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EXPERIENTIAL ENGLISH I

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PART I: READING STRATEGIES

UNIT 1 SKIMMING FOR MAIN IDEA

SKIMMING FOR MAIN IDEA



Skimming is a useful reading strategy for surveying a text to get a general idea of its content. When you skim a text, you simply ignore the details included in it and focus on looking for the main idea.

Main ideas can usually be found in the first sentence of a paragraph. It is, nevertheless, worth noting that the author may sometimes begin the second sentence with words like “yet”, “but”, “however”, etc. that negate the first sentence. This is a clue that the second sentence is actually the main idea of the paragraph. Apart from this, the main idea may appear elsewhere in the middle or at the end of the paragraph. This means that you should not limit skimming to only the first sentence; instead, consider the entire structure and flow of the text.

Example: Main idea in the first sentence

Advertising affects our lives every day. We start each day using the toothpaste, soap, and breakfast foods promoted by advertisers. Ads turn the cars we drive into symbols of success and influence our choices in food, dress, and entertainment. In fact, not one aspect of American life is untouched by advertising.

(Adapted from: <https://www.mdc.edu/kendall/collegeprep/documents2/main%20ideasrevised815.pdf>)

Example: Main idea in the second sentence signaled by the word 'however'

There are great numbers of deer around here. However, this whole area is great country for hunters and fishermen. There are bears, mountain lions, and coyotes. To the east there are streams full of trout, and there are ducks and geese.

(Adapted from: <https://www.mdc.edu/kendall/collegeprep/documents2/main%20ideasrevised815.pdf>)

Example: Main idea in the middle of the paragraph

One major problem with students born in the digital era is overuse of technology, which impacts various aspects of their lives and can lead to addiction, decreased academic performance, and reduced face-to-face social interactions. Two solutions to this problem are setting limits on social media use and getting outdoors. By setting screen time limits and scheduling social media use, students can focus more on studying. Engaging in outdoor activities, whether adventurous or simply observing nature, helps reduce device use and increases personal interactions. In conclusion, limiting social media and spending time outdoors can help address students' overuse of technology.

(Adapted from: <https://iipgh.org/technology-addiction-and-its-adverse-effects-on-the-youth/>)

Example: Main idea at the end of the paragraph

Penicillin was discovered by Alexander Fleming. It has already saved thousands of lives and will save many more in the future. Unfortunately, it has no effect at all on most of the ills of mankind. Penicillin is a very good drug, but it is certainly not a cure-all.

(Adapted from: <https://www.mdc.edu/kendall/collegeprep/documents2/main%20ideasrevised815.pdf>)

However, there are some paragraphs whose main idea is not explicitly stated. In these cases, you have to infer from what you are reading what the main idea is. It is also helpful to look at the overall organization of a text to get a general understanding of its main idea.

Example: Implied main idea

Do you wear glasses? Make sure your glasses fit well. The earpieces should be at eye level. Don't try to adjust the earpieces yourself. Take your glasses for adjustments to the place you bought them. Keep your glasses in a case when you're not wearing them. This will prevent scratches. Keep the lenses clean. A soft cloth is best for cleaning.

(Adapted from: <https://www.mdc.edu/kendall/collegeprep/documents2/main%20ideasrevised815.pdf>)

In this paragraph, the implied main idea is that taking care of your glasses involves many steps.

EXERCISE A

Each paragraph is followed by four statements. Select the statement that best expresses the main idea.

1. People often refer to taxes in terms of them being much too high. In reality, they are probably even higher than you think because in addition to the federal income tax we are now studying, there are many other federal, state, and local taxes, including sales taxes, inheritance taxes, state income taxes, personal property taxes, real estate taxes, and others. These are just some of the most obvious ones.

- A. Some taxes are hidden.
- B. Taxes are much too high.
- C. We pay more taxes than we may realize.
- D. Inheritance taxes and real estate taxes are unfair.

2. The attitudes of Americans toward gambling are amazingly contradictory. You may find, for example, that horse racing is legal in your state, but that you cannot legally play poker for money on your front porch; bookies may be prosecuted by state law, but they are supposed to purchase a federal license nonetheless; one church condemns gambling, while another raises money by sponsoring bingo games. Gambling laws are inconsistent from state to state or even from town to town and are very difficult to enforce.

- A. Gambling laws are difficult to enforce.
- B. Americans have negative attitudes toward gambling.
- C. Churches do not have uniform ideas about gambling.
- D. Gambling laws are inconsistent from community to community.

For a multi-paragraph text, you can look at the title of the text and the heading of each paragraph contained in it as clues to identify the main idea of the text. Sometimes a text is organized using headings and sub-headings, so headings give you an idea of what the overall content of a text is. Sometimes this is enough to tell you the main idea you are looking for. Even if it is not enough, you will still get some idea of what the text is about, and you may find that it is easier to read the text for more details.



Note:

EXERCISE B

Read the text and then answer the following questions.

Five Things Every College Freshman Needs to Know



(Photo credit: <https://www.psychologytoday.com/ca/blog/the-transition-college/201707/the-five-things-every-college-freshman-needs-hear>)

- I. The college years are often idealized as being about a great social scene, some interesting classes, and preparation for a career, but this image belies the reality that college—and the transition to adulthood that accompanies it—is often a rocky path. There are personal, social, and academic challenges that even the most “college ready” student will face. The following five messages are crucial to personal, social, and academic success on campus.
- II.
 1. **Find an Adult Mentor**—Becoming an adult requires navigating a wide range of challenges, from choosing a major and career, to deciding how to build healthy relationships with peers. While colleges offer ample opportunities to confront those challenges head on, it’s rare to find meaningful mentorship on campus. Quality adult mentorship is often found by actively reaching out to a teacher, coach, or mentor from the high school years. Students need to take the initiative here, rather than wait for someone to reach out to them. These kinds of mentoring relationships are crucial to ensuring students get the support they need.
- III.
 2. **College Is What You Make of It**—While it’s easy to define college as a set of courses needed to achieve a degree, this definition misses the big picture. Students have to give their learning meaning. College campuses have mountains of curricular, co-curricular, and extra-curricular learning opportunities. Colleges offer flexibility in schedules and planning to put all of these pieces together in ways that make sense

for each student. The trick of it all is that each student has to blaze their own trail up this mountain of opportunities.

- IV. 3. ***Everyone Is Changing***—No college student has it all figured out. The majority of students on campus will be at the same stage of life, grappling with the same challenges. Many will go through various phases as they try on new identities and interests. This often results in friendships and relationships that come and go as passions and interests change. Being conscious of the fact that everyone around them is going through constant changes can help students avoid blaming themselves for friendships or relationships that don't evolve with the changes life brings.
- V. 4. ***Be Brave When Shaping Your Adult Identity***—Becoming the adult you want to be takes work, particularly if you aren't yet sure who you want to be. Fortunately, college offers lots of opportunities to take healthy risks and try on new identities. Students benefit from hearing that they have flexibility and freedom to explore subjects of study, clubs, off campus activities, and social groups without having to commit to them for the long term.
- VI. 5. ***Lean into Your Passions***—A common assumption among students is that if you don't know where you want to be in 30 years, you can't possibly make good decisions about what you should be doing now. Students should be encouraged to lean into their passions by identifying the thing they most enjoy doing and finding a way to engage with that work in meaningful ways on a daily basis. By doing what they love while perfecting their skills, students can become experts in their passions. Passionate expertise is the most direct path to a fulfilling career.
- VII. Sharing these perspectives as students begin freshman year—and revisiting them throughout—can effectively support students in taking control of their college experience.

(Adapted from: <https://www.psychologytoday.com/ca/blog/the-transition-college/201707/the-five-things-every-college-freshman-needs-hear>)

1. What is the main idea of the text?

2. Why do college students need to find mentorship in college?

3. How can college students benefit from the opportunities on campus?

4. Why is it important for college students to understand that other students are going through changes just like them?

5. Why is college a good place for students to shape their adult identity?

6. What should college students do to discover their own passion?

EXERCISE C

Read the text and then answer the following questions.

Money Management: Using the 6 Jars



(Photo credit: <https://www.bitdegree.org/tutorials/money-management#money-management-using-the-6-jars>)

- I. The idea of the method is quite simple: You separate all of your income into six separate jars. They each will have a distinct function and will serve a different purpose in your journey to financial independence. It's a very basic yet effective money management technique that will help you reduce spending and increase savings. Once you start budgeting and have an understanding of how much you can spend each month, you'll have an easier time tracking your spending and savings.
- II. **Jar #1 – The Essentials (55% of the total)** -- The money in this jar is for the everyday essentials. Expenses of rent, bills, groceries, taxes, and transport should be paid from this jar. This allocates 55% of your budget on essentials only; you'll know exactly how much you have to work with and if you see that you need more than 55% for this, you'll be able to start working on strategies to reduce spending.
- III. **Jar #2 – Entertainment (10% of the total)** -- This is the jar you take money from when you wish to buy a trip to Laucala Island in Fiji. You'll probably use this jar for cheaper entertainment options such as eating or drinking out, going to the movies, or planning a little weekend getaway. If you feel that 10% isn't cutting it, you can start working on reducing your jar #1 spending and allocating the funds to other jars.
- IV. **Jar #3 – Savings (10% of the total)** -- This jar is the cornerstone of your financial independence. The money you put in will at first act as your safety net in times of unemployment or health emergency. But later, once you have generated a

small fortune, you will use this money to generate passive income. Learn about stock options and educate yourself on the basics of investing. This jar is extremely important, and while it won't make you a fortune overnight, you'll be surprised at how quickly your savings stack up.

- V. **Jar #4 – Education (10% of the total)** -- This one is self-explanatory. Invest in personal development and education and reap the rewards of an enlightened mind. Whether it is a higher salary in your current occupation or a new skillset – financial reasons for developing yourself are clear. If you are satisfied with your current level of education, use this jar for your children's university.
- VI. **Jar #5 – Bigger Purchases (10% of the total)** -- It can be anything. If you're aching to get your hands on a brand-new Japanese motorcycle or a pair of cool shades, this is the jar to empty. Think of this as a no-interest loan; you get to spend it and buy the thing you want, but you'll have to fill up this jar again if you want to make another significant purchase. This method of making big purchases works like a milestone; you reward yourself.
- VII. **Jar #6 – Gifts and Charity (5% of the total)** -- Money might not give you happiness, but it can help you gift happiness to others. Save this 5% of your income on gifts for friends and relatives. Give back to society what's left. Donate to help the destitute and disabled. And if you're on an extremely tight budget, you can re-allocate this to the remaining jars. And start keeping track of this one when you're more comfortable with it.
- VIII. The exact proportions will vary month-to-month, but if you stick to the guidelines, you will improve your current financial situation.

(Adapted from: <https://www.bitdegree.org/tutorials/money-management#money-management-using-the-6-jars>)

1. What is the main idea of the text?

2. What is the money in Jar #1 for?

3. What can you use the money in Jar #2 for?

4. What is the primary purpose of the money in Jar #3?

5. What should the money in Jar #4 be used for?

6. What type of expenses is Jar #5 intended for?

7. What is the purpose of the money allocated to Jar #6?



UNIT 2 SCANNING FOR DETAILS

SCANNING FOR DETAILS



(Photo credit: pixabay.com)

When you read, sometimes you simply scan for certain details. Your eyes act like a barcode scanner, focusing only on the relevant or needed information. Scanning for details, like how the red line in the scanner runs, requires speed. You have the information you need in mind, and your eyes try to scan for such information. People scan for details or specific information in their daily lives. At an Italian restaurant, they may scan the menu looking for a pizza that has anchovies and basil.

Can you think of any other situations when you need to scan for information?

What strategies do you use when scanning for details?

To find a specific detail in academic texts, you need to first locate the appropriate heading. If a text has no headings, the topic sentence of each paragraph is like a heading, as it tells you what the whole paragraph is about. Then scan for the information you need under that heading or in that paragraph.

EXERCISE A

Read the text and then answer the following questions.

St Helena Airport: Useful, Lifechanging, Gamechanging!



(Photo credit: <https://commons.wikimedia.org/>)

There's nothing fun about being branded the 'world's most useless airport,' particularly when that notion is so far away from the truth. This airport is perhaps the most important, lifechanging airport to have been built in many decades.

Becoming the world's most useless airport

- 5 After 500 years of isolation, six years ago, Saint Helena finally got its very own airport. In the modern world, the opening of a new airport is a big deal. It was for this reason that the eyes of the world were on Saint Helena Airport when, on a pleasant April day, the very first flight arrived.

- 10 Just feet above the runway, the aircraft had quite a big wobble. Despite seemingly regaining control of the jet, the pilot took the cautious decision to perform a go around, landing without issue on the second attempt. The landing drew media attention—but not for good reasons. Headlines surged forth from the British tabloids, branding the airport 'useless' and 'pointless.' **The label has stuck.**

The most useful airport in the world

- 15 This remote island is one of three constituent parts of the British Overseas Territory of Saint Helena, Ascension, and Tristan da Cunha. For 500 years, the island relied on shipping to supply it with goods and transport, but a trip to its nearest mainland port in South Africa would take six days. Thanks to the new airport, that journey has been reduced to just six hours.
- 20 To date, Saint Helena Airport has assisted in no fewer than 33 Medevac flights. The first one transported a newborn baby named Eli to South Africa for medical assistance. If he had had to wait for the ship to come back, he may not have survived. From routine surgeries and hospital transfers to urgent medicine shipments, the airport has saved so many lives.
- 25 Sure, the runway is high and bordered by two large rocks. This was likely what the first flight struggled with back in 2016. However, since then, many pilots have successfully landed aircraft of all shapes and sizes at the airport. The flight operator uses a select group of pilots to fly to Saint Helena, all of whom have specific training in conditions that could be experienced. With one arrival and one departure flight a
- 30 week, in 2019, there was only one case of delay.

Having a regular service between the island and the mainland is life changing for its residents. Not only can they now access medical care and urgent supplies, but they also have a link to the outside world. As its reputation continues to be shaken off and its worth proven, Saint Helena's Airport has the potential to grow the island's economy

35 through tourism and trade, and to bring the friendly Saints just a little bit closer to the rest of the world.

(Adapted from: <https://simpleflying.com/st-helena-airport-useful-lifechanging-gamechanging/>)

1. What is the main idea of the text?
 - A. The first landing of Saint Helena Airport was not smooth.
 - B. Saint Helena Airport is called the world's most useless airport.
 - C. Saint Helena Airport has saved many lives and is important for trade.
 - D. Regardless of what the media first branded it, Saint Helena Airport is crucial.

2. What does "...the eyes of the world were on Saint Helena Airport when, on a pleasant April day, the very first flight arrived" in lines 7 and 8 mean?
 - A. The first airport landing in April was a pleasant one.
 - B. The first airport landing got attention from the world's media.
 - C. Many people came to the airport to watch the first plane arrive.
 - D. Many people around the world watched the first airport landing live.

3. What is **NOT TRUE** about the first landing at Saint Helena Airport?
 - A. The plane lost control in the first landing attempt.
 - B. The pilot tried twice before successfully landing the plane.
 - C. The pilot made a cautious decision not to land immediately.
 - D. It took more than two unsuccessful attempts for the pilot to land at the airport.

4. What is the closest paraphrase of "The label has stuck" in line 13?
 - A. The airport has failed to rebrand itself.
 - B. Saint Helena Airport has not improved since its launch.
 - C. Few people still believe that the airport is useless and pointless.
 - D. The image of being the 'useless' and 'pointless' airport among the media has remained unchanged.

5. According to Paragraph 4 (lines 15-19), Saint Helena Airport _____.
 - A. helps promote trade on the island
 - B. increases the cost of living on the island
 - C. makes waterborne transport unnecessary
 - D. reduces transportation time between the island and the mainland

6. According to the text, which is **NOT** one of the medical benefits of Saint Helena Airport?
- A. Urgent shipments of medicines to the mainland
 - B. Transfers of patients to another mainland hospital
 - C. Transporting patients to the mainland for the surgery
 - D. Transporting a newborn baby for medical assistance
7. What is the closest paraphrase of “If he had had to wait for the ship to come back, he may not have survived” in line 22?
- A. Eli survived because the ship did not come back.
 - B. Eli died because he had to wait for the ship to come back.
 - C. Eli may have died if he had used the ship to transport him.
 - D. Eli survived because he had waited for the ship to come back.
8. According to the text, what seems to be the most important reason for the very few flight delays at Saint Helena Airport?
- A. A very small group of pilots
 - B. The small number of flights per year
 - C. The high runway bordered by two rocks
 - D. Specific pilot training in the possible conditions of the airport
9. According to the text, what significant benefit has Saint Helena Airport brought to its residents?
- A. It has reduced travel time to nearby islands.
 - B. It has increased the frequency of local festivals.
 - C. It has led to an increase in local agricultural production.
 - D. It has improved access to medical care and urgent supplies.
10. The statement “to bring the friendly Saints just a little bit closer to the rest of the world” in lines 35-36 means that Saint Helena Airport can enable the local people to _____.
- A. enjoy a luxury lifestyle
 - B. seek jobs on the mainland
 - C. travel widely and gain experience
 - D. stay up-to-date in a changing world

EXERCISE B

Read the text and then answer the following questions.

How POP MART is Taking Domestic Appeal Global



(Photo credit: <https://jingdailyculture.com/how-pop-mart-is-taking-domestic-appeal-global/>)

POP MART occupies an unrivaled position in China's multi-billion-dollar toy market. It holds 8.5 percent of the country's toy sales, owns 85 Intellectual Properties (IPs), and hosts toy conventions from Beijing to Shanghai that regularly attract tens of thousands of Millennials and Gen Zers.

5 In terms of key products, blind boxes, opaquely packaged collectable figurines are often sold from one of POP MART's 825 shopping mall toy dispensers known as roboshops. The vinyl figurines may only measure a few inches in height and cost less than \$10, but they've spawned a multi-million-dollar industry.

The trend has prompted a response from Chinese cultural institutions, with the
10 likes of the Emperor Qinshihuang's Mausoleum Site Museum, the Sanxingdui Museum, and the Palace Museum, to create their own. JT spoke to POP MART's Overseas Marketing Director, Jojo Lee, to understand more.

The reason that blind boxes have become so popular with young consumers is because a blind box allows people to buy something artistic and collectable for a
15 dozen or so dollars. They allow young people to express artistic taste. It's also about the happiness that art toys bring to their lives.

Our bricks-and-mortar stores are mainly located in mainstream first-and second-tier cities, and this means we cover a large number of young consumer

groups. Our store space design and product display design allow young consumers
20 to feel the charm of the art toys on offer and experience fun and shareable moments.

Our products carry cultures to the world. Chinese culture is increasingly receiving attention from fans all over the world, and many of our products are designed in combination with Chinese history and traditional culture, which can broaden its understanding.

(Adapted from: <https://jingdailyculture.com/how-pop-mart-is-taking-domestic-appeal-global/>)

1. What is the main idea of the text?

- A. Chinese museums are following the trend set by POP MART.
- B. POP MART dominates China's toy market with unique products.
- C. Blind boxes are an inexpensive way for young people to collect art.
- D. POP MART is expanding the appeal of its toy products internationally.

2. The first paragraph (lines 1-4) discusses all of the following aspects about POP MART **EXCEPT** _____.

- A. its competitors
- B. its market share
- C. its IP ownership
- D. its organization of events

3. Which statement about POP MART's blind boxes is **NOT TRUE**?

- A. They are collectable figurines.
- B. They are priced at around \$10.
- C. They are often sold in many roboshops.
- D. They are part of a multi-million-dollar industry.

4. According to the text, what has been the result of the trend started by POP MART?
- A. The resale market for toys has declined.
 - B. POP MART has attracted only Millennials and Gen Zers.
 - C. Chinese culture has had a strong influence on toy marketing.
 - D. Some Chinese institutions have started creating their own products.
5. Why have Chinese cultural institutions like the Emperor Qinshihuang's Mausoleum Site Museum created their own products?
- A. To modernize their exhibitions
 - B. To compete directly with POP MART
 - C. To increase ticket sales for their museums
 - D. To replicate the success of POP MART's blind boxes
6. According to the text, why do blind boxes appeal to young consumers?
- A. They are easy to collect.
 - B. They are rare and costly.
 - C. They are affordable yet artistic.
 - D. They are available in all roboshops.
7. What is **NOT** mentioned as a feature of POP MART's bricks-and-mortar stores?
- A. The charm of the art toys
 - B. Fun and shareable experiences
 - C. Access to consumers of all ages
 - D. Locations in first-and second-tier cities

8. How does POP MART enhance the shopping experience in their bricks-and-mortar stores?
- A. By providing free gifts with every purchase
 - B. By offering large discounts on bulk purchases
 - C. By having a large variety of international food options
 - D. By creating a highly interactive and visually appealing store design
9. According to the last paragraph (lines 21-24), POP MART's products are primarily designed to _____.
- A. create toys for adults
 - B. encourage people to collect art
 - C. promote better cultural understanding
 - D. change the way people purchase toys
10. How does POP MART take domestic appeal globally?
- A. By owning 85 Intellectual Properties (IPs)
 - B. By allowing young consumers to feel the charm of art toys
 - C. By inspiring Chinese cultural institutions to create their own products
 - D. By promoting the mixed design between Chinese history and traditional culture

EXERCISE C

Read the text and then answer the following questions.

How Does a Toxic Relationship Affect Me?



(Photo credit: <https://www.solhapp.com/blog/toxic-relationship>)

It is not uncommon for someone to be oblivious to a toxic relationship. Often, changes are gradual, so it's easy not to know that you might be in an unhealthy relationship. But if your relationship continually leaves you feeling drained, anxious, or just flat unhappy, you may be experiencing a toxic relationship. Here are some symptoms to look for.

Insecurity:

One of the most common negative effects of a toxic relationship is the impact on self-esteem. The nature of the relationship can cause feelings of uncertainty and undermine your sense of confidence. It is common for people in toxic relationships to constantly question themselves and walk on eggshells around the other person. This alone can create problems, but insecurity can lead to additional mental health impacts.

_____:

It can be exhausting to live in a toxic relationship. The insecurity and mental and emotional strain take a toll. You might find your energy levels go down. It might be hard to get motivated for things that used to be important to you. It's not uncommon

to feel plain exhausted all of the time. These symptoms can be difficult to overcome, and they can impact your personal and professional life in a number of negative ways.

Depression:

Uncertainty and exhaustion are often precursors to or symptoms of depression.

20 Depression can range in severity, and a toxic relationship can have a huge impact on that severity. Depression can start with feelings of detachment or sadness. They can evolve into thoughts of self-harm and an inability to do important things in your daily life. Depression is a serious mental health problem, and it should never be ignored or taken lightly.

25 If you have one or more of the symptoms above, that's your first sign. You might be inclined to think that it's a temporary problem, and sometimes it is. But if you're experiencing any of these symptoms for a prolonged period, it's worth reviewing the major relationships in your life to see if any of them feel like a net drain. If that's the case, it's time to think about getting some help.

(Adapted from: <https://primebehavioralhealth.com/how-toxic-relationships-affect-your-mental-health/>)

1. What is the main idea of the text?

- A. Toxic relationships are harmful.
- B. Toxic relationships are supportive.
- C. Toxic relationships are unavoidable.
- D. Toxic relationships are manageable.

2. What is the main purpose of this text?

- A. To describe a toxic relationship
- B. To discuss causes of a toxic relationship
- C. To suggest ways to end a toxic relationship
- D. To explain symptoms of being in a toxic relationship

3. According to the text, feelings of insecurity in a toxic relationship _____.
A. can cause a mental breakdown
B. are temporary and inconsequential
C. are beneficial for building resilience
D. can result in self-doubt and cautious dealing with others
4. Which sentence **BEST** summarizes the ideas in Paragraph 2 (lines 7-11)?
A. A toxic relationship can lead to many health risks.
B. Having low self-esteem is the first sign of a toxic relationship.
C. A toxic relationship can affect a person's confidence and self-respect.
D. People in toxic relationships are likely to develop mental health issues.
5. Which of the following should be the topic of Paragraph 3 (lines 13-17)?
A. Lack of Energy
B. Level of Emotion
C. Solutions to a Toxic Relationship
D. Symptoms of a Toxic Relationship
6. According to Paragraph 3 (lines 13-17), a toxic relationship can affect a persons' _____.
A. capability to do a lot of work
B. ability to inspire other people
C. decision to stay in a relationship
D. motivation to try new things in life

7. According to Paragraph 4 (lines 19-24), a toxic relationship may _____.
- A. cause depression to get worse
 - B. enable depression to improve over time
 - C. bring about temporary unhappy feelings
 - D. lead to other more serious mental disorders
8. The author ends the text by _____.
- A. suggesting that some action is taken
 - B. summarizing the main points of the text
 - C. comparing different types of relationships
 - D. highlighting mental impacts of toxic relationships
9. According to the text, all of the following are emotional responses to being in a toxic relationship **EXCEPT** _____.
- A. fear
 - B. violence
 - C. tiredness
 - D. self-doubt
10. Who would most likely benefit from this text?
- A. Psychiatrists
 - B. Mental health officers
 - C. People suffering from mental illnesses
 - D. People having a doubt in their relationships



UNIT 3 PRONOUN REFERENCE

PRONOUN REFERENCE

For writers, using pronouns is one way to show variety in a text without repeating the same noun. English has several types of pronouns, depending on how they are grouped.¹ Look at the following sentences.



(Photo credit: commons.wikimedia.org)

During his visit to Namibia, Xuan took snapshots of quiver trees, whose bark is smooth. The biggest one Xuan saw was as tall as a two-story building. He said to himself, “anybody who sees this marvellous tree would want to preserve it.”

WARM-UP QUESTIONS

1. How many pronouns are there in the text above? Circle them.
2. Do you think ‘his’ and ‘this’ in the text are pronouns? Why or why not?

You can see that the pronouns help the writer avoid using ‘Xuan’ or ‘quiver trees’ repeatedly, thereby improving the flow of a sentence or paragraph.

¹ To learn more about pronoun categories, you can refer to <https://learnenglish.britishcouncil.org/english-grammar/pronouns>.

Pronouns can be categorized into many types as follows:

Type	Usage	Examples
Personal pronoun	used to refer to people, animals, places, etc. functioning as subjects or objects	I, you, we, they, he, she, it, me, you, us, them, him, her, it
Possessive pronoun	used to express possession, ownership, relationship, etc.	mine, yours, ours, theirs, his, hers, its
Reflexive pronoun	used as an object of a verb that refers to the same person or thing as the subject of the verb	myself, yourself/ yourselves, ourselves, themselves, himself, herself, itself
Intensive pronoun	used to refer back to the subject in order to add emphasis	myself, yourself/ yourselves, ourselves, themselves, himself, herself, itself
Demonstrative pronoun	used to point to specific things	this, that, these, those
Indefinite pronoun	used to nonspecifically identify who or what it is referring to	anybody, somebody, everybody, nobody anyone, someone, everyone, no one anything, something, everything, nothing
Interrogative pronoun	used to ask questions about unknown people or things	who, whom, whose, which, what
Relative pronoun	used to connect dependent clauses to independent clauses	who, whom, whose, which, what, that
Reciprocal pronoun	used to express mutual relationships or actions	each other, one another

(Adapted from: <https://www.thesaurus.com/e/grammar/what-are-the-types-of-pronouns/>)

A pronoun can also refer to a broad concept (not a specific person, place, thing, or animal). See the example below:

The use of reusable cups should be promoted widely. **This** should not be the only measure to curb plastic use, though.

Here ‘this’ does not refer to a cup or any specific thing. Instead, the pronoun refers to the whole previous sentence.

Notes: For reading, one important skill is the ability to identify what a pronoun in the text you read refers to. A pronoun does not always refer to the closest noun to the front. See the examples below:

Madagascar is located in the Indian Ocean, **which** lies between Africa and Australia.

Madagascar is located in the Indian Ocean. **It** has over 8,000 plant species found nowhere else in the world.

In the first sentence, the relative pronoun ‘which’ refers to ‘the Indian Ocean’ which is the closest noun. In the second sentence, however, the subject pronoun ‘it’ refers to ‘Madagascar.’ Gender, number and especially meaning can help a reader identify what a pronoun refers to. Note that there has been an increasing trend in the use of singular ‘they’ as a gender-neutral pronoun, so number (plural or singular) may not always be used to identify the noun to which a pronoun refers. This noun is called the pronoun’s antecedent. Readers need to use a combination of strategies (gender, number, and meaning) to help identify the antecedent for a pronoun.

EXERCISE A

Read the text and then answer the following questions.

The Naga Legend of Nong Han Lake in Thailand



(Photo credit: <https://stock.adobe.com/th/images/naga-or-serpent-statue-in-wat-khao-phra-kru-temple-chonburi-province-thailand-the-belief-of-buddhism-thai-temple/274067893>)

Mystical Thailand is filled with myths and legends. One of them is the Sakon Nakhon legend, which is a story about an ancient city that now lies buried beneath Nong Han Lake, the largest freshwater lake in Northeast Thailand. The legend of “Mueang Nong Han,” or Nong Han City, is recorded in old Isaan folk literature. While some say that the story is just a fanciful tale, others insist that the legend is real, with residents who live on the edge of the lake stating they¹ have had strange dreams of the submerged city before ever having heard of the legend.

The ancient city was known as Ek Thee Ta, and it owed its destruction to a tragic love story that involved one woman and two men. At the time, the area around Nong Han was ruled over by a Khmer governor with a beautiful daughter named “Nang Ai Kham.” She was known for her stunning beauty from an early age.

Many young men from different cities wished to marry the beautiful Nang Ai Kham. Among those who fell in love with her were “Thao Pha Daeng,” a prince from

Pha Phong City, and “Thao Pankee,” the son of Phaya Suthonakharat, who² was a
 15 race of half-human, half-serpent beings (the Naga) and ruled the underworld.

Thao Pha Daeng was the first of the two suitors to fall in love with Nong Ai
 Kham, and she also fell in love with him. Her father, the Governor, promised to allow
 the marriage if Thao Pha Daeng could win an upcoming rocket competition, which
 today is referred to as the Boon Bang Fai rocket festival. Thao Pankee heard about
 20 the competition and went to the city to watch. On seeing Nang Ai Kham, he³
 immediately fell in love.

Thao Pha Daeng’s rockets unfortunately failed to launch and burned up on the
 ground in black rubble. Seeing an opportunity, Thao Pankee transformed himself from
 a serpent into a white squirrel, wearing a melodious bell around his neck. His plan
 25 was to attract the love and attention of Nang Ai Kham, allow her⁴ to capture him, and
 then transform himself back into the Naga to take her to the netherworld.

His plan worked well at first, as Nang Ai Kham sent a group of hunters to catch
 the squirrel, and this⁵ is when everything fell apart. Instead of catching him without
 harm, the hunters accidentally killed him⁶ with a crossbow.

Before dying, Thao Pankee, in the form of the white squirrel, prayed
 generously, “May my meat be delicious and sufficient to feed the whole city.”
 Following his death, the townspeople distributed squirrel meat to eat, and it
 miraculously multiplied until it was able to feed everyone — except for the widows
 who refused the meat, believing it⁷ to be unlucky.

When Phaya Suthonakharat, the Naga King, learned that his son had been
 murdered, he became furious and gathered an army of tens of thousands to attack
 the city of Ek Thee Ta. Whoever ate the meat of the white squirrel was destined to
 die. The Naga serpent army immediately marched toward the Khmer city.

During the dark of that night, the sky was filled with thunderstorms and heavy
 40 rain. Lightning struck relentlessly, and the land began to collapse gradually. Amidst
 the screams of fleeing people, tens of thousands of serpents emerged, destroying the
 city and causing it⁸ to sink into the depths.

Thao Pha Daeng and a large entourage were able to rescue Nang Ai Kham
 from her sinking castle. However, no matter how fast their horses galloped, they
 45 couldn’t escape the Naga army, which⁹ caused the land to collapse. Thao Pha Daeng
 and Nang Ai Kham finally sank beneath the ground.

The once prosperous city of Ek Thee Ta disappeared completely by dawn. As far as the eye could see, it was only a vast expanse of water. All life in Ek Thee Ta City had been swallowed by the depths, except for the widows who had not consumed the white squirrel meat. **They**¹⁰ remained on 3 or 4 small, deserted islands, which people can still see today on Nong Han Lake in Sakon Nakhon, Thailand.

(Adapted from: <https://mysakonnakhon.com/the-naga-legend-of-nong-han-lake-in-thailand/>)

1. What does “they” (line 6) refer to?
2. What does “who” (line 14) refer to?
3. What does “he” (line 20) refer to?
4. What does “her” (line 25) refer to?
5. What does “this” (line 28) refer to?
6. What does “him” (line 29) refer to?
7. What does “it” (line 34) refer to?
8. What does “it” (line 42) refer to?
9. What does “which” (line 45) refer to?
10. What does “They” (line 50) refer to?

EXERCISE B

Read the text and then answer the following questions.

Discover Thai Cuisine through its Famous Four Regions



(Photo credit: <https://www.foodandwine.com/why-are-there-so-many-thai-restaurants-7104115>)

The amazing diversity of Thai cuisine makes Thailand one of the most exciting countries in the world to visit. Thai cuisine encompasses dishes from four distinct regions: the Central Plains, the North, Northeast, and the South. The unifying factor is the way each uses spicy, sour, sweet, and salty flavors to create vibrant and balanced tastes. Key ingredients include the ubiquitous chili, which¹ is used to add fire to almost every dish. Lime juice and tamarind provide a sour taste while sweetness often comes from palm sugar. The salty flavor is added using fish sauce, known as *Nam Pla* (fish sauce), *Kapi* (shrimp paste), or the landlocked Northeast fermented fish known as *Pla Ra*.

Thailand's Northeast Region, or Isan, is famous for its grilled meats, sticky rice, strong fermented salads, and heaped plates of fresh vegetables and herbs. Popular in all four regions of Thailand, Northeast cuisine is also the centerpiece of the country's gastronomy tourism push and is particularly popular with first-time visitors. It² is also the easiest regional variety to find outside of the region (or overseas) because Isan workers export their food with them³ when employed away from home. And it's all about a balance of flavors and tastes. Spicy, sweet, sour, and salty tastes will all be represented on the Isan kitchen table. The most famed and succulent dishes

include *Kai Yang* (barbecued chicken), served with sweet sauce and sticky glutinous rice; *Som Tam* (green papaya salad), concocted with mortar and pestle poundings, augmented often with a salted egg or small crabs; *Lap* (spicy ground meat or fish), flavored with lime and mint; *Kor Moo Yang* (grilled pork neck), and super spicy sausage. Tasty edible insects are another Isan staple that⁴ is a favorite snack for its rice farmers.

Also known as Lanna cuisine, visitors to Chiang Mai fall in love with their first bite of the delicious *Khao Soi* (curried noodles). They⁵ love flavor and texture which contrasts dominate a red and yellow coconut curried broth, and crunchy noodles are piled on top of the soft noodles with succulent chicken leg meat layered underneath them. There is more to Northern Thai cuisine, however, than *Khao Soi*. Influenced by the countries that⁶ share a border with the North, delicious foods such as *Kaeng Hung Le* (spiced curry), *Khanom Chin Nam Ngiao* (spicy rice noodles), *Kaeng Khanun On* (unripe jackfruit curry), and *Kaeng Hoa* (fried curry) proudly show off the region's vibrant flavors. Visiting during mid-March to April, you can try *Kaeng Phak Wan Kai Mot Daeng* (vegetable soup with ant eggs), which is considered a luxurious rare food.

Perhaps the least well known and understood of Thailand's regional cuisine, Southern Thai food is characterized by its spice and sharpness. The curries and flavor profiles, which⁷ are among the most powerful, feature the heat of chili and the sourness of tamarind. Just like the North, Southern Thai cuisine shares flavors from its neighbors, particularly Malaysia and Indonesia. A large Muslim populace, along with many fishing fleets, are the major influences. Southern Thai cuisine is based heavily on seafood and meats and uses lots of lemongrass and kaffir lime leaves for flavor. This⁸ includes *Kaeng Tai Pla* (fermented fish curry), *Kaeng Som Pla* (hot and sour fish soup), and *Kua Kling* (dry fried meat curry). *Massaman*, a stewed curry of meat and potatoes, is another key specialty.

Cuisine from Thailand's Central Region probably comes closest to what visitors view as "Thai" food, with well-known dishes such as *Phat Thai* and curry pastes involving the staple ingredients of chilies, garlic, galangal, lemongrass, and shrimp paste. Bangkok is at the heart of the area, with its paddy fields, plentiful river fish, and fertile soil for crops. The Central Region is also home to jasmine rice, a top Thai export used for cooking around the globe. It⁹ is also the birthplace of *Kaeng Khiao Wan* (green curry) and the equally loved *Tom Yam Kung* (hot and sour shrimp

soup). *Som Tam* (green papaya salad) also has a Central Region variation using brined shrimp to enhance the flavor.

To the untrained eye, much of Thailand's regional cuisine may be difficult to distinguish from each other. However, by following this guide, visitors can get the most out of Thai cuisine, and **they**¹⁰ appreciate the rich diversity of Thailand's gastronomy and geography through its delicious food.

(Adapted from: <https://www.tatnews.org/2018/01/discover-thai-cuisine-famous-four-regions>)

1. What does "which" (line 5) refer to?
2. What does "It" (line 14) refer to?
3. What does "them" (line 15) refer to?
4. What does "that" (line 22) refer to?
5. What does "They" (line 25) refer to?
6. What does "that" (line 29) refer to?
7. What does "which" (line 36) refer to?
8. What does "this" (line 41) refer to?
9. What does "It" (line 49) refer to?
10. What does "they" (line 55) refer to?



UNIT 4 GUESSING MEANING FROM CONTEXT

GUESSING MEANING FROM CONTEXT

As a reader, what do you normally do when you come across a word in a text that you don't understand the meaning of?

There are two questions to ask yourself whenever you encounter an unfamiliar word in a reading text.

- The first question is: “***Do I need to know the meaning of the word?***”

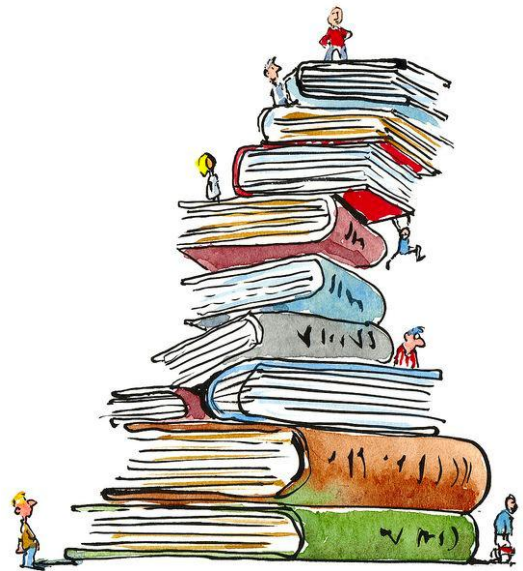
If not, you can keep reading and ignore the word.

- The second question you need to ask is: “***Is an approximate meaning enough?***”
If not, you need to look the word up in a dictionary.

However, using a dictionary every time you encounter a new word can be time-consuming and make it difficult for you to remain engaged in the text. Instead, you can use context clues to guess the meaning of the word.

What is a context clue?

A context clue is a piece of information that appears near an unknown word or phrase and makes its meaning clearer. There are many types of context clues, and in this unit, we are going to look at the following: synonyms, antonyms, appositives and examples.



(Photo credit:
<https://fritsahlefeldt.com/2012/01/18/drawings-about-copyright-internet/books-stack/>)

1

Synonyms

As you come across unknown words while reading, look for synonyms. **A synonym** is a word or phrase that has a similar meaning to the unknown word.

Look at the following example:



(Photo credit: <https://www.wallpaperflare.com/search?wallpaper=portable+drone>)

Drones are increasingly being used by the paparazzi to photograph people without their permission. These small, radio-controlled flying cameras can be bought relatively cheaply and can be used to invade someone's privacy.

Look at the first sentence and imagine you do not know the meaning of the word 'drones'. In the first sentence, we learn that 'drones' are used to take photographs of people. Then in the second, the phrase 'these small, radio-controlled flying cameras' is used to replace the word 'drones'. This is a context clue that helps readers guess the meaning of the word 'drones'.

2

Antonyms

Antonyms are words that mean the opposite of a word. One way to identify an antonym is to look for contrast words, such as 'but', 'however', 'though', 'although', 'unlike', 'whereas', and 'despite'. These words signal that some opposite idea or meaning is coming.

Look at the following example. See if the contrast word 'although' helps you understand what a 'critic' is.

The United States will begin restricting visas to citizens from six other countries on February 21 although critics question the move.

The first part of the sentence states a policy change on visas. In the second part, the word ‘although’ signals that contrasting information is coming, which is that critics are questioning the new policy. From this, we might guess that a critic is a person who disapproves of something.

3

Appositives

An appositive is a noun or noun phrase that comes after another noun, where the second defines the first. In the example below, the writer uses an appositive to explain the meaning of the word ‘constellation’.

Constellations, groups of stars that form shapes in the sky, usually represent a mythological person or creature or a nonliving object.

This sentence uses a comma to introduce the appositive ‘groups of stars that form shapes in the sky’. Punctuation is important here because appositives usually have a comma before and after them.

4

Examples

Examples can help explain the meaning of a word or idea. In English, some common ways to introduce examples are with the phrases ‘for example’, ‘for instance’, ‘such as’, and ‘like’. Look at the following example to see how the example helps you understand the meaning of ‘infraction’.

Paula was suspended from school because of several infractions of the rules, including smoking in the bathroom and dressing improperly.

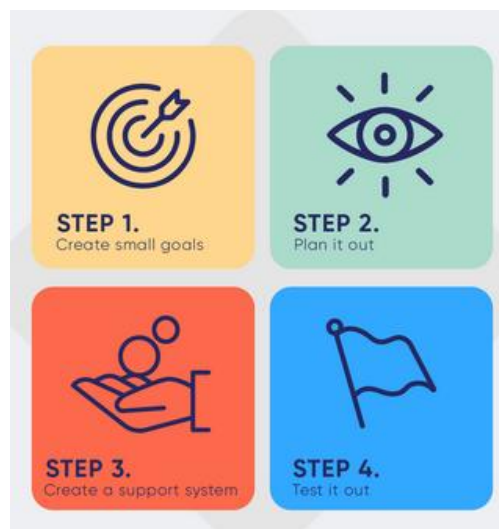
So, what might ‘infraction’ mean? The examples provided here such as ‘smoking in the bathroom and dressing improperly’ can help us guess the meaning of ‘infraction’, which is a violation of a rule or law.

EXERCISE A

Read the following reading text and do the task that follows.

4 steps to embracing your ikigai

Ikigai is a Japanese concept that means your 'reason for being.' 'Iki' in Japanese means 'life,' and 'gai' **describes**¹ value or worth. Your ikigai is your life purpose or your bliss. It's what brings you joy and inspires you to get out of bed every day. To find your ikigai, here's how to bring it to life:



(Photo credit: <https://www.betterup.com/blog/what-is-ikigai>)

5 **Step 1: Create small goals.**

Now that you've brainstormed some possible solutions, use them to create **concrete**² annual goals. For instance, aim for a managerial promotion, relocate your business, or initiate a web design enterprise. Upon documenting these annual goals, decompose them into manageable monthly targets to facilitate their achievement. The

- 10 **principal**³ key is to take one baby step at a time until you reach your long-term goal. For example, should your annual objective be a managerial promotion, your monthly goals could include consulting with your **district**⁴ manager to formulate a plan, participating in leadership development training, and incrementally augmenting your daily responsibilities.

15 **Step 2: Plan it out.**

Next, use your monthly goals to create weekly (or even daily) goals. For example, if your monthly goal is to go to leadership development training, your first weekly goal could be to research reputable⁵ training programs. Your second weekly goal could be to set up Zoom meetings with potential mentors. Now that you've got a
 20 list of long-term and short-term goals, organize them using a chart, calendar, or notebook. It doesn't matter what you use — as long as you have a dedicated spot for your plans that you can refer to often, you'll be set. Make a digital and a paper copy of your plans in case you lose one. Make sure to keep the paper copy somewhere visible⁶, like on a bulletin board in your office or taped to your bathroom mirror.

25 **Step 3: Create a support system.**

When it comes to finding your purpose, a support system is invaluable⁷. To create a support system, reach out to mentors, coaches, teachers, and other professionals who have reached similar goals. You can also lock arms with people who are heading toward the same goal, cultivate⁸ relationships as well as network,
 30 and learn as much as you can from your support system.

Step 4: Test it out.

Now that you've got your formal plan ready to go, it's time to test it out. Are you achieving⁹ your short-and long-term goals? Is there anything bothering you? What's going on? Can you answer 'yes' to all the questions in step 1 now? If not, it may be
 35 time to reassess¹⁰ your goals and plans. A good question to ask at this point is, "Am I focusing on what I should do or what I want to do?"

(Adapted from: <https://www.betterup.com/blog/what-is-ikigai>)

Work in a group and write down the meaning of the underlined word in each excerpt.

1. Ikigai is a Japanese concept that means your 'reason for being.' 'Iki' in Japanese means 'life,' and 'gai' describes¹ (line 2) value or worth.
2. Now that you've brainstormed some possible solutions, use them to create concrete² (line 7) annual goals.
3. The principal³ (line 10) key is to take one baby step at a time until you reach your long-term goal.
4. For example, should your annual objective be a managerial promotion, your monthly goals could include consulting with your district⁴ (line 12) manager to formulate a plan, participating in leadership development training, and incrementally augmenting your daily responsibilities.
5. For example, if your monthly goal is to go to leadership development training, your first weekly goal could be to research reputable⁵ (line 18) training programs.
6. Make sure to keep the paper copy somewhere visible⁶ (line 24), like on a bulletin board in your office or taped to your bathroom mirror.
7. When it comes to finding your purpose, a support system is invaluable⁷ (line 26).
8. You can also lock arms with people who are heading toward the same goal, cultivate⁸ (line 29) relationships as well as network, and learn as much as you can from your support system.

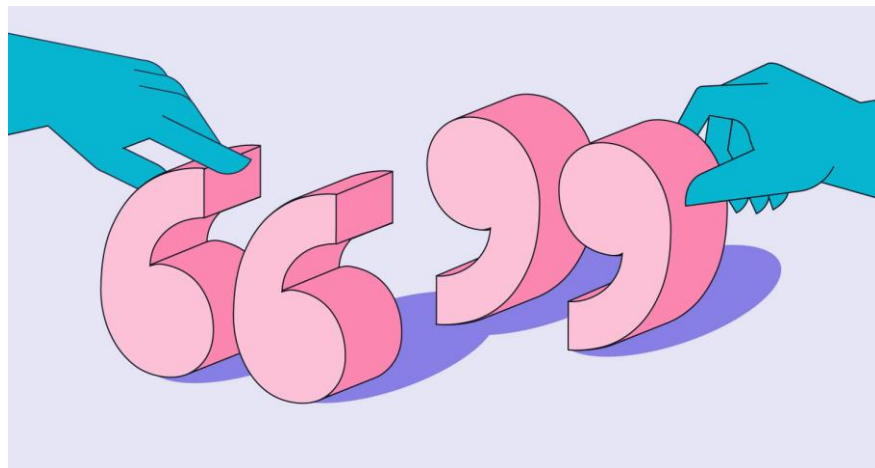
9. Now that you've got your formal plan ready to go, it's time to test it out. Are you **achieving**⁹ (line 33) your short-and long-term goals?

10. Can you answer 'yes' to all the questions in step 1 now? If not, it may be time to **reassess**¹⁰ (line 35) your goals and plans.

EXERCISE B

Read the text and then answer the following questions.

What Do We Know about Plagiarism These Days?



(Photo credit: <https://www.grammarly.com/blog/types-of-plagiarism/>)

Several high-profile careers in higher education have recently been affected by issues of academic **integrity**¹. For example, Marc Tessier-Lavigne resigned as president of Stanford University in 2023 after it was found that he co-authored several papers with **manipulated**² data. Similarly, Claudine Gay stepped down from her
 5 presidency at Harvard due to questions about her research and her response to antisemitism on campus after the October 7, 2023. These cases show the **ongoing**³ problems with maintaining academic honesty at top institutions and highlight the seriousness of plagiarism.

10 Roger J. Kreuz, a psychology professor who is working on a manuscript about the history and psychology of plagiarism, explains the nature and **prevalence**⁴ of plagiarism and the challenges associated with detecting it in the age of AI. He mentions that **plagiarism**⁵ is using someone else's ideas without giving them proper credit. This can range from not citing sources correctly to outright copying work. While
15 plagiarism is not a legal term, it can lead to lawsuits for copyright **infringement**⁶. There are different opinions on what counts as plagiarism. For instance, some teachers think submitting the same paper for different courses is self-plagiarism, while others do not.

The rate of plagiarism in higher education **varies**⁷. Some faculty members see it as a widespread issue, especially among international students who might have
20 different views on plagiarism. Studies show different rates of plagiarism. A 2019 study found that 64% of Australian university students had engaged in some form of plagiarism, down from 82% in 2004. The use of plagiarism detection **tools**⁸ like Turnitin and PlagScan may help reduce these rates, though the actual rate might be higher because not all cases are reported.

25 Professors and students face different standards for plagiarism. Professors suspected of plagiarism often get the chance to correct their work, while students face stricter policies and possible severe consequences, such as **expulsion**⁹ which threatens them to leave a school. This double standard has led to student protests, especially in cases involving plagiarism accusations against politicians and scholars.
30 Detecting plagiarism is time-consuming and requires careful interpretation of results from detection tools, which can sometimes produce false positives.

Artificial intelligence (AI) has made the issue of plagiarism more complex. AI tools like ChatGPT can create text that students might submit as their own, making plagiarism easier. However, these tools also make detectable errors known as
35 **"hallucinations"**¹⁰. Additionally, plagiarism detection tools have improved, making it easier to catch copied text. There is an ongoing "arms race" between efforts to hide plagiarized text, like using text spinners, and the methods detection tools use to find it.

1. What does “integrity” (line 2) most likely mean in the context of the phrase “academic integrity”?

- A. Infinity
- B. Honesty
- C. Flexibility
- D. Creativity

2. What does “manipulated” (line 4) most likely mean in the context of the phrase “manipulated data”?

- A. Analyzed
- B. Tampered
- C. Measured
- D. Organized

3. What does “ongoing” (line 6) most likely mean in the context of the phrase “ongoing problems”?

- A. Minor
- B. Starting
- C. Persistent
- D. Temporary

4. What does “prevalence” (line 10) most likely mean in the context of the phrase “nature and prevalence of plagiarism”?

- A. Rarity
- B. Complexity
- C. Uniqueness
- D. Commonness

5. What does “plagiarism” (line 12) most likely mean in the context of “plagiarism is using someone else’s ideas without giving them proper credit”?

- A. Editing work
- B. Paraphrasing
- C. Stealing ideas
- D. Creating new words

6. What does “infringement” (line 14) most likely mean in the context of “lawsuits for copyright infringement”?

- A. Violation
- B. Agreement
- C. Exploration
- D. Improvement

7. What does “varies” (line 17) most likely mean in the context of “the rate of plagiarism in higher education varies”?

- A. Differs
- B. Reduces
- C. Increases
- D. Remains the same

8. What does “tools” (line 21) most likely mean in the context of “plagiarism detection tools like Turnitin and PlagScan”?

- A. Devices for scanning text
- B. Programs for writing essays
- C. Instruments for measuring data
- D. Software for identifying copied work

9. What does “expulsion” (line 26) most likely mean in the context of “possible severe consequences, such as expulsion which threatens them to leave a school”?

- A. Dismissal
- B. Promotion
- C. Graduation
- D. Suspension

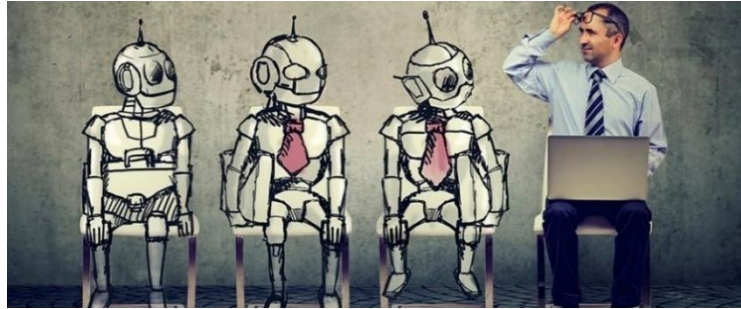
10. What does “hallucinations” (line 34) most likely mean in the context of “these tools also make detectable errors known as “hallucinations””?

- A. Accurate details
- B. Creative solutions
- C. Logical conclusions
- D. Inaccurate generations

PRACTICE

Read the following reading text and do the task that follows.

Automation and the Future of Work



(Photo credit: <https://www.gicom-group.com/en/blog/artificial-intelligence-retail/>)

I. While it may feel like technology is moving at a breakneck pace, there's nothing new about the application of automation and robotics technologies. Automation has long been present in the workplace, handling **mundane**, routine tasks humans simply don't want to do.

- 5 II. Antonio Visconti, CEO of SOBEREYE, comments "advances in video, robotics, sensors, networking, data acquisition, data analytics, and AI are enabling employers to improve safety in many ways."



- 10 III. SOBEREYE INC. uses artificial intelligence technology, a wide-ranging branch of computer science concerned with building smart machines capable of performing tasks that typically require human intelligence to improve workplace safety, providing a one-minute self-test that checks people's eyes to detect **impairment** from any cause, like fatigue, sleep deprivation, medications, and drugs.

- 15 IV. AI technologies like this enable humans to perform tasks more quickly and more safely. By flagging potential impairment issues before employees start work, employers can create more productive, safer workplaces. SOBEREYE's technology is widely applicable in all safety-sensitive sectors like transportation, construction, mining, and manufacturing.

V. The use of AI technology goes hand in hand with increases in the use of automation. A McKinsey report found that only 5% of jobs are fully automatable, and humans will always play a critical role in the workplace. So how can AI help us find the right humans for jobs that are exciting and not too **tedious**? For companies operating in this space, the opportunities are endless. The demand for workflow automation processes is expected to **spike** to \$26 billion by 2025, a sharp increase from less than \$5 billion in 2018. More than 25% of companies use automation in their hiring process, and by 2022, 70% of customer service interactions will leverage some sort of AI automation technology.

VI. Max Kolysh is co-founder and CEO of Dover, an end-to-end recruiting automation platform for the world's top companies. "It's important for companies to be utilizing automation because it's already happening. Companies are already utilizing these technologies, so if your company isn't, then you're already falling behind," says Kolysh.



VII. These types of technologies work to deeply understand a client's hiring specifications, and then uses automation to evaluate candidates on over 50 data points. In the case of Dover, hiring managers are automatically presented with the most qualified candidates to interview.

VIII. Along the same lines, Raghu Bharat, the co-founder and CEO of Crewscale, says that his company's vision is to "democratize access to global remote opportunities for developers by using sophisticated AI technology to give companies access to pre-vetted tech talent in a transparent and efficient manner." "We are building for a better future of work by virtue of what we do and are leveraging the latest AI technology to streamline the whole process of hiring remotely," says Raghu.



IX. Automated software is starting to become more capable of more than just simple, repetitive jobs and will begin performing cognitive tasks. We're already seeing **this** with technology like autonomous vehicles, or AI-enabled chatbots, but in the future,

expect these types of applications to become more widespread. Antonio reflects: “AI is becoming good at many tasks traditionally done by humans, but we should not be afraid to be replaced by it, AI is a tool that makes human jobs easier, faster and safer.”

50 Every day, new workflows are automated across all kinds of industries, from recruitment to workplace safety. Regardless of the industry, these technological developments all share a common purpose: building a safer, more inclusive future.



(Adapted from: <https://www.forbes.com/sites/anniebrown/2021/06/02/automation-and-the-future-of-workhow-engineered-systems-are-improving-the-workplace/>)


1. What is the purpose of the text?
 - A. To explain how automation can improve work efficiency
 - B. To talk about the uncertain future for the human workforce
 - C. To advise the young workforce to equip themselves with IT skills
 - D. To point out the risks faced by the younger generation of the workforce

2. What does “mundane” (line 3) mean?
 - A. Dull
 - B. Active
 - C. Exciting
 - D. Complicated

3. The word “impairment” (line 11) most likely means _____.
 - A. benefit
 - B. recovery
 - C. disability
 - D. disapproval

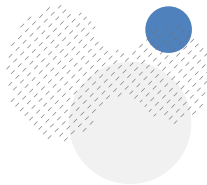
4. Based on the report by McKinsey, which of the following statements is **TRUE**?
- A. Only 5% of the total workforce are comfortable working with technology.
 - B. There will be more demand for an automated workflow in the near future.
 - C. Customer service will remain the only sector that doesn't require the use of AI.
 - D. More than half of companies nowadays use automation in their recruiting process.
5. The word "tedious" (line 21) can be best replaced by _____.
- A. boring
 - B. productive
 - C. challenging
 - D. unpredictable
6. What is the word "spike" (line 23) closest in meaning to?
- A. Fall
 - B. Appear
 - C. Release
 - D. Increase
7. Three CEOs from three different companies share their ideas about automation. Match the correct idea to the right person.

The CEO	Their ideas about automation
 Antonio Visconti _____	A. Companies that do not utilize automation will not be able to keep up with their competitors.
 Max Kolysh _____	B. AI technology helps businesses look for talented staff from around the world.

The CEO	Their ideas about automation
 <p>Rabhu Bharat</p> <p>_____</p>	<p>C. AI can be used to improve workplace safety.</p>

8. The pronoun “this” in Paragraph IX refers to _____.

- A. automated software
- B. autonomous technology
- C. AI performing cognitive tasks
- D. workers performing simple, repetitive jobs



UNIT 5 MAKING INFERENCES

MAKING INFERENCES

An important reading skill is the ability to make inferences. According to the Cambridge Dictionary, an inference is “a guess that you make or an opinion that you form based on the information that you have”.

We make inferences all the time in everyday life. If your friend has pictures of emus as both the lock screen and home screen of his phone, wears clothes with emus printed on them, and sleeps with a stuffed emu, what would you say his favorite animal is? Clearly, even if he has never said anything, you know it is an emu! That is an inference.

WARM-UP QUESTIONS

Look at the following picture. Determine which of these statements is most likely to be true based on the picture. Write “**T**” for true or “**U**” or uncertain.



- ____ A. The child is outside.
- ____ B. The child is in a cold place.
- ____ C. The child is with his parents.
- ____ D. The child likes to play outside.

(Photo credit: <https://www.pinterest.com/pin/426645764699724251/>)

Once you're finished, go to the next page to see a discussion of each statement. Let's take a look at each statement and see which we can say is most likely true.

A. The child is outside.

This statement is most likely to be **true**. We can see in the picture that there are trees, grass, and leaves. We can also see the type of clothes the child is wearing. Since we have background knowledge about trees, grass, and leaves, and the fact that these are all outside, and that the clothing the child wears is worn when someone goes outside, we can infer that the child is outside. There is no sign or text stating this, but we can use the information we have—both from the picture and our own background knowledge—to determine that this is true.

B. The child is in a cold place.

This statement is also likely to be **true**. We can see that the child is wearing a wool hat, gloves, and a coat, and we know that these items are more likely to be used in a cold place. Thus, we can infer that the child is somewhere that is cold. Notice how we can point to something directly in the picture to support our conclusion. If, for example, the gloves, coat, and hat were next to the child on the ground and not being worn, you could not infer that the child is in a cold place. Any inference must be clearly supported by a logical chain of thought. You must make inferences only from facts. Note how this inference is made:

Fact 1: Gloves, coats, and hats are worn when it is cold.

Fact 2: The child is wearing gloves, a coat, and a hat.

Inference: The child is in a cold place.

C. The child is with his parents.

Drawing on your background knowledge, you may think, “A child that is this young should not be alone, so of course, the child is with his parents.” However, nothing in the picture itself supports this, so statement C is **uncertain**. You cannot infer from this picture that this statement is true. The child may be with his grandparents, a teacher, or someone else. He may even be alone! What is more, you cannot even be certain that the child is male, so the use of “his” may be wrong.

D. The child likes to play outside.

This statement is also **uncertain**. You may look at the child’s expression and think that it indicates he/she is enjoying him/herself, but another person may see the same expression and think the child is merely curious. The information that you have does not allow you to draw a successful, fully supported conclusion about how the child feels about playing outside. In fact, you cannot even say for sure the child is playing. Perhaps the child is having a lesson or posing for a photograph.

Based on this exercise, you can see the key element of making an inference is that whatever you conclude or assume must be directly supported by a logical chain of thought.

EXERCISE A

Look at each of the following sentences, which is followed by two inferences. Choose the inference that can be supported by the information in the sentence.

1. Worried that he would lose another cell phone charger on the bus, Nathan left it in his bedroom.
 - A. Nathan rides the bus to work.
 - B. Nathan has lost at least one cell phone charger.

2. After she divorced her second husband, Amelia moved back to Singapore.
 - A. Amelia is a Singaporean citizen.
 - B. Amelia has been married two times.

3. Finn was pleased that his youngest sister was going to be attending the same university as him.
 - A. Finn has more than one sister.
 - B. Finn's sister is studying in the same faculty as him.

4. Theo realized the soup had onions when his mouth started to itch, and he began to have difficulty breathing.
 - A. Soup makes Theo feel unwell.
 - B. Onions make Theo feel unwell.

5. Selina was glad that she had not trusted the weather report, since her new blouse would have gotten wet in the rain if she had.
 - A. Selina prepared an umbrella.
 - B. The weather report did not predict rain.

EXERCISE B

Look at each of the following sentences. In pairs or groups of 3, discuss what you can infer from each sentence. Share your ideas with the class.

1. Following his amputation, Mr. Lee worked with a physical therapist to learn how to walk with only one foot.
2. The dolphin Jane saw in the Gulf of Thailand was the largest one she had ever seen while scuba diving.
3. Both Margaret and her twin sister decided to order the Marian plum pie again because they didn't want anything too sweet.
4. On Fridays, the restaurant owner allowed her employees to wear something other than their regular uniforms to work.
5. Luke arrived at his advanced physics class at 10:30 AM because he thought it began half an hour later than it actually did.

When working with a reading text, these are some of the questions you may see that will alert you to the fact that you need to make an inference.

- What can be **INFERRED** ...?
e.g. What can be **INFERRED** about the starfish?
- According to the text, it can be **INFERRED** that ...
- Based on / According to the text, which of the following statements is **TRUE**?
- Based on / According to the text, what is **TRUE** ...?
e.g. What is **TRUE** about eels?
- Based on / According to the text, it is suggested that ...
- What can be concluded ...?
e.g. What can be concluded about the shark?

EXERCISE C

Read the text and then answer the following questions.

‘How to Make Millions Before Grandma Dies’: A Lesson in Love and Loss



(Photo credit: <https://rafflespress.com/2024/06/08/how-to-make-millions-before-grandma-dies-a-lesson-in-love-and-loss/>)

‘How to Make Millions Before Grandma Dies,’ directed by Pat Boonnitipat, is a touching Thai film about Thai Chinese family, caregiving, and making amends. It’s become very popular in Thailand, drawing a lot of attention on social media and in theaters.

- 5 The story follows M, a teenage boy played by Thai celebrity Billkin, who tries to get close to his sick grandmother, Amah, to secure his inheritance. But as he takes care of her, he starts to genuinely care about her.

- 10 The film shows the growing bond between M and Amah in a real and heartfelt way. At first, there’s tension between them because of their age difference, but through their time together, M learns about Amah’s sacrifices for her family. For example, she planted a pomegranate tree when M was born, and even gave up beef for years to pray to Guanyin for her eldest son, Kiang’s, health.

Yet, despite this devotion, visits from her children are few and far between. Kiang has money to pay for Amah's chemotherapy but doesn't bother to visit her. M's mother, Chew, makes time for Amah, but they hardly get along. As for her youngest son, Soei, Amah says it's better when he doesn't visit—it means he's doing well. This highlights how fragile family connections can be during tough times.

Boonnitipat explores themes of neglect, forgiveness, and the strong ties that hold families together, making viewers think about their own relationships. The film's visuals, with nostalgic and familiar scenes, add to its emotional impact. From small details like plastic-wrapped pomegranates to the clutter in Amah's home, each scene feels warm and inviting. In addition, storytelling includes perfect timing for both funny and serious moments, keeping the audience engaged. The dialogue is emotionally rich and authentic, leaving a lasting impression.

Beyond the main story, the film also talks about the challenges of aging and the importance of spending time with loved ones. In a world where populations are growing older, its messages about compassion and making peace resonate widely, encouraging viewers to think about their own family ties and the value of time spent together.

In short, 'How to Make Millions Before Grandma Dies' is more than just its title. It's a heartfelt look at family, love, and the lasting impact of caring for each other. This film is a reminder of the importance of the relationships that shape our lives and the precious moments we share with those we love.

(Adapted from: <https://rafflespress.com/2024/06/08/how-to-make-millions-before-grandma-dies-a-lesson-in-love-and-loss/>)

1. What can be **INFERRED** about M's initial motive for getting close to his grandmother, Amah?

- A. He feels a deep affection for her from the beginning.
- B. He expects to be a favorite grandson of his grandmother.
- C. He follows his parents' words to take care of his grandmother.
- D. He wants to spend time with his grandmother before she dies.

2. What theme does the film primarily explore through the relationship between M and Amah?

- A. The forgiveness within a family
- B. The precious time within the family
- C. The pursuit of success within a family
- D. The bond and responsibilities within a family

3. Based on the description of Kiang's behavior toward Amah, what can be **INFERRED** about his character?

- A. He is financially generous but emotionally distant.
- B. He is supportive and empathetic toward his mother's illness.
- C. He is indifferent and neglectful toward family responsibilities.
- D. He is actively involved in his mother's caregiving despite challenges.

4. According to the text, how does the absence of Amah's children comment on modern societal values?

- A. It portrays modern society as more compassionate and family-oriented than in the past.
- B. It reflects a societal trend of younger generations taking full responsibility for elder care.
- C. It suggests that modern society provides ample support for the elderly through institutions.
- D. It highlights the societal shift toward valuing career success over family responsibilities.

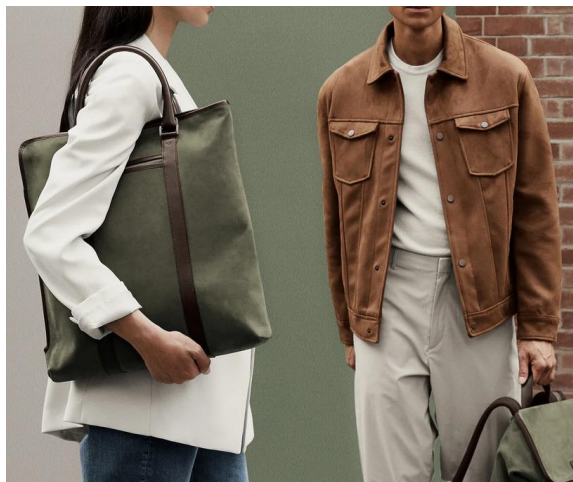
5. What can be **INFERRED** about the film's portrayal of forgiveness and reconciliation within the context of family dynamics?

- A. Forgiveness is portrayed as unnecessary and unimportant when familial conflicts arise.
- B. Forgiveness is shown as essential for healing family wounds and rebuilding relationships.
- C. Reconciliation is viewed as superficial and insincere in the face of longstanding familial issues.
- D. Reconciliation is depicted as inevitable and easily achieved, highlighting the film's optimistic view of family bonds.

EXERCISE D

Read the text and then answer the following questions.

Why is Quiet Luxury so Popular Now?



(Photo credit: <https://www.carlfriedrik.com/int/magazine/what-is-quiet-luxury>)

'Quiet luxury' is the new aesthetic trend loudly stealing public attention. Google searches for the term grew by 337% in April alone. Also known as 'stealth wealth', this subdued yet premium mode of dressing is leaving its mark on popular culture. As the term implies, there's more than meets the eye when it comes to quiet luxury.

5

At its core, quiet luxury is a resurgent fashion movement that emphasizes

investment in high-quality, minimalist pieces that have timeless appeal. This is ‘anti-bling’ — the other end of the scale for popular avant-garde designer brands that experiment with bold logos and ostentatious patterns.

Two key moments have helped to thrust stealth wealth into the spotlight. One
 10 is the release of the fourth and final series of HBO’s widely popular boardroom drama, *Succession*. Google Trends data shows a dramatic increase in searches for ‘quiet luxury’ and related terms following the airing of S4E1.

The Roys’ expensive but inconspicuous approach to fashion has become synonymous with quiet luxury. Every unassuming Bottega Venetta bag and Zegna
 15 zipped hoodie is duly noted by perceptive fans. There’s even an Instagram account dedicated to the outfits of *Succession* with 135,000 followers. The crowning moment of the series so far came when the upstart chairman of ATN, Tom Wambugasms (Matthew Macfadyen), took a dislike to a logo-proud Burberry bag. The comment captures the spirit of stealth wealth in its rejection of loud luxury.

20 The other standout moment for quiet luxury in 2023 was Gwyneth Paltrow’s ski accident civil court case in Utah in March. Commentators called it a masterclass in pared-back chic. Brown and beige cashmere, head-to-toe Prada, and Celine boots characterized her wardrobe over the widely followed trial. Some even commented that the clothes she wore projected a degree of motherly innocence, helping to sway the
 25 jury.

Fashion analysts also root the upsurge in quiet luxury culture in socioeconomic factors. Some view it as a logical part of the post-Covid-19 fashion cycle. The argument goes that many luxury consumers adopted a maximalist approach during the pandemic, purchasing for a time when they could finally get out and ‘show off’
 30 again. But as restrictions slowly waned, a more rational approach took precedence. Others suggest that in times of a wider economic downturn, the affluent shy away from wealth signifiers, hence the shift toward muted luxury.

(Adapted from: <https://www.carlfriedrik.com/int/magazine/what-is-quiet-luxury>)

1. What can be **INFERRED** about the primary audiences attracted to the quiet luxury trend?
 - A. They prefer bold and flashy designs.
 - B. They value discreet and timeless fashion pieces.
 - C. They have a limited budget for several luxury items.
 - D. They are teenagers influenced by popular drama and celebrities.

2. What could be a possible reason for the dramatic increase in Google searches for 'quiet luxury' following the airing of HBO's Succession S4E1?
 - A. A decline in interest in minimalist fashion
 - B. A significant marketing campaign by luxury brands
 - C. The show's promotion of avant-garde designer brands
 - D. The influence of the show's fashion on viewers' perceptions

3. According to Gwyneth Paltrow's court case wardrobe, what can be **INFERRED** about the role of clothing in public perception?
 - A. The choice of clothing has little impact on public opinion.
 - B. Clothing can be used to make a bold and flashy statement.
 - C. Subtle and understated clothing can influence people's perceptions.
 - D. Luxury brands are always ostentatious and attention-seeking to sway the jury.

4. Why might the trend of quiet luxury appeal to affluent individuals during economic downturns?
 - A. They prefer to invest in avant-garde designer brands.
 - B. They seek to avoid attracting attention to their wealth.
 - C. They would like to display their wealth much more openly.
 - D. They put their effort into reducing overall fashion expenses.

5. What can be **INFERRED** about the future direction of fashion trends based on the quiet luxury movement?

- A. Consumers will abandon luxury brands in favor of fast fashion.
- B. Fashion trends will increasingly favor bold logos and bright colors.
- C. High fashion will move toward more extravagant and showy designs.
- D. There will be a growing preference for minimalism and quality over quantity.

EXERCISE E

Read the text and then answer the following questions.

Professor's baby-friendly policy earns him the admiration of the Internet

In the past week, Israeli psychology professor Sydney Engelberg has gained Internet fame, received interview requests from all over the world, and earned love from parents of infants everywhere, all because of a simple gesture: Holding a student's baby while continuing to teach class.

5 Professor Engelberg, who is 67, went viral last week after a former student went onto an Israeli social media site and shared a photo of the professor in front of a white board in the middle of a lecture, holding a baby in star-covered pajamas. The baby had started crying and when his mother started to leave the classroom, the professor picked him up and calmed him.

10 The professor's daughter, Sarit Fishbaine, who has children of her own, saw the photo and proudly shared it on her Facebook page (an international social media site) with a message in Hebrew that ended, "My father is the best in the world."

 The professor, who teaches graduate courses in organizational behavior at Hebrew University and Ono Academic College, didn't know who took the photograph, 15 or even when it was taken.

 This particular moment doesn't stand out in his mind because it happens fairly frequently. Just last week, he said, another mother asked if she could bring her baby

“who wasn’t feeling 100%,” and when the child became restless, Professor Engelberg said he picked up the baby and walked around so everyone could continue learning.

20 The student could continue to participate in a group exercise, and the rest of the class wouldn’t be negatively affected.

“I would say there is one or more babies in one or more classes every single week,” he said. That’s not to say he runs a nursery, but his students know that he will be understanding if the need arises.

25 The idea that a professor would be so understanding toward a young mother earned Professor Engelberg praise from parents not only in Israel, but everywhere.

Professor Engelberg said Israeli society is very family-oriented and doesn’t just believe the saying that it takes a village to raise a child—they put it into action.

Secondly, because of compulsory military service, Israeli students tend to begin
30 university at an older age than students in other countries and are more likely to have young children.

“Just for that reason, one has to be understanding,” he said.

(Adapted from: <https://edition.cnn.com/2015/05/18/living/professor-baby-viral-feat/index.html>)

1. What can be **INFERRED** about what Professor Engelberg did in the past week?

- A. It is not something that he does often.
- B. It is not something he wants to talk about.
- C. Many people around the world were interested in what the professor did.
- D. Parents of young children had the greatest interest in what the professor did.

2. What is **TRUE** about Professor Engelberg?

- A. He does not post to social media.
- B. He teaches his classes in English.
- C. He has experience being a parent.
- D. He does not allow photographs in his class.

3. According to the text, it can be **INFERRED** that _____ last week.
- A. a few mothers asked for Professor Engelberg's help
 - B. several babies were in Professor Engelberg's classroom
 - C. a group activity was done in Professor Engelberg's class
 - D. some of Professor Engelberg's students couldn't continue learning
4. What can be **INFERRED** from this sentence: "That's not to say he runs a nursery, but his students know that he will be understanding if the need arises."?
- A. Students cannot bring their children to class if the children are loud.
 - B. Students should not bring their children to the professor's class regularly.
 - C. Students are required to find a nursery for their children before coming to class.
 - D. Students need to tell the professor if they are going to bring their children to class.
5. What can be concluded about Israeli students?
- A. They often get married while still attending university.
 - B. Their military service delays their entrance to university.
 - C. They learn more slowly than students in other countries.
 - D. Their belief is other people should help raise their children.



PART II: READING PRACTICE

(VOICES 6)

READING PRACTICE FOR UNIT 1

Why do People Find Birdsong Relaxing?

- I. If anyone knows about the effects of birdsong on people's minds, it's Dr. Eleanor Ratcliffe, an environmental psychologist at the University of Surrey in the U.K. People that she surveyed associated birdsong with focus and relaxation. Dr. Ratcliffe's research more recently revealed how softer, more complex, and melodic harmonic birdsong have a more relaxing effect on people.



(Photo credit:
<https://www.surrey.ac.uk/people/eleanor-ratcliffe>)

- II. People have been putting the relaxing effects of birdsong to use in modern spaces for at least a decade. One article explains how recordings of bird songs have helped soothe anxious passengers in Amsterdam's Schiphol airport. Schoolteachers have also



(Photo credit:
<https://guloinnature.com/why-do-people-find-birdsong-relaxing/>)

played birdsong recordings to help students be more relaxed and focused after lunch period. So why is it so helpful? There seem to be two major theories on why people find birdsong so relaxing. The first theory believes that since people come from nature, we have a genetic preference for sounds that make us think of nature. These sounds make us feel safe and at peace because in our ancient history we associated them with places that had plentiful resources. In another theory, it is believed that birdsong is relaxing because of how our brains are wired. The sound of birdsong helps people focus by stimulating the brain without

being too distracting. As a result, this gentle stimulation helps relieve fatigue that impairs concentration.

- III. Many people really believe in the first theory. Companies offering recordings of nature songs have been especially outspoken that a love for birdsong is in our evolutionary



(Photo credit:
<https://www.pexels.com/photo/3790797/>)

roots. The CEO of one company explained that over thousands of years, humans learned that everything is safe and well when birds sing. According to him, birdsong gives us an intuitive feeling of calm and relaxation. However, when the birds go quiet, we know that something is wrong. So is this really the reason why birdsong provides us with mental and emotional benefits? Despite the claims of enthusiastic business owners, there is currently no

scientific evidence supporting this claim. Of course, that is not the same as saying that it's not true. People have linked other human preferences, like our love of being near water, or of open parklands, to our ancient past.

(Adapted from: <https://guloinnature.com/why-do-people-find-birdsong-relaxing/>)



Comprehension Check

1. What is the main idea of the text?
 - A. People have been listening to bird songs for many centuries.
 - B. Bird songs provide us with many mental and emotional benefits.
 - C. There are two key theories on why people find bird songs relaxing.
 - D. Scientists claim that being close to nature can improve our mental health.

2. According to Paragraph I, what can be **INFERRED** about Dr. Ratcliffe?
 - A. She knows many bird species.
 - B. She is passionate about music.
 - C. She understands the calming benefits of bird songs.
 - D. She is a pioneer in using bird songs to treat patients.

3. Bird Songs are used at Amsterdam's Schiphol airport to _____.
A. keep the airport lively
B. replace irritating noises
C. entertain small children
D. calm nervous passengers
4. According to Paragraph II, people in ancient times associated nature sounds to _____.
A. a feeling of solitude
B. a close-knit community
C. abundant natural resources
D. safety and wellness in a community
5. What does the pronoun "it" in Paragraph II refer to?
A. A lunch period
B. A research article
C. Listening to bird songs
D. Playing bird songs at school
6. The word "impair" in Paragraph II is closest in meaning to _____.
A. create
B. reduce
C. interrupt
D. promote
7. According to Paragraph III, what is the CEO's claim about the benefits of listening to bird songs?
A. It can reduce conflicts.
B. It promotes teamwork.
C. It increases productivity.
D. It creates a sense of safety.

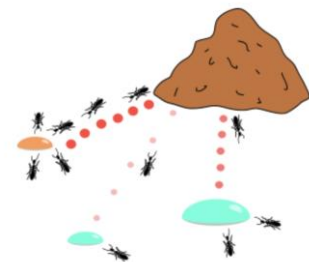


READING PRACTICE FOR UNIT 2

Animal Communication

- I. Animal communication most often happens between members of a species, though it can also take place between different species. What forms can communication behaviors take? Well, animal sensory systems vary a great deal. For instance, a dog's sense of smell is 40 times more acute than ours! Because of this sensory diversity, different animals communicate using a wide range of stimuli, known collectively as *signals*. Here, we will look at common types of signals: pheromones, auditory cues, visual cues, and tactile cues.

- II. A pheromone is a chemical signal used mostly among social insects, such as ants and bees. Pheromones may attract the opposite sex, raise an alarm, or mark a food trail. The diagram here shows pheromone trails laid down by ants to direct others in the colony to sources of food. When a food source is rich, ants will deposit pheromone on both the outgoing and return legs of their trip to attract more ants. When the food source is about to run out, the ants will stop adding pheromone on the way back, letting the trail fade out. Dogs also communicate using pheromones. Many of the chemicals are released in their urine. By peeing on a bush or post, a dog leaves a mark of its identity that can be read by other passing dogs and may stake its claim to nearby territory.



(Photo credit:

<https://www.pngegg.com/en/png-pgdl>)

- III. Auditory communication or communication based on sound is widely used in the animal kingdom. Auditory communication is particularly important in birds, who use sounds to convey warnings, attract mates, defend territories, and coordinate group behaviors. Many non-bird species also communicate using sound. For example, monkeys cry out a warning when a predator is near. Bullfrogs croak to attract female frogs. In some frog species, the sounds can be heard up to a mile away!

- IV. Visual communication involves signals that can be seen. Gesture and posture are



(Photo credit:

https://commons.wikimedia.org/wiki/File:Young_male_chimp.png)

widely used visual signals. For instance, chimpanzees communicate a threat by raising their arms, slapping the ground, or staring directly at another chimpanzee. Facial expressions are also used to convey information in some species. For instance, what is known as the fear grin—shown on the face of the young chimpanzee here—signals submission. This expression is used by young chimpanzees when approaching a dominant male in their troop to indicate they accept the male's dominance.

- V. Tactile signals are more limited in range than the other types of signals, as two organisms must be right next to each other in order to touch. Tactile signals are fairly common in insects. For instance, a honeybee that's found a food source will perform a motion called a waggle dance to indicate the location of the food. Since this is done in darkness inside the nest, the other bees interpret it largely through touch. Tactile signals also play an important role in social relationships. For instance, in many primate species, members of a group will groom one another—removing parasites and performing other hygiene tasks. This largely tactile behavior reinforces cooperation and social bonds among group members.



(Photo credit:

<https://kepler452bee.com/2022/01/25/the-secret-sauce-of-effective-secrets-management/>)

(Adapted from: <https://edhecprotectionanimale.wordpress.com/2021/11/07/connecting-with-animals-all-about-animal-communication%E2%99%BC/>)



Comprehension Check

1. What is the main idea of the text?
 - A. There are four common types of sensory signals used by animals.
 - B. Scientists have discovered new ways to decode animal communication.
 - C. Communication behaviors among different species of animals vary greatly.
 - D. There are some key similarities between human and animal communications.

2. The word “acute” in Paragraph I is closest in meaning to _____.
 - A. keen
 - B. violent
 - C. important
 - D. advanced

3. According to Paragraph II, ants deposit pheromones when they _____.
 - A. start looking for food
 - B. want to gather their members
 - C. give signals that food runs out
 - D. provide directions to the food source

4. Which of the following statements is **TRUE** about auditory communication in frogs?
 - A. The sound they use can be very loud.
 - B. They use their sounds to send warning messages.
 - C. They use sounds to communicate with other species.
 - D. The leader of the group uses sound to coordinate group behavior.

5. According to Paragraph IV, a fear grin is used among chimpanzees to show _____.
 - A. anger
 - B. anxiety
 - C. confusion
 - D. obedience

6. The pronoun “this” in Paragraph V refers to _____.
- A. an animal touch
 - B. a waggle dance
 - C. finding a food source
 - D. relocation of honeybees
7. According to paragraph IV, all of the following are the behaviors of chimpanzees when facing a threat **EXCEPT** _____.
- A. lifting their arms
 - B. hitting the ground
 - C. shaking their bodies
 - D. staring at their mates
8. According to Paragraph V, why is a tactile signal not commonly used among animal species?
- A. Many animals don't like to be touched.
 - B. Most animals prefer to live on their own.
 - C. It cannot be used across different species.
 - D. It requires animals to be close to one another.



READING PRACTICE FOR UNIT 3

Is Travel Good for Your Mental Health?

- I. It's no news that travel is good for your physical wellbeing, but a significant amount of scientific research suggests that exploring a new place can do wonders for your mental and emotional health as well. Here are four evidence-backed ways traveling makes your mind happy and healthy:
- II. "The stress of work and daily demands can distract us from what we find to be actually meaningful and interesting," says Dr. Tamara McClintock Greenberg, a San Francisco-based clinical psychologist. Thus, taking a break from the daily **hustle and bustle** is essential for your mind to relax and rejuvenate. Traveling helps you take your mind off stressful situations. This leads to lower cortisol levels, making you feel calmer and content. According to a 2013 study, more than 80% of Americans, who were surveyed, noticed significant drops in stress just after a day or two of traveling.
- III. Apart from the obvious fact that you don't have to go to work, traveling gives you the opportunity to step away from the daily grind. The new events and experiences help rewire your brain, hence boosting your mood and self-confidence. "I think people, in general, are not meant to be tied down to just one place their entire lives. I especially feel "trapped" when I have to stay in the same place for too much time, without being able to really move about and explore," says travel blogger, Marta Estevez. According to a Cornell University study, the anticipation of a trip can increase your happiness substantially, even more than the anticipation of acquiring something tangible, like a new car.



(Photo credit:
<https://www.exhibit.tech/lifestyle/alone-to-a-lone-wolf-mastering-the-art-of-happy-solitude>)

- IV. Going and living somewhere where you feel excited and intimidated at the same time can help you toughen up mentally and emotionally. Also, facing difficulties in an unfamiliar environment, among new people, forces you to learn and adapt to a life that's out of your comfort zone. **This** makes you more flexible, patient and emotionally strong. It can also help you deal with "larger issues in life with more grace and patience," adds one travel expert. "One of the worst experiences I had, early on in my travel life, was being mugged of loads of cash and my passport just a day before I was due to fly home. It taught me to accept situations like this more calmly. Now, I can get over similar stressful situations very quickly," tells Allan Hinton, a London-based photographer who quit his job to become a full-time traveler.

- V. According to Adam Galinsky, a professor at Columbia Business School, visiting a



(Photo credit:

<https://www.sanook.com/women/143453/>)

foreign place and immersing yourself in their local environment increases your cognitive flexibility. It also enhances "depth and integrativeness of thought," consequently giving a boost to your creativity. Additionally, extended traveling also improves your productivity, problem-solving skills and can even increase your chances of getting promoted at work!

- VI. However, it's important to remember that vacation can be very stressful for some. If that's the case with you, try taking short, structured vacations in order to get used to the experience of having time off. Also, plan your trip properly, in advance, to avoid last-minute panic and chaos.

(Adapted from: <https://www.forbes.com/sites/nomanazish/2018/01/22/five-reasons-why-travel-is-good-for-your-mental-health/>)



Comprehension Check

1. What is the purpose of the text?
 - A. To encourage people to travel more often
 - B. To explain how traveling can cure depression
 - C. To discuss how traveling is good for your mental health
 - D. To emphasize why young people need to improve their work-life balance

2. What is the key benefit of traveling mentioned in Paragraph II?
 - A. It promotes creativity.
 - B. It helps reduce our stress.
 - C. It boosts our happiness level.
 - D. It improves our physical health.

3. The word “hustle and bustle” in Paragraph II can be used to describe a(n) _____ lifestyle.
 - A. busy
 - B. fulfilling
 - C. comfortable
 - D. extravagant

4. In Paragraph III, according to Marta Estevez, people should _____.
 - A. constantly explore new places
 - B. not spend too much time at work
 - C. feel connected to where they live
 - D. spend more time doing outdoor activities

5. What does the pronoun “This” in Paragraph IV refer to?
 - A. Going abroad
 - B. Facing difficulties
 - C. Getting out of your comfort zone
 - D. Being in an unfamiliar environment

6. In Paragraph IV, why is Allan Hinton's travel experience mentioned?
- A. To explain how he became a travel photographer
 - B. To caution people about the danger of traveling alone
 - C. To show how traveling makes him become more resilient
 - D. To give an example of how to stay calm in a dangerous situation
7. According to Paragraph VI, what is the author's advice to people who find traveling stressful?
- A. Starting with short trips
 - B. Planning a trip with family
 - C. Consulting a travel agency
 - D. Taking a vacation with friends



READING PRACTICE FOR UNIT 5

THE POWER OF PLAY

- I. As the newest generation of consumers, Gen Z is under scrutiny by brands seeking to understand their unique ways of thinking. The quest to understand Gen Z has resulted in countless studies, reports, and interviews. Amidst the varied interpretations, a shared truth emerges – loneliness. Loneliness has become a prevalent issue among Gen Z, leading to concerns about disconnection and solitude.



(Photo credit:

<https://www.goodfon.com/situations/wallpaper-badfon-cell-conectividad-lack-of.html>)

- II. However, recent studies reveal a captivating trend that explains how video games are the unexpected **remedy** for this generational isolation. Where video games were once a form of isolation themselves, the paradigm has completely shifted nowadays, making them a prime source of connection and interaction. Gamefluencers played a crucial part in this shift. Twitch, the number 1 platform for Gamefluencers, grew its viewership by 45% in 2021, with the number of hours watched amounting to 24 billion hours. On top of this, the strong community-based approach of streamers makes followers of Gamefluencers far more loyal and more likely to trust the brand recommendations and advice given by influencers.
- III. These Gamefluencers make their communities feel connected and heard, so what does this say about the power of playing video games? Bloomberg's findings highlight that 84% of respondents believe that video games help them establish connections with like-minded individuals. That's why Gen Z gamers dedicate twice as much time to hanging out with friends within the digital realms than they do in real life, according to Accenture. These virtual spaces provide a sense of belonging and camaraderie, enabling gamers to forge meaningful relationships beyond the confines of their physical environment.

- IV. Video games also serve as a digital sanctuary, where Gen Z can temporarily detach



(Photo credit:
<https://ch.pinterest.com/pin/823877325557400935/>)

themselves from their worries and engage in new social connections. Beyond the quest for connection and self-discovery, video games offer valuable psychological benefits to Gen Z. An overwhelming 77% of Gen Z gamers cite stress and anxiety relief as their primary motive for gaming, providing them with an immersive escape from the challenges of everyday life. Another 40% say it gives them self-confidence.

- V. Overall, it's clear that Gen Z's battle with loneliness finds an unexpected ally within the realm of video games. As these young individuals navigate a world of disconnection and solitude, they have discovered a haven where they can connect and find relief from the pressures of everyday life.

(Adapted from: <https://wearesocial.com/uk/blog/2023/06/the-power-of-play-gen-zs-cure-to-loneliness/>)



Comprehension Check

1. What is the main idea of the text?
 - A. Loneliness is a major health problem among generation Z.
 - B. Gen Zers have turned to video games to combat loneliness.
 - C. Gen Zers have become more disconnected due to online video games.
 - D. Online gaming spaces have seen a huge profit increase in recent years.

2. Who might benefit **THE MOST** from reading this text?
 - A. Parents
 - B. Schools
 - C. Marketers
 - D. Teenagers

3. The word “remedy” in Paragraph II is closest in meaning to _____.
A. effect
B. solution
C. problem
D. platform
4. According to Paragraph II, what can be **INFERRED** about the attitude of people toward video games in the past?
A. Playing video games is a waste of money.
B. Playing video games can lead to social isolation.
C. Playing video games is bad for your overall health.
D. Playing video games can affect school performance.
5. According to Paragraph III, what is the highlight of Bloomsberg’s study?
A. Playing video games can help boost confidence among young gamers.
B. Online video games help people build a community of like-minded people.
C. Most respondents cited loneliness as the cause of their video game addiction.
D. Gen Z gamers prefer spending twice as much time playing games on their own.
6. What does the pronoun “it” in Paragraph IV refer to?
A. Gaming
B. Their primary motive
C. An immersive escape
D. Stress and anxiety relief
7. According to Paragraph IV, which of the following words **BEST** describes the daily life of Gen Zers?
A. Active
B. Colorful
C. Stressful
D. Unexciting

8. According to Paragraph IV, a digital sanctuary is a(n) _____ space for people to connect with others.

- A. safe
- B. exciting
- C. modern
- D. temporary



PART III: WRITING

NARRATIVE PARAGRAPHS

A narrative paragraph is a paragraph that answers the question, “What happened?”

It tells a story about something that happened in the past, and usually, that past experience is something interesting or memorable. Of course, you can write a narrative paragraph about anything and make it interesting with the details that you add in. These details should help your reader answer these questions:

- When did this happen?
- Where did this happen?
- Who did this happen to?

THE STRUCTURE OF NARRATIVE PARAGRAPHS

A basic narrative paragraph has three main components. Let’s take a look at each.

A topic sentence

This sentence informs the reader about the main incident in your paragraph. For narrative paragraphs, you should write a topic sentence that makes your reader curious to find out more about what happened. You can “hook” them by including words or phrases about specific feelings or thoughts you have about the incident or that you had during the incident:

- As soon as I landed in Madrid last year, I felt anxious.
- Recently, I broke my finger in the most ridiculous way possible.
- I was surprised when I saw my favorite celebrity at the park a week ago.

Notice how the writers of these topic sentences included some specific feelings or thoughts about the incident that they want you to read about.

Body sentences

These are the sentences that tell your story. They should connect to your topic sentence and give details about when and where the incident happened, and who it happened to.

EXERCISE A

The following narrative paragraph is about an incident that happened to Lauren. Read the body sentences in bold for the topic sentence and fill in the blanks in the answers to the following questions with no more than three words.

Recently, I broke my finger in the most ridiculous way possible. Six days ago, I was in the main library with my friend, Charlie. He told me that he was going to have an English test. However, he did not know the meaning of some vocabulary words. I did not know their meaning, either. I said I would help him, so I went to get a dictionary. The dictionary was on the top shelf. Charlie said he would ask the librarian to help us, but I said I could do it myself. I climbed on a chair in order to get the dictionary, but as soon as I was close to it, it fell off the shelf and hit my left index finger. Suddenly, I felt an extreme pain in that finger. I screamed, and Charlie and the librarian immediately ran over in order to help me. Charlie, who is studying to be a nurse, checked my finger and told me that it was definitely broken. The librarian calmly told me that I should have waited for her to get the dictionary. (182 words)



(Photo credit: <https://cambridgeschoolonline.com/online-homeschooling-for-students-in-china-benefits-and-opportunities/>)

1. When did this happen? Answer: This incident happened _____ ago.
2. Where did this happen? Answer: This incident happened in the _____.
3. Who did this happen to? Answer: This incident happened to Lauren, her
_____ Charlie, and the librarian.

Ending sentences

These are the sentences that finish your narrative paragraph. The ending sentences can show how your story ends, tell your readers what you learned or gained from the incident, or how you felt about the incident. Note the ending sentences (in bold) of Lauren's narrative paragraph.

Recently, I broke my finger in the most ridiculous way possible. Six days ago, I was in the main library with my friend, Charlie. He told me that he was going to have an English test. However, he did not know the meaning of some vocabulary words. I did not know their meaning, either. I said I would help him, so I went to get a dictionary. The dictionary was on the top shelf. Charlie said he would ask the librarian to help us, but I said I could do it myself. I climbed on a chair in order to get the dictionary, but as soon as I was close to it, it fell off the shelf and hit my left index finger. Suddenly, I felt an extreme pain in that finger. I screamed, and Charlie and the librarian immediately ran over in order to help me. Charlie, who is studying to be a nurse, checked my finger and told me that it was definitely broken. The librarian calmly told me that I should have waited for her to get the dictionary. **I had been very reckless, and because of that, I hurt myself. Due to this incident, I became more cautious.** (202 words)

As you can see, Lauren says that she learned something from this incident: she learned to be more cautious.

EXERCISE B

Read this narrative paragraph from Edwin and then answer the questions that follow.

5	<p>I made a very good friend during a very embarrassing moment. Five years ago, I was invited to a party by my classmate, Max. He told me that the party was a casual party at his apartment. However, I misheard him. I thought he said that the party was a costume party. By the time I arrived at the party, it was too late to go home and change clothes. I was very embarrassed because I was dressed as a buffalo. I had horns, hooves, and a tail that swung back and forth. I felt awkward because everyone</p>
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<p>10</p> <p>15</p>	<p>else was wearing normal clothes, such as T-shirts and jeans. Max swore it was all right. He insisted that I could stay, but I was very embarrassed. After fifteen minutes, I wanted to go home. All of a sudden, Max happily announced that he had a surprise for me. Another guest had arrived. She was dressed like a Thai farmer! Immediately, everyone laughed. Several party guests asked us to pose for photographs together, and they posted them to social media. People on social media said that they loved our costumes. When we were done taking photographs, the girl who was in the Thai farmer costume and I talked. Her name was Delilah. We had a lot in common. For example, we were both passionate about the ocean. Since that party, we have traveled to many beaches together in order to clean them up. I had felt reluctant to stay at that party, but I'm happy I did. From this incident, I met one of the most wonderful people in my life. (269 words)</p> <div data-bbox="667 853 986 1068" data-label="Image"> </div> <p>(Photo credit: https://wikihi.com/archives/1517)</p>
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- Where is the topic sentence of this paragraph? (Note the line numbers.) What is it?

- When did this incident happen?

- Where did this incident happen?

- Who did this incident happen to? (Name as many people involved in the story as you can.)

- Where are the ending sentences of this paragraph? (Note the line numbers.)

USEFUL PHRASES FOR WRITING NARRATIVE PARAGRAPHS

Words and phrases to be used in time clauses
at first, ... / in the beginning, ... / ... ago, ...
<ul style="list-style-type: none"> At first, I didn't want to visit a volcano. In the beginning, I was anxious about visiting a volcano. Three months ago, I visited a volcano.
before ... , ... / after ..., ... / since ..., ... / later, ... / then, ...
<ul style="list-style-type: none"> Before I did the broadcast, I was very nervous. After I did the broadcast, I felt very happy and excited. Since I did the broadcast, many people have tagged me on social media. Later, my friend uploaded many photographs. Then, I made an appearance on Spanish television.
... meanwhile, ...
<ul style="list-style-type: none"> She added salt to the pot. Meanwhile, I stirred it.
suddenly, ... / all of a sudden, ...
<ul style="list-style-type: none"> Suddenly, the dog caught her attention. All of a sudden, her grandmother sang a song.
by the time ...
<ul style="list-style-type: none"> By the time I took out my cell phone, the supermodel was gone.
immediately
<ul style="list-style-type: none"> Immediately, I looked for the baby kangaroo. I immediately went to find a police officer.
when
<ul style="list-style-type: none"> When the volcano erupts, I will be in a helicopter. He was in his car when the volcano erupted.
as soon as
<ul style="list-style-type: none"> I dropped the necklace as soon as she handed it to me. As soon as he saw the sign, he turned right.
in the end, ... / finally, ...
<ul style="list-style-type: none"> In the end, I learned to be more patient and found a new hobby. Finally, I climbed down from the tree.

Prepositions of place
in
<ul style="list-style-type: none"> I was in Vancouver for a movie premiere. After that, he waited in the living room.
on
<ul style="list-style-type: none"> I was on the fifth floor. After that, I was on the bus for two hours.
at
<ul style="list-style-type: none"> I tripped on an extension cord at my sister's house. She ordered croissants at the bakery. We sang along at the concert.

Reporting verbs
(adverb) (reporting verb)
<ul style="list-style-type: none"> The dancer angrily said that he was going to leave. The journalist excitedly announced that she was moving to Spain.
asked
<ul style="list-style-type: none"> She asked me to help her find her book. The visitor asked to see the baby penguin.
*You can find more reporting verbs here: https://tinyurl.com/ycxdecxh

CLASS ACTIVITY:

Go back to Lauren's and Edwin's narrative paragraphs and find examples of some of these useful phrases.

EXERCISE C

Complete a narrative paragraph “An act of kindness” with no more than three words.

I will always remember my first day of junior high school because of the kindness a fellow student showed toward me. It was 1) _____ because I had gone to elementary school in a different city, so when I started junior high, I didn't know anyone at 2) _____. I woke up especially early that morning, and after getting ready and eating breakfast, I walked to the bus stop. Other students were there, but I didn't know them. I was too shy and nervous to introduce 3) _____, and none of them talked to me. When 4) _____, we all boarded. Stop after stop, the bus doors opened, more students got on, but nobody sat next to me. We 5) _____ at school, and I looked nervously at my printed schedule. I found my first class, then went to the next, and the next. At 12:00, it was 6) _____. The outdoor tables 7) _____, and I couldn't bring myself to sit at a table full of students who all knew each other. Instead, I sat on a bench by myself and began to eat my sandwich. 8) _____, I noticed that another girl was sitting next to me. Her name was Mya, and she was also a new student. We talked during the entire lunch period, and after lunch, it turned out that we had English class together. I was 9) _____ to have made a new friend, and it turned out that Mya would be my good friend through junior high and high school. She is still my friend now in college. Her small yet kind act of friendship toward me is something I will never forget. Now, when I see someone alone and with no one to talk to, I always 10) _____ to give that person a friendly smile and start up a conversation.

(Adapted from: <http://www.mtsac.edu/writingcenter/>)

EXERCISE D

Read the group of the sentences. Number them to create a narrative paragraph and share the story with the class.

Group 1:

- _____ a. She came home late.
- _____ b. She went to a movie with her friends.
- _____ c. Her laptop doesn't work because there's coffee in it.
- _____ d. She knocked the cup over.
- _____ e. She tried to clean the coffee cup, but the liquid was everywhere.
- _____ f. Last night, Nancy created a huge problem for herself.
- _____ g. She put the cup of coffee on her desk next to her computer.
- _____ h. She made a cup of coffee so that she could stay awake to do her homework.

Group 2:

- _____ a. James called the credit card company to activate the card.
- _____ b. He waited for approximately one week for his card to arrive in the mail.
- _____ c. He submitted the application online.
- _____ d. James wanted to get his first credit card.
- _____ e. He got an application on the credit card company website.
- _____ f. He filled out the application.
- _____ g. He did research the credit card that was best for him.
- _____ h. He signed his new card on the back as soon as he received it.

Group 3:

- _____ a. While I was taking some menus to a table, one of the waiters accidentally stepped on the hem of my skirt.
- _____ b. This made my skirt come off.
- _____ c. My most embarrassing moment happened when I was working in a Mexican restaurant.
- _____ d. However, I did not feel it fall off, and I walked through the whole dining room in my slip.
- _____ e. I was so embarrassed by the event that I had a hard time showing my face there the next day.
- _____ f. As usual, I was wearing a blouse and a long Mexican skirt.
- _____ g. I was a hostess working on a busy Friday night.
- _____ h. Almost every customer in the restaurant saw me without my skirt on!

Group 4:

- _____ a. It was the best lunch of my life!
- _____ b. After college, I tried and tried for six months to get work with an advertising firm, but my luck was bad.
- _____ c. She began to tell me that she was an executive in a huge advertising company and was looking for an assistant.
- _____ d. I told her that I was very interested in mass communications and studied it for four years at the university.
- _____ e. The happiest day of my life was when I got my first job last year.
- _____ f. A young woman who was sitting next to me asked if she could read my newspaper. I said okay, and we started talking.
- _____ g. She gave me her business card, and within one week, I was her administrative assistant.
- _____ h. Finally, one day while I was eating a sandwich in a downtown coffee shop, my luck began to change.

ADDITIONAL WRITING TOPICS

Here are some ideas for a narrative paragraph. When you write your paragraph, follow the structure with the useful phrases:

- Write about an important lesson that you learned.
- Write about how someone you know got out of trouble.
- Write about the most memorable movie you have seen.
- Write about the most frightening experience you have ever had.
- What was the most exciting thing that happened to you as a child?
- Write about a situation that was viral that happened in your hometown.
- Write about the most embarrassing thing that you have ever experienced.
- What was the most disappointing situation that has happened in your life?

WRITING MOCK EXAM (REQUIRED)

Directions: Write a well-organized 180-to-220-word narrative paragraph to address ONE of the following topics. Make sure to include all the necessary components and details.

1. Write about a time when you were involved in a **frustrating** situation.
2. Write about the most **exciting** moment that happened to you as a teenager.



OPINION PARAGRAPHS



(Photo credit: www.freepik.com)

WHAT IS AN OPINION PARAGRAPH?

An opinion paragraph is a piece of writing which presents the author's point of view on a particular subject, supported by reasoning and examples.



(Photo credit: www.freepik.com)

EXERCISE A

Which of the statements below are true about a paragraph?

Statements	✓
1. A paragraph should contain no more than two sentences.	
2. A paragraph should contain one main idea or argument.	
3. The first sentence in a paragraph is normally a topic sentence.	
4. A main point in a paragraph should progress from specific to general.	
5. A paragraph should have a topic sentence, body sentences, and a concluding sentence.	

EXERCISE B

Which of the statements below are true about an opinion paragraph?

Statements	✓
1. Opinion paragraphs are commonly assigned in college courses.	
2. An opinion paragraph presents the author's position on a particular subject.	
3. Reasoning and examples are used to support the author's stance.	
4. The main goal of the author is to argue against a different opinion.	
5. The tone is factual ² and objective ³ .	

EXERCISE C

Read the sample opinion paragraph below and complete the following tasks. Use your background knowledge about an opinion paragraph when completing the tasks.

- Underline the topic sentence.
- Underline the three main points.
- Underline the concluding sentence.
- Highlight all transition signals.

Cooking from scratch, which means to cook a meal without using a prepared mixture of ingredients, is a beneficial skill to learn for three reasons. First of all, it is more nutritious. Convenience food is typically high in chemical additives, hormones, sugar, salt, unhealthy fat and calories, all of which can adversely affect your mental and physical health. When you prepare your own meals, you have more control over the ingredients. You can ensure that you and your family eat fresh, wholesome meals. This can help you to look and feel healthier. Second, home cooking tastes better. Scratch cooking allows you to taste the true flavor of foods as nature intended. Ready meals and convenience foods may cut costs by using less expensive ingredients. When you cook and bake from scratch, that means you

² factual (adj.) based on facts or relating to facts

³ objective (adj.) making a decision that is based on facts rather than on your feelings or beliefs

can put the best of everything into your meal. Lastly, cooking at home can do wonders for mental health. Spending time by yourself preparing one of your favorite meals can certainly be a form of self-care and mindfulness. It can offer an escape from stress and negative thoughts. In addition, a home-cooked meal can be a great way to spend quality time with friends and family. To sum up, cooking from scratch is a skill worth learning due to its nutrition, taste, and quality time you can have with yourself and your loved ones. (231 words)

(Adapted from: <https://www.helpguide.org/articles/healthy-eating/cooking-at-home.htm>)

COMPONENTS OF AN OPINION PARAGRAPH

An opinion paragraph consists of three main parts: the topic sentence, body sentences, and the concluding sentence. These components are listed in the table below.

I. Topic Sentence
<ul style="list-style-type: none"> • A topic sentence containing a topic and a controlling idea
II. Body Sentences
<ul style="list-style-type: none"> • Main point 1 with supporting details • Main point 2 with supporting details • Main point 3 with supporting details
III. Concluding Sentence
<ul style="list-style-type: none"> • A restatement⁴ of the topic sentence and the main points



Photo credit: www.freepik.com

⁴ Restatement in this context means paraphrasing the topic sentence and main points to produce a single sentence.

1. TOPIC SENTENCE



The first sentence in the paragraph should be a topic sentence. An effective topic sentence should be specific and well-focused as it determines what can be covered in the whole paragraph.

The topic sentence is generally composed of two parts: the topic and the controlling idea.

- The topic tells the reader what the paragraph is all about.
- The controlling idea tells the reader how the writer will explain the topic in the paragraph and limits the scope of the paragraph.

Here is an example of a topic sentence with a controlling idea:

- *There are three reasons why environmental sustainability should be promoted in the fashion industry.*

The main idea of this topic sentence is that “*environmental sustainability should be promoted in the fashion industry*”. The controlling idea is “*three reasons*”. That is, the reader will understand from this sentence that the paragraph is about why environmental sustainability should be promoted in the fashion industry. In addition, the reader is told that the paragraph will present three reasons for the writer’s stance on this topic.

USEFUL EXPRESSIONS:

1. [+Subject Verb] for [+number] reasons.

- *Social media is the best marketing tool for two reasons.*

2. There are [+many/ a number of] reasons why [+Subject Verb].

- *There are many reasons why people spend too much time on social media.*

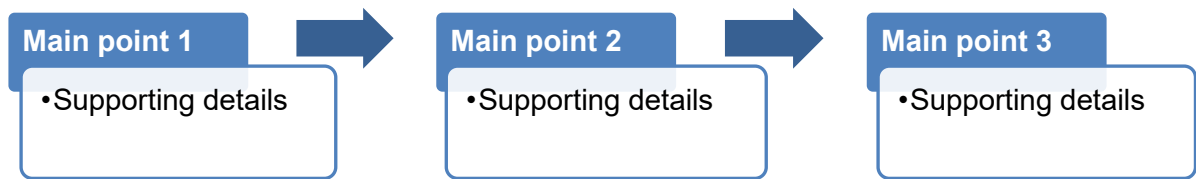
EXERCISE D

Create appropriate topic sentences from the prompts provided below.

Writing prompt 1
Some people say that basic coding skills are important skills to learn nowadays. Do you agree or disagree? Why?
Topic sentence

Writing prompt 2
There are places on earth with extreme environments, such as very arid or high-altitude regions where people live or travel to. What could be some reasons why people choose to live in or visit such places?
Topic sentence

2. BODY SENTENCES



2.1 MAIN POINTS

The opinion paragraphs that you write in this course must contain three main points. Each of these must provide a specific reason or opinion relating to the controlling idea of the topic sentence.

A main point is written as a complete sentence and introduced by a transition signal⁵ such as 'Firstly, [+Subject Verb].', 'Additionally, [+Subject Verb].', and 'Lastly, [+Subject Verb].', or by a phrase for introducing a main point like 'The first reason is that [+Subject Verb].' or 'Another reason is that [+Subject Verb].'

USEFUL EXPRESSIONS:

1. First,/ Firstly,/ Second,/ Secondly,/ Last,/ Lastly, [+Subject Verb].
 - *Firstly, people buy discounted products because of the fear of missing out.*
2. The first/ second/ last reason is that [+Subject Verb].
 - *The second reason is that people want to feel better and reduce stress.*
3. The first/ second/ last reason is [+Noun].
 - *The last reason is impulse buying.*

⁵ Transition signals are linking words or phrases that connect your ideas or signal relationships between ideas in your writing.

2.2 SUPPORTING DETAILS

Supporting details follow each main point they support. These details can be explanations, examples, facts, personal experiences, or other kinds of evidence that clarify, explain, expand on, or illustrate the main point. Good supporting details should provide relevant information that supports the main point. Furthermore, they should be clear and specific. Avoid providing supporting details that are too general or too broad as this will make your opinion seem vague and unconvincing.

EXERCISE E

Read the sample paragraphs below and underline the topic sentence. Then, fill in the blanks with appropriate main points written in complete sentences. Begin each main point with a transition signal word or phrase which will introduce the main point.

Sample paragraph 1	
Writing prompt: Some people say that basic coding skills are important skills to learn nowadays. Do you agree or disagree? Why?	
Main point (1)	
Main point (2)	
Main point (3)	

There are three reasons why basic coding is an important skill to learn these days. (1) _____. In general, you could be a more appealing candidate if you have coding skills. Knowledge about coding does not only benefit someone who works in computer science or related fields. Basic coding skills in data collection and analysis can be of great use for people in other fields such as marketing, sales or customer relations. (2) _____. Because there are several ways to write code for a certain situation, learning how to code can help you improve your problem-solving skills as you think and work through different solutions. The flexibility inherent in coding can help you practice looking at a problem from many perspectives and generating several possible solutions. (3) _____. Because computers are now part of many things around us, by developing coding skills, you can better understand how things work, and can better explain about new technologies to those who need some advice.

(Adapted from: <https://www.indeed.com/career-advice/career-development/why-you-should-learn-programming>)

Sample paragraph 2	
<p>Writing prompt:</p> <p>There are places on earth with extreme environments, such as very arid or high-altitude regions where people live or travel to. What could be some reasons why people choose to live in or visit such places?</p>	
Main point (1)	
Main point (2)	
Main point (3)	

People live in or visit areas with harsh conditions for three reasons. (1) _____. That is, these groups of people, as well as their ancestors, have occupied the lands and earned their living there for a very long time. Although modern amenities and technologies have reached almost every corner of the world, the bond between people and their homeland and the fact that these places are part of their way of life may still remain strong. (2) _____. Certain kinds of work are heavily dependent on location. For instance, miners need to work in mines and the cities of the sites where they work and live could be at a very high altitude. Furthermore, scientists and researchers are sometimes required to carry out explorations or investigations in specific places such as Antarctica or volcanic regions. (3) _____. Despite their nature of being far from comfort and possibly posing threats to human beings, extreme environments offer experiences that are like no others. To illustrate, adventurous travelers may wish to embark on a journey to the hottest territory or where the weather is absolutely freezing to test their limits.

(Adapted from:

<https://allthatsinteresting.com/extreme-climates/2>

<https://academic.oup.com/bioscience/article/60/6/414/242037>)

3. CONCLUDING SENTENCE

The purpose of a conclusion is to wrap up your paragraph and reinforce the main idea stated in the topic sentence. This could be achieved by ending your paragraph with a concluding sentence that:

- restates⁶ (paraphrases) the topic sentence; or
- summarizes the three main points as short noun phrases.

NOTES:

- You must restate the topic sentence (that is, express the same ideas using different words). The restatement in the conclusion must not be a direct copy of the topic sentence.
- If the three main points contain specific or technical terms that are hard to rephrase, direct copying may be acceptable.

USEFUL EXPRESSIONS:

To summarize,/ To conclude,/ In summary,/ In conclusion,/ In short,/ In brief, [+Subject Verb].

- *To conclude, there are three reasons why people may buy products impulsively which are the fear of missing out, stress release, and time-limited bargain prices.*

⁶ restate (v.) (transitive) to say something again in a different way, so that it is clearer or more strongly expressed

EXERCISE F

Write concluding sentences for the sample paragraphs in Exercise E.

Sample paragraph	Concluding sentence
1	
2	

WRITING MOCK EXAM (REQUIRED)

Directions: Write a well-organized 180-to-220-word paragraph opinion paragraph to address ONE of the following topics. Make sure to include all the necessary components and details.

1. Do you think online learning is better than classroom learning? Give **THREE** reasons to support your opinion.
2. What are **THREE** reasons why students should use AI tools like ChatGPT for learning?



WRITING RUBRIC (15 Points)

Score	Descriptors		
	Task Completion / Content (5)	Organization (5)	Language (5)
5	<ul style="list-style-type: none"> Presents a clear main idea Presents a fully developed response to the prompt with relevant, fully extended and well supported ideas Contains all the necessary paragraph components 	<ul style="list-style-type: none"> Arranges ideas logically The paragraph reads smoothly throughout with the appropriate use of transition devices as needed 	<ul style="list-style-type: none"> Uses a wide range of vocabulary and structures with full flexibility and accuracy Rare minor errors occur only as 'slips'
4	<ul style="list-style-type: none"> Presents a clear main idea Presents a well-developed response to the prompt with relevant, extended and supported ideas <p>AND/OR</p> <ul style="list-style-type: none"> Contains almost all the necessary paragraph components 	<ul style="list-style-type: none"> Generally arranges ideas in a logical manner Uses transition devices effectively, but cohesion within and/or between sentences may be faulty or mechanical 	<ul style="list-style-type: none"> Uses an adequate range of vocabulary and variety of structures Most sentences are error-free
3	<ul style="list-style-type: none"> Does not present a clear main idea Presents limited and/or insufficiently developed ideas <p>AND/OR</p> <ul style="list-style-type: none"> Misses some of the necessary paragraph components 	<ul style="list-style-type: none"> Arranges ideas in a somewhat logical manner, but may lack coherence in some parts The paragraph doesn't read smoothly and/or there is inaccurate or repetitive use of transition devices 	<ul style="list-style-type: none"> Attempts to use a suitable range of vocabulary and variety of structures Some errors with vocabulary and structures
2	<ul style="list-style-type: none"> Does not present a main idea Presents some irrelevant ideas <p>AND/OR</p> <ul style="list-style-type: none"> Misses most of the necessary paragraph components 	<ul style="list-style-type: none"> Arranges ideas with little logical connection Uses a limited range of, or inaccurate, transition devices 	<ul style="list-style-type: none"> Uses a limited range of vocabulary and structures Frequent errors with vocabulary and structures
1	<ul style="list-style-type: none"> Does not present a main idea <p>AND/OR</p> <ul style="list-style-type: none"> Shows nearly no evidence of the necessary paragraph components 	<ul style="list-style-type: none"> Shows very little control of paragraph organization 	<ul style="list-style-type: none"> Uses a very limited range of vocabulary and structures Errors impede communication
0	<ul style="list-style-type: none"> Writes an incomprehensible/ completely unrelated response 	<ul style="list-style-type: none"> Shows no control of paragraph organization 	<ul style="list-style-type: none"> Shows no identifiable command of English structure and vocabulary
	<ul style="list-style-type: none"> Does not attempt this task 		

Notes: Between-bands scoring (.5 and .25) is **NOT** allowed.

PART IV: SPEAKING

1. ORAL PRESENTATION

A DAY TRIP PROPOSAL (10%)



(Photo credit: www.educationalschooltrip.com)

Situation: The CU English Club is planning a day trip for a small group of 20 foreign visiting students from Horizon College who will be visiting Thailand next semester. These students are interested in learning about traditional Thai culture and would also like to experience nature in Thailand. Thus, the theme of the trip is “The Best of Both Worlds”, including elements of both nature and culture. The purposes of this excursion are to introduce the visiting students to Thai culture, participate in outdoor activities close to nature, and allow English Club members and guest students to get to know each other and learn something new. The English Club committee members would like different trip ideas to be proposed to all members before voting for the best itinerary and obtaining a budget from the Office of Student Affairs.

Task: In a group of 4-5, plan, prepare, and present a day trip itinerary for a group of visiting foreign students to the members of the English Club (your teacher and the class)

Length: Each member speaks for 2-2.30 minutes.
 For a group of 4, the total presentation time must be 8-10 minutes.
 For a group of 5, the total presentation time must be 10-12.30 minutes.

Objectives: Propose a one-day excursion schedule for a group of visiting foreign students to members of the English Club and the Student Affairs Committee. Obtain a budget for the excursion.

Task Preparation:

1. In your group, plan a well-thought-out one-day excursion for the group of foreign students. (See 5. How to Deliver a Group Presentation Effectively.)
2. Requirements:
 - It will be a full-day trip. Choose no more than three places that can be visited in one day. It could also be one destination that meets the purpose and follows the theme of the excursion.
 - The theme is “The Best of Both Worlds”, so include both natural attractions (e.g., outdoor hiking, snorkeling, etc.) and traditional cultural activities (e.g., learning a forgotten skill - how to dance the Ram Wong, wear a Chong Graben, etc.)
 - The point of departure is Sasa International House on campus with the group leaving Bangkok as early as 6:00 and returning to Bangkok as late as 18:00.
 - The schedule should be feasible and not too tight.
3. Prepare the content for your proposal. Make sure you include **ALL** of the following points in your presentation. The information does not necessarily have to be in this order. Make sure that members do NOT repeat the same information. Be as specific and detailed as you can and specify the names of places.

A. Introduction	- Introduction of group members
B. The purpose of the presentation	<ul style="list-style-type: none"> - Give some background. (Do NOT read or copy word for word from the Situation part above.) - To propose a one-day excursion itinerary to XYZ province (Be prepared to show an itinerary.)
C. Destination(s)	<ul style="list-style-type: none"> - Information about the place – distance from Bangkok, how long it will take to get there, what to see, etc. - Specific site – where you would like to hold the activities, some information about the place - Reasons why you feel that this would be the most appropriate destination
D. Activities	<ul style="list-style-type: none"> - The types of activities (e.g., Thai dance, zip lining) carried out in each location, who will lead the activity, etc. - Reasons why you feel these would be the most appropriate activities
E. Conclusion	- A final emphasis on why you think this plan would be most beneficial for both visiting students and English Club members

4. Organize the content you have. It does not necessarily have to follow the order shown above, but it should have a logical flow. Make sure there are logical connections among ideas and add transitions or signposts to link different parts together. (See 3. How to Organize Your Presentation)
5. Divide the content equally among group members, with each presenting for 2-2.30 minutes.
6. Check your language: Use easy-to-understand spoken (not written) language to express your ideas. Refer to the following websites to learn how to sound natural when you are delivering your presentation:
 1. What's the Differences Between Written and Spoken Language? ~ Teresa Easler
<https://www.youtube.com/watch?v=A4sy8CrTZ5c&t=5s>

2. Spoken vs. Written Language ~ Hamilton College
<https://www.hamilton.edu/academics/centers/oralcommunication/guides/spoken-language-vs-written-language>
3. How to Sound Natural While Giving a Speech. ~ Explaining with Mary Daphne
<https://www.youtube.com/watch?v=QeDF7xV4pg0>
7. Prepare visual aids:
 - Make sure you show an itinerary or schedule to give your audience an overall picture of the excursion. Include reasons why you think your selections (of places, activities, etc.) are the most appropriate.
 - You can show pictures of your chosen locations on your PPT slides.
 - There should be no more than 10 slides.
 - Do NOT include long sentences on the slides. Only short phrases are allowed.
 - Check that the grammar and spelling are correct on all slides.
8. Practice and rehearse together well, paying attention to how you pass the role of speaker from one person to another, your delivery (pronunciation, volume, vocal variety, eye contact and body language). (See Practice Guidelines below.)

2. EVALUATION CRITERIA

Group Score

	5 = Excellent	4 = Good	3 = Satisfactory	2 = needs improvement	1 = needs a lot of improvement
Content: Informative, relevant, feasible and interesting Covering all components mentioned under Content (A, B, C, D, E)	<ul style="list-style-type: none"> Information - Relevant and substantial Covers all components with very specific details and valid reasons for each Plans are interesting and feasible 	<ul style="list-style-type: none"> Information- Relevant and sufficient Covers all components with specific details for each Plans are interesting and feasible– may leave audience to question a few minor details. 	<ul style="list-style-type: none"> Information - relevant and somewhat sufficient Misses 1 component OR covers all components with adequate details Interesting and possible– leaves audience to question some details. 	<ul style="list-style-type: none"> Insufficient info provided. May provide unnecessary details. Misses 1 or 2 components OR covers all components but lacks important details and reasons. Interesting but difficult to carry out May be short - less than 8 mins. 	<ul style="list-style-type: none"> Info. is irrelevant or insufficient Misses 1-2 components OR covers all but does not provide important details: lacks reasons Interesting but not feasible May be short less than 8 mins.
Organization: Opening, signposting, ending	<ul style="list-style-type: none"> Grabs attention; sets a lively tone Logical sequence of info., linking ideas logically using a variety of signposts Smooth, clear transitions between all parts Memorable closure 	<ul style="list-style-type: none"> Grabs attention somewhat Logical sequence of info., linking ideas logically using signposts Clear transitions between all parts Strong closure 	<ul style="list-style-type: none"> Opening is satisfactory Logical sequence of information but fragmented in a few areas; uses some signposts Some transitions between parts are not clear Closure is satisfactory. 	<ul style="list-style-type: none"> Opening is satisfactory Logical sequence of information but fragmented in some areas Misses some signposts & transitions Mediocre closure. 	<ul style="list-style-type: none"> Opening is satisfactory Strange sequencing of info.; fragmented in many areas Transitions between parts unclear; misses most signposts Weak or no closure.
Teamwork Equal participation and collaboration	<ul style="list-style-type: none"> Equal distribution of delivery Clearly well rehearsed together; good flow/ dynamics between members 	<ul style="list-style-type: none"> Equal distribution of delivery Well rehearsed together; good flow between members 	<ul style="list-style-type: none"> Equal distribution of delivery May have rehearsed together but some members seem distant. 	<ul style="list-style-type: none"> 2-3 members dominate the presentation Did not seem to have rehearsed together well. 	<ul style="list-style-type: none"> 1 member dominates the presentation. Clearly did not rehearse together well.
Visual aids Relevant, clear, accurate (no grammatical or spelling mistakes), reader-friendly	<ul style="list-style-type: none"> Compliments & enhances speech, clear graphics Info. easy to read with no mistakes 	<ul style="list-style-type: none"> Relevant & compliments speech, clear graphics Info easy to reader, a few minor mistakes 	<ul style="list-style-type: none"> A few graphics irrelevant and unclear Long sentences and distracting mistakes on some slides 	<ul style="list-style-type: none"> Some graphics are irrelevant, unclear Long sentences and distracting mistakes on many slides 	<ul style="list-style-type: none"> Many unclear & irrelevant graphics Too much info., difficult to read, mistakes on all slides

Individual Score

	5 = Excellent	4 = Good	3 = Satisfactory	2 = needs improvement	1 = needs a lot of improvement
Language use Grammatical accuracy, vocabulary usage	<ul style="list-style-type: none"> No major errors, very few minor errors Uses spoken language appropriately and naturally with a wide range of vocabulary. 	<ul style="list-style-type: none"> 1 or 2 major errors do not interfere with meaning, very few minor errors Uses spoken language appropriately and somewhat naturally with a good range of vocabulary. 	<ul style="list-style-type: none"> Occasional major/minor errors do not interfere with meaning Uses spoken language and vocabulary somewhat appropriately. 	<ul style="list-style-type: none"> Some major and minor errors are distracting and sometimes interfere with meaning Uses written language and vocabulary most of the time. 	<ul style="list-style-type: none"> Many noticeable major and minor errors that interfere with meaning Uses written language the entire time, clearly copied from a source text.
Fluency and naturalness	<ul style="list-style-type: none"> Very fluent and natural, very easy to understand 	<ul style="list-style-type: none"> Sounds a bit scripted but very fluent and easy to understand 	<ul style="list-style-type: none"> Sounds a bit scripted. May repeat and stumble a few times, but not major. Fluent and can be understood without strain. 	<ul style="list-style-type: none"> Moderately fluent but sounds memorized; a few pauses but not distracting, somewhat difficult to understand 	<ul style="list-style-type: none"> Not fluent; lots of long pauses, some major breakdowns, difficult to understand
Pronunciation and vocal variety	<ul style="list-style-type: none"> No pronunciation errors at all, can be heard clearly with effective vocal variety 	<ul style="list-style-type: none"> No major errors, can be heard clearly with some variety of tones used 	<ul style="list-style-type: none"> Occasional major and minor errors, can be heard clearly with some variety of tones used 	<ul style="list-style-type: none"> Comprehensible, pronunciation errors are sometimes distracting, needs more vocal variety 	<ul style="list-style-type: none"> Noticeable major errors that interfere with meaning, cannot be heard clearly, monotonous
Body language Confidence, eye-contact, gestures	<ul style="list-style-type: none"> Lively, confident, no scripts, exceptionally well-prepared with strong eye-contact to all audience and natural gestures 	<ul style="list-style-type: none"> Confident, no scripts, well-prepared with strong eye-contact to some audience and natural gestures 	<ul style="list-style-type: none"> Somewhat confident, may glance at notes a few times but overall well-prepared with eye-contact to some audience & gestures. 	<ul style="list-style-type: none"> Glancing at notes most of the time; not adequately prepared, weak eye-contact and gestures may be awkward 	<ul style="list-style-type: none"> No eye contact; reading from script; not prepared, lacking gestures

Score Form

Group No. _____

Members: _____

Group Score Form (20 points)

Content (5) Informative, relevant, interesting	1	2	3	4	5
Organization (5) Opening, appropriate signposting & transitioning, closure	1	2	3	4	5
Teamwork (5) Equal participation and effective collaboration	1	2	3	4	5
Visual aids (5) Relevant, clear graphic (good contrast between text & background) Accurate, reader-friendly (appropriate font type & size and not wordy)	1	2	3	4	5

Individual Performance Score Form (20 points):

Student Names					
Language use (5) Grammatical accuracy, vocabulary usage, and naturalness	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Fluency (5)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Pronunciation and vocal variety (5)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Body language (5) Demeanor, eye-contact, gestures	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Individual Performance Score	_____/20	_____/20	_____/20	_____/20	_____/20
Group Score	_____/20				
Total score (40)	_____/40	_____/40	_____/40	_____/40	_____/40
Total points received ÷ 4	_____/10	_____/10	_____/10	_____/10	_____/10

3. HOW TO ORGANIZE YOUR PRESENTATION

GETTING STARTED

To organize your presentation, you must first determine what the key points of your presentation are. Ask yourself the following questions:

1. What does my audience need to quickly understand what I am about to present?
2. What should my audience learn from my presentation?
3. How will my audience follow me from one point to another during my presentation?

STRUCTURING YOUR PRESENTATION

All presentations will have:

An opening	This is where you'll: 1. grab your audience's attention, 2. introduce yourself and your topic, 3. tell the audience the sequence of key points.
A signpost, signaling that you are moving on to the main points	
A middle part	This is where you'll: 1. discuss your key points, 2. indicate connections between your key points.
A signpost, signaling that you are about to end	
An ending	This is where you'll: 1. restate your key point, 2. give your final thoughts.

Here is a sample presentation script with notes for all of these parts. (Remember, this is NOT the full script.)



(Photo credit: https://www.clipartkey.com/view/wRJowi_playing-with-kids-transparent-background-animated-people-png/)

Opening

- **Grab your audience attention**
 - Let me start by saying this one-day excursion will be the trip of a lifetime!
- **Introduce yourselves**
 - My name is Season. I'm Talay. I'm Wanit. And I'm PunPun
- **Introduce your topic**
 - And we're here to propose the most memorable excursion ever.
- **Outline your key points**
 - We've divided our proposal into 3 main parts. First, the purpose of the excursion and why we have chosen Chon Buri province. Second, the outdoor nature trip to Kram Yai Island. Thirdly, the cultural activity. And finally, we will end with some final thoughts.

Middle Part

- **Discuss your key points**
 - Now let me quickly go over the purpose of this excursion...
- **Indicate connections between your key points**
 - **So, this is why** we have chosen Chon Buri for our visiting guests
- **Indicate connections between your key points (Transitions between parts)**
 - **Next**, Talay will share with you our plans for the outdoor trip to Kram Yai Island....

Ending (Closure)

- **Summarize your key points**
 - So, we have covered all the plans for the day trip, which clearly follows the theme, "The Best of Both Worlds."
- **Give your final thoughts**
 - We feel that this excursion would be the most appropriate for the short time our guests have with us, and we hope you would agree.

4. USEFUL LANGUAGE

USEFUL EXPRESSIONS

BACKGROUND	<ul style="list-style-type: none"> As you may know, ...
INTRODUCTION	<ul style="list-style-type: none"> The aim/purpose of this presentation is to propose a one-day trip for ... The purpose of this proposal is to suggest ... We are here to ...
OUTLINING YOUR KEY PARTS	<ul style="list-style-type: none"> We've divided our proposal into 3 main parts. First,... Second, ... Third, ...
LINKING THE PARTS OF YOUR PRESENTATION (Signposts)	<ul style="list-style-type: none"> So, let's quickly move on to the first part, ... Next, let's turn to ... Now, let's move on to ... Finally, let's talk about ...
MAKING SUGGESTIONS	<ul style="list-style-type: none"> We recommend ... We suggest +v. ing ... We suggest that + clause It would be a good idea to + infinitive One possible option is to ... It would be advantageous/ a good idea to ... We can/could also ...
DISCUSSING A SEQUENCE (Explaining the schedule/itinerary)	<ul style="list-style-type: none"> First, at ...(time of day)... we plan to ... Then, at ...(time of day)... we will ... After that, we can ...
ADDING IDEAS	<ul style="list-style-type: none"> Also, ... Moreover, ...
GIVING EXAMPLES	<ul style="list-style-type: none"> For instance, ... For example, ...

DESCRIBING PLACES	<p>Location:</p> <ul style="list-style-type: none"> It's kilometers to the north/south/east/west of Bangkok. <p>Time to destination:</p> <ul style="list-style-type: none"> It takes only...hours to get there by...(mode of transportation). <p>Attractions:</p> <ul style="list-style-type: none"> There is a very (adjective) + (noun) there where we all can (verb). There are plenty of things to see and do, such as ... <p>Superlatives:</p> <ul style="list-style-type: none"> It's one of the most (adjective) places in Thailand. <p>Highlighting:</p> <ul style="list-style-type: none"> What's really interesting about this place is that ...
DESCRIBING ACTIVITIES	<ul style="list-style-type: none"> We would like to propose...(activity)... because.... ...(Person/place)... will provide our visitors with the necessary ingredients/equipment/facilities that are needed for ... (the activity). ...(Person/place)...will teach/train/show us how to.....
STATING REASONS	<ul style="list-style-type: none"> We chose this (place or activity) because... This is important in Thai culture because... (Name) would be the best place to ...(activity/verb)... because of the following reasons. Firstly, ... Secondly, ... Thirdly, ... We feel that (Name of place OR name of province) is the best/the most suitable/the most appropriate place to hold activities because ... (Name of place) is a must-see for the foreign students since ...

ENDING	<p><i>Summarize key points:</i></p> <ul style="list-style-type: none">▪ So, we now reached the end of our presentation ...▪ So, we have covered all the plans for the excursion ... <p><i>Give final thoughts:</i></p> <ul style="list-style-type: none">▪ In conclusion we feel strongly that this is the best ...▪ In conclusion we feel strongly that this is the best way to ...▪ So, I would, therefore, highly recommend this trip for ...▪ We feel that this will be a worthwhile trip.▪ We feel that this excursion would be ...▪ We hope that you enjoyed our presentation and that you will consider our proposal.
---------------	--

USEFUL VOCABULARY

NOUNS

Word	Meaning	Example sentence
activities	things to do	There are lots of activities that everyone can enjoy.
art gallery	place to look at professional paintings and drawings	We are going to visit the art gallery where local painters exhibit their art.
attractions	places for tourists to see	The water park is our most recent attraction .
custom	something people of a region do often	It's a custom to hang beads in the windows at this time of year.
en route	on the way	While we are en route to the national park, we will organize some icebreaking activities on the coach.
exhibition	objects (i.e., art) displayed for a short time for the public to view	It may be tough to find parking with the car exhibition on this week.
highlight	the best part	People often say that the highlight of their trip is the botanical gardens.
legend	a person or story known for a long time	According to an old legend , a sea monster lives in this lake.
lobby	front entrance	We will meet in the lobby at 8 am sharp.
locals	people who live in an area	The locals are usually happy to show tourists around.
location	place where something can be found	This location is the best because we don't have to travel anywhere else.
market	place to buy fresh food and homemade items	Every Sunday there is a farmer's market where locals sell fresh produce.

Word	Meaning	Example sentence
monument	a statue/ structure that honors an event or person	This monument honors the men and women who died during the war.
museum	a place where historical items are displayed	The museum charges a small fee for adults, but children can enter for free.
ritual	tradition, custom, action (religious or cultural) that people do often	It is an old native ritual to dance during the sunrise.
scenery	natural beauty to look at	It is impossible to capture the beauty of this scenery in pictures.
site	place, location	This is the site of a very famous battle.
surroundings	things that you see around you	I hope you enjoy the castle and its surroundings , including the secret garden.

VERBS

Word	Meaning	Example sentence
arrive	reach a destination	We will arrive in an hour, so we will have plenty of time to spend at the island.
end	to finish	We will end the tour with dinner at the riverbank.
continue on	keep going	When they finish with the cultural show, they will continue on with the outdoor activity.
depart	leave	The first ferry departs at 7am, so we will make it in time.
enjoy	have a good experience	They are sure to enjoy the trip.
expect	think that something will be/ happen a certain way	They can expect something they have never experienced before.

Word	Meaning	Example sentence
permit	allow	They are permitted to have beverages on the bus, but not food.
proceed	go forward	They can proceed to the auditorium to enjoy the cultural demonstration.
recommend	suggest	We recommend that they bring with them their own water bottle.
relax	sit back and enjoy time in peace	They will have free time to relax on the beach for an hour before we leave.

ADJECTIVES

Word	Meaning	Example sentence
ancient	very old	The ancient village has been left untouched.
beautiful/ gorgeous	very nice looking	They will find beautiful homemade jewelry in that shop.
breathhtaking	when a view is very impressive	Under the starlight the waterfall is simply breathhtaking .
customary	traditional	It is customary to shake hands and bow as they enter.
elegant	attractive, yet simple	There is an elegant dining room for guests to eat in.
enormous	very large	This enormous sculpture stands one-hundred feet high.
fascinating	very interesting to learn about/ see	It is fascinating to know how people lived back then.
lovely	very nice (appearance or personality)	This is a lovely place to sit and watch the local birds.

Word	Meaning	Example sentence
magnificent	amazing	This part of town is known for its magnificent wall murals.
popular	liked by many	June is the most popular time for tourists to come here.
scenic	nice to look at (nature)	We will go up to the balcony for a scenic view of the grounds.
thrilling	exciting	Cliff jumping is a thrilling experience for those who aren't afraid of heights.
unbelievable	too amazing/ strange to seem true	It is unbelievable what some of these street entertainers can do.

For more useful words and expressions to describe places, please visit

<https://teftastic.wordpress.com/worksheets/exams/cambridge-exams/fce/fce-result/describing-places-fce/>.



5. HOW TO DELIVER A GROUP PRESENTATION EFFECTIVELY



(Photo credit: <https://technocodex.com/how-to-help-your-product-development-team-run-better/>)

One common mistake a team can make when delivering a group presentation is to prepare and practice their own part without a group rehearsal. Doing this will not guarantee an effective group presentation. Follow the tips below for an effective team presentation.

1. Assign roles for members of the team.

Select a team leader. This person can motivate the team, coordinate, and assign roles for each team member. S/he can be the leader or facilitator during team meetings. Members should work together collaboratively and take responsibility for their roles, showing team spirit.

2. Plan together.

- Analyze the audience. Who are the audience who will be listening to your presentation? What will they be expecting to hear? Analyzing your audience will help you to better select and narrow down the content you would like to share.
- Identify and establish the purpose, roles, and expectations for the team. Together, decide on the main points you want to make.
- Make it clear exactly what each member will do at each stage of the preparation period and the presentation.
- Select the most suitable person to explain each part and reinforce the main points at the end.

3. Set time to follow-up with each other.

- Follow-up on what each person has prepared and make sure that each person's ideas are linked together logically and smoothly.
- Decide on the visual aids together and whether you will dress in a similar way. The visual aids and presentation style should be consistent with each other. Avoid preparing visual aids separately and just adding them on to each other. This will create a fragmented effect on your presentation.

4. Practice together.

Although it may be more convenient to practice via teleconferencing, it is best to meet face-to-face to practice as a team. This is because being physically together, you can see each other much more clearly and give each other immediate feedback. Do not be shy to give each other constructive feedback. This is for the improvement of the overall team's performance.

PART V: SELF-STUDY

WRITING GUIDELINES

UNITY

An effective opinion paragraph must have unity; that is, it must discuss only those aspects of the topic that are permitted by the controlling idea.

Your paragraph has unity if it has these four characteristics:

1. The topic sentence has a clear topic and a clear controlling idea that is not too broad. Otherwise, the paragraph will not have a clear focus.
2. All three main points support, demonstrate, prove, or develop the controlling idea in the topic sentence. They are relevant to the controlling idea and are not off-topic.
3. The supporting details, such as examples and explanations, support each main point.
4. The concluding sentence contains a restatement of the topic sentence that reinforces the main idea of the paragraph.

EXERCISE A

Read each pair of topic sentences and choose the one that is more effective (clear and not too broad).

1.
 - A. A college degree is important.
 - B. Having a college degree has three positive effects on a person's life.
2.
 - A. Many English learners use dictionaries.
 - B. An English-English dictionary is the best option for English learners for three reasons.
3.
 - A. The Internet has changed students' lives.
 - B. The Internet has changed how students do research for term papers in three ways.

EXERCISE B

Read the following main points and choose two answers that support each topic sentence.

1. There are several reasons why online courses are increasingly popular.
 - A. Online courses have been available since the 1990s.
 - B. Online course schedules are more flexible than those for on-campus courses.
 - C. Online courses are more convenient for students who live far away from the campus.

2. The best way to reduce traffic in the city is to build a metro subway system.
 - A. Cities are often overpopulated.
 - B. Widening freeways has not alleviated the problem of traffic congestion.
 - C. A metro subway system would encourage people to take public transportation to work.

3. Train stations are interesting places to visit for three reasons.
 - A. Trains are a good alternative for people who are afraid of flying.
 - B. The architecture of each train station often reflects the city's history.
 - C. The passengers at train stations are frequently more interesting to observe than other types of travelers.

EXERCISE C

The paragraph below does not have unity as it discusses more than one topic and contains sentences that are off-topic.

- Decide where to break the paragraph and start a new one.
- Underline the topic sentence of each paragraph.
- Find TWO sentences that are off-topic and cross them out.

Because the Internet makes the world a smaller place, the value of having a common language has greatly increased. The question is which language should be chosen as a common language for all. Because the Internet was developed in the United States, the highest proportion of its content is now in English. Bill Gates, Microsoft's founder, believes that English will remain valuable for a long time as a common language for international communication. His company spends \$200 million each year translating software into other languages. He says, "Unless you read English passably well, you miss out on some of the Internet experience." Someday, software may be available to instantly translate both written and spoken languages so well that the need for any common language could decline. That day is decades away, however, because flawless machine translation is a very tough problem. Spell checkers also exist for various languages. Software that does crude translations already exists. It is useful if the aim is to get a general sense of what the text on a computer screen means. However, if the aim is to negotiate a contract or discuss a scientific subject where details are important, machine translation is not that useful. (201 words)

COHERENCE

Coherence comes from the Latin verb ‘cohere,’ which means “to hold together.” An opinion paragraph has coherence when the sentences are well-organized, resulting in a logical flow of ideas within the paragraph. In a coherent paragraph, each sentence flows smoothly into the next one. As a result, the ideas expressed in the paragraph and the way the ideas are connected make reading and understanding the paragraph easy.

There are three simple ways to achieve coherence.

1. Use the correct pronouns.
2. Be consistent in the use of pronouns.
3. Use transition signals.

1

Use the correct pronouns.

A pronoun is a word that is used to replace a noun or a noun phrase. Pronouns are crucial in writing because they help avoid repeating the same noun or noun phrase. Without them, your writing can become cumbersome⁷.

The noun or the noun phrase that a pronoun replaces is called an antecedent. Pronouns and their antecedents must agree in person, number, and gender. Otherwise, it may create confusion for your readers.

Person, Number, and Gender of Pronouns

Person

- A first-person pronoun refers to the speaker (e.g., I, we).
- A second-person pronoun refers to the person being spoken to (e.g., you).
- A third-person pronoun refers to the person being spoken of (e.g., they, she, it).

⁷ cumbersome (adj.) long or complicated

Number

- Singular (e.g., I, you, he, she, it)
- Plural (e.g., you, we, they)

Gender

- Gendered pronouns (e.g., he/she)
- Non-gendered pronouns (e.g., they)

EXERCISE D

State the plural form of each singular pronoun and noun phrase in the table.

Type	Singular	Plural
Subject pronoun	it	
Object pronoun	it	
Possessive adjective (followed by a noun)	its responsibility	
Determiner (followed by a noun)	this website	
Demonstrative pronoun (<i>not</i> followed by a noun)	this	
Determiner (followed by a noun)	that customer	
Demonstrative pronoun (<i>not</i> followed by a noun)	that	
Determiner (followed by a noun)	another factory	
Pronoun (<i>not</i> followed by a noun)	another	
Determiner (followed by a noun)	the other color	
Pronoun (<i>not</i> followed by a noun)	the other	

EXERCISE E

Identify the antecedents of the underlined words.

The pandemic has upended businesses across the world, but (1) it has been very good for Amazon. Every lockdown “click to purchase” nudged (2) the company a little further toward utter domination of online shopping as total e-commerce sales nearly doubled in May. However, if bigger was better for everyone, Amazon founder and CEO Jeff Bezos would not be appearing before Congress on Wednesday for an antitrust hearing.

1. The pronoun “it” refers to _____.
2. The noun phrase “the company” refers to _____.

Charlene Anderson and sellers like her are one reason why he will be (3) there. Anderson is among the many merchants who sell goods on Amazon — and who together account for more than half the sales on the site. However, they pay, too: Amazon charges Anderson a \$39.99 monthly fee to post her knitting and craft supplies on (4) its site, and it takes a cut of about 30 percent on each item she sells. Anderson’s seller experience has worsened during the pandemic as Amazon exercised the power of what she calls “dictatorship” over the vast internal marketplace it alone controls.

3. The word “there” refers to _____.
4. The word “its” refers to _____.

In mid-March, for example, Amazon notified sellers that during the pandemic, its warehouses would accept only household staples, medical supplies and “other high-demand products,” but it failed to explain how it determined what it would accept. Anderson could still send some colored knitting bags to Amazon warehouses, but not **(5) others**; she could send one size of knitting needles, but not **(6) another**. Some sellers saw their sales evaporate; others paid USPS or other services to ship orders to customers, while still paying Amazon’s monthly fees.

5. The pronoun “others” refers to _____.

6. The pronoun “another” refers to _____.

Even after Amazon lifted **(7) that order**, boxes of goods that Anderson ships to a warehouse still sit on loading docks for weeks, she says, and when Amazon unpacks **(8) them**, **(9) it** miscounts the items, an error that takes Anderson days to remedy. The company sends customers the wrong items, then allows **(10) them** to leave negative feedback on her seller page despite **(11) the error** being Amazon’s, says Anderson, who is 63 and lives in Jackson Hole, Wyoming. In the Facebook group she runs, Anderson says some sellers worry that the raft of problems will lower their internal scores on Amazon so much that the company will kick **(12) them** off the site.

7. The noun phrase “that order” refers to _____.

8. The pronoun “them” refers to _____.

9. The pronoun “it” refers to _____.

10. The pronoun “them” refers to _____.

11. The noun phrase “the error” refers to _____.

12. The pronoun “them” refers to _____.

2

Be consistent in the use of pronouns.

Use the same person and number throughout your paragraph. For instance, do not change from *they* to *he* or *she* (change of person) or from *he* to *they* (change of number). Note that in academic writing, it is more common to use the third-person than the first-or second-person pronouns.

Writing Tips:

Sometimes, the formally correct pronouns produce an awkward or wordy sentence.

- Each passenger has to show *his or her* ticket as *he or she* boards the boat and sit where the captain tells *him or her* to sit.
- A doctor has a duty to do whatever *he or she* can to make *his or her* patients well.

In such cases, the best solution is to rewrite the sentence in the plural.

- All the passengers have to show *their* tickets as *they* board the boat and sit where the captain tells *them* to sit.
- Doctors have a duty to do whatever *they* can to make *their* patients well.

EXERCISE F

Correct the inconsistent pronouns in the two paragraphs below to make them more coherent. Make sure you use the third-person pronouns.

Paragraph 1

A student who knows a few Latin and Greek roots and prefixes has an advantage over students who do not know them. The first reason is that they can often guess the meaning of new words. If, for example, you know that the prefix *omni* means “all,” you have a better chance of guessing the meanings of words such as *omnibus*, *omnipresent*, and *omnidirectional*. Furthermore, a student who knows that the root *sci-* comes from *scire*, “to know”, can guess that *omniscient* means “all-knowing”.

Paragraph 2

Olympic athletes must be strong both physically and mentally. First of all, to compete in an Olympic sport, a strong physical body is essential. Furthermore, aspiring Olympians must train rigorously for many years. For the most demanding sports, they train several hours a day, five or six days a week, for ten or more years. In addition to being physically strong, athletes must also be mentally tough. This means that they have to be totally dedicated to their sport, often giving up a normal school, family, and social life. Being mentally strong also means that they must be able to withstand the intense pressure of international competition with its accompanying media coverage. Finally, not everyone can win a medal, so Olympians must possess the inner strength to live with defeat.

3

Use transition signals.

There are many words and expressions that can serve as transition signals. The main function of these signals is to show how ideas in your paragraph are linked to one another.

Transition signals have different rules about punctuation depending on their position in a sentence. If you're unsure about these rules, consulting a dictionary is the best way to understand them. Consider the examples below.

for example

- Many countries, for example Mexico and Japan, have a lot of earthquakes.
(Longman) [Subject, for example +noun(s), Verb.]
- Car prices can vary a lot. For example, in Belgium the VW Golf costs \$1,000 less than in Britain. (Longman) [Subject Verb. For example, Subject Verb.]

however

- Prices have been rising. It is unlikely, however, that this increase will continue.
(Macmillan) [Subject Verb. It is unlikely, however, that Subject Verb.]
- The president was confident of success. His advisers were not so sure, however.
(Macmillan) [Subject Verb. Subject Verb, however.]
- We thought the figures were correct. However, we have now discovered some errors. (Oxford) [Subject Verb. However, Subject Verb.]

EXERCISE G

Match the functions (a-h) to the transition signals in the table.

- a. To list in order
- b. To introduce a result
- c. To introduce an example
- d. To introduce an additional idea
- e. To introduce a choice or alternative
- f. To introduce a conclusion or summary
- g. To introduce an opposite idea or contrast
- h. To introduce a restatement or explanation

Function	Transition Phrases	Conjunctive Adverbs	Coordinating Conjunctions	Subordinating Conjunctions	Others
	in addition	also furthermore moreover	and		another [+Noun] an additional [+Noun]
	on the other hand	still instead however nevertheless nonetheless	but yet	while whereas though although even though	in spite of [+Noun] despite [+Noun]
		otherwise	or	if unless	
	in fact indeed	that is			

Function	Transition Phrases	Conjunctive Adverbs	Coordinating Conjunctions	Subordinating Conjunctions	Others
	first second third next last finally				the first, the second, the third [+Noun] the next [+Noun] the last [+Noun]
	for example for instance				an example of [+Noun] such as [+Noun]
	clearly in brief in short in summary in conclusion				
	as a result accordingly	thus hence therefore consequently			

EXERCISE H

Choose the transition signal that best shows the relationship between the sentences. Write the transition signal in the space. Add punctuation where necessary.

1. however, in contrast, furthermore

A recent article in *Era* magazine suggested ways to reduce inflation. The article suggested that the president reduce the federal budget; _____, it suggested that the government reduce federal, state, and local taxes.

2. however, for example, therefore

The same article said that the causes of inflation were easy to find; _____, the cure for inflation was not so easy to prescribe.

3. however, therefore, for example

Era also suggested that rising wages were one of the primary causes of inflation; _____, the government should take action to control wages.

EXERCISE I

Fill in each blank with an appropriate transition signal from the list provided. Use each transition signal only ONCE. Add punctuation if necessary.

for example	in fact	similarly	also
indeed	third	second	final and most convincing

One stereotype about North Americans says that they are obsessed with time. It sometimes seems true that for North Americans, time seems as valuable as money. (1)_____ they even say "Time is money." (2) _____ have you noticed how many verbs can be followed by both time and money? (3) _____ you can spend time, save time, lose time, find time, make time, waste time, and run out of time. (4) _____ you can spend, save, lose, find, make, waste, and run out of money. (5) _____ North Americans seem to regard time as a "thing" that one can own. You can have time, buy time, and take time. (One wonders how much it costs and where it is taken.) A (6) _____ piece of evidence that North Americans are obsessed with time is their fanaticism about always being on time. (7) _____ people who are habitually late risk punishment ranging from frowning disapproval to losing their jobs. The (8) _____ proof is that these poor people sometimes take courses in time management. That is really overdoing it.

WRITING ERRORS⁸

Writing errors can be categorized into major and minor errors. Major errors seriously affect communication and impede understanding, while minor errors do not. Some examples of major and minor errors are shown below.

Major Errors	Minor Errors
<ul style="list-style-type: none"> • wrong word (WW) • wrong word form (WF) • run-on sentence (RUN) • fragment (FRAG) • wrong tense (WT) • wrong voice (WV) • subject-verb agreement (SVA) 	<ul style="list-style-type: none"> • missing an article (MA) • capitalization error (CAP) • punctuation error (PUNC) • spelling error (SP) • wrong singular/plural noun (S/P) • wrong countable/uncountable noun (C/UNC)

Another way is to divide writing errors into different types based on writing components. For instance, in the List of Error Codes below, writing errors are divided into four groups: errors in (1) organization and content, (2) unity and coherence, (3) words and mechanics, and (4) grammar.

⁸ This section is optional. You can study the writing errors and corrections and apply them to any type of paragraph that you write.

EXERCISE J

Study the codes, error types, and examples. Then, write corrections for the errors in words, mechanics, and grammar.

LIST OF ERROR CODES⁹

1. Organization and Content

Code	Error Type	Explanation
NO TS	No topic sentence	There is no topic sentence.
NO MAIN	No main point	There is no main point.
NO SUP	No supporting details	There are no supporting details for the main point.
NO EX	No example(s)	There is (are) no example(s) when required.
NO CONC	No conclusion	There is no concluding sentence.
TB	Too broad	The content is too broad.
TS	Too short	The paragraph is shorter than the specified length.
TL	Too long	The paragraph exceeded the specified length.

2. Unity & Coherence

Code	Error Type	Explanation
OFF	Off-topic	This phrase or sentence does not relate to the controlling idea.
WP	Wrong pronoun	The pronoun is incorrect.
INP	Inconsistent pronoun	Pronoun use is inconsistent.
MTRANS	Missing a transition signal	A transition signal was not used when it was necessary.

⁹ Please note that this list is not exhaustive. Also, there could be other lists of error codes which are different from this one.

3. Words & Mechanics

Code	Error Type	Example	Correction
WW* ¹⁰	Wrong word ¹¹	The chairman did a big mistake yesterday.	The chairman _____ a big mistake yesterday.
WF*	Wrong word form	They success in their career.	They _____ in their career.
MW	Missing a word	I like eat.	I like _____ eat.
MA	Missing an article	She is teacher.	She is _____ teacher.
OM	Omit this word	I like to go to swimming.	I like _____ swimming.
RE	Words need rearranging	I not will go to school.	I _____ go to school.
CAP	Capitalization error	Some people like samsung.	Some people like _____.
PUNC	Punctuation error	For example companies will offer special prices.	For example____companies will offer special prices.
SP	Spelling error	He is bigger than her.	He is _____ than her.

¹⁰ errors with an asterisk = major errors

¹¹ Referring to all types of words (e.g., nouns, verbs, prepositions, conjunctions) EXCEPT pronouns

4. Grammar

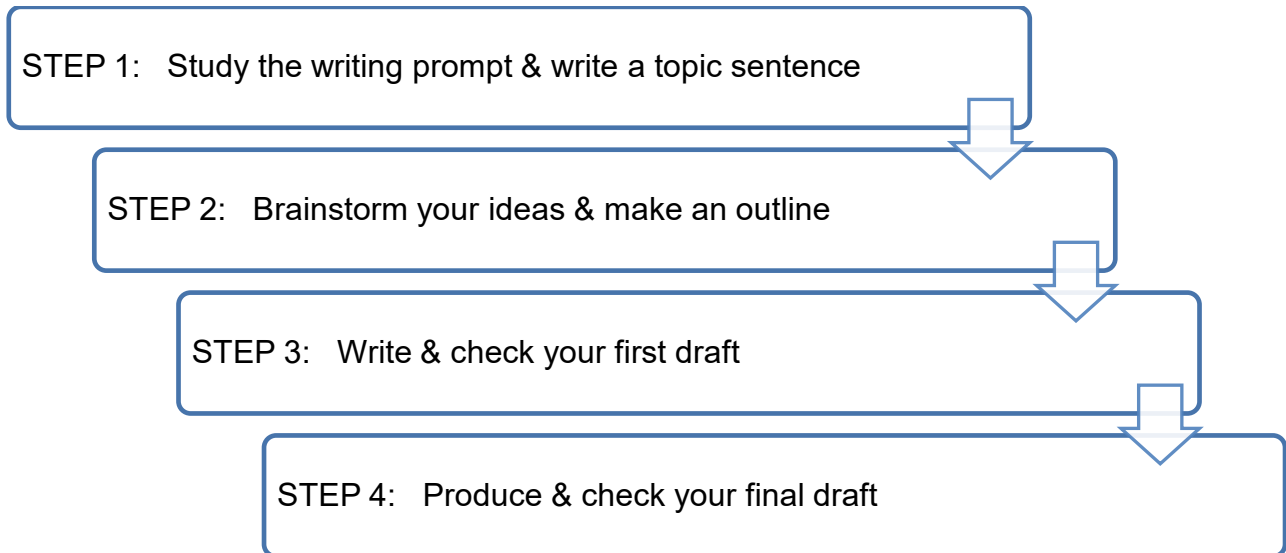
Code	Error Type	Example	Correction
RUN* ¹²	Run-on sentence	I like to eat pizza it tastes good.	I like to eat pizza _____ it tastes good.
FRAG*	Fragment	Although the company lost money in sales.	Although the company lost money in sales _____.
WT*	Wrong tense	She has called me yesterday.	She _____ me yesterday.
WV*	Wrong voice	Discount coupons that give to customers can boost sales.	Discount coupons that _____ to customers can boost sales.
SVA*	Subject verb agreement	She like you.	She _____ you.
S/P	Wrong singular/plural noun	That is a major challenges.	That is a major _____.
		There are many girl here.	There are many _____ here.
C/UNC	Wrong countable/uncountable noun	We do not have enough informations.	We do not have enough _____.

Adapted from a List of ICCF Codes Grouped into Error Types (C. Tang & Y.-T. Liu, 2018)

¹² errors with an asterisk = major errors

THE WRITING PROCESS¹³

This course emphasizes not only the paragraph you write but also the writing process, which involves the four steps shown in the diagram below.



Note that the ideas you develop in these four steps and the language (words and grammar) you use to express these ideas do not have to be exactly the same. To illustrate, do not worry if what you write in Step 1 and 2 is slightly different from what you include in the first draft you write in Step 3. Along the way, it is natural that you will make adjustments to your ideas and language. However, they should be somewhat similar since the step that comes before is a stepping stone to the step that follows. Take each step carefully so you can produce a quality paragraph at the end.

¹³ This section is optional. The writing process is useful for writing a well-organized and logical paragraph. The exercises and checklist provided in this section are of opinion paragraphs; nonetheless, the writing process can be used with all types of paragraphs.

STEP 1: Study the writing prompt & write a topic sentence

1.1 Study the writing prompt

The writing prompt you will be asked to respond to consists of two main parts:

- one or two statements that introduce the topic
- one question for you to answer

The first step in your writing process is to read the statements and the question in the writing prompt carefully and to make sure you understand them fully. Without a clear and correct understanding of the writing prompt, you may end up writing a paragraph that does not answer the question, lacks focus, and is filled with ideas that are not relevant to the topic or the question.

1.2 Write a topic sentence

After you grasp the ideas in the writing prompt, write a topic sentence that fully responds to it. If the prompt asks you to take a stance¹⁴ (e.g., effective or ineffective, agree or disagree, positive or negative, etc.), make sure you do. Choose only one side; do not discuss both¹⁵ sides of the topic in your paragraph.

The topic sentence you write in this first step is just a draft one. When you write your outline in Step 2 and first draft in Step 3, you may rephrase it (use different words to express the same idea).

¹⁴ stance (n.) an attitude or view about an issue

¹⁵ Typically, both sides of an argument are presented in a long, multi-paragraph argumentative essay. However, generally for a short paragraph, there should be only one main idea in your paragraph to ensure that it has a clear focus.

EXERCISE K

Match the statements 1-5 to the questions a-e to create complete writing prompts.

Statements

1. The world would be a happier place if everyone enjoyed their work. _____
2. Some countries reduce inner-city traffic by increasing public transport. _____
3. Nowadays, more people are traveling to remote places and, as a result, spreading their own language and culture. _____
4. One of the most famous social media platforms is YouTube, and its content creators, known as YouTubers, are becoming increasingly popular. _____
5. Although the Internet allows people to stay connected regardless of their location, it also isolates them and discourages face-to-face interaction. _____

Questions

- a. Is this an effective solution? Why?
- b. Do you agree with this view? Why?
- c. Is this a positive trend? Why?
- d. Apart from this, what are other disadvantages of the Internet?
- e. What are the reasons behind the popularity of these YouTubers?

EXERCISE L

Read the writing prompts in Exercise K again. Then, write a topic sentence that fully responds to each prompt. Write the topic sentence in ONE complete sentence.

Prompt	Topic sentence
1	
2	
3	
4	
5	

STEP 2: Brainstorm your ideas & make an outline

2.1 Brainstorm your ideas

Brainstorming is an informal technique for generating ideas to include in your writing. One thing you need to keep in mind is when you brainstorm, you do not look for perfect ideas as not all of them will be used in your paragraph. You will need to pick and choose them afterwards. Therefore, it is recommended that you have an open mind and write down any ideas about the topic that occurs to you. Do not spend too much time on this step. Three to five minutes should be enough time to brainstorm sufficient ideas for your paragraph.

2.2 Make an outline

Making an outline is the best way to organize the ideas you have brainstormed and to make sure they are connected in a logical way. The first thing you need to include in your outline is the topic sentence of your paragraph as it contains the controlling idea that will subsequently be supported by the main points and the details in the body sentences. Then, select the most relevant ideas from your brainstorming session and use them as the main points or the supporting details.

Use the following system when making an outline for a multi-paragraph essay:

- Use Roman numerals (e.g., I, II, and III) for the major sections (i.e., topic sentence, body, and conclusion).
- Use capital letters (e.g., A, B, and C) for the main points in the body.
- Use Arabic numerals (e.g., 1, 2, and 3) for the supporting details.
- Use e.g.,¹⁶ for example, or i.e.,¹⁷ for explanations.

For a single paragraph outline, you may want to write the topic sentence and the conclusion in complete sentences. The supporting details can be written in phrases, complete sentences, or both. Below is an example.

Topic Sentence: Eating in the Student Center is a pleasant experience.

A. Food

1. well prepared and delicious
2. many different foods (hamburgers, tacos, pizza, and chicken)

B. Environment is positive.

1. happy young people talking
2. calm atmosphere for study

C. Friendly people

1. strangers say "Hi" and share tables
2. _____

Concluding Sentence: It is nice to go to the Student Center cafeteria once in a while to enjoy eating, studying and talking with new people.

(Adapted from: <https://www.studocu.com/row/document/university-of-qom/advanced-writing/paragraph-outline-examples/3721068>)

¹⁶ You can use 'e.g.,' when you brainstorm and write the outline. DO NOT use it when you write your paragraph. Use 'such as (+noun)', 'For example, [+Subject Verb]', 'For instance, [+Subject Verb]', or 'To illustrate, [+Subject Verb]' instead.

¹⁷ Similarly, DO NOT use 'i.e.,' in your writing. Use 'That is to say, [+Subject Verb]' or 'In other words, [+Subject Verb]'.

EXERCISE M

Read the information provided. Then, add your ideas in Step 2.1.

STEP 1

1.1 Study the writing prompt
<p>One of the most famous social media platforms is YouTube, and its content creators, known as YouTubers, are becoming increasingly popular. What are the reasons for the popularity of these YouTubers?</p>

<p>1.2 Write a topic sentence</p> <ul style="list-style-type: none"> • Write the topic sentence in a complete sentence. • Make sure it fully responds to the question in the writing prompt. • The topic sentence you write in this step is just a draft one. When you write your outline and first draft, you may rephrase it (use different words to express the same idea).
<p>There are three reasons for the popularity of YouTube influencers.</p>

STEP 2

<p>2.1 Brainstorm your ideas</p> <ul style="list-style-type: none"> • Write your ideas in phrases, complete sentences, or both. • Come up with at least FOUR ideas that are related to the topic sentence you wrote in Step 1. 	
<ul style="list-style-type: none"> ○ fun to watch, i.e., YouTubers provide entertaining videos with lighthearted content. 	<ul style="list-style-type: none"> ○ shared interests, e.g., food, travel, shopping, health, lifestyles
<ul style="list-style-type: none"> ○ trendsetters, i.e., They set fashion trends. Sometimes, their videos go viral and people follow them. 	<p>Your idea:</p>
<ul style="list-style-type: none"> ○ help people overcome boredom, i.e., People can watch them during their free time when they have nothing else to do. 	<p>Your idea:</p>

EXERCISE N

Based on the information in Exercise M, complete the outline below with the phrases and sentences (a-e) provided.

- a. influencing trends in many industries, e.g., retail, food, and travel
- b. In brief, YouTubers are well-liked because they are entertaining, relatable, and influential.
- c. When they recommend anything in pop culture, e.g., products and movies, viewers are likely to follow their recommendations.
- d. People watch them because they can relate to them, i.e., they may share the same interests or lifestyles.
- e. YouTube viewers search for fun, exciting, and engaging content that lets people escape their boring lives.

2.2 Make an outline

- Write the topic sentence and the conclusion in complete sentences. The supporting details can be written in phrases, complete sentences, or both.
- Each main point (A, B, C) must be supported by at least TWO supporting details (1 & 2).

Topic Sentence: There are three reasons for the popularity of YouTube influencers.	
A.	entertaining
1.	
2.	YouTubers are fun to watch and can be a form of escape.
B.	relatable
1.	YouTubers are ordinary people who film and share their daily activities, e.g., eating food, visiting cafés, and reviewing make-up.
2.	
C.	influencers who shape pop culture
1.	
2.	Viewers want to know what they wear and what they do.
3.	
Concluding Sentence:	

STEP 3: Write and check your first draft

3.1 Write your first draft

After you make a complete outline, it is time for you to proceed to the next step, writing your first draft. Before you start, there are a few things you should do.

- Review the previous lessons on the components of an opinion paragraph, unity and coherence, and writing errors.
- Read the checklist.

Doing this will help keep you on track when you write your first draft.

3.2 Check your first draft

After you have completed your first draft, complete the following task.

- Check your first draft against the checklist to see if it meets all the criteria.

EXERCISE O

Read the first draft of a student's paragraph and check it against the checklist on the next page.

YouTube influencers have become more popular for three reasons. First, they are entertaining. Most YouTube audiences use the platform in search of fun, exciting, and engaging content that takes them away from their boring daily routines. Successful YouTubers usually fun to watch and provide an escape for brief moments in people's days. Other reason is they are relatable. In many cases, YouTubers are ordinary people who happen to film their daily activities and share their videos on YouTube. Audiences watched their videos because they can relate to these YouTubers, with whom they share interests and lifestyles. Lastly, with their extensive list of subscriber, YouTubers are influencing trends in various industries, e.g., retail, food, and travel. Their viewers are eager to know what they wearing and what activity they engaging in. They are also ready to follow suit. Therefore, when YouTubers recommend a product, movie, or anything in pop culture. Their fans are more likely to follow their lead. (158 words)

Checklist for Opinion Paragraphs

I. Content		✓	✗
1. The paragraph has a topic sentence which fully answers the question in the writing prompt.			
2. The topic sentence has a topic and a controlling idea.			
3. The paragraph has three main points.			
4. The main points are supported by specific supporting details, including at least one example.			
5. The paragraph ends with a concluding sentence that restates the main idea and summarizes the three main points.			
6. None of the sentences are off-topic; they are directly related to the topic being discussed in the paragraph.			
7. The paragraph contains the number of words within the specified length.			
II. Organization		✓	✗
8. The paragraph has a logical structure.			
9. The ideas in the paragraph flow smoothly from beginning to end.			
10. Pronouns are used correctly and consistently.			
11. Transition signals are used where appropriate.			
III. Language		✓	✗
12. The paragraph has been checked for major errors.			
13. There is a period or a question mark after every sentence.			
14. Capital letters are used correctly.			
15. The spelling has been checked.			

STEP 4: Write and check your final draft

4.1 Write your final draft

In this step, you need to revise your first draft. Be detail-oriented and make sure you correct all of the errors.

4.2 Check your final draft

The final step in your writing process is to check your final draft against the checklist to ensure that your paragraph is complete and well-written. You are done!

EXERCISE P

Revise the first draft below based on the error codes provided. Write your corrections in the final draft provided on the next page. Note that in the final draft the errors in content (i.e., the three codes in red) have been corrected for you. You need to correct the rest, which are the errors in language (words & grammar).

First draft with error codes

YouTube influencers have become more **popularity [WF]** for three reasons. First, they are entertaining. Most YouTube audiences use the platform in search of fun, exciting, and engaging content that **take [SVA]** them away from their boring daily routines. Successful YouTubers usually **fun [MW]** to watch and provide an escape for brief moments in people's days. **Other [WW]** reason is they are relatable. In many cases, YouTubers are ordinary people who film **their daily activities [NO EX]** and share their videos on YouTube. Audiences **watched [WT]** their videos because they can relate to these YouTubers, with whom they share interests and lifestyles. **Lastly, [NO MAIN]** with their extensive list of **subscriber [S/P]**, YouTubers influence trends in various industries, **e.g., [WW]** retail, food, and travel. Their viewers are eager to know what they **wearing [MW]** and what activity they **engaging [MW]** in. They are also ready to follow suit. Therefore, when YouTubers recommend a product, movie, or anything in pop culture. **Their [FRAG]** fans are more likely to follow their lead. **[NO CONC]** (155 words)

Final draft with revised content

YouTube influencers have become more (1)_____ for three reasons. First, they are entertaining. Most YouTube audiences use the platform in search of fun, exciting, and engaging content that (2)_____ them away from their boring daily routines. Successful YouTubers (3)_____ to watch and provide an escape for brief moments in people's days. (4)_____ reason is they are relatable. In many cases, YouTubers are ordinary people who film their daily activities and share their videos on YouTube. They might be shown eating their favorite food, visiting a famous café, or reviewing their favorite makeup products. Audiences (5)_____ their videos because they can relate to these YouTubers, with whom they share interests and lifestyles. Lastly, they are seen as influencers who shape pop culture. With their extensive list of (6)_____, YouTubers influence trends in various industries (7)_____ retail, food, and travel. Their viewers are eager to know what they (8)_____ and what activity they (9)_____ in. They are also ready to follow suit. Therefore, when YouTubers recommend a product, movie, or anything in pop culture (10)_____ fans are more likely to follow their lead. In brief, YouTubers are well-liked because they are entertaining, relatable, and influential. (199 words)



**ANSWER KEY
FOR WRITING GUIDELINES**

WRITING GUIDELINES: ANSWER KEY

EXERCISE A

1. B. Having a college degree has three positive effects on a person's life.
2. B. An English-English dictionary is the best choice for English learners for three reasons.
3. B. The Internet has changed how students do research for term papers in three ways.

EXERCISE B

1. B. Online course schedules are **more flexible** than those for on-campus courses.
C. Online courses are **more convenient** for students who live far away from the campus.
2. B. **Widening freeways** has not solved the problem of traffic congestion.
C. **A metro subway system** would encourage people to take public transportation to work.
3. B. The **architecture** of each train station is often connected to the history of the city.
C. The **passengers** at train stations are frequently more interesting to observe than other types of travelers.

EXERCISE C

Because the Internet makes the world a smaller place, the value of having a common language has greatly increased. The question is which language should be chosen as a common language for all. Because the Internet was developed in the United States, the highest proportion of its content is now in English. Bill Gates, Microsoft's founder, believes that English will remain valuable for a long time as a common language for international communication. ~~His company spends \$200 million each year translating software into other languages.~~ He says, "Unless you read English passably well, you miss out on some of the Internet experience." // Someday, software may be available to instantly translate both written and spoken languages so well that the need for any common language could decline. That day is decades away, however, because flawless machine translation is a very tough problem. ~~Computer spelling checkers also exist for various~~

~~languages~~. Software that does crude translations already exists. It is useful if the aim is to get a general sense of what the text on a computer screen means. However, if the aim is to negotiate a contract or discuss a scientific subject where details are important, machine translation is not that useful. (201 words)

EXERCISE D

Type	Singular	Plural
Subject pronoun	it	they
Object pronoun	it	them
Possessive adjective (followed by a noun)	its responsibility	their responsibilities
Determiner (followed by a noun)	this website	these websites
Demonstrative pronoun (<i>not</i> followed by a noun)	this	these
Determiner (followed by a noun)	that customer	those customers
Demonstrative pronoun (<i>not</i> followed by a noun)	that	those
Determiner (followed by a noun)	another factory	other factories
Pronoun (<i>not</i> followed by a noun)	another	others
Determiner (followed by a noun)	the other color	the other colors
Pronoun (<i>not</i> followed by a noun)	the other	the others

EXERCISE E

1. the pandemic
2. Amazon
3. the Congress
4. Amazon's
5. other colors of knitting bags
6. another size of knitting needles
7. accepting only household staples, medical supplies, and "other high-demand products"
8. boxes of goods that Anderson ships to a warehouse
9. Amazon
10. customers
11. sending the wrong items
12. some sellers

EXERCISE F

Paragraph 1

~~A student who knows~~ **Students who know** a few Latin and Greek roots and prefixes ~~has~~ **have** an advantage over ~~students~~ **those** who do not know them. The first reason is that they can often guess the meaning of new words. If, for example, ~~you~~ **they** know that the prefix *omni* means “all,” ~~you~~ **they** have a better chance of guessing the meanings of words such as *omnibus*, *omnipresent*, and *omnidirectional*. Furthermore, ~~a student who knows~~ **students (those) who know** that the root *sci-* comes from *scire*, “to know”, can guess that *omniscient* means “all-knowing”.

Paragraph 2

Olympic athletes must be strong both physically and mentally. First of all, if ~~you~~ **they** hope to compete in an Olympic sport, ~~you~~ **they** must be physically strong. Furthermore, aspiring Olympians must train rigorously for many years. For the most demanding sports, they train several hours a day, five or six days a week, for ten or more years. In addition to being physically strong, athletes must also be mentally tough. This means that ~~you~~ **they** have to be totally dedicated to ~~your~~ **their** sport, often giving up a normal school, family, and social life. Being mentally strong also means that ~~he or she~~ **they** must be able to withstand the intense pressure of international competition with its accompanying media coverage. Finally, not everyone can win a medal, so Olympians must possess the inner strength to live with defeat.

EXERCISE G

- d. To introduce an additional idea
- g. To introduce an opposite idea or contrast
- e. To introduce a choice or alternative
- h. To introduce a restatement or explanation
- a. To list in order
- c. To introduce an example
- f. To introduce a conclusion or summary
- b. To introduce a result

EXERCISE H

1. however, in contrast, furthermore

A recent article in *Era* magazine suggested ways to reduce inflation. The article suggested that the president reduce the federal budget. **Furthermore**, it suggested that the government reduce federal, state, and local taxes.

2. however, for example, therefore

The same article said that the causes of inflation were easy to find. **However**, the cure for inflation was not so easy to prescribe.

3. however, therefore, for example

Era also suggested that rising wages were one of the primary causes of inflation. **Therefore**, the government should take action to control wages.

EXERCISE I

- 1. In fact,
- 2. Also,
- 3. For example,
- 4. Similarly,
- 5. Second,
- 6. third
- 7. Indeed,
- 8. final and most convincing

EXERCISE J

3. Words & Mechanics

Code	Error Type	Example	Correction
WW* ¹⁸	Wrong word ¹⁹	The chairman did a big mistake yesterday.	The chairman made a big mistake yesterday.
WF*	Wrong word form	They success in their career.	They succeed in their career.
MW	Missing a word	I like eat.	I like to eat.
MA	Missing an article	She is teacher.	She is a teacher.
OM	Omit this word	I like to go to swimming.	I like to go swimming.
RE	Words need rearranging	I not will go to school.	I will not go to school.
CAP	Capitalization error	Some people like samsung.	Some people like Samsung .
PUNC	Punctuation error	For example companies will offer special prices.	For example, companies will offer special prices.
SP	Spelling error	He is bigger than her.	He is bigger than her.

4. Grammar

Code	Error Type	Example	Correction
RUN* ²⁰	Run-on sentence	I like to eat pizza it tastes good.	I like to eat pizza because it tastes good.
FRAG*	Fragment	Although the company lost money in sales.	Although the company lost money in sales, it still outperformed the competitors.

¹⁸ errors with an asterisk = major errors

¹⁹ Referring to all types of words (e.g., nouns, verbs, prepositions, conjunctions) EXCEPT pronouns

²⁰ errors with an asterisk = major errors

Code	Error Type	Example	Correction
WT*	Wrong tense	She has called me yesterday.	She <u>called</u> me yesterday.
WV*	Wrong voice	Discount coupons that give to customers can boost sales.	Discount coupons that <u>are given</u> to customers can boost sales.
SVA*	Subject verb agreement	She like you.	She <u>likes</u> you.
S/P	Wrong singular/plural noun	That is a major challenges.	That is a major <u>challenge</u> .
		There are many girl here.	There are many <u>girls</u> here.
C/UNC	Wrong countable/uncountable noun	We do not have enough informations.	We do not have enough <u>information</u> .

EXERCISE K

1. b.
2. a.
3. c.
4. e.
5. d.

EXERCISE L

Answers will vary. Here are some suggested answers.

Prompt	Topic sentence
1	<ul style="list-style-type: none"> There are three reasons why the world would be a happier place if everyone enjoyed their work.
2	<ul style="list-style-type: none"> There are three reasons why increasing public transport is/is not an effective solution to inner-city traffic congestion. Increasing public transport can/cannot reduce inner-city traffic for three reasons.

3	<ul style="list-style-type: none"> The trend toward traveling to remote places and spreading one's language and culture is a positive trend for three reasons.
4	<ul style="list-style-type: none"> There are three reasons for the popularity of YouTube influencers.
5	<ul style="list-style-type: none"> Apart from isolating people and encouraging them not to socialize, the Internet has three more disadvantages.

EXERCISE M

Answers will vary.

EXERCISE N

Topic Sentence: There are three reasons for the popularity of YouTube influencers.	
A.	entertaining
1.	e. YouTube viewers search for fun, exciting, and engaging content that lets people escape their boring lives.
2.	YouTubers are fun to watch and can be a form of escape.
B.	relatable
1.	YouTubers are ordinary people who film and share their daily activities, e.g., eating food, visiting cafés, reviewing make-up.
2.	d. People watch them because they can relate to them, i.e., they may share the same interest or lifestyles.
C.	influencers who shape pop culture
1.	a. influencing trends in many industries, e.g., retail, food, and travel
2.	Viewers want to know what they wear and what they do.
3.	c. When they recommend anything in pop culture, e.g., products and movies, viewers are likely to follow their recommendations.
Concluding Sentence: b. In brief, YouTubers are well-liked because they are entertaining, relatable, and influential.	

EXERCISE O

Answers will vary. Here are some suggested answers.

Checklist for Opinion Paragraphs

I. Content	✓	✗
1. The paragraph has a topic sentence which fully answers the question in the writing prompt.	/	
2. The topic sentence has a topic and a controlling idea.	/	
3. The paragraph has three main points. (Main point 3 is missing.)		x
4. The main points are supported by specific supporting details, including at least one example. (A few details are still too general; they need to be more specific.)		x
5. The paragraph ends with a concluding sentence that restates the main idea and summarizes the three main points. (It is missing.)		x
6. None of the sentences are off-topic; they are directly related to the topic being discussed in the paragraph.	/	
7. The paragraph contains the number of words within the specified length.		x
II. Organization	✓	✗
8. The paragraph has a logical structure.	/	
9. The ideas in the paragraph flow smoothly from beginning to end.	/	
10. Pronouns are used correctly and consistently.	/	
11. Transition signals are used where appropriate.	/	
III. Language	✓	✗
12. The paragraph has been checked for major errors.		x
13. There is a period or a question mark after every sentence.	/	
14. Capital letters are used correctly.	/	
15. The spelling has been checked.	/	

EXERCISE P

YouTube influencers have become more (1) popular for three reasons. First, they are entertaining. Most YouTube audiences use the platform in search of fun, exciting, and engaging content that (2) takes them away from their boring daily routines. Successful YouTubers (3) are usually fun to watch and provide an escape for brief moments in people's days. (4) Another reason is that they are relatable. In many cases, YouTubers are ordinary people who film their daily activities and share their videos on YouTube. **They might be shown eating their favorite food, visiting a famous café, or reviewing their favorite makeup products.** Audiences (5) watch their videos because they can relate to these YouTubers, with whom they share interests and lifestyles. Lastly, **they are seen as influencers who shape pop culture.** With their extensive list of (6) subscribers, YouTubers influence trends in various industries (7) such as retail, food, and travel. Their viewers are eager to know what they (8) are wearing and what activity they (9) are engaging in. They are also ready to follow suit. Therefore, when YouTubers recommend a product, movie, or anything in pop culture (10), their fans are more likely to follow their lead. **In brief, YouTubers are well-liked because they are entertaining, relatable, and influential.**
(199 words)



PRONUNCIATION PRACTICE

GENERAL METHODS

Problems or anxiety about pronunciation may worry some of you when you are doing a presentation. Fortunately, there are many ways to practice your pronunciation.

1. Listen and repeat words you have trouble with

Choose a good online dictionary or dictionary application, which will have audio clips of how words are pronounced. Search for words you have trouble with and listen to how they are pronounced. Repeat after the audio clips.



Photo credit: www.freepik.com

The following are some useful online dictionaries. Some also have app versions, but they may need to be paid for.

- Cambridge Dictionary (<https://dictionary.cambridge.org/>)
- Collins (<https://www.collinsdictionary.com/>)
- Dictionary.com (<https://www.dictionary.com/>)
- Macmillan (<https://www.macmillandictionary.com/>)
- Merriam-Webster (<https://www.merriam-webster.com/>)

2. Mark the word stress of key words in your presentation

Word stress can have a big impact on a listener's ability to understand English words with more than one syllable. Go through your presentation script and select the key content words. Using an online dictionary, note how many syllables are in each word, and which syllable is stressed. In your script, visually mark the stressed and unstressed syllables in the key content words. As you are reading your script out loud, you'll be able to easily say and stress the syllables accurately.

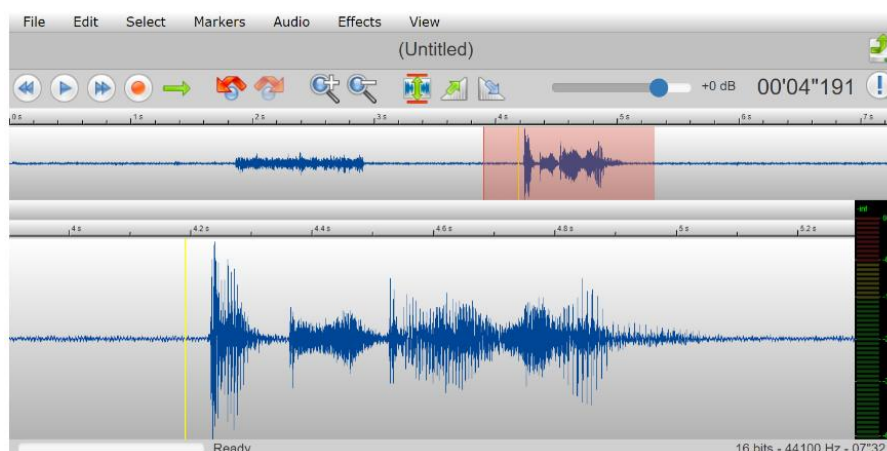
For example, you could put bubbles above the syllables in *excursion* to remind yourself of where the stress falls in the word.

3. Compare your pronunciation to an official pronunciation

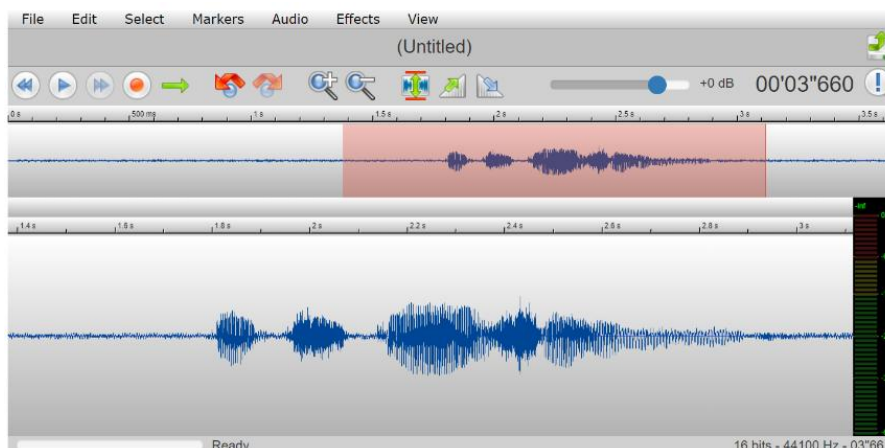
You can use an audio recording program that shows a visual representation of your pronunciation (which may be called a waveform) to compare how you pronounce a word to how the word is pronounced by an official source.

Find the audio files of the official pronunciation of a word. If you are unable to find any audio files, you may try using a text to speech converter that allows downloads, such as TTSMP3 (<https://ttsmp3.com/>) or Natural Readers (<https://www.naturalreaders.com/online/>), although you should be aware that the program may not be able to pronounce every word accurately.

Once you have your official audio files, record your own voice and compare the waveforms of your pronunciation and the official pronunciation. Notice any differences. See below two waveforms of the word 'excursion' generated by the Natural Readers and a student. Both were recorded on the TwistedWave website. You can see some differences between these two waveforms rather clearly, especially in the first sound 'ex'.



Example of a waveform of the word 'excursion' generated by the Natural Readers



Example of a waveform of the word 'excursion' generated by a student

Here are some sites where you can generate and compare waveforms. (You may need to use a certain browser or other special features.)

- TwistedWave (<https://twistedwave.com/online>)
- AudioMass (<https://audiomass.co/>)
- Sodaphonic (<https://sodaphonic.com/editor>)

4. Speak to your device

There are a number of sites and applications that you can use to check if your pronunciation of words is comprehensible.

While some of these may be specifically designed to support English pronunciation practice (and may need to be paid for), there is no need to use these special programs. Any application that requires voice recognition will be able to show you if you are pronouncing words correctly.

For example, if you are able to search by using voice commands in your search engine (one that is English-based), try saying some words you have trouble with into it. If the search engine is able to show what you were trying to say, your pronunciation is comprehensible.



(Photo credit: www.freepik.com)

Here are some sites you can try speaking to, in order to see if they can recognize the words you are saying. (You may need to use a certain browser or other special features.) Google Docs also has “Voice typing” in its Tools.

- SpeechTexter (<https://www.speechtexter.com/>)
- SpeechNotes (<https://speechnotes.co/>)
- Dictation.io (<https://dictation.io/speech>)

PRONUNCIATION EXERCISES

Certain elements of the English language may be difficult for speakers of other languages to master. Each of the following sections highlights one of these elements and lists words or phrases that you can work with to improve your pronunciation.

1. Keats wears socks and sandals at home.

The letter “s” can be a problem for some learners, especially at the end of words. Try saying the following words and phrases and emphasizing the “s” sound at the end of the words. You may consult a dictionary to help you.

A. yaks	F. collects tablecloths
B. turnips	G. cooks in woks
C. passports	H. sleeps in baths
D. sniffs leeks	I. He skips down ramps and paths.
E. breaks teacups	J. Brooks laughs at moths on violets and buttercups.

In some cases, the “s” is pronounced differently. Try saying the following words and phrases and noticing how the “s” changes pronunciation at the end of the words. You may consult a dictionary to help you.

A. blitzes	F. crashes programs
B. exclaims	G. cures your ills
C. overtakes	H. belongs to elves
D. grabs bulbs	I. He breathes loudly, sings poorly, and snores at night.
E. sees words	J. Hawkins calls and pleads with Rawlings for gloves and shoeboxes.

To learn more about how the final letters in words change the pronunciation of an added “s”, you can check out the following:

- Pronunciation of final -s (<https://www.grammar.cl/english/pronunciation-final-s.htm>)
- Pronunciation of final ‘s’ in third person verbs and plural nouns (<http://aviationenglish.com/pronunciation/pronunciation-of-s-in-third-person-verbs-and-plural-nouns>)
- How do you pronounce words ending in S? (<https://youtu.be/jJRqZPyuoFM>)

2. She was excited because he baked a pie and roasted some sliced yams.

Some learners of English forget to pronounce the final “-ed” on some words. Try saying the following words and phrases and noticing how the “ed” changes pronunciation at the end of the words. You may consult a dictionary to help you.

A. offered	F. multilayered myths
B. represented	G. delivered to gifted boys
C. checked	H. confused by misclassified items
D. rounded shells	I. She cracked and pickled multicolored eggs.
E. washed knives	J. Alfred is devoted to his one-eared, short-tempered cats.

To learn more about how the final letters in words change the pronunciation of an added “ed”, you can check out the following:

- Pronunciation: “ed” endings (https://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1413_gramchallenge26/)
- How to Pronounce the -ED Ending Correctly in English (<https://www.eslbuzz.com/how-to-pronounce-the-ed-ending-correctly-in-english/>)
- ED Pronunciation in English (https://youtu.be/9TPe_x80Pgs)

3. The radio operator rarely lent his rare alarm to the levelheaded lecturer.

The letters “l” and “r” are a problem for some learners of English. They may pronounce both letters the same way. Try saying the following word pairs and phrases and emphasizing the “l” and “r” sounds. Focus on the position and movement of your tongue, teeth, and lips. You may consult a dictionary to help you.

A. lies / rise	F. fleas or frees
B. alive / arrive	G. grasses or glasses
C. light / rite	H. collect the correct relics
D. pilots or pirates	I. He robbed me and lobbed my rake into the lake.
E. the leaders or the readers	J. We will lug a rug and a loom into the mailroom.

To learn more about the difference between “l” and “r”, you can check out the following:

- L vs R (<https://www.learnenglish.de/pronunciation/lvsr.html>)
- How to Pronounce R and L Sounds – Comparison (<https://rachelsenglish.com/pronounce-r-l-sounds-comparison/>)
- Pronunciation: /l/ & /r/ sounds (<https://youtu.be/9KoQsgu6sl4>)

4. Choose shellfish chowder or butterscotch shakes.

The combination “sh” and “ch” are a problem for some learners of English. They may pronounce both combinations of letters the same way. Try saying the following word pairs and phrases and emphasizing the “sh” and “ch” sounds. Focus on the position and movement of your tongue, teeth, and lips. You may consult a dictionary to help you.

A. share / chair	F. shears or cheers
B. cash / catch	G. shatter or chatter
C. leash / leach	H. latch onto a lash
D. shows or chose	I. We bought a cheap sheep and cherry sherry.
E. washed or watched	J. He kicks them in the shins and chins, then he crushes their crutches.

To learn more about the difference between “sh” and “ch”, you can check out the following:

- How to pronounce sh & ch (<https://www.confidentvoice.com/blog/pronunciation-of-sh-ch/>)

- How to Pronounce “Sh” and “Ch” Sounds
(<https://www.accentreductionnow.com/pronounce-sh-ch-sounds/>)
- "sh" [ʃ] vs. "ch" [tʃ] | English Pronunciation Lesson
(<https://youtu.be/dz7FHvzaItE>)

5. Three wild swans stretched their graceful necks.

English has words that contain groups of consonants without any vowels between them. These are called “consonant clusters” or “consonant blends”, and they can cause problems for some learners. Try saying the following words and phrases and emphasizing the consonant clusters in them. You may consult a dictionary to help you.

A. clarify	F. thread through
B. skyline	G. threw the sixth straw
C. strategy	H. swam the twelfth stream
D. spring shrubs	I. Shrink the splendid throne and sprinkle the straw.
E. scrapped shreds	J. Strive to scribble the eighth thriller before straining the broth.

To learn more about consonant clusters, you can check out the following:

- English Consonant Clusters Practice (<https://www.speechactive.com/english-pronunciation-consonant-clusters/>)
- Practice Materials for Consonant Clusters
(<https://usefulelenglish.ru/phonetics/practice-consonant-clusters>)
- Consonant Clusters (<https://youtu.be/ZxKUWoNfetE>)



PRACTICE GUIDELINES

Rehearse alone **and** with your team, critically reflecting on your performance. Use the following guidelines when you practice for the presentation.

A. Practice presenting your ideas:


- Practice your part from a set of notes – not a script. Write down your key ideas in bullet points. These keywords will help remind you what your next key point is so that you don't rely on a script.



(Photo credit: VectorStock.com/20586898)

B. Practice correct pronunciation and vocal variety:

- Look up the pronunciation of keywords in an online dictionary.

Click on the  to hear the correct pronunciation. Repeat until you pronounce the word correctly.

- Use a dictation app on your mobile phone to help you speak clearly and slowly.

To learn how, click [iPhoneDictation](#) for iPhone users or [Voice-to-Text](#) for android users, or scan the QR codes below.

For iPhone Users



For Android Users



- Audio record your speech on your mobile phone.

Listen to the pronunciation of the keywords of your speech. Check that you are pronouncing those words correctly. Listen to your voice. Are you monotonous? If so, practice again with more passion, paying attention to stress and intonation.

C. Practice effective body language together with voice

- Record yourself delivering your speech on video.

Watch yourself. Notice your gestures, facial expressions, and eye-contact. Practice more if adjustments are needed, paying attention to your emotional tone and variation in speed and volume.

- Ask a friend or family members to watch your presentation on video or live.

Ask them for constructive comments on your volume, eye-contact, confidence, and overall performance.

D. Practice your presentation as a team

- Practice your presentation with all your team members.

Record each other's part. Practice with your visual aids. Time yourselves. Know the sequences – who starts and who speaks in which order. Practice making your transitions from one speaker to another smoothly. Practice together at least 3 times. Using the Evaluation Criteria, give each other honest feedback and suggestions on how to improve.



SELF-ASSESSMENT CHECKLIST

Practice makes perfect but being critical of your own performance will also help you make improvements. As you watch the video recording of your presentation, use the following scale to rate your performance.

5=Excellent	4=Very good	3=Satisfactory	2=Needs improvement	1=Needs a lot of improvement
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PREPARATION AND PRACTICE

I have....

- ☐ 1. researched and analyzed the audience's expectations _____
- ☐ 2. relevant and substantial information. _____
- ☐ 3. all components: an introduction, the purpose of the presentation, the destination(s), activities, and conclusion _____
- ☐ 4. included specific/necessary details/examples about the place(s) and activities _____
- ☐ 5. created interesting and feasible plans. _____
- ☐ 6. organized the ideas clearly using a logical flow. _____
- ☐ 7. linked each part together with signposts or transitional words. _____
- ☐ 8. transformed my script into an outline with key ideas/keywords in bullet-point form _____
- ☐ 9. created visual aids that supported the presentation _____
- ☐ 10. made the visual aids clear and reader-friendly _____
- ☐ 11. checked the grammar and spelling on all the slides _____
- ☐ 12. practiced and rehearsed the presentation alone _____
- ☐ 13. practiced and rehearsed the presentation with my team _____

PERFORMANCE (DELIVERY)

I

- ☐ 14. grabbed attention and had a memorable closure. _____
- ☐ 15. had a lively tone. _____
- ☐ 16. followed a clear outline. _____
- ☐ 17. made no major errors. _____
- ☐ 18. used spoken language naturally – not scripted. _____
- ☐ 19. used a good range of vocabulary and language expressions from the given list.

- ☐ 20. spoke fluently and was easy to hear and understand. _____
- ☐ 21. pronounced all the keywords accurately. _____
- ☐ 22. used vocal variety to emphasize key points. _____
- ☐ 23. spoke without a script. _____
- ☐ 24. gave the audience strong eye-contact and used natural gestures. _____
- ☐ 25. smiled to the audience. _____
- ☐ 26. dressed appropriately. _____

OVERALL IMPRESSION

- ☐ 27. I was lively and confident. _____
- ☐ 28. I had good dynamics/chemistry with my team members. _____
- ☐ 29. I contributed equally to the teamwork. _____
- ☐ 30. I managed time effectively and ended on time. _____

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