

# WRITTEN ENGLISHIU

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A U T O R E S Catalina Sandoval Muñoz | Patricio Canales Volpone

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# FOOD, CULTURE, AND TRADITIONS

#### ODE TO BREAD (Poem Excerpt)

Bread, you rise from flour, water and fire. Dense or light, flattened or round, you duplicate the mother's rounded womb, and earth's twice-yearly swelling. How simple you are, bread,

Pablo Nevuda

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

- Identify and write relative clauses to describe people and food
- Describe food and dishes with multiple adjective appealing to the five senses
- Write a descriptive paragraph about a dish that is important for you and your family



### SOMEONE'S FAVORITE MEAL

#### Learning Objectives

At the end of this lesson, you will be able to describe what a classmate likes or does not like to eat.

CONTENTS		
READING	▶ The Best <i>Chorrillana</i> Ever	
TYPES OF SENTENCES REVIEW	Simple – compound - complex	
LANGUAGE USE	<ul> <li>▶ 3rd person singular - verb + ing</li> <li>▶ Likes and dislikes</li> </ul>	
TYPE OF PARAGRAPH	► Descriptive paragraph	
WRITING	<ul> <li>Write a descriptive paragraph about what a classmate likes or doesn't like to eat</li> </ul>	



#### READING

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

What is your favorite meal? Why?

#### 2. In pairs, read the following text and answer the questions:



Chorrillana is one of my favourite foods that I love eating when I visit Valparaíso. If you want to try the best chorrillana in Chile, you must visit a restaurant called "El Pimentón" in downtown Valparaíso. A chorrillana has great

taste, which is not comparable to any other food I have tried before. Chorrillana has beef with different spices, such as pepper, oregano, and some secret ones, which give chorrillana a fresh and yummy smell. Besides, chorrillana is not spicy, but sweet at times because it contains caramelized onion, which gives it a unique taste. If you hate eating onion, this is your opportunity to try a new experience and maybe change your mind! When people eat chorrillana, they cannot forget it because they can eat beef, eggs, caramelized onions, and chips together. For these reasons, I like eating chorrillana, which is my favourite food ever.





A. What do you think about the topic sentence? Is it complete? Why? Why not?

- B. Do you think that the supporting sentences give good examples about chorrillana? Why?
- C. What is your opinion about the concluding sentence?
- D. Would you change anything in this paragraph? Give examples

3. Think about a member of your family. What is his / her favorite meal? What are its ingredients? Why does this person like this meal? Write it below and compare answers with a partner.

My father's 1 uncle's 1 brother's favorite meal is...

#### TYPES OF SENTENCES: REVIEW

SIMPLE	C O M P O U N D	COMPLEX
A simple sentence is a sentence that contains an independent clause which can stand alone. It has one subject and a verb. E X A M P L E S: > I love eating chorrillana. > She hates drinking red wine.	<ul> <li>A compound sentence is a sentence that has two independent clauses linked by a coordinating conjunction (FANBOYS).</li> <li>E X A M P L E S:</li> <li>I love eating chorrillana, and I love drinking beer.</li> <li>She hates drinking red wine, but she prefers drinking sparkling wine.</li> </ul>	A complex sentence is a sentence that contains an independent clause and one or more dependent clauses. The dependent clauses start with a subordinator. Other complex sentences have adjective clauses starting with "that" or "which": E X A M P L E S : I love eating chorrillana because it is my favorite food. She hates drinking coffee when she wakes up. Chileans love "completos," which have many ingredients.

4. Look at these sentences. Are they simple (S), compound (Cd) or complex (Cx)? For complex sentences, underline their subordinators, that, which.

- A. Chorrillana is one of my favourite foods that I love eating when I visit Valparaíso.
- B. A chorrillana has great taste, which is not comparable to any other food I have tried before.

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- C. If you hate eating onion, this is your opportunity to try a new experience. D. Before visiting the restaurant, we did not know about chorrillana.
- E. When people eat chorrillana, they cannot forget it because they can eat beef, eggs, caramelized onions, and chips together.
- F. For these reasons, I like eating chorrillana, which is my favourite food ever.
- G. Some people like eating chorrillana at "El Pimentón," but others prefer eating it at "J. Cruz".



#### TALKING ABOUT PREFERENCES



#### USE

- -We use a verb + *ing* after like, love, don't mind and hate.
- -We can also use a verb + *ing* after "enjoy" and "prefer".
- I enjoy eating junk food, but I prefer eating a salad because it is healthier.

#### EXAMPLES

- (;;) She *loves eating* fruit and vegetables every day.
  - She *likes trying* exotic food when she visits different countries.
  - He **doesn't mind cooking** pasta on Sundays.
  - He *doesn't like trying* new food because he prefers eating Chilean food.
  - He *hates doing* the dishes after cooking a big meal.



#### WRITING SECTION

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In this lesson, we are going to learn how to write a descriptive paragraph:

A descriptive paragraph

describes something such as a meal. gives impressions about something, not definitions about it. shows something to the reader. creates sensory images in the reader's mind. is related to the five senses: hearing, taste, touch, sight, and smell.

TAKEN FROM: Great Writing 2

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5. In pairs, interview your classmate about his or her food preferences:

#### EXAMPLES

What do you enjoy eating? - What do you hate eating? - What don't you mind eating?

6. Use your classmate's answers to write a descriptive paragraph. Include a topic sentence and a concluding sentence. Words: 150-180

#### GUIDING QUESTIONS TO DEVELOP AND ORGANIZE THE PARAGRAPH

- ▶ What does your classmate like? Why?
- ▶ What does your classmate not like? Why?
- Describe the foods

#### WRITE THE PARAGRAPH

- Include simple, compound, and complex sentences.
- Include as many verbs as possible: love, like, enjoy, prefer, try.
- Include a topic and concluding sentence.
- Include relevant and sufficient supporting sentences.

#### EXTRA PRACTICE

For extra practice visit this folder:



#### CHECK AND REVISE

- All sentences have a subject and a verb.
- Present tense is correct.
- Verbs after love, like, enjoy, prefer, try have ING
- ▶ Relative clauses are correct.
- There is a variety of sentences.
- There is a variety of connectors, sensory adjectives, and sensory verbs.
- Spelling, capitalization, commas, and periods are correct.





VIDEO

### **A FAMOUS DISH IN YOUR COUNTRY**

#### Learning Objectives

At the end of this lesson, you will be able to describe a famous dish in your country.

CONTENTS			
VIDEO READING	<ul> <li>Latinos try Chilean food for the first time</li> <li>Favourite Chilean Dish</li> </ul>		
LANGUAGE USE	▶ Relative Clauses		
TYPE OF PARAGRAPH         > Descriptive paragraph			
WRITING			



**1.** Can you give a translation to these famous foods? Talk to your partner and share.



2. Before class, watch the video and decide if these statements are T (true) or F (false).

- Т F A. In the first part of the video, one of the participants felt embarrassed because he has never tried Chilean food before. B. One girl in the video said that "empanada" was "meat packed." C. A girl from Puerto Rico said that "empanadas" from her country felt like lunch for her. D. A guy from Puerto Rico said that "empanadas" could be compared to
  - D. A guy from Puerto Rico said that "empanadas" could be compared to "calzone."



F Т E. When the girls were eating "sopaipillas," they said that they weren't similar to croissant. F. One of the girls from New York said that "sopaipillas" were the Chilean version of salted pretzels. G. When they were eating "pastel de choclo," they all said that it was a Chilean pot pie. H. Regarding "Chilean food," one of the girls said that Chilean food reminded her of her aunt. I. Regarding "Chilean food," they all said that corn wasn't the most important ingredient. J. In the last part of the video, they said that Chilean food was the king "comfort food" in Latin America. COMFORT FOOD: food that makes you feel happy: chocolates or food made at home.

#### READING SECTION |

#### 3. In pairs, answer the following questions:

A. What special dish do you eat on holidays? (Christmas, Independence Day, New Year, etc.)

B. In your opinion, what is the most satisfying food that is eaten in Chile?

- C. Are they any differences between what people eat in cities and in rural areas?
- 4. Four university students posted a description of their favorite Chilean dish in a food blog. Read their comments on each dish and write the name of the dishes.



A. \_\_\_\_\_\_\_is one of the typical foods in Chile. Chileans love eating \_\_\_\_\_\_in every season of the year. \_\_\_\_\_\_has great taste because it contains different delicious ingredients such as large pieces of beef or chicken, potatoes, pumpkin, oregano, green beans, cilantro, noodles and some secrets, *which* gives this dish an original and yummy smell. Moreover, \_\_\_\_\_\_ contains soup, *which* gives it a concentrated taste. When foreign people eat \_\_\_\_\_\_, they cannot forget it because they can eat meat and vegetables all together in a soup. Finally, Chileans like eating \_\_\_\_\_\_\_whenever they want because it is part of their lives.

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B. \_\_\_\_\_\_is one of the typical drinks in Chile. Chileans love drinking \_\_\_\_\_\_specially in summer. \_\_\_\_\_has peach juice, dried peaches, and cooked husked wheat, *which* give this drink an original taste. \_\_\_\_\_\_is not an alcoholic drink, so the whole family can drink it. When foreign people try \_\_\_\_\_\_, they cannot forget it because they can drink fresh juice and eat fruit and husked wheat. Finally, Chileans like drinking \_\_\_\_\_\_\_wherever they want mainly in hot days.

C. \_\_\_\_\_\_are a typical food *that* Chileans love eating every day if it is possible. \_\_\_\_\_\_have a wonderful taste because they have different ingredients such as sausage, chopped tomato, mayonnaise, mashed avocado and sauerkraut, *which* give them an original smell and a great taste. People *who* do not like sauerkraut prefer eating another version of \_\_\_\_\_\_, *which* has the same colours as the Italian flag. When foreign people eat \_\_\_\_\_\_, they cannot forget them because they can eat sausage with vegetables inside a hot dog bread. For this reason, Chileans like eating \_\_\_\_\_\_ whenever and wherever they want.

D. \_\_\_\_\_\_is a traditional food in Chile. People *who* live in Chiloé love eating\_\_\_\_\_\_. \_\_\_\_when they receive visitors from different countries.\_\_\_\_\_\_\_is cooked with beef, chicken, pork, shellfish, potatoes and vegetables, among other ingredients, *which* give\_\_\_\_\_\_an original and yummy smell. Furthermore, \_\_\_\_\_\_contains soup, *which* gives it a concentrated taste. Foreign people eat\_\_\_\_\_\_, and they enjoy it because they can eat many ingredients with a nice warm soup. By the way, Chileans like eating\_\_\_\_\_\_\_directly from the hole in the ground when they visit the south of Chile.

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#### **5.** In pairs, answer the questions.

A. What is the purpose of the four posts?

□ To inform □ To instruct □ To describe

B. What is the general topic of the texts?

□dishes from different locations □dishes from a specific location □dishes for special occasions

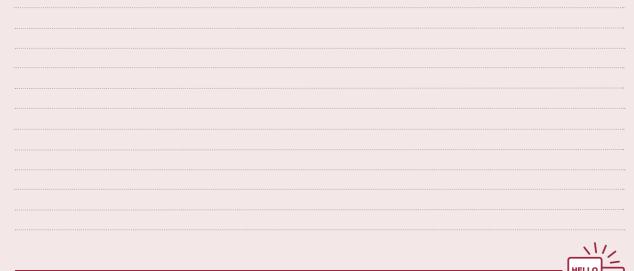
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C. Who is the audience for the posts? people who are interested in different cultures people who want to practice cooking people who are interested in different meals

#### 6. In pairs, discuss the following questions:

Do you agree with the posts or would you recommend other traditional dishes? Why? What traditional dishes from other countries do you know? Tell the class.



#### LANGUAGE USE | RELATIVE CLAUSES

Look at these examples:

- > People *who* live in Chiloé love eating *curanto* when they receive visitors from different countries.
- People who do not like sauerkraut prefer eating another version of completos, which has the same colours as the Italian flag.
- ► Completos are a typical food **that** Chileans love eating every day if it is possible.

#### 7. In groups, answer the following questions:

A. What do the *italicized* words introduce in each sentence?

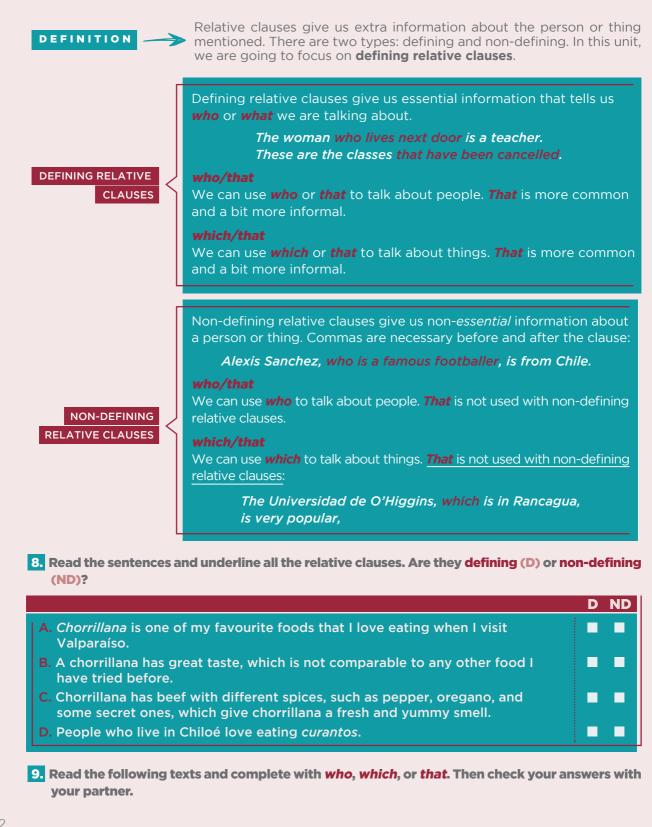
B. Which of the highlighted words refer to











Lesson

- 12

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A. Chileans,\_\_\_\_\_\_like onion and garlic, eat *pebre* especially when they eat *choripan*. When people go to traditional restaurants, there is a portion of this sauce\_\_\_\_\_\_\_is commonly used with bread or *sopaipillas* before the main dish. Pebre varies depending on the region and the people\_\_\_\_\_\_make it. However, the basic ingredients are onion, garlic, chopped tomatoes, cilantro, olive oil and salt.

Making this sauce is easy even for people\_\_\_do not like cooking. All they have to do is chop up all the ingredients into little bits. Then mix them and place in the refrigerator for a few hours to let the flavours blend. After that, take it out and enjoy your pebre with any Chilean or foreign dish\_\_\_\_\_ you want to eat.

B. Chileans,\_\_\_\_\_\_do not have enough time to cook, eat *empanadas*, \_\_\_\_\_\_are considered a traditional food in Chile. There are different types of empanadas. Some are made of beef, cheese, shrimp-cheese, among others,\_\_\_\_\_have great taste. People\_\_\_\_like eating empanadas can find them in different places around Chile,\_\_\_\_\_vary depending on the ingredients. The following are the basic ingredients for *empanadas de pino*: beef, chopped onion, garlic, eggs, olives, pepper, and salt.

Enjoy empanadas and do not wait for next Independence Day! Tiqui Tiqui Ti!

#### BY PATRICIO CANALES VOLPONE

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#### WRITING

A descriptive

describes something such as a meal. gives impressions about something, not definitions about it. shows something to the reader. creates sensory images in the reader's mind. is related to the five senses: hearing, taste, touch, sight, and smell.

**DO NOT FORGET!** 

#### TAKEN FROM: Great Writing 2

10. Follow the steps below to write a descriptive paragraph about a famous dish in your country. Words: 150-180

#### GUIDING QUESTIONS TO DEVELOP AND ORGANIZE THE PARAGRAPH

- What food is popular in your country?
- What food is traditional in your country?
- Describe the ingredients.

#### WRITE THE PARAGRAPH

- Include simple, compound, and complex sentences.
- Include as many verbs as possible: love, like, enjoy, prefer, try.
- Include Relative Clauses (who-which-that).
   Include a topic and concluding sentence.
- Include simple, compound, and complex sentences.

#### CHECK AND REVISE

- All sentences have a subject and a verb.
- Present tense is correct.
- > Verbs after love, like, enjoy, prefer, try have ING.
- Relative clauses are correct.
- There is a variety of sentences.
- There is a variety of connectors, sensory adjectives, and sensory verbs.
- Spelling, capitalization, commas, and periods are correct.





# PRESENT YOUR WRITING USING DIFFERENT RESOURCES (VIDEO, PPT, ETC)

#### EXTRA PRACTICE

For extra practice visit this folder:

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- 14





# **TRYING NEW FOOD**

#### Learning Objectives

At the end of this lesson, you will be able to describe your experience trying new food.

CONTENTS			
READING	▶ It was disgusting!		
VIDEO	► Trying exotic fruit		
VOCABULARY	► Sensory verbs, sensory adjectives		
LANGUAGE USE	<ul> <li>Past tense review</li> <li>Using multiple adjectives – order of adjectives</li> </ul>		
Descriptive paragraph			
► Describing your experience trying new food			

#### SHORT REVIEW

In pairs, pick one of these foods and describe it to your classmate using a relative clause with that or who.

FOLLOW THE EXAMPLE This is a famous drink that is very popular in the summer because it is very refreshing (mote con huesillo).

sopaipilla	navegado	panqueques con manjar	palta reina
humitas	terremoto	paila marina	ensalada chilena

#### READING

#### It was disgusting!

Andrés is asking Pablo about his experience trying new, strange food. What did Pablo try? Did he like it?



cartilage?

that...I went to a restaurant, and I ordered more and left the rest on the plate. what I thought was chicken. I asked if it was Andrés: Oh no! chicken, and they said, "Oh yeah, it's chicken."

Andrés: What about When I got it, I took a big bite. I realized that cartilage? Sometimes, it was chicken cartilage. I've never had that have you ever had fried before, and it was kind of crunchy; it tasted cartilage, like chicken like fried chicken bone or something. I called the waitress and asked her what it was. Then, Pablo: lactually have she pointed to her elbow and said, "Chicken

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#### **1.** Reread Pablo's story and do the following:

A. Find all the verbs in past simple. Classify them into regular and irregular verbs:

REGULAR VERBS	IRREGULAR VERBS

B. Find and write a complex sentence from the conversation:

C. Have you ever tried some food and found it disgusting? What was it? Why didn't you like it?



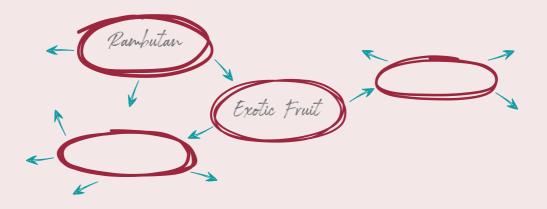
#### **VIDEO (WATCH BEFORE CLASS)**

When was the last time you tried a new kind of food? What was it? What was it like? Did you like it? Describe it to your partner and tell them about this experience.

#### **2.** These people tried new food for the first time. Watch the video and answer the questions:

- A. What does rambutan look like?
- B. What does dragon fruit look like?
- C. According to the man in 4:19, what is dragon fruit like? ....
- D. According to the woman in 6:19, what is chirimoya like? .....
- E. What exotic food would you like to try? Why? .....
- F. How do these people describe the fruits? Watch and complete the mind maps with the adjectives or phrases they used. Share and compare answers with your partner for a full mind map.





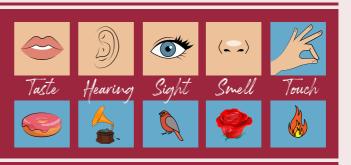
#### VOCABULARY: SENSORY VERBS AND SENSORY ADJECTIVES

#### **3.** Read the description. What is the writer describing?

It was a hot summer day in 1991. I was 5, and we had had lunch. We had porotos granados. Then dessert came: a huge, bright red piece with a few seeds. It smelled fresh. I was hesitant at first, but I made up my mind and bit a small piece. I can still remember what it tasted like: it was juicy, sweet, and refreshing as it melted in my mouth. It was heaven in a dish.

#### **DON'T FORGET!**

Effective descriptions use words that refer to some or all of the five senses-sight, taste, touch, hearing, smell. They are more than facts. Because they want to "show" something to the reader, they are detailed, and they provide impressions and feelings.



4. Look at the foods and complete with the correct verbs in the boxes. More than one answer is possible. Compare answers with a partner.

taste   IOOK   Teel   IS   Smell			
A lemon	A walnut		
Sight: It round. Taste: It sour/tart. Touch/Texture: It soft. Smell: Itfresh.	Sight: It round and brown.         Taste: It bitter.         Touch/Texture: It hard and rugged.         Smell: Itearthy.		

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#### 5. Classify the vocabulary from the video under the correct sense. Check answers with a partner.

<u>This looks like a It's like a</u> <u>creamy - crunchy - watermelonish - s</u>	
SIGHT	TASTE   TEXTURE

#### USING MULTIPLE ADJECTIVES

A Cazuela is a Chilean delicious soun

To improve your descriptions, you can use multiple adjectives to describe a noun. In that case, adjectives **must follow a specific order**, with **no commas**.

number | flavor - opinion | size | shape | age | color | nationality | origin | material

#### EXAMPLES

If you want to make "pebre", you need four big red onions. **number size color noun** 

6. Read these sentences and check if the position of the adjectives is correct. If it is correct, put a  $\sqrt{}$ . If not, rewrite the sentence. Check your answers with your partner.

B. To make spaghetti sauce, you need six red juicy tomatoes.	
C. Last fall, we tried red big apples from a friend's apple tree.	
D. Last week, I tried spicy round five meatballs in an expensive restaurant.	
E. When I was a child, I enjoyed eating square small <i>calugas de manjar</i> .	

7 What is your favorite fruit or vegetable? Use the picture, the vocabulary learnt, and relative clauses to write sentences that describe it effectively. Tell the class. Can your classmates guess?

#### EXAMPLES

This is an oval-shape black fruit that is green and creamy inside. There are few people who do not like it.





#### WRITING

8. Follow the steps below to write a paragraph describing the first time you tried some food. Words: 150-180

#### GUIDING QUESTIONS TO DEVELOP AND ORGANIZE THE PARAGRAPH

- When did this happen? How old were you?
- What other background information is important to understand this scene?
- ▶ What were you given?
  - EXAMPLES
- I was given a/some...
- My mom gave me a/some....
- What did you do? Did you smell it, touch it?
- What did it taste like?
- How did you react?
- Did you like it?

#### EXTRA PRACTICE

For extra practice visit this folder:



#### WRITE THE PARAGRAPH

include a variety of connectors and include simple, compound, and complex sentences.

#### CHECK AND REVISE

- All sentences have a subject and a verb.
- ▶ Past tense is correct.
- There is a variety of sentences.
- There is a variety of connectors, sensory adjectives, and sensory verbs.
- Spelling, capitalization, commas, and periods are correct.





### THE STORY BEHIND THE DISH

#### Learning Objectives

At the end of this lesson, you will be able to define a traditional dish or sandwich and tell its history.

CONTENTS			
READING	➤ The Story behind the Name		
READING SKILL	<ul> <li>Scanning for Key Details</li> <li>Understanding Referents</li> </ul>		
VOCABULARY	Verb and preposition collocations		
LANGUAGE USE	<ul> <li>Combine sentences with relative clauses</li> <li>Past tense review</li> </ul>		
WRITING	Define a traditional dish or sandwich and tell its history		



READING

#### THE STORY BEHIND THE NAME

**1.** In pairs, discuss these questions: What are the names of these sandwiches? Which one do you like the most? Why do you think they have these names?



- 20

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#### WRITTEN ENGLISH II

#### READING SKILL 1 SCANNING FOR KEY DETAILS

**Scanning** finding details fast by looking for specific information.

#### EXAMPLES:

- **Time, dates, distances:** Focus on numbers
- People and places: Capitalized words
- Repeated nouns or verbs

2. The paragraphs below are part of a traditional Chilean food book. Look at the table below. Scan the paragraphs for the information you need to complete the table.

**1.** The name of this sandwich <u>comes from</u> the term "chacra," *which* is a small rural farm. In the past, in the south of Chile, farmers were called "chacareros," and the ingredients of this sandwich are also typically found in a farm: green beans, tomatoes, and beef. Although currently this popular sandwich includes mayonnaise and chili, the original version only has 3 ingredients inside traditional homemade bread or pan amasado.

2. This sandwich is over 100 years old, and its name <u>refers to</u> its inventor, *who* was a Chilean president between 1910 and 1915. This period was very prosperous for Chile; therefore, he could spend a long time in his favorite place: Cafeteria Torres, *where* he always ordered toasted bread, with beef bits and grilled cheese. In the end, the sandwich kept this name because the president's supporters asked for a sandwich "identical to that of Barros Luco," their president. Today, it is still many people's favorite.

**3.** This sandwich's name was also <u>created by</u> a Chilean politician called Barros Jarpa 20 years after Barros Luco. This politician used to eat at Club La Unión and order a Barros Luco with ham instead of meat because the sandwich was "easier to eat." Currently, many people simply call this sandwich aliado, and they can eat it anywhere, not only at fancy clubs!

Origin of name:... Ingredients: ..... Name: Origin of name: ... Ingredients: ..... Name: Origin of name: ..... Ingredients:..... Name:



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**4.** This sandwich, *which* is made with pork belly, has an interesting history. According to historians, this sandwich first appeared in the 1930s at the National Stadium in Santiago. Since it was very fulfilling and cheap, it immediately became popular at massive events. Even though many people think its name is connected to a pork's butt, it is false. The name refers to the "forward" movement that people make when they eat a big juicy sandwich: literally, "de potito."

Origin of name:
Ingredients:
Name:

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#### READING SKILL 2 UNDERSTANDING REFERENTS

Read the sentence from one of the paragraphs. What word is "which" replacing? Where is this word?

The name of this sandwich comes from the term "chacra," **which** is a small rural farm. The relative pronoun "which" <u>replaces or *refers to*</u> "chacra". "Chacra" immediately precedes *which.* 

# **3.** Read other sentences from the paragraphs. What do the words in **bold** refer to? Compare answers with a partner.

A. This sandwich is over 100 years old, and its name refers to its inventor, who was a Chilean president between 1910 and 1915.

#### Who:

- B. Therefore, he could spend a long time in his favorite place: Cafeteria Torres, where he always ordered toasted bread, with beef bits and grilled cheese.
   Where:
- C. This sandwich, which is made with pork belly, has an interesting history. Which:
- D. The name refers to the "forward" movement that people make when they eat a big juicy sandwich. **That:**

#### VOCABULARY: VERB + PREPOSITION COLLOCATIONS

**4.** Match the verbs with their prepositions and answer the questions using these combinations. Use the readings in exercise 2 for reference. Compare your answers.

1. refer	A. with
<b>2.</b> come	B. from
3. made	C. by
4. created	D. to

Lesson





#### **5.** Answer these questions with each of the verbs in exercise **4**.

- A. What does "chela" refer to?
- B. What are *humitas* made with?
- C. Who probably created curantos?
- D. Where does the word "chucrut" come from?

#### LANGUAGE USE |

#### COMBINING SENTENCES WITH RELATIVE CLAUSES

6. Combine each pair of sentences using a relative pronoun (who, that, which). Omit necessary information from the second sentence when necessary. Compare your answers.

#### FOLLOW THE EXAMPLE

- ▶ Original sentences: Porotos granados are a traditional Chilean stew. They are made with ground corn and squash.
- ▶ Combined sentence: Porotos granados are a traditional Chilean stew that/which is made with ground corn and squash.
- A. *Palta reina* is a famous appetizer. It is made with avocado and a creamy chicken sauce.
- B. *Ensalada a la chilena* is a famous cheap salad. It is made with tomato and sliced onion.
- C. *Panqueques con manjar* are a popular dessert for these people. These people have a sweet tooth. (\*have a sweet tooth: love sweet foods)
- D. *Bistec a lo pobre* is a delicious main course. It refers to the combination of steak, fries, a fried eggs and onions.

#### WRITING

#### RESEARCHING TRADITIONAL FOOD THROUGHOUT THE COUNTRY

This map shows traditional food across the country. In pairs, select one. Then find the following information:

- A. the history of the dish
- B. the ingredients
- C. any important characteristic

Organize ideas and write your draft. Use relative clauses and verb + prepositions.

If you know another dish that is not in the map, add it!



04

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ENGLISHAL ESCUELA DE EDUCACIÓN

#### FOOD TRANSLATION FAILS QUE NO TE PASE! USE THE LANGUAGE YOU KNOW, ADAPT.



For extra practice visit this folder:



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- 24

Lesson Ó



Q

#### Learning Objectives

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

#### READING

**1.** Read the following texts about food from different countries and answer the questions.

•••

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🔇 http://www.chile/studentguide



#### ARAB CUISINE

At an Arab restaurant, people can find delicious lamb, chicken and beef dishes which are very tasty. Two popular dishes are *shawarma* and *kabsa*. Shawarma is a savory meat dish that is served in pita bread with tomato and cucumber. On the other hand, kabsa is very popular in Middle Eastern countries, but it is not really popular here in Chile. Kabsa is made with rice, meat and vegetables; however, there are many different ways to prepare kabsa depending on the people who make this wonderful dish.

25-

🔇 http://www.chile/studentguide



#### PERUVIAN CUISINE

0

Many people like eating Peruvian food because it is very tasty and smells so nice. People can try beef, chicken and fish, which are presented in different dishes, such as *lomo saltado*, *ají de gallina* and *ceviche*. Lomo saltado is made with beef, onion, chips and rice which give people a great pleasure when they try this dish. If you like chili, try *ají de gallina*, which is very famous in Chile. Besides, people can try ceviche, which is made with raw fish, chili, lemon juice and some secrets. Finally, Peruvian food is considered the most important cuisine around the globe because of its combination of flavors.

#### ADAPTED BY PATRICIO CANALES VOLPONE

A. What is the purpose of this text?

B. Why do people like eating Arab dishes?

C. What does that refer to in line 3 in the paragraph ARAB CUISINE?

D. What does who replace in line 7 in the paragraph ARAB CUISINE?

E. What is the function of *which* in line 4 in the paragraph PERUVIAN CUISINE?

F. Why is Peruvian food considered popular around the world?

#### USING VERBS OF PREFERENCE

2. Write sentences using the correct verbs in column 1 and 2 to describe Javiera's tastes. Add one reason per sentence. Example: She doesn't mind cooking *because* she likes helping at home.

Unit



	1	2	3
	A. love	eat	churrascos italianos
	B. like	drink	sparkling mineral water
	C. not mind	eat	chickpeas stew
	D. not like	try	exotic international dishes
	E. hate	cook	lentils
А.	o bays		

#### DEFINING RELATIVE CLAUSES

B. C. D.

- **3.** Guess the word! Read the definitions and complete with *who*, *that*, or *which*. What is the missing word?
- A. \_\_\_\_\_(9 letters): This is a long green vegetable\_\_\_\_\_is rich in iron. People\_\_\_\_\_eat it prefer eating it with mayonnaise.
- B. \_\_\_\_\_(11 letters): This is a big red fruit\_\_\_\_\_is hard outside but full of juicy, red edible seeds inside.
- C. \_\_\_\_\_(7 letters): These colorful vegetables are very popular with people\_\_\_\_\_are vegetarians. They usually eat them grilled.
- D. \_\_\_\_\_\_(7 letters): This is a fruit\_\_\_\_\_grows in tropical countries. It is round, brown, hard, and hairy-looking.

E. \_\_\_\_\_\_(11 letters): This looks like a white flower \_\_\_\_\_\_ is hard when it is raw, but it is softer when it is cooked.

- 4. Combine sentences to create a complex sentence with a relative clause. Then check your answers with your partner.
- A. *Empolvados* are a famous Chilean pastry. *Empolvados* are made with flour, eggs, baking powder and *manjar*.
- B. Chirimoya Alegre is a very popular ice cream. It tastes of orange and chirimoya.

- C. The term "vegan" refers to people. These people do not eat animal-based foods.
- D. Thai, Indian, and Japanese food are popular with these people. These people love trying new, exotic dishes.

E. Torta de pompadour is a traditional pastry. It comes from the Sixth Region.

5. Identify if these sentences contain defining (D) and non-defining (ND) relative clauses.

- A. Lomo saltado, which comes from Peru, is very popular in Chile.
  B. Shawarma is a savory meat dish that is served in pita bread with tomato and cucumber.
  C. People can try ceviche, which is made with raw fish, chili, lemon juice and some secrets.
  D. Peruvian people, who love eating chili, like ají de gallina.
  - E. People can try beef, chicken and fish, which are presented in different dishes such as *lomo saltado*, *ají de gallina* and *ceviche*.

Unit

WRITING

6. Teaching "Millennial Slang". Work in pairs. Write a word that is typical of your generation and its definition.

#### EXAMPLE

(Word) is a person/thing/situation (that/which/who) + verb...

7. Follow the steps below to write a descriptive paragraph about a dish that is important for your family. Words: 150-180

#### GUIDING QUESTIONS TO DEVELOP AND ORGANIZE THE PARAGRAPH

- What is the name of the dish?
- What are the ingredients?
- Describe the taste, smell, sight and texture of the dish
- Why / How was this dish created?

#### WRITE THE PARAGRAPH

- Include simple, compound, and complex sentences.
- Include as many verbs as possible: love, like, enjoy, prefer, try.
- Include Relative Clauses (who-which-that).

- Include a topic and concluding sentence.
- Include relevant and sufficient supporting sentences.
- Include sensory and sensory verbs.

#### CHECK AND REVISE

- All sentences have a subject and a verb.
- Present tense is correct.
- Verbs after love, like, enjoy, prefer, try have ING
- Relative clauses are correct.
- There is a variety of sentences.
- There is a variety of connectors, sensory adjectives, and sensory verbs.
- Spelling, capitalization, commas, and periods are correct.



#### **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> <li>I can understand and evaluate the structure of a paragraph about Chilean food.</li> <li>I can identify and write simple, compound, and complex sentences with a variety of connectors.</li> <li>I can write sentences about someone's likes and dislikes with 3° person singular and verbs of preference.</li> <li>I can describe what a classmate likes or does not like to eat.</li> </ul>		•	:
LESSON <b>2</b>	1	2	3
<ul> <li>I can understand specific information about a video related to food.</li> <li>I can identify the purpose, main idea, and audience of a text.</li> <li>I can identify relative clauses in a sentence.</li> <li>I can distinguish between defining and non-defining relative clauses.</li> <li>I can use who, which, and that in a descriptive paragraph about food.</li> <li>I can describe a famous dish in my country and present it in a paragraph, a video, brochure, or PowerPoint presentation.</li> </ul>			
LESSON <b>3</b>	1	2	3
<ul> <li>LESSON 3</li> <li>I can identify main ideas in a short text about a negative food experience.</li> <li>I can complete a mind-map to organize food characteristics based on a food-related video.</li> <li>I can describe food in short sentences using sensory adjectives and verbs.</li> <li>I can describe food in short sentences using multiple adjectives in a specific order.</li> <li>I can describe an experience trying new food.</li> </ul>	1	2	3
<ul> <li>I can identify main ideas in a short text about a negative food experience.</li> <li>I can complete a mind-map to organize food characteristics based on a food-related video.</li> <li>I can describe food in short sentences using sensory adjectives and verbs.</li> <li>I can describe food in short sentences using multiple adjectives in a specific order.</li> </ul>			E

Remember: If you need help, ask your teacher!

LO

# PLACES OVER TIME

#### THERE ARE PLACES I REMEMBER - THE BEATLES (excerpt)

There are places I remember all my life Though some have changed Some forever, not for better Some have gone and some remain

All these places have their moments Of lovers and friends, I still can recall Some are dead and some are living In my life I loved them all

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

- Write a comparative paragraph about two cities or towns in your country
- Compare the before and after of a place which has changed
- Understand graphs and describe trends about the Sixth Region using present perfect, past simple, and adverbs of manner
- Describe trends from a graph
- Describe and compare information from a table or graph



## **COMPARING CITIES**

#### Learning Objectives

At the end of this lesson, you will be able to write a comparative paragraph about two cities or towns in your country.

CONTENTS				
VIDEO READING	<ul> <li>What life in Rancagua, Chile is like</li> <li>Chile: a country full of contrasts</li> </ul>			
LANGUAGE USE	<ul> <li>Comparative adjectives</li> <li>Comparison connectors</li> </ul>			
TYPE OF PARAGRAPH	<ul> <li>Comparative paragraph</li> <li>Venn diagram</li> </ul>			
WRITING	Write a comparative paragraph about two cities or towns in your country			

#### VIDEO

Watch this <u>video</u> about how a missionary describes her experience living in Rancagua. Complete this table in Googledocs with the information she gives.

PLACES WEATHER	TRANSPORTATION	PEOPLE'S JOBS	CRIME	PLACES NEARBY RANCAGUA	HOW SHE DESCRIBES DOGS
	:	:	:		



Read this article called "Chile: a country full of contrasts" and answer the questions below.

VIAJAR POR CHILE I HAZ NEGOCIOS I ESTUDIA AQUÍ I VEN A VIVIR I NOTICIAS OCOUNTRY EULL OF CONTRASTS BY PATRICIO CANALES VOLPONE

hile is a country full of contrasts. **On** the one hand, people can visit its capital city called Santiago, which is **larger** and more modern than the rest of the cities in the country. In this city, there are a lot of restaurants, shops, cinemas, theatres and the highest tower in South America, *Costanera Center*. In this place, people can find more than 200 shops and an impressive 360-degree view of the city from the 62nd floor. **On the other hand**, people can visit the south of the country, where they can find small

ESCUELA DE EDUCACIÓN

cities with different tourist attractions. One of these places is Valdivia, which is **smaller than** Santiago, and much **more picturesque**. *In fact*, Valdivia is considered one of the best cities to live in Chile because there are many green areas and friendly people. In this city, people can visit the botanical garden and take a boat trip along the *Calle Calle* river. *As you can see*, Chile has a great variety of places to discover, and Santiago and Valdivia are *both* interesting destinations to visit. Which one do you prefer?

Ó	01.0	- 2	— 03.0	 4.	•	0	TRAVEL
	<b>answer the foll</b> the purpose o						
	the function o						
	the function o						
	think that this						

2. In pairs, complete the table with differences and similarities between the cities discussed in the article.

DIFFERENCES	SIMILARITIES

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- 32

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many natural areas.
B. Rancagua is \_\_\_\_\_\_(safe) than Santiago because there are fewer crimes.

- C. The quality of life in Valdivia is \_\_\_\_\_\_(good) than in Santiago according to studies.D. Job opportunities in the south are \_\_\_\_\_\_(bad) than in the capital because many businesses are only in Santiago.
- E. Housing and food in Santiago are \_\_\_\_\_ (expensive) than Rancagua.

WRITTEN

33.



#### TYPE OF PARAGRAPH

#### COMPARISON PARAGRAPH

#### **TIPS TO WRITE A COMPARISON PARAGRAPH:**

- Choose topics for comparison: they must have similarities and differences.
- > Think of two or three **points of comparison** about the topics you are comparing and add
- **ORGANIZE IDEAS IN A VENN DIAGRAM:** A Venn diagram can help you see similarities and differences more clearly. It can also help you remember key information.



> Each point of comparison is introduced by a *sequence* or an *addition* connector:

SEQUENCE CONNECTORS: first, second, third, finally ADDITION CONNECTORS: In addition, moreover, furthermore, another difference/similarity is... **OTHER TRANSITION PHRASES:** in terms of (+ noun)

SIMILARITIES	DIFFERENCES
Similarly, <i>Both</i> places are X is <i>also</i> a cold city. Likewise,	However, On the one hand / On the other hand, , but <i>Compared to</i> X, Y is <i>Despite these differences/similarities,</i> X is better than Y While Although

#### COMPARISON CONNECTORS

- 34



4. Read the paragraph and complete the gaps with one connector from the box. Use the paragraph's outline as a guide. Then check your answers with your partner. More than one answer is possible.

for this reason - moreover - on the other hand - in terms of ... - while in addition first - on the one hand - secondly - overall - although - compared to

HOW DIFFERENT IS SANTIAGO FROM RANCAGUA?





RANCAGUA

#### OUTLINE

- A. SIZE: RANCAGUA: small
  - SANTIAGO: big
- B. LANDSCAPE:
   RANCAGUA: a few tall buldings, old houses
   SANTIAGO: mainly buildings, some skyscrapers
- C. COMMERCE:

**RANCAGUA:** small stores Santiago: large business

D. **CULTURE AND POPULATION: RANCAGUA:** more traditional, people from rural areas **SANTIAGO:** more modern and intercultural,

huge migrant population

ADAPTED BY CATALINA SANDOVAL MUÑOZ ORIGINAL TEXT BY PAULA CERDA

SANTIAGO

\_\_Santiago and Rancagua are only one hour apart, they have a lot of differences. B. \_\_\_\_\_, Rancagua, which was founded hundreds of years later than Santiago, is much smaller. C. \_\_\_\_\_, Santiago is not only bigger than Rancagua, but it is also heavily populated in comparison. D. \_\_\_\_ \_, many people live in apartments in Santiago. E. \_\_\_\_\_, F. \_\_\_\_\_ the capital's landscape is mainly buildings and skyscrapers, Rancagua's landscape consists of old houses and a few tall buildings. G. Santiago is the economic capital of Chile, which means that it has larger businesses Rancagua. I. \_\_\_\_\_ Η. culture and population, Rancagua's culture is very different from Santiago's. J. \_ Santiago's citizens value modernity and interculturality because there is a huge migrant population. K. \_\_\_\_\_, Rancagua is more traditional since a lot of its residents \_\_\_\_, these come from rural areas. L. \_\_\_\_ two cities are very different because of their history, but both have their own charm.

5. Work in pairs. Use the ideas in the outline to write a comparison paragraph of these 2 countries. Write the paragraph in this Googledoc.

CHILE	BRAZIL
ocation: Bottom of South America ape: long and narrow leather: varied (mix of arid, mediterranean, ainy, snowy) ersonality: too serious in cities	<ul> <li>A. Location: Top of America</li> <li>B. Shape: broad</li> <li>C. Weather: varied (hot and dry in the interior, and humid and sticky in tropical forests, never snows)</li> <li>D. Personality: cheerful everywhere</li> </ul>



A. Lo B. Sh **C.** W

D. Pe

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**NGL**/SH

#### WRITING

6. Follow the steps below to write a comparison paragraph about a two cities or towns in your country that you know well. Words: 150-180

#### **GUIDING QUESTIONS TO DEVELOP** AND ORGANIZE THE PARAGRAPH

- What cities or towns do you want to compare?
- What differences do these places have?
- What similarities do these places have?
- How are you going to organize ideas?

#### WRITE THE PARAGRAPH

- Include simple, compound, and complex sentences.
- Include comparative adjectives.
- Include comparison connectors.
- Include a topic and concluding sentence.
- Include relevant and sufficient supporting sentences.

#### CHECK AND REVISE

All sentences have a subject and a verb.

- Present and past tenses are correct.
- Comparative forms are correct.
- There is a variety of sentences.
- There is a variety of comparison connectors.
- Spelling, capitalization, commas, and periods are correct.

#### PRESENT YOUR WRITING USING DIFFERENT RESOURCES (VIDEO, PPT, ETC)

#### EXTRA PRACTICE

For extra practice visit this folder:





esson



# **HOW A CITY HAS CHANGED**

## Learning Objectives

At the end of this lesson, you will be able to compare the before and after of a place which has changed.

	CONTENTS
READING COMPREHENSION	▶ A comment from a website about how Valparaiso has changed
LANGUAGE USE	<ul> <li>Past simple vs present perfect 1: structure and meaning</li> <li>Present perfect: since &amp; for</li> </ul>
WRITING	▶ Compare the before and after of a place which has changed

## READING

## **1.** In pairs, discuss the following questions:

- A. How has the area you live in changed in recent years?...
- B. Do you think the changes have been a good thing? Why/Why not?.

## Read this comment from a website



In my opinion, one of the areas that *has changed* I *was* a child. It *was* a residential area, but now month, I (A) went to visit a friend who now

lives there, in Cerro Alegre. The place (B) has years ago, my friend bought a flat with an changed enormously over the years. My aunt incredible view to the sea. He (D) has been and uncle (C) lived there for about five years there for three years, but he (E) has not told



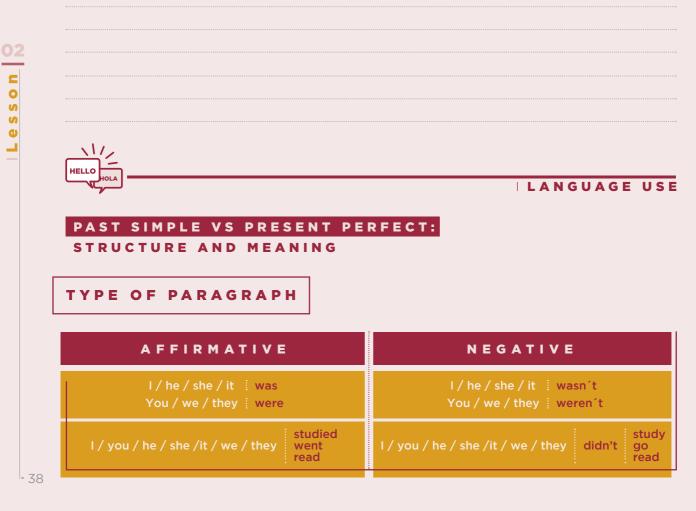
## **2.** Answer the following question. Then check your answers with your partner:

A. What changes does the writer mention?

### 3. Read the text again and classify the words in **bold**. Then check your answers with your partner.

PRESENT PERFECT (HAVE / HAS + PAST PARTICIPLE)	PAST SIMPLE (THE PAST FORM OF THE VERB)

4. After reading, leave a comment about some changes you have noticed in your city.



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## PRESENT PERFECT STRUCTURE

AFFIRMATIVE	ΝΕGΑΤΙVΕ
He / she / it 🧯 has been I / you / we / they 🕴 have been	He / she / it
I / you / we / they have studied gone read	I / you / we / they haven't studied gone read
He / she / it has gone read	He / she / it hasn't gone read

# 5. Reread the text from exercise 1. Then in pairs, match the verbs (A- F) with the uses they represent (1-6). Sometimes, more than one answer is possible.

In my opinion, one of the areas that has changed the most in the recent years is Valparaíso. Last month, I (A) **went** to visit a friend who now lives there, in Cerro Alegre. The place (B) **has changed** enormously over the years. My aunt and uncle (C) **lived** there for about five years and I remember visiting them quite often when I **was** a child. It **was** a residential area, but now it is an important visitor destination with lots of restaurants, hotels, and places to live. Three years ago, my friend bought a flat with an incredible view to the sea. He (D) **has been t**here for three years, but he (E) **has not told** me yet how much he (F) **paid** for the flat.

ADAPTED	ΒY	PATRICIO	CANALES	VOLPON

PAST SIMPLE	PRESENT PERFECT
A. We use the past simple when we <u>give</u> the time (date, year) an action happened in the past.	A. We use the present perfect simple when we talk about something that began in the past and continues in the present. We include a time expression (over the years, for, since).
B. We use the past simple to talk about something that happened in the past, but we <u>do not</u> give the exact time.	B. We use the present perfect with yet.
C. We use the past simple for an activity that continued for some time in the past and is now finished.	

## PRESENT PERFECT: FOR & SINCE

We use **for** to talk about a period of time. —>**for** three days, for a year We use **since** to talk about a specific point in the past. —>**since** the 2nd May, **since** 2000



## 6. Complete the paragraphs with FOR and SINCE. Then check your answer with your classmates.

- A. Tomás has been in England\_\_\_\_\_\_the end of last month. First, he stayed at a hotel in the center of London\_\_\_\_\_\_five days. Then he went to see my sister in York, and he has been at her house\_\_\_\_\_\_last week.
- B. Laura lived in Australia\_\_\_\_\_a year when she was a student, but she hasn't been back there\_\_\_\_\_2015. She hasn't used her English\_\_\_\_\_then, and that is a long time ago!
- C. My sister was a student in Rome\_\_\_\_\_three years, and she returned\_\_\_\_\_a two-week holiday last summer. The city has changed a lot\_\_\_\_\_2017.
- 7. Complete another comment from the website with the correct form of the verbs in brackets. Then check your answers with your classmates:

I\_\_\_\_\_\_(study) at university in Rancagua years ago, but I recently\_\_\_\_\_(go) back for a couple of days to see my friend, Sandra. What a change! The building\_\_\_\_\_\_(change) a lot since I graduated in 2019. Sandra\_\_\_\_\_(tell) me that first, they\_\_\_\_\_\_(knock down) the building where I\_\_\_\_\_\_(have) classes and built a block of flats and shops there! Now, the university has some new buildings, and I\_\_\_\_\_\_ (look around) them during my visit. It's amazing. Since



2020, they\_\_\_\_\_(put) interactive whiteboards and laptops in every classroom. Moreover, they\_\_\_\_\_also\_\_\_\_\_(build) an enormous library and research center close by. They\_\_\_\_\_(not / finish)\_\_\_\_\_designing gardens around the buildings yet, but it's going to look beautiful.

### ADAPTED BY PATRICIO CANALES VOLPONE

## WRITING PRACTICE

8. Write a comparison paragraph about how a place you have visited recently has changed. Words: 150-180

## GUIDING QUESTIONS TO DEVELOP AND ORGANIZE THE PARAGRAPH

- Compare the place before and after:
- What was the place like in the past?What is the place like now?
- How are you going to organize ideas?

#### WRITE THE PARAGRAPH

- Include simple, compound, and complex sentences.
- Include past simple and present perfect.
- ▶ Include FOR and SINCE.

- Include a topic and concluding sentence.
- Include relevant and sufficient supporting sentences.

## CHECK AND REVISE

- All sentences have a subject and a verb.
- Past simple and present perfect are correct.
- For and Since are correct.
- There is a variety of sentences.
- There is a variety of connectors.
- Spelling, capitalization, commas, and periods are correct.

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40





EXTRA PRACTICE

For extra practice visit this folder:

Lesson

021







# **DESCRIBING TRENDS FROM A GRAPH**

## Learning Objectives

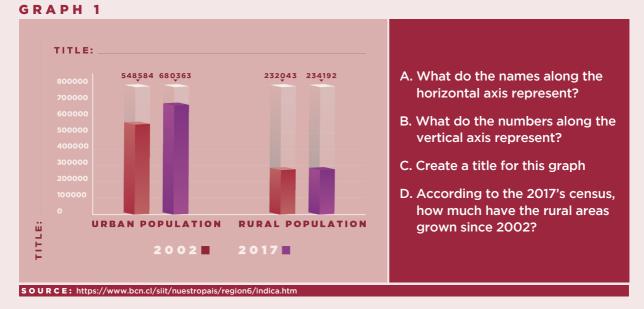
At the end of this lesson, you will be able to understand and describe trends in the Sixth Region from a graph to a paragraph using present perfect, past simple, and adverbs of manner.

	CONTENTS
READING	▶ Interpreting graphs
VOCABULARY	Verbs and adverbs of manner to describe trends
LANGUAGE USE	Present perfect vs Past simple 2
WRITING	<ul> <li>Describe trends in a graph using present perfect, past simple, and adverbs of manner</li> </ul>

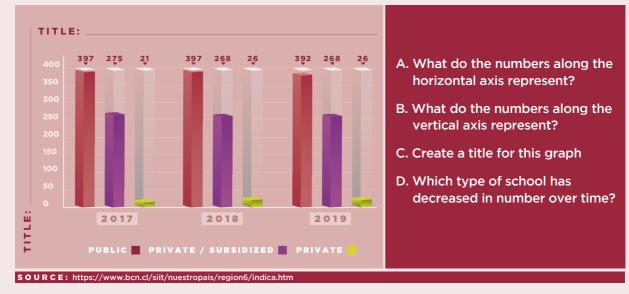


READING

1. The following graphs show data from the O'Higgins Region. In pairs, observe them and answer the questions.







## **GRAPH 2**

## VOCABULARY:

## VERBS AND ADVERBS OF MANNER FOR TRENDS

2. In pairs, read the word sets in the box and put them under the correct arrow.

decrease   decreased - incre rose   risen   stay   stayed			significantly - slowly - rise 'own - fall   fell   fallen
V E R B S 🕇	VER	вѕ↓	VERBS→>
ADVERBS OF MA			BS OF MANNER
(HOW MUCH?			HOW MUCH?)

Lesson 03

WRITTEN

# 3. In pairs, read these paragraphs, which describe graphs 1 and 2, and complete with the missing information.

## GREW - HAVE INCREASED | WAS | SLOWLY | 2017 | HAS GROWN | URBAN | ROSE | 234 | 192

The bar chart shows the population type in the O'Higgins Region between 2002 and \_\_\_\_\_. The categories are \_\_\_\_\_\_ and rural populations. In 2002, the total population \_\_\_\_\_\_780,627, while in 2017, it \_\_\_\_\_\_to 914,555. This means that both urban and rural populations \_\_\_\_\_\_\_ significantly over the years, from 548,584 people to 680,363. However, the rural population has risen \_\_\_\_\_\_, from 232,043 to \_\_\_\_\_\_. As you can see, both population types have grown over time, and maybe they are going to keep growing.

#### BY CATALINA SANDOVAL MUÑOZ

#### 26 | STAYED | HAS DECREASED | MAJORITY | 5 | 686 | PRIVATE/SUBSIDIZED | ILLUSTRATES | FALLEN

The bar chart\_\_\_\_\_\_the school types in the O'Higgins Region for 3 consecutive years: 2017, 2018, and 2019. Since 2019, the total number of schools\_\_\_\_\_very slightly from 693 to\_\_\_\_\_schools. The\_\_\_\_\_of schools are public schools, which have \_\_\_\_\_\_from 397 to 392. However, in 2018, the number\_\_\_\_\_constant at 397. The second majority is\_\_\_\_\_\_schools, which had 268 schools in 2019. Finally, only \_\_\_\_\_schools are private. As the bar chart shows, \_\_\_\_\_new private schools have been built since 2017. As you can see, there are many schools to choose from when you search for a teaching job.

#### BY CATALINA SANDOVAL MUÑOZ

#### **4.** In small groups, discuss these questions about the paragraphs:

A. What are the paragraphs' topic sentences? Are they in present or past tense?B. Are all the supporting sentences directly connected to the topic sentence?

C. Underline the concluding sentences. What phrase starts the concluding sentences?



## | LANGUAGE USE

## PRESENT PERFECT VS PAST SIMPLE 2

- 5. In pairs, match the example sentences with present perfect to the rules that they exemplify. Some rules are repeated.
- **RULE 1:** We use the present perfect simple for something that began in the past and continues in the present.
- **RULE** 2: We use the present perfect with *since*.
- **RULE 3**: We use the present perfect to describe a trend without a specific year.

44

Lesson



EXAMPLE SENTENCE	RULES
<ol> <li>This means that both urban and rural populations have increased since 2002.</li> <li>For instance, the urban population has grown significantly, from 548,584 people to 680,363.</li> <li>However, the rural population has risen slowly.</li> <li>As you can see, both population types have grown over time.</li> <li>Since 2019, the total number of schools has decreased very slightly from 693 to 686 schools.</li> <li>The majority of schools are municipal schools, which have fallen from 397 to 392.</li> <li>As the bar chart shows, 5 new private schools have been built since 2017.</li> </ol>	

# 6. The graph below presents different companies in the Sixth Region. Read each sentence about the chart and complete with the present perfect form of a suitable verb (increase, decrease, fall, rise, grow)

- A. The number of agriculture and livestock companies\_\_\_\_\_\_\_slightly since 2016.
- B. Mining exploitation companies\_\_\_\_\_\_slowly since 2016.
- C. Retail businesses\_\_\_\_\_\_significantly.
- D. Banks and insurance companies\_\_\_\_\_very slightly from 1,289 to 1,279.
- E. Schools, professional institutes, universities\_\_\_\_\_\_slightly.
- F. Health centers\_\_\_\_\_\_slowly, from 977 to 1,269.



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## WRITING PRACTICE

7. Follow the steps below to write a descriptive paragraph that describes the graph given. Words: 120-150

## **GUIDING QUESTIONS TO DEVELOP** AND ORGANIZE THE PARAGRAPH

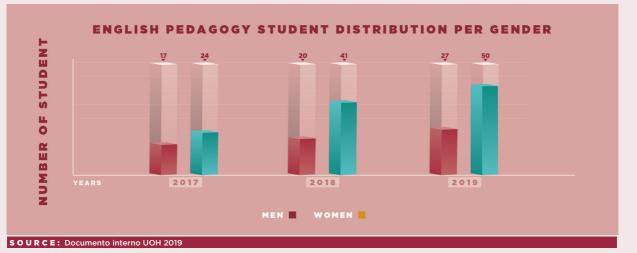
- ▶ What does the graph show?
- What happened in 2017?
- ▶ What happened in 2018?
- ▶ What happened in 2019?

## WRITE THE PARAGRAPH

- Include present perfect, past simple and adverbs of manner.
- Include simple, compound, and complex sentences.
- Ideas are organized and properly connected.

## CHECK AND REVISE

- All sentences have a subject and a verb.
- Verb tenses are correct.
- There is a variety of sentences.
- There is a variety of connectors and adverbs of manner.
- ▶ How have numbers changed until now (2019)? ▶ Spelling, capitalization, commas, and periods are correct.



## EXTRA PRACTICE

For extra practice visit this folder:



46



Lesson



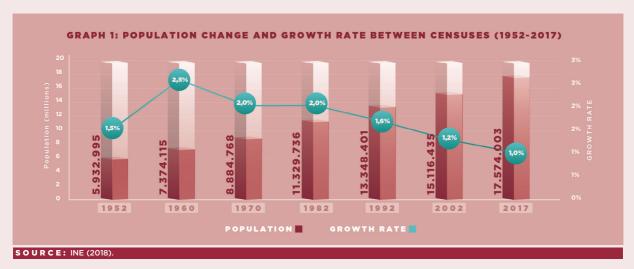
# **HOW HAS CHILE CHANGED SINCE 1952?**

## Learning Objectives

At the end of this lesson, you will be able to understand and compare information in a graph.

	CONTENTS
READING	▶ How different is Chile now from 1952?
VOCABULARY	▶ Past simple vs present perfect 3
LANGUAGE USE	Prepositions of time: ago, in, for, since
WRITING	► Compare two tables

**1.** The following bar chart shows data on the Chilean population from 1952 to 2017. In pairs, observe them and answer the questions.



- A. How many inhabitants were there in 1952?
- B. How big was the population 28 years ago?
- C. What happened to the growth rate in 1992 compared to 1982?
- D. How many inhabitants were there in 2017?
- E. How has the population grown **since** 1952? (slightly or significantly)?
- F. How has the number of inhabitants changed **for** the last 65 years? (slightly or significantly)?
- G. How has the growth rate changed **since** 1952? (slightly or significantly)?



## LANGUAGE USE

## PAST SIMPLE VS PRESENT PERFECT 3

2. Read the answers for exercise 1 and complete the rule with "past simple" or "present perfect." Compare your answers with a partner.

PREPOSITION	SENTENCE	RULE
Ţer.	There were 5932995 inhabitants in 1952. In 2017, there were 17574003 inhabitants. Compared to 1982, the growth rate in 1992 decreased slightly.	We use to talk about an event that happened at a specific time in the past. Therefore, including that time (year, time) is important. PAST ->
Ago	28 years <b>ago</b> , there were 13348401 people in Chile.	We use to talk about an event that happened at a specific time in the past. Therefore, including how far behind it happened is important. PAST ->
Since	<b>Since</b> 1952, the population has grown significantly. The growth rate has changed slightly <b>since</b> 1952.	We use to talk about a tendency that started in the past and continues in the present. PAST PRESENT
For	The number of inhabitants has changed significantly <b>fo</b> r the last 65 years.	We use to talk about a tendency that started in the past and continues now, but the emphasis is on the period/length of time. PAST PRESENT PERIOD OF TIME

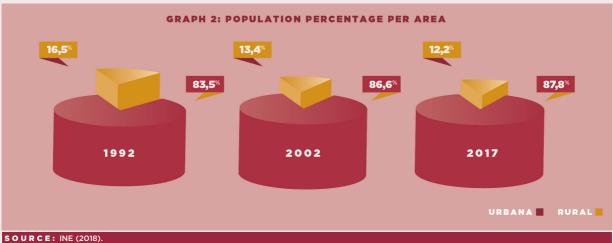
#### BY CATALINA SANDOVAL MUÑOZ



| TIPS

**NOTE:** Prepositional phrases can be at the start or end of a sentence. If they are at the start, they need a comma after them.





## 3. In pairs, study the graph below and complete the sentences with in, ago, since, for.

#### SOURCE: INE (2018).

A. These are the population percentages per area\_\_\_\_28 years, from 1992 to 2017.

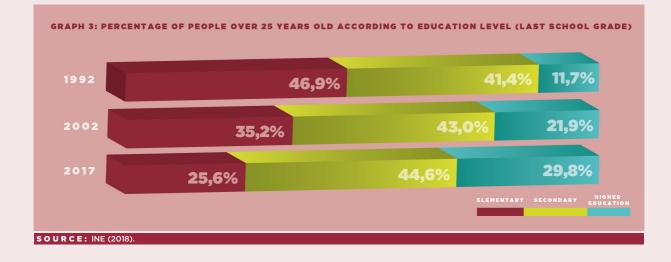
B. \_\_\_\_1992, 16.5% of the population was rural, but\_\_\_\_the last 28 years, this percentage has decreased to 12.2% in 2017.

C. 18 years\_\_\_\_(2002), the rural population was higher, but the urban one was lower.

D. In contrast to the rural population, \_\_\_\_\_1992, the urban population has increased from 83.5 to 87.8%.

E. As you can see, rural and urban populations have shown opposite trends\_\_\_\_\_\_the last 28 years.

# 4. In pairs, study the graph below and complete with the past simple or present perfect of increase/decrease, for, since, ago, in, however.





A. The graph illustrates the education level of people older than 25 years old \_\_\_\_\_ 1992, 2002, and 2017, respectively.

 B. First, \_\_1992, 46.9% of these people only \_\_\_\_\_(finish) elementary school. \_\_\_\_\_, this percentage \_\_\_\_\_\_(decrease) to 25.6%. This could mean that \_\_\_\_\_1992, more people \_\_\_\_\_\_(have) the chance to continue studying in secondary school.

 C. In contrast, \_\_\_\_\_the last 28 years, the percentage of people that \_\_\_\_\_\_(finish) secondary school \_\_\_\_\_\_(increase) slightly to 44.6%.

 D. In terms of the number of these people in higher education \_\_\_\_\_\_the last 28 years,

it\_\_\_\_\_\_(increase) significantly.\_\_\_\_\_\_1992, only 11.7% was in higher education;\_\_\_\_\_\_\_(be) much higher in 2002 and 2017, respectively.

E. As you can see, compared to 1992, now much more people who are older than 25 have access to higher education than 28 years\_\_\_\_\_.

# 5. In groups, use the information in the table below to compare the information in 1992 and 2017 (consider 2017 as present time). Type your answers in the Googledoc given by your teacher.

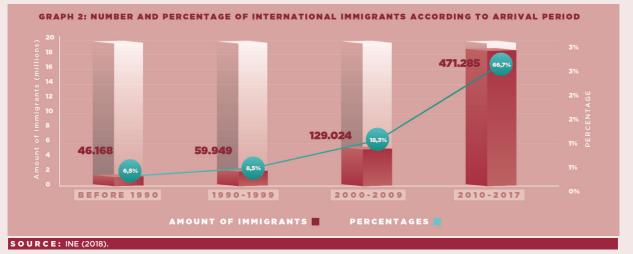
	1992	2017
TOTAL POPULATION	13.348.401 105.070	17.373.831 746.465
LIFE EXPECTANCY	74 YEARS OLD	79,9 YEARS OLD
PEOPLE IN THE NATIONAL HEALTHCARE SYSTEM	62.4%	78%
MINIMUM WAGE	26.000	264.000
INTERNET ACCESS	NOT APPLICABLE	87,4%

**SOURCE:** varied (see reference page)



## WRITING

6. Follow the steps below to write a descriptive paragraph for the graph given below. Make sure that you compare information. Words: 120-150



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## GUIDING QUESTIONS TO DEVELOP AND ORGANIZE THE PARAGRAPH

- What does the graph show?
- Overall, what has happened to the percentage of immigrants in Chile?
- ▶ What happened before 1990? How does it compare to 2017?
- ▶ What happened in 1990 and 2009? How do these years compare?
- What has happened for the last 20 years (consider 2017 as present)?
- What can be concluded from the graph?
- What do you think is going to happen in the next census?

## WRITE THE PARAGRAPH

- Include present perfect, past simple, adverbs of manner, prepositions (in, ago, for, since).
- Include simple, compound, and complex sentences.
- Ideas are organized and properly connected.

## CHECK AND REVISE

- All sentences have a subject and a verb. Verb tenses are correct.
- There is a variety of sentences.
- There is a variety of connectors and adverbs of manner.
- Spelling, capitalization, commas, and periods are correct.

## EXTRA PRACTICE

For extra practice visit this folder:



51



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## Learning Objectives

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

READING	<ul> <li>Welcome to Chile: Valparaiso and Iquique</li> <li>GDP from Construction in Chile</li> </ul>	
LANGUAGE USE	<ul> <li>Prepositions: for, since, in, ago</li> <li>Present perfect vs Past simple</li> <li>Connectors for comparison</li> </ul>	
WRITING	Describe trends in a graph and changes in a city based on two photos	

1. Read the text and decide if the statements are T (true), F (false) and NG (not given).



both ports, they have a lot of differences. First, prefervisiting Valparaíso, where they can find hotels, Valparaíso, which is famous for being a World restaurants, and shops at an international level. In Heritage City, is older than Iquique. Second, addition, visitors can appreciate multiculturality Valparaíso is not only larger, but it is also more because they can find people from all over the populated than Iquique. For this reason, many world. On the other hand, tourists who enjoy going people live on the hills in Valparaíso, so they have to the beach prefer visiting Iquique because they the chance to have a great view of the sea from can swim and enjoy the sun. In short, these two their houses. Moreover, Valparaíso and Iquique cities are perfect destinations if you want to have a have some old and tall buildings that make them good time in your holidays in Chile.

alparaíso and Iquique are two different similar. In terms of economy, Valparaíso, which destinations for your holidays in Chile. is the main port of Chile, has larger businesses in Although Valparaíso and Iquique are comparison to Iquique. For this reason, tourists

BY PATRICIO CANALES VOLPONE





2. Read the bar chart "GDP from Construction in Chile" and decide if these statements are T (true) or F (false).



SOURCE: TRADINGECONOMICS.COM | CENTRAL BANK CHI

#### GDP: Gross Domestic Product (PIB: Producto Interno Bruto) F Т A. GDP from construction in Chile increased in the second quarter of 2018. B. GDP from construction in Chile increased slightly in the third quarter of 2018. C. GDP from construction in Chile decreased slightly in the second quarter of 2019. D. GDP from construction in Chile remained steady between the third and last quarter of 2019. E. GDP from construction in Chile has decreased significantly since the third quarter of 2020.

**NOTE:**One bar represents a quarter

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## LANGUAGE USE

3. Use the information in the graph above to complete the paragraph with for, since, in, ago.

The bar chart shows the GDP from construction in Chile between 2018 and 2020. Each year is divided into quarters. the third quarter of 2018, the GDP increased and then decreased slightly in the last quarter.

After that, the GDP stayed constant\_\_\_\_\_the last two quarters of 2019. Finally,\_\_\_\_2020, the GDP decreased significantly\_\_\_\_\_January. As the graph shows, compared to two years\_\_\_\_\_(2018), the construction sector has lost a lot of money due to the pandemic.

BY PATRICIO CANALES VOLPONE AND CATALINA SANDOVAL MUÑOZ.

4. Read the email from Patricio to Juan and complete the gaps with the correct past simple or present perfect form of the verbs on the right.

Hi Juan,	y visit
I hope this email finds you well. I am writing to tell you about my last trip Valparaíso. First, I Athe university where we B	SLUGV
I must confess that it is very different from the place we used to study. C Central, the place where we used to have classes, is very modern now. T	wo
years ago, they Ca new library where the students can stu in private study rooms if they want. In the old library, they D interactive whiteboards and computers. Since 2010, they E.	udy <b>put</b>
alsonew buildings near the university where the stude can share and study more comfortably. The authorities of the university	
not new buildings yet. Do you also think that university G a lot since 2000 when we H?	
I think you have to plan a trip to Valparaíso to visit our <i>alma mater</i> .	change
Best, Patricio	graduate

BY PATRICIO CANALES VOLPONE

**5.** Connectors for comparison. The paragraph below compares two famous tourist attractions in Chile. Fill in the gaps with a suitable word from the box. One connector is not used.

moreover - finally - while - both - but -on the other hand - however - compared to - although x2 - first

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Pichilemu and	Santa Cruz are A.	famous tourist attractions in the O'Higgins
Region, B.	they are very different. C.	, their landscape is not the same.
D.	<u>Pichilemu is on the coast,</u>	Santa Cruz is inland, far from the sea. In fact,
they are 118 km	s. apart! E, they	belong to different provinces. F
Pichilemu belor	ngs to Cardenal Caro's provinc	e, Santa Cruz is in the Colchagua Province. Their
sizes are differe	ent, as well. G.	Pichilemu, Santa Cruz is smaller (749,1 km2
vs 419,5 km2).	Interestingly, H.	Santa Cruz is smaller than Pichilemu, it has a
bigger populati	on: 37855 people (versus only	16394 people in Pichilemu). I
in terms of hol	iday attractions, Pichilemu is	a great place to go surfing, walk around its
streets, and eat	t many types of empanadas.	J. , Santa Cruz has a
history museun	n and is famous for its Grape H	larvest Festival in March. With this information
in mind, what d		
	TREAD OF TRUE NOT COMPANY AND A STATE	

BY CATALINA SANDOVAL MUÑOZ

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## WRITING

6. Choose one of the topics below and follow the instructions:

## TOPIC 1.

The line chart shows SIMCE test results in Reading skills (Spanish language) for the Sixth Region between 2009 and 2019. Use the information to write a paragraph that describes and compares the years 2014 and 2019. Words: 130-170



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## TOPIC 2.

Look at the pictures of Plaza Baquedano in Santiago in 1960 and 2015. How has this place changed? Write a paragraph that compares this place in the past and now. Use all the grammar and vocabulary of the unit.



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SO much easter!
My level of confidence that I'm on the
1 2 3 4 5 6 3 8
o posis each
2 provs a day
Video, 1 blog post per

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DATE START & DUSINGS orders's Top: A simple logic design allows for easy recognition and allows the logic to be versatile and memorable. Effective logics feature something unexpected or unique without being overdrawn. Go to shophyconylected/poor makes to not started

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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> <li>I can understand specific information about a video related to life in Rancagua.</li> <li>I can understand specific information from an article that compares two Chilean cities.</li> <li>I can use comparative adjectives and comparison connectors correctly.</li> <li>I can plan a comparison paragraph using a Venn Diagram.</li> <li>I can write a comparative paragraph about two cities in my country.</li> </ul>			
LESSON <b>2</b>	1	2	3
<ul> <li>I can understand specific information in a website comment related to changes in a city.</li> <li>I can identify verbs in past simple and present perfect in a short text.</li> <li>I can identify and distinguish the uses of past simple and present perfect.</li> <li>I can apply for and since correctly in a sentence and a short paragraph.</li> <li>I can write a comparison paragraph about how a place has changed.</li> </ul>			
LESSON <b>3</b>	1	2	3
<ul> <li>I can identify specific information from a graph.</li> <li>I can use common verbs and adverbs of manner to describe trends.</li> <li>I can identify and distinguish the uses of past simple and present perfect.</li> <li>I can describe a graph in a complete paragraph with the contents of the lesson.</li> </ul>	E		l
LESSON 4	1	2	3
<ul> <li>I can identify specific information from a graph.</li> <li>I can identify and distinguish the uses of past simple and present perfect.</li> <li>I can apply for, since, in, ago correctly in a sentence and a short paragraph.</li> <li>I can compare information from a table in a complete paragraph.</li> <li>I can describe a graph in a complete paragraph with the contents of the lesson.</li> </ul>			

Remember: If you need help. ask your teacher!

Universid de O'Higg

# **ENTERTAINMENT HABITS**

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**F** If you are on social media, and you are not learning, not laughing, not being inspired or not networking, then you are using it wrong.

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

- Summarize information from a graph using quantifiers
- Distinguish between facts and opinions

Facebook

- Express your opinion in a paragraph about video games, mobile phones, language learning, and free time activities while using external sources
- Identify and analyze the structure of an opinion paragraph
- Plan, outline, draft, check, and revise an opinion paragraph with the contents of this unit



# **HOW DO CHILEANS ENTERTAIN THEMSELVES?**

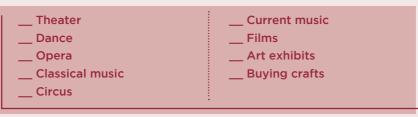
## Learning Objectives

At the end of this lesson, you will be able to summarize information about Chileans' entertainment habits and express your opinion about them and express your opinion about them.

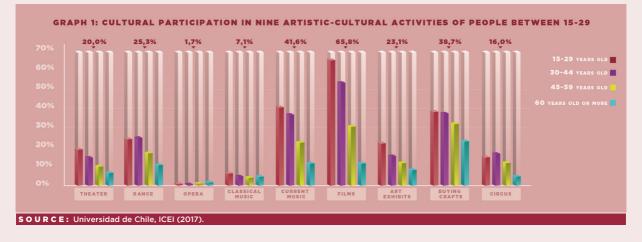
CONTENTS		
READING	► How do Chileans entertain themselves?	
LANGUAGE USE	▶ Quantifiers (all, most, many, some, few)	
WRITING	▶ Summarize information and express your opinion about the use of social media	

## R E A D I N G |

1. How do you entertain yourself? Read the list. Select the top 3 artistic-cultural activities you prefer to entertain yourself with. Next, compare answers with a classmate. Do you share some answers? Which ones?



2. Which activities from the list do you think Chileans (of all ages) like to do to entertain themselves? Study the graph below and check your prediction. Were you correct?



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## LANGUAGE USE

## 3. In pairs, complete the statements from graph 1 in exercise 2.

- A. All of the Chileans surveyed participated in at least one artistic-cultural activity, but most Chileans prefer \_\_\_\_\_.
- B. Many of the Chileans surveyed like \_\_\_\_
- C. According to the survey, 38.7% of Chileans enjoys \_\_\_\_
- D. **Some** of the Chileans surveyed (23.1%) go to \_\_\_\_\_
- E. **Few** of the Chileans surveyed go to the \_\_\_\_

## QUANTIFIERS ARE WORDS THAT INDICATE QUANTITY: 100% = ALL, MOST, MANY, SOME, FEW, NONE = 0%

4. How do young people (15-29 years old) entertain themselves every day? Discuss in pairs.

A. These are top five daily entertainment activities. Were you correct?

B. Which activity do you do more often? Which one do you rarely do? Why?

TOP 5 DAILY ENTERTAINMENT ACTIVITIES OF YOUNG PEOPLE (2017)



5. The sentences below summarize the ranking results. Complete with most, many, some, few.

The ranking by the Ministry of Cultures, Arts and Patrimony shows the top 5 daily entertainment activities among young people (15-29) in 2017. According to the survey....

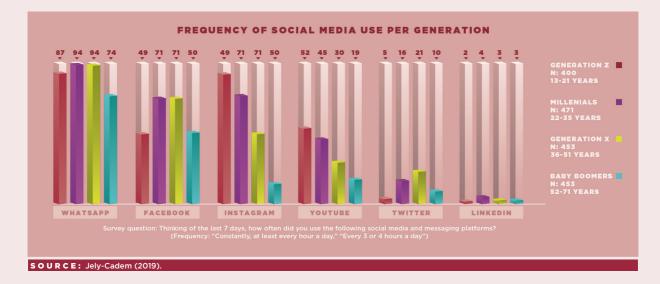
- \_\_\_\_\_ people use the internet every day.
- \_\_\_\_\_ people listen to recorded music and watch TV.
- \_\_\_\_\_ people listen to the radio.
- \_\_\_\_\_ people play video games.

S O U R C E : Ministerio de las Culturas, las Artes y el Patrimonio (2017) | ADAPTED BY CATALINA SANDOVAL MUÑOZ

6. What are the most popular social media among Chileans? Study the graph and complete the missing parts of the summary with *most*, *many*, *some*, *few*, and the missing social media names.

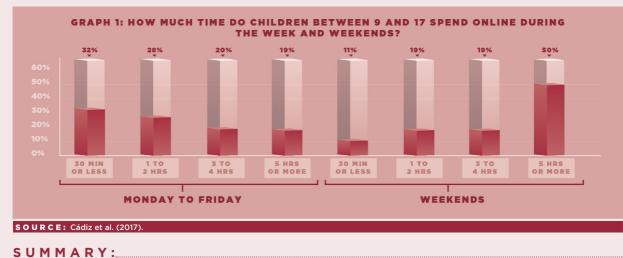






## SOCIAL MEDIA SUMMARY

- A. \_\_\_\_\_\_is the most popular social media for all generations, so\_\_\_\_\_\_people use it constantly.
- B. For all generations, \_\_\_\_\_\_\_is the second most popular social media, which is followed by YouTube and Facebook.
- C. \_\_\_\_\_people in Generation Z constantly visit Facebook. However, \_\_\_\_\_\_of them see LinkedIn.
- D. In fact, if we consider all generations, \_\_\_\_\_\_people check Twitter and LinkedIn.
- 7. The information below illustrates Internet and social media habits of 1,000 Chileans between 9-17 years old. In groups, use the information to write a short summary (4-5 sentences). Use all, many, some, few.



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¢ L **YOUR OPINION:** Do you think adults should limit internet use for children between 9-17? Why? State 3 reasons.

8. The table below shows the benefits and the risks for children and adolescents who use social
media. Read and put a ticket next to the facts that support your opinion.

BENEFITS (POSITIVE)	<b>RISKS (</b> NEGATIVE <b>)</b>
<ol> <li>They can connect with friends and family.</li> <li>They can meet more easily and faster for group projects.</li> <li>They can access blogs for learning and creative expression.</li> <li>They can access health information.</li> </ol>	<ol> <li>They can suffer cyberbullying (sharing false, embarrassing, or insulting information about someone).</li> <li>Their "digital footprint" or posts history can affect future school or job applications.</li> <li>Children and adolescents may be manipulated by online advertising, which promotes buying tendencies.</li> <li>Adolescents can experience "Facebook depression."</li> </ol>

#### **SOURCE:** American Academy of Pediatrics (2011).

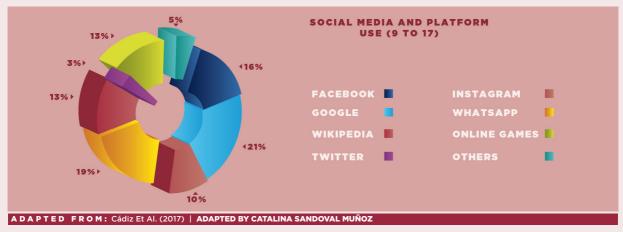
9. Use the ideas you marked with a ticket to write a short post that answers the question: Do you think social media are positive or negative for children and adolescents? Post your answer on the forum.



## WRITING

# Follow the steps below to write a descriptive paragraph for the graph given below. Make sure that you compare information. Words: 120-150

- A. Summarize the information.
- B. State your opinion: Which social media do you prefer? Why?



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## GUIDING QUESTIONS TO DEVELOP AND ORGANIZE THE PARAGRAPH

- What does the chart show?
- Summarize the percentages and decide which quantifiers you will use.
- What can be concluded from the chart?
- Give 4 reasons why you like a specific social media, give examples.

## WRITE THE PARAGRAPH

- Include present simple.
- Include simple, compound, and complex sentences.
- Ideas are organized and properly connected.

## CHECK AND REVISE

- All sentences have a subject and a verb.
- Verb tenses are correct.
- There is a variety of sentences.
- There is a variety of connectors and adverbs of manner.
- Spelling, capitalization, commas, and periods are correct.

## EXTRA PRACTICE

For extra practice visit **this folder:** 

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01

Lesson



# **ARE VIDEO GAMES BENEFICIAL FOR US?**

## Learning Objectives

At the end of this lesson, you will be able to express your opinion about video games and language learning using external sources.

CONTENTS		
READING	<ul> <li>Video games and youth</li> <li>Skim and scan</li> <li>Facts vs opinion</li> </ul>	
VOCABULARY	<ul> <li>Collocations: verb + noun</li> <li>Phrases to introduce external sources</li> </ul>	
WRITING	<ul> <li>Write a paragraph to express your opinion about video games and language learning</li> </ul>	



READING

## In pairs, discuss these questions:

A. How often do you play video games? Why?

- B. If you play video games, which one do you like and why?
- C. Which game(s) from the list do you know? What are they about?

Animal Crossing	Fortnite	The Elder Scrolls
Final Fantasy	Minecraft	

D. Which statement do you agree the most with, and why?

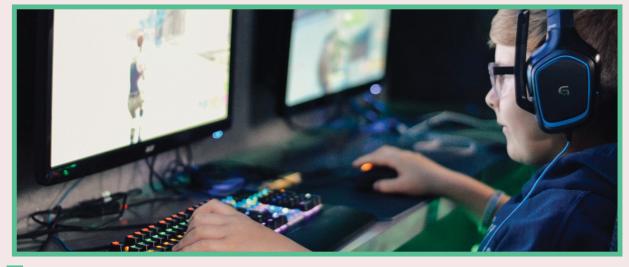
- "Video games are beneficial for young people."

- "Video games are unhealthy for young people."



ESCUELA DE EDUCACIÓN





#### **1.** Skim the article and create a suitable title:

a negative **effect** on youth. They argue that children who do not play them. often express the same opinion: combat games improves children's creativity. On the other cause the most concern because of the violence. According to a report in American Psychologist, education, health, and social skills.

Research shows that video games such as Finally, video games can also improve social combat games can actually improve certain skills, research states. More than 70% of gamers mental skills. This is because they teach players other types of video games have positive effects games (RPGs) on children. The research found that when children spend much time playing

Many parents assume that video games have RPGs, they get better grades at school than

Another study demonstrated that playing any hand, some studies report emotional benefits. make children emotionally strong in life.

together, and how to make **decisions**. Overall, the research recognizes that some video highlight the benefits.

#### ADAPTED BY CATALINA SANDOVAL MUÑOZ | From Falla, T. and Davies, P.a. (2017). Solutions Pre-Intermediate - Student's Book (3rd.ed.). Oxford University Press.

## 2. In pairs, read each question and find the answer in the article.

- A. What do parents usually assume about video games?
- B. What are the three benefits of video games discussed in the article?
- C. What kinds of skills can combat games improve?
- D. What can simple games like Angry Birds prevent?

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E. What kind of game helps children to get better grades at school, according to a 2013 study?F. What kind of game teaches children how to work together?

**READING STRATEGY:** to find specific information, find the question's key words in the article and underline the sentences that contain them. The answer will probably be there!

**OPINION VS FACTS** 

An opinion is what a person believes. Therefore, another person can disagree. In contrast, a fact is a true statement that no one can disagree with.

3. In pairs, read these sentences related to video games. Classify them as fact (F) or opinion (O).

- A. Video games are beneficial for young people.
- B. Excessive time in front of the screen is harmful for the mind and body.
- C. Research shows that video games such as combat games can actually improve certain mental skills.
- D. Another study demonstrated that playing any kind of video games, including violent ones, improves children's creativity.
- E. Combat games make children be violent.

In academic writing, you must support your opinion with facts. Your paragraph will be stronger and more convincing if you use only facts (and not more opinions) to support your idea.

PAY ATTENTION

VOCABULARY

## COLLOCATIONS: VERB + NOUN

4. Complete these collocations from the article adding the missing verbs.

VERB	ΝΟυΝ
A.	a positive /negative effect
B.	opinion
C.	concern
D.	research
E.	mental skills
F.	better grades
G.	decisions

- 66

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## PHRASES TO INTRODUCE EXTERNAL SOURCES

- 5. The sentences below are split in half. Match the corresponding parts. Check your answers with your partner.
  - A. On the other hand, some studies report
  - B. Finally, video games can also improve social skills,
  - C. According to a report in *American Psychologist,*
  - D. Research shows that
  - E. The research found that
  - F. Another study demonstrated that
  - G. Overall, the research recognizes that

\_\_\_\_\_ playing any kind of video games, including violent ones, improves children's creativity.

\_\_\_\_ research states.

when children spend much time playing RPGs, they get better grades at school than children who do not play them.

- \_\_\_\_\_ the truth is not so simple.
- \_\_\_\_\_ emotional benefits.

\_\_\_\_\_ video games such as combat games can actually improve certain mental skills.

\_\_\_\_\_ some video games can have negative effects, but they highlight the benefits.

	1	1/2
•	≡	6

## WRITING

6. Follow the steps below to write a short paragraph that answers this question: *Do video games benefit language learning*? To support your answer, use the sources given below and phrases to introduce external sources. USE YOUR WORDS AS MUCH AS POSSIBLE. Words: 150-180.

#### **SOURCE 1:** The Conversation (2019)

Role-playing games can make students feel more comfortable to learn and be themselves without feeling embarrassed.

### **SOURCE 2:** Research by Gee (2005)

Role-playing games can increase motivation to learn because students are active creators in the game when they make every decision about the game.

#### **SOURCE 3:** Research by Glover (2013)

 Multiplayer online role-playing games (MMOs) encourages communication in real time, so players do not worry so much about language mistakes because they want to progress to the next level.

- Gamers are often encouraged to repeat levels several times, so that they can perform better.

#### SOURCE 4: Research by Vásquez and Ovalle (2019)

Video games improves learners' vocabulary, in part because students need it to progress in the games and solve problems, which means that vocabulary is learned in context, not in isolation.

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## GUIDING QUESTIONS TO DEVELOP AND ORGANIZE THE PARAGRAPH

- What do the sources have in common? Do they agree or disagree with the question?
- ➤ Which phrases are you going to use to present these sources?
- How are you going to organize these sources?

## WRITE THE PARAGRAPH

- Include simple, compound, and complex sentences.
- Include a topic and concluding sentence.
- Include relevant and sufficient supporting sentences.

## EXTRA PRACTICE

## For extra practice visit this folder:



e s s o n

## CHECK AND REVISE

- All sentences have a subject and a verb.
- All verb forms are correct.
- There is a variety of sentences.
- Spelling, capitalization, commas, and periods are correct.
- You have included phrases for external sources.

LOH Universidad de O'Higgins



# **LEARNING WITH MOBILE PHONES**

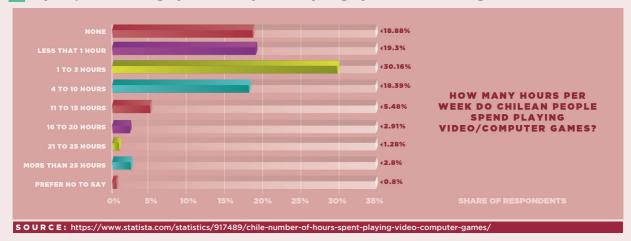
## Learning Objectives

At the end of this lesson, you will be able to write an opinion paragraph about mobile phones and language learning using external sources to support your opinion.

CONTENTS		
READING	<ul> <li>How many hours per week do Chilean people spend playing video/ computer games?</li> <li>Having fun while learning</li> </ul>	
TYPE OF PARAGRAPH	<ul> <li>Opinion paragraph</li> <li>Counterargument &amp; refutation</li> </ul>	
ANALYSIS	► Unity	
WRITING	<ul> <li>Write an opinion paragraph about mobile phones and language learning</li> </ul>	

## R E A D I N G |

1. In pairs, look at this graph and complete the paragraph with the missing information.



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According to the graph, Chilean people spend 1 to 3 hours playing video/computer games,which corresponds to%. In addition, only% of the respondents spend morethan 25 hours playing video/computer games. On the other hand, a% of these peoplespend less than 1 hour playing video/computer games. Finally, an% of the respondentsdo not say anything about the time they spend playing video/computer games.

\* R E S P O N D E N T : someone who answers a survey.

#### BY PATRICIO CANALES VOLPONE

## 2. Read the paragraph called "Having fun while learning."



In Chile, students **should** spend more time using their mobile phones to learn instead of playing. **While** some parents and teachers **may claim that** they should focus on their studies without using their cell phones, research has actually found that students who were not motivated to learn English vocabulary, for example, improved their motivation after playing mobile video games in class (Elaish et al., 2019). **Similarly, a survey** by Pontificia Universidad Católica de Chile **found that** 84% of the respondents used mobile phones to do homework at home, and 77% of the participants watched videos or tutorials to review contents (Cabello et al., 2017). **Based on** all of these research results, parents and teachers **should** change their minds about the use of mobile phones to learn.

## 3. Answer the following questions. Then compare your answers with your partner.

A. Which sentence from the paragraph expresses the writer's opinion?

B. Which sentence from the paragraph contains an opposing view?

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





## D. How many sources can you find in the paragraph?

E. What is the main idea of this paragraph?

## **OPINION PARAGRAPH**

What is a good opinion paragraf

An opinion paragraph states the writer's opinion about a topic. It also provides *supporting sentences with factual information*. Moreover, an opinion paragraph briefly mentions the *counterargument, which is one opposing point of view*. In the same line, an opinion paragraph *refutes the counterargument in one or two sentences*. Finally, an opinion paragraph contains a *concluding sentence which restates the topic sentences and/or offers a solution*.

TAKE FROM: Great Writing 2

5. In pairs, read the paragraph again and identify the parts of an opinion paragraph.



In Chile, students **should** spend more time using their mobile phones to learn instead of playing. **While** some parents and teachers **may claim that** they should focus on their studies without using their cell phones, **research has actually found** that students who were not motivated to learn English

vocabulary, for example, improved their motivation after playing mobile video games in class (Elaish et al., 2019). *Similarly, a survey* by Pontificia Universidad Católica de Chile *found that* 84% of the respondents used mobile phones to do homework at home, and 77% of the participants watched videos or tutorials to review contents (Cabello et al., 2017). *Based on* all of these research results, parents and teachers *should* change their minds about the use of mobile phones to learn.

Topic Sentence
Counterargument
Refutation
Supporting fact 1
Supporting fact 2
Concluding Sentence

## ANALYSIS

Unity.

In academic writing, unity is important to write a strong paragraph. If a paragraph contains unity, *the supporting sentences work all together to support the topic sentence.* 

TAKE FROM: Great Writing 2

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#### 6. In pairs, pay attention to this analysis and complete the table.

## In Chile, students should spend more time using their mobile phones to learn instead of playing. While some parents and teachers may claim that they should focus on their studies without using their cell phones, research has actually found that students who were not motivated to learn English vocabulary, for example, improved their motivation after playing mobile video games in class (Elaish et al., **2019). Similarly. a survey by** Pontificia Universidad Católica de Chile **found that** 84% of the respondents used mobile phones to do homework at home, and 77% of the participants watched videos or tutorials to review contents (Cabello et al., 2017). Based on all of these research results, parents and teachers should change their minds about the use of mobile phones to learn. A. Key words **B.** Connectors **C. Reporting verbs D. Relative pronoun(s) E. Modals F. Sentences in present perfect** G. Sentences in past tense

- **H. Statistics** I. Citation(s)
- くい

#### WRITING

#### PLANNING YOUR WRITING WITH A "HAMBURGER ORGANIZER"



# TOPIC SENTENCE

**Opinion, counterargument, refutation** 

SUPPORTING SENTENCE 1

Fact (statistics - study results)

SUPPORTING SENTENCE 2 Fact (statistics - study results)

## CONCLUDING SENTENCE

**Restatement, suggestion, prediction** 

S S O D

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7. Follow the steps below to write an opinion paragraph that answers this question: Do mobile phones help people learn a new language? To support your answer, use the sources given below and phrases to introduce external sources. USE YOUR WORDS AS MUCH AS POSSIBLE. Words: 150-180

# **SOURCE 1:** Research by Imwa (2020)

- Mobile phones help students improve their languages skills when they communicate with their teachers and peers in English.
- Mobile phones applications, such as Duolingo, help students improve their language skills.

## **SOURCE 2:** Research by Mujtaba (2019)

- Mobile phones are an effective tool in language learning because EFL learners used them to check meaning of words, to listen to English songs and to develop their language skills.
- = EFL learners present a positive attitude when using mobile phones in language learning.

#### GUIDING QUESTIONS TO DEVELOP AND ORGANIZE THE PARAGRAPH

- What do the sources have in common?
- Do they agree or disagree with the question?
- Which phrases are you going to use to present these sources?

#### WRITE THE PARAGRAPH

- Include simple, compound, and complex sentences.
- Include a topic and concluding sentence.
- Include relevant and sufficient supporting sentences.

# EXTRA PRACTICE

For extra practice visit this folder:



# CHECK AND REVISE

- All sentences have a subject and a verb.
- All verb forms are correct.
- There is a variety of sentences.
- Spelling, capitalization, commas, and periods are correct.
- You have included phrases for external sources.







READING

# **SPENDING FREE TIME IN DIFFERENT WAYS**

# Learning Objectives

At the end of this lesson, you will be able to write an opinion paragraph about why people should do free time activities in Chile.

C Ο Ν Τ Ε Ν Τ S	
READING	<ul> <li>Free time in Chile</li> <li>How people spend their free time in Chile</li> </ul>
TYPE OF PARAGRAPH	<ul> <li>▶ Opinion paragraph</li> <li>▶ Outline</li> </ul>
WRITING	<ul> <li>Write an opinion paragraph about why people should do free time activities in Chile</li> </ul>





#### BY PATRICIO CANALES VOLPONE

A. What is the most popular activity among Chileans presented in the graph? Do you agree?

B. What is the least popular activity among Chileans presented in the graph? Do you agree?

C. Do you think that people in Chile do more activities than those presented in the graph? Give examples.

- 74

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2. Complete this opinion paragraph with the missing information. Check your answers with your partner.



Chilean people \_\_\_\_\_\_ do different activities to entertain themselves instead of going to restaurants, pubs and clubs. \_\_\_\_\_\_ some experts \_\_\_\_\_\_ they should exercise in their free time, \_\_\_\_\_\_ the main reason Chileans always do the same activities is that they spend a lot of hours at work, so they do not have enough time to plan a different activity. \_\_\_\_\_\_, \_\_\_\_\_ that Chilean people try to spend their free time doing new activities such as going for a walk, riding bicycles and doing exercises in the park. \_\_\_\_\_\_ these results, Chileans \_\_\_\_\_\_ improve their quality of life, finding new activities to entertain themselves in their free time.

A. What is the topic sentence of this paragraph?

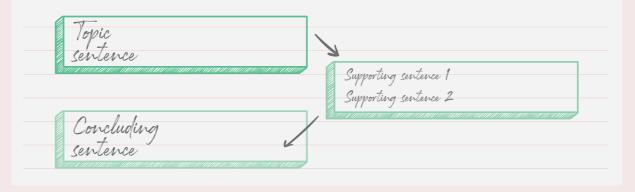
- B. Do you agree with the supporting sentences about the activities Chilean people do? Why? Why not?
- C. What kind of information is missing in the paragraph?
- D. How does the concluding sentence connect to the topic sentence?

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

# OUTLINE

In academic writing, it is important to *organize ideas* making an *outline* before you begin to write. An outline helps you have a clear *understanding of your thoughts*.

# OUTLINE OF A PARAGRAPH



# 4. In pairs, complete the following outline with the information given. When you finish, write the names of the parts of the opinion paragraph.

<ul> <li> that volunteering improves students' motivation both in and out the classroom.</li> <li> felt like they were part of something greater and could see how their efforts could truly help those around them.</li> </ul>	<ul> <li> 71 percent of students who volunteer were better able to manage their time and grades.</li> <li> required to volunteer in their community.</li> </ul>	focus solely on their studies during school hours, require students to volunteer.
While some may claim that stud research has actually found	ol students should	
	a recent survey by the student c	ouncil,
Fur	rthermore, students at a High Sch	······
	nd results, school should	
		WRITING

5. Follow the steps below and write an opinion paragraph that answers this question: Why should people do free time activities in Chile? Use the outline, the sources given below and phrases to introduce external sources. USE YOUR WORDS AS MUCH AS POSSIBLE. Words: 150-180

- 76

**Lesson** 





# SOURCE 1: Research by Galit (2007)

- Free time activities help people achieve a high level of life satisfaction.

# **SOURCE 2:** Research by Goldstein (2019)

- In Chile, three quarters of the adult population suffer from overweight or obesity.

# GUIDING QUESTIONS TO DEVELOP AND ORGANIZE THE PARAGRAPH

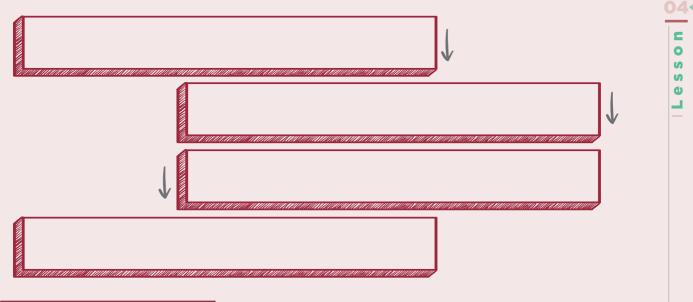
- Do they agree or disagree with the question?
- Which phrases are you going to use to present these sources?

# WRITE THE PARAGRAPH

- Include simple, compound, and complex sentences.
- Include a topic and concluding sentence.
- Include relevant and sufficient supporting sentences.

# CHECK AND REVISE

- All sentences have a subject and a verb.
- All tenses are correct.
- There is a variety of sentences.
- Spelling, capitalization, commas, and periods are correct.
- You have included phrases for external sources.



# EXTRA PRACTICE

For extra practice visit this folder:



77.





# Learning Objectives

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



Did you like it?

1. Read the opinion paragraph below and answer the questions.



School uniforms should be mandatory for all to eliminate school uniforms as obligatory students for a number of reasons. First of all, in 2021. Moreover, a study by Gentile and uniforms make everyone equal. This means Imberman (2011) shows that school uniforms that students who have more resources can make students attend school more frequently, be at the same level as those with fewer but not necessarily have better grades. resources, so nobody has to worry about Finally, according to a recent study by Woo et spending money on new clothes. In fact, al. (2020), uniforms can encourage discipline some deputies have recently proposed a law and eliminate socioeconomic differences.

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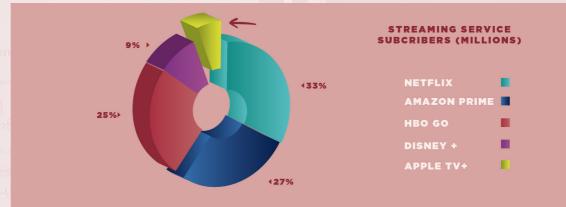
- A. Highlight the topic sentence
- B. What is the person's opinion?
- C. How many sentences support the topic sentence?
- D. What reasons are given to support the opinion? Complete the notes:

. . . . . . .



E. Find the sentence that is off topic (unrelated to the topic sentence)

- F. What sentence is this paragraph missing? Add one.
- 2. Quantifiers. Use the information provided to complete the summary with suitable quantifiers: all, most, many, some, few.



TAKEN FROM: La Tercera (2020).

There are many streaming service companies, but only 5 are the most popular worldwide. Thechart shows that(33%) people are subscribed to Netflix, whilehave subscribed to Amazon Prime, which is cheaper. In addition, HBO GO hassubscribers, but Disney+ and Apple TV+ havesubscribers: 9% and 6%, respectively.Whether this ranking will stay the same this year, it is still uncertain, especially due to therecent advertising campaigns of these companies.

BY CATALINA SANDOVAL MUÑOZ

# 3. Facts vs opinion. Read these statements and say if they are a fact (F) or opinion (O).

- A. \_\_\_\_Watermelons are a great summer food.
- B. \_\_\_\_There are 1,230 acres of watermelon crops in the O'Higgins' Region.
- C. \_\_\_\_People eat watermelon as juice or dessert.
- D. \_\_\_\_Watermelons are best when eaten cold.
- E. \_\_\_\_People would love to eat watermelons all year long, but they are sold only in the summer months.
- F. \_\_\_\_Watermelons are a perfect picnic food, easy to cut, and delicious to eat.

4. Read the paragraph and complete with the missing verbs from the box.



Uni

# cause | shown | get | have

Does television \_\_\_\_a negative effect on school performance? Television \_\_\_\_\_ concern because many researchers have found that there are links between television viewing habits and children's performance in school. Studies have \_\_\_\_\_that children who \_\_\_\_\_\_ a lot of time in front of the TV \_\_\_ lower grades than their peers who watch little or no television. Some research suggests that TV can be a potential educational tool. However, a recent survey on programs available shows that there are very few programs on TV that teach children important academic or thinking skills. In summary, research \_\_\_\_\_\_evidence that parents who want to support their children's success in school should keep the television turned off.

ADAPTED BY CATALINA SANDOVAL MUÑOZ | from Loughheed, L (2008). Writing for the TOEFL lbt. Barron's Educational Series, Inc..

5. The opinion paragraph. The following sentences make up a paragraph. Read the sentences and number them from 1 to 6 to indicate the correct order.

NUMBER	SENTENCE
	In sum, there seems to be plenty of research that shows that TV has little effect on academic achievements.
	This study argues that Japanese children, who have higher grades than American children, watch more hours of TV than US students.
	Besides, surveys show that for the last 20 years, the amount of time US children spend watching TV has declined, but test scores have not increased.
	Many parents and teachers blame TV for poor school performance, but recent studies have shown that TV is not the responsible for low grades.
	Finally, other studies have shown that children who watch an hour or so of TV daily, but not more, do better in school than children who do not watch TV at all.
	First or all, one study demonstrated that not all TV watchers are low achievers.

ADAPTED BY CATALINA SANDOVAL MUÑOZ | from Loughheed, L (2008). Writing for the TOEFL lbt. Barron's Educational Series, Inc..

6. Analyzing the paragraph. In pairs, read the paragraph in order and complete the questions below:

- A. Write the topic sentence in your own words:
- B. Check the 3 reasons that support the topic sentence:

	A. Studies show that not all children who watch TV have low grades (e.g.: Japanese children).
	B. Surveys show that American children have worse grades than Japanese children because they watch too much TV.
<u>ه</u> ، ر	C. Studies show that all TV watchers are low achievers.

provides

spend

D. As an example, in the US children watch less TV than before, but they get the same grades.

E. Studies also demonstrate that watching TV for 1 hour have better school performance than those children who do not watch any TV.

- C. Write the concluding sentence:...
- D. Create a title for this paragraph:....

#### WRITING

7. Follow the steps below to write a short paragraph that answers this question: How does online reading impact learning? To support your answer, use the sources given below, take a position, and write a paragraph that uses phrases to introduce external sources. USE YOUR OWN WORDS AS MUCH AS POSSIBLE. Words: 150-180.

**SOURCE 1:** Research by Schugar et al (2011)

Participants reading on-screen used fewer study strategies (e.g.: note-taking).

**SOURCE 2:** Research by Schugar et. al (2013)

Middle-grade students who read print comprehended more than those who read an eBook on an iPad.

#### **SOURCE 3:** Research by Baron (2017)

-Surveyed more than 400 students in 5 countries.

= 92%: easier to concentrate when reading print.

= 85% of the US students: they multitasked in an online environment, while only 26% multitasked when reading print.

# **SOURCE 4:** Research by Hooper and Herath (2014) Advantages and disadvantages of online reading

- -Advantages: more reading, faster reading, better skimming ability (skimming: understanding the main idea).
- -D is a d v a n t a g e s: impatience, distraction, eye strain, scanning rather than reading completely (from beginning to end).

U n i t



# GUIDING QUESTIONS TO DEVELOP AND ORGANIZE THE PARAGRAPH

- What do the sources have in common? Do they agree or disagree with the question?
- Which phrases are you going to use to present these sources?
- How are you going to organize these sources?

# WRITE THE PARAGRAPH

- Include simple, compound, and complex sentences.
- Include a topic and concluding sentence.
- Include relevant and sufficient supporting sentences.

# CHECK AND REVISE

All sentences have a subject and a verb.

- All verb forms are correct.
- There is a variety of sentences.
- Spelling, capitalization, commas, and periods are correct.
- You have included phrases for external sources.

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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> <li>I can understand and extract specific information from a graph.</li> <li>I can distinguish different quantifiers and use them correctly in a sentence.</li> <li>I can summarize information from a graph using quantifiers.</li> <li>I can express my opinion about the use of social media.</li> </ul>			
LESSON <b>2</b>	1	2	3
<ul> <li>I can understand general and specific information from an article about video games.</li> <li>I can distinguish between facts and opinions.</li> <li>I can use common verb + noun collocations in a sentence or short paragraph.</li> <li>I can identify and use phrases to introduce external sources in a paragraph.</li> <li>I can express my opinion in a paragraph about video games and language learning using external sources.</li> </ul>			
LESSON <b>3</b>	1	2	3
<ul> <li>I can understand and extract specific information from a graph.</li> <li>I can identify the structure of an opinion paragraph.</li> <li>I can analyze unity in an opinion paragraph.</li> </ul>		B	B
<ul> <li>I can write a cohesive opinion paragraph with a counterargument, refutation, and external sources.</li> </ul>			
▶ I can write a cohesive opinion paragraph with a counterargument, refutation, and	1	2	3

I can check and revise my opinion paragraph for a focused, clear, organized, and accurate paragraph.

Remember: If you need help. ask your teacher!

# TECHNOLOGY: Past, Present, and Future

F I fear the day that technology will surpass our human interaction. The world will have a generation of idiots.

I'm a great believer that any tool that enhances communication has profound effects in terms of how people can learn from each other, and how they can achieve the kind of freedoms that they're interested in.

Bill Gates

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

Understand main and secondary ideas in short articles

Make predictions with *will, might* and adverbs *probably, surely, certainly* 

Review past simple and present perfect

Write a comparison paragraph about two social media

Write an opinion paragraph about the possible risks of social media use in your life

Write a descriptive paragraph about what teaching will be like after your graduate

Write an opinion paragraph about which two jobs will never disappear



# SOCIAL MEDIA: A NEW WAY OF COMMUNICATION

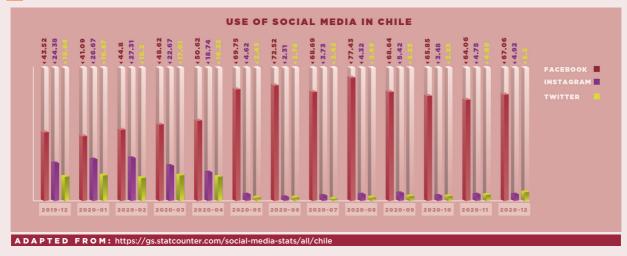
# Learning Objectives

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

CONTENTS	
READING       > Use of social media in Chile         > Keeping in touch with people	
LANGUAGE USE	Review: Comparative adjectives
TYPE OF PARAGRAPH	Review: Comparison paragraph
WRITING	Write a comparison paragraph about two social media

# R E A D I N G |

1. In pairs, look at this graph and complete the paragraph with the missing information.



The bar graph shows the stats of social media in Chile between November, 2019 and November, 2020. In August, 2020, \_\_\_\_\_\_use increased significantly from 72.52% in June, 2020, but in December, 2020, \_\_\_\_\_\_decreased slightly. On the other hand, Instagram use stayed constant from \_\_\_\_\_\_ to \_\_\_\_\_. Finally, Twitter use decreased significantly from \_\_\_\_\_\_in April, 2020 until \_\_\_\_\_\_in December, 2020.





owadays, people have different ways to quicker and easier than letters. On the other

Read the article called "Keeping in touch with people."

keep in touch with others. Some people hand, young people text to their friends instead still write letters instead of writing emails. of calling them up, which is *more fun* because They know that writing letters is **slower** than they can send photos, emojis, GIFs and voice emails, but letters are more personal. On the messages. This is the way in which people one hand, others use emails because they are communicate today, which one do you prefer?

ADAPTED BY: Patricio Canales Volpone

2. Answer the following questions. Then compare your answers with your partner.

A. What is the purpose of this article?

B. Which sentence (s) expresses comparisons?

C. How do you keep in touch with others?

#### **3.** In pairs, comment on the following ideas. Give reasons.

A. Instagram is better than Facebook.

B. Calling up is better than texting.

C. Video conferencing is better than F2F\* communication.

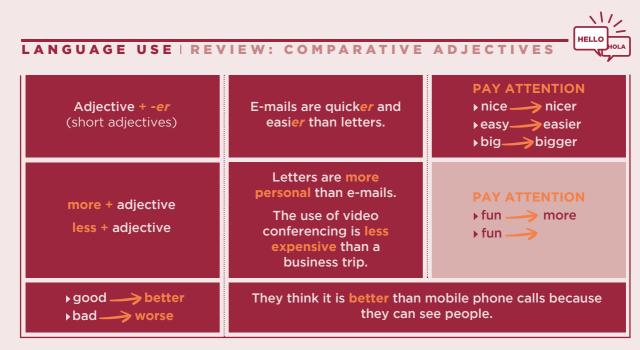
\*face-to-face

Lesson



ESCUELA DE EDUCACIÓN





4. Complete the sentence with the correct comparative form of the adjectives in the box. Use *more* or *less* when necessary. Then check your answers with your partner.

expensive go	od   bad	fast	nice	fun
A. E-mails are	than regula	r mail.		
B. It is	to send a letter tha	n an e-mail	to a close friend	
C. E-mail is good, but instant m	essaging is		·	
D. Video calls are	than phon	e calls becau	ise you can see p	eople's faces.
E. Young people prefer texting	because it is		than pho	ne calls.
F. It is terrible to lose your mobil	le phone, but it is		to lose	e your laptop.

COMPARISON PARAGRAPH

What is a comparison paragraph? <

A *comparison paragraph* presents similarities and differences between two topics. It contains comparison connectors that help you connect your ideas in the paragraph.

5. In pairs, read the second part of the article called "Keeping in touch with people." Then complete the tables.





Similarly, people at home use different platforms such as WhatsApp video calls, Instagram, Facebook and Zoom to stay in contact with their families and friends. They think it is better than mobile phone calls because they can see people. However, people at work use video conferencing to meet with others because it is less expensive and safer than a business trip. Although these are several examples of how people communicate with others, new ways of communication appear every day.

ADAPTED BY: Patricio Canales Volpone

 TOPIC:

 SIMILARITIES BETWEEN PEOPLE AT HOME AND AT WORK

 DIFFERENCES BETWEEN PEOPLE AT HOME AND AT WORK

 CONNECTORS

 CONNECTORS

 COMPARATIVE ADJECTIVES

6. In pairs, follow the steps below to write a comparison paragraph about two social media. Which one do you prefer? Words: 150-180. Remember to use a Venn diagram to organise your ideas.

Lesson Lesson





# GUIDING QUESTIONS TO DEVELOP AND ORGANIZE THE PARAGRAPH

- Which social media do you want to compare?
- What differences do these social media have?
- Which social media do you want to compare?
- What differences do these social media have?

# WRITE THE PARAGRAPH

- Include simple, compound, and complex sentences.
- Include comparative adjectives.
- Include comparison connectors.
- Include a topic and concluding sentence.
- Include relevant and sufficient supporting sentences.

# CHECK AND REVISE

- All sentences have a subject and a verb.
- All tenses are correct.
- Comparative forms are correct.
- There is a variety of sentences.
- There is a variety of connectors.
- Spelling, capitalization, commas, and periods are correct.

01

# EXTRA PRACTICE

For extra practice visit this folder:



89.





VIDEO

# **RISKS OF SOCIAL MEDIA**

# Learning Objectives

At the end of this lesson, you will be able to write an opinion paragraph about the possible risks of social media using external sources to support your opinion.

CONTENTS	
VIDEO	What are the dangers of oversharing on social media?
	Risks of social media
LANGUAGE USE	Past simple vs Present perfect
TYPE OF PARAGRAPH	► Opinion paragraph
WRITING	<ul> <li>Write an opinion paragraph about the possible risks of social media using external sources to support your opinion</li> </ul>

**1.** Before class, watch this video about the dangers of oversharing on social media and answer the questions. Then check your answers with your classmates.

A. What are the applications presented in the video?

- B. What are the seven activities people can do when using social media?
- C. What are the active digital footprints?
- D. What are the passive digital footprints?
- E. According to the video, what are the risks of using social media?
- F. How do cyber criminals profile people who use social media?





# RISKS OF SOCIAL MEDIA BY PATRICIO CANALES VOLPONE

Social media has changed the way in which people interact with others. For this reason, people should pay attention to the type of information they share. While some people may claim that the use of social media provides some benefits to the users, research has actually found that there are some risks: psychological issues and privacy concerns (Khan et al., 2014).

Similarly, a survey by Ponemon (2011) found that more than 50% of the respondents reported an increase in malware to their systems. In the same line, 63% of the respondents said that social media at work represents a risk to their organizations. **Based on** all of these research results, people **should** be careful with the risks of social media when sharing information.



#### 2. Answer the following questions. Then compare your answers with your partner.

- A. Which sentence from the paragraph expresses the writer's opinion?
- B. Which sentence from the paragraph contains an opposing view?
- C. Which sentence (s) from the paragraph contains a supporting fact?
- D. What type of concluding sentence does the paragraph have?

#### **3.** In pairs, complete the table with the advantages and disadvantages of using social media.

A D V A N T A G E S	D I S A D V A N T A G E S



WRITTEN

PAST SIMPLE	PRESENT PERFECT
<ul> <li>We use past simple when we talk about an action that is already finished.</li> <li>E X A M P L E S :</li> <li>&gt; Similarly, a survey by Ponemon (2011) found that more than 50% of the respondents reported an increase in malware to their systems.</li> <li>&gt; In the same line, 63% of the respondents said that social media at work represents a risk to their organizations.</li> </ul>	<ul> <li>We use present perfect when we talk about an action that started in the past, and it has a connection to the present.</li> <li>EXAMPLES:</li> <li>Social media has changed the way in which people interact with others.</li> <li>While some people may claim that the use</li> <li>of social media present some benefits to the users, research has actually found that there are some risks in terms of psychological issues and privacy concern (Khan et al., 2014).</li> </ul>

4. In pairs, complete the following sentences with the correct past simple and present perfect form of the verbs in the box.

#### contain | provide | click | expand | not have | publish | examine

- A. Social media offers companies many attractive business opportunities and benefits. As a result, the use of social media\_\_\_\_\_\_rapidly over the past 10 years.
- B. By the end of 2008, the Kaspersky Lab collection\_\_\_\_\_more than 43,000 malicious files relating to social networking sites.
- C. Since 2010, social media sites such as Facebook\_\_\_\_\_\_the ability for a user to maintain his or her own web page and share content with their personal connections.
- D. Last year, many organizations \_\_\_\_\_\_ the necessary security controls and policies to address the risks of using social media.
- E. Since 2019, Symantec\_\_\_\_\_\_the findings of its social media protection flash poll which\_\_\_\_\_\_how organizations protect themselves from social media risks.
- F. During the last cyber Monday, social media users\_\_\_\_\_on the link to available offers.

# **OPINION PARAGRAPH**

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

Check the structure of this paragraph.







#### RISKS OF SOCIAL MEDIA BY PATRICIO CANALES VOLPONE

Social media has changed the way in which people interact with others. For this reason, people should pay attention to the type of information they share. While some people may claim that the use of social media provides some benefits to the users, research has actually found that there are some risks: psychological issues and privacy concerns (Khan et al., 2014). Similarly, a survey by Ponemon (2011) found that more than 50% of the respondents reported an increase in malware to their

systems. In the same line, 63% of the respondents said that social media at work represents a risk to their organizations. **Based** on all of these research results, people **should** be careful with the risks of social media when sharing information.

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Counterargument Refutation Supporting fact 1 Supporting fact 2

**Topic Sentence** 

Concluding Sentence

VIV.

# WRITING

**5.** Follow the steps below to write an opinion paragraph that answers this question: Do social media present possible risks? To support your answer, find two sources and use phrases to insert them. USE YOUR OWN WORDS AS MUCH AS POSSIBLE. Words: 150-180.

# GUIDING QUESTIONS TO DEVELOP AND ORGANIZE THE PARAGRAPH

- What do the sources have in common?
- Do they agree or disagree with the question?
- Which phrases are you going to use to present these sources?

# WRITE THE PARAGRAPH

- Include simple, compound, and complex sentences.
- Include a topic and concluding sentence.
- Include relevant and sufficient supporting sentences.

# EXTRA PRACTICE

# For extra practice visit this folder:



# CHECK AND REVISE

- All sentences have a subject and a verb.
- All tenses are correct.
- There is a variety of sentences.
- Spelling, capitalization, commas, and periods are correct.
- You have included phrases for external sources.



Lesson



93.



# HOW HAS ENGLISH TEACHING CHANGED AND HOW WILL IT PROBABLY BE IN THE FUTURE?

# Learning Objectives

At the end of this lesson, you will be able to write a descriptive paragraph about what teaching will be like after your graduate.

CONTENTS	
READING	<ul> <li>Moving away from Verb to be: Past, Present and Future of English Teaching in Chile</li> </ul>
LANGUAGE USE	Making predictions with levels of certainty/probability: will, might, will probably
WRITING	<ul> <li>Write a descriptive paragraph about what teaching will be like after your graduate</li> </ul>



READING

Did you learn English before starting university? Where did you learn and for how long? What was the teacher's methodology to teach English?

1. Read the title. What do you think the article will be about? Then read the subheadings and check your prediction.

# MOVING AWAY FROM VERB TO BE

PAST, PRESENT, AND FUTURE OF ENGLISH TEACHING IN CHILE

In 2011, a report by the Ministry of Education revealed that only 10% of the Chilean population had an elementary level of English. However, English education has been present since the 1930s with the first private bilingual school in several Chilean cities. Over the years, there have been several reforms and teaching methodologies, which aim to improve our English level. What are these changes, and what will classes be like after the pandemic?

# EARLY YEARS OF ENGLISH TEACHING IN CHILE (1900-1990s)

From the 1930s time until the 1980s, the teaching methodology was probably the Grammartranslation and audio-lingual methods, the first language teaching methods. Much later, in the 1990s, some teachers began to teach through the Communicative Approach (CLT), which promoted communication and mostly oral skills. By the end of 1990s, Chile's economic growth in a globalized world influenced changes in the English curriculum: Obligatory English classes from 5th grade and the development of mainly receptive skills (listening and reading).

- 94

LOH Universidad de O'Higgin



#### TEACHING ENGLISH IN THE 21<sup>st</sup> century

# LATEST REFORM, METHODOLOGIES, AND FUTURE CLASSES

Later, in 2009, new adjustments were made for a more updated curriculum. This version develops all 4 skills —reading, listening, speaking, and writing—in a meaningful manner, such as real-world tasks and projects based on *Task-Based (TBLT) and Project-Based (PBLL) Language teaching*. Quite recently, in 2019, the Ministry launched a new program called *English in English* to promote English speaking skills in 5° and 6° grade (Mineduc, 2019).

When the pandemic arrived in 2020, face-to-face classes changed to online classes through platforms such as Zoom, which is helpful but makes student interaction more difficult. Experts argue that after the pandemic, education will change, there will be a mixture of in-person and online classes, both synchronous (live) and asynchronous (digital learning platforms, forums) (British Council, 2020). Whatever the modality, one fact is certain: online tools are here to stay, and teachers will have to use them in their classes. Are you ready for this change?

#### ADAPTED FROM:

Barahona, M. (2015). English Language Teacher Education in Chile: A Cultural Historical Activity Theory Perspective. Abingdon: Routledge British Council (2020). How will higher education be different in 2030? https://www.britishcouncil.org/voices-magazine/future-higher-education.

#### **2.** In groups, read and answer the questions about the article:

A. What happened these years? In groups, scan the following years in the article and complete the notes with the main events:

1930s	2009
1930-80s	2011
Early 1990s	2019
Late nineties	2020

B. Which piece of information from the article is new? surprising? unsurprising? Why?

C. Text analysis. In pairs, select one paragraph and complete the table below.

QUESTION	EXAMPLE FROM THE PARAGRAPH
One relative clause	
Prepositional time phrases	

- D. Highlight all the English teaching methods mentioned in the article.
- E. Create a timeline of English teaching methods and approaches. Use the names in the box to put them in chronological order. Add the correct time phrases.

 Task-Based (TBLT) and Project-Based (PBLL) Language Teaching - Communicative Approach (CLT)

 Audio-lingual method - Content-based instruction - Grammar-translation



# HELLO HOLA LANGUAGE USE | MAKING PREDICTIONS WITH DIFFERENT LEVELS OF

# 3. Read these excerpts and write "certain", "probable", "not certain."

"With these reforms, Chile **will** *surely /certainly* **be** a bilingual country by 2025."

"These reforms are interesting, but they *probably* will not work with 40 students."

"Low proficiency in English *might* continue for at least 10 years."

"New language teaching methods will keep coming up".

# 4. Five different ways to make predictions: match the examples with the rules.

<ol> <li>Older teachers will surely feel overwhelmed by so many online tools.</li> </ol>	A. Will + infinitive
<ol> <li>Some students might not like the transition to online learning.</li> </ol>	<b>B.</b> Will + surely/certainly + infinitive
<b>3.</b> Teachers will have to use online tools in their classes.	C. Will + probably + infinitive
<ol> <li>Teaching programs will probably add the use of online tools in their curricula.</li> </ol>	<b>D.</b> Will + probably + not + infinitive
<ol> <li>Some students will probably not be able to be in online classes.</li> </ol>	E. Might + infinitive

5. Read the statements about the English language and use one of the 5 ways above to write a sentence that predicts what will happen. Compare your views with a partner. Do you agree?

A. 2022: Classes return to normal.

B. After 2021: Classes are a combination of online and face-to-face classes.

C. Next SIMCE Inglés: Students from all school types get higher proficiency scores.

D. 2025: Most Chileans are bilingual.

- E. The next 20 years: English continues to be "a global language."
- F. The next 20 years: Chinese becomes the next "global language."



# WRITING

6. Use the ideas below to write a descriptive paragraph about what teaching will be like after your graduate. Will it be similar or different to the way you were taught in school? Words: 150-180

Lesson

96







03

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# GUIDING QUESTIONS TO DEVELOP AND ORGANIZE THE PARAGRAPH

- Outline characteristics of the future class.
- ▶ Read the characteristics, see what they have in common and create a topic sentence.
- Order the ideas. What connectors can be used to connect these characteristics?
- Add a concluding sentence.

# WRITE THE PARAGRAPH

- Include predictions.
- Include simple, compound, and complex sentences.
- Ideas are organized and properly connected.

# EXTRA PRACTICE

## For extra practice visit this folder:



# CHECK AND REVISE

- All sentences have a subject and a verb.
- Verb tenses are correct.
- There is a variety of sentences.
- There is a variety of connectors and quantifiers.
- Spelling, capitalization, commas, and periods are correct.



# THE FUTURE OF JOBS

# Learning Objectives

At the end of this lesson, you will be able to write an opinion paragraph about which two jobs that will never disappear.

CONTENTS			
READING	Jobs that might not exist by 2030		
GRAMMAR REVIEW	Will, probably will (not), might		
VOCABULARY	▶ Jobs and automation		
WRITING	Write an opinion paragraph about which two jobs will never disappear		
	READIN		

# **1.** Match the words to their definitions.

<b>1.</b> Hire (v)	A. reserve
2. Due to (connector)	B. very popular, required
3. Book (v)	C. feeling anxious about something
4. Self-service till (n)	<b>D.</b> to employ/pay someone for a short time to do a particular job
5. Automate (v)	E. because
6. Develop (v)	F. a machine used in shops, restaurants for calculating the amount you have to pay
7. Worrying (adj.)	G. to design or make a new idea or product over a period of time
8. On-demand (adj.)	H. using computers and machines to do a job, rather than people

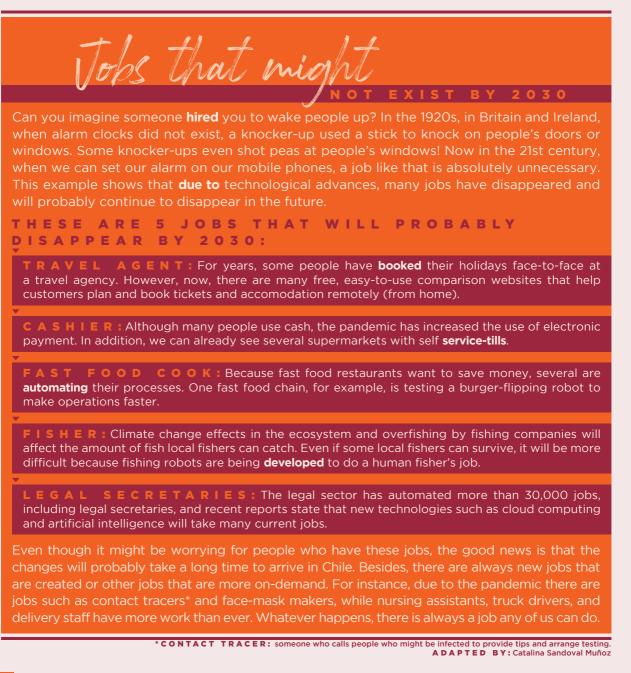
2. Match the jobs with the pictures. What do these people do?



- 98

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# **3.** In groups, discuss these questions:

- A. What is the article about?
- B. What are the 5 jobs that might disappear by 2030?
- C. Why will they probably disappear?
- D. Do you agree with the article's list? Why?
- E. Evaluate the conclusion, is it optimistic or pessimistic?

99.

Lesson

# GRAMMAR REVIEW

4. Underline all the predictions made in the article. How many are there? Are they certain or uncertain?

# VOCABULARY: JOBS AND AUTOMATION

5. In pairs, classify the words in the box into the correct category.

face-to-face   cashier   remotely   electronic payment   self service-tills   automated (adj)   robots				
delivery staff   cloud computing   artificial intelligence   travel agent   truck drivers				
Tehnological advances	Joh modalities Johs	)		
		••••		

6. In pairs, imagine one job that will probably exist in 30 years. Define it and describe it using as much of the vocabulary provided in this lesson.

Lesson

WRITING

7. Follow the steps below to write an opinion paragraph that answers this question: Which two jobs will never disappear? Why? Words: 150-180.

# GUIDING QUESTIONS TO DEVELOP AND ORGANIZE THE PARAGRAPH

- List several jobs. Write characteristics of each. Pick the two most interesting or easiest to explain. Which jobs will you select?
- Are the jobs similar or different?
- Create a topic sentence
- Organize the information (create an outline)

# WRITE THE PARAGRAPH

- Include simple, compound, complex sentences.
- Include a topic and concluding sentence.
- Include relevant and sufficient supporting sentences.

# CHECK AND REVISE

- All sentences have a subject and a verb.
- All verb forms are correct.
- There is a variety of sentences.
- 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 apply the contents studied in this unit.

**1.** Read the article "Is Technology Destroying Conversation?" and answer the following questions:



degree in social networking sites such as Facebook, Twitter and Bebo, and how to set up blogs and podcasts.

Critics of the course believe that young people feel naked without their gadgets and already spend too much time using social networking sites. They say that this reliance on technology has nothing to do with the art of conversation. people prefer to text than to write a letter or take part in a face-to-face discussion, which is leading to more insular society.

a person is feeling happy, angry, romantic or and intonation, and we need to see someone's to music and texting, we do not interact with world.

n English university is offering a master's the world around us. If we do not develop our conversation skills, we cannot get a decent job or meet our future mates.

> sitting on the other side of the room, when it would take less time to get up and go to speak to them. Three hundred teenagers in Italy tried to survive without their mobile phones for two weeks. Some reported a loss in confidence, from the "real world."

> consuming than a normal conversation, and constantly changing. The rules of grammar, and we need to adapt accordingly. It would be a disaster if exchanging dialogue with someone face-to-face were to disappear. Perhaps there

> > Taken from Tune Up - 4º medio Student's book



- A. What is the purpose of the article?
- B. What advantages does traditional communication have over texting and emailing?
- C. What negative effects is new technology having on our lifestyles?

#### 2. Read the following statements and choose the correct alternative:

- A. Those that are against a master's degree in social networking...
  - I. feel there is too much reliance on technology.
  - **II.** say texting can sometimes help people to communicate effectively.
  - **III.** feel these courses are to blame for ineffective communication.
- B. Texting and similar forms of communication...
  - I. will never replace traditional ways of communicating.
  - II. will one day replace traditional forms of communicating.
  - III. should be used as well as traditional communication.

# TYPES OF SENTENCES

	SO	Co	C
A. Three hundred teenagers in Italy tried to survive without their mobile phones for two weeks.			
B. The rules of grammar, spelling and punctuation are being wiped out, and we need to adapt accordingly.			
C. We cannot easily notice if a person is feeling happy, angry, romantic or sarcastic in an email.			
D. If we do not develop our conversation skills, we cannot get a decent job or meet our future mates.			
E. We need to hear rhythm and intonation, and we need to see someone's face as well.			
F. Perhaps there is room for both types of communication in the world.			-

4. Read the paragraph and complete with the missing verbs from the box. Use present simple, past simple, present perfect, and will/might.

not mean - be - continue - give - create have - improve- not find - find - have to

- 102

Unit 0

# effects of computers and the internet on Higher Education

For hundreds of years, people 1.\_\_\_ technological objects to make life easier. One of these inventions 2.\_\_\_\_\_the computer, which since it was created, 3.\_\_\_\_ \_\_\_\_many aspects of our lives, such as education and learning. First, today, computers and the Internet 4. access to a lot of information fast. In contrast, before 2000, students 5.\_\_\_\_\_ go to a library, ask a librarian, and read many books. What is worse, this long process 6.\_\_\_\_that you would find the information needed because sometimes, you 7.\_\_\_\_\_ what you were looking for. Second, thanks to computers and the Internet, students can study from home when it is not safe to go out. All they need to do is connect, participate, and do homework. Despite these benefits, researchers argue that spending long periods in front of screens is harmful for our eyes, so students need to rest. Nobody 8.\_\_\_\_\_the perfect formula yet, but the truth is that computers 9.\_\_\_\_\_\_to exist and students 10.\_\_\_\_\_no choice but to learn how to use the Internet efficiently and responsibly.





#### portable whiteboard

# WRITING

5. Choose one of the topics below and write a paragraph of 150-180 words that fully answers the question. Add two suitable external sources to your paragraph. When you do so, remember to USE YOUR WORDS AS MUCH AS POSSIBLE.

# ТОРІС 1.

Is it better to read from the computer or on paper?

#### TOPIC 2.

Is it better have online classes or in-person classes?

#### TOPIC 3.

Are social media beneficial to university students or not?



## TOPIC 4.

How have social media changed since 2010?

#### TOPIC 5.

What will classes be like when the pandemic is over?

# GUIDING QUESTIONS TO DEVELOP AND ORGANIZE THE PARAGRAPH

- Determine if the topic requires an opinion, descriptive, or comparison paragraph.
- Which ideas will you support your topic sentence?
- Outline the ideas and add suitable connectors.

# WRITE THE PARAGRAPH

- Include simple, compound, and complex sentences.
- Include a topic and concluding sentence.
- Include relevant and sufficient supporting sentences.

# CHECK AND REVISE

- All sentences have a subject and a verb.
- All verb forms are correct.
- There is a variety of sentences.
- Spelling, capitalization, commas, and periods are correct.
- > You have included phrases for external sources.

#### - Entrepreneurs

DA TO START A DUSINESS foldary interpretation and allows the logic of the version and allows the logic to be version and memorable. Effective logics feature isomething unexpected or unique without being overdeaver. Ge to interpret deal interpretation is an and



GROUP PROJECTS

# PROJECT 1

# TASK

In groups, interview **5 friends or family members from different generations** to know how communication has changed over time. Create **4 questions** that help you to compare ways of communication between past and present. Write an article with the following organization:

# ORGANIZATION

- **Introduction:** start the topic and make the reader interested in it.
- **Body:** Summarize and compare the results (communication in the past vs now).
- **Conclusion:** close the article in an interesting manner.

# PRODUCT

The article must be posted in this link and include a simple graph of the results.

# WORDS

300-350

# PROJECT 2

# TASK

In groups, imagine it is 1990; before you were born and before the Internet existed! Write a short article that lists 4 jobs that will exist in 2021. Describe the jobs fully.

# ORGANIZATION

- **Introduction:** start the topic and make the reader interested in it.
- **Body:** List and describe the 3 jobs
- **Conclusion:** close the article in an interesting manner.

# PRODUCT

The article must be posted in this link and include a complementary picture.

# WORDS



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> <li>I can extract general and specific information from a graph and an article.</li> <li>I can compare ways to communicate with comparative adjectives.</li> <li>I can write a comparison paragraph about two social media.</li> </ul>			E
LESSON 2	1	2	3
<ul> <li>I can extract general and specific information from an article.</li> <li>I can use past simple and present perfect in sentences.</li> <li>I can write an opinion paragraph about the possible risks of social media use in your life.</li> </ul>		:	
LESSON <b>3</b>	1	2	3
<ul> <li>I can extract general and specific information from an article.</li> <li>I can make predictions about education with will, might, probably, surely, certainly.</li> <li>I can write a descriptive paragraph about what teaching will be like after your</li> <li>graduate.</li> </ul>			E
LESSON 4	1	2	3
<ul> <li>I can extract general and specific information from an article.</li> <li>I can make predictions about education with will, might, probably, surely,</li> <li>certainly.</li> <li>I can write an opinion paragraph about which two jobs will never disappear.</li> </ul>			E
Remember: If you need help, ask your teache	v!		

- 106

LO-I

# 1234 ANSWER KEY

# Lesson 1

1. Answers may vary.

- 2. A. The topic sentence is ...
  - B. The supporting sentences are ...
  - C. The concluding sentence closes the paragraph effectively and restates the topic sentence.D. Answers may vary.
- **3. Sample answer:** My mother's favorite meal is corn pie because it is tasty and sweet. It has corn, beef, chicken, onlion, olive and eggs.
- 4. A. Cx that / when B. Cx which C. Cx if D. S
  E. Cx when / because F. Cx which G. Co but
- 5. Answers may vary.
- 6. Answers may vary.

# Lesson 2

1. Answers may vary.

# VIDEO

#### **2. A**. T **B**. T **C**. T **D**. T **F**. T **G**. T **H**. T **I**. T **J**. T

- **3. A.** Answers may vary.
  - **B.** Answers may vary.
  - C. Answers may vary.
- 4. A. cazuela B. mote con huesillos C. completos D. curanto
- 5. A. to describe B. dishes from a specific locationC. people who are interested in different meals.
- 6. Answers may vary.
- 7. A. introduce extra information and replace a noun.B. who for people / which that for things
- 8. A. D B. ND C. ND D. D
- 9. A. who which / that who who which / thatB. who which which who which
- 10. Answers may vary.

# Lesson 3

UNIT 1

- **3. A.** Regular verbs: Ordered, asked, realized, tasted, called, pointed, thanked Irregular verbs: Went, thought, said, took, was, had, left
  - **B.** Complex sentence: When I got it, I took a big bite.
  - C. Answers may vary.
- A. Rambutan: It is round, brown/pinkish. It looks hairy, like a "sea urchin."
  - **B. Dragon Fruit:** It is like a big lemon, it is yellow with some spikes. It has seeds inside. The man describes it as "squash-looking."
  - **C.** The man describes dragon fruit as "watermelonish". Other milder kiwi, chewy, crunchy, mild.
  - D. Chirimoya: The woman says it tastes like a pear ("it's pear-like")
  - E. Answers may vary
  - **F. Rambutan:** it's like a grape. Flavor: mild, nice, sweet, light. It tastes like a pear, really light.
  - **G. Dragon fruit:** Other "watermelonish," it tastes as a milder kiwi, chewy, crunchy, with a mild flavor.
  - H. Chirimoya: pear-like
- 3. A watermelon
- **4.** A lemon: looks, tastes, feels/is, smells. A walnut: looks, tastes, feels/is, smells.
- Sight: This looks like a It's like a..., squash-looking Taste/Texture: mild-sweet-It tastes like a..., creamy, crunchy, watermelonish, chewy-It's pear-like
- A. Cazuela is a Chilean delicious soup: It is round, brown/pinkish. It looks hairy, like a "sea urchin."
  - **B.** To make spaghetti sauce, you need six red juicy tomatoes: six juicy red tomatoes.
  - **C.** Last fall, we tried red big apples from a friend's apple tree: big red apples.
  - **D.** Last week, I tried spicy round five meatballs in an expensive restaurant: five spicy round meatballs.
  - **E.** When I was a child, I enjoyed eating square small *calugas* de *manjar*. small square *calugas* de *manjar*.
- 7. Answers may vary.
- 8. Answers may vary.



# Lesson 4

**1.** Barros Luco, "Sanguche de potito", Barros Jarpa, Chacarero.

	ORIGIN OF NAME	INGREDIENTS	NAME
1	The name comes from the term "chacra," which is a small rural farm.	Green beans, tomatoes, and beef. Sometimes mayonnaise and chili.	Chacarero
2	Its name refers to its inventor, who was a Chilean president between 1910 and 1915 and always ordered this.	Toasted bread, with beef bits and grilled cheese	Barros Luco
3	The name was created after a Chilean politician called Barros Jarpa who ordered the same as B. Luco but with ham.	Grilled ham and cheese Barros Ja	
4	The name refers to the "forward" movement that people make when they eat a big juicy sandwich: "de potito."	Pork belly	Sanguche de potito

**3. A.** its inventor; **B.** Cafeteria Torres; **C.** This sandwich;**D.** the "forward" movement

#### 4.1.d2.b3.a4.c

- **5. A.** What does "chela" refer to? It refers to beer;
  - **B.** What are *humitas* made with?: They are made with corn;
  - **C.** Who probably created *curantos*? They were probably created by aboriginal peoples in southern Chile
  - **D.** Where does the word "chucrut" come from? It comes from the German word *sauerkraut*.
- **6. A.** *Palta reina* is a famous appetizer that/which is made with avocado and a creamy chicken sauce
  - **B.** *Ensalada a la chilena* is a famous cheap salad that/which is made with tomato and sliced onion.
  - **C.** *Panqueques con manjar* are a popular dessert for people who have a sweet tooth.
  - **D.** *Bistec a lo pobre*, which refers to the combination of steak, fries, fried eggs and onions, is a delicious main course.

## REVIEW

- **1. A.** The purpose of this text is to describe food from different countries that you can eat in Chile.
  - **B.** People like Arab dishes because they can find delicious lamb, chicken and beef dishes which are very tasty.
  - C. It refers to Shawarma.
  - **D.** It replaces people.
  - **E.** The function of *which* in line 4 is to add extra information about *ají de Gallina*.
  - **F.** Peruvian food is considered the most important cuisine around the globe because of its combination of flavors.

2. A. She loves eating churrascos italianos because ...

- **B.** She likes drinking sparkling mineral water because ...
- **C.** She doesn't mind eating chickpeas stew because ...
- D. She doesn't like trying exotic international dishes ...
- E. She hates cooking lentils because ...
- 3. A. asparagus; B. pomegranate; C. peppers;
  - **D.** coconut; **E.** cauliflower
- **4. A.** Empolvados are a famous Chilean pastry that/ which are made with flour, eggs, baking powder and manjar.
  - **B.** *Chirimoya Alegre* is a very popular ice cream which / that tastes of orange and chirimoya.
  - **C.** The term "vegan" refers to people who do not eat animal-based foods.
  - D. Thai, Indian, and Japanese food are popular with people who love trying new, exotic dishes.
  - **E.** Torta de pompadour is a traditional pastry that/which comes from the Sixth Region.

#### 5. A. ND B. D C. ND D. ND E. ND

- 6. Answers may vary.
- 7. Answers may vary.



## Lesson 1

#### VIDEO

PLACES	WEATHER	TRANSPORT	PEOPLE <sup>´</sup> S JOBS	CRIME	PLACES NEARBY RANCAGUA	HOW SHE DESCRIBES DOGS
red church statue stores Lider walmart museums	cold it rains a lot windy hot in summer	bikes colectivos micros	seasonal jobs during summer engineers	people steal a lot in Chile.	big mine where people work too.	dogs with three legs or one eye. People feed them.

- **1. A.** The purpose of this article is to compare two cities in Chile.
  - **B.** The function of the words in italics is to compare and contrast or emphasize (in fact) the information presented in the article.
  - **C.** The function of the word in bold is to express comparison within the article.
  - **D.** Answers may vary.

#### 2. DIFFERE

DIFFERENCES	SIMILARITIES		
Santiago is a large city. Santiago is a modern city. Valdivia is a small city. Valdivia is picturesque. Valdivia is the best city to live. Valdivia has green areas.	They are both cities in Chile. Santiago and Valdivia are both interesting destinations to visit.		

- 3. A. more beautiful B. safer C. better D. worse E. more expensive
- 4. A. although; B. first; C. second; D. for this reason;
  E. in addition/moreover; F. while; G. in addition/ moreover; H. compared to; I. in terms of; J. on the one hand K. on the other hand; L. overall
- 5. Answers may vary.
- 6. Answers may vary.

#### Lesson 2

- 1. A. Answers may vary.
- **B.** Answers may vary.
- **2. A.** The writer mentions changes in infrastructure because there are lots of restaurants, hotels and places to live.

<u>.</u>	
PRESENT PERFECT	PAST SIMPLE
has changed	went
has changed	lived
has been	was
has not told	was
	bought
	paid

#### **4.** Answers may vary.

5.

UNIT 2

PAST SIMPLE	PRESENT PERFECT
<b>A.</b> A	<b>A.</b> B - D
<b>B.</b> F	<b>B.</b> E
<b>C.</b> C	

6. A. since - for - since

- **B.** for since since
- C. for for since
- 7. studied went has changed told knocked down - had - looked around - have put - have / built - have not / finished
- 8. Answers may vary.

#### Lesson 3

 Graph 1: A. two population types; B. number of people; C. answers may vary, but something similar to "Growth of rural and urban populations between 2002 and 2017 in the O'Higgins Region."; D. Rural areas have grown from 232043 to 234192 (2149 people more).

*Graph 2:* **A.** years; **B.** number of schools; **C.** answers may vary, but something similar to "Number of public, private/subsidized, and private schools in the O'Higgins Region from 2017 to 2019." **D.** Public schools (from 397 to 392).

2. First row, left column: increase, increased - rise, rose, risen - grow, grew, grown;

first row, center column: decrease, decreased - fall, fell, fallen;

first row, right column: stay, stayed constant; Adverbs of manner (left): slightly, slowly - (right): significantly

**3.** *First paragraph:* The bar chart shows the population type in the O'Higgins Region between 2002 and 2017. The categories are urban and rural populations. In 2002, the total population was 780,627, while in 2017, it grew/rose to 914,555. This means that both urban and rural populations have increased since 2002. For instance, the

urban population has grown significantly over the years, from 548,584 people to 680,363. However, the rural population has risen slowly, from 232,043 to 234,192. As you can see, both population types have grown over time, and maybe they are going to keep growing.

**Second paragraph:** The bar chart illustrates the school types in the O'Higgins Region for 3 consecutive years: 2017, 2018, and 2019. Since 2019, the total number of schools has decreased very slightly from 693 to 686 schools. The majority of schools are public schools, which have fallen from 397 to 392. However, in 2018, the number stayed constant at 397. The second majority is private/subsidized schools, which had 268 schools in 2019. Finally, only 26 schools are private schools have been built since 2017. As you can see, there are many schools to choose from when you search for a teaching job.

- **4. A.** The bar chart shows the population type in the O'Higgins Region between 2002 and 2017 / The bar chart illustrates the school types in the O'Higgins Region for 3 consecutive years: 2017, 2018, and 2019: These sentences are in present tense.
  - B. Yes.
  - **C.** As you can see, both population types have grown over time, and maybe they are going to keep growing. / As you can see, there are many schools to choose from when you search for a teaching job: Both sentences start with "As you can see."

5. Rule 1: all sentences; Rule 2: 1,5,7; Rule 3: 2,3,4,6

- **6. A.** The number of agriculture and livestock companies has decreased/fallen slightly since 2016.
  - **B.** Mining exploitation companies have decreased/fallen slowly since 2016.
  - **C.** Retail businesses have increased/risen significantly.
  - D. Banks and insurance companies have decreased/fallen very slightly from 1,289 to 1,279.
  - **E.** Schools, professional institutes, universities have increased/risen slightly.
  - **F.** Health centers have increased/risen slowly, from 977 to 1,269.

#### 7. Answers may vary.

#### - 110

#### Lesson 4

- **1. A.** In 1952, there were 5.932.995 people/inhabitants.
  - **B.** 28 years ago, the population was 13.348.401 people.
  - **C.** The growth rate in 1992 decreased compared to 1982.
  - **D.** In 2017, there were over 17 million people.
  - **E.** It has grown significantly since 1952.
  - **F.** It has grown significantly.
  - **G.** The growth rate has changed slightly.
- 2. IN AGO: Past simple
- SINCE FOR: Present perfect
- 3. A. for; B. in-for; C. ago; D. in, E. for
- 4. A. in; B. in, finished, However, has decreased, in, had; C. for, has finished, has increased; D. for, has increased, in, however, were; E. ago.
- 5. Answers may vary.
- 6. Answers may vary.

#### REVIEW

#### **1. A.** T **B.** F **C.** F **D.** F **E.** T

- 2. A. F B. T C. F D.T E. T
- **3.** in for in since ago
- 4. A. visited
  - **B.** studied
  - C. built
  - D. have put
  - E. have / built
  - F. have / designed
  - **G.** has changed
  - H. graduated
- 5. A. both; B. but; C. first; D. while/although;
   E. moreover; F. although/while; G. compared to;
  - H. although/while; I. on the other hand; J. finally.

UNIT 3

6. Answers may vary.

#### Lesson 1

- 1. Answers may vary.
- 2. Answers may vary.
- **3.** A. the cinema/going to the cinema; B. current music/listening to current music; C. buying crafts;
   D. art exhibits; E. circus.
- 4. A. answers may vary; B. answers may vary.
- 5. Most Many Some Few

- 6. A. Whatsapp / most; B. Instagram; C. Some/few;D. Few
- 7. Answers may vary, but they may look like this:
  - The graph illustrates Internet and social media habits of 1,000 Chileans between 9-17 years old in the week and on weekends. In the week, most children spend 30 mins. or less, and many (28%) spend 1 to 2 hours. Some spend 3 to 4 hours (20%), while 19% spend 5 hours or more.
- 8. Answers may vary.
- 9. Answers may vary.

# Lesson 2

- 1. Answers may vary.
- **2. A.** They assume that video games have a negative effect on youth.
  - **B.** The benefits for children's education, health, and social skills. ("Research shows that video games such as combat games can actually improve certain mental skills". "Other types of video games have positive effects on school performance" "Another study demonstrated that playing any kind of video games, including violent ones, improves children's creativity." "On the other hand, some studies report emotional benefits" "Finally, video games can also improve social skills.")
  - C. mental skills
  - **D.** a bad mood, anxiety, and intolerance to failure
  - E. RPGs (Role-playing games)
  - F. Huge online games as *Minecraft and Farmville*
- **3. A.** O; **B.** O; **C.** F; **D.** O
- 4. A. have; B. express; C. cause; D. do; E. improve;
  F. get; G. make
- 5. Order: f,b,e,c,a,d,g
- 6. Answers may vary.

#### Lesson 3

- **1.** 30,16% 2,8% 19,3% 0,8%
- **2. A.** The first sentence expresses the writer's opinion.
  - B. The sentence which expresses an opposing view is: "While some parents and teachers may claim that they should focus on their studies without using their cell phones". including violent ones, improves children's creativity." "On the other hand, some studies report emotional benefits" "Finally, video games can also improve social skills.")

- **C.** The sentences which contain supporting facts are the ones referring to studies.
- **D.** There are two sources.
- **E.** The main idea of this paragraph is to express an opinion about the use of mobile phones and language learning.

3.

э.	
Topic sentence	In Chile, students should spend more time using their mobile phones to learn instead of playing.
Counterargument	While some parents and teachers may claim that
Refutation	They should focus on their studies without using their cell phones,
Supporting fact 1	research has actually found that students who were not motivated to learn English vocabulary, for example, improved their motivation after playing mobile video games in class (Elaish et al., 2019).
Supporting fact 2	Similarly, a survey by Pontificia Universidad Católica de Chile found that 84% of the respondents used mobile phones to do homework at home, and 77% of the participants watched video or tutorials to review contents (Cabello et al., 2017).
Concluding Sentence	Based on all of these research results, parents and teachers should change their minds about the use of mobile phones to learn.
4.	
A. key words	students - some parents and teachers - respondents - participants - using their mobile phones
B. Connectors	Similarly - Based on

	<ul> <li>participants - using their mobile phones</li> </ul>
B. Connectors	Similarly - Based on
C. Reporting verbs	find
<b>D.</b> Relative pronoun (s)	who
E. Modals	should - may
F. Sentences in present perfect	research has actually found
<b>G.</b> Sentences in past tense	A survey by Pontificia Universidad Católica de Chile found that
H. Statistics	84% - 77%
I. Citation (s)	(Elaish et al., 2019) - (Cabello et al., 2017)

5. Answers may vary.

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#### Lesson 4

- **1. A.** The most popular activity among Chileans presented in the graph is eating.
  - **B.** The least popular activity among Chileans presented in the graph is doing exercises.
  - C. Answers may vary.
- should While may declare that research has found - Similarly - a survey found - based on should
- **3. A.** Chilean people should do different activities to entertain themselves instead of going to restaurants, pubs and clubs.
  - B. Answers may vary.
  - **C.** Sources to support the topic sentence.
  - D. Answers may vary.
- **4.** ... be required to volunteer in their community. ... focus solely on their studies during school hours,
  - ... that volunteering improves students' motivation both in and out of the classroom.
  - ... 71% percent of students who volunteer were
  - better able to manage their time and grades. ... felt like they were part of something greater
  - and could see how their efforts could truly help those around them.
  - ... require students to volunteer.
- 5. Answers may vary.

# REVIEW

- **1. A.** School uniforms should be mandatory for all students for a number of reasons.
  - **B.** The writer thinks school uniforms should be mandatory.
  - **C.** 3
  - D. students are equal, no matter how much money they have - uniforms encourage more attendance, but not better grades - promote discipline and eliminate socioeconomic differences.
  - **E.** In fact, some deputies have recently proposed a law to eliminate school uniforms as obligatory in 2021.
  - **F.** The paragraph is missing the concluding sentence / Answers can vary.
- 2. most, many, some, few.
- 3. A. opinion; B. fact; C. to D. opinion
- 4. have, causes, shown, spend, get, provides
- 5. 6,3,4,1,5,2

- **6. A.** Answers may vary, but must be similar to this: TV watching is not responsible for children's low grades.
  - **B. True:** A,D,E. Sentences B and C are not mentioned or untrue according to the text.
  - **C.** In sum, there seems to be plenty of research that shows that TV has little effect on academic achievements.
  - **D.** Answers may vary.
- 7. Answers may vary.

#### UNIT 3

# Lesson 1

- Facebook Instagram and Twitter January / February - 2.43 / 4.92
- **2. A.** The purpose of this article is to compare the use of letters, emails and texts.
  - **B.** The sentences which express comparison are: 2 3 4 5.
  - C. Answers may vary.
- **3. A.** Answers may vary.
  - **B.** Answers may vary.
  - C. Answers may vary.
- 4. A. faster B. more expensive C. better D. nicerE. more fun F. worse

#### 5.

Similarities between people at home and at work	Differences between people at home and at work
<ul> <li>People use different platforms such as WhatsApp video calls, Instagram, Facebook and Zoom.</li> <li>People at work use video conferencing.</li> </ul>	<ul> <li>People use different platforms to stay in contact with their families and friends.</li> <li>People use platforms because it is less expensive and safer than a business trip.</li> </ul>
Connectors	Comparative Adjectives
Similarly - However - Although	better - less expensive - safer

6. Comparison paragraph

#### Lesson 2

- **1. A.** The applications presented in the video are: Twitter - YouTube - Facebook - Linkedin.
  - **B.** People can do the following: video chatting, tagging, talking, sharing, blogging, discussing and participating in different activities when using social media.
  - **C.** The active digital footprints are related to data people share and store such as files.



- **D.** The passive digital footprints are related to data left behind when using the internet such as IP address, browser cookies, gmail user name or browser habits.
- E. According to the video, the risks of using social media
- F. Cyber criminals profile people who use social media
- **2. A.** For this reason, people should pay attention to the type of information they share.
  - **B.** While some people may claim that the use of social media provides some benefits to the users,
  - C. research has actually found that there are some risks: psychological issues and privacy concerns (Khan et al., 2014).
    - Similarly,a survey by Ponemon (2011) found that more than 50% of the respondents reported an increase in malware to their systems.
    - In the same line, 63% of the respondents said that social media at work represents a risk to their organizations.
  - D. Answers may vary.

#### 3.

Advantages	Disadvantages
Answers may vary.	Answers may vary.

- A. has expanded B. contained C. have expanded D. did not have E. has published / examined F. clicked
- 5. Opinion paragraph

# Lesson 2

- **1.** Answers may vary, but may be related to history or evolution of English teaching in Chile.
- 2. 1930s: first private bilingual schools.
   1930-80s: English teaching methods were probably the Grammar-translation and audio lingual methods.

**Early 1990s:** some teachers began to teach through the Communicative Approach (CLT). **Late nineties:** changes in the English curriculum (obligatory subject since 5° grade/receptive skills).

**2009:** new adjustments were made for a more updated curriculum (4 skills).

**2011:** a report by the Ministry of Education showed our low English level.

**2019:** the Ministry launched a new program called English in English.

**2020:** the pandemic arrived, and face-to-face classes changed to online classes.

**B.** Answers may vary.

#### C. Paragraph 1:

One relative clause	Over the years, there have been several reforms and teaching methodologies, which aim to improve our English level.
One connector	However
Prepositional time phrases	In 2011 - since the 1930s - over the years
Paragraph 2:	
One relative clause	Much later, in the 1990s, some teachers began to teach through the Communicative Approach (CLT), which promoted communication and mostly oral skills.
One connector	-
Prepositional time phrases	From the 1930s time until the 1980s - in the 1990s - By the end of 1990s

#### Paragraph 3:

One relative clause	When the pandemic arrived in 2020, face-to-face classes changed to online classes through platforms such as Zoom, which is helpful but makes student interaction more difficult.
One connector	Later - such as - when
Prepositional time phrases	in 2009 - in 2019 - in 2020

- D. Grammar-translation, Audio-lingual method, Communicative Approach (CLT), Task-Based (TBLT), Project-Based (PBLL) Language Teaching, Content-based instruction.
- E. Grammar-translation, Audio-lingual method: Between 1930-1980s.
   Communicative Approach (CLT): early nineties to late nineties.

Task-Based (TBLT) and Project-Based (PBLL) Language Teaching, Content-based instruction: since 2009 until now.

- **3.** certain, probable, not certain, certain
- 4. 1b 2e 3a 4c 5d
- 5. Answers may vary.



## Lesson 4

#### 1. 1. D 2. E 3. A 4. F 5. H 6. G 7. C 8. B

- **2. Left to right:** cashier, fisher, travel agent, legal secretary, fast food cook
- 3. A. Jobs that might disappear in the future; B. cashier, fisher, travel agent, legal secretary, fast food cook;
  C. They will probably disappear due to automation;
  D. Answers may vary; E. The conclusion sounds optimistic: "hanges will probably take a long time to arrive in Chile," "there are always new jobs that are created or other jobs that are more on-demand."
- 4. Predictions: there are 6 predictions.
  - "Many jobs have disappeared and will probably continue to disappear in the future." uncertain
  - "5 jobs... will probably disappear by 2030" uncertain
  - "Climate change effects in the ecosystem and overfishing by fishing companies will affect the amount of fish local fishers can catch. Even if some local fishers can survive, it will be more difficult" - certain
  - "new technologies such as cloud computing and artificial intelligence will take many current jobs." - certain
  - "the good news is that the changes will probably take a long time to arrive in Chile" uncertain
- **5.** Technological advances: electronic payment, self service-tills, automated (adj), robots, artificial intelligence

Job modality: face-to-face, remotely, cloud computing

**Jobs:** cashier, delivery staff, travel agent, truck drivers

6. Answers may vary.

#### REVIEW

- **1. A.** The purpose of this article is to inform about the use of technology as a new type of communication.
  - **B.** One of the advantages of traditional communication is related to the development of our conversation skills.
  - **C.** With the use of technology, face-to-face conversations tend to disappear.
- **2. A.** i
  - **B.** i
- **3. A.** S
- **B.** C

- **C.** Cx
- D. Cx E. C
- **F.** S
- have created, is, has improved, give, had to, did not mean, did not find, has found, will/continue, might/will have.
- 7. Writing: Answers may vary.

LO-

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## Lesson 4

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