

# WRITTEN ENGLISH III

## *Booklet*

ESCUELA DE EDUCACIÓN



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Booklet

ESCUELA DE EDUCACIÓN

Rancagua, Chile

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# APPLYING FOR A JOB

“ I never dreamed about success. I worked for it. ”

*Germany Kent*

## IN THIS UNIT, YOU WILL BE ABLE TO...

- ▶ Extract specific information from job advertisements and CVs
- ▶ Write a comparison paragraph about two different jobs
- ▶ Write a formal job profile
- ▶ Write a formal application email
- ▶ Choose a candidate for a job based on CVs



## TYPES OF JOBS

### Learning Objectives

At the end of this lesson, you will be able to write a comparison paragraph about two jobs.

#### CONTENTS

READING	▶ Job advertisements
VOCABULARY	▶ Vocabulary about jobs
GRAMMAR	▶ Modal verbs: <i>must</i> , <i>have to</i>
WRITING	▶ Write a comparison paragraph about two jobs.



#### READING

1. What do you think is most important in a job? In pairs, put the items A-F in order of importance (1=most important, 5=least important).

#### I WOULD PREFER A JOB THAT...

- A. is *well-paid* because then I would not have to worry about money.
- B. is *secure* because I would have a contract, benefits, and a *fixed salary* every month.
- C. is *rewarding* because I help others.
- D. gives me *work-life* balance because it is not *stressful*.
- E. is challenging because I enjoy solving situations that are difficult and interesting.
- F. has *good prospects* because I can be promoted in the future.

ADAPTED BY: Catalina Sandoval from Naunton, J. (2013). Gold Pre-First Coursebook and CD-ROM Pack. (2nd ed.). Pearson.

2. Match the statements with the correct job advertisement(s). Compare answers with your partner.

A. These jobs are full time:	E. These jobs require computer skills:
B. This job is the most well paid:	F. These jobs have shifts:
C. These jobs have fixed working hours:	G. These jobs are poorly paid:
D. These jobs require no previous experience:	H. This job offers many benefits:

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## HARVESTERS / FRUIT PICKERS

**Work Schedule**  
Monday to Saturday from 07:00 to 14:30 (45 hrs/wk)

**Duties**  
Salary based on your working hours.

**Base salary**  
(\$320000 ) + productivity bonuses (number of trays)

**Requirements**  
Complete elementary education

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## CUSTOMER SERVICE REPRESENTATIVE

**Full time**  
▶ 45 hours per week  
▶ Rotating shifts

**Job Responsibilities**  
▶ Answer all customers' questions and requests through in person and online channels.  
▶ Register customers' personal information correctly.  
▶ Transfer customers' complaints to the right department.

**Requirements**  
▶ Previous work experience at a call center  
▶ Intermediate knowledge of Microsoft Office

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## ONLINE PHYSICAL EDUCATION TEACHER

**Part-time**  
We are looking for teachers or students who want to make extra money.

**Duties**  
▶ Teach physical education online or at customer's home to students of different ages.

**Benefits**  
▶ Flexible hours

**Requirements**  
▶ Complete secondary (or technical) education  
▶ Punctuality

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### NUTRITIONIST 4X3 MINING SITE COPIAPÓ

22 hrs/wk - \$1.420.000

**Requirements**

Requirements: Nutritionist Title, at least 2 years of experience, availability to work 4x3, user-level computer skills, driver's license type B, resident of Atacama or Coquimbo regions.

**Benefits**

- Accommodation and meals on site
- Health Insurance
- Bonuses
- Professional development opportunities

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3. **Discuss in pairs:** What do you think of the jobs in exercise 2? In your discussion, use the words in the box:

well-paid - secure - fixed salary - rewarding - work-life  
balance - stressful - challenging - good prospects

#### GRAMMAR: MUST, HAVE TO

4. Read the job description of one of the jobs in exercise 2 and complete the grammar rules with **must**, **have to**.

**SUMMARY:** Harvesters that apply to this job have to work six days a week. In terms of their duties, workers **have to** pick fruits ready to harvest. If employees want bonuses, they **must** fill up a certain number of trays. Finally, prospective applicants **must** have a complete elementary education certificate.

#### GRAMMAR RULES

\_\_\_\_\_ is used to refer to job responsibilities or schedule.  
\_\_\_\_\_ is used to refer to job requirements. If you do not meet the requirements, you will not be considered for the job.

5. Complete the sentences with **must** or **have to** + one of these verbs: **fill in** - **work x2** - **travel** - **be**

- A. Applications for the job \_\_\_\_\_ received by 18 June.  
B. In contrast to my previous job, I \_\_\_\_\_ from Monday to Friday.  
C. Susan is excited because she \_\_\_\_\_ a lot for her work, and she loves to visit new places.  
D. All candidates \_\_\_\_\_ application forms before applying for a job.  
E. Roberto cannot come out with us this evening because he \_\_\_\_\_ late.



## COLLABORATIVE WRITING

**6. Work in pairs. Pick two jobs from exercise 2 and compare them. As part of the writing process, 1. complete the Venn Diagram below and 2. select and organize your points of comparison.**

A. Your Venn Diagram



B. Your 3 points of comparison and their order:

.....

.....

.....

## INDIVIDUAL WRITING

**TASK:** Use the previous outline to write a comparison paragraph between the two jobs chosen.

**WORDS:** 180-200.

**REQUIREMENTS:** After you finish your paragraph, check it and put a ticket next to each requirement you have met. If you have not, go back to your paragraph and make the necessary changes.

- A. Include simple, compound, and complex sentences.
- B. Include comparative adjectives.
- C. Include comparison connectors.
- D. Include a topic and concluding sentence.
- E. Include relevant and sufficient supporting sentences.
- F. All sentences have a subject and a verb.
- G. All tenses are correct.
- H. Comparative forms are correct.
- I. There is a variety of sentences and connectors.
- J. Spelling, capitalization, commas, and periods are correct.

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## EXTRA PRACTICE

For extra practice visit [this folder](#):



## A FORMAL JOB PROFILE

### Learning Objectives

At the end of this lesson, you will be able to create a formal profile to apply for a job.

#### CONTENTS

READING	▶ Ads: Teachers wanted! & Teach English Online!
VOCABULARY	▶ Adjective ending in <i>-ed</i> / <i>-ing</i>
WRITING GENRE	▶ Writing a formal job profile (outline)
WRITING	▶ Create a formal profile to apply for a job



#### READING

#### 1. In pairs, answer the following question.

What sort of requirements do you think a teacher has to meet when applying for a job?

#### 2. Read the ads and answer the questions. Then compare your answers with your classmates.

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### TEACHERS WANTED!

We are looking for the best *committed* and *experienced* English teachers to work with us. Teachers must enjoy working in teams.

The institution offers one-on-one and group classes to companies. Our clients are banks, mining companies and among others.

**Our teachers are eligible by meeting the following requirements**

- ▶ Ability to teach adults and teenagers whose first language is not English
- ▶ Groups and individual class management
- ▶ Plan and prepare lessons
- ▶ Provide appropriate feedback
- ▶ High level of English grammar knowledge

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### TEACH ENGLISH ONLINE!

We are seeking *qualified* and *self-motivated* teachers to teach Business English online to corporate executives. Our lessons consider the communicative and student-centred approach as main principles.

**Requirements**

- ▶ Near Native-level of English (C1/C2)
- ▶ Degree in English Pedagogy
- ▶ Master of TESOL or TEFL certified (teaching English as a Second/Foreign language)
- ▶ Online teaching experience preferred

**We offer**

- ▶ Salary based on your working hours.

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- A. What is the purpose of these ads? .....
- B. What function do the words in *italics* have? .....
- C. What does near native level of English mean? .....

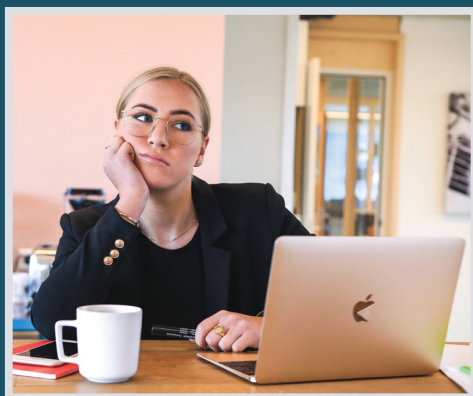
**3. In pairs, choose one ad and say why it is the best option for you.**

.....

.....

.....

### VOCABULARY: (ADJECTIVES ENDING IN -ED / -ING)



Study this

#### EXAMPLE SITUATION:

Last week, I talked to my friend Carla, and she sounded frustrated. She has been doing the same job for a long time. Every day she does the same activities, such as writing emails and answering the phone. For this reason, she said that she is *bored* because her job is *boring*. She also said that she does not enjoy her job anymore, so she would like to apply for a more ambitious position in the near future.

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**4. In pairs, look at the examples from the situation and fill in the gaps with -ed and -ing.**

- ▶ Carla is bore**ed** because her job is bor**ing**.
- ▶ Carla's job is bor**ing**, so Carla is bore**ed**.

- ▶ We use adjectives with \_\_\_\_\_ to describe how somebody feels about something.
- ▶ We use adjectives with \_\_\_\_\_ the characteristic of a person, a thing or a situation that makes a person feel a certain way.

**5. Read each situation and choose one adjective to complete the sentences. Then check your answer with your partner.**

**A.** The conference about pronunciation was not as good as we had expected.

A1. The conference about pronunciation was \_\_\_\_\_.

(*disappointed / disappointing*)

A2. We were \_\_\_\_\_ (*disappointed / disappointing*) with the conference about pronunciation.

**B.** Paula teaches young children. It is a very hard job, but she enjoys it.

B1. Paula enjoys her job, but it is often \_\_\_\_\_ (*exhausted / exhausting*).

B2. At the end of the day, Paula is often \_\_\_\_\_ (*exhausted / exhausting*).

**C.** This year, students of Written English III have to write essays.

C1. Many students are not \_\_\_\_\_ (*interested / interesting*) in writing essays because they are challenging and time consuming.

C2. Some students consider essays \_\_\_\_\_ (*interested / interesting*) because they can write about different topics.

**D.** Yesterday, the teacher explained "clauses" in English. I think everyone got lost.

D1. The explanation given by the teacher was \_\_\_\_\_ (*confused / confusing*).

D2. Most of the students were \_\_\_\_\_ (*confused / confusing*) with the teacher's explanation.

**WRITING GENRE**

A **formal job profile** is an important tool to consider when building your resume. Add this profile section to the beginning of your resume so that employers can immediately see how you could benefit their institution. It is only one paragraph, so you need to be precise. You **must** choose your words carefully.



**PAY ATTENTION**

Pay attention the following outline:

*Who you are*

In this first part of your profile, state your professional status. Then include your degree to add some extra credibility to your qualification.



*What you  
can offer the  
employer*

In this part of your profile, show skills, strengths and qualities. As a graduate, this could be anything from soft skills developed at university or at work. In addition, try to provide evidence of your relevant skills to really show the prospective employer that you have this skillful repertoire.

*Your career  
ambitions*

In the last part of your personal profile, highlight your career ambitions. Explain what you want to do for the short-term, your areas of interest and define any skills you want to develop.

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**6. In pairs, put the parts of this sample formal job profile in the correct order. What information would you add?**

I am looking for an opportunity to work where I can develop my skills as a teacher of English. I am interested in teaching writing using the latest methodological approaches.

I am a recent graduate in English Pedagogy from Universidad de O'Higgins.

During my time at university, I developed excellent time management and organizational skills due to the activities I did. As a result, I am able to work under pressure.

### INDIVIDUAL WRITING

**TASK:** use what you learned in this lesson and create a formal profile to apply for a teaching position. Use the ad and outline given below.

**REQUIREMENTS:** After you finish your profile, check (✓) it and put a ticket next to each requirement you have met. If you have not, go back to your profile and make the necessary changes.

- A. Include simple, compound, and complex sentences.
- B. Include adjectives with *-ed* / *-ing*.
- C. Include a topic and concluding sentence.
- D. Include relevant and sufficient supporting sentences.
- E. All sentences have a subject and a verb.
- F. All tenses are correct.
- G. There is a variety of sentences and connectors.
- H. Spelling, capitalization, commas, and periods are correct.

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## ONLINE TEACHERS OF GENERAL ENGLISH

**Responsibilities**  
Develop individual learning skills considering students' background and age.  
Explain topics with meaningful examples. Adjust the curriculum to the student's needs and expectations.

**Requirements**

- ▶ Good level of English
- ▶ Degree in English Pedagogy
- ▶ Online teaching experience preferred

**We offer**

- ▶ Flexible schedule
- ▶ Experience teaching students from all over the world
- ▶ Friendly and creative international team
- ▶ Salary based on your working hours

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BY PATRICIO CANALES VOLPONE

### OUTLINE

Who you are

What you can offer the employer

Your career ambitions

### PROFILE

### EXTRA PRACTICE

For extra practice visit [this folder](#):



## APPLYING FOR A JOB

### Learning Objectives

At the end of this lesson, you will be able to write an application email to apply for a job.

#### CONTENTS

READING	► An application email
GRAMMAR	► Gerunds
VOCABULARY	► Vocabulary for an application email
WRITING	► Write an application email to apply for a job

#### READING | APPLYING FOR A JOB THROUGH AN APPLICATION EMAIL



**1. Ucampus has recently posted this ad on its homepage. Look at the post and answer the questions:**

- What kind of job is advertised?
- Who can apply?
- What qualities do candidates have to have?
- What three requirements are there?
- Who should candidates write to if they want to apply for the position?

Universidad de O'Higgins

Catalina Sandoval

Primer Semestre 2021

- Inglés Escrito 1  
PIN1101-1
- Inglés Escrito 3  
PIN2101-1
- Metodología de la Enseñanza...  
PIN4301-1

Comunidades

- Comunidad Escuela 2020
- Diversificar la Docencia 2019
- Docentes Pedagogía en Inglés 2017

Servicios Generales ▾

Afiches

- Avisos y Noticias
- Calendario
- Cátalogo de Cursos
- Encuestas
- Formularios

Afiches

Universidad de O'Higgins

## WE ARE LOOKING FOR POLLSTERS!

Pollsters will help in a project to link science and honeybee companies in the Sixth Region.

If you are a 3°, 4°, or 5° year-student at UOH, and you are committed, we invite you to apply.

### REQUIREMENTS

- ✓ Availability to participate in weekly training sessions.
- ✓ Be willing to interview people and be patient to guide them.
- ✓ Be registered at SII and be able to issue a service bill.
- ✓ Experience as pollsters is desirable, but not a must.

Apply via email to project Director Carla Müller: [carla.muller@uoh.cl](mailto:carla.muller@uoh.cl)

2. Pablo, a UOH student in 3° year, has decided to apply. In pairs, read his application email and complete the boxes with the 10 communicative functions below.

end the email - give a reason for writing - state availability for interview

say how you heard from the job - offer to give the reader more information

ask about pay or benefits - describe your work experience with more details

begin the email - say what you have sent with the email

briefly introduce yourself and state how you meet each requirement



New Email
— □ ×

Dear Ms. Müller, I.....

I am writing to apply for the pollster's position, as advertised on Ucampus on April 9.

I am aged 21, and I am in my third year of Natural Science Pedagogy. I am a diligent and committed student and worker. In addition, I meet all requirements for the job offered. During my time at university, I have worked as a pollster twice; therefore, **interviewing** others is easy for me, and I feel comfortable doing it. Moreover, I am registered at SII, so I can issue a fees bill. **Attending** training would not be a problem, since this semester I am available to work three days a week, which may be plenty of time.

As I briefly mentioned before, I have work experience as a pollster. I started **working** one year ago. I attended training sessions, interviewed around 10 people a day for thirty-minute questionnaires on the phone, and then sent the results to my boss.

I am very interested in **working** with you. I would appreciate it if you could let me know about pay or other benefits.

Details of my previous jobs, grades and training courses are shown in my resume, which I attach.

If you need any further information, please do not hesitate to contact me. If needed, I would be available to attend an interview any morning.

Yours sincerely,  
**Pablo Flores**

✓
🗑️
📍
☆
📎
🔗
Send

**3. Discuss in pairs. Do you think Pablo will get the job? Why? Provide evidence from his email.**

**4. In pairs, reread the email and complete the chart.**

2 compound sentences	
2 relative clauses	
2 conditional sentences	

## GRAMMAR GERUNDS

**What is a gerund?** “A gerund is a noun formed from a verb. A gerund will always contain the ending “-ing.” (Writingexplained, n.d.). The most common uses of gerunds are as subject, object, and object of a preposition.

**5. Study the examples from the application email. What function do they have? Use these terms: *subject, object, object of a preposition*.**

- A. During my time at university, I have worked as a pollster twice; therefore, **interviewing** others is easy for me, and I feel comfortable doing it: \_\_\_\_\_
- B. **Attending** training would not be a problem, since this semester I am available to work three days a week, which may be plenty of time: \_\_\_\_\_
- C. I started **working** there one year ago: \_\_\_\_\_
- D. I am very interested in **working** with you: \_\_\_\_\_

**6. Read excerpts from other applicants and complete the sentences with the corresponding gerunds.**

- A. \_\_\_\_\_(work) for you would be a valuable opportunity to know how these companies operate.
- B. Although I am interested in the job, I would like to know the schedule because \_\_\_\_\_ (attend) sessions may be a problem if I have class.
- C. I enjoy \_\_\_\_\_ (interview) people, and besides, the idea of \_\_\_\_\_(be) paid to do this is exciting!
- D. \_\_\_\_\_ (interview) would be a new experience for me, but I am willing to learn.
- E. As I science major, I feel fascinated by honeybee farms, so \_\_\_\_\_ (see) how they operate first-hand is quite motivating.
- F. After \_\_\_\_\_ (work) at that survey company for many years, I have discovered that \_\_\_\_\_ (talk) to others is my passion.

**7. Victoria, a third-year English Pedagogy student at UOH, has decided to apply for the job below, which was posted in the local newspaper 2 days ago. Complete her application email with suitable expressions and the missing information so that she is selected for an interview! Use the sample email in exercise 2 as a guide.**

### HOTEL RECEPTIONIST

We are looking for a hotel receptionist to work in our 4-star hotel.

- ▶ Do you have a good level of English?
- ▶ Do you have previous experience as a receptionist?
- ▶ Are you friendly and outgoing?

If so, apply to the manager, Ms. Sandra Salazar, saying why you are suitable for the job.

New Email
— □ ×

To: salazar@gmail.com ×
Cc Bcc

---

Subject:
📎

---

\_\_\_\_\_ Ms. Salazar,  
 \_\_\_\_\_ apply for the hotel receptionist position, as advertised on \_\_\_\_\_.

I am aged 22, and I am \_\_\_\_\_. I am a \_\_\_\_\_.

I meet all requirements. \_\_\_\_\_

Moreover, \_\_\_\_\_

\_\_\_\_\_. I would appreciate it if \_\_\_\_\_

Details of \_\_\_\_\_ are shown in my resume, which I \_\_\_\_\_.

\_\_\_\_\_, please do not hesitate to contact me. \_\_\_\_\_, I would be available to attend an interview any morning.

Yours sincerely,  
**Victoria Nuñez**

▼ | 🗑️
📍 ☆ 📎 | ✎
Send

### COLLABORATIVE WRITING

**TASK:** Apply to one of the ads at the bottom through an application email.

**WORDS:** 140-190

**REQUIREMENTS:** After you finish your paragraph, check it and put a ticket next to each requirement you have met. If you have not, go back to your paragraph and make the necessary changes.

- A. Include all parts of an application email.
- B. Include vocabulary of an application email.
- C. Include a variety of connectors and sentences.
- D. Include the 3 types of gerunds.
- E. All sentences have a subject and a verb.
- F. All verb tenses are correct.
- G. Spelling, capitalization, commas, and periods are correct.
- H. There is no informal language or informal features.

■	■
■	■
■	■
■	■
■	■
■	■
■	■
■	■

## COLLABORATIVE WRITING

Home

What's happening?

**Saint Gabriel's School** @saintgabrielschool 10m  
139 followers  
Substitute teacher position available: certified fully bilingual teacher of English for 5th and 6th Grade, for two weeks. Immediate availability is needed. Thank you.

1 8

Looking for a teacher who wants to join our team for online English classes. We are looking for someone creative, dynamic, and motivated. Ideally available to work some mornings and afternoons in the week.

Send CV to [caro.cañas@gmail.com](mailto:caro.cañas@gmail.com)

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Catalina Sandoval

### Primer Semestre 2021

- ☐ Inglés Escrito 1  
PIN1101-1
- ☐ Inglés Escrito 3  
PIN2101-1
- ☐ Metodología de la Enseñanza...  
PIN4301-1

### Comunidades

- ☒ Comunidad Escuela 2020
- ☒ Diversificar la Docencia 2019
- ☒ Docentes Pedagogía en Inglés 2017

### Servicios Generales

- Afiches
- Avisos y Noticias
- Calendario
- Cátalogo de Cursos
- Encuestas
- Formularios

### Afiches

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English School is looking for a

## JUNIOR SCHOOL SUBSTITUTE TEACHER

**REQUIREMENTS**

- ✓Elementary teacher degree.
- ✓Certified B2 level of English or higher.
- ✓Proactive, committed, and responsible.

Please send your CV to [mvaldivia2021@adeschool.cl](mailto:mvaldivia2021@adeschool.cl)

## EXTRA PRACTICE

For extra practice visit [this folder](#):





## WHO IS THE BEST CANDIDATE?

### Learning Objectives

At the end of this lesson, you will be able to choose the best candidate for a job.

#### CONTENTS

##### READING

- ▶ Primary school teacher of English
- ▶ Interview

##### WRITING GENRE

- ▶ Curriculum Vitae (CV)

##### WRITING

- ▶ Choose the best candidate for a job



### READING

1. In pairs, read the job advertisement and complete the table with the skills and qualifications an applicant for the job must have.

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 [Advertising](#)
[Linkeding Pages](#)
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### PRIMARY SCHOOL TEACHER OF ENGLISH

Prestigious British School in Rancagua is looking for a well-qualified and experienced teacher of English to join our staff. The successful candidate must hold a degree in Teaching English as a Foreign Language for primary education. The candidate must also be able to have good command in the English language and be motivated and enthusiastic. For more information about the position, please contact: [englishdepartment@brit.cl](mailto:englishdepartment@brit.cl)

[REQUEST](#)
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#### SKILLS

#### QUALIFICATIONS

- 2. Two interviewers are discussing three candidate profiles (Claudia, Carlos, Sergio). Read and decide which candidate is the best for the teaching position. Then compare your answers with your partner.**

**CARLA:** So, we have three different candidates. Claudia has the best qualifications for this position, and she is obviously the most experienced. However, I felt she was not as *enthusiastic* as the other two candidates. What do you think?

**PABLO:** Yes, I absolutely agree with you. I think she is looking for something better. I mean, she is looking for a challenging position. She did not seem very *keen*.

**CARLA:** How about Carlos?

**PABLO:** He is the youngest and least experienced. He has only finished his training, but he seemed the most enthusiastic. Apart from Spanish and English, he speaks German as well. However, he is less *confident* than the others.

**CARLA:** Oh, I see what you mean. Finally, what is your opinion about Sergio?

**PABLO:** He is older than Claudia, but he expects the highest salary. His qualifications are not as good as Carlos's. His previous boss says he is the least *punctual* of all teachers. He is probably the worst candidate of the three. So, decision time!

ADAPTED BY PATRICIO CANALES VOLPONE

A. Which candidate is very positive about things, but is not very secure?

B. Which candidate seems very well-qualified, but not very interested in the job position?

C. Which candidate wants a lot of money, but does not get to work on time?

- 3. In pairs, who is the best candidate for you? Why?**

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## WRITING GENRE CV

According to Cambridge Dictionary, a curriculum vitae is a short-written description of your education, qualifications, previous jobs, and personal interests. A CV is sent to an employer when you are trying to get a job. In the United States, a curriculum vitae is mostly used when people apply for academic teaching positions. A resume is used for other jobs.

ADAPTED BY PATRICIO CANALES VOLPONE FROM <https://dictionary.cambridge.org/dictionary/english/curriculum-vitae>

**4. In pairs, read the CV and put the parts in the order you think is correct.**

<b>EDUCATION AND QUALIFICATIONS</b> <ul style="list-style-type: none"> <li>▶ 2012 - 2016   Teacher of English</li> <li>▶ 2012 - 2016   Bachelor of Education</li> </ul>	
<b>SKILLS</b> <ul style="list-style-type: none"> <li>▶ Languages: English and Italian</li> <li>▶ IT: Good knowledge of word, excel, power point and latest software systems</li> </ul>	
<b>WORK EXPERIENCE</b> <ul style="list-style-type: none"> <li>▶ 2017 - 2018   Teacher of English at British School</li> <li>▶ 2019 - 2020   Teacher of English at Pedro Montt High School</li> </ul>	
<b>REFEREES</b> <ul style="list-style-type: none"> <li>▶ 2017 - 2018   Head of English Department: mary.smith@brit.cl</li> <li>▶ 2019 - 2020   Head of English Department: pedro.caceres@pm.cl</li> </ul>	
<b>LUIS PÉREZ GALVÉZ</b> <ul style="list-style-type: none"> <li>▶ 1456 Alameda Avenue, Rancagua</li> <li>▶ Luis.perez@uoh.cl</li> </ul>	

**5. In pairs, look at an extract from a CV below. Replace the words in *italics* with formal words and phrases from the box. Use a dictionary to check some meanings.**

assisted fluent	managed on request	attended good knowledge of	basic provided	developed training
<b>WORK EXPERIENCE TEACHER OF ENGLISH</b>				
▶ <i>was the boss of</i> the staff of teachers of English		/ _____		
▶ gave <i>lessons</i> of Academic Writing		/ _____		
▶ <i>made</i> a year plan		/ _____		
▶ <i>went</i> to National conferences		/ _____		
▶ prepare proposals and <i>gave</i> reports.		/ _____		
▶ <i>helped</i> the management in special projects		/ _____		
<b>Skills</b>				
▶ English ( <i>brilliant</i> ), German ( <i>a few words</i> )		/ _____		
▶ <i>know a lot</i> about the latest software systems		/ _____		
<b>Referees</b>				
▶ <i>I can give you these if you ask me.</i>		/ _____		

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**6. Individually and using the contents of this lesson, plan and write a formal CV for a job. After that, exchange it with a partner to receive feedback.**

## COLLABORATIVE WRITING

**TASK:** Use what you learned in this lesson and choose the best candidate for the job position. Read the ad below and the extracts from a CV to support your choice. Write a formal email with your decision.

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**SECONDARY SCHOOL TEACHER OF ENGLISH**

Prestigious public high school in Rancagua is looking for an experienced teacher of English to join to our staff. The chosen candidate must hold a degree in Teaching English as a Foreign Language for secondary education. The candidate must be able to have effective classroom management, proficient level of English and thorough knowledge of new approaches. The candidate must also be motivated, enthusiastic, responsible, punctual and empathetic. For more information about the position, please contact: [englishdepartment@highschool.cl](mailto:englishdepartment@highschool.cl)

REQUEST

SAVE

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**CANDIDATE 1****WORK EXPERIENCE**

- ▶ 2012 | Teacher of English at Junior school
- ▶ 2013 | Teacher of English at F-230 school
- ▶ 2018 | Teacher of English at British Institute

**QUALIFICATIONS**

- ▶ English **B2** (TOEIC Bridge Test)
- ▶ Diploma in Classroom Management

**REFEREES**

- ▶ [pedro.caceres@junior.cl](mailto:pedro.caceres@junior.cl)

**CANDIDATE 2****WORK EXPERIENCE**

- ▶ 2012-2015 | Teacher of English at British school
- ▶ 2016-2020 | Teacher of English at German school

**QUALIFICATIONS**

- ▶ English **C1** (CAE Test)
- ▶ Diploma in Teaching

**REFEREES**

- ▶ [ana.pinto@brit.cl](mailto:ana.pinto@brit.cl)

**CANDIDATE 1 (COMMENTS)****POSITIVE**

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**NEGATIVE**

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**CANDIDATE 2 (COMMENTS)****POSITIVE**

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**NEGATIVE**

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## COLLABORATIVE WRITING

## Your decision

New Email

— □ ×

To:

Cc Bcc

Subject:



Send

**REQUIREMENTS:** After you finish your choice, check it and put a ticket next to each requirement you have met.

- A. Include simple, compound, and complex sentences.
- B. Include adjectives to describe profiles.
- C. Include a topic and concluding sentence.
- D. Include relevant and sufficient supporting sentences.
- E. All sentences have a subject and a verb.
- F. All tenses are correct.
- G. There is a variety of sentences and connectors.
- H. Spelling, capitalization, commas, and periods are correct.



## EXTRA PRACTICE

For extra practice visit [this folder](#):



## Learning Objectives

At the end of this lesson, you will be able to consolidate the contents studied in unit 1.

### CONTENTS

READING	► Profiles
VOCABULARY	► Adjectives ending in <i>-ed</i> / <i>-ing</i> ► Vocabulary about jobs
GRAMMAR	► must / have to
WRITING	► Write an application email



### READING

1. In pairs, read the profiles and decide if the statements are **T (true)**, **F (false)** or **Not Given (NG)**.

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### PROFILE 1

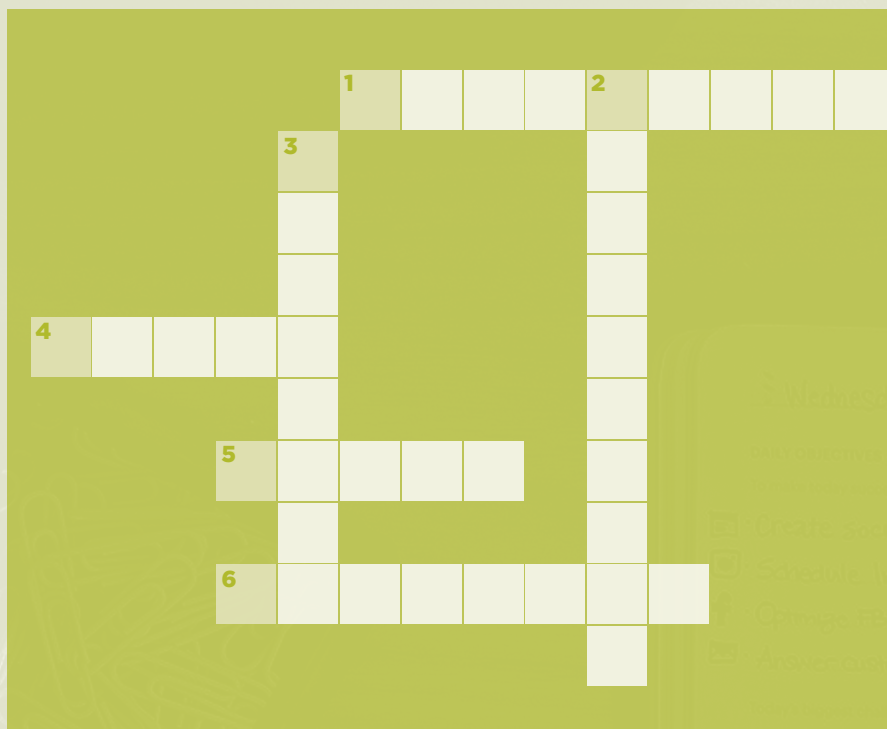
Claudia is a teacher of English from Universidad de O'Higgins. She holds a Master in Psychology and Linguistics from The University of Sydney. She has experience with EFL students from vulnerable contexts in Chile, Peru and Bolivia. She has excellent relationships and classroom management. She has an in-depth understanding of teenagers and adults' behavior. Finally, she is interested in teaching, cognitive and psychological development.

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[SAVE](#)

BY PATRICIO CANALES VOLPONE







### ACROSS

- 1 If a job gives you the chance for a promotion or training, it has good...
- 4 In these jobs, you work a few days, then you rest and work again
- 5 If you receive the same pay every month, you get this type of salary.
- 6 A job that has a good salary is

### DOWN

- 2 If a job does not pay much, it is
- 3 The opposite of full time job is a

4. Read the job advertisement below and complete the sentences with the missing parts. If verbs are missing, choose between **must** or **have to**.

help center | blog

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**Jobsearch.cl** 12/04/21  
**ENGLISH TEACHER NEEDED**  
 A reputable Chilean based language institute is looking for certified and experienced Native Online English Teachers based in Chile, Benefits; Competitive pay and professional work environment.

**What we are looking for**

- ▶ Ability to develop relationships with students
- ▶ Dedication to teaching
- ▶ Engaging students in learning
- ▶ Patient, kind, supportive personality.

[REQUEST](#)
[SAVE](#)

Send your application email and resume to [onlineteachers@gmail.com](mailto:onlineteachers@gmail.com)

- A. Candidates \_\_\_\_\_ have a Teaching Certificate.
- B. Applicants \_\_\_\_\_ have previous teaching experience.
- C. The advertisement does not specify what candidates will \_\_\_\_\_ do.
- D. Because classes will be online, \_\_\_\_\_.
- E. Because classes will be online, \_\_\_\_\_.



**5. One candidate from the United States has applied for the job above. Read his application email and find the following:**

- An unsuitable phrase
- A missing part
- Five examples of informal language
- Three grammar mistakes
- Four punctuation errors

New Email

To: **onlineteachers@gmail.com** X Cc Bcc

Subject: Job application

Hello,

Its a pleasure to write to you. I am writing to apply for the teaching position, as advertised on jobsearch.cl on April 12.

I am 25, and I am from the United States. I recently finish my history degree. I am a friendly and responsible person and I believe I am the best candidate for the job posted. I am easy-going, patient, and caring with others. Unfortunately, I don't have a teaching degree but I work as a history teaching assistant last year at university, where all my students learnt successfully, it was very rewarding.

Could you let me know about pay or others benefits, please?

If you need any further information please do not hesitate to contact me. If needed, I would be available to attend an interview any morning.

Take care,  
**Nicholas Johnson**

Send

## COLLABORATIVE WRITING

**TASK:** Apply to one of the ads at the bottom through an application email.

**REQUIREMENTS:** After you finish your paragraph, check it and put a ticket next to each requirement you have met. If you have not, go back to your paragraph and make the necessary changes.

- A. Include all parts of an application email.
- B. Include vocabulary of an application email.
- C. Include a variety of connectors and sentences.
- D. Include the 3 types of gerunds.
- E. All sentences have a subject and a verb.
- F. All verb tenses are correct.
- G. Spelling, capitalization, commas, and periods are correct.
- H. There is no informal language or informal features.

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

### JOB OFFER

Elementary school seeks for English Teacher for 1° to 4° grade. Requirements: Degree in Elementary Education with English specialization

If interested, send CV indicating salary expectations to [colegiopanguipulli@gmail.com](mailto:colegiopanguipulli@gmail.com)

We are looking for a high school English teacher with advanced level of English (C2 certificate). We need a substitute for 1°-to-4°-year secondary students. To apply, send your CV to [pablo.m@colegios.cl](mailto:pablo.m@colegios.cl)

**LOH** Universidad de O'Higgins



Catalina Sandoval



Primer Semestre 2021

Inglés Escrito 1  
PIN1101-1

Inglés Escrito 3  
PIN2101-1

Metodología de la Enseñanza...  
PIN4301-1

Comunidades

Comunidad Escuela 2020

Diversificar la Docencia 2019

Docentes Pedagogía en Inglés 2017

Servicios Generales ▾

Afiches

Avisos y Noticias

Calendario

Cátalogo de Cursos

Encuestas

Formularios

Afiches

**LOH** Universidad de O'Higgins

**SUBSIDIZED SCHOOL IN RANCAGUA NEEDS ENGLISH TEACHER**

**for 1° to 8° grade-students. 40 hours/wk, indefinite contract.**

**Apply and send CV to [colegio.laspalmas@cvs.cl](mailto:colegio.laspalmas@cvs.cl) with subject line: English teacher position**

**REQUIREMENTS**

- ✓ 2 to 5 years of experience
- ✓ Elementary Education Degree
- ✓ High Proficiency (candidate will be evaluated)

## SELF-EVALUATION

Read the learning objectives of the unit. How confident do you feel about these skills? Choose 1, 2 or 3 (1: not confident - 2: confident - 3: very confident).

LESSON 1	1	2	3
<ul style="list-style-type: none"> <li>▶ I can extract specific information from job advertisements.</li> <li>▶ I can use vocabulary about jobs and “have to” and “must” correctly.</li> <li>▶ I can write a comparison paragraph about two different jobs.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
LESSON 2	1	2	3
<ul style="list-style-type: none"> <li>▶ I can extract specific information from a job profile.</li> <li>▶ I can use adjectives ending in “ed” or “ing” correctly.</li> <li>▶ I can plan and write a formal job profile with its corresponding parts.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
LESSON 3	1	2	3
<ul style="list-style-type: none"> <li>▶ I can extract specific information from a job post and application email.</li> <li>▶ I can identify and use gerunds as subject, object, and object of a preposition.</li> <li>▶ I can write an application email with the contents of the lesson.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
LESSON 4	1	2	3
<ul style="list-style-type: none"> <li>▶ I can extract specific information from a job advertisement, job interview, and a CV.</li> <li>▶ I can identify the parts of a CV.</li> <li>▶ I can identify informal expressions and make them formal.</li> <li>▶ I can write a formal CV for a job position.</li> <li>▶ I can choose a candidate for a job position and explain my choice in a formal notification email.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

*Remember: If you need help, ask your teacher!*

(N)EVER (S)TOP  
LEARNING



# ENGLISH LANGUAGE EDUCATION:

## The Native and Non-native Speakers Debate

“ A feature of English that makes it different compared with other languages is its global spread. ”

“ There is no such thing as an ugly accent, like there's no such thing as an ugly flower. ”

*David Crystal*

### IN THIS UNIT, YOU WILL BE ABLE TO...

- ▶ Extract main and relevant supporting ideas from an opinion essay
- ▶ Identify the parts of an opinion essay (introduction, body, conclusion)
- ▶ Plan and write an introduction, the body paragraphs and conclusion of an opinion essay
- ▶ Evaluate, give, and receive peer-feedback to a peer about their essay
- ▶ State your opinion about whether a native or non-native teacher of English is better
- ▶ Understand, paraphrase, and incorporate ideas from external sources to your essay
- ▶ Learn and apply ELT vocabulary and a set of connectors to link ideas clearly and accurately



## STARTING THE OPINION ESSAY

### Learning Objectives

At the end of this lesson, you will be able to write the introduction of an opinion essay.

#### CONTENTS

##### READING THE OPINION ESSAY INTRODUCTION

- ▶ Does having an accent matter?
- ▶ Purpose and structure of the opinion essay
- ▶ Parts: Hook, background information and thesis

##### OUTLINING THE INTRODUCTION

- ▶ Outlining hook and background information
- ▶ Creating a thesis statement

##### WRITING

- ▶ Write the introduction of an opinion essay



#### READING |

#### 1. Discuss these questions in pairs:

- A. What accents do you know in English?
- B. As a future English teacher, do you think that using a particular accent is important? Why?
- C. What do you think an opinion essay is? What is its purpose?

#### 2. The opinion essay is titled “Does having an accent matter?” Scan the introduction and find the writer’s opinion about this. What does the writer think? How many reasons will the writer give to support their opinion?

#### DOES HAVING AN ACCENT MATTER?

# 1

Currently, English is one of the most widely spoken languages around the world. There are millions of people who speak English as a second language, and they have different accents when they use this language. The term “accent” is defined as a typical way of speaking of a particular group of people in a specific region (Merriam-Webster, n.d.), and it applies to people’s mother tongue and their second language. For those in English learning and teaching in Chile, the most commonly taught accents are American and British. While many students want to achieve one of these native-speaker accents, research shows that having their own accent does not matter: speakers should be intelligible, and as teachers, an accent can benefit their students.

2

Although native speakers are a good model to follow in terms of pronunciation, non-native speakers have to be able to speak the target language intelligibly (Lai Ping, 2012). The concept of intelligibility is considered important when non-native users of the language communicate with others because it allows a listener to understand the message delivered by any speaker (Murray and Tracey, 1995). Taking this into account, the main goal of non-native speakers is not only to be able to speak with native speakers, but also to speak with non-native speakers from different cultural backgrounds (House, 2012; Jenkins, 1998).

3

In the area of teaching, even though non-native English teachers are sometimes perceived as “deficient educators” (Walkinshaw and Oanh, 2014), they benefit their students because they are able to communicate with them in their mother tongue. A study carried out by Lai Ping (2012), who interviewed 30 Chinese high school students, reports that the interviewees preferred a local teacher instead of a native speaker. The former could explain content and clarify vocabulary more easily using the L1, whereas the latter was more difficult to understand. Following the findings, a non-native accent is not the most important in ELT.

4

To sum up, achieving a native-speaker accent should not be the goal of prospective English teachers. On the one hand, they must be able to interact with everyone clearly; on the other, if they teach with their own accent, students can understand them better. Based on these reasons, it is time for non-native speakers of English to be proud of their own accents and stop looking up to native speakers.

CREATED BY PATRICIO CANALES AND CATALINA SANDOVAL

3. After reading the essay, have you changed or maintained your belief about having a specific accent?

## THE OPINION ESSAY

4. In pairs, read the sample essay in activity 2 and complete the table with the missing information

DEFINITION	
PURPOSE	Convince the audience of your point of view. Make them agree with you through reasonable arguments and counterarguments.
AUDIENCE	
REGISTER (formal or informal tone and language)	
PARTS OF THE ESSAY IN ORDER (body paragraph 1, conclusion, introduction, body paragraph 2)	1. 2. 3. 4.



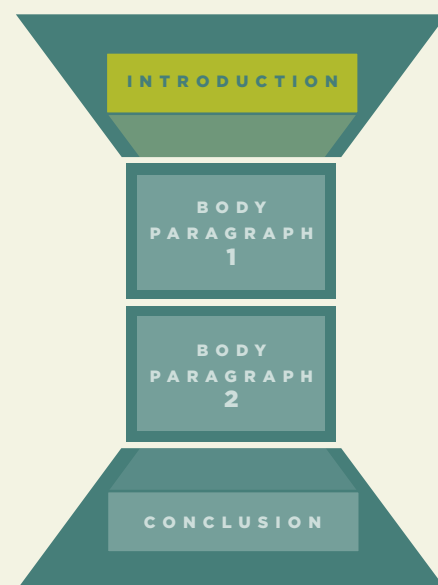
## THE INTRODUCTION

### 5. Work in pairs. Read and answer the questions below:

- Study the essay figure on the right, specifically the introduction section. How is the information organized in the introduction? **a)** specific to general information or **b)** general to specific information
- Use the parts of the introduction (hook, background information, thesis statement) to match it with the corresponding colored sections. Write your answers in the second column.
- What is the purpose of each part? Based on the sample introduction, what sort of information works well as **a)** a hook?: \_\_\_\_\_ **b)** background information: \_\_\_\_\_
- Can the parts be in a different order? Why?

Currently, English is one of the most widely spoken languages around the world. There are millions of people who speak English as a second language, and they have different accents when they use this language.

The term "accent" is defined as a typical way of speaking of a particular group of people in a specific region (Merriam-Webster, n.d.), and it applies to people's mother tongue and their second language. For those involved in English learning and teaching in Chile, the most commonly taught accents are the American and British. Does that mean that English learners should adopt one of these accents? While many students want to achieve a native-speaker accent, research shows that having their own accent does not matter: speakers should be intelligible, and as teachers, an accent can benefit their students.



### 6. A student has written an introduction, but the parts are not in order. In pairs, order the parts.

NUMBER	INTRODUCTION PARTS
	Immigrants can do the jobs many Chileans refuse to do and are a younger population that can replace retired Chilean workers in the future.
	Since this scenario is recent, some people are unsure if immigrants are a contribution to the country's economy or not. The latter group often argues that immigrants "take away jobs." However, this is not true.
	Currently, almost one and a half million foreigners reside in the country. In March 2020, the National Institute of Statistics of Chile published the updated report of estimation of foreign people in the country, and it showed a total of 1,492,522.

(STUDENT TEXT ADAPTED WITH PERMISSION)

## OUTLINING THE INTRODUCTION

**7.** Work individually. Read the sources given to complete the chart. Read sources carefully and use your own words.

INTRODUCTION PART	INFORMATION IN YOUR OWN WORDS	SOURCE (AUTHOR + YEAR)
HOOK		
BACKGROUND INFORMATION		

## CREATING A THESIS STATEMENT

**8.** The essay's thesis statement has been divided into three parts. Study the parts and answer the questions:

**1** While many students want to achieve a native-speaker accent,

**2** research shows that having their own accent does not matter:

**3** speakers should be intelligible, and as teachers, an accent can benefit their students.

- A. Which part is the counterargument?
- B. Which part is the refutation?
- C. Which part contains the writer's reasons?

9. Individually, use the information exercise 7 to decide which is **your opinion and two reasons** about this question: **Are native speaker teachers better than a non-native one?** Complete the chart below:

T H E S I S   S T A T E M E N T   O U T L I N E	
C O U N T E R A R G U M E N T	
R E F U T A T I O N	
R E A S O N   1	
R E A S O N   2	
C O M P L E T E   T H E S I S S T A T E M E N T	

## I N D I V I D U A L   W R I T I N G

**TASK:** Use your ideas in the pre-writing stage to write the introduction of an opinion essay about this question:

**ARE NATIVE SPEAKER TEACHERS BETTER THAN A NON-NATIVE ONE?**

**WORDS:** 70-90

**REQUIREMENTS:** After you finish your paragraph, check it and put a ticket next to each requirement you have met. If you have not, go back to your introduction and make the necessary changes.

- A. Include a hook that is interesting and academic (e.g. it has a source; it is cited).
- B. Include 2 sentences with background information that connect to the thesis statement.
- C. Include a focused and clear thesis statement that states your opinion on the topic.
- D. Sentence structure, grammar, spelling, capitalization, commas, and periods are correct.


## E X T R A   P R A C T I C E

For extra practice visit [this folder](#):



## WRITE THE BODY PARAGRAPH 1

### Learning Objectives

At the end of this lesson, you will be able to write the first body paragraph of an opinion essay.

#### CONTENTS

READING	► Analyzing the first body paragraph
LANGUAGE USE	► Subordinating conjunction: although
PARALLELISM	► Not only – but also
STRUCTURE	► Body paragraph 1
WRITING	► Write the first body paragraph of an opinion essay



#### READING

#### 1. In pairs, match the words with their definitions.

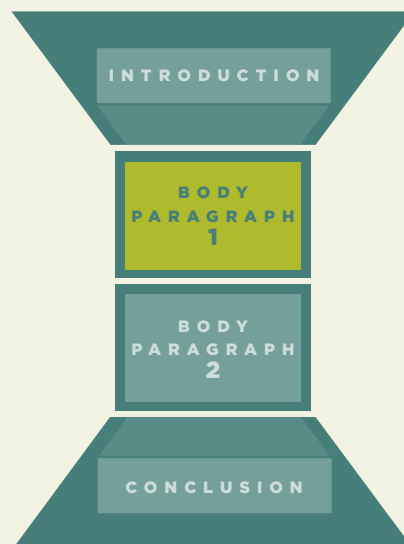
- |                        |                          |                                                                                    |
|------------------------|--------------------------|------------------------------------------------------------------------------------|
| A. Native speaker      | <input type="checkbox"/> | Someone's origin, family, education, previous work, etc.                           |
| B. Non-native speaker  | <input type="checkbox"/> | Someone who has learned a particular language as their second or foreign language. |
| C. Intelligibility     | <input type="checkbox"/> | Someone who has learned a particular language as their first language.             |
| D. Cultural background | <input type="checkbox"/> | When someone's speech, writing or idea is easily understood.                       |

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**2. Read the body paragraph 1 and answer the questions.**

**Although** native speakers are a good model to follow in terms of pronunciation, non-native speakers have to be able to speak the target language intelligibly (Lai Ping, 2012). The concept of intelligibility is considered important when non-native users of the language communicate with others because it allows a listener to understand the message delivered by any speaker (Murray and Tracey, 1995). Taking this into account, the main goal of non-native speakers is **not only** to be able to speak with native speakers, **but also** to speak with non-native speakers from different cultural backgrounds (House, 2012; Jenkins, 1998).

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A. Which sentence (s) from the paragraph expresses the counterargument?

B. Which sentence (s) from the paragraph expresses the refutation?

C. Which sentence (s) from the paragraph contains supporting facts?

D. Which structures follow “**not only ... , but also ...**”? What can you conclude?

**3. In pairs, discuss the following question.**

- Do you think that having an accent matters when talking to someone in English?

**LANGUAGE USE |**



**SUBORDINATING CONJUNCTION**

A subordinating conjunction joins independent and dependent clauses. A subordinating conjunction can express a cause-and-effect or a contrast relationship between the clauses. Common subordinating conjunctions are *because, since, as, although, though, while, and whereas*.

**EXAMPLE**

**S.C**  
▶ **Although** native speakers are a good model to follow in terms of pronunciation,  
non-native speakers have to be able to speak the target language intelligibly (Lai Ping, 2012).

Dependent clause

Independent clause

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**4. In pairs, complete the sentences using **although** and one clause from the chart.**

Paula studied hard for the exam	Leo has a very important job as a teacher	I did not speak English well	Margaret is a native speaker of French	Paul knows English well
---------------------------------	-------------------------------------------	------------------------------	----------------------------------------	-------------------------

- A. \_\_\_\_\_, he is not able to teach young children at schools.  
 B. \_\_\_\_\_, I managed to make myself understood.  
 C. \_\_\_\_\_, she did not get a good mark.  
 D. \_\_\_\_\_, she cannot explain some aspects of French grammar properly.  
 E. \_\_\_\_\_, he is not well-paid.

**5. In pairs, read the sentences and make one sentence from two using **ALTHOUGH**. Sometimes you need to change the order for a logical meaning.**

- A. I could not sleep well yesterday because I was studying. I was ready for the exam.  
 .....  
 B. Susan did not get lost with the teacher's explanation. She was out of the classroom for thirty minutes.  
 .....  
 C. Carlos has a good level of English. He could not answer the questions of his presentation well.  
 .....  
 D. Luis does not have perfect pronunciation. Everyone in the room could understand his point of view.  
 .....

**PARALLELISM**

**NOT ONLY ..., BUT ALSO** (correlative conjunction)

In academic writing, parallelism adds unity, balance, and coherence to your writing. Effective parallelism makes your sentences easy to read, emphasizing relationships among equivalent ideas. One pair of conjunctions that requires parallelism is *not only ..., but also*.

**EXAMPLE**

- ▶ Taking this into account, the main goal of non-native speakers is not only to be able to speak with native speakers,  
 .....  
 ▶ but also to speak with non-native speakers from different cultural backgrounds (House, 2012; Jenkins, 1998).  
 .....

Parallel Structure

Parallel Structure

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**6. Read the sentences and combine them into one sentence using NOT ONLY ....., BUT ALSO. Then check your answers with your partner.**

- A. -When Ana writes, she considers her topic.  
-When Ana writes, she considers her audience.
- B. -When Pedro studied English Pedagogy, he was good at speaking.  
-When Pedro studied English Pedagogy, he was good at writing.
- C. -They read the same articles for Written English III.  
-They read the same essays for Written English III.
- D. -Letty, who is a native speaker, is able to teach English grammar well.  
-Letty, who is a native speaker, is able to teach some strategies related to reading comprehension.
- E. -Claudia, who is a non-native speaker, is able to speak in English correctly.  
-Claudia, who is a non-native speaker, is able to write in English correctly.

### STRUCTURE (BODY PARAGRAPH 1)

Remember that each paragraph states the writer's opinion about a topic using supporting sentences. These supporting sentences provide counterargument, refutation, factual information (data) and a concluding sentence.

Check the structure of this paragraph.

Although native speakers are a good model to follow in terms of pronunciation, (Counterargument) non-native speakers have to be able to speak the target language intelligibly (Lai Ping, 2012) (Refutation). The concept of intelligibility is considered important when non-native users of the language communicate with others because it allows a listener to understand the message delivered by any speaker (Murray and Tracey, 1995) (Supporting sentence). Taking this into account, the main goal of non-native speakers is not only to be able to speak with native speakers, but also to speak with non-native speakers from different cultural backgrounds (House, 2012; Jenkins, 1998) (Concluding sentence).

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## COLLABORATIVE WORK

**TASK:** In pairs, use what you learned in this lesson to read the sources given and write an outline.

### REQUIREMENTS:

- ▶ Do not **copy and paste** and use your own words as much as you can.
- ▶ You can create your outline together, but **your final version must be different**.

### OUTLINE

COUNTERARGUMENT	
REFUTATION	
SUPPORTING SENTENCES	
CONCLUDING SENTENCE	

## INDIVIDUAL WRITING

**TASK:** Use your ideas in the previous exercise to write the first body paragraph of an opinion essay about this question:

**ARE NATIVE SPEAKER TEACHERS BETTER THAN A NON-NATIVE ONE?**

**WORDS:** 100-120

**REQUIREMENTS:** After you finish your paragraph, check it and put a ticket next to each requirement you have met. If you have not, go back to your body paragraph 1 and make the necessary changes.

- A. Include a counterargument and refutation that is interesting and academic (e.g. it has a source; it is cited).
- B. Include 2 or 3 supporting sentences for your main idea.
- C. Include a focused and clear main idea that paraphrases the thesis's first reason.
- D. Sentence structure, grammar, spelling, capitalization, commas, and periods are correct.

☐  
☐  
☐  
☐

## EXTRA PRACTICE

For extra practice visit [this folder](#):



## WRITING THE BODY PARAGRAPH 2

### Learning Objectives

At the end of this lesson, you will be able to write the second body paragraph of an opinion essay.

#### CONTENTS

<b>READING</b>	▶ Analyzing the second body paragraph
<b>BODY PARAGRAPH 2</b>	▶ Structure
	▶ Connection with the rest of the essay
	▶ Outlining the paragraph
<b>WRITING</b>	▶ Write the second body paragraph of an opinion essay

#### READING

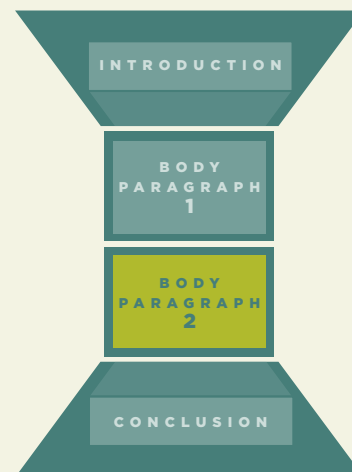


#### 1. Match the words (1-4) with their definition (a-d):

WORD	DEFINITION
1. be able to (v)	A. ___ English Language Teaching
2. carry out (v)	B. ___ can
3. L1 (n)	C. ___ do
4. ELT (n)	D. ___ the language that a person learnt first

**2. In pairs, read the essay's second body paragraph and answer the questions a-i.**

In the area of teaching, *even though* non-native English teachers are sometimes perceived as "deficient educators" (Walkinshaw and Oanh, 2014), **they** benefit their students because they are able to communicate with them in their mother tongue. A study **carried out** by Lai Ping (2012), who interviewed 30 Chinese high school students, reports that the interviewees preferred a local teacher instead of a native speaker. **The former** could explain content and clarify vocabulary more easily using the L1, *whereas* **the latter** was more difficult to understand. Following the findings, a non-native accent is not the most important in ELT.



- What is the writer's opinion? Underline it in the paragraph.
- What study supports the writer's opinion?
- What did Lai Ping (2012) find?
- Why did students in Lai Ping's study prefer a local teacher?
- What line contains the concluding sentence?
- Look at the first sentence, what does "they" refer to?
- What does "the former" refer to?
- What does "the latter" refer to?
- What type of conjunctions are "even though" and "whereas"?

**THE BODY PARAGRAPH'S STRUCTURE**

In the area of teaching, even though non-native English teachers are sometimes perceived as "deficient educators" (Walkinshaw and Oanh, 2014), they benefit their students because they are able to communicate with them in their mother tongue.

Counterargument and refutation: Even though... mother tongue.

A study carried out by Lai Ping (2012), who interviewed 30 Chinese high school students, reports that the interviewees preferred a local teacher instead of a native speaker.

Supporting sentence 1 (present study): A study carried out by... reports that...native speaker.

The former could explain content and clarify vocabulary more easily using the L1, whereas the latter was more difficult to understand.

Supporting sentence 2 (explains study findings):

The former...to understand.

Following the findings, a non-native accent is not the most important in ELT.

Supporting sentence 2 (explains study findings):

The former...to understand.

### HOW THE BODY PARAGRAPHS CONNECT TO THE THESIS STATEMENT

#### 3. Study the highlighted parts below. What does the second body paragraph connect to in the essay? What are the strategies to make that connection?

Currently, English is one of the most widely spoken languages around the world. There are millions of people who speak English as a second language, and they have different accents when they use this language. The term “accent” is defined as a typical way of speaking of a particular group of people in a specific region (Merriam-Webster, n.d.), and it applies to people’s mother tongue and their second language. For those in English learning and teaching in Chile, the most commonly taught accents are American and British. While many students want to achieve one of these native-speaker accents, research shows that having their own accent does not matter: **speakers should be intelligible, and as teachers, an accent can benefit their students.**

**Although native speakers are a good model to follow in terms of pronunciation, non-native speakers have to be able to speak the target language intelligibly (Lai Ping, 2012).** The concept of intelligibility is considered important when non-native users of the language communicate with others because it allows a listener to understand the message delivered by any speaker (Murray and Tracey, 1995). Taking this into account, the main goal of non-native speakers is not only to be able to speak with native speakers, but also to speak with non-native speakers from different cultural backgrounds (House, 2012; Jenkins, 1998).

**In the area of teaching, even though non-native English teachers are sometimes perceived as “deficient educators” (Walkinshaw and Oanh, 2014), they benefit their students because they are able to communicate with them in their mother tongue.** A study carried out by Lai Ping (2012), who interviewed 30 Chinese high school students, reports that the interviewees preferred a local teacher instead of a native speaker. The former could explain content and clarify vocabulary more easily using the L1, whereas the latter was more difficult to understand. Following the findings, a non-native accent is not the most important in ELT.

### COLLABORATIVE WORK

**TASK:** In pairs, read the sources given and select those that 1) support your second reason in the thesis statement and that 2) contain a suitable counterargument. Take notes and organize them in the table below.

#### REQUIREMENTS:

- ▶ Do not **copy and paste** and use your own words as much as you can.
- ▶ You can discuss sources together, but **your paraphrase must be individual**.

PART OF THE BODY PARAGRAPH	RELEVANT SOURCE (AUTHOR + YEAR)	YOUR PARAPHRASE
Counterargument and refutation		
Supporting sentence 1 (describe study 1)		
Supporting sentence 2 (explain study 1)		

### INDIVIDUAL WRITING

**TASK:** Use your ideas in the previous exercise to write the second body paragraph of an opinion essay about this question:

**ARE NATIVE SPEAKER TEACHERS BETTER THAN A NON-NATIVE ONE?**

**WORDS:** 100-120

**REQUIREMENTS:** After you finish your paragraph, check it and put a ticket next to each requirement you have met. If you have not, go back to your body paragraph 2 and make the necessary changes.

- |                                                                                                                   |                          |                          |
|-------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| A. Include a counterargument and refutation that is interesting and academic (e.g. it has a source; it is cited). | <input type="checkbox"/> | <input type="checkbox"/> |
| B. Include 2 or 3 supporting sentences for your main idea.                                                        | <input type="checkbox"/> | <input type="checkbox"/> |
| C. Include a variety of connectors and sentences.                                                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| D. Include a focused and clear main idea that paraphrases the thesis's second reason.                             | <input type="checkbox"/> | <input type="checkbox"/> |
| E. Sentence structure, grammar, spelling, capitalization, commas, and periods are correct.                        | <input type="checkbox"/> | <input type="checkbox"/> |

### EXTRA PRACTICE

For extra practice visit [this folder](#):





## WRITING THE CONCLUSION

### Learning Objectives

At the end of this lesson, you will be able to write the conclusion of an opinion essay.

#### CONTENTS

READING	▶ Analyzing the Conclusion
LANGUAGE USE	▶ Connectors: on the one hand, on the other hand.
KEY STRUCTURAL ELEMENTS	▶ Introduction and conclusion
STRUCTURE	▶ Conclusion
WRITING	▶ Write the conclusion of an opinion essay

### READING



#### 1. In pairs, match the words with their definitions.

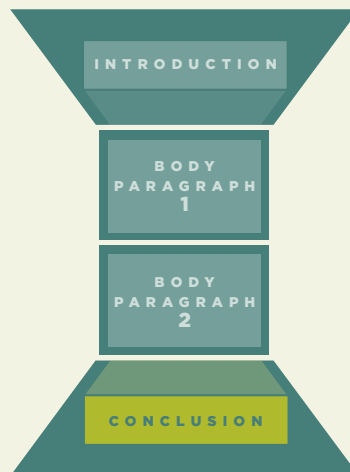
A. PROSPECTIVE	<input type="checkbox"/>	feeling pleased about something that you have done or something that you own, or about someone or something you are involved with or related to.
B. INTERACT	<input type="checkbox"/>	the way someone pronounces the words of a language, showing which country or which part of a country they come from.
C. ACCENT	<input type="checkbox"/>	when people talk to each other, work together, etc.
D. PROUD	<input type="checkbox"/>	likely to do a particular thing or achieve a particular position.

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2. Read the conclusion and answer the questions.

To **sum up**, achieving a native-speaker accent should not be the goal of prospective English teachers. **On the one hand**, they must be able to interact with everyone clearly; **on the other**, if they teach with their own accent, students can understand them better. **Based on these reasons**, it is time for non-native speakers of English to be proud of their own accents and stop looking up to native speakers.

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A. Which sentence (s) states the concluding position of the essay?

B. Which sentence (s) summarizes the key arguments of the essay?

C. What is the function of these connectors “on the one hand and one the other hand”?

D. Is this an effective conclusion? Why? Why not?

3. In pairs, paraphrase the conclusion in exercise 2.

Conclusion



LANGUAGE USE

CONNECTORS

“On the one hand & On the other hand” are discourse markers which are used to introduce the two sides of an argument.

On the one hand, they must be able to interact with everyone clearly;

on the other, if they teach with their own accent, students can understand them better.

4. Match column A with column B to present the two arguments. Use “On the one hand” and “On the other hand” in your final argument. Then check your answer with your partner.

A. he complains about his performance about his grades.

B. I would like to earn more money, but

C. he wants to study more, but

D. there are valid reasons to use Zoom right now.

☐ many students complain that they are exhausted by Zoom classes.

☐ he does not want to give up his free time activities.

☐ I am not willing to teach extra classes.

☐ he shows little interest in improving.

### FINAL ARGUMENT

A.

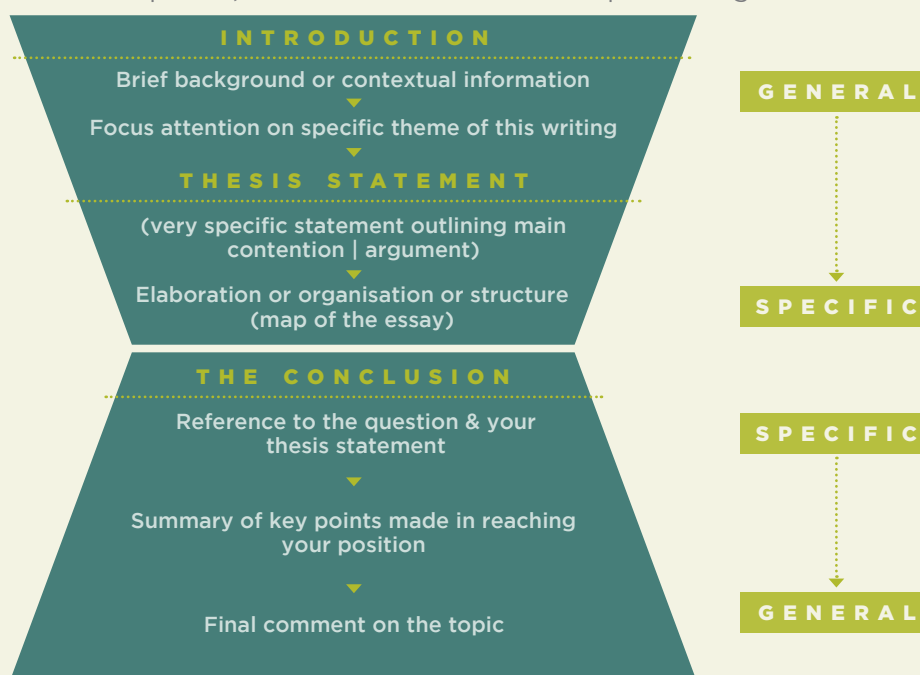
B.

C.

D.

### KEY STRUCTURAL ELEMENTS OF INTRODUCTIONS AND CONCLUSIONS

The picture below shows how introductions and conclusions work. The former moves from general information to specific, while the latter works from specific to general.



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from [https://mphcourses.nextgenu.org/pluginfile.php/23179/mod\\_resource/content/1/Writing\\_introductions\\_and\\_conclusions\\_Update.pdf](https://mphcourses.nextgenu.org/pluginfile.php/23179/mod_resource/content/1/Writing_introductions_and_conclusions_Update.pdf)

## STRUCTURE OF THE CONCLUSION

A conclusion refers back or restates to the essay topic, summarizes the key arguments and end with a suggestion, opinion or prediction that involves the reader. Remember that your conclusion should not offer information that you have not mentioned before in the essay. Finally, the conclusion must not include details.

Check the structure of this paragraph.

To sum up, achieving a native-speaker accent should not be the goal of prospective English teachers (statement of the concluding position of the essay). On the one hand, they must be able to interact with everyone clearly; on the other, if they teach with their own accent, students can understand them better (summary of key arguments). Based on these reasons, it is time for non-native speakers of English to be proud of their own accents and stop looking up to native speakers (reference back to the essay topic and offer a suggestion, opinion, or prediction).

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## COLLABORATIVE WORK

**TASK:** In pairs, use what you learned in this lesson to write an outline of the conclusion of an opinion essay.

### REQUIREMENTS:

- Do not **copy and paste** and use your own words as much as you can.
- You can create your outline together, but **your final version must be different**.

### OUTLINE

CONCLUDING POSITION

SUMMARY OF KEY ARGUMENTS

REFERENCE BACK TO THE TOPIC  
SUGGESTION  
OPINION  
PREDICTION

## INDIVIDUAL WRITING

**TASK:** Use your ideas in the pre-writing stage to write the conclusion of an opinion essay about this question:

**ARE NATIVE SPEAKER TEACHERS BETTER THAN A NON-NATIVE ONE?**

**WORDS:** 70-90

**REQUIREMENTS:** After you finish your paragraph, check it and put a ticket next to each requirement you have met. If you have not, go back to your conclusion and make the necessary changes.

- A. Include a concluding position of the essay.
- B. Include 2 sentences with the summary of the key arguments.
- C. Refer back to the essay topic.
- D. Sentence structure, grammar, spelling, capitalization, commas, and periods are correct.

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

## EXTRA PRACTICE

For extra practice visit [this folder](#):



### Learning Objectives

At the end of this lesson, you will be able to consolidate the contents studied in unit 2.

#### CONTENTS

- |                   |                 |
|-------------------|-----------------|
| <b>READING</b>    | ► Quiz          |
| <b>VOCABULARY</b> | ► Peer-feedback |

#### 1. What have you learned about the Opinion Essay? In pairs, complete the quiz!

##### OPINION ESSAY QUIZ

##### 1. Read part of the introduction and decide which part it represents:

Most people do not realize that technology can help them learn pronunciation. Google, for example, has recently implemented a new feature that shows the articulation of the words in a person's mouth and a video of someone pronouncing the word.

- A. The hook
- B. Background information
- C. Thesis statement

##### 2. Select the sentence that would be a suitable thesis statement for an opinion paragraph:

Most people do not realize that technology can help them learn pronunciation. Google, for example, has recently implemented a new feature that shows the articulation of the words in a person's mouth and a video of someone pronouncing the word.

- A. There are many webpages that can help you pronounce better.
- B. In addition to this, it shows the pronunciation of the word in familiar terms.
- C. Although it is an interesting feature, it is not completely accurate for several reasons.

##### 6. Select the correct connector:

\_\_\_\_\_ native users of any language are able to teach grammar, non-native users of a language have the necessary skills to teach grammar as well.

- A. Although ...
- B. On the one hand, ...
- C. On the other hand, ...

##### 7. Select the correct connectors:

When Pablo presents at a conference, he \_\_\_\_\_ considers his audience, \_\_\_\_\_ the topic.

- A. On the one hand, ...on the other hand,
- B. not only ..., but also
- C. The former..., the latter

## OPINION ESSAY QUIZ

### 3. The main function of a body paragraph is to

- A. state and support the reader's opinion.
- B. state and support the author's opinion.
- C. restate the author's opinion.

### 8. Select the correct connectors:

Mechanics and register are two important aspects to consider in your writing. \_\_\_\_\_ refers to punctuation and \_\_\_\_\_ to formal or informal tone.

- A. On the one hand, ...On the other hand, ...
- B. not only ..., but also ...
- C. The former ...The latter...

### 4. A concluding paragraph should include the following:

- A. a restatement of the thesis statement, a summary of main arguments, a prediction or suggestion
- B. a hook, a summary of main arguments, a prediction or suggestion
- C. a restatement of the thesis statement, a summary of main arguments, an interesting detail or new information.

### 9. Select the correct connectors:

\_\_\_\_\_ social media present positive effects on teenagers. \_\_\_\_\_ they can present some negative effects regarding self-confidence.

- A. not only ..., but also ...
- B. On the one hand, ...On the other hand, ...
- C. The former ...The latter...

### 5. Select the correct order for this concluding paragraph. The thesis statement has been given as a guide:

Thesis Statement: People who write newspaper articles often reveal surprising facts about different issues.

1. Moreover, these newspaper reporters may help people better understand complicated public policies.
2. Newspaper reporters can help educate the public about a variety of problems, such as environmental issues.
3. Given the importance of these topics, newspapers should be responsible for the information they publish.
4. In conclusion, newspapers often expose issues the public does not know about.

- A. 1,2,3,4
- B. 3,1,2,4
- C. 4,2,1,3

### 10. Read the except below. What does "it" refer to?

This is one reason why it is often easy for people in different countries to communicate using English. The author further states, "English is the most common second language" (Hobbs, 2010, p.21). It may be the best way for two people with different native languages to communicate.

- A. English
- B. the most common second language
- C. "English is the most common second language"

SCORE: \_\_\_\_\_ / 10 POINTS



## PEER-FEEDBACK

The purpose of peer feedback is to exchange of perceptions about your essays. The table below contains every part of an opinion essay. Read your classmate's essay draft, and for each part, **1. Paste the part, 2. Comment on it, and 3. Add a suggestion.**

TOPIC	STUDENT 1	STUDENT 2
HOOK	SUGGESTION	SUGGESTION
	COMMENT	COMMENT
BACKGROUND INFORMATION	SUGGESTION	SUGGESTION
	COMMENT	COMMENT
THESIS STATEMENT	SUGGESTION	SUGGESTION
	COMMENT	COMMENT
BODY PARAGRAPH 1	SUGGESTION	SUGGESTION
	COMMENT	COMMENT
BODY PARAGRAPH 2	SUGGESTION	SUGGESTION
	COMMENT	COMMENT
CONCLUSION	SUGGESTION	SUGGESTION
	COMMENT	COMMENT

TOPIC	STUDENT 1	STUDENT 2
<b>COHESION</b> sentences are organized and clearly connected with each other.	SUGGESTION	SUGGESTION
	COMMENT	COMMENT
<b>MECHANICS</b> All sentences are complete, and easily understood (length, punctuation)	SUGGESTION	SUGGESTION
	COMMENT	COMMENT
<b>GRAMMAR</b> Verb forms, prepositions, position of objects, and others.	SUGGESTION	SUGGESTION
	COMMENT	COMMENT

## UNIT 2 SOURCES

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### SOURCE 1

Lai Ping (2012)

**ADVANTAGES AND DISADVANTAGES OF NATIVE-AND NONNATIVE-ENGLISH-SPEAKING TEACHERS:**  
Students Perceptions in Hong Kong.

### STUDY INFORMATION

Data were collected through semi-structured group interviews with 30 secondary students studying in three different schools in Hong Kong.

### ADVANTAGES AND DISADVANTAGES OF LOCAL ENGLISH TEACHERS (LETs)

#### ADVANTAGES

**Understanding of students' difficulties or needs.** This was the second most cited merit of LETs, acknowledged by five interview groups. For example, SI 7 found that LETs could understand their learning needs and focus on teaching "the kind of English" they need to use more in Hong Kong (S. Int. 6). He seemed to suggest that students' learning needs were context specific... Another student found that LETs were able to understand students' weaknesses and difficulties in learning and provide more exercises practising their basic language skills (S20, S. Int. 7).

**Easy understanding of teachers.** Four interview groups suggested that it was easy to understand what LETs teach in lessons. As mentioned before, this might be attributed to LETs' language ability in students' L1. Students noted that using their L1 to explain grammar rules and difficult English vocabulary resulted in their increased understanding of lessons.

#### DISADVANTAGES

**Inaccuracy in pronunciation and grammar.** Inaccuracy in LETs' pronunciation and grammar was the main negative aspect of learning English from LETs.

**Traditional and textbook-bound teaching styles.** Another disadvantage of LETs was their traditional and textbook-bound teaching styles, which some students considered "very old-fashioned and inflexible" and resulted in less student participation in class (SI 4, S. Int. 5). However, S27 had a different view on LETs' teaching styles and found that "they try to use some interesting games" and their teaching is "quite funny" and made her "pay more attention in the class" (S. Int. 9).

### ADVANTAGES AND DISADVANTAGES OF LOCAL ENGLISH TEACHERS (LETs)

ADVANTAGES	DISADVANTAGES
<p><b>Easy communication.</b> Another advantage of learning English from LETs was easy communication between students and teachers. Some students found that it was easier for LETs to understand the meaning of what they expressed (S21, S. Int. 7; S22, S. Int. 8), but there was a communication gap between them and NETs. Their limited English might not be understood by NETs, and they might not be able to comprehend NETs' English.</p>	<p><b>Less opportunity to practise English.</b> The last perceived disadvantage of LETs was the limited opportunity for students to practise English when learning from these teachers. Because students could raise questions in Cantonese with LETs but not with NETs, they had fewer chances to speak and practise English.</p>
<p><b>Other advantages.</b> Teaching styles and closer relationship with teachers were two other advantages noted. LETs "gave more exercise and practice" (S. Int. 7) and "used some interesting games" in teaching (S. Int. 9). One student suggested that it was "easier to develop a closer relationship" with LETs because "we are both Chinese" and "we [students] can treat them [LETs] as friends" (S. Int. 5).</p>	

### ADVANTAGES AND DISADVANTAGES OF NATIVE ENGLISH TEACHERS (NETs)

ADVANTAGES	DISADVANTAGES
<p><b>Good English proficiency.</b> Having good proficiency in English, mainly accurate pronunciation and accurate grammar. NETs' pronunciation was described as "real," and they were regarded as having the knowledge of "real meaning" of English.</p>	<p><b>Anxiety with NETs.</b> Four students reported that they experienced anxiety when encountering NETs. One of them, a low-level student, reported that she was frightened to ask her NET any questions even when she could not understand (S30, S. Int. 10). Similarly, another student, a high level one, expressed her anxiety at making errors when speaking English with NETs.</p>
<p><b>Teaching styles.</b> The teaching styles of NETs were characterised by a relaxed classroom atmosphere, the use of an activity approach, and not being based on a textbook. Some students found that the relaxed and "fun" learning environment was created through storytelling, sharing of life experiences, or making jokes in lessons (S. Int. 3, 5, 7, 8, and 10) although some admitted that they had difficulty fully understanding the humour involved in some jokes. NETs' teaching through using language games and activities was also appreciated as one of their advantages.</p>	<p><b>Difficulty in communication.</b> Two students found that it was more difficult to communicate with NETs than LETs because "my English is not so good" (S26, S. Int. 9) and "they [NETs] may not understand what I say" (S29, S. Int. 10). Their views were consistent with the opinions expressed by S21 and S22 that it was easier to communicate with LETs.</p>

## ADVANTAGES AND DISADVANTAGES OF NATIVE ENGLISH TEACHERS (NETs)

### ADVANTAGES

### DISADVANTAGES

**Teaching styles.** The final disadvantage of NETs was their non-examination-oriented teaching styles. This was cited by one Year 11 student because "we have to face the exam," which was the School Certificate Examinations for all secondary school leavers (S. Int. 7). Another student suggested that NETs "don't care the grammar" and resulted in "you'll get all wrong" (S. Int. 3).

## SOURCE 2

**Walkinshaw and Oanh (2014). "Native and Non-Native English Language Teachers: Student Perceptions in Vietnam and Japan"**

### ABSTRACT

This article reports on research carried out with university students in Vietnam and Japan exploring the advantages and disadvantages of learning English from NESTs and non-NESTs. Our research found a number of perceived advantages—and disadvantages—in both types of teachers. Students viewed NESTs as models of pronunciation, of correct language use, and of cultural knowledge. However, they also found that NESTs explained grammar poorly. On the other hand, Non-NESTs were perceived as good teachers of grammar and could use the learners' L1 when necessary. In addition, students found that interaction with non-NESTs easier because of their shared culture. Non-NESTs' pronunciation was often considered worse than that of NESTs, but also easier to comprehend. Some respondents reported that they learned from both types of teachers, depending on their level of English.

## SOURCE 2

**Walkinshaw and Oanh (2014). "Native and Non-Native English Language Teachers: Student Perceptions in Vietnam and Japan"**

### DEFINITIONS

"Native" and "Non-Native" speaker: Native speakers are those that acquired the language during their childhood. This means that they learn the language naturally; for example, they learn it at home with their families. For this reason, they can understand and produce idiomatic expressions, understand regional and social variations within the language, and produce and comprehend fluent, spontaneous discourse. On the other hand, non-native speakers learn the L2 at school, but through time, studies, and other factors, they can reach almost the same proficiency and competence as native speakers.



## SELF-EVALUATION

Read the learning objectives of the unit. How confident do you feel about these skills? Choose 1, 2 or 3 (1: not confident - 2: confident - 3: very confident).

LESSON 1	1	2	3
<ul style="list-style-type: none"> <li>▶ I can extract and paraphrase general and specific information from several sources.</li> <li>▶ I can identify the purpose and structure of an opinion essay.</li> <li>▶ I can identify the parts of an essay introduction: hook, background information and thesis.</li> <li>▶ I can create a thesis statement for an opinion essay.</li> <li>▶ I can extract and paraphrase general and specific information from several sources.</li> <li>▶ I can write the introduction of an opinion essay.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
LESSON 2	1	2	3
<ul style="list-style-type: none"> <li>▶ I can extract general and specific information from a body paragraph.</li> <li>▶ I can use “although”, “not only...but also” correctly to link parts of a sentence.</li> <li>▶ I can identify the structure of an opinion essay’s body paragraph.</li> <li>▶ I can extract and paraphrase general and specific information from several sources.</li> <li>▶ I can plan and write the first body paragraph of an opinion essay.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
LESSON 3	1	2	3
<ul style="list-style-type: none"> <li>▶ I can extract general and specific information from a body paragraph.</li> <li>▶ I can organize and outline my body paragraphs so that they align with the thesis statement.</li> <li>▶ I can extract and paraphrase general and specific information from several sources.</li> <li>▶ I can plan and write the second body paragraph of an opinion essay.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
LESSON 4	1	2	3
<ul style="list-style-type: none"> <li>▶ I can identify the purpose and structure of a conclusion in an opinion essay.</li> <li>▶ I can distinguish how elements are organized in the introduction and the conclusion.</li> <li>▶ I can use “on the one hand” and “on the other hand” correctly.</li> <li>▶ I can plan and write the conclusion of an opinion essay.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

*Remember: If you need help, ask your teacher!*

## ENVIRONMENTAL ISSUES

“ I want you to act as if the house is on fire, because it is. ”

*Greta Thunberg at the World Economic Forum*  
DAVOS, 24 JANUARY 2019

“ We showed that we are united and that we, young people, are unstoppable. ”

*Greta Thunberg at the UN Youth Climate Summit*  
NEW YORK CITY, 21 SEPTEMBER 2019

### IN THIS UNIT, YOU WILL BE ABLE TO...

- ▶ Extract main and relevant supporting ideas from a cause-effect essay about global warming
- ▶ Identify the parts and the focus of a cause-effect essay
- ▶ Plan and write an introduction, the body paragraphs and conclusion of a cause-effect essay
- ▶ Apply a set of cause-effect connectors (because of, due to, as a result, and others)
- ▶ Apply first conditional in a cause-effect essay and “the former,” “the latter” to refer to previous ideas
- ▶ Evaluate, give, and receive peer-feedback to a peer about their essay
- ▶ Write a cause-effect essay on the effects of global warming in Chile



## WRITING THE INTRODUCTION OF A CAUSE-EFFECT ESSAY

### Learning Objectives

At the end of this lesson, you will be able to write the introduction of a cause-effect essay.

#### CONTENTS

##### READING THE CAUSE-EFFECT ESSAY

- ▶ Reading about Global Warming
- ▶ Structure of the cause-effect essay

##### INTRODUCTION

- ▶ Review of introduction parts
- ▶ Thesis statement: focus on causes / effects

##### OUTLINING THE INTRODUCTION WRITING

- ▶ Outlining hook and background information
- ▶ Write the introduction of an opinion essay



### READING

#### 1. Discuss in pairs:

- In your words, what is "global warming"?
- What are some its effects? How have some of the effects affected Chile and the O'Higgins Region?

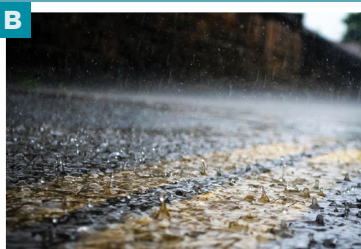
#### 2. Match the words with the pictures:

heavy rainfall - melting ice - crops

A



B



C



**3. In pairs, answer the questions:**

- A. Scan the introduction of the cause-effect essay below and underline the thesis statement.  
What will the essay be about?
- B. Create a title for the essay

**TITLE:**

2020 was the second-warmest year ever recorded in Earth's temperature, with record heat waves of up to 38° in Siberia and 54.4 °C in Death Valley, California (Wikipedia). These are just two effects of global warming, which is the "unusually rapid increase in Earth's average surface temperature mainly due to the greenhouse gases released by people burning fossil fuels." (NASA's Earth Observatory). In fact, since the 1880s, this temperature has risen by 2 degrees. Although two degrees may not seem much, it has had numerous severe effects globally, such as extreme heat and cold, reduced snow cover, increased rainfalls, and even changing animal habitats. Because it is a global phenomenon, Chile is no exception: global warming is and will keep affecting sea levels and agriculture.

Because of global warming, sea level has risen due to melting ice caps in some regions around the world (Bose, 2010). As a result, an acceleration of beach erosion may be seen on cliffs, coastal floods, and developed coastlines in areas in which the sea level has risen. Consequently, millions of acres of coastal farmlands and coastal populated areas will probably be covered by water in the future (Bird, 1996). In short, global warming can cause an expansion of seawater and a melt of glaciers, which may affect coastal areas.

Another area affected by global warming is agriculture in part because unpredictable weather and heavy rains severely affect crop yields. A recent article reports that in Kenya, famous for tea crops, the area of optimal tea-growing conditions will decrease by 25% by 2050 because of excessive rain, which will result in tea with fewer antioxidant qualities (Harvey, 2021). Furthermore, Center Chile recently experienced long, unexpected heavy rains in summertime. As a result, more than 50% of crops were damaged or lost between the V and VI Regions; for example, table grape production was affected due to broken vineyards or fungi (Villena, 2021). If these unusual rains continue to occur, farmers will probably have to find effective solutions to reach the rest of the population.

To sum up, global warming has affected the levels of the sea and crops. The former has caused the erosion of some beaches, and it is likely to flood coastal areas. The latter has been damaged because of heavy rainfalls, which are likely to be more frequent. Based on these reasons, people should get organized and propose solutions to this problem to their authorities. If humans do not do anything to stop global warming today, future generations will inherit a decaying planet.

CREATED BY PATRICIO CANALES AND CATALINA SANDOVAL

## THE CAUSE-EFFECT ESSAY: STRUCTURE

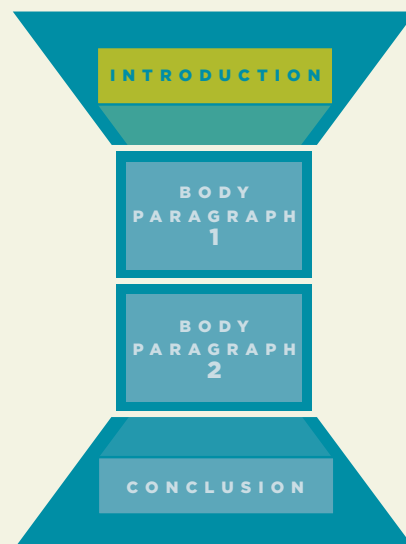
4. Use the sample essay in exercise 3 to complete the effect essay outline with the words from the box.

	hook	thesis statement	background information	topic sentence
	supporting sentence 2	supporting sentence 1	summary of main effects	
	concluding sentence	closure: <i>prediction and/or suggestion</i>		
<b>INTRODUCTION</b>	<p>_____ : record temperature figures + temperature rise over time</p> <p>_____ : definition of global warming + several effects of global warming + its effects in Chile</p> <p>_____ : "Global warming is and will keep affecting sea levels and agriculture"</p>			
<b>BODY PARAGRAPH 1</b>	<p><b>TOPIC SENTENCE:</b> sea levels have risen due to melting ice caps in some regions around the world.</p> <p><b>SUPPORTING SENTENCE 1:</b> acceleration of beach erosion on cliffs, coastal floods, and developed coastlines.</p> <p>_____ : coastal farmlands and coastal populated areas will probably be covered by water</p> <p>_____ : global warming: expansion of seawater, melt of glaciers + coastal areas affected</p>			
<b>BODY PARAGRAPH 2</b>	<p>_____ : Another area affected by global warming is agriculture in part due to unpredictable weather and heavy rains severely affect crop yields.</p> <p>_____ : Tea-growing conditions in Kenya due to rain excess</p> <p><b>SUPPORTING SENTENCE 2:</b> Lost crops in Chile as a result of heavy rains</p> <p><b>CONCLUDING SENTENCE:</b> What will farmers have to do if these rains happen again?</p>			
<b>CONCLUSION</b>	<p><b>RESTATEMENT OF THESIS:</b> global warming has affected the levels of the sea and crops.</p> <p>_____ : The former has caused the erosion of some beaches + The latter has been damaged because of heavy rainfalls.</p> <p>_____ : people should get organized and propose solutions to this problem to their authorities. If humans do not do anything to stop global warming today, future generations will inherit a decaying planet.</p>			

## REVIEW OF THE INTRODUCTION

5. Reread the essay's introduction. Identify the **hook**, **background information**, and **thesis statement** by highlighting each part with different colors.

2020 was the second-warmest year ever recorded in Earth's temperature, with record heat waves of up to 38° in Siberia and 54.4 °C in Death Valley, California (Wikipedia). These are just two effects of global warming, which is the "unusually rapid increase in Earth's average surface temperature mainly due to the greenhouse gases released by people burning fossil fuels." (NASA's Earth Observatory). In fact, since the 1880s, this temperature has risen by 2 degrees. Although two degrees may not seem much, it has had numerous severe effects globally, such as extreme heat and cold, reduced snow cover, increased rainfalls, and even changing animal habitats. Because it is a global phenomenon, Chile is no exception: global warming is and will keep affecting sea levels and agriculture.



## WRITING THE THESIS STATEMENT: FOCUS ON CAUSES / EFFECTS

In a cause-effect essay, there are **two possible types** of thesis statements:

- A. **Focus on causes:** *There are both natural and man-made causes of global warming.*  
 B. **Focus on effects:** *Global warming is having severe effects on crops.*

6. Reread the essay's thesis statement. Will the essay discuss causes or effects? Circle the key words that indicate this.

**Thesis statement:** Global warming is and will keep affecting sea levels and agriculture.

7. In pairs, find sources and relevant information for the question below.

ESSAY QUESTION	What have been the effects of global warming in Chile?
SOURCE	RELEVANT DETAILS

8. Individually, use the information in 7 to select the two effects that you will discuss. Then complete the Thesis Statement below:

(Potential Thesis Statement): .....

9. Work individually. Now that you have a possible thesis statement, read the sources given to outline the hook and background information. Use the table below to write down and organize relevant information. **SUGGESTION:** Read sources carefully, highlight potentially useful information, take notes of relevant information on the side in your own words.

INTRODUCTION PART	INFORMATION IN YOUR OWN WORDS	SOURCE (AUTHOR + YEAR)
HOOK		
BACKGROUND INFORMATION		

### INDIVIDUAL WRITING

**TASK:** Use your ideas in the pre-writing stage to write the introduction of a cause-effect essay about this question:

**WHAT HAVE BEEN THE EFFECTS OF GLOBAL WARMING IN CHILE?**

**WORDS:** 70-90

**REQUIREMENTS:** After you finish your paragraph, check it and put a ticket next to each requirement you have met. If you have not, go back to your introduction and make the necessary changes.

- A. Include a hook that is interesting and academic (e.g. it has a source; it is cited).
- B. Include 2 sentences with background information that connect to the thesis statement.
- C. Include a focused and clear thesis statement that states the effects that will be developed in the essay.
- D. Sentence structure, grammar, spelling, capitalization, commas, and periods are correct.

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### EXTRA PRACTICE

For extra practice visit [this folder](#):



## WRITING THE BODY PARAGRAPH 1

### Learning Objectives

At the end of this lesson, you will be able to write the first body paragraph of an opinion essay.

#### CONTENTS

READING	▶ Analyzing the first body paragraph
LANGUAGE USE	▶ Cause - Effect connectors 1
STRUCTURE	▶ Body paragraph 1
WRITING	▶ Write the first body paragraph of a cause - effect essay



#### READING

#### 1. In pairs, match the words with their definitions.

- |                       |                      |                                                                                                          |
|-----------------------|----------------------|----------------------------------------------------------------------------------------------------------|
| A. global warming (n) | <input type="text"/> | A large area of rock or a mountain with a very steep side, often at the edge of the sea or a river.      |
| B. melt (v)           | <input type="text"/> | When something solid becomes liquid.                                                                     |
| C. cliff (n)          | <input type="text"/> | An area covered with water.                                                                              |
| D. flood (n)          | <input type="text"/> | A general increase of world temperatures caused by increased amounts of carbon dioxide around the Earth. |

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#### 2. Read the body paragraph 1 and answer the questions.

*Because of* global warming, sea level has risen *due to* melting ice caps in some regions around the world (Bose, 2010). *As a result*, an acceleration of beach erosion may be seen on cliffs, coastal floods, and developed coastlines in areas in which the sea level has risen. *Consequently*, millions of acres of coastal farmlands and coastal populated areas will probably be covered by water in the future (Bird, 1996). *In short*, global warming can cause an expansion of seawater and a melt of glaciers, which may affect coastal areas.

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AND CATALINA SANDOVAL MUÑOZ



A. Which sentence (s) from the paragraph expresses the main effect of global warming?

B. Which sentence (s) from the paragraph expresses the associated effects?

C. Explain "coastal" in your own words.

### 3. In pairs, discuss the following question:

- How will coastal areas in Chile be affected in the future by global warming?



## LANGUAGE USE |

### CAUSE - EFFECT CONNECTORS

#### CAUSE CONNECTORS

In a cause and effect essay, connectors create coherence by indicating the relationship between ideas in sentences.

#### CONNECTORS INTRODUCING A NOUN PHRASE

- Use **due to**, **because of**, and **as a result of** to introduce a noun phrase.
- A noun phrase is formed by a noun and its modifiers. It has no verb.
- When the noun phrase comes at the beginning of a sentence, it is followed by a comma. When the noun phrase comes at the end of a sentence, no comma is used.

#### EXAMPLES

- Noun Phrase**  
▶ **Because of** global warming, sea level has risen **due** to melting ice caps in some regions around the world (Bose, 2010).
- ▶ Sea level has risen **due** to melting ice caps in some regions around the world **because of** global warming (Bose, 2010). **Noun Phrase**

#### CONNECTORS INTRODUCING A CLAUSE

- Use **because** or **since** to introduce a dependent clause. A dependent clause must be attached to a main clause in order to be a sentence.
- Remember, both dependent and main clauses contain a *subject* and a *verb*.
- Note that when the dependent clause comes at the beginning of the sentence, it is followed by a comma. When the dependent clause comes at the end of the sentence, *no comma is used*.

#### EXAMPLES

- Dependent clause**      **Independent clause**  
▶ **Because / since** global warming is affecting coastal areas, sea level has risen by melting ice caps in some regions around the world (Bose, 2010).
- Independent clause**      **Independent clause**      **Dependent clause**  
▶ Sea level has risen by melting ice caps in some regions around the world **because / since** global warming is affecting coastal areas (Bose, 2010).



4. In pairs, combine each pair of sentences to show cause and effect. Use the connector in parentheses and make the necessary changes for a grammatically correct sentence. Pay attention to punctuation.

A. There have been new advances in technology. We are able to prevent natural disasters. (because)

B. Sea levels have risen. There has been erosion in some beaches. (since)

C. The interest rates are low. More people are buying houses near coastal areas. (due to)

D. The flood was destructive. Many houses disappeared in the south of Chile. (because of)

E. Global warming is becoming a real threat. More and more companies are reducing carbon emissions. (since)

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## EFFECT CONNECTORS

### CONNECTORS INTRODUCING A NOUN PHRASE

- ▶ Use **therefore**, **as a result**, or **consequently** to introduce effect clauses. These connectors always come between two main clauses. One clause shows a cause and the other shows an effect.
- ▶ When the clauses are joined into one sentence, the connector is always preceded by a semicolon and followed by a comma.

#### EXAMPLES

- Cause**
- ▶ **Because of** global warming, sea level has risen **due to** melting ice caps in some regions around the world (Bose, 2010).
- ▶ **As a result**, an acceleration of beach erosion may be seen on cliffs, coastal floods, and developed coastlines in coastal areas in which the sea level has risen.
- Effect**
- Cause**
- ▶ **Because of** global warming, sea level has risen **due to** melting ice caps in some regions around the world (Bose, 2010).
- ▶ **Consequently**, millions of acres of coastal farmlands and coastal populated areas will probably be covered by water in the future (Bird, 1996).
- Effect**

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5. In pairs, combine each pair of sentences to show cause and effect. Use the connector in parentheses and make the necessary changes for a grammatically correct sentence. Pay attention to punctuation.

- A. Over the years, global warming has worsened. Many coastal areas have suffered the consequences. (therefore)
- B. The flood caused major damage to rural areas. The authorities will have to rebuild them soon. (consequently)
- C. Many farmers moved to the south of the country. The drought in the north was devastating; (as a result)
- D. Buses no longer contaminate in Santiago. Companies have created electric ones. (as a result)
- E. The studies about global warming in Chile are very promising. The government will allocate more money for research. (therefore)

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**STRUCTURE (BODY PARAGRAPH 1)**

Remember that each paragraph states the writer's opinion about a topic using supporting sentences. These supporting sentences provide cause and effect supported by data and a concluding sentence.

Check the structure of this paragraph.

**Because of** global warming, sea level has risen **due to** melting ice caps in some regions around the world (Bose, 2010) **(topic sentence)**. **As a result**, an acceleration of beach erosion may be seen on cliffs, coastal floods, and developed coastlines in coastal areas in which the sea level has risen (effect). **Consequently**, millions of acres of coastal farmlands and coastal populated areas will be covered by water in the future (Bird, 1996) (effect). **In short**, global warming can cause an expansion of seawater and a melt of glaciers, which may affect coastal areas **(concluding sentence)**.

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## COLLABORATIVE WORK

**TASK:** In pairs, use what you learned in this lesson to write an outline.

### REQUIREMENTS:

- ▶ Do not **copy and paste** and use your own words as much as you can.
- ▶ You can create your outline together, but **your final version must be different**.

### OUTLINE

TOPIC SENTENCE

EFFECT (SUPPORTING SENTENCE)

EFFECT (SUPPORTING SENTENCE)

CONCLUDING SENTENCE

## INDIVIDUAL WRITING

**TASK:** Use your ideas in the previous exercise to write the first body paragraph of a cause - effect essay about this question:

**WHAT HAVE BEEN THE EFFECTS OF GLOBAL WARMING IN CHILE?**

**WORDS:** 100-120

**REQUIREMENTS:** After you finish your paragraph, check it and put a ticket next to each requirement you have met. If you have not, go back to your body paragraph 1 and make the necessary changes.

- A. Include a clear and general topic sentence.
- B. Include 2 relevant sources that illustrate the topic sentence.
- C. Include suitable paraphrases of the sources' information.
- D. Ideas are connected with a variety of suitable cause-effect connectors.
- E. There is a concluding sentence.
- F. There is one or more conditional sentences.
- G. Sentence structure, grammar, spelling, capitalization, commas, and periods are correct.

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## EXTRA PRACTICE

For extra practice visit [this folder](#):



## WRITING THE BODY PARAGRAPH 2

### Learning Objectives

At the end of this lesson, you will be able to write the second body paragraph of a cause-effect essay.

#### CONTENTS

READING	► Analyzing the second body paragraph
BODY PARAGRAPH 2	► Structure
CONNECTORS	► Cause-effect connectors 2
LANGUAGE USE	► First Conditional
WRITING	► Write the second body paragraph of a cause-effect essay

#### READING

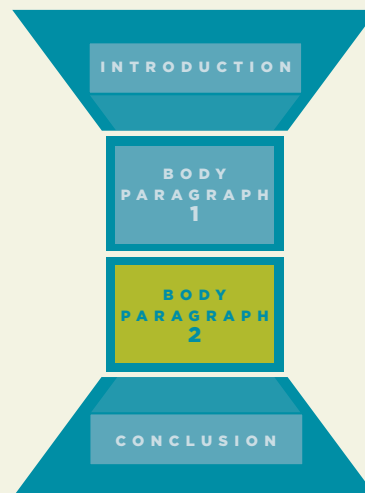


#### 1. Match the words (1-4) with their definition (a-d):

WORD	DEFINITION
1. crop (n)	A. ___ cultivate
2. crop yield (n)	B. ___ parasitic organism that makes plants sick
3. grow (v)	C. ___ a plant or plant product that is cultivated for eating
4. fungi (n)	D. ___ the amount of food produced by plants

**2. In pairs, read the essay's second body paragraph and answer the questions a-f.**

Another area affected by global warming is agriculture in part because unpredictable weather and heavy rains severely affect crop yields. A recent article reports that in Kenya, famous for tea crops, the area of optimal tea-growing conditions will decrease by 25% by 2050 **because of** excessive rain, which will **result in** tea with fewer antioxidant qualities (Harvey, 2021). Furthermore, Center Chile recently experienced long, unexpected heavy rains in summertime. **As a result**, more than 50% of crops were damaged or lost between the V and VI Regions; for example, table grape production was affected **due to** broken vineyards or fungi (Villena, 2021). If these unusual rains continue to occur, farmers will probably have to find effective solutions to reach the rest of the population.



- What does global warming affect? How? Underline this in the paragraph.
- How many sources are cited in the paragraph?
- According to the paragraph, what will happen to tea qualities by 2025?
- According to the paragraph, how did heavy rains affect crops in Chile?
- What line contains the concluding sentence? Underline it.
- Consider the words in **bold**. These are words to refer to causes: A. \_\_\_\_\_ ; B. \_\_\_\_\_ These refer to effects: A. \_\_\_\_\_ ; B. \_\_\_\_\_

**THE BODY PARAGRAPH'S STRUCTURE**

Another area affected by global warming is agriculture in part because unpredictable weather and heavy rains severely affect crop yields.

Topic sentence: Body paragraph's main idea.

A recent article reports that in Kenya, famous for tea crops, the area of optimal tea-growing conditions will decrease by 25% by 2050 because of excessive rain, which will result in tea with fewer antioxidant qualities (Harvey, 2021).

Supporting sentence 1 Source 1.

Furthermore, Center Chile recently experienced long, unexpected heavy rains in summertime. As a result, more than 50% of crops were damaged or lost between the V and VI Regions; for example, table grape production was affected due to broken vineyards or fungi (Villena, 2021).

Supporting sentence 2: Source 2.

If these unusual rains continue to occur, farmers will probably have to find effective solutions to reach the rest of the population.

Concluding sentence: Prediction that connects directly with topic sentence.

## CONNECTORS: CAUSE-EFFECT CONNECTORS 2

3. Read the sentences taken from the essay. Use the information below and the underlined parts as a clue to put a ticket in the correct column.

► **RULE 1:** Connecting expression + noun phrase (never a verb)

► **RULE 2:** Beginning of a sentence followed by comma

SENTENCE	CAUSE	EFFECT	RULE
1. <b>As a result</b> , more than 50% of crops were damaged or lost between the V and VI Regions.			
2. The area of optimal tea-growing conditions will decrease by 25% by 2050, which will <b>result in</b> tea with fewer antioxidant qualities (Harvey, 2021).			
3. The area of optimal tea-growing conditions will decrease by 25% by 2050 <b>because of</b> excessive rain, which will result in tea that will lose its antioxidant qualities (Harvey, 2021).			
4. Table grape production was affected <b>due to</b> broken vineyards or fungi (Villena, 2021).			

4. Complete the two body paragraphs of the essay "Other effects of global warming" with the connectors from the box. Use each connector only once.

because of | as a result | result in | due to

### OTHER EFFECTS

### of Global Warming



On the one hand, climate change and its heavy rains can A. \_\_\_\_\_ unexpected floods. In recent years, many cities in the United States have had more precipitation than before, and their water infrastructure is not prepared. B. \_\_\_\_\_, they have flooded more often.



because of

as a result

result in

due to

### OTHER EFFECTS

### of Global Warming



On the other hand, climate change can also cause severe droughts. This happens C. \_\_\_\_\_ the lack of rain over long periods of time. In fact, scientists have predicted that the southwestern United States, Central America and Europe would become drier D. \_\_\_\_\_ climate change.

\*droughts: sequías



### LANGUAGE USE | FIRST CONDITIONAL

#### 5. Study the sentences below and their structure:

- ▶ If these unusual rains **continue** to occur, farmers **will probably have to find** effective solutions

Dependent Clause

Independent Clause

to reach the rest of the population.

Independent Clause

- ▶ Farmers **will probably have to find** effective solutions to reach the rest of the population **if** these

Independent Clause

Dependent Clause

unusual rains **continue** to occur.

Dependent Clause

First conditional is used to refer to a certain or probable event in the future. It is formed by 2 parts:

- ▶ A condition: IF clause in **present tense** (dependent clause)
- ▶ A prediction: Sentence with "will" + infinitive (**independent clause**)

#### 6. How will global warming affect us in Chile? In pairs, use the information in this lesson to complete the sentences with their missing parts.

- A. If there are more heavy rainfalls, \_\_\_\_\_.
- B. If crops are lost, \_\_\_\_\_.
- C. If \_\_\_\_\_, fruit prices will probably increase.
- D. If \_\_\_\_\_, flat areas will be severely affected.
- E. If governments \_\_\_\_\_, \_\_\_\_\_.

## COLLABORATIVE WORK

**TASK:** In pairs, read the sources given and select those that support your second reason in the thesis statement. Take notes and organize them in the table below.

**REQUIREMENTS:**

- ▶ Do not **copy and paste** and use your own words as much as you can.
- ▶ You can discuss sources together, but **your paraphrase must be individual.**

PART OF THE BODY PARAGRAPH	RELEVANT SOURCE (AUTHOR + YEAR)	EFFECT
YOUR SECOND REASON (TOPIC SENTENCE)		
SUPPORTING SENTENCE 1 (SOURCE 1)		
SUPPORTING SENTENCE 2 (SOURCE 2)		

### INDIVIDUAL WRITING

**TASK:** Use your ideas in the previous exercise to write the second body paragraph of a cause-effect essay about this question:

**WHAT HAVE BEEN THE EFFECTS OF GLOBAL WARMING IN CHILE?**

**WORDS:** 100-120

**REQUIREMENTS:** After you finish your paragraph, check it and put a ticket next to each requirement you have met. If you have not, go back to your body paragraph 2 and make the necessary changes.

- A. Include a clear and general topic sentence.
- B. Include 2 relevant sources that illustrate the topic sentence.
- C. Include suitable paraphrases of the sources' information.
- D. Ideas are connected with a variety of suitable cause-effect connectors.
- E. There is a concluding sentence.
- F. There is one or more conditional sentences.
- G. Sentence structure, grammar, spelling, capitalization, commas, and periods are correct.


### 03

### Lesson

#### EXTRA PRACTICE

For extra practice visit [this folder](#):



## WRITING THE CONCLUSION

### Learning Objectives

At the end of this lesson, you will be able to write the conclusion of a cause - effect essay.

#### CONTENTS

READING	▶ Analyzing the Conclusion
LANGUAGE USE	▶ The former ... The latter.
STRUCTURE	▶ Conclusion
WRITING	▶ Write the conclusion of a cause-effect essay

#### READING



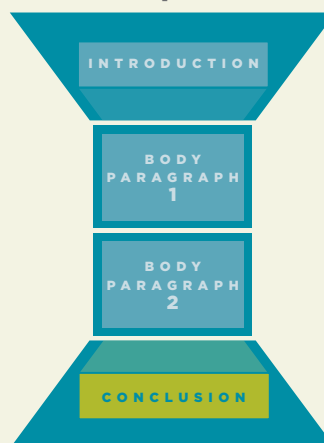
#### 1. In pairs, match the words with their definitions.

- |                    |                      |                                                                                       |
|--------------------|----------------------|---------------------------------------------------------------------------------------|
| A. erosion (n)     | <input type="text"/> | When buildings or areas become worse.                                                 |
| B. be likely       | <input type="text"/> | The process in which rock or soil is gradually destroyed by wind, rain, or the sea.   |
| C. inherit (v)     | <input type="text"/> | Something that will probably happen.                                                  |
| D. decaying (adj.) | <input type="text"/> | When people receive problems caused by other people, and they have to deal with them. |

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#### 2. In pairs, read the essay's second body paragraph and answer the questions a-f.

**To sum up**, global warming has affected the levels of the sea and crops. **The former** has caused the erosion of some beaches, and it is likely to flood coastal areas. **The latter** has been damaged because of heavy rainfalls, which are likely to be more frequent. **Based on these reasons**, people should get organized and propose solutions to this problem to their authorities. If humans do not do anything to stop global warming today, future generations will inherit a decaying planet.



- A. Which sentence (s) restate the position of the essay? .....
- B. Which sentence (s) summarizes the key arguments of the essay? .....
- C. What is the function of these connectors: "the former and the latter"? .....
- D. Is this an effective conclusion? Why? Why not? .....

**3. In pairs, paraphrase the conclusion in exercise 2.**

Conclusion



LANGUAGE USE

**THE FORMER ... THE LATTER ...**

We use the terms *the former* and *the latter* to distinguish between two concepts. *The former* distinguishes the first of these two concepts, and the latter distinguishes the second. Do not use *the former* or *the latter* when writing about more than two concepts.

**EXAMPLE**

► *To sum up*, global warming has affected *the levels of the sea* and *crops*. *The former* has caused the erosion of some beaches, and it is likely to flood coastal areas. *The latter* has been damaged because of heavy rainfalls, which are likely to be more frequent.

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**4. In pairs, put the sentence parts in order. Then replace the subjects with "the former" and "the latter." Follow the example.**

**EXAMPLE**

- A. crops have been affected by rainfalls / the problems caused by global warming impact crops and sea levels / sea levels have caused erosion in coastal areas

**FULL SENTENCE**

The problems caused by global warming impact crops and sea levels. The former have been affected by rainfalls, and the latter have caused erosion in coastal areas.

- A. sea levels have risen due to global warming, which has resulted in two consequences related to coastal floods and beach erosion / coastal floods will cover some populated areas in the future / beach erosion will be seen on cliffs and developed coastlines
- B. heavy rains will affect tea growing conditions in Kenya / global warming has affected agriculture because of unpredictable weather and heavy rains / unpredictable weather will affect crops in center Chile
- C. global warming has had severe negative effects such as extreme heat waves and rainfalls / extreme rainfalls have affected tea crops / extreme heat waves have affected forests in places such as the north of Australia
- D. cleaning coastal areas would encourage people to take care of the environment / authorities should propose solutions to global warming such as recycling and cleaning coastal areas / recycling would encourage people to reuse some containers

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## STRUCTURE OF THE CONCLUSION

**A conclusion refers back to or restates the essay's topic, summarizes the key arguments, and ends with a suggestion, opinion or prediction that involves the reader. Remember that your conclusion should not offer information that you have not discussed before in the essay. Finally, the conclusion must not include details.**

Check the structure of this paragraph.

To sum up, global warming has affected the levels of the sea and crops. (statement of the concluding position of the essay). The former has caused the erosion of some beaches, and it is likely to flood coastal areas. The latter has been damaged because of heavy rainfalls, which are likely to be more frequent. (summary of key arguments). Based on these reasons, people should get organized and propose solutions to this problem to their authorities. If humans do not do anything to stop global warming today, future generations will inherit a decaying planet. (reference back to the essay topic and offer a suggestion, opinion, or prediction).

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## COLLABORATIVE WORK

**TASK:** In pairs, use what you learned in this lesson to write an outline of the conclusion of a cause – effect essay.

### REQUIREMENTS:

- ▶ Do not **copy and paste** and use your own words as much as you can.
- ▶ You can create your outline together, but **your final version must be different**.

### OUTLINE

CONCLUDING POSITION	
SUMMARY OF KEY ARGUMENTS	
REFERENCE BACK TO THE TOPIC	
SUGGESTION	
OPINION	
PREDICTION	

## INDIVIDUAL WRITING

**TASK:** Use your ideas in the pre-writing stage to write the conclusion of an opinion essay about this question:

**WHAT HAVE BEEN THE EFFECTS OF GLOBAL WARMING IN CHILE?**

**WORDS:** 70-90

**REQUIREMENTS:** After you finish your paragraph, check it and put a ticket next to each requirement you have met. If you have not, go back to your conclusion and make the necessary changes.

- A. Include a concluding position of the essay.
- B. Include 2 sentences with the summary of the key arguments.
- C. Refer back to the essay topic.
- D. Sentence structure, grammar, spelling, capitalization, commas, and periods are correct.

☐  
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## EXTRA PRACTICE

For extra practice visit [this folder](#):



### Learning Objectives

At the end of this lesson, you will be able to consolidate the contents studied in unit 3.

#### CONTENTS

<b>QUIZ</b>	► Cause-effect essay
<b>LANGUAGE USE</b>	► First conditional
<b>WRITING</b>	► Peer-feedback

#### 1. What have you learned about the Cause-Effect Essay? In pairs, complete the quiz!

##### CAUSE-EFFECT ESSAY QUIZ

**1. Read the thesis statement of a cause-effect essay and select what the focus of the essay will be:**

"Ozone depletion has resulted in many environmental changes, such as desertification and increasing UV rays."

- A. Focus on effects
- B. Focus on causes
- C. Focus on causes and effects

**6. Select the correct connector for this sentence:**

"Carlos and Emilio were not wearing a suitable jacket for that heavy rain. \_\_\_\_\_, they were completely wet when they got home."

- A. Since
- B. As a result
- C. As a result of

**2. The introductory paragraph below is missing an element. Which one is it?**

Lower ozone levels as a result of ozone depletion mean less protection from the sun's rays and more exposure to UV radiation at the Earth's surface. Therefore, year after year there are harmful effects on human health, plants, and even marine ecosystems.

- A. A thesis statement.
- B. A hook
- C. Background information

**7. Select the correct connector for this sentence:**

"There was poor sanitation in that hospital \_\_\_\_\_ many people had health problems."

- A. Due to
- B. Because of
- C. Because

## OPINION ESSAY QUIZ

### 3. A concluding paragraph should NOT contain...

- A. a restatement of the essay's thesis statement
- B. a general closing sentence that involves the reader
- C. new facts or details which have not been discussed

### 8. Select the correct connector for this sentence:

"Some countries do not have resources to grow food. \_\_\_\_\_, many people will be hungry in 10 years."

- A. Therefore
- B. So
- C. Due to

### 4. Choose the correct alternative to complete this sentence:

Many people had health problems \_\_\_\_\_ poor sanitation of that hospital.

- A. Thus
- B. Because of
- C. As a consequence

### 9. What option completes this:

"If governments \_\_\_\_\_ enforce stronger environmental policies, global warming effects will worsen"

- A. would not
- B. do not
- C. will not

### 5. Choose the correct alternative to complete this sentence:

Carlos and Emilio were completely wet when they got home \_\_\_\_\_ the heavy rain.

- A. As a consequence
- B. Because
- C. Due to

### 10. What option completes this:

"If we do not reduce our CO2 emission targets, there \_\_\_\_\_ more floods, hurricanes, erosion of land, forest fires, among other disasters."

- A. would be
- B. are
- C. will be

SCORE: \_\_\_\_\_ / 10 POINTS

## 2. What have you learned about global warming? In pairs, complete the sentences with a suitable idea.

- A. If temperatures go up by a degree, .....
- B. If the polar ice caps melt, .....
- C. We will lose a lot of farmland if the level .....
- D. If mosquitoes move to new areas, they .....
- E. Many people will starve if .....
- F. If there is extra carbon dioxide in sea water, shellfish .....

SOURCE: CLARKE, S. (2008). MACMILLAN ENGLISH GRAMMAR IN CONTEXT: ESSENTIAL (WITH KEY). MACMILLAN.



## PEER-FEEDBACK

**TASK:** The purpose of peer feedback is to exchange of perceptions about your essays. The table below contains every aspect to consider.

**REQUIREMENTS:** Exchange drafts. Read your classmate's essay draft, and for each part: 1) comment on it, and 2) add a suggestion.

TOPIC	STUDENT 1	STUDENT 2
HOOK	COMMENT	COMMENT
	SUGGESTION	SUGGESTION
BACKGROUND INFORMATION	COMMENT	COMMENT
	SUGGESTION	SUGGESTION
THESIS STATEMENT	COMMENT	COMMENT
	SUGGESTION	SUGGESTION
BODY PARAGRAPH 1	COMMENT	COMMENT
	SUGGESTION	SUGGESTION
BODY PARAGRAPH 2	COMMENT	COMMENT
	SUGGESTION	SUGGESTION
CONCLUSION	COMMENT	COMMENT
	SUGGESTION	SUGGESTION

TOPIC	STUDENT 1	STUDENT 2
<b>COHESION</b> Sentences are organized and clearly connected with each other.	COMMENT	COMMENT
	SUGGESTION	SUGGESTION
<b>MECHANICS</b> All sentences are complete, and easily understood (length, punctuation)	COMMENT	COMMENT
	SUGGESTION	SUGGESTION
<b>GRAMMAR</b> Verb forms, prepositions, position of objects, and others.	COMMENT	COMMENT
	SUGGESTION	SUGGESTION

## SELF-EVALUATION

Read the learning objectives of the unit. How confident do you feel about these skills? Choose 1, 2 or 3 (1: not confident - 2: confident - 3: very confident).

LESSON 1	1	2	3
▶ I can extract and paraphrase general and specific information from several sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▶ I can identify the purpose and structure of a cause-effect essay.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▶ I can identify the parts of an essay introduction: hook, background information and thesis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▶ I can create a thesis statement for a cause-effect essay.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▶ I can plan and write the introduction of a cause-effect essay.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LESSON 2	1	2	3
▶ I can extract general and specific information from a body paragraph.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▶ I can use cause-effect connectors correctly to link ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▶ I can identify the structure of a cause-effect essay's body paragraph.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▶ I can extract and paraphrase general and specific information from several sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▶ I can plan and write the first body paragraph of a cause-effect essay.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LESSON 3	1	2	3
▶ I can extract general and specific information from a body paragraph.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▶ I can organize and outline my body paragraphs so that they align with the thesis statement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▶ I can use cause-effect connectors correctly to link ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▶ I can identify and apply first conditional sentences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▶ I can extract and paraphrase general and specific information from several sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▶ I can plan and write the second body paragraph of a cause-effect essay.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LESSON 4	1	2	3
▶ I can identify the purpose and structure of a conclusion in a cause-effect essay.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▶ I can distinguish how elements are organized in the introduction and the conclusion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▶ I can use "the former" and "the latter" correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▶ I can plan and write the conclusion of a cause-effect essay.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Remember: If you need help, ask your teacher!*



# 4 UNIT

## WRITING COLLABORATIVELY



Unity is a strength...where there is teamwork and collaboration, wonderful things can be achieved.



*Mattie Stepanek*  
AMERICAN POET  
(1990 -2004)

### IN THIS UNIT, YOU WILL BE ABLE TO...

- ▶ Extract main and relevant supporting ideas from an advantage and disadvantage essay about writing collaboratively in the L2 classroom
- ▶ Identify the parts and organization of an advantage and disadvantage essay
- ▶ Plan and write an introduction, the body paragraphs and conclusion of an advantage and disadvantage essay
- ▶ Identify and apply restrictive and non-restrictive relative clauses with relative pronouns as subject and object
- ▶ Distinguish the differences in meaning behind a restrictive and non-restrictive relative clause
- ▶ Evaluate, give, and receive peer-feedback to a peer about their essay
- ▶ Write an essay about the advantages and disadvantages of collaborative L2 writing online

## WRITING THE INTRODUCTION OF AN ADVANTAGE AND DISADVANTAGE ESSAY

### Learning Objectives

At the end of this lesson, you will be able to write the introduction of an advantage and disadvantage essay.

CONTENTS	
READING	▶ Collaborative L2 Writing: Benefits and Drawbacks
THE ESSAY STRUCTURE	▶ Structure of the essay
ANALYZING THE INTRODUCTION	▶ Identifying the parts of the introduction
OUTLINING THE INTRODUCTION	▶ Taking notes from sources
WRITING	▶ Write the introduction of an advantage and disadvantage essay



### READING

#### 1. Discuss in pairs:

- What do you think “collaborative writing” means?
- Whenever you have done collaborative writing activities, how have you helped each other?
- Do you like writing in groups or by yourself? Why?

#### 2. The essay below discusses the advantages and disadvantages of collaborative L2 writing. Unscramble the paragraphs to have an organized and coherent essay.

COLLABORATIVE L2 WRITING: BENEFITS AND DRAWBACKS	ORDER
Collaborative writing provides learners who start writing in English with many benefits. According to Storch (2013), collaborative writing gives learners language learning opportunities to achieve communicative competence, which encourages them to share ideas and develop language skills. For this reason, texts which are produced by pairs are shorter, but greater in terms of grammatical accuracy and linguistic complexity (Storch, 2005). Finally, collaborative writing can help learners to develop a positive attitude towards activities because they can talk more and learn from others (Dobao and Blum, 2013).	

### COLLABORATIVE L2 WRITING: BENEFITS AND DRAWBACKS

### ORDER

In conclusion, collaborative writing has advantages and disadvantages. When students work in pairs or groups, they not only share different points of view, but also improve their writing skills; on the other hand, some students perceive that they do not learn and may feel uncomfortable when they work with others. Although some students may be reluctant to use collaborative writing in the classroom, this approach will certainly be beneficial for their writing and teaching.

Despite its advantages, collaborative writing has drawbacks. Dobao and Blum (2013) reported that the students in their study felt that they learnt new grammar and vocabulary. Furthermore, pairs who wrote together in Storch (2005) argued that they felt embarrassed and insecure about their English level during their discussions. Storch (2005) also argues that the success of this approach depends on the interaction patterns that students have during the task, e.g., the willingness students have to collaborate with each other. In other words, teachers should know how to group their students for greater collaboration.

Learning to write in an L2 is considered one of the most difficult skills to master. While knowledge of grammar and vocabulary is helpful, students need to generate ideas, outline them, and then write them cohesively on the page so that their ideas make sense. Recognizing the difficulty of the L2 writing process, collaborative writing aims to make the process easier for learners, who are expected to produce a single text in pairs or groups instead of individually (Storch, 2018). What follows are the benefits and drawbacks of L2 collaborative writing in the classroom.

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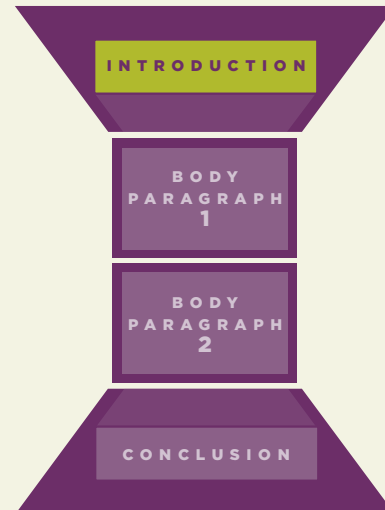
### 3. In pairs or small groups, read and answer the questions about the essay. Do you agree?

- Highlight the thesis statement
- In what order are advantages and disadvantages presented in the essay? Are they presented in the same order they appeared in the thesis statement?
- Name one advantage of collaborative writing
- Name one disadvantage of collaborative writing
- Considering your experience, what do *you* think about collaborative L2 writing? Has it been beneficial for you or not? Explain.



4. Reread the essay's introduction. Identify the **hook**, **background information**, and **thesis statement** by highlighting each part with different colors.

1. Learning to write in an L2 is considered one of the most difficult skills to master. 2. While knowledge of grammar and vocabulary is helpful, students need to generate ideas, outline them, and then write them cohesively on the page so that their ideas make sense. 3. Recognizing the difficulty of the L2 writing process, collaborative writing aims to make the process easier for learners, who are expected to produce a single text in pairs or groups instead of individually (Storch, 2018). 4. What follows are the benefits and drawbacks of L2 collaborative writing in the classroom.



### OUTLINING THE INTRODUCTION:

5. Read the sources given and complete the table below.

**REMEMBER:** USE YOUR OWN WORDS. If not, write them down in quotation marks and add the page number. Prefer the use of your own words.

INTRODUCTION PART	INFORMATION IN YOUR OWN WORDS	SOURCE (AUTHOR + YEAR)
HOOK		
BACKGROUND INFORMATION		

6. Individually, draft the essay's thesis statement for the following essay question:

What are the advantages and disadvantages of collaborative L2 writing online?

Thesis Statement: .....

.....

.....

## INDIVIDUAL WRITING

**TASK:** Use your ideas in the pre-writing stage to write the introduction of an advantages and disadvantages essay about this question:

**WHAT ARE THE ADVANTAGES AND DISADVANTAGES  
OF COLLABORATIVE L2 WRITING ONLINE?**

**WORDS:** 70-90

**REQUIREMENTS:** After you finish your paragraph, check it and put a ticket next to each requirement you have met. If you have not, go back to your introduction and make the necessary changes.

- A. Include a hook that is interesting and academic.
- B. Include 2 sentences with background information that connect to the thesis statement.
- C. Include a focused and clear thesis statement that states the order of body paragraphs in the essay.
- D. Sentence structure, grammar, spelling, capitalization, commas, and periods are correct.

☐  
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## EXTRA PRACTICE

For extra practice visit [this folder](#):



## WRITE THE BODY PARAGRAPH 1 WITH RELATIVE CLAUSES

### Learning Objectives

At the end of this lesson, you will be able to write the first body paragraph of an advantage and disadvantage essay.

### CONTENTS

READING	► Benefits of collaborative writing
LANGUAGE USE	► Relative Clauses (Restrictive and Non-Restrictive)
PARAGRAPH STRUCTURE	► Review parts of the paragraph
WRITING	► Write the first body paragraph of an advantage and disadvantage essay

### READING |



#### 1. In pairs, match the words with their definitions.

A. communicative competence (n)	<input type="checkbox"/>	It refers to being exact or correct.
B. accuracy (n)	<input type="checkbox"/>	To make someone able to do something, or to make something possible.
C. encourage (v)	<input type="checkbox"/>	It refers to a learner's ability to use any language to communicate successfully.
D. enable (v)	<input type="checkbox"/>	To talk or behave in a way that gives someone confidence to do something.

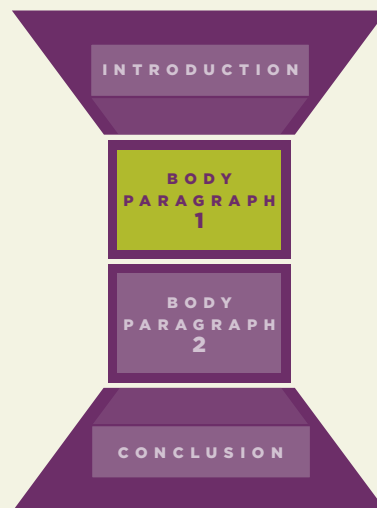
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2. Read the body paragraph 1 and answer the questions.

Collaborative writing provides learners **who start writing in English** with many benefits. According to Storch (2013), collaborative writing gives learners language learning opportunities to achieve communicative competence, **which encourages them to share ideas and develop language skills**. For this reason, texts **which are produced by pairs** are shorter, but greater in terms of grammatical accuracy and linguistic complexity (Storch, 2005). Finally, collaborative writing can help learners to develop a positive attitude towards activities because they can talk more and learn from others (Dobao and Blum, 2013).

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A. Which sentence (s) from the paragraph expresses the advantages of collaborative writing?

B. Which dependent clause (s) gives more information about people? What can you conclude?

C. Which dependent clause (s) gives more information about things? What can you conclude?



LANGUAGE USE

RELATIVE CLAUSES

RELATIVE CLAUSES (ADJECTIVE CLAUSES)

- A. A **relative clause** is a **dependent clause** that functions as an **adjective**; that is, it gives more information about a noun or pronoun in the independent clause. The modified noun or pronoun is called **antecedent**.
- B. A relative clause begins with a **relative pronoun** or a **relative adverb**.
- C. Relative clauses are either **restrictive** or **non-restrictive**.
- D. A **restrictive clause** contains information necessary to complete the sentence's meaning.
- E. A **non-restrictive clause** contains information that can be omitted without affecting the sentence's basic meaning. Add commas before and after non-restrictive clauses.
- F. The relative pronoun **"that"** cannot be used in **non-restrictive relative clauses**.

EXAMPLES

RESTRICTIVE RELATIVE CLAUSE

Collaborative writing provides learners **[who start writing in English]** with many benefits.

A      RP      V      O=G      PP

A= Antecedent RP= Relative pronoun V= Verb O=Object G= Gerund PP= Prepositional Phrase

## RELATIVE CLAUSES

### RESTRICTIVE RELATIVE CLAUSE

► For this reason, texts **[which are produced by pairs]** are shorter, but greater in terms of grammatical accuracy and linguistic complexity.

A= Antecedent RP= Relative pronoun VP= Verb Phrase AG= Agent

► Collaborative writing gives learners language learning opportunities to achieve communicative

### NON - RESTRICTIVE RELATIVE CLAUSE

competence, **[which encourages them to share ideas and develop language skills]**.

A= Antecedent RP= Relative pronoun V= Verb DO= Direct Object IO= Indirect Object

### REGULAR VERBS

**who** refers to people

**which** refers to things and animals

**that** refers to people, things and animals

### RELATIVE ADVERBS

**when** refers to time

**where** refers to place

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### 3. Analyzing the meaning behind the restrictive and non - restrictive relative clauses. Read the sentences and their meanings. What can you conclude?

► Collaborative writing provides learners who start writing in English with many benefits.

In this example, the restrictive relative clause means that collaborative writing helps **a specific group of learners** (*who start writing in English*). This information is essential to know the characteristics of these learners.

► Collaborative writing gives learners language learning opportunities to achieve communicative competence, which encourages them to share ideas and develop language skills.

In this example, the non-restrictive relative clause means that collaborative writing to achieve communicative competence. The information after "communicative competence" (*which encourages them to share ideas and develop language skills*) **is non - essential to understand the meaning** of the sentence.

► For this reason, texts which are produced by pairs are shorter, but greater in terms of grammatical accuracy and linguistic complexity.

In this example, the restrictive relative clause means that texts that are more accurate and complex are only those produced by pairs. The information in the restrictive relative clause (*which are produced by pairs*) **is essential** to know which texts we are referring to.

► For this reason, texts, which are produced by pairs, are shorter, but greater in terms of grammatical accuracy and linguistic complexity.

In this example, **the non-restrictive relative clause is not possible** because the information presented in the clause is essential to understand the meaning of the sentence (We need to know which texts are shorter).

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- 4. Read the sentences and do the following: 1) highlight the independent clause, 2) use square brackets [...] to identify the relative clause, 3) label the antecedent (A) and relative pronoun (RP) and 4) classify the clause into restrictive and non-restrictive.**

### EXAMPLES

**Independent Clause**

**Dependent Clause**

- Do you know any people [who have learnt a second language by watching video games?]
- A                  RP

### RESTRICTIVE RELATIVE CLAUSE

- A. When Susan was studying English at Uni, she started using collaborative writing, which was related to writing in pairs or groups a single text.
- .....
- B. Universidad de O'Higgins, which is located in Rancagua, is the place where students learn collaborative writing – which is one the latest approaches in second language writing.
- .....
- C. Learning a second language, which is considered challenging, brings learners several benefits such as sharing with people who are from different countries.
- .....
- D. After the students wrote their essay collaboratively, they had a positive attitude, which was an important feature when they were learning a second language at Uni.
- .....
- E. Collaborative writing provides different benefits which are important when a learner starts writing on a second language.
- .....

- Notice the number of relative clauses in each sentence.
- How many relative clauses are there?

### NOTE

*In academic writing, a maximum of two relative clauses is recommended per sentence in order to write clearly.*

## PARAGRAPH STRUCTURE

5. Analyzing the meaning behind the restrictive and non - restrictive relative clauses. Read the sentences and their meanings. What can you conclude?

Collaborative writing provides learners who start writing in English with many benefits.

According to Storch (2013), collaborative writing gives learners language learning opportunities to achieve communicative competence, which encourages them to share ideas and develop language skills. For this reason, texts which are produced by pairs are shorter, but greater in terms of grammatical accuracy and linguistic complexity (Storch, 2005). Finally, collaborative writing can help learners to develop a positive attitude towards activities because they can talk more and learn from others (Dobao and Blum, 2013)

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## COLLABORATIVE WORK

**TASK:** In pairs, read the sources given and select those that support your first reason in the thesis statement. Take notes and organize them in the table below.

**REQUIREMENTS:**

- ▶ Do not copy and paste and use your own words as much as you can.
- ▶ You can create your outline together, but your final version must be different.

PART OF THE BODY PARAGRAPH	RELEVANT SOURCE (AUTHOR + YEAR)	YOUR PARAPHRASE
TOPIC SENTENCE		
SUPPORTING SENTENCE 1 (SOURCE 1)		
SUPPORTING SENTENCE 2 (SOURCE 2)		
SUPPORTING SENTENCE 3 (SOURCE 3)		

## INDIVIDUAL WRITING

**TASK:** Use your ideas in the previous exercise to write the first body paragraph of an advantage and disadvantage essay about this question:

**WHAT ARE THE ADVANTAGES AND DISADVANTAGES  
OF COLLABORATIVE L2 WRITING ONLINE?**

**WORDS:** 100-120

**REQUIREMENTS:** After you finish your paragraph, check it and put a ticket next to each requirement you have met. If you have not, go back to your body paragraph 1 and make the necessary changes.

- A. Include a clear and general topic sentence.
- B. Include 3 relevant sources that illustrate the topic sentence.
- C. Include suitable paraphrases of the sources' information.
- D. Ideas are connected with a variety of suitable connectors and other cohesive devices (old/new pattern, reference)
- E. There is a concluding sentence.
- F. There are at least 2 relative clauses (restrictive and non-restrictive)
- G. Sentence structure, grammar, spelling, capitalization, commas, and periods are correct.


## EXTRA PRACTICE

For extra practice visit [this folder](#):



## WRITING THE BODY PARAGRAPH 2 WITH RELATIVE CLAUSES

### Learning Objectives

At the end of this lesson, you will be able to write the second body paragraph of an advantage and disadvantage essay.

#### CONTENTS

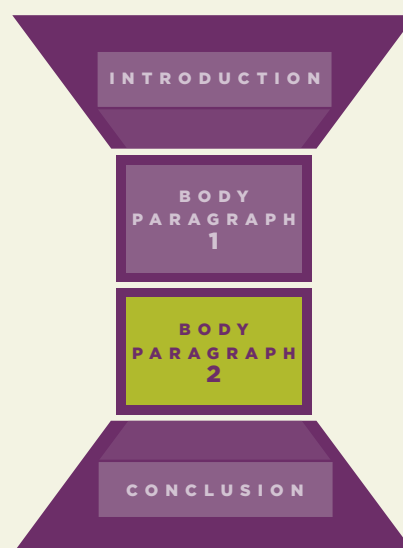
<b>READING</b>	► Analyzing the second body paragraph
<b>BODY PARAGRAPH 2</b>	► Identifying relevant supporting facts and how they are connected
<b>LANGUAGE USE</b>	► Relative clauses: relative pronouns as subject and object
<b>WRITING</b>	► Write the second body paragraph of an advantage and disadvantage essay

### READING



#### 1. Read the second body paragraph and complete the outline using your own words:

Despite its advantages, collaborative writing has drawbacks. Dobao and Blum (2013) reported that the students in their study felt that they learnt new grammar and vocabulary. Furthermore, pairs who wrote together in Storch (2005) argued that they felt embarrassed and insecure about their English level during their discussions. Storch (2005) also argues that the success of this approach depends on the interaction patterns that students have during the task, e.g., the willingness that students have to collaborate with each other. In other words, teachers should know how to group their students for greater collaboration.





STRUCTURE	SOURCE AND NOTES
TOPIC SENTENCE:	
SUPPORTING FACT 1:	
SUPPORTING FACT 2:	
SUPPORTING FACT 3:	

2. Which transition words connect sentences 2 and 3? and 3 and 4?



## LANGUAGE USE

### RELATIVE CLAUSES RELATIVE PRONOUNS AS SUBJECT AND OBJECT

In lesson 2, you already learned the difference between restrictive and non-restrictive relative clauses. These types of clauses also occur in this lesson's body paragraph:

**Restrictive relative clause (for people):** "Furthermore, pairs **who wrote together in Storch (2005)** argued that they felt embarrassed and insecure about their English level during their discussions."

**Non-restrictive relative clause (for things):** "Storch (2005) also argues that the success of this approach depends on the interaction patterns that students have during the task, **which means the willingness students have to collaborate with each other.**"

**"Whose"** is another type of relative pronoun, which expresses **possession**: "Relative clauses, **whose function is describing**, are a feature of advanced English" (the "function" belongs to "relative clauses"). It can be used in restrictive and non-restrictive relative clauses.

All these pronouns, "that, which, who" can work as a **subject** or **object** in the relative clause. Study the example sentences:

- ▶ As **subject**: "Furthermore, pairs **who** wrote together in Storch (2005) argued that they felt embarrassed and insecure about their English level during their discussions."

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**TIP:** what follows the relative pronoun?

► As **object**: "Storch (2005) also argues that the success of this approach depends on the interaction patterns that students have during the task, e.g., the willingness that students have to collaborate with each other."

Antecedent RP=DO S V

**TIP:** what follows the relative pronoun?

In **sentence 1** the relative pronoun functions as a **subject** (which is next to a verb), while in **sentence 2** the relative pronoun functions as an **object** (which is next to a noun and the direct object of "have").

When relative pronouns act as objects, they can be erased.

**EXAMPLE**

► "the willingness that students have to collaborate with each other."

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**3. Read the sentences and underline the relative pronoun. Is it a subject or object? Put a ticket in the correct answer.**

- |                                                                                                                         |                                  |                                 |
|-------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| A. Some foreigners have difficulty with English spelling, which is not always consistent with its pronunciation.        | <input type="checkbox"/> subject | <input type="checkbox"/> object |
| B. The planning strategy that you told me about in class was very helpful.                                              | <input type="checkbox"/> subject | <input type="checkbox"/> object |
| C. Writing in a foreign language can be a challenging task that requires careful planning before you begin to write.    | <input type="checkbox"/> subject | <input type="checkbox"/> object |
| D. Neomi Storch, who has extensively researched collaborative writing in an L2, promotes the use of collaborative work. | <input type="checkbox"/> subject | <input type="checkbox"/> object |
| E. The writing task that the teacher gave us was difficult, so we worked together to do it.                             | <input type="checkbox"/> subject | <input type="checkbox"/> object |

**4. Take the sentences in exercise 3 where the relative pronoun is working as an object and rewrite them without the object.**

ORIGINAL SENTENCE	NEW SENTENCE
A.	
B.	

**5. Read the pair of sentences below and combine them with a suitable relative pronoun (that, which, whose, Ø). Erase necessary information for a logical sentence.**

A. Outlining consists of organizing your ideas before writing a paragraph. It ensures a structured text.

B. The students completed a writing task. The writing task was challenging.

C. Collaborative writing is a teaching approach. It promotes writing through peer collaboration.

D. Some students' mother tongue is not English. At the beginning, these students struggle with paraphrases in this language.

### COLLABORATIVE WORK

**TASK:** In pairs, read the sources given and select those that support your second reason in the thesis statement. Take notes and organize them in the table below.

**REQUIREMENTS:**

- ▶ Do not **copy and paste** and use your own words as much as you can.
- ▶ You can discuss sources together, but **your paraphrase must be individual.**

PART OF THE BODY PARAGRAPH	RELEVANT SOURCE (AUTHOR + YEAR)	YOUR PARAPHRASE
TOPIC SENTENCE		
SUPPORTING SENTENCE 1 (SOURCE 1)		
SUPPORTING SENTENCE 2 (SOURCE 2)		
SUPPORTING SENTENCE 3 (SOURCE 3)		

## INDIVIDUAL WRITING

**TASK:** Use your ideas in the previous exercise to write the second body paragraph of an advantage and disadvantage essay about this question:

**WHAT ARE THE ADVANTAGES AND DISADVANTAGES OF COLLABORATIVE L2 WRITING ONLINE?**

**WORDS:** 100-120

**REQUIREMENTS:** After you finish your paragraph, check it and put a ticket next to each requirement you have met. If you have not, go back to your body paragraph 2 and make the necessary changes.

- A. Include a clear and general topic sentence.
- B. Include 3 relevant sources that illustrate the topic sentence.
- C. Include suitable paraphrases of the sources' information.
- D. Ideas are connected with a variety of suitable connectors and other cohesive devices (old/new pattern, reference)
- E. There is a concluding sentence.
- F. There are at least 2 relative clauses (restrictive and non-restrictive)
- G. Sentence structure, grammar, spelling, capitalization, commas, and periods are correct.


## EXTRA PRACTICE

For extra practice visit [this folder](#):



## WRITING THE CONCLUSION

### Learning Objectives

At the end of this lesson, you will be able to write the conclusion of an advantage and disadvantage essay.

#### CONTENTS

READING	▶ Analyzing the Conclusion
LANGUAGE USE	▶ Types of sentences
MECHANICS	▶ The use of semi-colon (;)
CONCLUSION STRUCTURE	▶ Conclusion
WRITING	▶ Write the conclusion of an advantage and disadvantage essay



#### READING

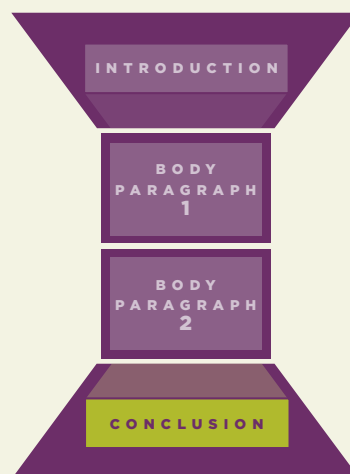
#### 1. In pairs, match the words with their definitions.

A. What are the advantages of collaborative writing?

B. What are the disadvantages of collaborative writing?

#### 2. Read the conclusion and answer the questions.

In conclusion, collaborative writing has advantages and disadvantages. When students work in pairs or groups, they not only share different points of view, but also improve their writing skills; on the other hand, some students perceive that they do not learn and may feel uncomfortable when they work with others. Although some students may be reluctant to use collaborative writing in the classroom, this approach will certainly be beneficial for their writing and teaching.



BY PATRICIO CANALES VOLPONE  
AND CATALINA SANDOVAL MUÑOZ

A. Which sentence (s) restate the position of the essay?

B. Which sentence (s) summarizes the key arguments of the essay?

C. Why did the authors decide to finish this essay with the counterargument "Although some students may be reluctant to use collaborative writing in the classroom"?

D. Is this an effective conclusion to close the essay? Why? Why not?

E. Would you apply collaborative L2 writing activities with your students in the future?

### 3. In pairs, paraphrase the conclusion in exercise 2.

Conclusion

## LANGUAGE USE



### TYPES OF SENTENCES

A sentence can be classified, depending on its structure, as simple, compound, complex or compound complex.

- ▶ A **simple sentence** contains one independent clause and no subordinate clauses.
- ▶ A **compound sentence** contains two or more independent clauses and no subordinate clauses.
- ▶ A **complex sentence** contains one independent clause and at least one subordinate clause.
- ▶ A **compound-complex** sentence contains two or more independent clauses and at least one subordinate clause.

#### EXAMPLE

Dependent Clause= Subordinate Clause

Independent Clause

[When students work in pairs or groups], they not only share different points of view, but also improve their writing skills.

Sub S V PP = Adv M. S C.C V DO C.C

\*Adverb Clause of Time

improve their writing skills.

V DO

Sub= subordinator S= subject V= Verb PP= Prepositional Phrase (adverb of manner)  
C.C= coordinating conjunction DO = direct object

\*ADVERB CLAUSES WILL BE STUDIED IN DETAIL IN THE NEXT LEVEL.

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**4. In pairs, identify and analyze the clauses in these sentences.**

- A.** While knowledge of grammar and vocabulary is helpful, students need to generate ideas, outline them, and then write them cohesively on the page so that their ideas make sense.
- B.** Recognizing the difficulty of the L2 writing process, collaborative writing aims to make the process easier for learners, who are expected to produce a single text in pairs or groups instead of individually.
- C.** Storch (2005) also argues that the success of this approach depends on the interaction patterns that students have during the task, which means the willingness students have to collaborate with each other.
- D.** Although some students may be reluctant to use collaborative writing in the classroom, this approach will certainly be beneficial for their writing and teaching; therefore, it is a good idea to use it.

**MECHANICS (;)**

**REMINDER!**

We use a semi-colon in two cases:

- Between two independent clauses that are very close in meaning.

**EXAMPLE:**

When students work in pairs or groups, **Independent Clause 1** they not only share different points of view, but also improve

**Independent Clause 2**

their writing skills; on the other hand, some students perceive that they do not learn and may feel uncomfortable when they work with others.

- Between elements in a series that uses commas within each group.

**EXAMPLE:**

The possible dates for the Written English exam are Thursday, July 5; Tuesday, July 10; or Thursday, July 12.

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**5. In pairs, read the sentences and put a semi-colon (;) or a comma (,) in the correct place.**

- A.** Results of the study showed that collaborative writing had a significant effect on students' L2 writing however this effect varied from one writing skill area to another.
- B.** Socio-cultural perspectives focus on social interactions accordingly learning is not only a result of new knowledge by individual learners.
- C.** Collaboration afforded students the opportunity to interact on different aspects of writing it encouraged students to collaborate when generating ideas and afforded students the opportunity to give and receive immediate feedback on language.
- D.** The effects of CW on the quality of students' writing has had a significant effect on improving students' writing in L2 nevertheless this effect varied from one area to another.

- E. The studies compared individually and jointly produced texts, which is important to understand the process of CW however the more important issue for L2 writing instruction and pedagogy is to explore the effect on writing quality.

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## CONCLUSION STRUCTURE

### REMINDER!

**A conclusion refers back to or restates the essay's topic, summarizes the key arguments, and ends with a suggestion, opinion or prediction that involves the reader. Remember that the conclusion must not include details.**

Check the structure of this paragraph.

In conclusion, collaborative writing has advantages and disadvantages. (statement of the concluding position of the essay). When students work in pairs or groups, they not only share different points of view, but also improve their writing skills; on the other hand, some students perceive that they do not learn and may feel uncomfortable when they work with others. (summary of key arguments). Although some students may be reluctant to use collaborative writing in the classroom, this approach will certainly be beneficial for their writing and teaching. (reference back to the essay topic and offer a suggestion, opinion, or prediction).

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## COLLABORATIVE WORK

**TASK:** In pairs, use what you learned in this lesson to write an outline of the conclusion of an advantage and disadvantage essay.

### REQUIREMENTS:

- ▶ Do not copy and paste and use your own words as much as you can.
- ▶ You can create your outline together, but your final version must be different.

### OUTLINE

CONCLUDING POSITION	
SUMMARY OF KEY ARGUMENTS	
REFERENCE BACK TO THE TOPIC	
SUGGESTION	
OPINION	
PREDICTION	

### INDIVIDUAL WRITING

**TASK:** Use your ideas in the pre-writing stage to write the conclusion of an advantage and disadvantage essay about this question:

**WHAT ARE THE ADVANTAGES AND DISADVANTAGES OF COLLABORATIVE L2 WRITING ONLINE?**

**WORDS:** 70-90

**REQUIREMENTS:** After you finish your paragraph, check it and put a ticket next to each requirement you have met. If you have not, go back to your conclusion and make the necessary changes.

- A. Include a concluding position of the essay.
- B. Include 2 sentences with the summary of the key arguments.
- C. Refer back to the essay topic.
- D. Sentence structure, grammar, spelling, capitalization, commas, and periods are correct.

☐  
☐  
☐  
☐

### EXTRA PRACTICE

For extra practice visit [this folder](#):



## Learning Objectives

At the end of this lesson, you will be able to consolidate the contents studied in unit 4.

### CONTENTS

<b>QUIZ</b>	► Advantage and Disadvantage essay
<b>LANGUAGE USE</b>	► First conditional - Relative Clauses
<b>WRITING</b>	► Peer-feedback

- 1. What have you learned about the Advantage and Disadvantage Essay? In pairs, complete the quiz!**

### ADVANTAGE AND DISADVANTAGE ESSAY QUIZ

- 1. Read part of the body paragraph of an advantage and disadvantage essay. Select a suitable topic sentence.**

By providing grammar in context, in an implicit manner, we can expose students to plenty of grammar study while they also learn other aspects of the language. In fact, knowing the rules of grammar alone is not enough to acquire the L2. (Lynch, n.d.)

- A.** Teaching grammar in the classroom has many advantages
- B.** It is better for EFL learners if grammar is taught implicitly
- C.** Teaching grammar implicitly has more disadvantages than advantages

- 6. Relative clauses: In the sentence "We could not go to the English conference that the teacher told us about because we had a test at that time," the relative pronoun works as a**

- A.** Subject
- B.** Object

## OPINION ESSAY QUIZ

**2. Read part of the body paragraph of an advantage and disadvantage essay. Select a suitable topic sentence.**

The latter can be beneficial for students whose L1 is very different from English. Topics such as word order or prepositions can be particularly challenging for some groups, so explicit instruction can in fact be very helpful for students who are analytical (Lynch, n.d.).

- A. Implicit grammar instruction is a better choice than the implicit one.
- B. Word order or prepositions are examples of content that needs explicit teaching.
- C. Despite the advantages of implicit grammar teaching, explicit grammar teaching can be advantageous as well.

**7. In the sentence "We could not go to the English conference that the teacher told us about because we had a test at that time," the relative pronoun...**

- A. cannot be omitted
- B. can be omitted
- C. needs to be changed

**3. Read the clauses in bold and classify them into restrictive or non-restrictive relative clauses:**

"Some students are good at learning grammar, **which is an important aspect when they learn a new language.**"

- A. Restrictive relative clause
- B. Non - restrictive relative clause

**8. Which of these sentences implies that "all" EFL teachers consider the use of collaborative writing with their students?**

- A. EFL Teachers that consider the use of collaborative writing with their students should be aware of how they group them.
- B. EFL Teachers, who consider the use of collaborative writing with their students, should be aware of how they group them.
- C. They both mean the same.

**4. Read the clause in bold and classify them into restrictive or non-restrictive relative clauses:**

"Native speakers, **who learn a language as a mother tongue,** have good pronunciation if you compare them to non-native speakers."

- A. Restrictive relative clause
- B. Non - restrictive relative clause

**9. Read the sentence and decide if its punctuation is correct or not.**

"Our teacher told us that grammar was not important when teaching a second language; however, some people still consider it important."

- A. Correct
- B. Incorrect

**5. Read the clauses in bold and classify them into restrictive or non-restrictive relative clauses:**

"A non-native speaker is someone **who learns a new language in a foreign country.**"

- A. Restrictive relative clause
- B. Non - restrictive relative clause

**10. Read the sentence and decide if its punctuation is correct or not.**

"Our teacher told us that the Written English exam would be on Thursday, July 15, Tuesday, July 20 or Thursday, July 22."

- A. Correct
- B. Incorrect

**SCORE: \_\_\_\_\_ / 10 POINTS**



## PEER-FEEDBACK

**DESCRIPTION:** The purpose of peer feedback is to exchange of perceptions about your essays. The table below contains every aspect to consider. **TASK:** Exchange drafts. Read your classmate's essay draft, and for each part: 1) comment on it, and 2) add a suggestion.

TOPIC	STUDENT 1	STUDENT 2
HOOK	COMMENT	COMMENT
	SUGGESTION	SUGGESTION
BACKGROUND INFORMATION	COMMENT	COMMENT
	SUGGESTION	SUGGESTION
THESIS STATEMENT	COMMENT	COMMENT
	SUGGESTION	SUGGESTION
BODY PARAGRAPH 1	COMMENT	COMMENT
	SUGGESTION	SUGGESTION
BODY PARAGRAPH 2	COMMENT	COMMENT
	SUGGESTION	SUGGESTION
CONCLUSION	COMMENT	COMMENT
	SUGGESTION	SUGGESTION



TOPIC	STUDENT 1	STUDENT 2
<b>COHESION</b> Sentences are organized and clearly connected with each other.	COMMENT	COMMENT
	SUGGESTION	SUGGESTION
<b>MECHANICS</b> All sentences are complete, and easily understood (length, punctuation)	COMMENT	COMMENT
	SUGGESTION	SUGGESTION
<b>GRAMMAR</b> Verb forms, prepositions, position of objects, and others are correct.	COMMENT	COMMENT
	SUGGESTION	SUGGESTION

## UNIT 4'S SOURCES

### ABOUT COLLABORATIVE WRITING WITH GOOGLE DOCS

Read the source excerpts and paraphrase them:

#### SOURCE EXCERPT AND COMPLETE REFERENCE

Suwantarathip, O. & Wichadee, S.. (2014). The effects of collaborative writing activity using Google docs on students' writing abilities. *Turkish Online Journal of Educational Technology*. (13), 148-156.

Google Docs facilitates collaborative writing in a foreign language classroom. The study compared the writing abilities of students who collaborated on writing assignments using Google Docs with those working in groups in a face-to-face classroom. Both groups were assigned to complete four writing assignments using different working methods: one group worked together outside class with Google Docs, while the other worked together in class. The results indicate that a significant difference was found between the two groups' writing score after the experiment. Students in the Google Docs group gained higher scores than those working in groups in a face-to-face classroom. In addition, students reported that they had positive attitudes toward collaborative writing activity and high collaboration in their groups using Google Docs, while nearly all of them perceived that this learning tool is easy to use.

#### YOUR PARAPHRASE

SOURCE EXCERPT AND COMPLETE REFERENCE	YOUR PARAPHRASE
<p>Strobl, C. (2014). Affordances of Web 2.0 Technologies for Collaborative Advanced Writing in a Foreign Language. <i>CALICO Journal</i>, 31(1), 1-18.</p> <p>There is almost no difference in accuracy between the individually and collaboratively produced texts. This might partly be because participants already had an advanced proficiency in the L2. In addition, more than two thirds of the students declared preferring individual writing. While some students saw the benefit of collaboration during planning, sometimes they did not collaborate any more in the writing process. Finally, some stated that it was sometimes difficult to collaborate due to different styles and work pace, and even cases of “free-riding” attitudes of some group members.</p> <p><b>*free-riding: benefiting with no effort</b></p>	
<p>Bikowski, D. and Vithanage, R. (2016). Effects of web-based collaborative writing on individual L2 writing development. <i>Language Learning &amp; Technology</i>, 20(1), 79-99.</p> <p>Not all groups collaborate in the same manner, so more teacher support or intervention is needed. Some groups collaborate more often and more easily than others. Some groups collaborated throughout the writing process, from brainstorming and planning for 10-15 minutes to writing and editing for organization and grammar, with periodic collaborative checks. Other groups had more difficulties managing time and the collaborative process at the beginning. However, as time progressed, the group started communicating more, with the quiet students being invited into and fully participating in the group. Still, they had a tendency to work more independently and then try to merge their writing before the class period was over. In contrast to the other two groups, one group called “Resistant Collaborators” appeared to be unmotivated in the tasks and struggled to listen carefully and communicate, which may be explained by their more reserved personalities and lower interest in writing</p>	

SOURCE EXCERPT AND COMPLETE REFERENCE	YOUR PARAPHRASE
<p>Yeh, H.-C. (2014). Exploring how collaborative dialogues facilitate synchronous collaborative writing. <i>Language Learning and Technology</i>, (18), 23-37.</p> <p>Some potential Web 2.0 technologies for CW include Google Docs. Google Docs allows writers to share and access written documents over the internet in real time. Students can either synchronously or asynchronously create, edit, or revise written documents with synchronous communication supported by chat rooms. The tracking tool is provided in Google Docs to manage different versions of written documents, as well as record the time and date they are modified. While asynchronous communication provides a useful method of communicating with peers, synchronous methods permit the immediate addressing of key topics across a potentially wide audience.</p>	
<p>Abrams, Z. (2019). Collaborative writing and text quality in Google Docs. <i>Language Learning &amp; Technology</i>, 23(2), 22-42.</p> <p>Success of the collaborative writing activity depended on group dynamics rather than the learners' proficiency levels, with several characteristics of effective collaborative writing: (a) an active and productive pre-planning phrase to help generate ideas and a concrete plan of action for completing the task; (b) comments among participants to distribute responsibilities, generate content (c) editing peers' work both in terms of content and form (e.g. grammar); and (d) an even distribution of the workload. For learners to gain optimal benefits from collaborative writing, they have to engage in the collaborative process itself and need explicit instruction for collaboration.</p>	

SOURCE EXCERPT AND COMPLETE REFERENCE	YOUR PARAPHRASE
<p>Alsubaie, J. and Ashuraidah, A. (2017). Exploring Writing Individually and Collaboratively Using Google Docs in EFL Contexts. <i>English Language Teaching</i>,10(10),1916-4750.</p> <p>1 out of 22 students in the study said she preferred the individual work more than the collaborative work. Other participants explained that if they chose their partners carefully and knew their classmates better, they may enjoy the experience more. Others state that the teacher could not check who works less or more and could not know how much effort they do in groups. Finally, some complained about the internet access and some technical problems with Google Docs (page errors) and the resulting difficulties to complete the online written tasks.</p>	
<p>SriRahayu, E. (2016). Using Google Docs on Collaborative Writing technique for Teaching English to Non English Department Students. Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT-4)</p> <p>The objective of this study is to discover the non-English students' perception of Google Docs as a new innovation tool to write collaboratively in English courses. The result of the study showed that Google Docs is an acceptable tool for collaborative writing. Most of the students involved in this study thought that Google Docs is an effective teaching tool as the learning innovation for collaborative writing to Non English students. Finally, it can be concluded that collaborative writing by using of Google Docs to non-English students has numerous affective benefits such as can enhance student's interest in learning writing, utilize a range social skills that help communication in the technological environment among the group, lower the anxiety associated with completing assignment alone, and raise the student's confident in mastering English to improve their career readiness.</p>	

## SOURCE EXCERPT AND COMPLETE REFERENCE

Woodrich, M. & Fan, Y. (2017). Google Docs as a Tool for Collaborative Writing in the Middle School Classroom. *Journal of Information Technology Education* (16), 391-410.

The paper discusses whether student participation in anonymous collaborative writing via Google Docs can lead to more successful products in a linguistically diverse eighth-grade English Language Arts classroom. Educators and researchers then turn to collaborative writing with the assistance of online technology. This builds on research of online collaborative writing tools and suggests that using such tools (Google Docs in particular) is beneficial, especially for students who are building their language abilities. The study further reveals varied degree of success and student comfort level in participating writing tasks in three modalities. We ascertain that students of varying language fluencies participated more equally when they were able to remain anonymous. Face-to-face writing exhibited the highest overall scores, and students enjoyed working on Google Docs. Future and current teachers are encouraged to be open to new technologies and be creative in the use of technology to facilitate student learning. As online technology has become an integral part of daily life, it is beneficial to educators, policy makers, and classroom teachers to understand how technology can be integrated in writing programs and to what extent the integration can help boost student motivation and participation.

## YOUR PARAPHRASE



## SELF-EVALUATION

Read the learning objectives of the unit. How confident do you feel about these skills? Choose 1, 2 or 3 (1: not confident - 2: confident - 3: very confident).

LESSON 1	1	2	3
<ul style="list-style-type: none"> <li>▶ I can extract and paraphrase general and specific information from several sources.</li> <li>▶ I can identify the structure and organization of an advantage and disadvantage essay.</li> <li>▶ I can identify the parts of an essay introduction: hook, background information and thesis.</li> <li>▶ I can create a thesis statement for an advantage and disadvantage essay.</li> <li>▶ I can plan and write the introduction of an advantage and disadvantage essay.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
LESSON 2	1	2	3
<ul style="list-style-type: none"> <li>▶ I can extract general and specific information from a body paragraph.</li> <li>▶ I can identify and apply restrictive and non-restrictive relative clauses with relative pronouns.</li> <li>▶ I can distinguish the differences in meaning behind a restrictive and non-restrictive relative clause.</li> <li>▶ I can extract and paraphrase general and specific information from several sources.</li> <li>▶ I can plan and write the first body paragraph of an advantage and disadvantage essay.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
LESSON 3	1	2	3
<ul style="list-style-type: none"> <li>▶ I can extract general and specific information from a body paragraph.</li> <li>▶ I can organize and outline my body paragraphs so that they align with the thesis statement.</li> <li>▶ I can identify and apply restrictive and non-restrictive relative clauses with relative pronouns as subject and object.</li> <li>▶ I can extract and paraphrase general and specific information from several sources.</li> <li>▶ I can plan and write the second body paragraph of an advantage and disadvantage essay.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
LESSON 4	1	2	3
<ul style="list-style-type: none"> <li>▶ I can analyze the conclusion in a cause-effect essay.</li> <li>▶ I can identify types of sentences by analyzing their internal clauses.</li> <li>▶ I can list and apply two uses of semi-colons.</li> <li>▶ I can plan and write the conclusion of an advantage and disadvantage essay.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

*Remember: If you need help, ask your teacher!*

# 1 2 3 4

## ANSWER KEY

### UNIT 1

#### Lesson 1

1. *Answers may vary.*

2. **A.** Job 1: HARVESTERS / FRUIT PICKERS and Job 2: CUSTOMER SERVICE REPRESENTATIVE

**B.** Job 4: NUTRITIONIST

**C.** Jobs 1,2

**D.** Job 3, probably job 1

**E.** Jobs 2 and 4

**F.** Jobs 2 and 4

**G.** Job 1 (some do not say)

**H.** Job 4

3. *Answers may vary.*

4. HAVE TO is used to refer to job responsibilities or schedule.

MUST is used to refer to job requirements. If you do not meet the requirements, you will not be considered for the job.

5. **A.** must be

**B.** have to work

**C.** has to travel

**D.** must fill in

**E.** has to work

#### Lesson 2

1. *Answers may vary.*

2.

<b>A.</b>	The purpose of these ads is to find the right candidate for a job position.
<b>B.</b>	The words in <i>italics</i> are adjectives.
<b>C.</b>	Near native level of English means that a non-native speaker achieves a high level of proficiency in the target language.

3. *Answers may vary.*

4. **►**ed

**►**ing

5.

<b>A.</b>	a1. disappointing a2. disappointed
<b>B.</b>	b1. exhausting b2. exhausted
<b>C.</b>	c1. interested c2. interesting
<b>D.</b>	d1. confusing d2. confused

6.

I am a recent graduate in English Pedagogy from Universidad de O'Higgins.

I am looking for an opportunity to work where I can develop my skills as a teacher of English. I am interested in teaching writing using the latest methodological approaches.

During my time at university, I developed excellent time management and organization skills due to the activities I did. As a result, I am able to work under pressure.

7. *Answers may vary.*

#### Lesson 3

1. **A.** pollsters

**B.** 3°, 4°, or 5° year-student at UOH

**C.** committed, patient

**D.** Availability to participate in weekly training sessions, be willing to interview people and be patient to guide them, be registered at SII and be able to issue a service bill.

**E.** They should write to the project Director Carla Müller.

2. **A.** begin the email

**B.** give a reason for writing and say how you heard from the job

**C.** briefly introduce yourself and state how you meet each requirement

**D.** describe your work experience with more details

**E.** ask about pay or benefits

**F.** say what you have sent with the email

**G.** offer to give the reader more information

**H.** state availability for interview

**I.** end the email

3. He will probably get the job because he meets all the job requirements.

4.

<b>2 compound sentences</b>	I am aged 21, and I am in my third year of Natural Science Pedagogy. Moreover, I am registered at SII, so I can issue a fees bill.
<b>2 relative clauses</b>	Line 2 (paragraph 6): which I attach. Line 9 (paragraph 3): which may be plenty of time.
<b>2 conditional sentences</b>	If you need any further information, please do not hesitate to contact me. If needed, I would be available to attend an interview any morning.

5. **A.** subject  
**B.** subject  
**C.** object  
**D.** object of a preposition
6. **A.** working  
**B.** attending  
**C.** interviewing/being  
**D.** interviewing  
**B.** seeing  
**C.** working/talking
7. *Answers may vary.*
8. *Answers may vary.*

## Lesson 4

1.

SKILLS	QUALIFICATIONS
- well-qualified - experienced - good command in the English language - motivated - enthusiastic	- degree in Teaching English as a Foreign Language for primary education

2.

<b>A.</b>	Carlos
<b>B.</b>	Claudia
<b>C.</b>	Sergio

3. *Answers may vary.*

4.

<b>A.</b>	Luis Pérez Galvéz
<b>B.</b>	Education and Qualifications
<b>C.</b>	Work experience
<b>D.</b>	Skills
<b>E.</b>	Referees

5.

Work Experience Teacher of English
was the boss = managed lesson = training made = developed went = attended gave = provided helped = assisted
Skills
brilliant = fluent a few words = basic know a lot = good knowledge of
Referees
I can give you these if you ask me = on request

6. *Answers may vary.*

7. *Answers may vary.*

## REVIEW

1.

<b>A.</b>	True
<b>B.</b>	False
<b>C.</b>	Not Given
<b>D.</b>	False
<b>E.</b>	True
<b>F.</b>	Not Given

2.

<b>A.</b>	disappointed
<b>B.</b>	exhausting
<b>C.</b>	interested - interesting
<b>D.</b>	confusing - confused

3. Across

1: prospects

4: shift

5: fixed

6: well-paid

Down:

2: poorly paid

4: part time

4. **A.** must

**B.** must

**C.** have to

**D.** *Answers may vary.*

**E.** *Answers may vary.*

5. An unsuitable phrase: Hello (informal opening).

A missing part: what he attaches (cv), a more detailed description of his work experience.

Five examples of informal language:

Hello, its (intended as contracted form "it's"),

don't (contraction), direct question (Could you....please?), Take care.

Three grammar mistakes:

**A.** Its: possessive adjective, instead of it's (it is).

**B.** finish, work need to be in past simple, not present.

Four punctuation errors:

- Comma missing in CD sentence: I am a friendly and responsible person **and** I believe I am the best candidate for the job posted.
- Unfortunately, I don't have a teaching degree **but** I work as a history teaching assistant last year at university
- Period between sentences is needed: where all my students learnt **successfully, it** was very rewarding.

Comma between dependent and independent clause: If you need any further **information please** do not hesitate to contact me.

## UNIT 2

### Lesson 1

1. *Answers may vary.*
2. What does the writer think? The writer thinks having an accent does not matter. The writer gives 2 reasons to support his/her opinion. All this information is at the end.
3. *Answers may vary.*
4. Definition: Opinion essay, Audience: EFL students of English Pedagogy, Language Center employers, Register is formal, Parts of the Essay: Introduction, Body Paragraph 1, Body Paragraph 2, Conclusion.
5. **A.** general to specific; **B.** hook, background information, thesis statement; **C.** Hook: a general statement about how important the topic is, a shocking number, and Background information: definition, context information that connects with the reader; **D.** no, because that order follows a logical to specific pattern of organization.
6. Top to bottom: 3, 2, 1
7. *Answers may vary*
8. A.1, B.2, C.3
9. *Answers may vary*

### Lesson 2

1.

<b>A.</b>	<b>native speaker</b>	someone who has learned a particular language as their first language.
<b>B.</b>	<b>Non-native speaker</b>	someone who has learned a particular language as their second or foreign language.
<b>C.</b>	<b>intelligibility</b>	when someone's speech, writing or idea is easily understood.
<b>D.</b>	<b>cultural background</b>	someone's origin, family, education, previous work, etc.

2.

<b>A.</b>	Although native speakers are a good model to follow in term of pronunciation,
<b>B.</b>	non-native speakers have to be able to speak the target language intelligibly (Lai Ping, 2012).
<b>C.</b>	The concept of intelligibility is considered important when non-native users of the language communicate with others because it allows a listener to understand the message delivered by any speaker (Murray and Tracey, 1995).
<b>D.</b>	<i>Answer may vary.</i>

3. *Answers may vary.*

4.

<b>A.</b>	<b>Although</b> Paul knows English well,
<b>B.</b>	<b>Although</b> I did not speak English well,
<b>C.</b>	<b>Although</b> Paula studied hard for the exam,
<b>D.</b>	<b>Although</b> Margaret is a native speaker of French,
<b>E.</b>	<b>Although</b> Leo has a very important job as a teacher,

5.

<b>A.</b>	<b>Although</b> I could not sleep well yesterday because I was studying, I was ready for the exam.
<b>B.</b>	<b>Although</b> Susan was out of the classroom for thirty minutes, she did not get lost with the teacher's explanation. Susan did not get lost with the teacher's explanation although she was out of the classroom for thirty minutes.
<b>C.</b>	<b>Although</b> Carlos has a good level of English, he could not answer the questions of his presentation well.
<b>D.</b>	<b>Although</b> Luis does not have perfect pronunciation, everyone in the room could understand his point of view.

6.

<b>A.</b>	When Ana writes, she <b>not only</b> considers her topic, <b>but also</b> her audience.
<b>B.</b>	When Pedro studied English Pedagogy, he was <b>not only</b> good at speaking, <b>but also</b> was good at writing.
<b>C.</b>	They read <b>not only</b> the articles, <b>but also</b> the same essays for Written English III.
<b>D.</b>	Letty, who is a native speaker, is <b>not only</b> able to teach grammar well, <b>but also</b> is able to teach some strategies related to reading comprehension.
<b>E.</b>	Claudia, who is a non-native speaker, is <b>not only</b> able to speak in English, <b>but also</b> is able to write in English correctly.

## Lesson 3

1. 1b, 2c, 3d, 4a

2. **A.** What is the writer's opinion? Underline it in the paragraph: "eventhough non-native English teachers are sometimes perceived as "deficient educators" (Walkinshaw and Oanh, 2014), they benefit their students because they are able to communicate with them in their mother tongue.
- B.** What study supports the writer's opinion? Lai Ping (2012),
- C.** What did Lai Ping (2012) find? The interviewees preferred a local teacher instead of a native speaker.
- D.** Why did students in Lai Ping's study prefer a local teacher?  
Local teachers could explain content and clarify vocabulary more easily using the L1, whereas native speaker teachers were more difficult to understand.
- E.** What line contains the concluding sentence?
- F.** Look at the first sentence, what does "they" refer to? non-native English teachers
- G.** What does "the former" refer to? Local teacher
- H.** What does "the latter" refer to? Native speaker teacher
- I.** What type of conjunctions are "even though" and "whereas"? concession/contrast
3. The second body paragraph develops the second reason stated in the introduction's thesis statement.

## Lesson 4

1.

<b>A.</b>	<b>prospective</b>	likely to do a particular thing or achieve a particular position.
<b>B.</b>	<b>interact</b>	when people talk to each other, work together etc.
<b>C.</b>	<b>accent</b>	the way someone pronounces the words of a language, showing which country or which part of a country they come from.
<b>D.</b>	<b>proud</b>	feeling pleased about something that you have done or something that you own, or about someone or something you are involved with or related to.

2.

<b>A.</b>	To sum up, achieving a native-speaker accent should not be the goal of prospective English teachers.
<b>B.</b>	<b>On the one hand</b> , they must be able to interact with everyone clearly; <b>on the other</b> , if they teach with their own accent, students can understand them better.
<b>C.</b>	Answers may vary.
<b>D.</b>	Answers may vary.

3. Answers may vary.

4.

<b>A.</b>	<b>On the one hand</b> , he complains about his performance about his grades. <b>On the other hand</b> , he shows little interest in improving.
<b>B.</b>	<b>On the one hand</b> , I would like to earn more money. <b>On the other hand</b> , I am not willing to teach extra classes.
<b>C.</b>	<b>On the one hand</b> , he wants to study more. <b>On the other hand</b> , he does not want to give up his free time activities.
<b>D.</b>	<b>On the one hand</b> , there are valid reasons to use Zoom right now. <b>On the other hand</b> , many students complain that they are exhausted by Zoom classes.

## REVIEW

- b
- c
- b
- a
- c
- a
- b
- c
- b
- a

## UNIT 3

### Lesson 1

1. Answers may vary
2. **A.** melting ice, **B.** heavy rainfall, **C.** crops
3. **A.** Global warming is and will keep affecting sea levels and agriculture.  
**B.** Something along these lines: Effects of global warming
4. **Introduction:** Hook, background information, thesis statement  
**Body paragraph 1:** supporting sentence, concluding sentence  
**Body paragraph 2:** topic sentence, supporting sentence 1

**Conclusion:** summary of main effects, closure: prediction and/or suggestion

5. **Hook:** 2020 was the second-warmest year ever recorded in Earth's temperature, with record heat waves of up to 38° in Siberia and 54.4 °C in Death Valley, California (Wikipedia).

**Background information:** From "These...to habitats"

**Thesis statement:** Global warming is and will keep affecting sea levels and agriculture.

6. Global warming is and will keep affecting sea levels and agriculture.  
7. Students' notes will vary.  
8. and  
9. Answers will vary.

## Lesson 2

1.

A. <b>global warming</b>	A general increase of world temperatures caused by increased amounts of carbon dioxide around the Earth.
B. <b>melt</b>	When something solid becomes liquid.
C. <b>cliff</b>	A large area of rock or a mountain with a very steep side, often at the edge of the sea or a river.
D. <b>flood</b>	An area covered with water.

2.

A.	<b>Because of</b> global warming, sea level has risen <b>due to</b> melting ice caps in some regions around the world (Bose, 2010).
B.	<b>As a result</b> , an acceleration of beach erosion may be seen on cliffs, coastal floods, and developed coastlines in areas in which the sea level has risen. <b>Consequently</b> , millions of acres of coastal farmlands and coastal populated areas will probably be covered by water in the future (Bird, 1996).
C.	Answers may vary.

3. Answers may vary.

4.

A.	<b>Because</b> there have been new advances in technology, we are able to prevent natural disasters. We are able to prevent natural disasters <b>because</b> there have been new advances in technology.
B.	<b>Since</b> sea levels have risen, there has been erosion in some beaches. There has been erosion in some beaches <b>since</b> sea levels have risen.
C.	<b>Due to</b> the low interest rates, more people are buying houses near coastal areas. More people are buying houses near coastal areas <b>due to</b> the low interest rates.
D.	<b>Because of</b> the destructive flood, many houses disappeared in the south of Chile. Many houses disappeared in the south of Chile <b>because of</b> the destructive flood.
E.	<b>Since</b> global warming is becoming a real threat, more and more companies are reducing carbon emissions.

5.

A.	Over the years, global warming has worsened; <b>therefore</b> , any coastal areas have suffered the consequences.
B.	The flood caused major damage to rural areas. <b>Consequently</b> , the authorities will have to rebuild them soon.
C.	The drought in the north was devastating; <b>as a result</b> , many farmers moved to the south of the country.
D.	Companies have created electric buses; <b>as a result</b> , they no longer contaminate Santiago.
E.	The studies about global warming in Chile are very promising. <b>Therefore</b> , the government will give more money for research.

6. Answers may vary.

7. Answers may vary.

## Lesson 3

1. 1c, 2d, 3a, 4b

2. **A.** What does global warming affect? How?  
Agriculture: "because unpredictable weather and heavy rains severely affect crop yields."  
**B.** How many sources are cited in the paragraph? 2  
**C.** According to the paragraph, what will happen to tea qualities by 2025? they will be fewer.  
**D.** According to the paragraph, how did heavy rains affect crops in Chile?  
More than 50% of crops were damaged or lost between the V and VI Regions; for example, table grape production was affected due to broken vineyards or fungi.  
Local teachers could explain content and clarify vocabulary more easily using the L1, whereas native speaker teachers were more difficult to understand.  
**E.** What line contains the concluding sentence? "If these unusual rains continue to occur, farmers will probably have to find effective solutions to reach the rest of the population."  
**F.** Causes: because of, due to Effects: as a result, result in

3. 1. Effect, rule 2; 2. effect, rule 1; 3. cause, rule 1; 4. cause, rule 1.

4. **A.** result in, **B.** as a result, **C.** due to or because of, **D.** due to or because of.

5. -

6. Answers may vary.

## Lesson 4

1.

A. <b>erosion</b>	The process in which rock or soil is gradually destroyed by wind, rain, or the sea.
B. <b>likely</b>	Something that will probably happen.
C. <b>inherit</b>	When people receive problems caused by other people, and they have to deal with them.
D. <b>decaying</b>	When buildings or areas become worse.



2.

A.	<b>To sum up</b> , global warming has affected the levels of the sea and crops.
B.	<b>The former</b> has caused the erosion of some beaches, and it is likely to flood coastal areas. <b>The latter</b> has been damaged because of heavy rainfalls, which are likely to be more frequent.
C.	We use the terms <b>the former</b> and <b>the latter</b> to distinguish between two things. <b>The former</b> distinguishes the first of these two things, and <b>the latter</b> distinguishes the second of them.
D.	Answers may vary.

3. Answers may vary.

4.

A.	The problems caused by global warming are regarding crops and sea levels. <b>The former</b> has been affected by rainfalls. <b>The latter</b> has caused erosion in coastal areas.
B.	Sea levels have risen due to global warming presenting two consequences related to coastal floods and beach erosion. <b>The former</b> will cover some populated areas in the future. <b>The latter</b> will be seen on cliffs and developed coastlines.
C.	Global warming has affected agriculture because of unpredictable weather and heavy rains. <b>The former</b> will affect crops in center Chile. <b>The latter</b> will affect tea growing conditions.
D.	Global warming has presented severe negative effects such as extreme heat waves and rainfalls. <b>The former</b> has affected forests in places such as the north of Australia. <b>The latter</b> has affected crops mainly those related to tea growing.
E.	Authorities should propose solutions to face global warming such as recycling and cleaning coastal areas. <b>The former</b> could help the environment not to be contaminated by some containers. <b>The latter</b> could help people not to contaminate oceans.

5. Answers may vary.

6. Answers may vary.

## REVIEW

### Quiz:

1. a
2. b
3. c
4. b
5. c
6. b
7. c
8. a
9. b
10. c

Sentences: Answers may vary

## UNIT 4

### Lesson 1

1. Answers may vary

2. 2,4,3,1

3. A. What follows are the benefits and drawbacks of L2 collaborative writing in the classroom.
- B. they must follow the order stated in the thesis.
- C. any supporting sentence in the first body paragraph
- D. any supporting sentence in the second body paragraph
- E. Answers may vary

4. **Hook:** Learning to write in an L2 is considered one of the most difficult skills to master.

**Background information:** While knowledge of grammar and vocabulary is helpful, students need to generate ideas, outline them, and then write them cohesively on the page so that their ideas make sense. 3 Recognizing the difficulty of the L2 writing process, collaborative writing aims to make the process easier for learners, who are expected to produce a single text in pairs or groups instead of individually (Storch, 2018).

**Thesis:** What follows are the benefits and drawbacks of L2 collaborative writing in the classroom.

5. Answers may vary

### Lesson 2

1.

A. <b>communicative competence (n)</b>	It refers to a learner's ability to use any language to communicate successfully.
B. <b>accuracy (n)</b>	It refers to being exact or correct.
C. <b>encourage (v)</b>	To talk or behave in a way that gives someone confidence to do something. (arreglar en el booklet, página 89)
D. <b>enable (v)</b>	To make someone able to do something, or to make something possible.

2.

A.	According to Storch (2013), collaborative writing gives learners language learning opportunities to achieve communicative competence, which encourages them to share ideas and develop language skills. For this reason, texts which are produced by pairs are shorter, but greater in terms of grammatical accuracy and linguistic complexity (Storch, 2005). Finally, collaborative writing can help learners to develop a positive attitude towards activities because they can talk more and learn from others (Dobao and Blum, 2013).
B.	Collaborative writing provides learners <b>who</b> start writing in English with many benefits. Answers may vary.
C.	According to Storch (2013), collaborative writing gives learners language learning opportunities to achieve communicative competence, <b>which</b> encourages them to share ideas and develop language skills. For this reason, texts <b>which</b> are produced by pairs are shorter, but greater in terms of grammatical accuracy and linguistic complexity (Storch, 2005). Answers may vary.

3. *Answers may vary.*

4.

A.	When Susan was studying English at Uni, <b>she started using collaborative writing</b> , [ <i>*which</i> was related to writing in pairs or groups a single text]. * Non-Restrictive Relative Clause
B.	<b>Universidad de O'Higgins</b> , [ <i>*which</i> is located in Rancagua], <b>is the place</b> [ <i>*where</i> students learn collaborative writing] - [ <i>*which</i> is one of the latest approaches in second language writing]. * Non-Restrictive Relative Clause * Restrictive Relative Clause * Non-Restrictive Relative Clause
C.	<b>Learning a second language</b> , [ <i>*which</i> is considered challenging], <b>brings learners several benefits such as sharing with people</b> [ <i>*who</i> are from different countries]. * Non-Restrictive Relative Clause * Restrictive Relative Clause
D.	After the students wrote their essay collaboratively, <b>they had a positive attitude</b> , [ <i>*which</i> was an important feature when they were learning a second language at Uni]. * Non-Restrictive Relative Clause
E.	<b>Collaborative writing provides different benefits</b> , [ <i>*which</i> are important when a learner starts writing on a second language]. * Restrictive Relative Clause

## Lesson 3

1. Something like this:

**Topic sentence:** collaborative writing drawbacks

**Supporting fact 1:** students felt that they did not learn new grammar and vocabulary - Dobao and Blum (2013)

**Supporting fact 2:** students felt embarrassed and insecure about their English - Storch (2005)

**Supporting fact 3:** success of this approach depends on the interaction patterns of students - Storch (2005)

2. Furthermore, also.

3. **A.** subject, **B.** object, **C.** subject, **D.** subject, **E.** object

4. **A.** The planning strategy that you told me about in class was very helpful: The planning strategy you told me about in class was very helpful.

**B.** The writing task that the teacher gave us was difficult, so we worked together to do it: The writing task the teacher gave us was difficult, so we worked together to do it.

5. **A.** Outlining consists of organizing your ideas before writing a paragraph, which ensures a structured text.

**B.** The students completed a writing task which/ that was challenging.

**C.** Collaborative writing is a teaching approach which/that promotes writing through peer collaboration.

**D.** At the beginning, some students whose mother tongue is not English struggle with paraphrases in this language.

## Lesson 4

1.

A.	<i>Answers may vary.</i>
B.	<i>Answers may vary.</i>

2.

A.	In conclusion, collaborative writing has advantages and disadvantages.
B.	When students work in pairs or groups, they not only share different points of view, but also improve their writing skills; on the other hand, some students perceive that they do not learn and may feel uncomfortable when they work with others.
C.	<i>Answers may vary.</i>
D.	<i>Answers may vary.</i>
E.	<i>Answers may vary.</i>

3. *Answers may vary.*

4.

<b>Dependent Clause = Subordinate Clause</b>	
A.	[ <i>*While</i> knowledge of grammar and <b>Subordinating conjunction</b> vocabulary is helpful], <b>students need to generate ideas, outline them, and then write them cohesively on the page</b>
	<b>Independent Clause</b>
	[ <i>*so that</i> their ideas make sense].
	<b>Subordinating conjunction</b>
	<b>Dependent Clause = Subordinate Clause</b> * Adverb Clause of Contrast * Adverb Clause of purpose
<b>Independent Clause</b>	
B.	<b>Recognizing the difficulty of the L2 writing process, collaborative writing aims to make the process easier for</b>
	<b>Dependent Clause = Subordinate Clause</b>
	<b>learners</b> , [ <i>*who</i> are expected to produce a single text in pairs or groups instead of individually]. * Non-Restrictive Relative Clause

<b>C.</b>	<p><b>Independent Clause</b></p> <p>Storch (2005) also argues that the success of this approach depends on the interaction patterns that students have</p> <p><b>A</b></p> <p><b>Dependent Clause = Subordinate Clause</b></p> <p>during the task] [*which means the willingness students have to collaborate with each other].</p> <p><b>RP</b></p> <p>* Non-Restrictive Relative Clause</p>
	<p><b>Dependent Clause = Subordinate Clause</b></p> <p>[*Although some students may be</p> <p><b>Subordinating conjunction</b></p> <p><b>Independent Clause</b></p> <p>classroom], this approach will certainly be beneficial for their writing and teaching; therefore, it is a good idea to use it.</p> <p>* Adverb Clause of Contrast</p>

## 5.

<b>A.</b>	Results of the study showed that collaborative writing has a significant effect on student's L2 writing; however, this effect varied from one writing skill area to another.
<b>B.</b>	Socio-cultural perspectives focus on the fact that social interactions; accordingly, learning is not only a result of new knowledge by the individual learners.
<b>C.</b>	Collaboration afforded students the opportunity to interact on different aspects of writing; it encouraged students to collaborate when generating ideas and afforded students the opportunity to give and receive immediate feedback on language.
<b>D.</b>	The effects of CW on the quality of students' writing has had a significant effect on improving students' writing in L2; nevertheless, this effect varied from one area to another.
<b>E.</b>	The studies compared individually and jointly produced texts, which is important to understand the process of CW; however, the more important issue for L2 writing instruction and pedagogy is to explore the effect on writing quality.

## REVIEW

1. b
2. c
3. b
4. b
5. a
6. b
7. b
8. b
9. a
10. b

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