing reading and writing skills as well as understanding the grammar structure of the English language so the students acquire the necessary competences to be able to effectively communicate at a B2 level. The following learning outcomes that will be achieved in each bimester.

In order to help you achieve the learning outcomes, the contents in this bimester include specific information about varied and interesting topics that will allow you express your opinions in written form. Additionally, the activities proposed will be useful to practice reading skills, mainly identifying main ideas and details in a reading passage. Finally, the explanation of grammar rules will allow you to use the correct structures when writing in English.

Learning contents, resources and recommended activities



Unit 1. **Talented people**

Dear student. Welcome to the first unit of this course. This unit tackles a very interesting topic related to talented people such as the life of a genius person and how you can achieve success. You will learn about understanding assumptions, taking notes by marking important information, distinguishing voice in quotations, the past perfect, identifying and correcting sentence fragments, and the summary paragraph. We are going to start this unit by focusing on reading skills.

Focus on Reading

Dear student, in this section of this unit, you will learn vocabulary related to the topic of this unit (talented people), understanding assumptions when reading, and taking notes by marking important information in a reading passage.

In order to start the study of this first unit, I invite you to read the title of the and take a look at the questions at the beginning of this book. Then, answer the questions that you will find there.

Were the questions easy to answer? Great! Now, let's continue with some vocabulary.

1.1. Vocabulary about talented people

To learn some vocabulary related to talented people in this unit, it is necessary to refer to the textbook. You will find vocabulary exercises connected to the reading passages of this unit of the textbook that will help you learn this vocabulary. It is recommended that you complete these vocabulary exercises so you can be familiar with the meaning of these new words.



Recommended activity

Dear student. I invite you to complete an activity to learn vocabulary. The following document contains an exercise that will help you know the meanings of some words and expressions related to the topic “talented people”. Please open the following REA and complete the activity.

[Unit1_ReadingOne_VocabularyPractice_1](#)

Was the activity easy? I am sure that you could find the correct meanings for words such as *savant* and *disabled*, which you will find in the reading passages of your textbook. A useful strategy is to practice the vocabulary activity in your textbook before reading. After familiarizing with the vocabulary, please read the two reading passages (A genius explains, and 10,000 hours to mastery) and complete the activities that are related to it in the textbook (*preview, read, main ideas, details, make inferences, discuss* in the first passage and *preview, read, note-taking skill, comprehension, reading skill, and connect the readings* in the second passage).

1.2. Understanding assumptions

After completing the exercises about main ideas and details of the first reading passage (**A genius explains**), the section “Make inferences” appears. Inferring means to reach a conclusion based on evidence and reasoning. In the case of understanding assumptions, an example is the following:



If you read the sentence “*It sounds silly, but numbers are my friends*”, one assumptions that can be made is that other people probably think that numbers cannot be your friends since they are not alive.

In this respect, the following resource titled: [Inference: A critical assumption](#) will give you further information about inferences when reading. After reading this document, please reflect on the following question:



- Why is it important to have inference skills when reading in an academic context?

So, what do you think of the article in this resource? Did you have a better understanding on how to infer ideas from a reading passage? I am sure you did. The document above gives some reasons why inference skills are important in reading.

1.3. Taking notes by marking important information

A good strategy to read a text more carefully and understand its main ideas is to underline or highlight important information. The section “Note-taking skills” after the second reading passage of this unit (10,000 hours to mastery) explains the importance of marking important information along with examples.

Then look at Reading Two again and mark the information that you think is the most important.



Recommended activity

The following article talks about the features of a genius' life, which is related to the topic of this unit and will help you expand your vocabulary. This is an interesting reading called "[How Geniuses Live Their Lives Every Day](#)" for your entertainment. Enjoy! After reading the document, please reflect on the following question:

- Do you think that geniuses have an easier life than other people?

So, what is your point of view about the questions above? I am sure that after reading the interesting article above, you have been thinking about that. In fact, you could be a genius and you do not know it.



Week 2

Focus on Writing

Writing is also part of this course, so there is a section in each unit that addresses this skill. Here, you will find the sections to learn vocabulary, grammar for writing, and a final writing task. All of these sections contain

exercises that will allow you to practice your writing skills and apply the vocabulary and grammar learned.

1.4. Grammar: The past perfect and the past perfect progressive

Dear student, for learning this grammar point, please read the explanations about the past perfect (past perfect and a specific time or event in the past, past perfect with two past events, time words, adverbs often used with the past perfect, punctuation with the past perfect) and do the activities related to it.

The past perfect consists of two verbs: **had + past participle of a verb** (e.g. *I had gone there.*) and its mainly used to indicate an action that takes place before another past action. For example, in the following sentence “*When I arrived at the airport, my flight had departed.*” the past action is “I arrived at the airport” and the past perfect that indicates another past action is “my flight had departed”.

For a better understanding of this grammar point, I invite you to watch the following [video about the past perfect](#) that includes an explanation of some aspects of this tense. Once you have watched this video, consider the following question:

Which event happened first?



- Peter Moved to Paris
- Mary had found a job in Paris

Do you think that you have improved your comprehension of the use the past perfect and past perfect progressive now? After watching this explanation, you will have a better idea of the uses of the past perfect. Remember to watch this video as many times as necessary to fully understand this aspect. You will also realize that the action in the past perfect is the one that happens first.

As for the past perfect progressive, which is also called past perfect continuous, this tense is used to refer to an action that began in the past, continued in the past, and ended at a defined point in the past.



For example, in the sentence: “*Mark had been working at the university for six years when he got the promotion.*” we can observe that the past action “*Mark had been running 5 kilometers a day before he injured his ankle.*” indicates that the action of running started in the past and continued in the past. This action stopped when Mark injured his ankle at a point in the past.

This tense consists of the past perfect (*had + been*) and the verb's present participle (*verb + -ing*) (e.g. “*Rose had been working at the university for six years when she got her promotion*”). For a better comprehension of this tense, you can read and study the information and examples provided in these resources: [past perfect continuous 1](#) and [past perfect continuous 2](#). Now, think about this question:



- When do we use the past perfect continuous?

Could you understand the explanation and examples provided on the websites above? I am sure you did. You can use this tense to refer to something that started in the past and continued up to another action or time in the past. You can also refer to something that finished just before another event in the past. Now, you will be able to use the past perfect progressive when you write a paragraph or essay with more accuracy. In our next topic, we will study sentence fragments.

1.5. Sentence fragments

Incomplete sentences, or sentence fragments, are common errors that learners make in writing.



For example, the phrase “*Because I have to work in the afternoon*” is a fragment because the idea is incomplete. In this case, you could add an independent clause or you can delete the word “because” to correct the error.

In order to learn more about this topic, further information and examples can be found in the following resource about [sentence fragments](#). Please read the resource, and do the following activity:

How would you correct the following sentence fragment?



Toys of all kinds thrown everywhere.

I hope the information and examples provided in the resource above have been useful for a better understanding of sentence fragments. I am sure that now you know how to identify and correct sentence fragments. In the case of the segment fragment of the activity above, one of the solutions would be to add a verb (e.g. *Toys of all kinds were thrown everywhere.*).

At the end of the section “Final writing task” of your textbook, you will learn about sentence fragments as well. This part presents some examples of them and explains why they are sentence fragments. It also presents exercises about sentence fragments to be completed.

1.6. Summary paragraphs

As you already know, a paragraph is a group of sentences that are related to a single topic. When you write a summary paragraph, you try to extract the main idea of a text and write it in form of a paragraph. In this respect, your textbook contains a section that explains more aspects about the summary paragraph that you need to study. You will also find several exercises that will help you identify the main idea of a text as well as the topic sentence in a paragraph. These exercises prepare you to write a summary paragraph.



Recommended activity

You will learn more about the summary paragraph by reading the following resource titled “[how to write a summary paragraph](#)”. After studying this resource, please explain the following qualities of a good summary:

- *Concise*
- *Logical*
- *Comprehensive*
- *Self-sufficient*

Note. Please complete the activities in a class notebook or Word document.

I hope that the recommendations given in the resource above can help you write a good summary paragraph. By reading this information, you will also be aware of some pitfalls that you need to avoid when writing your summary paragraph.

As a way of reviewing some of the contents learned in this first unit, I invite you to complete the follow self-evaluation.



Self-assessment 1

It is important to complete the self-evaluations since this is a way to acquire and test your learning of the contents studied. Please review what you have learned in unit 1 before starting to answer the question in this self-evaluation. If you are not certain about your answers, please take a look at the answer key included in this guide.

Read the text. Choose the correct answers.

A HAPPY ACCIDENT

1. Imagine a teenage boy being a victim of an accident: He was swimming in a friend's pool, playing around, and managed to hit his head on the concrete. After being rushed to the hospital, it was discovered that he had a serious concussion. It was so serious that he became slightly disabled. Doctors estimated that he lost 50% of his hearing. "You will probably need to use a hearing aid for the rest of your life."
2. A week after returning home, he was sitting in his family's living room near the grand piano that had been sitting unplayed for years. He went up to the piano and started playing a piece he had never heard before. His fingers worked like magic moving across the keys. His new expertise was amazing. His mother walked in the room, with a shocked expression. She had never heard her son play before, let alone play like an expert. What he experienced is a common occurrence for people with head injuries—one area in the brain gets damaged while another awakens and new skills emerge.
3. Doctors are still not sure why this could happen to some people and not others. More research may lead to the answer. But for now, let's hope that people who suffer brain injuries not only retain all of their abilities but perhaps add a few new ones, too.

Questions

1. Jack is slightly **disabled**, but he works hard to keep up with his friends and family.

What does “**disabled**” mean?

- a. being younger than the people around you.
- b. losing skill and ability in an accident.
- c. having physical or emotional impairment.

2. The doctor’s area of **expertise** is brain injuries.

What does “**expertise**” mean?

- a. having strong skill or knowledge.
- b. having weak skill or knowledge.
- c. knowing something perfectly.

3. What is the main idea?

- a. People often gain new skills after an injury.
- b. People will always become an expert in something after an injury.
- c. People have hidden talents, but they are afraid to show them.

4. Why was the mother surprised?

- a. Her son played a song she liked very much.
- b. Her son played a difficult piece he hadn’t ever heard.
- c. Her son fully recovered from his brain injury.

5. Read this quote: The doctor said, “Mr. Lee, I have seen some patients with head injuries gain skills and others lose skills. Sometimes the change is temporary, and sometimes it is permanent. Thankfully, your daughter is doing well now.”

What assumptions can be made based on this quote?

- a. The doctor doesn’t have a lot of experience with head injuries.
- b. Mr. Lee’s daughter is going to make a full recovery.
- c. Every patient is different, so it is impossible to predict what will happen in the future.

6. Who said, "You will probably need to use a hearing aid for the rest of your life"?
- the mother.
 - the doctor.
 - the friend.

Some of the examples below are sentence fragments. Write "Fragment" if it IS a fragment and "Correct" if it not a fragment on the blank line.

7. It is difficult to remember. _____
8. In Hull, at the beginning of the civil war and because of its large arsenal._____
9. Some of the researchers, working in Borneo looking at orangutan in threatened rainforests. _____
10. Working in the lab for long hours. _____

Answer Key



Unit 2. Life's Obstacles

This unit talks about obstacles that people face in their lives. You will focus on aspects such as inferring the meaning of idioms and expressions, taking notes on main ideas with questions, recognizing positive redundancy, gerunds and infinitives, choosing appropriate supporting sentences, and a biographical paragraph.

Focus on Reading

In this section, you will learn vocabulary related to life's obstacles, and the inference of the meaning of idioms and expressions. To study this part, please read the title and answer the questions at the beginning of this unit. After that, you can practice the vocabulary related to the topic before reading. After familiarizing with the vocabulary, please read the two reading passages (***A life of twists and turns: the story of Frank McCourt***, and ***Marla Runyan has never lost sight of her goals***) in your unit and complete the activities that are related to it in the textbook (*preview, read, main ideas, details, make inferences, discuss* in the first passage and *preview, read, note-taking skill, comprehension, reading skill, and connect the readings* in the second passage).

2.1. Vocabulary about life's obstacles

It is essential to acquire vocabulary related to the topic of this unit. For this purpose, you will have reading passages in your textbook that talk about people who have faced problems in their lives. You will also have exercises related to these reading passages that will allow you to learn new vocabulary about this topic, so please complete these vocabulary exercises in your textbook.

2.2. Inferring the meaning of idioms and expressions

Before starting the activities of reading in this unit, it is necessary to practice the inference of meaning of idioms (phrase or expression that can have a

figurative or literal meaning) and expressions. In the following examples, the idiomatic expressions (idioms) have been underlined.

Examples:



- *There is more to this proposal than meets the eye.*
- *Their angry response caught me off guard.*

I invite you to find the meanings of the idioms above. In addition, the exercises in your textbook will help you infer the meaning of idioms while reading them in a context in English.

Focus on Writing

In this part of this unit, you will practice your writing skills in the sections of **vocabulary** (review, expand, and create), grammar for writing, and a final writing task related to a biography paragraph.

2.3. Grammar: Gerunds and infinitives. Simple past and past progressive.

The section in this unit called “Grammar for writing” will explain the use of gerunds (*verb + -ing*) and infinitives (*to + based form of the verb*) to be applied in writing. First, it is important to do the exercise previous to the explanation so you start familiarizing with it. Then, read the information about how to form the gerunds and infinitives and their different uses in a sentence. It is also necessary to complete the exercises that allow you to practice these structures.

In order to reinforce what you have learned about gerunds and infinitives so far, I invite you to watch this [video about gerunds](#). On the other hand, this [video about infinitives](#) explains the use of this grammar point. It is important to take notes of the most important points and examples of the videos, so you can have a better understanding of these grammatical points and apply them when you write a text. In addition, based on what you learned from the videos, please answer the following questions:

- Can you give one example of gerund phrase?
- Can you give one example of infinitive phrase?



As another grammatical point of this unit, we are going to talk about the simple past and past progressive tenses. I think that you are already familiar with these tenses; however, it is important to compare these tenses to see when it is appropriate to use them. One important aspect to remember is that both tenses can be used in one sentence (e.g. *They visited Cuenca when they were traveling in Ecuador.*)

It is also essential to learn about the situations in which you can use these tenses, so I invite you to read the information in the resource titled [Simple Past – Past Progressive – contrasted](#) that has examples of such situations. Now, try to complete the following uses of the simple past and the past progressive mentioned in the previous resource:

Simple past	Past progressive
<ul style="list-style-type: none"> ▪ action finished in the _____ 	<ul style="list-style-type: none"> ▪ action was in _____
<ul style="list-style-type: none"> ▪ series of completed actions in the _____ 	<ul style="list-style-type: none"> ▪ two actions were happening at _____

Note. Please complete the activities in a class notebook or Word document.

How did it go? Great? Could you identify the situations in which you can use the simple past tense and past progressive? As you could read in the resources above, you can use these tenses to express that the actions in the past happened one after another (past tense), or at the same time (past progressive). You can also express that a new action happened in the middle of another action (e.g. “*While I was doing the house chores, my telephone rang.*”). Another use is when you just want to mention that an action happened in the past (simple past) or when you want to emphasize the progress of an action (past progressive). Check the examples on the websites above for a better understanding.

2.4. Supporting sentences

The supporting sentences allow the reader to understand the main idea of a paragraph by giving examples and other details related to the topic sentence.

This part at the end of the final writing task of your textbook explains the use of supporting sentences and complete the pertinent exercises.



Recommended activity

More information about the paragraph and the supporting sentences can be found in the following REA: PowerPoint presentation

[PowerPoint presentation](#)

After reading the resource above, I invite you to answer the following question:



- What are the main parts of the paragraph?

I hope that, by reading the resource above, you have reviewed the parts of the paragraph (Topic sentence, supporting ideas, and concluding sentences).

2.5. The biographical paragraph

In this unit, you will also find some information about the biographical paragraph in your textbook, which is a paragraph that describes the events of someone's life. I invite you to read the information about the biographical paragraph and to complete the activities including writing a draft of this type of paragraph. You can also see further examples that will allow you to learn more about the biographical paragraph.



Recommended activity

To learn more about the biographical paragraph, please check the following PPT called [How to write a biographical paragraph](#). After reading this resource, please complete the information below about [the information that you can include in this type of paragraph](#).

Was the example easy to understand? I hope so. With the example of a biography given in the PPT above as well as the instructions to write your paragraph, I am sure that you will have a better comprehension of how

to write this type of paragraph, which is basically related to a person's biography.

Ok. It is time to test your knowledge of the contents of unit 2 by completing the following test:



Self-assessment 2

By completing this self-evaluation of unit 2, you will acquire and test your learning of the contents studied. You must review the contents of unit 2 before starting to answer the questions. If you are not certain about your answers, please take a look at the answer key.

Read the text. Choose the correct answers.

1. Helen Keller, a famous writer and activist for the visually and hearing impaired, overcame incredible obstacles in her life. She was born in 1880 in Alabama to a loving and supportive family. When she was very young, she suffered a high fever that caused her to go blind and deaf. Helen was intelligent, and her family knew she could be helped if she had the right teacher. They spent time traveling around the United States, and they found Annie Sullivan. Ms. Sullivan became Helen's teacher and friend for almost 50 years.
2. Helen worked hard with Sullivan. She learned to read and write. She attended college, fought for women's rights, and co-founded the American Civil Liberties Union. She received countless awards, and people all over the world admired her greatly. However, not all her experiences were positive. Like other people with challenging lives, she had moments of feeling hopelessness. But her strength and self-reliance always won out.
3. With the support and guidance of her teacher and family, she never gave up. Helen Keller died in 1968 after suffering a series of strokes. She is a shining example of what people can do when they yearn for a better life. Her struggles and triumphs still serve as an inspiration to others today, proving that one person can truly make a difference.

Questions

1. Like other people with challenges, she had moments of **hopelessness**.

Which sentence means the same?

- a. She always felt things would get better for her, and they did.
- b. She, and other people like her, sometimes felt that things would never get better.
- c. She disagreed with people who thought their lives were challenging.

2. With the support and guidance of her teacher and family, she never **gave up**.

Which sentence means the same?

- a. People helped her, and she kept working hard.
- b. She gave many things to her teacher and family.
- c. She needed help, but she never took it.

3. What is the best title for the text?

- a. Overcoming Blindness.
- b. Overcoming Obstacles.
- c. Helen Keller and Annie Sullivan.

4. What was the cause of Helen's blindness?

- a. deafness.
- b. high fever.
- c. struggle.

5. Her struggles and triumphs still serve as an inspiration to others today, proving that one person can truly **make a difference**.

What does **make a difference** mean?

- a. to be very different from other people.
- b. to wish you had a different life.
- c. to cause a change that improves a situation.

6. Helen's life was not easy; in fact it was quite punishing.

What does **punishing** mean?

- a. very difficult.
- b. very easy.
- c. never happy.

Write the correct form of the verb in parenthesis (gerund or infinitive) to complete the following sentences:

7. For Frank, it was hard _____ (*write*) about growing up in Limerick.
8. _____ (*pay*) attention to detail is important for writers, according to Frank.
9. A teacher urged Frank _____ (*read*) his story in front of the class.
10. _____ (*prepare*) for a marathon took Maria months.

Answer Key



Unit 3. Medical decisions

Unit 3 addresses topics such as genetics and diseases. The aspects studied will be learning vocabulary related to the topic, inferring degree of support, taking notes on cause and effect with a graphic organizer, organizing the sequence of events in a timeline, using past unreal conditionals, writing introduction and hooks, and writing an opinion essay.

Focus on Reading

In this section, you will learn vocabulary about medical decisions, inferring degree of support, and taking notes with graphic organizers. At the beginning of this third unit, you will see a picture in your textbook and some questions that will help you introduce the topic to be read. It is useful to answer these questions and then practice the vocabulary before reading the passages (**Genetic Testing and Disease: Would You Want to Know?**, and **Norman Cousins's Laughter Therapy**) of this unit. Remember to complete the activities related to these reading passages that are in the textbook (*preview, read, main ideas, details, make inferences, discuss* in the first passage and *preview, read, note-taking skill, comprehension, reading skill, and connect the readings* in the second passage).

3.1. Vocabulary about medical decisions

In this unit, you will learn some new words related to themes related to medical decisions, including the topics of genetics and diseases. For this purpose, it is necessary to refer to the textbook. You will find vocabulary exercises connected to the reading passages of this unit of the textbook that will help you learn this vocabulary. It is recommended that you complete these vocabulary exercises so you can be familiar with the meaning of these new words.

3.2. Inferring degree of support

The section of “Make inferences”, after the first reading passage (**Genetic Testing and Disease: Would You Want to Know?**) of this unit, explains how we can infer the degree of support of a controversial issue. This can be done through a scale (e.g. a scale of *weak, neutral, strong*). Take a look at the following example:



“My brother is interested in the whole process, but he’s been hesitant over the years to commit to genetic testing, while I’ve known since I was fifteen that I wanted to do this,” Kristen says.

Based on the text above, we can infer that Kristen’s brother is neutral about genetic testing (you can see that her brother is hesitant to commit to genetic testing), while Kristen’s support of genetic testing is very strong (you can see that she wanted to do that since she was 15).

In addition, please read the explanation provided in the corresponding part of the textbook. Understanding the degree of support will also allow the reader to better understand a text, especially when it comes to understand strong feelings or opinions about a controversial topic.

3.3. Taking notes with a graphic organizer

After the second reading passage (**Norman Cousins’s Laughter Therapy**), in the section “Note-taking skill”, we will learn how to take notes on Cause and Effect with a graphic organizer. In other words, you will visually represent a text. A graphic representation of a text will help you understand aspects such as cause-effect relationships, events or ideas in a text.

In order to understand more the use of graphic organizers, you need to see examples in the following [document about types of organizers](#) and reflect on the following question:



- Which of the graphic organizers would you prefer? Why?

I hope that by reading the document above, you have learned about different types of graphic organizers and decide on the ones that you would like to use.



Week 5

Focus on Writing

Well, it is time to focus on writing. In this unit, you will find the sections of **vocabulary** (review, expand, and create), grammar for writing focused on past unreal conditionals and modals, as well as writing activities related to an opinion essay.

3.4. Grammar: Past unreal conditionals, modals and semi-modals

In the part of “Grammar for writing” in this unit, there is an explanation of how to use the past unreal conditional sentences, which consist of two clauses: the **if clause** (past perfect) and the **result clause** (would have + past participle).

For example:



If clause	Result clause
<ul style="list-style-type: none">▪ If he had died young,▪ If I hadn't eaten too much,	<ul style="list-style-type: none">▪ he wouldn't have had children▪ I wouldn't have had a stomachache.

Please read the explanations and examples about the past and do the activities related to this grammar point in the textbook. You will notice that the past unreal conditional is used to talk about hypothetical situations that we would have done in the past.

This entertaining [video about conditionals](#) will help you review information about the conditionals and see more examples for a better comprehension. Now, please answer the following questions:

- 
- How many types of conditionals were presented in the video above?
 - Which of the conditionals presented in the video is related the past unreal conditional?

Could you see the different types of conditionals presented in the video above? They are explaining the zero conditional as well as the first, second

and third conditional. It is clear the third conditional is what we are calling here the past unreal conditional. You can watch the video above as many times as you need. Take notes of the examples mentioned and analyze the structure to see how the conditional is formed. In this way, you will increase your knowledge of this grammatical structure.

Another grammar point to be covered in this unit is the one of modals and semi-modals. Modals are auxiliary verbs (e.g. *can*, *could*, *may*, *might*, *must*, *shall*, *should*, *will*, *would*) that can be used to express ability, permission, possibility, necessity, obligation, advice, suggestion, or prediction. The study of further examples of modals in this resource titled [Modal verbs and their meaning](#) will help you understand more this part. Once you study this resource, please complete the following examples with the correct modals for each use:

Use	Example
Permission	_____ I use your phone, please?
Prohibition	You _____ smoke in the hospital.
Possibility	It _____ could rain tomorrow

Note. Please complete the activities in a class notebook or Word document.

Did you pay close attention to the examples provided? It is important to notice in the resource above that some modals can be used for different purposes depending on how you structure the sentence. For example, permission can be expressed with the modals *might*, *may*, *could* or *can*. Prohibition can be expressed with the negation of the modal *must* (*must not*), and possibility can be expressed with modals such as *can*, *could*, *may* or *might*. I am sure that you know more about the different uses of modals.

Likewise, semi-modals are actual verbs that have a similar function to a modal (e.g. *be going to*, *be able to*, *used to*, *ought to*, *have to*, *need to*). More information related to uses and examples about semi-modals can be found in the following [PPT about semi-modals](#) as well as this [video about modals and semi-modals](#) so you can have a deeper knowledge of this grammatical point. Now, please reflect on the following question:



- Can semi-modals be used as both modal verbs and main verbs?

In the PowerPoint presentation above, you can see that semi-modal verbs can be used both as modal verbs and as main verbs. Their uses also include

the expression of ability, obligation, necessity. For example, by using the sentence “We **need to** take a break every morning”, you are expressing necessity with the semi-modal “need to”. Likewise, the video above contains an explanation of the uses of the modals and semi-modals as well as examples. I hope that the video above can help you reinforce your knowledge about this grammar point.

3.5. Parts of an essay

At this point, since we are going to start learning how to write some types of essays, it is necessary to review the parts of an essay. The main parts of an essay are the introduction, the body and the conclusion. It is important to learn about the content of the elements of these three parts, so I invite you to read the information in the following [PPT about the parts of the essay](#) and reflect about the following question:



- What aspects do you need to include in each of the parts of the essay?

Could you learn about the aspects that you need to include in the introduction, the body and the conclusion? I bet you could. As observed in the PPT above, the introduction of an essay usually has a general statement to catch the reader's attention, and a thesis statement that tells the reader the main topic of the essay. The body paragraph (or body paragraphs) will support the idea stated in the thesis statement. Finally, the conclusion will summarize the main points of the essay or restate the main idea of the thesis statement.

3.6. Types of essays

In the course English Language: Reading and Writing IV, we are going to focus on the following types of essays that will be studied in units 3, 5, 6, 7, and 8:

- The opinion essay (unit 3)
- The descriptive essay (unit 5)
- The persuasive essay (unit 6)
- The problem-solution essay (unit 7)
- The cause-and-effect essay (unit 8)

As you can see, in this unit we will study the opinion essay. Let's see something about this type of essay.

3.7. Writing an opinion essay

In the section “Final writing task” of this unit, you are going to write a four-paragraph opinion essay based on the topic indicated in the textbook. You will see the subsection “Prepare to write” that will help you complete a tree map in order to organize ideas for your opinion essay. Next, you will see the subsection “Write” will indicate the purpose and the parts of an opinion essay. Please read these indications so you can have a better idea on how to write your opinion essay.

More aspects about how to write an opinion essay as well as examples can be learned by studying the information in the following PowerPoint presentation titled “[An opinion essay](#)”. Once you have studied this PPT, please add some examples of useful language for giving an opinion:

Giving an opinion:

In my opinion...

Personally, I think ...

Note. Please complete the activities in a notebook or Word document

Please, read carefully the aspects presented in the PowerPoint presentation about writing an opinion essay. You will see some other expressions that can be used to express an opinion (e.g. *I believe that...*, *I completely agree...*, *I disagree with...*, etc.). Pay special attention to the example provided and the elements used in writing the essay. I am sure this information will help you write a well-done opinion essay.

3.8. Writing hooks and introductions

After learning about the opinion essays, you will have to do some activities that will allow you to organize your ideas for your essay. Then, in the subsection “REVISE”, you will find information that will help you learn about introductory paragraphs and hooks. It is also necessary to do the exercises about hooks and review of the introductory paragraph of your essay before writing the final draft of your essay.

It is essential to study some aspects and examples about introductions and hooks for producing a good-quality essay, so I invite you to expand your knowledge about introductions and hooks by reading the following PowerPoint presentation called "[The introductory paragraph](#)". After reading this PPT, I invite you to answer the following question:



- What is so important about the introduction?

Was the PPT easy to understand? I am sure it was. Remember to carefully study the aspects presented in the PowerPoint presentation above that talks about the elements of the introductory paragraph, including the hook (a sentence or two that can be used to catch the reader's attention). Analyze the examples provided in the PPT so you know how to structure an introduction that includes a hook. You will see that the introduction is a part of the essay that is important since it indicates the topic of the essay, it gives an idea of the essay's organization, it establishes the tone of the essay, and it provides a background on the importance of the topic.



Recommended activity

First, I invite you to evaluate your knowledge of hooks, introductions and opinion essays, so I invite you to play the following game related to Introductory hook and opinion essays.

[Introductory hook and opinion essays](#)

Did you have some fun playing the game above? I hope that you have learned something about hooks, introductions, and essays.

Now, you must assess your skills by completing the following test:



Self-assessment 3

With the purpose of acquiring and testing your learning of the contents studied, it is necessary to review the contents of unit 3 before starting to answer the questions of the self-evaluation above. If you are not certain about your answers, please take a look at the answer key.

Read the text. Choose the correct answers.

For my last birthday, my sister bought me a DNA testing kit. When I opened the box I was very excited but also a little skeptical. Could a simple saliva sample really provide me with detailed information about my genealogy? My sister assured me that it could. She had done a lot of research about the practice and was thoroughly convinced by its potential benefits. In recent years, genetic testing has become more common as a way to diagnose diseases. However, the very same science that allows doctors to understand medical ailments has the potential to tell us something even more personal—the history of our families and where we came from.

My sister had chosen a service called AncestryDNA™, which began offering DNA tests in 2012. By 2018, the company had sold more than 14 million kits. At first, I wasn't sure if I wanted to go ahead with the test, but in the end, I agreed. As my sister explained, our results would help us to learn about our heritage and the ways in which we were similar and different. Not only that, but we might even discover long-lost relatives through the company's vast database.

It took six weeks for our results to come back. In the end, the test was a really good experience. I discovered that I have ancestry from more than 10 different countries, as does my sister. This came as quite a surprise. We haven't identified any new relatives yet, but as DNA testing is becoming more and more popular, there's no knowing what the future might hold. Since my birthday, I've begun recommending DNA testing to my friends and other family members.

1. When I opened the box I was very excited but also a little **skeptical**.

Which word is a synonym for “**skeptical**”?

- a. doubtful.
- b. certain.
- c. smart.

2. My sister ... was thoroughly convinced by its **potential** benefits.

What does “**potential**” mean?

- a. very likely.
- b. possible.
- c. definite.

3. What is the best title for the text?

- a. Pros and Cons of DNA Testing.
- b. An Amazing Gift.
- c. An Unexpected Discovery.

4. The most surprising aspect of the narrator’s experience was _____.

- a. finding out new information about her parents.
- b. discovering a connection to 10 different countries.
- c. learning which characteristics she shared with her sister.

5. In light of her experience, how does the writer feel about DNA testing?

- a. enthusiastic.
- b. neutral.
- c. worried.

6. When did AncestryDNA begin offering this service?

- a. 2002
- b. 2012
- c. 2018

Read the conditional sentences below. Choose Y(yes) or N(no) to answer the questions.

If David Agus hadn't taken a genetic test, he wouldn't have discovered his risk for cardiovascular disease.

7. () Did he take a genetic test?
8. () Did he discover his risk for cardiovascular disease?

If Norman Cousins had been healthy, he wouldn't have had to try Laughter Therapy.

9. () Was Norman Cousins healthy?
10. () Did he have to try Laughter Therapy?

Answer Key



Unit 4. Instinct or Intellect?

Well, we have gotten to the last unit of this first bimester. The main topic discussed in this unit is the animal intelligence. The aspects studied will be inferring the use of hedging, taking notes with outlining, recognizing the role of quoted speech, adjective clauses, paraphrasing, and writing a summary in journalistic style.

Focus on Reading

As mentioned above, the main topic discussed is the animal intelligence, starting with questions that introduce you to the topics of the reading passages of this unit (**Extreme Perception and Animal Intelligence**, and **How Smart Are Animals?**). The activities related to the two reading passages of this unit (*preview, read, main ideas, details, make inferences, discuss* in the first passage and *preview, read, note-taking skill, comprehension, reading skill, and connect the readings* in the second passage) will be useful for a full comprehension of the texts.

After the first reading passage (**Extreme Perception and Animal Intelligence**), the section of “Make inferences” of this unit explains how we can distinguish the use of hedging in a text. Do the rest of the activities and go to the second reading passage in this unit (**How smart are animals?**). Let’s start with the first point.

4.1. Inferring degree of hedging

Are you familiar with the concept of hedging? If not, please study the information in following resource titled "[What is Hedging in Academic Writing?](#)", where you will learn about this concept and to how to use elements for achieving hedging in writing. After reading the resource above, please reflect about the following questions:



- What is hedging?
- What are the main purposes for using hedging?

- What are some example hedging of words or phrases?

I am sure that the information above was easy to learn, and now you know that hedging is cautious language used when you are not completely certain about the accuracy of the information. This can be achieved by using some appropriate hedging language such as introductory verbs (e.g. seem, appear to be, think, look like), certain lexical verbs (believe, assume, suggest), modal adverbs (e.g. possibly, perhaps), and “that” clauses (e.g. *It could be the case that ...*). One of the main reasons for using hedging is as a politeness strategy where an author can acknowledge that his/her claims might not be totally correct (e.g. *It might me suggested that it is difficult to find an appropriate candidate for president.*)

4.2. Taking notes with outlining

In the section “Note-taking skill”, after the second reading passage, there is an explanation of how to outline a text, that is, a summary of information in shortened form. This outline will help the reader understand the information and the relation of main ideas in a text. If you want to learn information outlining in writing, please study the following resource titled [“Outlines for every type of writing composition”](#) and reflect about the following question:



- What are the differences between an informal and formal outline?

What do you think about the different types of outlines presented in the website above? I think this resource is interesting, especially the information about formal and informal outlines in which you can see that the informal outline can be similar to a rough summary of an essay with a few phrases and examples. On the other hand, the formal outline has a defined format in which you organize your thesis statement, heading and subheadings. I hope that you read it carefully and apply it when you need to take notes after reading a text.

4.3. Indirect and direct speech

In “Reading skill”, after the second reading passage, you will find the title “Recognizing the role of quoted speech”. This is an explanation of how to

use quotations to support a point that an author wants to make. This is related to the use of *direct speech*, in which the exact words of an author are used to support an idea. Read the explanation and the examples given in this part of the textbook so you learn to use direct speech, which you may apply later in your writing.

On the other hand, indirect speech does not focus on the exact words of an author. It rather focuses on reporting the content of what was said.



For example, the exact words of an author called Gita Simonsen can be “*It’s difficult to discern between reasoning, learned reflexes, and pure instincts*”. By using the verb *say*, we can report this words and write *Gita Simonsen said that it was difficult to discern between reasoning, learned reflexes, and pure instincts*. I hope that this explanation and the one given in the textbook are clear.

To clarify this point further, I suggest to visit and read the resources titled “[Direct and indirect speech](#)” and “[Reported speech: Indirect speech](#)” for further explanation about the verbs used and changes that we have to make when going from direct to indirect speech. After reading these resources, I invite you to work on the following activity:

Rewrite the following sentences by using indirect speech:

1. **Direct speech:** *He said, “I saw her.”*



Indirect speech: _____

2. **Direct speech:** “What happened to make him so angry?” she asked.

Indirect speech: _____

Note. Please complete the activities in a class notebook or Word document.

Did the resources above help you have a better understanding of direct and indirect speech? I hope so. In the information provided on the websites above, you will see that there are some verbs that are usually employed in direct and indirect speech (e.g. “say”, “tell”, “talk”, “speak”). Another thing to remember is the changes that we can make to transform the direct speech into indirect speech since time has passed between the moment of speaking and the time of the report. One example of these changes is the following:



- **Direct speech:** *She said, "My husband is not at work."*
- **Indirect speech:** *She said that her husband was not at work.*

You can observe in the example the changes that have been made to transform the sentence in direct speech into indirect speech. These changes include tenses and pronouns. In the sentences of the activity above, you could use the indirect speech and say, for example, "*He said that he had seen her.*" and "*She asked what had happened to make him so angry.*" Well, I hope that, by learning from the information and resources provided here, you will be able to write using direct or indirect speech. Now, let's continue with the next topic.



Week 7

Focus on Writing

In this section of this unit, you will find the sections of vocabulary, grammar for writing focused on adjective clauses, and a final writing task related to a summary in journalistic style.

4.4. Grammar: Adjective clauses

In the section "Grammar for writing", you will find information about adjective clauses. These types of clauses are groups of words that act as adjectives.



For example, in the sentence "I like the jacket that you are wearing." the jacket is the noun and the underlined part is what defines that noun; in other words, the underlined part acts as an adjective. These type of clauses are also known as restrictive relative clauses. Read this section for explanations and exercises about this grammar point.

This [video about adjective clauses](#) has a brief explanation about adjective clauses, I invite you to watch it and pay attention to its content so you can reinforce your learning of this grammar point. After watching it, please answer the following questions:

- 
- What is the definition of an adjective clause?
 - Can you give an example of an adjective clause using “which”?

Did you notice the adjective clauses in the examples provided in the video above? Analyze the examples and pay special attention to the words after “that”, “who”, and “which” so you can see how these types of clauses are formed. For example, a sentence that includes an adjective clause with “which” would be *“The oven which I bought is not working well.”* You should try to write your own sentences too using these types of clauses.

4.5. Paraphrasing

In the section of the “Final writing task” in which you have to write a summary in journalistic style, there is a subsection called “Revise” in which you will learn about paraphrasing. Paraphrasing involves restating another person’s ideas in your own words without changing the meaning. This is done to avoid plagiarism and respect another people’s ideas. The rules for paraphrasing are also indicated in this part along with examples and exercises to practice.

The purpose of paraphrasing is restating relevant information rather than reducing it. An effective paraphrase typically has a different structure and vocabulary than the original text. Certainly, some relevant words or phrases from the original should be kept so the meaning is not changed (Bailey, 2014).

In order to paraphrase a text, we can combine techniques such as the following:

- Using synonyms (e.g. claim → argue; wages → labor costs)
- Changing word form/grammatical form (e.g. summarize (verb) → summary (noun))
- Changing word order (e.g. There was an insect in the kitchen. → In the kitchen, there was an insect).

In the following resource titled "[Quoting and paraphrasing](#)" , you will see some examples of paraphrases. Once you read this resource, I invite you take a look at the examples of paraphrases provided here and to reflect on the following question:



- What is the difference between the original texts and the paraphrases?

Could you notice the differences between the originals and the paraphrases? Well, the information of the article in this website is kind of abundant, but I am sure that you have noticed some important points that you may need to read carefully such as avoiding plagiarism and the elements that you can use to paraphrase. Take notes of these points and try to apply them in your work.

4.6. Summary in journalistic style

In your textbook, you will find information in this unit about how to write a summary in journalistic style, which is basically a summary that you write based on *Wh-questions* (*Who, What, Where, When, Why, and How*) that you consider about the original text and answer. A summary in journalistic style is called like that because many journalists use *Wh-questions* that they answer while writing a summary of an important story or news event. In order to learn how to write this type of summary, you will have to complete some exercises in this part of the textbook related to writing your summary based on *Wh-questions* about the text to be summarized.



Recommended activity

In your textbook, you have a summary in the section of WRITE related to writing a summary in journalistic style. After reading that summary, please answer the following questions:

- Who is the author? What is the title of the article?
- What is the thesis?
- What are some of the problems of testing an animal's intelligence?
- What is the author's conclusion about testing animal intelligence?

So, were you able to answer the questions above related to the summary? You can see that this is the basis of writing a summary in journalistic style, that is, a summary that is based on Wh- questions. In this case, the thesis of the aforementioned summary is that scientists are facing problems in assessing animal intelligence.

Well. It is always recommended to test yourself regarding the contents of the units that you study, so please complete the following test:



Self-assessment 4

In order to acquire and test your learning of the contents studied, it is necessary to review the contents of unit 4 before answering the questions of the self-evaluation 4. If you are not certain about your answers, please take a refer to the answer key included in this guide.

Read the text. Choose the correct answers.

MORE THAN A PET

1. Studies show that owning a pet has many benefits for people. Some benefits are obvious. For example, dog owners may increase their physical activity by playing with and walking their dogs. Other benefits may not be as apparent. Medical research shows that pet owners often have lower blood pressure, perhaps because their pets make them feel calmer and happier. However, in some cases, pets can also save lives. There are many amazing stories about pets helping and protecting their human families. One such pet is Khan. He is a five-year-old Labrador Retriever and the beloved pet of the Hubkey family.
2. One day, four-year-old Nika was playing outside with the family's faithful dog, Khan. What neither Nika nor her mother knew was that there was also a deadly snake in their yard! The snake was near Nika and close to biting her.

That is when Khan quickly made his move. He grabbed Nika and took her to her mother on the patio. At that same time, Nika's mom jumped up and saw the snake. While skeptics might say a family dog can't discern danger, Mrs. Hubkey believes that Khan's behavior demonstrates his keen and unique perception. "Khan protects our family, just like any other family member would." Indeed, he did.

1. Some benefits are **obvious**. Other benefits may not be as apparent.

What does “**obvious**” mean?

- a. interesting.
- b. hidden.
- c. clear.

2. Skeptics might say a family dog can’t **discern** danger.

What does “**discern**” mean?

- a. recognize or perceive.
- b. neglect or disregard.
- c. start or make happen.

3. What is the purpose of the text?

- a. to describe the Hubkey family’s experience.
- b. to illustrate how animals have instincts to protect.
- c. to show how intelligent Khan is.

4. Studies show that pets can help people with their _____ problems.

- a. money.
- b. health.
- c. home.

5. Which sentence contains hedging language?

- a. While skeptics might say a family dog can’t discern danger, Mrs. Hubkey believes that Khan’s behavior demonstrates his keen and unique perception.
- b. Dog owners may increase their physical activity by playing with and walking their dogs.
- c. What neither Nika nor her mother knew was that there was also a deadly snake in their yard!

6. Read this quotation: "Khan protects our family, just like any other family member would."

What is the purpose of the quotation?

- a. to show how important Khan is to the Hubkey family.
- b. to support the idea that Khan is part of the Hubkey family.
- c. to show that all families should have dogs.

Complete the following sentences with the correct relative pronoun:

7. The scientist _____ observed Clever Hans wrote a book.
8. The museum _____ Peter Bøckman works is in Oslo, Norway.
9. Seizure alert dogs are dogs _____ can predict a seizure before it starts.
10. Hans was the world-famous horse _____ owner, Wilhelm von Osten, was a retired school teacher.

Answer Key



Week 8



Final activities of the bimester

You need to check your plan and EVA to see the corresponding dates and instructions of your evaluated learning activities.

The last week before the exam could be used to review units 1, 2, 3 and 4 so you can be fully prepared for the first bimester exam.



Second bimester

Learning outcomes 4, 5 and 6

- Identifies main ideas in texts.
- States and reports opinions and gives support with relevant arguments.
- Proposes solutions to problems in a written way.

Dear student. To help you achieve the learning outcomes set for this second bimester, the contents of the next four units include specific information about varied and interesting topics that will allow you to express your opinions in different types of essays, including proposing solutions and providing support of ideas with relevant arguments. Additionally, the activities proposed will be useful to practice reading skills, mainly identifying main ideas and details in a reading passage. Finally, the explanation of grammar rules will allow you to use the correct structures when writing in English.

Learning contents, resources and recommended activities



Week 9

Unit 5. Too much of a good thing?

This unit focuses on the potential of science to prolong our lives and the consequences of this. You will reflect on the concept of immortality and write a descriptive essay. You will also learn about inferring attitudes and feelings, taking notes with signposts, using titles and headings to identify main ideas, contrasting simple past, present perfect, and present perfect progressive, using figurative language, and writing a descriptive essay.

Focus on Reading

Take a look at the picture at the beginning of this unit in the textbook and answer questions that will help you better understand what you are going

to read. It is important to complete the activities related to these reading passages that are in the textbook (*preview, read, main ideas, details, make inferences, discuss* in the first passage (**Death do us part**) and *preview, read, note-taking skill, comprehension, reading skill, and connect the readings* in the second passage (**Toward immortality: The social burden of longer lives**)). You will also find exercises to learn vocabulary about the theme of this unit. Let's continue with the first point of this unit.

5.1. Inferring attitudes and feelings

In the part of “make inferences”, you will find a section where the inference of attitudes and feelings is explained. Here, it is stated that sometimes writers do not express directly the relationships between characters in a story, but, by noticing some words and expressions, we can infer the characters’ feelings.

For example:

Read the following text:

 Leo said, “*What else can I be but romantic, tonight? This place, the spring night, the moon, the stars, the sea, the fragrance of the flowers in the air. Our anniversary. I love you. Nothing will ever end for us. Nothing.*”

Based on the information in the text above, we can infer that Leo feels secure about his relationship with his wife by noticing words such as “*Nothing will ever end for us.*”

Additionally, I invite you to complete the exercises in the textbook related to this type of inference so you can see more examples similar to the one above.

5.2. Using titles and headings to identify main ideas

After completing the activities of preview, read, note-taking skill and comprehension of the second reading passage, go to the section “reading skill” and read the “Using titles and headings to identify main ideas” explanation. You will see here that we can use the titles and headings of

a reading passage to predict the content of the whole reading or some sections of the reading. Please, read the example provided in this part of your textbook and do the exercise related to this point.



Week 10

Focus on Writing

Dear student. In this section, we will do vocabulary exercises, learn grammar related to this unit that will be applied in writing and discuss the characteristics of descriptive essays and figurative language. Let's start with the "Grammar for writing" section.

5.3. Grammar: Contrasting simple past, present perfect, and present perfect progressive

In this part, you will read the sentences and answer the questions in exercise 1 of your textbook. This exercise will be useful to activate your prior knowledge before reading the grammar point explanation.

At this point, it is necessary to consider the example sentences of the grammar explanation and the time frame to which the sentences refer. Since you have already reviewed these tenses, it is now important to consider the comparison of the time frames. In the exercises after the grammar explanation, you will look for time words or phrases that will help you what tense to use.

With the purpose of reviewing these tenses (simple past, present perfect, and present perfect progressive), please watch and pay attention to the information in the videos called "[Present perfect vs Past tense](#)" and "[Present perfect continuous vs Present perfect](#)" that provide explanation about this grammatical point. Based on the information from the videos, please complete the following statements:

Present perfect (e.g. I have studied):

The present perfect shows a relation between _____ and _____.

Past simple (e.g. *I went there*):

The past simple talks about actions and events in the past that are now _____.

Present perfect continuous (e.g. *I have been reading this book*)

The present perfect continuous focuses on an activity itself or talks about a _____ that is still ongoing.

Note. Please complete the activities in a class notebook or Word document.

Did you like the videos above? I think you will find that the explanations about these tenses are quite clear. There are some clue words that you can use in the simple past, present perfect, and present perfect progressive (also called present perfect continuous). Likewise, there are some situations in which the use of these tenses is appropriate. For example, the present perfect shows a relation between past time and present time, the past simple talks about actions and events in the past that are now finished, and, the present perfect continuous focuses on an activity itself or talks about a change that is still ongoing.

Please, pay attention to how they use the structures in the examples provided and take notes of anything that you may find difficult and find more information on the Internet.

5.4. Descriptive essays

Descriptive essays can describe a place, person, or situation. When writing this type of essay, you will have to use a vivid or descriptive language so the reader can create a clear mental picture of the description. For this reason, you may need to consider the following points :

1. Having an introduction in which you capture the reader's attention by telling an interesting anecdote or story.
2. Using strong imagery so you can create mental pictures for your reader by using descriptive adjectives and details.
3. Creating strong sensory images by describing smells, sights, sounds, tastes, and senses of touch.
4. Having a conclusion in which you bring the ideas of the essay to a close by providing final thoughts or predictions.

In the section of “Final writing task”, you will apply the skills from the unit to complete a descriptive essay. As a culminating activity of unit 5, you will write a descriptive essay about the positive and negative aspects of your life in 2175. The questions at the beginning of the section and the activities that follow (preparing to write, write, revise, edit) will help you obtain ideas and complete your descriptive essay.

5.5. Figurative language

Figurative language are words or expressions that we use in a non-literal way to add depth and imagery to our descriptions in a text (e.g. *My neighbor is as curious as a cat.*). When using figurative language, we usually make comparisons by connecting concrete and abstract ideas. These words or phrases can be, for example, similes, metaphors, or personification. In your textbook, you will find a section in which these three resources of figurative language (simile, metaphor, and personification) are explained. To learn about figurative language, you can complete the corresponding exercises under this section of your textbook.



Recommended activity

It is important to learn more information about the process of writing a descriptive essay by studying the guidelines provided in the resource titled “[Descriptive essays](#)” and reflect about the following questions:



- What is a descriptive essay?
- What are some guidelines for writing a descriptive essay?

What do you think about the guidelines to write a descriptive essay provided in the website above (e.g. brainstorming, appropriate language, being organized, etc.)? Are you going to follow them? I hope so. It is always important to follow some guidelines so your essay could be improved.

After doing the reading and writing activities included in this guide and your textbook, it is necessary to test your learning. Please complete the following self-evaluation:



Self-assessment 5

Completing the self-evaluation 5 is a way to acquire and test your learning of the contents studied. You must review what you have learned in this unit before starting to answer the items. If you are not certain about your answers, please take a look at the answer key included in this guide.

Read the text. Choose the correct answers.

1. There are places on Earth where people live unusually long lives. These places are called Blue Zones. Blue Zones have been identified all around the world. They include Sardinia, Italy; Ikaria, Greece, Nikoya, Costa Rica; Loma Linda, California; and Okinawa, Japan.
2. These Blue Zones not only have more 100-year-olds than other areas, but they have healthy, vigorous 100-years-olds. These awesome centenarians live active, full lives. They do not remain active by going to the gym or taking a jog. Researchers have studied Blue Zones and have found that they stay fit by living a clean and green life. They stay close to nature and eat healthy, local food. Inevitably, this type of lifestyle leads to being a happier and healthier person. When one researcher was asked if he would move to a Blue Zone, he answered emphatically, "Yes!"
3. But in reality, most people cannot pick up and move halfway around the world easily. So a group of researchers has written a book and created a website that explains how everyone can live a Blue Zone life. Their approach is one in which "citizens, schools, employers, restaurants, grocery stores, and community leaders collaborate on policies and programs that move the community toward better health and well-being." While reading a book may not be as exciting as moving to Sardinia, it's an excellent first step toward living a better life.

1. The residents of these Blue Zones live **vigorous** lives.

What does “**vigorous**” mean?

- a. delicate.
- b. active.
- c. happy.

2. These **awesome** centenarians live active, full lives.

What does “**awesome**” mean?

- a. surprising.
- b. different.
- c. amazing.

3. How many countries with Blue Zones are listed in the text?

- a. four.
- b. five.
- c. six.

4. Blue Zones are known for their _____.

- a. centenarians.
- b. land and crops.
- c. active people.

5. How does the writer feel about the Blue Zones?

- a. impressed.
- b. neutral.
- c. confused.

6. What is the best title for the text?

- a. Blue Zones: The Basics.
- b. Blue Zones: The People.
- c. Blue Zones: The Locations.

**Complete the sentences with the verb (in parenthesis) in the correct tense:
simple past, present perfect, or present perfect progressive.**

7. Leo (**meet**) _____ many important historical figures during his life, and he looks forward to meeting many more.
8. Marilisa and Leo (**visit**) _____ Capri in 1987 on their first anniversary.
9. Leo (**have**) _____ at least ten different careers so far.
10. Marilisa (**talk**) _____ to Fyodor for at least thirty minutes. Do you think they will be done soon?

Answer Key



Unit 6. Charity

Unit 6 addresses the theme of generosity, including philanthropy, volunteering, and donations to charity. The aspects to be studied will be vocabulary about the aforementioned topics, inferring people's reactions, taking compare-and-contrast notes with a T-chart, recognizing persuasive language, using concessions, writing introductions and thesis statements. You will write a persuasive essay explaining your opinion about mandatory volunteering programs.

Focus on Reading

In order to better understand the articles that you are going to read in this part, you should look at the pictures at the beginning of the unit in your textbook and try to answer the questions there. In the first article (**Justin Lebo**), you will do activities that will lead you to better understand it (vocabulary, preview, read, main ideas, details, make inferences, and discuss). There are activities for the second article (**Some Take the Time Gladly / Problems with Mandatory Volunteering**) as well (vocabulary, preview, read, note-taking skill, comprehension, reading skill, and connect the readings). Let's start with the vocabulary.

6.1. Vocabulary about charity

To learn some vocabulary related to charity in this unit, it is necessary to refer to the textbook. You will find vocabulary exercises connected to the reading passages of this unit of the textbook that will help you learn this vocabulary. It is recommended that you complete these vocabulary exercises so you can be familiar with the meaning of these new words.

6.2. Inferring people's reactions

Inferring people's reactions is a necessary skill in reading since paying attention to how different people in a story react to an event, a situation or

a person's decisions will help the reader to better understand a story. For example, see the following paragraph below:



Overnight, everything changed. "There must have been a hundred calls," Justin says. "People would call me up and ask me to come over and pick up their old bike. Or I'd be working in the garage, and a station wagon would pull up. The driver would leave a couple of bikes by the curb. It just snowballed."

Based on the information of the paragraph, can infer that the people reacted enthusiastically to Justin's proposal by noticing sentences such as "*There must have been a hundred calls*".

As for the "Make inferences" section of the first article (**Justin Lebo**), go over the explanation of "Inferring People's Reactions.", read the example and the explanation. It would be a good idea to underline the words in the example paragraph that show the answer. In addition, do the two exercises about paying attention to people's reactions.

6.3. Taking compare and contrast notes with at T-chart

Once you have read the second article (**Some Take the Time Gladly / Problems with Mandatory Volunteering**) and done the activities of preview and read, it is time to focus on the section of "Note-taking skill". Read the note-taking explanation and the example. Then, complete the exercises that follow in the textbook related to taking notes using a T-chart such as the following:

For mandatory volunteering	Against mandatory volunteering
1. Idea 1	1. Idea 1
2. Idea 2	2. Idea 2
3. Idea 3	3. Idea 3

Note. Please complete the activities in a class notebook or Word document.

Remember that, when comparing and contrasting two readings with opposing viewpoints, you can use a T-chart to clarify the writers' ideas. A T-chart will help you compare the reasons for each viewpoint and decide which viewpoint you agree with.



Week 12

Focus on Writing

Focus on writing of Unit 6 has the sections of vocabulary, grammar for writing that studies concessions, and a final writing task in which you will write a persuasive essay.

First of all, you need to do the activities related to vocabulary (review, expand, and create) in your textbook in the section “Focus on writing” of this unit. Then, we will address the grammatical point of this unit.

6.4. Grammar: Common phrasal verbs, concessions and opinions

In the part of “Expand” in your textbook, you will find an explanation referring to phrasal verbs. Read the explanation of this part of the textbook to learn how phrasal verbs are formed. Additionally, you will have an opportunity to do exercises related to this grammar point and familiarize with the meaning of some common phrasal verbs.

Phrasal verbs require some practice, so we are going to get familiar with the meanings of some common phrasal verbs by checking the information in the following resource titled “[Common phrasal verbs](#)”. Once you have checked this information, write the meanings of the following phrasal verbs:

Phrasal verb	Meaning
Call off	
Fill out	
Find out	
Try on	
Turn up	

Note. Please complete the activities in a class notebook or Word document.

Could you see the meaning of the phrasal verbs presented on the list above? These are some common phrasal verbs in English (e.g. “*Try on*” means to put clothing on to see if it fits). You can even see how they are used in a sentence (e.g. *He tried on three jackets before he found one he liked.*). I hope that you can get familiar with the list of verbs, meanings and their examples in the resource above.

Later on, focus on the section “Grammar for writing”, examine the sentences in exercise 1 and answer the questions that follow. Make sure to understand that the boldfaced phrases introduce concession clauses. This first exercise will introduce you to the grammar point before you read the explanation. Once you read the explanation, do the exercises that follow.

If you want to review and expand your knowledge of concessions, please pay attention to the explanation about this point provided in the following [video about concessions](#). After watching the video, I invite you to complete the following sentences:

- Although the exam was difficult_____
- Even though the exam was easy_____
- Despite his best efforts_____

Note. Please complete the activities in a class notebook or Word document.

Did you learn the use of *though*, *although*, *even though*, *despite*, and *in spite of*? I hope the explanation given in the video is useful. Watch it as often as you need. At this point, it is necessary to mention that the sentences of the activity above need an independent clause to be completed (e.g. *Despite his best efforts, he couldn't find peace*.).

As for expressions for opinions, you can use some phrases that can be useful for this purpose. In this respect, you can review the use of these phrases by studying the information in the following resource titled [“How to express your opinion in English”](#). After studying this resource, please find the answer to the following question:



- What phrases can be used to express your opinion in English?

I hope that you have learned to express your written opinion by reading the information in the resource above as it contains some examples that will be useful to increase your knowledge of this matter. The expressions to talk about opinions include phrases such as “*I think...*”, “*I believe...*”, “*In my opinion, ...*”, and “*From my point of view...*”.

6.5. Writing a persuasive essay

The last activity of this unit is a persuasive essay explaining your opinion about mandatory volunteering programs. You need to go to the section “Final writing task: a persuasive essay” and read the situation about which you are going to write your essay and then read the explanation of the T-chart.

For further information about the persuasive essays, you can visit the following resources called “[Persuasive essay](#)”, and [Step-By-Step Guide: How to Write the Perfect Persuasive Essay](#) . After reading these resources, please find the answer to the following questions:

- 
- What is a persuasive essay?
 - How can we write a persuasive essay?
 - What are some examples of topics for a persuasive essay?

Note. Please complete the activities in a class notebook or Word document.

Was the information in the resources above difficult to understand? I think that it is very easy to understand. As you read the information provided in the resources above, try to take notes of the most important points in order to answer the questions above. Writing a persuasive essay might be a challenge since you have to demonstrate in your writing that your point of view is more legitimate than any other, but I am sure that we can do it if we use clear arguments and support them with facts and logical reasons.

6.6. Introductions and thesis statements

Now, go to the section of your textbook called “Revise: Writing introductions and thesis statements” and do the first exercise that will introduce you to the revision point. Read the explanation related to introductions and thesis statements and do the exercises that follow. You will also need to complete your essay trying to use the language and grammar learned in the unit.



Recommended activity

Although you are already familiar with writing introductions and thesis statements for an essay, it is important to review and practice these aspects. The following exercise will help you practice this point: [Introductions and Thesis statements exercise.pdf](#) and determine if a thesis statement is strong or not.

I hope that by completing the exercise in the REA above, you have learned about differentiating strong and weak thesis statements.

It is time to assess your learning, so please complete the following self-evaluation:



Self-assessment 6

This self-evaluation will help you acquire and test your learning of the contents studied. Review the contents of unit 6 before answering the questions. If you are not certain about your answers, please take a look at the answer key.

Read the text. Choose the correct answers.

IS MANDATORY VOLUNTEERING A GOOD THING?

1. A recent research study found that approximately one-quarter of the people living in North America devote some time to volunteering. Organizations report that volunteers do everything from answering phones to cooking meals for the elderly to working with children in after-school programs. Most cities report a rise in volunteerism after natural disasters, such as hurricanes and floods. People who stayed safe are determined to help their neighbors in any way they can. The needs are great and varied at a time like this. For example, many people think to donate clothing or food, but then the clothing and food need to get to the people who need help. So, volunteers are needed to organize and deliver donations, and in this case, in a very difficult situation.
2. However, under normal circumstances, we see that volunteering is most common near college campuses. This raises a question: Are students volunteering to fulfill required hours? While many oppose required volunteering ("I don't agree with mandatory hours. It takes away from my studying," said one student), others feel it is beneficial.
3. Volunteering is a crucial part of most communities, and many people continue to be inspired by being able to help their neighbors. But nobody should feel resentful about being involved. Hopefully, colleges and their students can agree on what is best for everyone.

1. Approximately one-quarter of people living in North America **devote** some time to volunteering.

Which word is a synonym for “**devote**”?

- a. dedicate.
- b. plan.
- c. give.

2. Are students volunteering to **fulfill** required hours?

Which word is a synonym for “**fulfill**”?

- a. begin.
- b. enjoy..
- c. achieve.

3. What percentage of people in North America volunteer?

- a. 20%
- b. 25%
- c. 30%

4. What is the main idea?

- a. Volunteering is important to a large number of people all over North America.
- b. Volunteering is common near college campuses, perhaps due to mandatory requirements.
- c. Volunteering is very common after natural disasters, such as hurricanes and floods.

5. Read the sentences from the text: This raises a question: Are students volunteering to fulfill required hours? While many oppose required volunteering, saying “I don’t agree with mandatory hours. It takes away from my studying,” others feel it is beneficial.

How does the writer feel about mandatory volunteering?

- a. skeptical.
- b. excited.
- c. admiring.

Write “strong” or “not strong” in front of the following thesis statements for a persuasive essay.

6. This essay will provide an overview of the community service work undertaken by students at three high schools in Barcelona. It will explain what the students learned by participating in their respective projects. It will also explain which project was the most successful.

7. It will come as no surprise that, in addition to a wide range of other benefits, mandatory volunteering has a positive impact on participants' health and wellbeing. Researchers believe this benefit may be due to the emotional fulfilment the volunteering often brings. The chance to form strong interpersonal connections may also boost participants' immune systems. _____
8. In my opinion, young people benefit most from participating in community service projects where they have the chance to work in a team. There are many reasons why I think this. _____
9. Mandatory volunteering is a terrible idea for several reasons, including a fake external motivation to do good, an unreasonable time commitment, and competition with other after-school commitments.

10. Mandatory volunteering is a requirement of graduation in many high schools. _____

Answer Key



Unit 7. An ocean of problems

This unit talks about the theme of pollution in the oceans and proposals for cleanup. After reading information about this issue, you will write a problem-solution essay about ocean pollution and possible solutions. The study of unit 7 will lead you to infer the author's point of view and possible bias, take notes on pros and cons, create headings based on main ideas, use transitions and subordinators, write conclusions, and write a problem-solution essay.

Focus on Reading

It is important to take a look at the picture and answer the questions at the beginning of the unit in order to have an idea of the text that you are going to read. Please complete the activities related to these reading passages that are in the textbook (*preview, read, main ideas, details, make inferences, discuss* in the article **"Sea Unworthy: A Personal Journey into the Pacific Garbage Patch"** and *preview, read, note-taking skill, comprehension, reading skill, and connect the readings* in the second article **"Two Proposals to Clean Up Our Oceans of Garbage: Will Either Work?"**).

Once you have completed the activities related to reading one (**Sea Unworthy: A Personal Journey into the Pacific Garbage Patch**). Do the activities of reading two, which is an article about two proposals to clean up the oceans. Then, do the activities of preview, read, note-taking skill, and comprehension. In the subsection of "Reading skill", do the first exercise to activate their prior knowledge before reading through the skill explanation. Then, go over the information in the skills box about creating headings based on main ideas

7.1. Creating headings based on main ideas

An important aspect to consider when creating headings/subheadings for your essay is the main ideas in your text. In your textbook, you will find exercises related to this topic. Remember that this aspect of reading/writing

skills helps you organize your own writing in a way that your audience will easily understand your ideas.

For a better understanding of about creating headings and subheadings and giving the appropriate formats, please study the information in the following resource titled "[Headings & Subheadings](#)" and reflect on the following questions.



- What are some recommendations to write headings?
- What are some recommendations to write subheadings?

Was the information easy to understand? I hope so. Once you finish reading the information above, you will learn how to signal important points with the use of headings and subheadings, and how to format headings and subheadings. In this respect, some recommendations to write headings include keeping them short, and making them parallel (i.e. using a consistent style). Some recommendations to write subheadings include using explanatory subheadings, using them like a roadmap (i.e to have an idea of the layout of the content), and making them smaller than headings.

Focus on Writing

Unit 7, in its section "*Focus on writing*", has the sections of vocabulary (review, expand, and create), grammar for writing related to subordinators and transitions of comparisons and contrasts as well as indirect questions, and a final writing task in which you will write a problem-solution essay. After finishing the vocabulary activities of this part, go to the "Grammar for writing" section.

7.2. Grammar: Subordinators and transitions of comparisons and contrasts. Indirect or embedded questions.

In this part, it is necessary to do exercise 1 to get familiar with the grammar point related to subordinators and transitions of comparisons and contrasts. Later on, read the grammar explanation and examples in the presentation box and do the exercises that follow.

In addition, for further comprehension of subordinators and transitions of comparisons and contrasts, you need to pay attention to the content of the

following video called "[How to use subordinators](#)". After watching this video, I invite you to complete the following sentences that use subordinators:

- Just as she finished her performance, _____
- As elephants and tigers are wild, _____
- Most people live in poverty whereas _____

Note. Please complete the activities in a class notebook or Word document.

I hope that the explanation of these linking words of the video above (e.g. when, while, before, as long as, as soon as, after, until) is clear enough. Please take notes of the most important aspects. At this point, I am sure that the activity above involves dependent and independent clauses, so you can complete them using the respective clause (e.g. *Most people live in poverty whereas only a minority are rich*).

Another important grammar point in this unit is the use of indirect or embedded questions. These types of questions are questions that are included within another question or sentence. Some examples of phrases that can be used in indirect questions are "*Do you know...?*", "*I wonder...*", "*Would you mind...?*".

For example:



- **Direct question:** Where does she work?
- **Indirect question:** I wonder where she works.

You can notice in the example above that there are some changes that must be done when you transform a direct question into an indirect one. In this case, the expression "I wonder" does not require a question mark at the end of the sentence. You can also see that you don't need the auxiliary verb (does) in the indirect question. Nevertheless, other expressions such as "*Do you know...?*" or "*Would you mind...?*" will need a question mark. (e.g. "*Do you know where she works?*"). After learning something basic about this topic, and, in order to have a better understanding of indirect questions, we are going to study the information from the following resource titled "[Embedded Questions: Definition & Examples](#)". Once you have studied this resource, please complete the following indirect questions:

- **Direct question:** Is the doctor available?
 - **Indirect question:** Could you tell me if _____?
-
- **Direct question:** What is his name?
 - **Indirect question:** I wonder _____

Note. Please complete the activities in a class notebook or Word document.

Could you see the examples of direct and indirect questions given in the resource above? You need to notice the changes that occur when you transform the direct questions into indirect questions. You will see several cases of tenses in the questions that will help you understand the use of indirect questions.

7.3. Writing a problem-solution essay

In the section, “Final writing task”, as a culminating activity, you will write a problem-solution essay describing the problem of ocean pollution and discussing possible solutions. Read the information in exercise 1 about the tree maps and try to create your own tree map. This will help you think about a solution or solutions to be discussed in your essay.

You will also read the information about the problem-solution essay and read the essay in exercise 1. Finally, do the rest of the exercises that follow in order to complete the steps to writing your problem-solution essay. The following [PPT about the problem-solution essay](#) that contains information about the that will be useful to acquire knowledge about the steps that must be taken to write this type of essay, which will lead to the improvement of your writing skills. After reading this resource, please reflect on the following questions:

- 
- What is a problem-solution essay?
 - How can you structure a problem-solution essay?
 - What do you usually include in the conclusion of a problem-solution essay?

After learning the steps to write a problem-solution essay in the PowerPoint presentation above, it is necessary to synthesize the information so you can apply it when you write your own essay. This will lead you to know that the problem-solution essay basically starts by identifying a problem and then proposes some solutions. You also need to justify this solution and conclude your essay by calling to action and convincing the readers that they need to do something to contribute to the solution.



Recommended activity

I would like to invite you to evaluate your knowledge of techniques for writing conclusions in a problem-solution essay, so I invite you to play the following game related to this topic.

[**QUIZ ABOUT CONCLUSIONS OF PROBLEM-SOLUTION ESSAYS**](#)

Did you enjoy playing the game above? I am sure that you have learned something about techniques for writing conclusions for a problem-solution essay.

Ok. Now is time to put you to the test. I invite you to complete the following self-evaluation about this unit:



Self-assessment 7

To acquire and test your learning of the contents studied, you need to review the contents of unit 7 before starting to answer the questions of the self-evaluation above. If you are not certain about your answers, please take a look at the answer key.

Choose the correct answers.

1. Select the correct transition word to fill the blank space.

Thin plastic bags are used once and pollute the environment. _____, reusable plastic bags help the environment because they are used again and again.

- a. Just as.
- b. In the same way.
- c. On the other hand.

2. Select the correct transition word to fill the blank space.

A lot of garbage litters the banks of the river. _____, it washes up on the beach nearby.

- a. Likewise.
- b. In contrast.
- c. Whereas.

Complete the following indirect/embedded questions based on the direct questions.

3. **Direct Question:** How tall are they?

Embedded Question: Do you know how _____?

4. **Direct question:** Where does she work?

Indirect question: I wonder where _____.

5. **Direct question:** Will it rain tomorrow?

Embedded Question: Would you mind telling me if _____?

Read the text. Choose the correct answers.

Misimi Isimi is only eleven years old, but she has taken it upon herself to educate those around her about environmental protection in her hometown of Lagos, Nigeria. Misimi is known as “Miss Environmentalist,” a name she relishes.

Lagos is Africa’s most populated city, and rapid urbanization has led to huge challenges for the 21 million people living there. Like many cities of this size around the world, waste disposal is a pervasive problem, leading to pollution underground, in water supplies, and in the air. As in many cities of this size around the world, discarded piles of trash can be seen on many street corners, and with a boom in the megacity’s population predicted over the next few decades, the problem is certain to become even more acute.

In a recent TV interview, Misimi can be seen picking up plastic bottles in a dusty backstreet. As she works, an expression of frustration comes across her face. “Ugh! Look at all this!” she says. In her opinion, there is no excuse for the pollution she sees around her. “All waste can be reduced, reused, and recycled!” she remarks. What Misimi is trying to do is to raise awareness among both adults and children about environmental waste. Waste leads to diseases, infection, and high mortality rates, she notes wisely.

One of Misimi’s initiatives is a club called the Eco-Kids Green Club. The organization not only educates young people about sustainable lifestyles but also focuses on getting them involved in community efforts to prevent litter. As a result of her extensive efforts, Misimi was honored as the first child environmentalist in Nigeria. With her catching smile and passion for her work, “Miss Environmentalist” is setting an example for us all.

1. Waste disposal is a **pervasive** problem. What does “**pervasive**” mean?
 - a. alarming.
 - b. treatable.
 - c. widespread.

2. What would be the best title for this piece?
 - a. A Small Girl, Misimi Isimi, Wins an Environmental Prize.
 - b. A Young Environmentalist Throws Light on a Serious Problem.
 - c. The Growing Population of Lagos, an African Megacity.
3. Which of the following conclusions is supported by the text?
 - a. The government is actively involved in efforts to address this crisis.
 - b. Appearing on TV helped Misimi to raise awareness about the situation.
 - c. Both adults and young people can get involved in cleanup efforts.
4. Which of the following best represents the author's opinion?
 - a. It is unfortunate that a child has to tackle this serious problem.
 - b. Misimi is an example for adults and children alike.
 - c. More news channels should broadcast Misimi's work.
5. What would be a good heading for paragraph 2?
 - a. The growing problem of trash in Lagos
 - b. The far-reaching impact of Misimi's work
 - c. Youth involvement in cleanup efforts

Answer Key



Unit 8. Computers and ICTs

Dear student. Welcome to the last unit of this course. I hope that you have learned a great deal of reading and writing skills. This unit focuses on the effects of technology in our lives, including computers, Information and Communication Technologies (ICTs), as well as the advantages and disadvantages of using smartphones and social media. Another important topic is the new education system, which has experienced significant changes due to ICTs. The final task is a cause-and-effect essay that addressed the effects that another technology used today has had on its users and on society. In unit 8, you will also learn to infer an author's appeal to authority, take three-column notes to show time sequence, identify referents for the pronoun "it", use subordinators and prepositional phrases, learn the simple future and future progressive tenses, and use transitions.

Focus on Reading

This part deals with the topic of computers and Information and Communication Technologies (ICTs) along with other technologies such as smartphones and social media and the respective vocabulary related to these interesting topics. Another topic that will be tackled in the part of reading is the new education system, which has an enormous amount of technological support due to the changes experienced in recent years. As you can see, the reading topics are quite interesting. In addition, you will learn other aspects related to reading skills such as taking three column notes to show time sequence, and identifying referents for the pronoun "it". Let's start with the first point.

8.1. Vocabulary about computers and ICTs

The main theme of this unit is the use of technology. In the teaching-learning process today, the use of computers and Information and Communication Technologies (ICTs) has become essential. So what are ICTs? We can say that ICTs are technological tools that can be used to communicate, create, disseminate, store, and manage information. These tools have become an essential part in the teaching-learning interaction. It is important to be

aware of the current trends as to the application of ICTs in education, so please watch the following video called "[Information and communication Technology for education](#)" to learn about this topic. After watching this video, please reflect on the following question:



- What are some advantages of using ICTs in education?

So, could you have a better understanding of ICTs applied in the education field by watching the video? I hope that the information provided in the video can help you understand these aspects. It is important to mention that one of the main advantages of using ICTs in education is that they can increase students' engagement in learning. In addition, you need to learn some vocabulary about ICTs, so please check the meanings of some words that may be new to you in the following resource called "[Vocabulary - Information and Communication Technology](#)". Once you check this resource, I invite you to find and write the meanings of the following terms:

1. Blog:
2. Database:
3. Firewall:

Note. Please complete the activities in a class notebook or Word document.

So, did you know any of the words (e.g. download, database) listed in the resource above? You can use this resource as a dictionary that you might find useful when reading articles about technology and ICTs.

8.2. Vocabulary about the new education system (online, on-site and distance learning)

Today, education has experienced significant changes due to ICTs. One of these changes is that the education system has become diverse. For example, as an alternative to traditional on-site classes and to distance learning, on-line learning has emerged as a new option as a product of ICTs. Some people will probably associate distance learning with on-line learning, but there are some differences between these two systems. Please read the information in the following article called "[Difference Between Online Learning & Distance Education](#)" to learn about the differences between these

two systems of education and improve your knowledge of this topic. Based on the information in the resource, I invite you to reflect on the following question:



- What are the aspects in which online learning and distance education can be differentiated?

Did you learn the difference between online and distance learning? As you can see, there are some aspects in which these two systems differ. One of them is the location, that is, with online learning, students could be together in the classroom with the instructor working with ICTs, but, with distance learning, students would work online at home while the teacher could assign work and check it digitally.

It is also necessary to learn some words about online learning, so I invite you to check the following resource titled "[Online learning vocabulary](#)" and learn these new terms and their meaning. After reading this resource, I invite you to write the definition of the following terms:

1. Asynchronous learning
2. Blended learning:
3. e-learning:

Note. Please complete the activities in a class notebook or Word document.

Did you know some of the words? In the website above, you will probably find some terms that you do not know. Now, are you familiar with terms such as asynchronous learning or blended learning? The resource above will provide the meaning of those and other terms related to online learning.

8.3. Taking three column notes to show time sequence

First of all, take a look at the picture at the beginning of unit 8. Think about the answers to the questions included here so you can better understand the reading passages that you will read in the textbook. The two articles to be read are "**Smartphone-Induced Problems in the Twenty-First Century**" (with the activities of preview, read, main ideas, details, make inferences, and discuss) and "**Unplugging Wired Kids: A Vacation from Technology**

and Social Media" (with the activities of *preview, read, note-taking skill, comprehension, reading skill, and connect the readings*).

Now, after completing all of the activities of reading one, and the activities of preview and read of reading two, go to the section "Note-taking skill". Read the note-taking skill explanation and the example. When do you think would be useful to take three-column notes to show time sequence? Later on, complete the exercise about comprehension.

You can see that three-column notes are basically tables that contain three columns in which you can take notes of the main ideas and details in a text. The columns can be used to show a variety of relationships, including time sequence.



Recommended activity

Further practice about three-column notes to show time sequence can be done with the activity proposed in the following REA:

[Documento_semana14.pdf](#)

Was taking notes using a three-column note easy? I hope you do not have any difficulties while doing it. Now, let's move on to the next point.

8.4. Identifying referents for the pronoun "it"

The next subsection is "Reading skill". Here, you will learn about the pronoun "it" that can refer to a previously mentioned person, thing, or idea. Before going over the explanation, complete exercise 1 to activate your prior knowledge. Then, read the explanation and study the examples. Consider that the pronoun "it" and its referent must make sense in the sentence. For example, consider the following sentence:



*When she set the pitcher on the glass-topped table, **it** broke.*

In the sentence above, you can see that the pronoun "it" is clearly referring to the pitcher, so the pitcher is the referent.

In addition, complete exercise 2, referring back to the indicated paragraphs as needed. Finally, do the exercise from the subsection “Connect the readings”.

In order to reinforce what you have learned so far, please study the following “[Pronoun reference](#)” and reflect about the following question:



- What is an antecedent?

Could you learn more about pronoun references? I am sure you could. After reading the PowerPoint Presentation above, you will probably have learned that you need to be very clear about the antecedent (the word that the pronoun is replacing) that the pronoun is referring to. Take notes of the important points in this presentation.



Week 15

Focus on Writing

The part “*Focus on writing*” of unit 8 is aimed to learn vocabulary, grammar for writing related to subordinators and prepositional phrases that express cause, the future and future progressive, and a writing task in which you will write a cause and effect essay. Start by doing the vocabulary review activities. Later on, go the “Grammar for writing” section.

8.5. Grammar: Subordinators and prepositional phrases that express cause. Future and future progressive.

In this section, you must do exercise 1 in your textbook to get an idea of the grammar explanation that you are going to read. Try to remember what you know about using subordinators and prepositional phrases that express cause. Now, read the presentation box and go over each point in the textbook. You must also complete exercises 2 and 3.

One point that you have to learn when it comes to subordinators and prepositional phrases that express cause is the use of linking words. For this reason, you need to reinforce your learning of linking words that indicate cause and effect by watching the following video about [transition words](#)

of cause and effect and paying attention to the content. After watching the video, please reflect on the following questions:

- What is the difference between cause and effect?
- What are some examples of transition words to indicate cause?
- What are some examples of transition words to indicate cause?



So, was the video interesting? After watching the video above, you will have learned about the difference between cause (why something happened?) and effect (what happened?) and the use of related transitions words of cause (e.g. *because*, *since*) and effect (e.g. *therefore*, *as a result*), which result in sentences such as "*He went to the hospital because he was sick.*".

At this point, it is also important to learn the tenses related to the future. In this case, the simple future and future progressive (or future continuous) tenses. You can use the simple future (e.g. **will + verb**, or, **be going to + verb**) for a voluntary action, a promise, a future plan, or a future prediction. Regarding the future progressive (also called future continuous), you can use this tense to show a future action in progress during another shorter future action or a specific time (e.g. *She will be waiting for us when we arrive*), or to describe multiple actions happening at the same time in the future (e.g. *When you arrive at work later, Jake will be using the computer, Daniel will be making coffee, and Marta will be talking on the phone*.).

To reinforce your learning about the future and future progressive, I invite you to check the following resource titled "[Future Simple vs. Future Continuous](#)" and, based on this information, complete the following activity by adding examples of sentences on the blank spaces according to the situation provided (the first one has been done for you): [Future simple vs. Future progressive](#).

What do you think about the resource above? Could you see the contrast between the simple future and future progressive? You can see that one of the most common uses of the future progressive is to show a future action in progress during another shorter future action or a specific time (e.g. *I am going to be sleeping when you arrive*.). I hope that by analyzing the examples

and completing the exercises proposed there you can fully comprehend the use of these tenses.

8.6. Writing a cause-and-effect essay

The final activity of this unit and this course will be a cause-and-effect essay, which discusses the causes (reasons) for something and the effects (results). The process to do this is indicated in the section “Final writing task” of your textbook, focusing on the effects that another technology used today has had on its users and on society. Read the background information on flowcharts and the instructions. Try to determine individually whether the effects are positive or negative. Then, do exercises that follow that will lead you to your essay.

With the purpose of reinforcing your learning about cause-and-effect essays, you can see some samples in the following titled [“Cause and effect essay samples”](#). After checking the samples of these essays, please do the following activities:

- Chose the essay that you consider the most interesting to read.
- Read and analyze the structure of the essay. Does this essay follow the organization patterns for cause-and-effect essays explained in your textbook?

I hope you can read one or more of these example of cause-and-effect essays so you can analyze them and then write a good essay of this type by yourself.

8.7. Signal words

While reading or writing a text, there will be some words that can show different types of relationships among ideas such as contrast, similarity, cause, effect, additional ideas, examples, etc. These words are called transitions or signal words. There are many transitions that can be used, and you can learn about them by studying the following resource titled [“Transition words: Examples in sentences, paragraphs & essays”](#). Once you

read this resource, please write as many transition words in the following table according to the categories provided:

TRANSITION WORDS

- Additive:
- Adversative:
- Causal:
- Sequential:

Could you learn more about signal words? I think that you knew some of the transitions indicated in the resource above. For example, the transition word “however”, which is in the category of adversative transition words. Just make sure to use them correctly. Additionally, you will find some information about transitions to indicate cause-and-effect in your textbook that will be useful to write a cause-and-effect essay (e.g. *as a result, consequently, due to the fact, since, thus, etc.*). Make sure to read the explanation and complete the exercises related to this type of transitions.



Recommended activity

More information about how to structure a cause-and-effect essay can be found at [cause and effect essays 1](#) and [cause and effect essays 2](#). After reading these resources, please reflect on the following question:

- What steps can be followed to write an effective cause-and-effect essay?

Was the information from the resources above interesting? I am sure you have learned more about the steps to write this types essay, the structure, elements and examples of cause-and-effect essays after reading the information above.

Well, I think that this is the last time you will be put to the test in this unit. Well, maybe not. Anyways, I invite you to complete the following test to see for yourself what you have learned:



Self-assessment 8

In order to acquire and test your learning of the contents studied, you should review the contents of unit 8 before answering the questions of the self-evaluation. If you are not certain about your answers, please refer to the answer key included in this guide.

Unidad 8

Read each word. Choose the word that has the same meaning.

1. devices

- a. tools.
- b. electronics.
- c. a plan.

2. temptation

- a. need.
- b. desire.
- c. want.

3. conscious

- a. unaware.
- b. aware.
- c. movement.

Which option correctly combines each pair of sentences?

4. **Sentence 1:** Dana downloaded a new game.

Sentence 2: Her data usage increased.

- a. As a result of downloading a new game, Dana's data usage increased.
- b. Due to she downloaded a new game, Dana's data usage increased.

5. **Sentence 1:** Many students use their smartphones to study.
Sentence 2: They often get distracted.
- As a consequence of they use their smartphones to study, many students often get distracted.
 - Because many students use their smartphones to study, they often get distracted.
6. **Sentence 1:** The built-in cameras on many smartphones have become very powerful.
Sentence 2: Digital camera sales have decreased.
- Digital camera sales have decreased, as the built-in cameras on many smartphones have become very powerful.
 - Digital camera sales have decreased because of the built-in cameras on many smartphones have become very powerful.

Write C (cause) or E (effect) for each set of sentences.

- My brothers are constantly checking their phones. _____
They often tune me out when I am speaking to them. _____
- Many people choose to buy a smartphone instead of a laptop. _____
Smartphones are small, relatively cheap, and easy to use. _____
- Over 50 percent of people check their phone continuously during vacation. _____
Vacations may not be as relaxing as in the past. _____
- I feel very anxious and disconnected from the world. _____
My phone has been broken for a week. _____

Answer Key



Week 16



Final activities of the bimester

You need to check your plan and EVA to see the corresponding dates and instructions of your evaluated learning activities.

The last week before the exam could be used to review units 5, 6, 7 and 8 so you can be fully prepared for the second bimester exam.



4. Answer key

Self-evaluation 1		
Question	Answer	Feedback
1	c	Disabled means having a physical or emotional impairment.
2	a	Expertise means having strong skills or knowledge about something.
3	a	The main idea of the text is that some people can acquire new skills after an injury.
4	b	The mother was surprised that her son played a difficult piece that he hadn't heard.
5	c	Based on the quote, we can assume that every patient is different, so it is not always possible to make predictions.
6	b	The doctor was the person who said that the boy will probably need to use a hearing aid for the rest of his life.
7	Correct	This is a complete sentence, so it is correct.
8	Fragment	It is a sentence fragment since it does not contain a verb.
9	Fragment	This is a sentence fragment. There is no verb other than the -ing form which does not act as a complete verb.
10	Fragment	This is a sentence fragment. It is only a clause as the only verb is in the -ing form which does not act as a complete verb.

Self
Assessment

Self-evaluation 2		
Question	Answer	Feedback
1	b	"Hopelessness" means the feeling that things would never get better.
2	a	She kept working hard so she never gave up.
3	b	The Reading passage talks about a person that dealt with different problems, so the best title would be "Overcoming obstacles".
4	b	The text says that she "she suffered a high fever that caused her to go blind and deaf" so that was the cause of Helen's blindness.
5	c	Making a difference means to cause a change that improves a situation.
6	a	In the context of the reading passage, "punishing" means something that is very difficult.
7	to write	After expressions such as "it was hard", we use an infinitive.
8	Paying	In this case, we should use a gerund that acts as the subject of the sentence.
9	to read	When we use the verb "urge", we employ the structure "urge + object + infinitive", so we need to use an infinitive here.
10	Preparing	In this case, we should use a gerund that acts as the subject of the sentence.

**Self
Assessment**

Self-evaluation 3		
Question	Answer	Feedback
1	a	Being skeptical means that you doubt.
2	b	In this context, “potential” is a synonym for “possible.”
3	b	In the first paragraph, we can read that the DNA testing kit is a gift that the narrator really liked.
4	b	The narrator was surprised after discovering that he/she has ancestry from more than 10 different countries.
5	a	The narrator says good things about DNA testing.
6	b	The reading passage says that AncestryDNA began offering DNA tests in 2012.
7	Yes	The clause <i>“If David Agus hadn’t taken a genetic test”</i> indicates that he took a genetic test.
8	Yes	The clause <i>“he wouldn’t have discovered his risk for cardiovascular disease”</i> indicates that he discovered his risk for cardiovascular disease.
9	No	The clause <i>“If Norman Cousins had been healthy”</i> indicates that Norman Cousins was not healthy.
10	Yes	The clause <i>“he wouldn’t have had to try Laughter Therapy”</i> indicates that he had to try Laughter Therapy.

**Self
Assessment**

Self-evaluation 4		
Question	Answer	Feedback
1	c	In this context, "Obvious" means "clear".
2	a	In this context, "discern" means to recognize or perceive.
3	b	The purpose of the text is to illustrate how animals have instincts to protect.
4	b	The examples shown, especially in the first paragraph, indicate that pets can help people with their health problems.
5	a	Modals such as "might" and verbs such as "believe" are indicators of hedging language.
6	b	The purpose of the quotation: "Khan protects our family, just like any other family member would." is to support the idea that Khan is part of the Hubkey family
7	who/that	In this case, the relative pronoun refers to a person, so the best options are "who" or "that".
8	where/in which	In this case, the relative pronoun refers to a place, so the best options are "where" or "in which".
9	which/that	In this case, the relative pronoun refers to animals, so the best options are "which" or "that".
10	whose	In this case, the relative pronoun referring to possession, so the best option is "whose".

**Self
Assessment**

Self-evaluation 5		
Question	Answer	Feedback
1	b	In this case, "vigorous" means "active".
2	c	In this case, "awesome" means "amazing".
3	b	Five countries are listed: Italy, Greece, Costa Rica, USA, and Japan.
4	a	Blue Zones are known for their centenarians (i.e. 100-year-olds).
5	a	Based on the positive aspects discussed and words such as "awesome", we can conclude that the writer feels impressed with the Blue Zones.
6	a	The text talks about people and locations so the best title would be " <i>Blue Zones: The Basics.</i> ".
7	has met	We are talking about repeated actions that were completed in the past, but that may happen again in the future.
8	visited	We are talking about things that happened in the past and were completed.
9	has had	We are talking about repeated actions that were completed in the past, but that may happen again in the future.
10	has been talking	We are talking about an action that began in the past. This action is not complete and may continue into the future.

Self
Assessment

Self-evaluation 6		
Question	Answer	Feedback
1	a	A synonym for "devote" is "dedicate".
2	c	A synonym for "fulfill" is "achieve".
3	b	According to the text, a recent research study found that approximately one-quarter of the people living in North America devote some time to volunteering.
4	b	The main idea is related to volunteering being most common near college campuses. This raises a question: Are students volunteering to fulfill required hours?
5	a	The writer presents both points of view "While many oppose required volunteering, others feel it is beneficial." This indicates that the writer is skeptical.
6	Not strong	This is not a strong thesis statements for a persuasive essay. It states facts, but does not have a point of view or opinion.
7	Strong	This is a strong thesis statements for a persuasive essay. It explains why the writer believes mandatory volunteering is positive.
8	Not strong	There is no focus. Why do people benefit from participating in these projects?
9	Strong	It explains why the writer thinks mandatory volunteering is wrong.
10	Not strong	This is not a strong thesis statements for a persuasive essay. It states a fact, but has no point of view or opinion.

**Self
Assessment**

Self-evaluation 7		
Question	Answer	Feedback
1	c	Two ideas are being contrasted, so the best transition is "On the other hand".
2	a	In this case, we are trying to add a related idea, so the best transition is "Likewise".
3	tall they are	The word order changes in these types of questions.
4	she works	The word order changes in these types of questions.
5	it will rain tomorrow	The word order changes in these types of questions.
6	c	In this context, "pervasive" means "widespread".
7	b	Based on the main idea, the best title for this piece would be "A Young Environmentalist Throws Light on a Serious Problem".
8	c	The text supports the conclusion that both adults and young people can get involved in cleanup efforts.
9	b	The author's opinion is that Misimi is an example for adults and children.
10	a	The main idea of the second paragraph is related to the growing problem of trash in Lagos.

Self
Assessment

Self-evaluation 8

Question	Answer	Feedback
1	a	Devices are tools.
2	b	"Temptation" is a synonym for "desire".
3	b	"Conscious" is a synonym for "aware".
4	a	In the sentence that uses "due to", this subordinator is incorrectly used since the correct structure is DUE TO + noun/noun phrase.
5	b	In the sentence that uses "as a consequence of", this subordinator is incorrectly used since the correct structure is AS A CONSEQUENCE OF + noun/noun phrase.
6	a	In the sentence that uses "because of", this subordinator is incorrectly used since the correct structure is BECAUSE OF + noun/noun phrase.
7	c, e	"My brothers are constantly checking their phones" is the cause
8	e, c	"Smartphones are small, relatively cheap, and easy to use" is the cause
9	c, e	"Vacations may not be as relaxing as in the past" is the effect.
10	e, c	"I feel very anxious and disconnected from the world" is the effect.

Self
Assessment



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6. Annexes

Annex 1. Information that you can include in a biographical paragraph

INFORMATION THAT YOU CAN INCLUDE IN A BIOGRAPHICAL PARAGRAPH

Title

Topic sentence

Supporting sentences

1. Describe early life
(e.g. *date of birth, family members, education*)

2. Describe the public life
(e.g. _____)

Concluding sentence

Annex 2. Future simple vs. Future progressive

Future simple

Voluntary action: Are you cold? I will turn off the air conditioning.

Promise: _____

Future Prediction: _____

Future progressive

To show a future action in progress during another shorter future action or a specific time:

To describe multiple actions happening at the same time in the future:

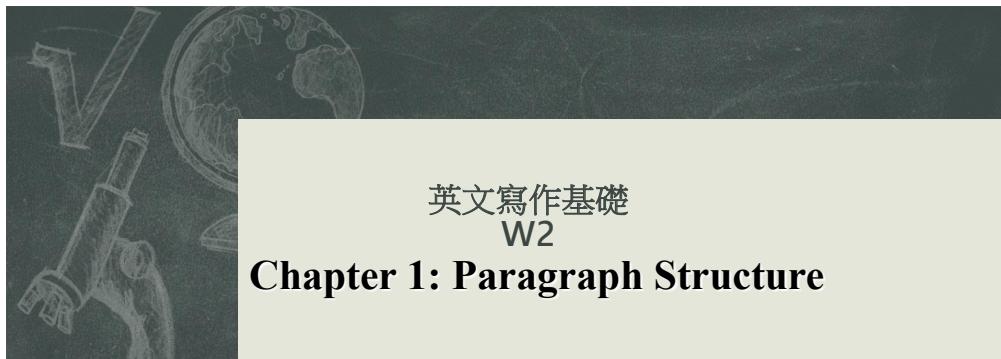
Annex 3. (SEMANA 1)Unit1_ReadingOne_VocabularyPractice_1

Reading One: Vocabulary Practice

Match each vocabulary item with its definition. Click on the items to make a match.

compensate	very worried about something, or showing you are very worried
retain	able to change easily
estimate	a genius, or very intelligent in one or more areas
flexible	the activity of talking with other people and working with them
predictable	the money or other advantages that you get from something such as insurance or the government, or as part of your job
disabled	a picture that you have in your mind
anxious	behaving or happening in a way that you expect
interaction	the total when you add two or more numbers together
image	to judge the value or size of something
benefit	so surprising that it is difficult to believe
savant	to do something so that something bad has a smaller effect
sum	unable to use a part of your mind or body in a way that others can
astonishing	to keep facts in your memory

Source: English, A. & English, L. (2017). NorthStar, Reading and Writing 4. Boston. U.S.A: Pearson Education, Inc.

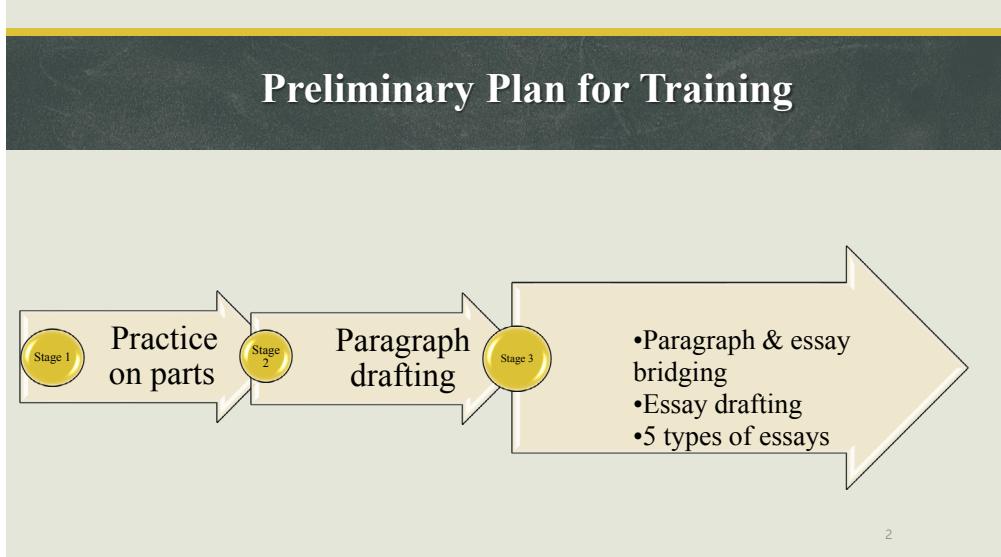


Fundamentals of English Writing
Wei-Yan Miguel Li
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National Taiwan University

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Miguel & TAs
(Amy & Evan)



Contents for Today



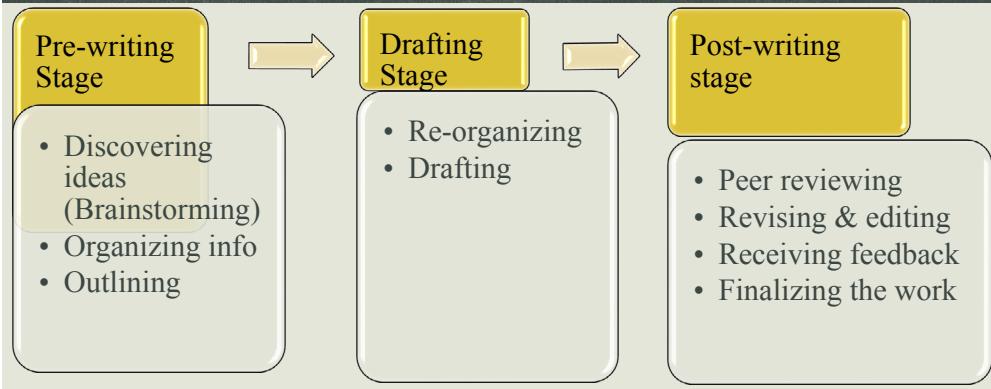
- Introduction to the training contents

- Introduction to the writing process
- Introduction to a “paragraph”

- Transition signals
- Assignment

3

Steps of the Writing Process



4

Analysis of the Initial draft

English Graduation Benchmark Enforcement Rules OR Effects of Social Networking on Interpersonal Relationships

5

Group Discussion 1

▪ What type of information is included in your paragraph?

Giving suggestions/ making predictions/
calling for action

Discussing the main idea(s) with the use of
evidence

Reviewing the main idea(s)

Previewing the main idea(s) in the
discussion

Introducing the topic

6

What is a ‘paragraph’?

- A paragraph consists of a group of sentences.
- Though different points may be explained in different paragraphs in an essay, all the points should be **discussing one** central topic.
- The length of a paragraph depends on **how much space is needed** to fully explain an idea.
- A (new) paragraph is signaled by indentation.

7

Topic sentence

Article analyzing practice

Supporting
sentences (points)

Concluding
sentence

Supportive data

Transition words

Gold

(Through...materials)
Opening
(For...industries)
Closure

(Throughout history, gold has always been one of the most used materials.) Gold, a precious metal, is prized for two important characteristics. First of all, gold has a lustrous beauty that is resistant to corrosion. Therefore, it is suitable for jewelry, coins, and ornamental purposes. Gold never needs to be polished and will remain beautiful forever. For example, a Macedonian coin remains as untarnished today as the day it was made 25 centuries ago. Another important characteristic of gold is its usefulness to industry and science. For many years, it has been used in hundreds of industrial applications, such as photography and dentistry. The most recent use of gold is in astronauts' suits. Astronauts wear gold-plated heat shields for protection when they go outside spaceships in space. In conclusion, gold is treasured not only for its beauty but also for its utility. (For these reasons, we can foresee its long-lasting popularity in different industries.)

8



Brief intro to each component

- **Topic sentence (TS):** the sentence introducing the topic and the controlling idea
- **Supporting sentences (SS):** all the sentences explaining the topic sentence
- **Supportive data (SD):** evidence such as details, examples, statistics, and report
- **Concluding sentence (CS):** the sentence summarizing the main points or paraphrasing the TS

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The Topic Sentence (TS)

- A good paragraph has a **TS**, introducing the **topic** and the **controlling idea**. A controlling idea indicates the specific area which the content of the discussion is about.

- **Gold**, a precious metal, is prized for **two important characteristics**.

Topic

Controlling idea

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Group Discussion 2: What is a standard TS?

▪ Point 1: Topic + controlling idea

topic

Controlling idea
(content)

❖ “I-Phone”, “brand craze”

✓ *The invention of the iPhone has further facilitated the modern phenomenon of brand craze.*

✓ *Taking advantage of the modern phenomenon of brand craze, the iPhone has become one of the best-selling electronic products.*

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Note: Sometimes a TS comes at the end. In this case, the paragraph begins with a series of examples.

▪ Point 2: Usually a more general statement in the very beginning of a paragraph.

❖ There are many factors influencing a person's conception of one's identity.

→ Too general

❖ Individuals from a bilingual living environment might consider themselves to have dual-identities.

→ Too specific

❖ An individual's conception of his or her identity can be shaped by his or her cultural background, personal values, and ideology.

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Supporting Sentences (SS)

What:

- SSs explain or prove the TS.
- Types of supportive data:
 - a. Examples
 - b. Statistics
 - c. Quotations
 - d. Explanations
 - e. Facts

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The Concluding Sentence (CS)

■ CS serves two purposes:

- To review the topic and the controlling idea.
 - ✓ By paraphrasing the TS.
- To summarize the text.
 - ✓ By summarizing all the points made in the paragraphs.

Note:

A CS doesn't require a **signal word**, but it is commonly observed.

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End-of-Paragraph Signals

Followed by a comma	NOT followed by a comma
Finally,	The evidence suggests that...
In brief,	
In short,	There can be no doubt that...
In conclusion,	
In summary,	These examples show that...
To sum up,	
Lastly,	
Therefore,	We can see that...

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Reviewing

Writing process

- Pre-Writing Stage
- Drafting Stage
- Post-Writing Stage

Topic Sentence

- Introduce the topic
- Introduce the controlling idea
- A more general statement

Supporting Sentences

- With supportive data
- To explain/ prove the TS

Transition Signals

- Followed by a comma
- Use that

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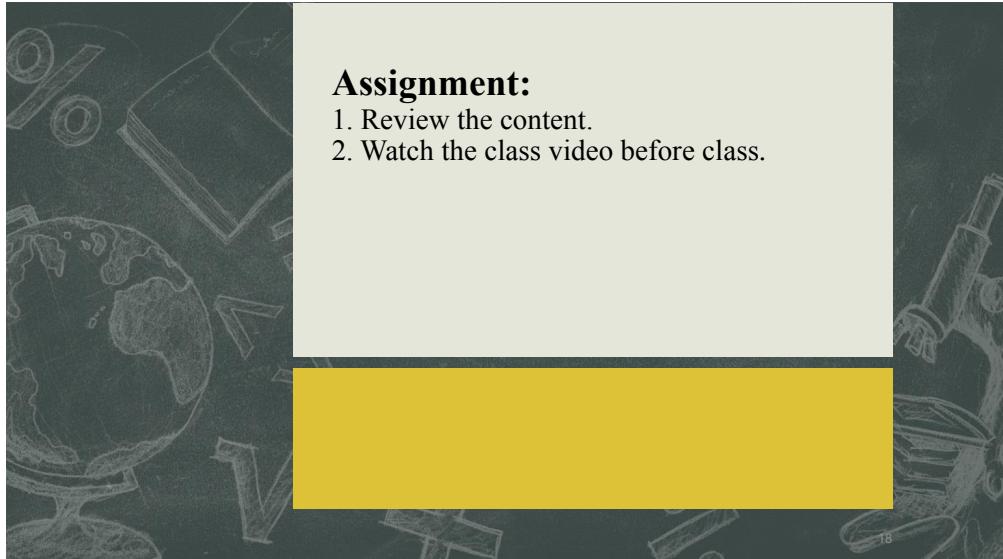
Scoring Rubric: Stand-alone Paragraphs

- Overall Structure
- Topic Sentence:
- Supporting Sentences
- Concluding Sentence
- Grammar
- Grammar
- Content
- Format

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Assignment:

1. Review the content.
2. Watch the class video before class.



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Annex 5. (SEMANA 12)Introductions and Thesis statements exercise

Writing Practice: Writing Introductions and Thesis Statements

Read the following thesis statements. For each question, say whether the thesis statement is strong or not.

- 1 This essay will provide an overview of the community service work undertaken by students at three high schools in Barcelona. It will explain what the students learned by participating in their respective projects. It will also explain which project was the most successful.
 strong
 not strong
- 2 It will come as no surprise that, in addition to a wide range of other benefits, mandatory volunteering has a positive impact on participants' health and wellbeing. Researchers believe this benefit may be due to the emotional fulfilment the volunteering often brings. The chance to form strong interpersonal connections may also boost participants' immune systems.
 strong
 not strong
- 3 In my opinion, young people benefit most from participating in community service projects where they have the chance to work in a team. There are many reasons why I think this.
 strong
 not strong

Source: English, A. & English, L. (2017). NorthStar, Reading and Writing 4. Boston. U.S.A: Pearson Education, Inc.

Annex 6. (SEMANA 14) Documento_semana14

Note-taking Practice: Taking Three-Column Notes to Show Time Sequence

In the following reading, the author describes the steps he took to cut down on his smartphone use. In a three-column format, the first column would list the important dates, the second column would list the step the author took and the third column would list how doing this made him feel. Read the text and complete the template below.

My Experience Overcoming Smartphone Dependency

In March of last year, I made the bold decision to cut down on my smartphone use. I knew it was going to be difficult to do, and I was worried about the feelings of withdrawal that I was likely to experience. However, I was even more concerned about how dependent on my smartphone I had become. At that time, I was using it constantly. On the elevator, while waiting in line, when I was out with friends... everywhere, really! It was time to make a change. For several weeks, I experimented with simple strategies like turning my phone off at night or leaving it at home when I left the house to run errands.

Despite my best efforts, the temptation to check my smartphone was often too difficult to resist. That's why, beginning in April, I decided to step up my efforts. I downloaded a screen tracker to help monitor my smartphone use. These simple applications have become very popular in recent years. My screen tracker produced helpful statistics at the end of each day. For instance, it told me how much time I spent on my device and the times of day when I tended to use my smartphone more. That's how I learned that I was checking my smartphone approximately 180 times per day. This was far above the national average of 80 times, and even 80 is a lot! That's when I knew I wanted to conquer my addiction once and for all.

My next step was to seek help. In May, I began working with a smartphone coach. If you've never heard of a smartphone coach, don't worry. I had no idea this profession existed either. Basically, this is a person whose job is to help you wean yourself away from excessive technology use. My smartphone coach was great. She gave me a lot of helpful tips, like putting a rubber band around my phone to stop me from checking it unintentionally, and changing the screen to grayscale to make it less visually stimulating. Next, she arranged weekly meetings where we would check in and talk about my progress. Slowly, I began to feel that I was taking back control of my life.

By September, I had a much healthier relationship with my smartphone. I decided to book a two-week, technology-free vacation. Instead of bringing my smartphone, I brought a few novels to read and a journal where I could write down my thoughts. I've scarcely ever felt better than the moment I boarded that plane, secure in the knowledge that I was no longer a compulsive smartphone user. In my opinion, more people should take steps to curb their technology use the way I did.

Date	Author's actions	Author's feelings

Source: English, A. & English, L. (2017). NorthStar, Reading and Writing 4. Boston. U.S.A: Pearson Education, Inc.