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Ciclo I.
De la conformación de las palabras a las oraciones
From Words to Sentences

Introducción

Este curso tiene como objetivo principal que usted practique algunas *estrategias básicas de comprensión de lectura y lograr así la comprensión de textos en inglés*, desde párrafos cortos hasta textos auténticos que usted encuentre en su entorno personal y profesional.

Propósito de aprendizaje

- Identificar y reconocer dentro de una oración los componentes básicos del discurso (categorías gramaticales).

Actividad de aprendizaje

- Identificar dentro de una oración los componentes básicos del discurso en sus categorías gramaticales con el apoyo del conocimiento básico de la lengua materna y el uso de raíces grecolatinas, prefijos y sufijos.

Acciones de Aprendizaje

- Leer texto con explicación de las categorías gramaticales (Verbos, Adverbios, Adjetivos, Sustantivos), la función de las raíces, prefijos y sufijos en la determinación del significado de las palabras y de sus categorías gramaticales, teniendo en cuenta la similitud de estas en la lengua extranjera con la lengua materna.

- Participar en los encuentros sincrónicos y foros con las inquietudes resultantes de la lectura.

- Explorar recursos adicionales sugeridos de páginas gratuitas en línea.

- Crear glosarios.

- Explorar vocabulario por medio del uso de comodines en un diccionario en línea (www.onelook.com), diccionarios impresos y diccionarios para PC de libre acceso.

- Revisar los conceptos claves de sustantivo, adjetivo, adverbio y verbo por medio de la exploración de páginas web de libre acceso con explicaciones gramaticales en lengua materna y extranjera.

- Solucionar los ejercicios con respuesta automática en línea y preguntas tipo ensayo/respuesta corta del primer parcial del curso.

Main objectives

- To identify parts of speech within a sentence.

Activities that foster your learning process:

- Identifying common elements from English and Spanish in order to determine parts of speech in a statement.

- Recognizing some common roots and affixes which have an origin in Latin and Greek languages.

Learning Tasks

- Reading texts with theorical and practical contents on parts of speech (Verbs, Adverbs, Adjectives, Nouns)

- Associating the beginning (prefixes-roots) and end of words (suffixes) with the function they have in a statement in order to determine the part of speech they are.

- Exploring additional resources suggested in this section of the course.

- Participating in forums and interacting with the teacher and other classmates.

- Creating glossaries with words and expressions from the exercises and suggested texts.

- Explaining/Looking up lexical from several sources: print and PC/mobile-based/on-line dictionaries (e.g. **www.onelook.com**, wordreference, wordweb, TheSage, etc.)

- Examining the key concepts (noun, adj, adv, and verb) by exploring web sites with explanations in English and Spanish.

- Solving exercises with automated answers and short answer/essay questions in the first midterm on-line.

Course Contents and Exercises

Here you will find texts and practice questionaries in order to understand the basic concepts of the course and be able to recognize the basic elements of a sentence and the function of each component. You can also have access to some on-line resources to expand some concepts and theoretical aspects of the language.

From Words to Sentences, Theory and Practice.

Basic Reading Skills

Introduction

Reading requires some basic ***skills*** - the set of abilities and capabilities that allow you to read. Such skills include the recognition of ***lexicon***, or words in a particular context, and their function within a phrase or sentence, or the abstraction of meaning for new vocabulary items from sentence context, before and after the unknown term(s). This also leads to a general understanding of the text after which the reader should be able to recognize topics, main and supporting ideas, as well as answer all kinds of questions about the text he or she reads.

During the whole course, you will explore some texts and exercises getting to know and practicing the objectives of this reading comprehension course in the following three stages:

1. From single words and their grammatical functions to their role within a phrase or sentence. (25 Hrs).
2. From sentences to paragraphs. (25 Hrs)
3. From paragraphs to complex and authentic general texts. (25 Hrs)
4. Texts related to programmimg languages and web development processes. (25 Hrs)

What is a word? A word is the most basic unit of meaning speakers can identify from their language. Humans put together these *blocks* or basic units of language to build phrases or sentences.

Words and their categories: Known as "parts of speech," words can be classified into several groups. Sometimes the ending of a word tells us which group each word belongs to, and in other instances we have to use the dictionary, or infer the function or definition of a word from its position within a sentence.

The most common word categories –or parts of speech-are **verbs**, **adjectives**, **adverbs**, **nouns**, **pronouns**, **prepositions**, **conjunctions,** and **interjections**. These terms do not specify what a word is but the function it has within a particular context. Sometimes it is easy to know the function of a word by recognizing its **root** which may have origins of Greek or Latin and the word's ending – known as a **suffix.**

These words most of the time lead to the same concept or idea in several languages. These words are recognized by

speakers of many languages with a common origin – romance languages- originating from the vulgar Latin and Indo-European languages. When a word is recognizable in different geographical, cultural, and linguistic environments, it is said to be a **true cognate**.

Cognates do not always refer to a true concept or idea; that is why many words from the English language mislead non-native speakers to use these words inappropriately at initial stages of learning. Those are also cognates but they are called "**false cognates**" because they refer to totally different or even contrary concepts to the word that is similar in the learner's native language.

Parts of Speech:

Verb: A verb is a word class that usually makes part of the predicate of a sentence –although sometimes it can be the subject of a statement- and denotes an activity, action, an occurrence of some facts, or describes a state of existence.

There are some suffixes (final particles of words) and prefixes that help you recognize a verb in a text or in isolation. See tables below:

Prefix	Examples
En- Em-	En**slave**, em**power**, en**able**,
Be-	Be**little**
De-	De**crypt (*vs** en**crypt)**
Un-	Un**balance**
Dis-	Dis**cover**

Notice the prefixes "**En- Em-**" and "**Be-**". They convert nouns (like "slave" and "power") and adjectives ("able" and "little") into verbs. Sometimes native speakers of Spanish will have to look for alternative translations not always similar to the particles placed before or after a root word in English. In the first two examples of the above table, the word **En**slave corresponds to the Spanish word "Esclav**izar**" while the word **Em**power corresponds to the term "**em**poderar". Notice the other prefixes in the table have a more flexible role, not only for verbs, but mainly to indicate "contrary to", or "the opposite of" something, which can affect also nouns, adjectives and adverbs.

In the same fashion, readers should look up resulting words from a prefix plus a noun or adjective in a monolingual or bilingual dictionary to corroborate the usage of words and their meanings.

Suffix	Examples	Suffix	Examples
-ate	Abomin**ate**	**-ify**	ident**ify**
-ed	Desert**ed**	**-ing**	runn**ing**
-en	Whit**en**	**-ize -ise**	real**ize**
-er -or	Suff**er** abh**or**	**-ure**	ass**ure**

Let's analyze these suffixes –particles that go after a root word–. Even though some of the suffixes from the list have flexible functions, such as adjective or noun, the following examples will focus on the verb class:

-ate	means "***to cause to be***" –Convertir en…- Hacer que una palabra determinada se convierta en… (una palabra derivada de la raíz.)
gradu*ate*, procrastin*ate*, liber*ate*, advoc*ate* and deliber*ate*.	
-ed	past tense of regular verbs. some additional rules apply depending on how the root word ends.
Play→pl*ayed*, Study→stu*died*, Stop →sto*pped*	
-en	added mostly to adjectives or some nouns and means *"to cause to become".*
black*en*, whit*en*, dark*en*, sadd*en*, and hast*en*	

-er and **-or**	indicate an action
pond*er*, wond*er*, clam*or*, and lab*or*	
-ify	"to cause or to cause to be" a noun or adjective becomes a verb
magn*ify*, cert*ify*, glor*ify*.	
-ing	present participle or continuous tenses for verbs as in Spanish *-ando*, *-endo, –ar, -er, -ir* in verb+verb combinations (like, love, hate, quit, go +V) and after some prepositions (of, on, about, for, in, and others).
Sleep*ing*, camp*ing*	
-ize, -ise	"to cause to be, to make like, or to change into"
critic*ize*, fantas*ize*, and organ*ize*	
-ure	also a suffix for nouns but is common to see it as a verb ending
press*ure*, abj*ure*, c*ure*, fig*ure*	

Task: Complete this sentence with the correct option.

In the word "bewilder" the function of the prefix Be- is to convert the expression into a …

- verb
- adjective
- noun
- adverb

which means "to cause to be confused emotionally".

Adverb: An adverb describes an action, an adjective, or another adverb in terms of place, time, manner, cause or degree, answering the questions about the actor or subject of the statement and his or her action: how, where, when, how much, how often.

Suffix	Meaning	Example
-ly	Manner	He selected people random*ly* from the public.
-fold	# times	What you wish to your enemy, you receive it four*fold*.
-ward	Direction	The boat moved quickly shore*ward* and got stuck in the sandy beach.
-wise	Sense-way	For a few days they sailed coast*wise* until they found a safe place for the ship.

Try searching more words with *fold, *ward, *wise from:

- http://www.onelook.com/

Task: Complete the last sentence in the following paragraph:

In old cassette players/recorders you had, among other options, the possibility to play the audio in the standard mode, or you could search for a song that was previous to the current song or further in the tape. For the previous song you usually pressed a rewind key/button and for the next songs you pressed the fast-for...

- ly
- ward
- fold
- wise)

key/button.

Adjective: An adjective describes the quality of an object or a person. It usually goes before the noun or person and its main characteristic is that it does not have a plural form. Both singular and plural nouns take a single form of the adjective.

The first adjective forms a beginner must recognize are the **possessive adjectives**: *my, your, his, her, its, our*, and *their* which correspond to each of the personal pronouns.

Next you will see a table with suffixes whose main characteristic is to denote adjectives by their endings. Some endings may have equivalences in Spanish, but in many cases the reader will have to look for alternative expressions and endings in Spanish to obtain an acceptable translation.

-able, -ible	worth, with the ability of
Solv*able*, incred*ible*	
-al, -ial, -ical	Quality of, related to
Structur*al*, territor*ial*, categor*ical*	
-ant, -ent, -ient	an occurrence of action
Import*ant*, depend*ent*, conven*ient*	
-ar, -ary	Similar, related to, of the kind
Spectacul*ar*, unit*ary*	

-ate	Status, words from Latin
Inviol*ate*, immacul*ate*	
-ed	Having the quality of (verb or noun)
Grant*ed*, terrac*ed*	
-en	Made of (x) material
Wood*en*, gold*en*.	
-er (than)	Used for comparisons
Bright*er*, slow*er*, bigg*er*	
(the Adj+) est	Used for superlatives
The strong*est*	
-ful	Full of, plenty of, having the qualities of
Beauti*ful*	
-ic -ical	With the quality of
Gener*ic*, geograph*ical*	
-ile	With the quality of
Project*ile*	
-ing	Denotes an activity or causes an effect of
Shopp*ing*, sing*ing*, interest*ing*, bor*ing*	
-ish	Having the character of

Child*ish*, book*ish*, redd*ish*	
-ive, -ative, -itive	Having the quality of
Fest*ive*, cooper*ative*, sens*itive*	
-less	not having, free from, not affected by
Hope*less*, care*less*	
-ous, -eous, -ose, -ious	Related to, with the quality
Adventur*ous*, courage*ous*, verb*ose*, fictit*ious*	
-y	Marked by, having
Hungr*y*	

Task: Complete the following paragraph with the correct option.

*Notice in this example that a gold**en** earring is an object **made of** gold.*

*Our grandparents and great-grandparents lived in earth**en** houses and cooked in earth**en** pots. That means that the houses for living and the pots for cooking were made of __.*

earth wood sand rock

Noun: A noun names an object, person, animal, place, or an abstract idea. The following list of suffixes has some common endings used also for adjectives and verbs, and must be recognized by the context.

-acy, -cy	State or quality
Priv*acy*, infan*cy*	
-age	Activity or result of action
Cour*age*	
-al	Action or result of action
Referr*al*	
-an	Person whose work is related to
Artis*an*	
-ance, -ence	action, state, quality or process
Resist*ance*, Independence	
-ancy, -ency	state, quality or capacity
Vac*ancy*, ag*ency*	
-ant, -ent	agent, thing that performs the action
Disinfect*ant*, depend*ent*	
-ate	state, office, function
Candid*ate*, advo*cate*	
-ation	action, resulting state

Specialization	
-dom	place, state of being
Wisdom, boredom	
-er, -or	person or thing that does something
Porter, collector	
-ful	amount or quantity that fills a container
Spoonful, mouthful	
-ian, an	related to, one that is, works with
Pedestrian, human	
-ia	names, diseases
Phobia	
-iatry	art of healing
Psychiatry	
-ic, ics	related to the arts and sciences
Arithmetic, economics	
-ice	Act
Malice	
-ing	material made for, result of an activity
Flooring, swimming, building	
-ion	condition or action
Abduction	

-ism	doctrine, belief, action or conduct
Formal*ism*	
-ist	Member of
Podiatr*ist*	
-ite	Product or part of
Graph*ite*	
-ity, ty	state or quality
Lucid*ity*, novel*ty*	
-ive	Condition
Nat*ive*	
-ment	condition or result
Docu*ment*	
-ness	state, condition, quality
Kind*ness*	
-or	condition or activity
Val*or*	
-ory	place for, serves for
Territ*ory*	
-ship	status, condition
Relation*ship*	
-ure	act, condition, process, function

Expos*ure*	
-y	state, condition, result of an activity
Socie*ty*	

Task: Match the following words with an appropriate **noun** from the central column.

	Nouns	
Fantasize	Fantasy	Happily
Geographical	Children	Teach
Abominate	Happiness	Hungry
Desirable	Spectacle	Powerful
Childish	Desire	Spectacular
Happy	Teacher	Fantastic
Teachable	Hunger	Childlike
Hungred	Geography	Desirably
Powerless	Abomination	Abominable
Spectacularly	Power	Geographic

Conjunctions: There are two types of conjunctions - coordinating and subordinating -conjunctions. These are

words or phrases that join two nouns, phrases, or clauses. See table below to recognize their different relations.

Addition and replacement	
Across sentences	Within a sentence
Also, In addition, Furthermore, Moreover, Further, Besides, Likewise, In the same way, Similarly	And, and also, Nor, Or, or else
Contrast and comparison	
However, On the other hand, In contrast, On the contrary, Instead, Nevertheless, Even so, Despite this, Still, Yet, In the same way, likewise, Similarly	But, Whereas, While, Yet, Even though, Although, Just as, while, Both… and, Neither…nor.
Cause and condition	
For this reason, Therefore, Because of this, thus, hence, As a result, Consequently, That being so, In that case, Otherwise	Because, Since, So, So that, In order that, If… (then), If (+neg verb)
Exemplification and restatement	

For instance, to illustrate this, for example, in other words, that is, to put it another way, to sum up, in brief, to clarify.	
Time and place	
Then, Afterwards, Previously, Up till now, First, Second(ly), Third(ly), Next, Finally, At this/that point.	When/once, After, Before, Where, here, there.

Preposition: Prepositions link words and phrases. There are many prepositions and some are compound. Here is a list of the most common prepositions:

A, abaft, aboard, about, above, absent, across, afore, after, against, along, alongside, amid, amidst, among, amongst, an, apropos, around, as, aside, astride, at, athwart, atop, barring, before, behind, below, beneath, beside, besides, between, betwixt, beyond, but, by, circa, concerning, despite, down, during, except, excluding, failing, following, for, from, given, in, including, inside, into, lest, like, mid, midst, minus, modulo, near, next, notwithstanding, of, off, on, onto, opposite, out, outside, over, pace, past, per, plus, pro, qua, regarding, round, sans, save, since, than, through, thru, throughout, till, times, to, toward, towards,

under, underneath, unlike, until, unto, up, upon, versus, via, vice, with, within.

For a more detailed list of prepositions, read the references section where many links for further reading will be proposed.

Interjection: An interjection is added to a word in order to add an emotion and is usually followed by an exclamation mark (!). They are not grammatically associated to other terms or parts of the sentences, especially in formal writing; however, they are cited as part of reported speech.

Some interjections are:

Uh, Er, Um, Huh, Hmm, Hooray, Cheers!, Hi, Bye, Goodbye, Well, Yes, Yeah!, Oh!, No!, Hey!, Ah!, Wow!, Ouch!

Punctuation marks: Although punctuation marks are not exactly parts of speech, they help the writer and the reader set the pauses and transitions within a text. The most common punctuation marks and other signs are:

Apostrophe	'	Brackets	[ ]{ }( )
Colon	:	Semicolon	;
Comma	,	Dash/hyphen/ minus	-
Ellipsis	...	Exclamation mark	!
Full stop /period	.	Gillemets	«»
Quotation marks	' ' " " ' ' " "	Question mark	?
Slash, stroke, solidus	/	Back slash	\
Ampersand	&	At sign	@
Asterisk	*	Bullet	•
Caret	^	Degree	o
Number sign / hack stack	#	Obelus /divided	÷
Percent	%	Tilde	~
Underscore/ under strike	_		

Task: The word **"However"** is a

    a) conjunction,
    b) exclamation,
    c) question word,
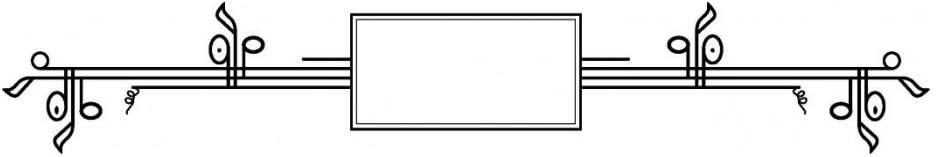
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Learning to form words with roots, prefixes and suffixes

As well as suffixes define the function of a word, prefixes added to a root word can change its meaning and form a new word, most of the times keeping the word's function or part of speech (noun, adjective, adverb, or verb.)

The following prefixes mean **"no"** or **"not"** and add negative or **opposite** meanings to words, that is, they create antonyms, or words with opposite meanings.

USE OF Dis- Il- Im- In- Non- Un-

The following rules apply to many words, but there can be different possibilities to create antonyms.

- Use **IM** with most words that start with **B**, **M,** or **P.**
- Use **IL** with most words that start with **L.**
- **IN-** is a prefix that has two meanings, "the opposite or contrary of" and "part of or confined to the interior of."

Let's practice: Which of the following words contain a prefix with an opposite meaning? Write **(Opposite)** for words with opposite meaning and (**Root**) for words with particles as part of the root word. Example:

- *(**Opposite**)**In**complete is the opposite of COMPLETE.*
- (***Root***) **In**clude is **NOT** the opposite of "*clude.*" IN is part of the root word.

Oppposite -incomplete	(_____)distinctive
(_____)under	(_____)disapproval
(_____)unable	(_____)disbanded
(_____)unanimous	(_____)discipline
(_____)umpire	(_____)discouraged
(_____)imbecile	(_____)nonprofit
(_____)inconclusive	(_____)nonagon
(____)incommensurable	(_____)illegibly
(_____)indigo	(_____)illusionism
(_____)impeccable	(_____)illicit
(_____)impulse	(_____)illustratively

Now, let's practice in particular contexts. Complete the following sentences with an appropriate word related to each ***underlined*** word, according to the context. The first one is done as an example.

- *For painters and carpenters it is very important to have porous surfaces (**sized** /_sizing/ seizure/ zest) because walls and wood absorb a lot of paint when they don't have a previous layer of **size**.*

1. **Outdoor** activities are not for everyone. I have a niece who has a serious depigmentation problem and she can't receive sunlight directly. For that reason, she can only exercise **in(wards / side / door/ doors)** at home or in the covered coliseum in her school**.**
2. At big supermarkets, supervisors go around the cash registers and select one at **random.** Once the supervisor tallies up the money in that place, another cash register is selected **(aleatory/ luckily/ ransome/ randomly**)**.**
3. Not all species in the animal kingdom are good for **adaptation**. The reason many kinds of animals are extinct is because they could not (**adapt/ adopt/ adept/ adeptly**) to new conditions.
4. Patients with totally **dysfunctional** kidneys are not likely to survive for a long time. Most of them live for a short period of time with a dialysis machine which replaces the (**defunctness/ defunct/ functionally/ functions**) of kidneys.

Observe the following result from looking for ***appear*** at www.onelook.com:

Appear	Appearing	Disappearing
Appearance	Appears	Nonappearance
Appearances	Disappear	Reappear
Appeared	Disappearance	Reappearance
Appearer*	Disappeared	Apparent
Apparently	Apparentness	

Task: With the help of the same dictionary, fill out the following "STOP" Game grid with the missing parts of speech. Share the complete chart with your class with the online tool suggested by your tutor in the platform.

Nouns	Adjectives	Adverbs
Perfection		
	Responsible	
		Awkwardly
Potential		
	Interesting	
		Legally
Zealousness, Zeal		
	Variable	
		Tracelessly
Vitrification		

Task: Now, complete the sentences that follow. Write/Select the missing suffix on the lines. If you think the word is complete, write (OK) . In the first sentence you see an example.

> **Example:** Immigrants from several nationalities **(OK)** and religions might face differ**ent** cultur**al** shocks when they migrate **(OK)** to the USA**.**

1. A perfectionist is not always responsible. Sometimes that obsession for perfect___ (**ible/ ly/ ion/ OK**) becomes more important than his/her responsibili___ (**ties/ bly/ ly/ OK**).
2. The potential of our economy is supposed be great, but due to some legal___ (**ly/ ties/ ty/ OK**) obstructions our economy behaves awkward___ (**ible/ ness/ ly/ OK**) no matter how zealous ___ (**ness/ y/ ly/ OK**) and hard Colombians work on our projects.
3. When sand is exposed to high temperatures it melts and, as it cools off, it is given precious forms as part of the process of vitrif__ (**iable/ ably/ ication/ OK**) When the vase or crystal object is done, there is no trace___ (**less/ lessly/ nd/ OK**) of the sand it came from.

As you can see, suffixes help you understand and learn the meanings and uses of vocabulary systematically. You can study word families –groups of related words with the same stem, root, or main part, but with different suffixes. In some dictionaries, these related words appear in the

same word entry; in other dictionaries, related words appear in separate entries.

Task: Observe the following statements and select the correct grammatical function *(**N**oun, **V**erb, **ADJ**ective, **ADV**erb)* for the underlined words according to the context.

Example: Usually, when a woman is *pregnant*, she tries to protect her **pregnancy**.(**N**)

*Options: (**N**oun, **V**erb, **ADJ**ective, **ADV**erb)*

1. Adolf Hitler considered himself an Arian with a pure *race*, and the abominable things he did made him the worst **racist (__)** of all times.

2. The role of assistant teachers at universities is to **assess (__)** students' homework assignments, so the main teacher can focus on the class and research.

3. Speaking **vulgarly (__)** tells a lot about your education.

4. Some new cell phones are really difficult to **personalize (__).** I *personally* prefer more traditional cell phones.

5. The International Red Cross has always helped nations in peace **negotiations (__)** but most of the times peace is an almost impossible thing to *negotiate*.

Extra material:

What is a sentence? https://youtu.be/lxsKgV2fFk8

Another tutorial from aboutyourenglish.com
https://youtu.be/CRcApYRzoqE

Be prepared to talk about the videos in the synchronic meeting with the tutor.

Cognates and Parts of Speech

Cognates are words that have a common origin in Greek, Latin, and other ancient Indo-European languages and nowadays are part of many languages in the world. Read the following passages and take notes of cognates you find while you read.

Examples of cognates are the words _**forma**_ (Català, Slovenian, Galician, Spanish, Italian and others), **form**(English, German, and others), **форма** (Byelorussian, Bulgarian and others), **formë** (Alban), **vorm (**Africaans, Estonian, Dutch), **foirm** (Irish), **forme** (French) all meaning "_shape_" or "_the way something looks like_" and in many cases also "_a piece of paper or e-document used as an official register for some standard or administrative processes._" and all deriving from the common Latin word "**forma**" and a derivation of the Greek **μορφή.** Notice some words deriving from **form:** _Cuneiform, deformed, reform, formability, formality, formalization, formalize, formalism,_

formally, formalness, formate, formation, formational, formative, format, formful, uniform, and many other derivations. They might also be very common in most of the languages previously cited with their corresponding grammatical rules.

There are some common endings to identify cognates with similar meaning in Spanish (see http://www.esdict.com/English-Spanish-Cognates.html). However, the rule does not always apply to all words and some combinations of roots + suffix result in wrong or non-existent words. One example of this overuse of prefixes or affixes is the word "**unrecreative**" which is not in the official English dictionary and could be used to mean the opposite of "**recreational**" or "**recreative**".

To be or not to be important?

That is the question.

When you are not important and do something correctly, you do not get attention or much recognition. However, being famous has a heavy burden. Is it possible to sing an emblematic song of a nation and forget part of the lyrics? Yes, it is. Who in Colombia knows the complete National Anthem without a single mistake? I think you can count them with the fingers of both hands and you may have some extra fingers free.

Additional to Shakira's slip of the tongue, the live signal also had problems and exactly at the moment when she sang the word "sublime" the signal was cut for a second and the first "s" was not heard by Colombians who were watching the Summit of the Americas 2012 from national broadcasting channels.

That filled the cup that many Colombians were expecting to spill over to the social networks, since many argue that Shakira does not feel like a Colombian citizen. She had to over pronounce that final "d" in the word "Liberta**d**" and, to add up, the signal failed just to cut the initial "s" of "sublime." That triggered a whole phenomenon in the network known as the "Ublime Phenomenon." The word did not exist and for sure it will be the main inspiration for parodies and some dancing music in 2012 Christmas.

So Shakira… It is your word, register it and make profit of it. That word has made you even more famous than you were. I give you all my support.

Task: Can you recognize true and false cognates in the two previous reading passages? Type at least 12 words you recognize in the texts that are similar in Spanish, English, or other languages.
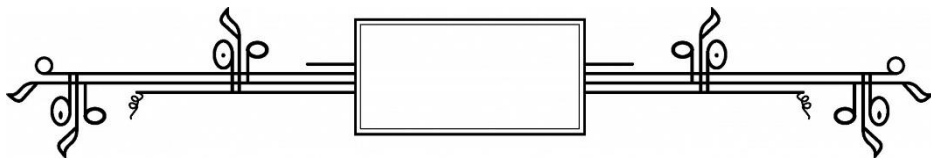
Check the platform for the second test with a value of 5%

General review

Additional / Optional resources

All the sites linked below are very complete and have a comprehensive index for all the topics you need in any course. Select only the topics you really need. Each link will open in a separate window so you always have this page available to continue doing the course activities.

- http://www.mansioningles.com/Gramatica.htm

- http://grammar.ccc.commnet.edu/grammar/index2.htm

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Working with Sentences and Paragraphs

What are sentences?

Sentences are the most basic way or means to organize words and create meaningful statements. In this sense, sentences become the fundamental basis for understanding other people's ideas and being understood by others.

Oxford Dictionaries Online define a sentence as a set of words that is complete in itself, conveying a statement, question, exclamation, or command while typically containing a subject and predicate.

Being able to identify sentences is the key for reading and writing successfully. There are two main skills involved in this process: first you have to recognize and understand the function of the component parts. Then you have to recognize how they fit together.

The main characteristics of a sentence are its subject or theme, which most of the times is a noun or phrase, and a predicate that you can easily identify by the presence of a verb describing what the topic is about or what actions the subject performs. For a sentence to have a complete meaning you have to find the answers for:

1)Who or What is it about?

2)What is the action or verb?

3)Who or What is affected or what is the result of that action?

Now find the answer for those questions in the following sentences:

a) **Paulo Coelho** has written _some well-known books._

b) **The giant wind driven smoke cloud** showed _the firefighters the magnitude of the accident._

c) **Mambru** died.

d) Stop!

Task: Let's analyze the first sentence:

- Who? **Paulo Coelho**?
- What is his action? Has written
- What is the result of that action? _Some well-known books._

Can you make a similar analysis with the rest of sentences?

- **Let's try Sentence b) Select one option.**

1. Who/What?
   a. the cloud   c. the wind
   b. the smoke   d. the giant

2. What did it do?
   a. showed   c. drove
   b. burnt   d. flew

3. For whom/what?
   a. the curious people
   b. the police
   c. the news reporters
   d. the firefighters

- **Let's try sentence d). Select one option**
1. Who?

   a. You   c. He
   b. She   d. They

2. What is the action?
   a. cease doing something
   b. continue an activity
   c. accelerate doing something

3. What is the result of that action?
   a. The activity ends
   b. The activity gets faster
   c. The activity continues

- **What about sentence c) "Mambru died." ?**
1. Who? _____.
2. What is the action? _____.
3. What is the result of that action? _____ .

Task: Now let's analyze other examples: Which of the following sentences is correctly formed:

a) For your salad is good eating meals with your health.
b) Eating meals with salad is good fot your health.
c) Eating meals for your salad is good with your health.

If your answer was b) you selected the correct answer.

Why were the other options wrong? Be prepared to answer in the synchronic meeting with your tutor.

To put together the different parts of a statement you need the guidance of particular structural and syntactical rules. They help you build effective sentences. You are a successful writer when you recognize the parts of speech and place them correctly within sentences. This is key in becoming a good writer or reader.

That is why you need to know some grammatical aspects of your native language and compare that knowledge with the new language you are learning.
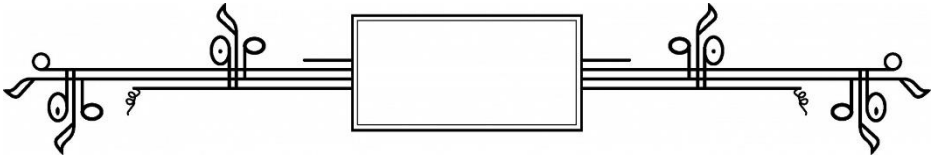
The Basic Parts of a Paragraph.

Read and analize the following texts:

> **ALAN BRANDO** is an electrician from the United States. He has a beautiful house on 45 West Drive in Los Angeles, California. He lives with his pets, two black cats, Paws and Ribbons. He is not married but he has many friends. His parents live in Hollywood. They live with his brother Marlon, a 65-year-old actor who works as an extra for many studios. On vacations, Alan usually visits his parents and his brother for two or three weeks.

The previous text is a paragraph that describes a person and comes from a series of sentences:

- Alan Brando is an electrician
- He is from the United States
- He lives on 45 West Drive, LA
- He has two pets
- He has two cats
- They are are black
- Their names are Paws and Ribbons
- Alan Brando is single
- Alan Brando has many friends

- Alan has a brother
- His name is Marlon
- He has the same name of a famous actor
- He works as an extra
- Alan visits his family on vacations
- He stays with them for 2 or 3 weeks

Task: Complete the following statements with appropriate information from the previous text.

1. According to the text, Marlon does not live with _____.
2. Paws and Ribbons are _____.
3. Alan's cats are _____. They are really beautiful and curious.
4. Marlon lives with _____ in California.
5. His brother has the same name of a very _____ actor who was known for his roles as a criminal and mobster of the Cosa Nostra in Hollywood movies.

Task: Now read and analyze the following text:

> **PING TOTUMURO** is a 35-year-old painter from Japan. He has a beautiful house in Kyoto, Japan. He lives with his two big goldfish, Ying and Yang. He is now divorced and doesn't have many friends. His parents live in Tokyo with his sister Levan, a 25-year-old architect who works for an important construction company. On weekends, Ping usually visits his parents and his sister and goes back to his house on Monday.

Task:

1. Separate the text in isolated sentences, as in the previous example, and represent each sentence with a picture or image in a powerpoint presentation.
2. Complete the following statements in a word document with appropriate information from the previous text.
3. Send your files to the activity suggested by your tutor in the platform.

- According to the text, Ping's sister lives with _____ _____.
- Ying and Yang are _____
- Ping's sister is _____. Her constructions are very resistant.
- Levan Totumuro is 10 years _____er than her brother Ping.
- On weekends, Ping goes to _____ to _____ his family.

Let's review

Most paragraphs have three parts: the topic sentence, the body of the paragraph, and the concluding or closing sentence. The topic sentence states the main idea of the paragraph. A good topic sentence does two things: (1) It names the subject, and (2) tells the part of the subject you will emphasize (the main idea). For example:

- *Due to her mistake* (subject/theme) *everyone has been making fun of her* (emphasis).

The second part - the body of the paragraph- supports the topic sentence with details. They add details orderly to develop the main idea. Before a writer gets a definitive paragraph, he or she usually lists the supporting details:

- Some people say that they do not understand her songs, but admire her anyway.
- She has received some recognition because of her style and her voice at international events.
- She has been nominated for many music awards and has won many.
- Her charity activities in our country have won the love of many citizens.
- However, some people criticize the fact that she prefers to live abroad and her lack of support for some events where other musicians have given their all for a Colombian cause.

The last part is the concluding or closing sentence. It is usually the last sentence which restates the topic sentence and gives the reader one last thing to think about:

- Singing a capella and making such a mistake is something that Colombians and she will not forget for a long time! (Restates the topic). Now let's put it all together:

Select the letter of the corresponding part of the pararaph for the texts below.

(__) Shh...Learn a National Anthem Before Singing it a capella.
- a) Supporting details
- b) Topic or Title
- c) Topic Sentence
- d) Concluding sentence

(__) Some people say that they have never understood her songs, but they admire her anyway. That's perhaps one of the reasons that has given her international recognition which is demonstrated by the nominations to many musical awards at international events, from which she has won many. Besides, her charity activities and foundations have won the hearts and love of many Colombians who have directly or indirectly been benefitted. However, there are still people who criticize the fact that she doesn't live in Colombia and that she has not participated in many important events where other musicians have given their all for a Colombian cause.

- a) Supporting details
- b) Topic or Title
- c) Topic Sentence
- d) Concluding sentence

(__) To summarize, singing a capella and making such a mistake in our National Anthem is something that Colombians and she will not forget in a long time!

       a) Supporting details
       b) Topic or Title
       c) Topic Sentence
       d) Concluding sentence

(__) Due to Shakira's mistake everyone has been making fun of her.

       a) Supporting details
       b) Topic or Title
       c) Topic Sentence
       d) Concluding sentence

If you arranged it well, your paragraph should look as follows:

Title / Topic	*Shh…Learn a National Anthem Before Singing it a capella*
<u>Topic sentence (main idea)</u> Body (Supporting Details) - **Concluding sentence - (Restates topic)**	<u>Due to Shakira's mistake everyone has been making fun of her</u>. Some people say that they have never understood her songs, but they admire her anyway. That's perhaps one of the reasons that has given her international recognition which is demonstrated by the nominations to many musical awards at international events, from which she has won many. Besides, her charity activities and foundations have won the hearts and love of many Colombians who have directly or indirectly been benefitted. However, there are still people who criticize the fact that she doesn't live in Colombia and that she has not participated in many important events where other musicians have given their all for a Colombian cause. **To summarize, singing a capella and making such a mistake in our National Anthem is something that Colombians and she will not forget in a long time!**

Finding explicit and implicit information in a text

Sometimes you have to infer some ideas that are not explicitly presented in the text, but are somehow suggested between lines. In the following exercise, you will find a set of incomplete sentences that you must complete with some information that was not cited textually in the text. The text may have been paraphrased, or you have to infer it from the context, and your interpretation and general knowledge about the situation.
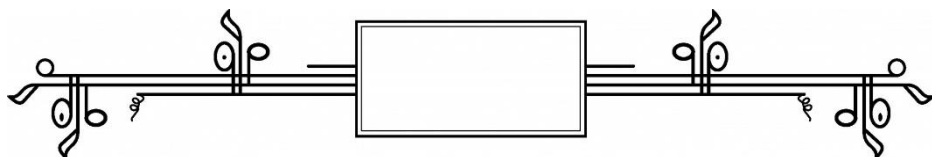
Check the platform for the third test with a value of 5%

An apetizer for next unit...

Text adapted from https://www.python.org/success-stories/python-for-collaborative-robots/
With academical purposes.

This is a product review of Python, where you can see several paragraphs developing one main idea... Can you identify the components of the paragraph in the different sections? The first examples are explained for you.

Python for Collaborative Robots
Written by **Ilya Grozov**, <u>Rozum Robotics</u>

At Rozum Robotics ***our mission is to create safe and easy to use collaborative robotic arms***. We are striving to make robots that could be integrated into different workspaces and industries as quickly as possible.

The first two sentences are an example of a very short paragraph. Depending on the writer's style, a paragraph can be as long as one sentence, or or as long as many sentences the writer can connect without losing the main focus, with the appropriate punctuation marks. In the example above, the pargraph basically contains the ***main idea (or Topic Sentence)***, and one supporting idea.

Moreover, the goal is ***not only*** for the end-users to be able to use robots with the help of **UI**, ***but also*** to develop complex industrial-grade applications that could take advantage of the full potential of the robot and auxiliary devices. When there was a discussion in the company about what programming language to use for such purposes, there were plenty of strong and mature competitors (e.g. Java and C/C++), but the advantages of Python beat all other options.

Sentence connectors are very important. In this example, the author gives additional information and connects the second

paragraph with the word "**Moreover**," indicating that there is an addiotional supporting idea for the topic sentence. With the correlative conjunctions "**not only… but also**," the author emphasizes the next idea. The use of definitions for acronyms is not always present and sometimes you have to look up in a good dictionary: **UI** stands for **U**ser **I**nterface, the series of screens, pages, and visual elements—like buttons and icons—that enable a person to interact with a product or service. This paragraph ends by comparing other programming languages vs Python and its convenient features.

The process of designing, implementing, and making Python API for the Pulse robotic arm public was our first successful experience. The simplicity of development and setup which, in basic cases, include installation of the interpreter, running one pip install command, and writing several lines of code to get access to the robot functionality, led to the intensive expansion of the language into the company's processes and codebase.

Now, it is time to practice your comprehension skills. First find at least 20 cognates --words that are similar in Spanish and English-.

For example, our QA team started creating automated testing pipelines using the open-source tooling provided by the community. This reduced the time needed to test the systems from days to hours. But, of course, the main benefit was that we created an opportunity to develop high-level applications that use our robot for everyone who owns one. After achieving promising results with the robot API, we chose the next milestone.

Vocabulary/Glossary: Guessing meaning from context.

1.   QA in the first line stands for:
   a) Question and Answers
   b) Quality Assurance
   c) Quiz Assessment

2. API at the end of the paragraph, stands for:
   a) Application Programming Interface
   b) Association of Publicists Inc
   c) Automated Process Integration

Double-check and confirm your answers here:

- https://en.wikipedia.org/wiki/API

- https://en.wikipedia.org/wiki/UI

Robotic arms are not the only product of the company — we have our servo-motors, and we wanted to control them using Python, too.

The motors API is written in C, so it was not a problem to wrap it with Python. And again, this tiny library and wide choice of open-source libraries helped us to build diverse infrastructure. For instance: various testing stands with auto-generated reports and automatic notification of the results, as well as research applications gave us a possibility to make our hardware and software even better.

Needless to say, it helped to establish a "plug and play" experience for the end-users.

General understanding: We can say from the previos text that:

a) Rozum Robotics changed to Python because it is cheaper than other programs.
b) with Python, Rozum Robotics improved all their processes and products.
c) the cost is the same, but Python's GUI is easier for end-users.

And here comes the next story where Python plays a crucial role in our Rozum Cafe project. It started as a fun project for the evening but has grown into an industrial application. The language has become the glue that combined all the parts, including robotic arm control, payment processing, system state monitoring, etc. The future plans for Python expansion in our company include several topics. First of all, we are building custom execution runtimes for user programs. It should provide a safe (from the robotics perspective) and easy to use environment that would have access both to the rich Python functionality and packages and to the robotic arm facilities. Secondly, we continue the automation of the research and development activities in order to reduce the time and effort needed to perform necessary computations and analysis. Thirdly, our integration team is working on robotic solutions for different industries, and Python has become their best friend that helps during prototyping and industrial integration.

Inference. Do you agree or disagree with the following statements? Why?

1. Rozum is a company specialized in coffee processing.

Agree

Disagree

a) Because the review mentions one of their automation projects related to coffee.

b) Because they especialize in fun projects for kids and leisure time.

2. Some companies will probably reduce their personnel and number of workers.

Agree

Disagree

a) Because their robotic solutions will optimize several processes for many companies.

b) Because in the manufacturing industry the social contact is very important for production.

Conclusion: The stories that are set out in this article are just some of the examples of how Python influences the robotics field. The Python community deserves an honorable mention for the wonderful packages and language it is creating and improving.

Here is a shortlist of the ones that we use: NumPy, Matplotlib, Pandas, PyTorch, Jupyter, Flask, FastAPI, SQLAlchemy, Gunicorn, Requests, PyTest, Cookiecutter, ROS libraries, and many many others. The people standing behind the Python ecosystem are truly amazing, and we wish them (and us) to continue their productive work to make the world better!

About the Author Ilya Grozov is a Software Engineer and Robotics researcher at Rozum Robotics.

Concluding a general idea or topic from a text:
From all the text we can conclude that:

a) Python is one of the most expensive programming lnguages for industry automation/automatization.

b) Rozum Robotics developers really prefer Python over other programmimg languages.

c) Python is the easiest UI for end-users of Rozum Robotics.
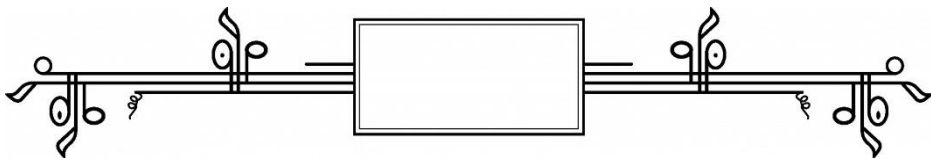
Check the platform for the fourth test with a value of 5%

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