

WRITTEN ENGLISH IV *Booklet*

ESCUELA DE EDUCACIÓN



Universidad de O'Higgins

**WRITTEN
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Booklet
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ACADEMIC INTEGRITY

“ Academic Integrity means demonstrating honesty, fairness, and responsibility in your university assignments. In practice, do honest work, give credit to others' ideas, and follow university rules. ”

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

- ▶ Know what “citing” means and how to do it
- ▶ Identify common academic writing terms when citing with APA style
- ▶ Recognize two types of plagiarism to avoid them
- ▶ Paraphrase sentences, paragraphs, and short articles with different techniques
- ▶ Differentiate between paraphrasing and summarizing
- ▶ Write a paraphrase and a summary of a given academic excerpt

CITING WITH APA AND AVOIDING PLAGIARISM

Learning Objectives

AT THE END OF THIS LESSON, YOU WILL BE ABLE TO...

- 1 know what "citing" means and how to do it
- 2 identify common academic writing terms when citing with APA style
- 3 recognize two types of plagiarism to avoid them

1. Discuss in pairs:

A. Which text is more academically acceptable? Why?

| TEXT 1 | TEXT 2 |
|---|---|
| While NETs have a more natural English performance in the classroom and are considered to possess the real grasp of the language, LETs communicate more easily with their students. Lai Ping (2012) stated that although LETs and NETs cannot communicate perfectly between them, LETs achieve more fluent communication with their students (p.130). | While NETs have a more natural English performance in the classroom and are considered to possess the real grasp of the language, LETs communicate more easily with their students. Although LETs and NETs cannot communicate perfectly between them, LETs achieve more fluent communication with their students. |

BY PAULINA OLCESE (Text used with student's permission)

HOW TO CITE?

Read the definition of "citing" below.

"To **cite something means** to **do** right by whoever said it and give them credit — for instance, if you add a brilliant statement to a paper but you're not the one who originally wrote it, you should cite, or point to, the original author." (Vocabulary n.d.).

RETRIEVED FROM: <https://www.vocabulary.com/dictionary/cite>

A. If you summarize or paraphrase: (author's last name, year of publication)

**** Do not add the author's first name or its initial**

EXAMPLE

ORIGINAL TEXT

...environmental contributions to acquisition are mediated by selective attention and the learner's developing L2 processing capacity, and these resources are brought together most usefully, although not exclusively, during negotiation for meaning.

Long, M. H. (1996). The role of linguistic environment in second language acquisition. In W. C. Ritchie, & T. K. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 413-468). San Diego: Academic Press.

EXAMPLE

PARAPHRASING

The acquisition of an L2 depends in part on the learner's selective attention and level of L2 processing capacity, which are best achieved when students negotiate meaning (Long, 1996).

**** Terms such as "acquisition, selective attention, l2 processing capacity, negotiate meaning" have been kept because they are technical terms, so they cannot be erased.**

B. If you quote the author's exact words:

a. **INTRODUCTORY PHRASE WITH AUTHOR'S LAST NAME + YEAR**

+ EXTRACT IN QUOTATION MARKS + PAGE NUMBER

According to Long (1996), "environmental contributions to acquisition are mediated by selective attention and the learner's developing L2 processing capacity, and...these resources are brought together most usefully...during negotiation for meaning" (p.414).

**** In this course, avoid using direct quotations. They may be used very few times, when the word or short phrase is unique in tone or is said in a very special manner that would be lost if paraphrased.**

b. **INTRODUCTORY PHRASE WITH AUTHOR'S LAST NAME + REPORTING**

VERB + YEAR + EXTRACT IN QUOTATION MARKS + PAGE NUMBER

Long (1996) argues that "environmental contributions to acquisition are mediated by selective attention and the learner's developing L2 processing capacity, and...these resources are brought together most usefully...during negotiation for meaning" (p.414).

Long, M. H. (1996). The role of linguistic environment in second language acquisition. In W. C. Ritchie, & T. K. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 413-468). San Diego: Academic Press.

CITING WITH APA STYLE GUIDE

APA (American Psychological Association) style is quite common in social sciences. It includes not only citation rules, but also language use, grammar, and formatting of pages, figures, and tables (margins, spacing, font, size). If it is the style required at university and academic journals, you **MUST** apply every rule exactly as stated in the APA manual.

- ✓ It does not distract the reader with inconsistent formatting.
- ✓ It helps the reader find interesting information to keep learning about a topic.
- ✓ It makes your research more credible.

COMMON ACADEMIC WRITING TERMS WHEN CITING

2. In pairs, read the example below and write the correct term above its explanation.

- | | |
|--|-------------------------|
| A. Introductory phrase with reporting verb | D. Paraphrase / Summary |
| B. Direct quotation | E. References |
| C. In-text citation | F. Page number |

Cinema has been an important part of Hong Kong culture for several decades. The films of Bruce Lee, Jacky Chan, and many other performers are not only popular in parts of China; as Lu (2002) points out, locally-produced films have "long captured the enthusiasm and love of dedicated fans from all over the world" (p.68). One of the most well-known forms of Hong Kong cinema is the martial arts film, which has undergone a number of changes in style and content over the past 40 years, ranging from straightforward action to kung fu horror (Riley, 2004). In order to understand the popularity of such films it is useful to examine the place of kung fu in Hong Kong's sporting history.

Lu, S. (2002). Planet Hong Kong: Popular cinema and the art of entertainment. *Film Quarterly*, 55(3), 68-70.

Riley, L. (2004). Building a Hong Kong martial arts film collection. *Collection Building*, 23(1), 24-33.

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from <https://www.pinterest.cl/pin/19984792071470719/3>. <https://doi.org/10.3389/fsufs.2019.00005>

3. In pairs, complete the Academic Terms Quiz. What do the words in bold represent?**QUESTION 1**

The Interaction Hypothesis (**Long, 1996**) emphasized the role of conversation between NSs and NNSs.

- A. reference entry
- B. direct quotation
- C. introductory phrase
- D. in-text citation

QUESTION 2

The Interaction Hypothesis (Long, 1996) emphasized the role of conversation between NSs and NNSs in promoting comprehension and ultimately acquisition. Precisely, this meaningful exchange is characterized by Long as *negotiation for meaning*; in his words, **“the process in which, in an effort to communicate, learners and competent speakers provide and interpret signals of their own and their interlocutor’s perceived comprehension, thus provoking adjustments...until an acceptable level of understanding is achieved”** (Long, 1996, p.418).

- A. reference entry
- B. direct quotation
- C. introductory phrase
- D. in-text citation

QUESTION 3

Long (1996) states that two-way tasks can be particularly beneficial for learners’ noticing

- A. reference entry
- B. direct quotation
- C. introductory phrase
- D. in-text citation

QUESTION 4

(...) For now, I will go back to the concept of interaction, and the question of negative evidence and its role in helping learners noticing the gap in their interlanguage forms. Long (1996) states that two-way tasks can be particularly beneficial for learners’ noticing due to its problem-solving nature that not only forces learners to pay attention to form, but also to meaning.

Long, M. (1996). The role of the linguistic environment in second language acquisition. In Ritchie, W. and Bhatia, T. (Eds.), *Handbook of second language acquisition* (pp.413-468). Academic Press.

- A. reference entry
- B. direct quotation
- C. introductory phrase
- D. in-text citation

4. In pairs, read the example below and match the letters (A-H) with the corresponding numbers (1-9).

- | | |
|--|--------------------|
| A. Introductory phrase with reporting verb | E. Reference list |
| B. Direct quotation | F. Page number |
| C. In-text citation | G. Reference entry |
| D. Paraphrase / Summary | H. Ellipsis |

First and foremost, it has been demonstrated that industries that practice cultured meat production have a vast impact on environmental damage over the years, positioning them at the top of the most air polluting systems. (1) A study made by two experts on atmospheric research, (2) Lynch and Pierrehumbert (2019) (3) explains that (4) although cultured meat is less damaging when first implemented, it is indeed harmful ... because of great quantities of CO2 production. (5) According to the authors, (6) "the CO2 based warming from cultured meat persists and accumulates even under reduced consumption" (7) (Lynch, Pierrehumbert, p.1, 2019). This means that this type of industry comes more as a threat than a benefit for the air quality on a future perspective. Opponents argue that if that is the case of cultured meat, then the livestock industry should focus on a beef cattle method. (8) Although this argument has a strong base, it does not solve the implication that beef cattle emits 43.7 GWP100 CO2 per kg of meat (9) (Lynch and Pierrehumbert, 2019).

SOURCE: Lynch, J. and Pierrehumbert, R. (2019). Climate Impacts of Cultured Meat and Beef Cattle. *Frontiers in Sustainable Food Systems*, 3. <https://doi.org/10.3389/fsufs.2019.00005>

TWO TYPES OF PLAGIARISM AND HOW TO AVOID THEM

5. In pairs, read these situations and say if they are plagiarism (P) or not (OK):

- A. Copying a paragraph, but changing a few words and giving a citation
.....
- B. Cutting and pasting a short excerpt of an article from a website, with no citation
.....
- C. Taking an exact sentence from an article, with complete citation and quotation marks
.....
- D. Giving a citation from some information but misspelling the author's name
.....

SOURCE: Bailey, S. (2011). *Academic Writing: A Handbook for International Students*. (3rd ed.). Routledge.

There are two types of plagiarism. Study each type below. Can you guess their solutions?
(Theory and exercise based on Oshima and Hogue, 2006)

TYPE 1 USING A SOURCE'S INFORMATION WITHOUT CITING THE SOURCE, THAT IS, THERE IS NO IN-TEXT CITATION AND/OR NO REFERENCE ENTRY TO BACK UP THE CITATION.

A few researchers in the linguistics field have developed training programs designed to improve native speakers' ability to understand accented speech. Their training techniques are based on the research described above indicating that comprehension improves with exposure to non-native speech. Some researchers conducted their training with students preparing to be social workers, but note that other professionals who work with non-native speakers could benefit from a similar program.

SOLUTIONS:

TYPE 2 THE ORIGINAL TEXT IS POORLY PARAPHRASED.

EXAMPLE

ORIGINAL TEXT

Language is the main means of communication between peoples. However, so many different languages have developed that language has often been a barrier rather than an aid to understanding among peoples. For many years, people have dreamed of setting up an international universal language which all people could speak and understand. The arguments in favor of a universal language are simple and obvious. If all peoples spoke the same language, cultural and economic ties might be much closer, and good will might increase between countries (Kispert, 2001).

Read its paraphrase. What do you think about it? How effective is it?

Language is the principal means of communication between peoples. However, because there are numerous languages, language itself has frequently been a barrier rather than an aid to understanding among the world population. For many years, people have envisioned a common universal language that everyone in the world could communicate in. The reasons for having a universal language are clearly understandable. If the same tongue were spoken by all countries, they would undoubtedly become closer culturally and economically. It would probably also create good will among nations (Kispert, 2001).

- 6. In small groups, determine if the samples shown by the teacher are plagiarized. If so, determine which type of plagiarism they represent (no citation or poor paraphrase).**

PLAGIARISM SUMMARY

An excerpt is plagiarized if

- It contains no citation, or the citation is incorrect/incomplete
- Only a few words or grammatical changes have been made. The paraphrase is too similar to the original
- There have been word changes, but the order of ideas is the same as the original
- The original message has been misinterpreted, or some information is inaccurate or absent in the original

GRADED HOMEWORK

1. Evaluate plagiarism in the writing of others

2. Evaluate plagiarism in your writing

EXTRA PRACTICE

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



PARAPHRASING IS NOT PLAGIARISM, IS IT?

Learning Objectives

At the end of this lesson, you will be able to paraphrase someone else's ideas using different techniques.

CONTENTS

| | |
|--------------|--|
| READING | ▶ English Language Teaching in South America |
| PARAPHRASING | ▶ Techniques to paraphrase |
| WRITING | ▶ Paraphrase someone else's ideas using different techniques |



READING |



1. In pairs, answer the following questions:

- ▶ What do you understand by "Expanding Circle"?
- ▶ What does "Lingua Franca" mean?
- ▶ Why do Chilean people study English?

2. Read the following extract about the history of ELT (English Language Teaching) in South America. Then decide if the statements are T (true) or F (false) and check your answers with your partner.

English Language

TEACHING IN SOUTH AMERICA (EXTRACT)

Regarding the role of the English language in Latin America, Rajagopalan (2009) **argues** that South America belongs to “expanding circle” (Kachru, 1985). This means that English is used as a *lingua franca* to communicate with people from overseas (Kachru, 1985). For this reason, many people in South America consider English as an essential foreign language, which makes it the most widely taught foreign language today.

English has been taught as a foreign language at different levels in the educational systems of each country. Although English-language proficiency varies from country to country, English is considered an important tool that

can facilitate access to economic development (Glas, 2013). This situation is especially observed in countries **which** have expanded trade with countries such as US, UK and China, so they have implemented educational policies to strengthen English-language teaching and learning.

Although Rajagopalan (2009) **observes** that English is currently established as the most important foreign language in Latin America, the author does not mention the fact that this language makes a difference between people with a high socioeconomic status, who have access to private schools, and those who cannot attend them because they can afford these schools.

ADAPTED BY PATRICIO CANALES VOLPONE

from Barahona, Malba. (2015). English Language Teacher education in Chile: A Cultural Historical Activity Theory perspective.

| | T | F |
|---|--------------------------|--------------------------|
| A. Does this sentence have a reporting verb? “Rajagopalan (2009) argues that South America belongs to “expanding circle” (Kachru, 1985)”. | <input type="checkbox"/> | <input type="checkbox"/> |
| B. Is <i>Kachru, 1985</i> a reference entry? “This concept denotes that English is used as a <i>lingua franca</i> to communicate with people from overseas (Kachru, 1985)”. | <input type="checkbox"/> | <input type="checkbox"/> |
| C. Is <i>Glas, 2013</i> an in-text citation in this sentence? “Although English-language proficiency varies from country to country, English is considered an important tool that can facilitate access to economic development (Glas, 2013)”. | <input type="checkbox"/> | <input type="checkbox"/> |
| D. Does “which” refer to situation? “This situation is especially observed in countries which have expanded trade with countries such as US, UK and China, and have implemented educational policies to strengthen English- language teaching and learning”. | <input type="checkbox"/> | <input type="checkbox"/> |
| E. Does this paragraph have a counterargument and a refutation? “Although Rajagopalan (2009) observes that English is currently established as the most important foreign language in Latin America, this language makes a difference between rich people, who have access to private schools, and those who cannot attend them”. | <input type="checkbox"/> | <input type="checkbox"/> |

PARAPHRASING

Paraphrasing means restating something in your own words. In order to paraphrase successfully, it is helpful to use synonyms, antonyms, and general words or phrases that simplify, explain, define, or categorize the expressions you want to paraphrase.

RETRIEVED FROM <https://collins.co.uk/products/9780007499663>

WHY DOES
PARAPHRASING
MATTER
IN ACADEMIC
WRITING?

It demonstrates your *understanding* and *interpretation* of the ideas of others.

It allows you to *incorporate* the ideas of others into your discussion.

It allows you to present those ideas in a *logical* way to *support* your argument.

NOTE

Before paraphrasing, take into consideration the following tips:

- Read the passage and understand it well.
- Underline the key words (nouns, verbs).
- Keep technical terms, but use as many of the strategies shown to restate the message in your own words.

FOUR STRATEGIES TO HAVE A GOOD PARAPHRASE

STRATEGY 1:
USE SYNONYMS

EXAMPLE

The *global* population has increased *significantly*.

PARAPHRASE

The *world* population has *risen considerably*.

EXAMPLE

Scientists predict that the population will *exceed* 10 billion.

PARAPHRAS

Experts estimate that the population will *be more than* 10 billion.

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EXPLANATION

- In both examples, the words in **bold** were replaced by a synonym, which allowed to keep the same meaning and avoid plagiarism.

3. In pairs, use a dictionary and find a synonym for the underlined words or phrases. Then rewrite the paragraph.

ORIGINAL

Cell phone usage has exploded over the past decade and continues to rise. Today there are over one billion phone users worldwide. Concern has arisen whether cell phone usage can harm a person's health. Brain cancer rates in the United States have risen since cell phones were introduced, leading some people to wonder if cell phone usage is the reason for the increase.

YOUR VERSION

STRATEGY 2:

CHANGE GRAMMAR STRUCTURES

EXAMPLE

Cell phones *were less manageable* in the past *than* they are today.

PARAPHRASE

Cell phones *are easier to use than* old ones.

EXAMPLE

Cell phones *were less functional* in those days *than* they are today.

PARAPHRASE

Cell phones *were not as functional* then *as* they are today.

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EXPLANATION

- ▶ In example a, the verb phrase was changed from past to present simple tense and vice-versa. Comparatives were also changed to avoid plagiarism and have a stronger paraphrase than just adding synonyms, which would not be a strong paraphrase.
- ▶ In example b, the verb phrase was kept in both sentences. However, comparative forms were changed ("less functional" to "not as functional as") in order to avoid plagiarism and keep the same meaning.

STRATEGY 3:

CHANGE WORD TYPE

EXAMPLE

Concern has arisen whether cell phone usage can *harm* a person's health.

PARAPHRASE

Many people are *concerned* about whether cell phones are *harmful* to their health.

EXPLANATION

- ▶ In the example, the words "Concern" (noun) and "harm" (verb) have been changed to "concerned" (adjective) and "harmful" (adjective).

4. In pairs, use the paraphrase created in exercise 3 to apply paraphrasing strategies 2 and 3.

YOUR FORMER PARAPHRASE

YOUR NEW VERSION

STRATEGY 4:

USE SIMILAR OR OPPOSITE CONNECTOR + CHANGE THE ORDER OF CLAUSES

EXAMPLE

In addition to observing the stars, they navigated by measuring speed and direction.

PARAPHRASE

They navigated by observing the stars, *as well as* by measuring speed and direction.

EXAMPLE

When Columbus returned from his voyage, he established contacts between Old and New Worlds.

PARAPHRASE

Before Columbus's voyage, there had been no contact between Old and New Worlds.

EXAMPLE

They knew that the Earth was round, *but they did not know* the extent of the oceans.

PARAPHRASE

They did not know the extent of the oceans *although* they knew that the Earth was round.

EXAMPLE

Although they knew that the Earth was round, they did not know the extent of the oceans.

Wisniewska, I. (2013). *Vocabulary and Grammar for the TOEFL test*. HarperCollins UK.

ADAPTED BY PATRICIO CANALES VOLPONE

EXPLANATION

- In example a, connectors were changed, expressing a similar idea to avoid plagiarism and keep the same meaning of the sentence.
- In example b, connectors were changed, expressing a different time perspective to avoid plagiarism and keep the meaning of the sentence.
- In example c, the order of clauses was changed in order to avoid plagiarism and keep the meaning of the sentence.

5. In pairs, use the paraphrase created in exercise 4 to apply paraphrasing strategies 3 and 4.

YOUR FORMER PARAPHRASE

YOUR NEW VERSION

SUMMARY

If you want to have a proper paraphrase in Written English IV, do not forget to follow these strategies:

- ▶ Use synonyms
- ▶ Change grammar structures
- ▶ Change word types
- ▶ Use similar or opposite connector + change the order of clauses

NOTES

- ▶ These strategies work best if they are used in combination.
- ▶ Although you can start paraphrasing sentence by sentence, the ideal is to change the order of sentences of the original text without changing its meaning or the intention of the author.



| WRITING

GRADED HOMEWORK

Use what you have learned in this lesson to paraphrase the following extract about ELT in Chile.

English became the obligatory foreign language subject from the 5th to 12th grades at schools in the late 1990s. Since then, government programmes have been introduced that promote the teaching and learning of the English language across the country. These efforts have included in-service training and teacher-development programmes. National policies and accreditation criteria have also been implemented to improve EFL teachers' skills. These changes have been made to help teachers of English to educate skilled workers for a competitive globalised world.

Barahona, Malba. (2015). English Language Teacher education in Chile: A Cultural Historical Activity Theory perspective.

ADAPTED BY PATRICIO CANALES VOLPONE AND CATALINA SANDOVAL MUÑOZ

GLOSSARY

IN-SERVICE TRAINING
TEACHER-DEVELOPMENT
PROGRAMMES
POLICIES
ACCREDITATION

courses for teachers who are already working at school

programs for teachers

a set of ideas or a plan of what to do in particular situations that has been agreed by a government, business, etc.

official approval of an organization

EXTRA PRACTICE

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



PARAPHRASING IS NOT PLAGIARISM, IS IT? (PART 2)

Learning Objectives

At the end of this lesson, you will be able to **1.** paraphrase someone else's ideas using different techniques and **2.** use reporting verbs to incorporate your paraphrasing.

CONTENTS

| | |
|--------------|---|
| REVIEW | ▸ Paraphrasing |
| READING | ▸ <i>English in English Plan</i> |
| PARAPHRASING | ▸ Techniques (1-4) Review |
| LANGUAGE USE | ▸ Reporting Verbs |
| WRITING | ▸ Paraphrase someone else's ideas using different techniques and incorporating reporting verbs. |

REVIEW

- Read the statements and decide if they are T (true) or F (false). Then check your answers with your partner.

| | T | F |
|--|--------------------------|--------------------------|
| A. In academic writing, paraphrasing is used to tell the reader what someone said about a topic by using your own words. | <input type="checkbox"/> | <input type="checkbox"/> |
| B. In academic writing, paraphrasing does not require an in-text citation. | <input type="checkbox"/> | <input type="checkbox"/> |
| C. With paraphrasing you cannot incorporate the ideas of others in your essay. | <input type="checkbox"/> | <input type="checkbox"/> |
| D. Before paraphrasing, a good writer has to read and understand the idea well. | <input type="checkbox"/> | <input type="checkbox"/> |
| E. The use of synonyms is the best strategy to paraphrase someone else's ideas. | <input type="checkbox"/> | <input type="checkbox"/> |

READING |



2. Read the news and answer the questions. Then check your answers with your classmate.

THE SANTIAGO TIMES
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English in English Plan:

MASTERING ENGLISH OPENS DOORS TO HIGHER EDUCATION AND PROFESSIONAL GROWTH

Last week, Marcela Cubillos, the Minister of Education, presented the *English in English* Plan. She **states** that “to learn English, there is no better strategy than speaking and practicing in English. For this reason, we want to encourage teachers to teach in this language. With the *English in English* plan, the focus is on providing tools to make this possible”.

The initiative **states** that teachers of English who teach 5th- and 6th-grade students can improve their language skills, update their pedagogical knowledge, and establish collaborative work networks with their peers. Specifically, the plan **proposes** a Teachers Academy, where teachers of bilingual schools may share their good practices with their public education colleagues. “We want our students to have tools that expand their opportunities. Mastering English opens doors to higher education and professional growth” the Secretary of State.

For students, *English in English* includes extracurricular workshops, English camps and interactive virtual classes, in which oral skills in the foreign language will be promoted. “The *English in English* plan considers a set of actions that, on the one hand, provide teachers with tools to improve their work in the classroom; on the other hand, it motivates students to develop their communication skills in the language. This will help Chile to become a bilingual country, which is a vital step for our development,” **explains** Raimundo Larraín, head of the General Education Division of Education.

ADAPTED BY PATRICIO CANALES VOLPONE from <https://www.mineduc.cl/plan-english-in-english/>

A. What does Marcela Cubillos state?

B. What does the plan propose for teachers?

C. What does the plan propose for students?

D. What does Raimundo Larraín explain?

PARAPHRASING: TECHNIQUES (1-4) REVIEW



TIPS TO BEAR IN MIND!

If you want to paraphrase properly in Written English IV, do not forget to follow these strategies:

- 1 Use synonyms
- 2 Change grammar structures (comparatives)
- 3 Change word type
- 4 Use similar or opposite connector + change the order of phrases, clauses, or sentences.

3. In pairs, paraphrase the text below using the strategies studied in lesson 2.

| ORIGINAL SOURCE | PARAPHRASE | TECHNIQUE USED |
|--|------------|----------------|
| <p>English has more than 500,000 words, which is probably more than any other language. This exceptional vocabulary and the power and range of expression that accompany it derive from its special mix of word sources. Unlike many other languages, English has borrowed a large number of words from Latin, French, and Scandinavian.</p> <p>Some months are derived from Latin (January: month of Janus, the Roman god who presided over doors and beginnings.) Every day words such as “bachelor” and “cliché” are French, while “skin” comes from Scandinavian.</p> <p>ADAPTED BY PATRICIO CANALES VOLPONE AND CATALINA SANDOVAL MUÑOZ FROM Fowler, H., Aaron, J., and McArthur, M. (2008). The little, brown handbook (5th Canadian ed.). Toronto: Pearson Longman. p.514</p> | | |

REPORTING VERBS

When introducing other voices into your text, you should choose a precise reporting verb to highlight the contribution of the author to the topic discussed. Effective use of reporting verbs can strengthen your argument.

BY PATRICIO CANALES VOLPONE

EXAMPLE

- A. She **states** that “to learn English, there is no better strategy than speaking and practicing in English. For this reason, we want to encourage teachers to teach in this language. With the *English in English* plan, the focus is on providing tools to make this possible”.
- B. The plan **proposes** a Teachers Academy, in which teachers of bilingual schools may share their good practices with their public education colleagues.
- C. “We want our students to have tools that expand their opportunities. Mastering English opens doors to higher education and professional growth” the Secretary of State **comments**.
- D. “The *English in English* plan considers a set of actions that, on the one hand, provide teachers with tools to improve their work in the classroom; on the other hand, it motivates students to develop their communication skills in the language. This will help Chile to become a bilingual country, which is a vital step for our development,” **explains** Raimundo Larraín, head of the General Education Division of Education.

Here is a list of some reporting verbs and their alternatives:

| REPORTING VERB + THAT | ALTERNATIVES |
|---|----------------------------|
| state that (say something) | comment report explain |
| propose that | suggest |
| demonstrate that (show evidence of something) | show |
| argue that (give reasons why something is true) | discuss consider |
| emphasize that | stress |
| claim | affirm assert |

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& CATALINA SANDOVAL MUÑOZ

TIP! AVOID WEAK REPORTING VERBS |



Avoid verbs such as “say” and “mention” which do not add anything significant to your discussion. The phrase “according to” is also generally overused by students, so **more specific reporting verbs should be preferred**.

BY PATRICIO CANALES VOLPONE

4. Complete the sentences with the best reporting verb from the table. Then check your answers with your classmate.

- A. After reading the article, many teachers of English_____although the program has good intentions, it is difficult to implement with low-level students.
- B. These teachers_____if authorities want the program to succeed, they must train teachers on- site, with practical suggestions.
- C. On the other hand, "the program gives students an excellent opportunity to practice, which will make parents and caregivers happy," - a school principal_____.
- D. Even though research_____that exposing students to the target language can help them to learn it, these studies do not apply to foreign language settings, which have very different learners from those of the studies.

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WRITING

5. Read the excerpts below and paraphrase each with a suitable reporting verb:

- A. Unsurprisingly, SLTE in Chile has been evaluated by experts. Many believe that Chilean teachers of English are inadequately skilled and incapable of effectively teaching English at schools (Ministerio de Educación, 2009).
- B. In addition, standardised tests of students and teachers have repeatedly demonstrated low scores (Ministerio de Educación, 2004, 2011).
- C. The government policies to improve the learning and teaching of English have been insufficient for more research in the initial SLTE (Castro, 2011).
- D. Therefore, although there is an increasing number of studies in initial teacher education, there is very little evidence regarding how teachers learn, how the conditions of learning are created and what is learnt (Díaz and Bastías, 2012).

GRADED HOMEWORK

Using the paraphrasing exercises from class as models, write a paragraph reporting what the author of this excerpt, Malba Barahona, a renowned Chilean researcher says about SLTE (Second Language Teaching Education) in Chile. Use a formal tone and the most suitable reporting verbs seen in this lesson.

Unsurprisingly, SLTE in Chile has been evaluated by experts. Many believe that Chilean teachers of English are inadequately skilled and incapable of effectively teaching English at schools (Ministerio de Educación, 2009). In addition, standardised tests of students and teachers have repeatedly demonstrated low scores (Ministerio de Educación, 2004, 2011). The government policies to improve the learning and teaching of English have been insufficient for more research in the initial SLTE (Castro, 2011). Therefore, although there is an increasing number of studies in initial teacher education, there is very little evidence regarding how teachers learn, how the conditions of learning are created and what is learnt (Díaz and Bastías, 2012). In summary, there is an urgent need to explore this area and reveal its particularities.

Barahona, Malba. (2015). English Language Teacher education in Chile: A Cultural Historical Activity Theory perspective.

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



PARAPHRASING VS SUMMARIZING

Learning Objectives

At the end of this lesson, you will be able to summarize a short essay.

CONTENTS

| | |
|--------------|---|
| READING | ► Effects of Computers on Higher Education |
| CITING IDEAS | ► Paraphrasing vs summarizing ► How to summarize |
| WRITING | ► Summarize a short essay |



READING

1. In pairs, answer this question. Do you share the same opinion?

- Do you agree or disagree with the idea that computers and the Internet have made education easier? Why?

2. Read the introduction and 2 body paragraphs of this essay. Identify the author's opinion and the reasons given to support that opinion.



Effects of Computers

ON HIGHER EDUCATION

People have always created conveniences to make life easier. One such modern invention is the computer, which has improved many aspects of our lives, in particular in the sphere of education and learning. Because of computer technology, higher education today has two major conveniences: lecture variety and easy research.

One important effect of computer technology on higher education is the availability of lectures. As a result of the Internet, people can access lectures from many universities in real time. People are now able to sit down in front of a digital screen and listen to a lecture from another university, even in a different country. Moreover, by utilizing interactive media, students can ask questions to the lecturer and exchange opinions with other students.

The development of computers also makes it possible for us to have access to more information through the Internet and databases. Consequently, when we research a topic, we do not have to go to the library to locate information because the computer offers an impressive number of resources. It is easy to use the Internet and databases because all we have to do is type in a few key words and wait a few moments. In addition, we can do this research at home, which is certainly convenient for busy students.

SOURCE: Folse, K and Pugh T. (2014). Great Writing 5. Greater Essays. Cengage Heinle **ADAPTED BY CATALINA SANDOVAL MUÑOZ**

3. Read a student's paraphrase and summary of the essay in exercise 2. Which one is a summary (S) and which one a paraphrase (P)? How do you know the answer?

- A. _____ Folse and Pugh (2014) point out that the computer has benefited education through access to many lectures and information. On the one hand, thanks to computers with Internet, students can attend live lectures of any professor worldwide and exchange views with fellow students. On the other, instead of the time-consuming task of searching for information in a "physical" library, students can stay home and use online search tools to access large databases with just one click that opens almost immediately.
- B. _____ Folse and Pugh (2014) assert that the computer has benefited education through access to many lectures. Thanks to computers with Internet, students can attend live lectures of any professor worldwide. At the same time, they can solve doubts with their professors and exchange views with fellow students by just being in front of a screen.

CITING IDEAS | PARAPHRASING VS SUMMARIZING

4. Read the definitions of paraphrasing and summarizing and their examples. When would you paraphrase and when would you summarize?

PARAPHRASING

It involves putting a passage from source material into your own words. A paraphrase must also be attributed to the original source. Paraphrased material is usually quite similar in length to the original passage.

SOURCE: https://owl.purdue.edu/owl/research_and_citation/using_research/quoting_paraphrasing_and_summarizing/index.htm

EXAMPLE

LETTER B (EXERCISE 3)

PARAPHRASE: Folse and Pugh (2014) assert that the computer has benefited education through access to many lectures. Thanks to computers with Internet, students can attend live lectures of any professor worldwide. At the same time, they can solve doubts with their professors and exchange views with fellow students by just being in front of a screen. (55 words).

EXPLANATION

- ▶ The paraphrase **corresponds exclusively to the first body paragraph** of the essay, which means that paraphrasing is selective and is used to refer to a specific idea of a text. Furthermore, the length of the paraphrase (55 words) is slightly similar to the original (74).

SUMMARIZING

It involves putting the main idea(s) into your own words, including only the main point(s). It is necessary to attribute summarized ideas to the original source. Summaries are significantly shorter than the original and take a broad overview of the source material.

SOURCE: https://owl.purdue.edu/owl/research_and_citation/using_research/quoting_paraphrasing_and_summarizing/index.htm

EXAMPLE

EXAMPLES: LETTER A (EXERCISE 3)

SUMMARY: Folse and Pugh (2014) point out that the computer has benefited education through access to many lectures and information. On the one hand, thanks to computers with Internet, students can attend live lectures of any professor worldwide and exchange views with fellow students. On the other, instead of the time-consuming task of searching for information in a “physical” library, students can stay home and use online search tools to access large databases with just one click that opens almost immediately.

EXPLANATION

- ▶ Unlike paraphrasing, the summary condenses **the whole essay's** key points and also relevant supporting details. Furthermore, the summary (80 words) is significantly shorter than the original (214).

HOW TO
SUMMARIZE?

Identify a text's main points (leave most of the details out when needed)

Paraphrase the main points: use your own words but keep the meaning of the original text

Add in-text citations and reporting verbs to each idea that is not yours

Check your summary's accuracy, cohesion, and punctuation

SOURCE: Adapted from Skills for Effective Writing Level 4

5. In pairs, read the following text and underline the key points.

HOME | NATIONAL | LATINA AMERICAN | WORLD | SPORTS | LIFESTYLE | OPINION | BLOGS | TRAVEL | CHILE ELECTION 2017

How Online Fake News Can Harm You and How to Evaluate Information

While the Internet has given access to vast amounts of information, not everything that is found online is true. In fact, now there is even a concept for it: fake news, which means the deliberate invention of sensational or emotionally charged information in the form of traditional news. There are several ways that fake news can affect students and their academic performance, **reports Austin Community College Library Services (n.d.)**. First, recent surveys in several universities have reported that a worrying percentage of undergraduate students cannot distinguish between real and fake news. Moreover, even if students find sources that support their views exactly, these sources may be unreliable and therefore, students will get a lower grade in their papers. **The ACC website also explains that** Effects also extend beyond school: There are many fake news stories of medical treatments and diseases such as cancer or diabetes; however, trusting these stories could lead to decisions that may be harmful to your health. In order to prevent the misinformation caused by fake news, the CRAAPP Test (which stands for “currency, relevance, authority, accuracy, purpose, and process” has been created to evaluate the quality of information on websites. As a result, many university libraries have begun workshops to teach this useful tool **(Benedictine University, 2021)**.

Austin Community College Library Services (n.d.). Why is Fake News Harmful? Retrieved from <https://researchguides.austincc.edu/c.php?g=612891&p=4258046>
Benedictine University (2021). Evaluating Sources: The CRAAP Test. Retrieved from <https://researchguides.ben.edu/source-evaluation>

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6. In pairs, complete the notes of the key points below:

- A. The Internet has plenty of information but _____.
- B. Information that is not true is called _____.
- C. Three effects of fake news in students: _____
- D. Solution to fake news' misinformation: _____

7. Use the notes in 6 as guide to write a summary. Use your own words. How many words does it have?

SUMMARY

WORD COUNT:

SUMMARY

WORD COUNT:

**GRADED HOMEWORK**

Use what you have learned in this lesson to summarize the following essay in a) 100 words and b) 50 words.

The presence of technology in schools has greatly increased over the past two decades. More and more classrooms are equipped with computers and Internet, with the aim of improving academic performance. How much has technology helped to reach that goal?

The perceived benefits of classroom technology are several. According to many educators, one of the greatest advantages is that it provides a variety of learning tools, making it suitable for different learning styles. It allows students to learn in verbal, written, spatial, and quantitative ways. Students can integrate and use information in the best way for each of them. Technology also helps teachers to expand the limits of the classroom. Through the use of the Internet, students can connect with people and ideas all over the world.

In order to receive these benefits, however, technology must be used. Surveys have found that only a low percentage of teachers use technology regularly, half of all teachers never use it, and many teachers use technology, but they do so for tasks that can be done with pen and paper.

Studies have shown that, properly used, technology does improve academic performance. Nevertheless, that is only possible through teacher training. In one study, teachers who received training in classroom use of technology not only used it regularly, but also in ways that developed higher-order thinking skills in their students. Besides, these students scored higher on math tests than their peers in other classrooms.

In conclusion, in addition to equipping classrooms with computers, schools need to focus on training teachers so that they know how to take full advantage of technology.

Lougheed, L. (2008). *Barron's Writing for the TOEFL iBT: with Audio CD. (3rd ed). Barron's Educational Series.*

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EXTRA PRACTICE

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



Learning Objectives

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

1. What do the parts in bold represent? In pairs, choose the correct alternative.

APA TERMS

1. English language capability is considered not only as an essential competence for better employment opportunities, but also a key factor 'in facilitating fair access to knowledge and progression to higher study' (Matear, 2008, p. 134).

- A. Reference entry
- B. paraphrase
- C. introductory phrase with reporting verb
- D. in-text citation

3. Barahona (2015) considers that these modifications were made because better English teachers would increase the quality of future globalized workers and improve Chile's position in the global community.

- A. Reference entry
- B. paraphrase
- C. introductory phrase with reporting verb
- D. in-text citation

2. Barahona, Malba. (2015). English Language Teacher education in Chile: A Cultural Historical Activity Theory perspective.

- A. Reference entry
- B. paraphrase
- C. introductory phrase with reporting verb
- D. in-text citation

4. Barahona (2015) also stresses that being competent in the English language particularly improves job prospects and facilitates fair access to education and post-secondary instruction.

- A. Reference entry
- B. paraphrase
- C. introductory phrase with reporting verb
- D. in-text citation

REPORTING VERBS

2. Read the article below and complete with the most appropriate reporting verbs from the box:

| REPORTING VERB + THAT | ALTERNATIVES |
|--|---|
| <p>state that (say something)</p> <p>propose that</p> <p>demonstrate that (show evidence of something)</p> <p>argue that (give reasons why something is true)</p> <p>emphasize that</p> <p>claim</p> | <p>comment report explain</p> <p>suggest</p> <p>show</p> <p>discuss consider</p> <p>stress</p> <p>affirm assert</p> |

ADAPTED BY PATRICIO CANALES VOLPONE & CATALINA SANDOVAL MUÑOZ

Many parents assume that video games have a negative effect on youth. They (a)_____ that excessive time in front of the screen is harmful for the mind and body. Newspaper headlines often express the same opinion: combat games cause the most concern because of the violence. However, is there any evidence for this view? The magazine *American Psychologist* (b)_____ the truth is not so simple. In fact, playing video games is sometimes beneficial for children's education, health, and social skills.

Researchers (c)_____ that video games such as combat games can actually improve certain mental skills. This is because they teach players to think about objects in three dimensions, which makes them better at studying science, technology, engineering and maths. Similarly, other types of video games have positive effects on school performance. In 2013, scientists did some research into the effect of role-playing games (RPGs) on children. The research (d)_____ that when

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

Another study (e)_____ that playing any kind of video games, including violent ones, improves children's creativity. On the other hand, some studies (f)_____ emotional benefits. Even quick and simple games such as *Angry Birds* can improve players' mood, relieve anxiety, and teach children how to react well to failure. Ultimately, these characteristics in the game make children emotionally strong in life.

Finally, video games can also improve social skills, research states. More than 70% of gamers play with a friend, and millions of people take part in huge online games as *Minecraft* and *Farmville*. While they play, players learn useful social skills: how to lead a group, how to work together, and how to make decisions. Overall, the research (g)_____ that some video games can have negative effects, but they highlight the benefits.

SOURCE: Falla, T. and Davies, P.A. (2017). *Solutions Pre-Intermediate - Student's Book* (3rd.ed.). Oxford University Press.

PARAPHRASE AND SUMMARY

3. Complete the paraphrase and summary quiz:

- A. Do paraphrases and summaries need an in-text citation?
- B. Are paraphrases fine if you only use synonyms?
- C. If I keep the order of sentences of an original text, is my paraphrase a case of plagiarism?
- D. Should summaries and paraphrases include reporting verbs?
- E. Are summaries as long as the original text they summarize?
- F. What are the 4 strategies to paraphrase? Should paraphrases and summaries include your interpretation of the original texts?
- G. What happens if you change the meaning of the original ideas in your paraphrase or summaries?
- H. What is the first step you must follow before you start paraphrasing or summarizing?
- I. Do the correct connectors, grammar and punctuation matter when you summarize or paraphrase? Why?

PARAPHRASING PRACTICE

4. Read one of the paragraphs from the article in exercise 2 and paraphrase it.

ORIGINAL

Researchers state that video games such as combat games can actually improve certain mental skills. This is because they teach players to think about objects in three dimensions, which makes them better at studying science, technology, engineering and maths. Similarly, other types of video games have positive effects on school performance. In 2013, scientists did some research into the effect of role-playing games (RPGs) on children. The research demonstrated that when children spend much time playing RPGs, they get better grades at school than children who do not play them.

YOUR PARAPHRASE

SUMMARIZING PRACTICE

5. Reread your completed version of the article in exercise 2 and summarize it.

Many parents assume that video games have a negative effect on youth. They _____ that excessive time in front of the screen is harmful for the mind and body. Newspaper headlines often express the same opinion: combat games cause the most concern because of the violence. However, is there any evidence for this view? The magazine *American Psychologist* _____ the truth is not so simple. In fact, playing video games is sometimes beneficial for children's education, health, and social skills.

Researchers _____ that video games such as combat games can actually improve certain mental skills. This is because they teach players to think about objects in three dimensions, which makes them better at studying science, technology, engineering and maths. Similarly, other types of video games have positive effects on school performance. In 2013, scientists did some research into the effect of role-playing games (RPGs) on children. The research _____ that when children spend much

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

Another study _____ that playing any kind of video games, including violent ones, improves children's creativity. On the other hand, some studies _____ emotional benefits. Even quick and simple games such as *Angry Birds* can improve players' mood, relieve anxiety, and teach children how to react well to failure. Ultimately, these characteristics in the game make children emotionally strong in life.

Finally, video games can also improve social skills, research states. More than 70% of gamers play with a friend, and millions of people take part in huge online games as *Minecraft* and *Farmville*. While they play, players learn useful social skills: how to lead a group, how to work together, and how to make decisions. Overall, the research _____ that some video games can have negative effects, but they highlight the benefits.

SOURCE: Falla, T. and Davies, P.A. (2017). *Solutions Pre-Intermediate - Student's Book* (3rd.ed.). Oxford University Press.

YOUR SUMMARY

Blank area for writing the summary.

SELF-EVALUATION

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

| LESSON 1 | 1 | 2 | 3 |
|--|--|--|--|
| <ul style="list-style-type: none"> ▶ I can identify common academic writing terms when citing with APA style. ▶ I can cite according to APA style. ▶ I can recognize two types of plagiarism and avoid them. ▶ I can evaluate a piece of writing in terms of plagiarism. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| LESSON 2 | 1 | 2 | 3 |
| <ul style="list-style-type: none"> ▶ I can paraphrase sentences, paragraphs, and short articles with different techniques (synonyms, change of word type, grammar structure, connectors, order of clauses and sentences). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LESSON 3 | 1 | 2 | 3 |
| <ul style="list-style-type: none"> ▶ I can paraphrase sentences, paragraphs, and short articles with different techniques (synonyms, change of word type, grammar structure, connectors, order of clauses and sentences). ▶ I can identify, differentiate, and use a set of reporting verbs in my paraphrases. | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> |
| LESSON 4 | 1 | 2 | 3 |
| <ul style="list-style-type: none"> ▶ I can list the characteristics of a paraphrase and a summary. ▶ I can differentiate a paraphrase from a summary. ▶ I can write a paraphrase and summary of a given academic excerpt. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Remember: If you need help, ask your teacher!

(N)EVER (S)TOP
LEARNING

Unit 2

UNDERSTANDING IMMIGRATION

“ Injustice anywhere is a threat to justice everywhere. ”

Martin Luther King Jr.

“ Everyone has the right to seek and to enjoy in other countries asylum from persecution. ”

ARTICLE 14 OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

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

- ▶ Extract main and secondary ideas from multimodal texts on immigration
- ▶ Summarize and synthesize sources for an argumentative essay on immigration in Chile
- ▶ Do research and then plan, write, and revise the introduction, body paragraphs, and conclusion of an argumentative essay on immigration in Chile
- ▶ Identify and incorporate present participles and reduced participle clauses into your writing
- ▶ Identify and correct dangling modifiers from samples and your own writing
- ▶ Identify and incorporate noun clauses into your writing

IMMIGRATION WORLDWIDE 1

Learning Objectives

At the end of this lesson, you will be able to summarize sources and write the introduction for the argumentative essay.

CONTENTS

| | |
|-------------------------------|---|
| READING | ► Global migration, by the numbers: who migrates, where they go and why |
| SAMPLE ANALYSIS | ► The introduction of an argumentative essay |
| GRAMMAR | ► Reduced participle clauses |
| COLLABORATIVE RESEARCH | ► Finding information for the introduction |
| WRITING | ► Summarize sources and write the introduction for the essay |



READING |

1. In pairs, answer the following questions:

- What is *migration*? How does it compare to *immigration*?
- Why do people immigrate? Brainstorm reasons
- Match the concepts with their definition:

| CONCEPT | DEFINITION |
|--------------------|---|
| emigrant | moving back to where you came from |
| immigrant | leaving one country to move to another |
| refugee | moving with each season or in response to labor or climate conditions |
| internal migration | moving within a state, country, or continent |
| external migration | a person who has moved to a new country because of a problem in their former home |
| emigration | a person who is leaving one country to live in another |
| immigration | moving to a different state, country, or continent |
| return migration | moving into a new country |
| seasonal migration | a person who is entering a country from another to make a new home |

SOURCE: Hunter, N. (n.d.) *Introduction to Human Migration*. Retrieved from <https://www.nationalgeographic.org/activity/introduction-human-migration/>

2. In groups, read the article, and then summarize each paragraph:

10 Jan 2020 | Charlotte Edmond

GLOBAL MIGRATION, BY THE NUMBERS:

WHO MIGRATES, WHERE THEY GO AND WHY

There are an estimated 272 million international migrants around the world. While that equals 3.5% of the world's population, it already exceeds some projections for 2050. Since 1970, the number of people **living** in a country other than where they were born has tripled.

The scale and speed of migration – defined by the International Organization for Migration (IOM) as the movement of persons away from their place of usual residence, either across an international border or within a state – is notoriously difficult to predict because it can go hand in hand with events such as severe instability, economic crisis or conflict.

While the overall figure has remained relatively stable as a proportion of the global population, the numbers from the World Migration Report 2020, published by the International Organization for Migration (IOM), clearly demonstrate the impact that events of the past two years have had on the movement of people around the world.

Conflict in countries including Syria, Yemen, the Central African Republic, the Democratic Republic of the Congo and South Sudan, as well as the kind of extreme violence that forced Rohingya to seek safety in Bangladesh, have led to the displacement of millions of people.

Climate change and weather-related hazards have also driven many people away from their homes, particularly in Mozambique, the Philippines, China, India and the United States. However, the main reasons most migrants leave their home are related to work, family or study.

ADAPTED BY CATALINA SANDOVAL MUÑOZ

from <https://www.weforum.org/agenda/2020/01/iom-global-migration-report-international-migrants-2020/>

SAMPLE ANALYSIS | INTRODUCTIONS

3. In pairs, read 4 student introductions and match them with the corresponding feedback in the box. The essay question was *“Is immigration positive for our economy?”*

- 1 : Mostly clear thesis statement, with and extra idea. Ineffective hook.
- 2 : Ineffective hook. Statistics are in the wrong place. Thesis statement does not state your position on the essay question.
- 3 : Almost no grammar errors but ineffective hook: no figures and sources are given. Clear thesis statement, though a little informal.
- 4 : Mostly clear thesis statement, but check essay question for more focus. Check verb forms. Hook is not so effective.

SAMPLE 1 POSITIVE IMPACTS OF IMMIGRATION

In recent years immigration has been one of the main topics of debate in our country. Every year that passes migration is increasing, and due to the impact that the increase in foreign population has on the territory immigration is subject to multiple opinions. According to the National Institute of Statistics estimates (2020), the number of foreign habitually resident in Chile is around 1.5 million people, which represents about 5.02% of Chile's population. This incorporation of the foreign into the country can mean contribution to economic growth and can support the demographic growth of the nation. Whether the government and the people of the nation were more aware of these positive impacts, immigration to the national territory would be perceived positively for the development of the country.

FEEDBACK RECEIVED:**SAMPLE 2 HOW IMMIGRATION BENEFITS CHILEAN ECONOMY**

Today, immigration is a phenomenon occurring all over the world. However, one of the fears that are manifested by locals in many countries towards the influx of foreigners is the possibility of suffering negative consequences regarding to their jobs, by the lack of employment opportunities or lower incomes (Bravo, 2017). Despite this prejudice, the reality is different; immigration has favoured Chile's economic growth since it has generated more jobs, increased salaries for local workers, and reduced unemployment rates in the country, thus being more productive. The arrival of immigrants to Chile has been beneficial for national economy, and it presents new challenges for the coming years.

FEEDBACK RECEIVED:**SAMPLE 3 IMMIGRATION AND ECONOMY**

In the last few years, the percentage of immigrant people has raised a lot in comparison with ten years ago. This occurred because people of poor countries migrated to countries with a better economy and opportunities. Most of the time, these people establish their lives in the country where they emigrated, having good work, and even their own home. For this reason, those people have an important role in every country's economy. Even when some natives said that immigrants do not bring any benefits to their country, they could bring a lot of positive consequences to our economy.

FEEDBACK RECEIVED:

SAMPLE 4 IS IMMIGRATION CONTRIBUTING TO THE CHILEAN ECONOMY?

Immigration is a process that has existed for several decades in the world; some of the main purposes of migrating to another country are for economic reasons, a better standard of living, and job opportunities, among others. Historically, this process has been of great social, economic, and cultural benefit to states, and it can also create more multicultural societies (Britannica, 2019). During the last few years, in Chile there has been a great increase in the arrival of immigrants. In fact, the data presented by the National Institute of Statistics conclude that 1,492,522 foreigners currently live in Chile (Cooperativa, 2020). Hence, immigration might be a process that can contribute to different areas of a country, especially to the economy.

FEEDBACK RECEIVED:

4. What suggestion would you give these students in order to improve the introductions in exercise 2?

5. In pairs, evaluate the thesis statements in the samples: **A. Where are they located? B. Do they answer the essay question in a clear, direct, and complete manner? C. Which one(s) is the best? Why?**

SAMPLE 1

Whether the government and the people of the nation were more aware of these positive impacts, immigration to the national territory would be perceived positively for the development of the country.

SAMPLE 2

The arrival of immigrants to Chile has been beneficial for national economy, and it presents new challenges for the coming years.

SAMPLE 3

Even when some natives said that immigrants do not bring any benefits to their country, they could bring a lot of positive consequences to our economy.

SAMPLE 4

Hence, immigration might be a process that can contribute to different areas of a country, especially to the economy.

GRAMMAR | REDUCED PARTICIPLE CLAUSES

REDUCED PARTICIPLE CLAUSES

Read the example sentences from the article at the beginning of the lesson. Focus on the words in bold. These words introduce reduced participle clauses. They can be identified because...

1 They can be replaced by a full relative clause without changes in the meaning of the sentence.

2 The subject (who does the action) is clear and immediately before the participle clause.

6. Read the sentences and replace reduced participles by relative clauses. Follow the examples:

A. Since 1970, the number of people [**living** in a country other than where they were born] has tripled.

With a relative clause: Since 1970, the number of people [**who lives** in a country other than where they were born] has tripled.

B. Conflict in countries [**including** Syria, Yemen...] have led to the displacement of millions of people.

With a relative clause: Conflict in countries [**which include** Syria, Yemen...] have led to the displacement of millions of people.

C. India continues to be the main origin of international migrants, with 17.5 million Indian-born people **living** abroad.

With a relative clause:

D. Nearly 17% of people now **living** in Equatorial Guinea are migrants, compared to less than 1% as recently as 2005..

With a relative clause:

E. In 2013, the International Organization for Migration (IOM) started tracking the numbers of people **dying** on migratory routes worldwide.

With a relative clause:

COLLABORATIVE RESEARCH

7 In pairs, read the source given (INE, 2018) and find the answers to the questions below:

| QUESTION | CONCEPT |
|--|---------|
| What percentage of the population in Chile has been born in another country? | |
| How has the percentage of immigrants varied for the last 5 or 10 years in Chile? | |
| What are the regions with the highest percentage of immigrants? | |
| Where are most immigrants who come to Chile from? | |
| Any other interesting information you found | |



WRITING

TASKS

- 1 Summarize the sources given for the argumentative essay
(Contreras and Gallardo, 2020 a,b)
- 2 Plan and write the introduction of the argumentative essay
(Use information from INE, 2018)

WORD COUNT

▶ 100-120

ESSAY QUESTION | *Does the current immigration benefit Chile? How?*

DO NOT USE OTHER SOURCES

EXTRA PRACTICE

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



IMMIGRATION WORLDWIDE 2

Learning Objectives

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

CONTENTS

| | |
|--------------------------|---|
| READING | ► Global migration, by the numbers: who migrates, where they go and why |
| GRAMMAR REVIEW | ► Reduced participle clauses |
| GRAMMAR MISTAKE TO AVOID | ► Dangling modifiers |
| WRITING | ► Write the body paragraph 1 for the argumentative essay |

READING |



1. Individually, scan the second part of the article started in lesson 1 and complete “Global Migration Facts” below:

| GLOBAL IMMIGRATION FACTS (SOURCE: EDMOND, 2020) | |
|---|--|
| MOST GLOBAL MIGRANTS COME FROM: | |
| PRIMARY MIGRANT DESTINATION: | |
| THE COUNTRY WITH THE MOST SIGNIFICANT GROWTH IN MIGRANT POPULATION: | |
| TRACKING OF MIGRANTS WHO DIED IN THEIR JOURNEYS STARTED IN: | |
| NUMBER OF MIGRANTS' DEATHS BY 2018: | |
| THE MOST DANGEROUS ROUTE FOR MIGRANTS: | |

2. In groups, read the article, and then summarize each paragraph:

10 Jan 2020 | Charlotte Edmond

GLOBAL MIGRATION, BY THE NUMBERS:

WHO MIGRATES, WHERE THEY GO AND WHY

MIGRANTS' PRIMARY DESTINATIONS

India continues to be the main origin of international migrants, with 17.5 million Indian-born people living abroad. Mexico and China both also have more than 10 million former residents spread around the world. The United States is the primary destination for migrants.

Migration has been a key contributor to population change in some countries, such as Equatorial Guinea, where the proportion of international migrants as a percentage of the country's population has increased sharply in recent years. Nearly 17% of people now living in Equatorial Guinea are migrants, compared to less than 1% as recently as 2005.

DANGEROUS JOURNEYS

In the wake of the death of hundreds of people when two boats sank near the Italian island of Lampedusa in 2013, the International Organization for Migration (IOM) started tracking the numbers of people dying on migratory routes worldwide.

In the five years since, more than 30,900 people have lost their lives trying to reach other countries. The Mediterranean Sea remains the deadliest route, claiming the lives of nearly 18,000 people in that time. Since 2014, over 1,800 deaths have been recorded along the border between the United States and Mexico.

ADAPTED BY CATALINA SANDOVAL MUÑOZ
from <https://www.weforum.org/agenda/2020/01/iom-global-migration-report-international-migrants-2020/>

3. In the same groups, 1. highlight all the reduced participle clauses in exercise 2. How many reduced participle clauses did you find?

SAMPLE ANALYSIS | BODY PARAGRAPH 1

4. In pairs, read a student's first body paragraph and answer the questions. The essay question was "Is immigration positive for our economy?"

Immigration has allowed Chilean workers to move to better jobs. Bravo (2017) indicates that the increase of the income per capita in Chile has permitted that domestic services are now occupied by a group of people in a real necessity to work such as foreigners. Jobs like cleaning and agriculture are in the look for immigrants who only want a job to get a good start in their new country. The influx of people arriving from places like Peru, Haiti, Colombia or Venezuela has created better work opportunities for Chileans, and also giving foreigners a place where to earn money to improve their quality of life, improving productivity and lowering unemployment in the country.

- A. Does the student agree or disagree with the essay's question?
- B. What are the reasons given to support the writer's opinion? Are they sufficient to convince the reader?
- C. Find one poorly translated sentence. How would you improve it?
- D. Evaluate this sentence: "Jobs like cleaning and agriculture are in the look for immigrants". Would you change it or keep it as it is?
- E. Find 1 grammar mistake in this sentence and correct it: "The influx of people arriving from places like Peru, Haiti, Colombia or Venezuela has created better work opportunities for Chileans, and also giving foreigners a place where to earn money to improve their quality of life"
- F. What type of structure is "arriving" in this phrase: "The influx of people **arriving** from places like Peru, Haiti, Colombia or Venezuela..."

GRAMMAR MISTAKE TO AVOID | DANGLING MODIFIERS

Read the following sentences. Are they correct or not?

- A. India continues to be the main origin of international migrants, with 17.5 million Indian-born people living abroad.
- B. Hoping for better opportunities, many migrants decide to start a new life in Chile.
- C. Hoping for better opportunities, the number of immigrants has increased over the past 5 years.

- ▶ Sentence C is grammatically incorrect because it contains a **dangling modifier**.
- ▶ Dangling modifiers can be identified because they "dangle" or "hang" from a main clause, so they cause ambiguity. **The reader does not know WHO DOES THE ACTION.**
- ▶ Unlike participle clauses, dangling participles **CANNOT** be replaced by a full relative clause without changes in the meaning of the sentence.
- ▶ To correct dangling modifiers, **you must create a subject for the "dangling" verb.**

EXAMPLE

Hoping for a 7, my exam grade disappointed me. INCORRECT

EXPLANATION

- ▶ *The dangling cannot modify the independent clause: an exam cannot "hope."*

SOLUTION

Hoping for a 7, I was disappointed with my exam grade. CORRECT

EXPLANATION

- ▶ *I hoped for a 7, and I was disappointed. (The subject is included in both structures)*

SOURCE: Hogue, A. and Oshima, A. (2006). Writing Academic English. Pearson English Language Teaching.

NOTE

DO NOT CONFUSE DANGLING MODIFIERS WITH REDUCED PARTICIPLE CLAUSES

- ▶ Reduced participle clauses can be substituted by a relative clause, but a dangling modifier cannot.

5. In pairs, read the student samples that contain participle clauses. Are they reduced relative clauses or dangling modifiers? Rewrite if necessary. The first one has been done for you as an example:

A Despite this prejudice, the reality is different; immigration has favoured Chile's economic growth since it has generated more jobs, increased salaries for local workers, and reduced unemployment rates in the country, **thus being more productive.**

ANSWER

The highlighted phrase is a dangling modifier (*Who or what is more productive?*)

CORRECTED SENTENCE

Despite this prejudice, the reality is different; immigration has favoured Chile's economic growth since it has generated more jobs, increased salaries for local workers, and reduced unemployment rates in the country. **Therefore, more immigration makes Chile more productive.**

B Most of the time, these people establish their lives in the country where they emigrated, **having good work,** and even their own home.

ANSWER

CORRECTED SENTENCE

C The influx of people arriving from places like Peru, Haiti, Colombia or Venezuela has created better work opportunities for Chileans, and has also given foreigners a place where to earn money to improve their quality of life, **improving productivity and lowering unemployment in the country.**

ANSWER

CORRECTED SENTENCE



WRITING

TASKS

Use the sources given to write the first body paragraph of the argumentative essay.

ESSAY QUESTION | *Does the current immigration benefit Chile? How?*

WORD COUNT

140-160

EXTRA PRACTICE

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



IMMIGRATION BRINGS DIVERSITY, DOESN'T IT?

Learning Objectives

At the end of this lesson, you will be able to write the body paragraph 2 of the argumentative essay.

CONTENTS

| | |
|------------------------|---|
| VIDEO | ► The Global Village: The History of Queens |
| SAMPLE ANALYSIS | ► Body paragraph of the argumentative essay |
| GRAMMAR | ► Noun Clauses |
| WRITING | ► Write the body paragraph 2 |



READING |



1. In pairs, look at the picture and answer the questions.

A. What can you learn from people with different backgrounds?

B. What can people with different backgrounds learn from you?

- 2. Watch the video about the History of Queens in New York and choose T (true) or F (false). Then check your answers with your partner.**

| | T | F |
|---|--------------------------|--------------------------|
| A. Queens, New York, claims to be the most multicultural neighborhood in the world. | <input type="checkbox"/> | <input type="checkbox"/> |
| B. Most of the population of Queens was born outside of the United States. | <input type="checkbox"/> | <input type="checkbox"/> |
| C. The population of Queens speaks more than 200 languages. | <input type="checkbox"/> | <input type="checkbox"/> |
| D. There is no one ethnic or racial majority in Queens, New York. | <input type="checkbox"/> | <input type="checkbox"/> |
| E. Although there are many different nationalities and ethnicities, they all have the same culture now, according to the video. | <input type="checkbox"/> | <input type="checkbox"/> |
| F. A study of many different places in the U.S. showed that Queens is the most diverse in the United States. | <input type="checkbox"/> | <input type="checkbox"/> |
| G. According to the video, the population of Queens, New York, is like living in a melting pot*. | <input type="checkbox"/> | <input type="checkbox"/> |

*melting pot: a place where many different people and ideas exist together, often mixing and producing something new. <https://dictionary.cambridge.org/es/diccionario/ingles/melting-pot>

SAMPLE ANALYSIS | BODY PARAGRAPH 2

- 3. In pairs, look at the body paragraph and answer the questions. The essay question was “Is immigration positive for our economy?”**

SAMPLE 1

First, the increase in the workforce in Chilean territory. “In both the labour force and overall jobs, immigrants account for 6.3 percent. Furthermore, 6.8% of immigrants are unemployed and 2.5% are inactive. This indicates that foreign-born workers have higher rates of labour market involvement than native-born people” (Aldunate et al., p.9, 2019). Therefore, because of the attributes that immigrants have in their separate jobs, where they are more qualified and their presence is much higher relative to the Chilean population, we may find out that there is a rise in the labour force along with earnings in the economic sector.

According to what you have studied in this course,

A. Is the topic sentence effective? Why?

B. Is it correct to use a direct quotation in academic writing? Why?

C. What strategies can you use to avoid the use of direct quotations?

D. Is the in-text citation correct? Why? Why not?

E. Does the paragraph follow the structure studied in class? Give reasons

F. In the last sentence, how many mistakes can you identify?

.....

G. Write a new version of the last sentence.

.....

4. In pairs, analyse the following body paragraph and answer the questions. Keep in mind the essay question was “Is immigration positive for our economy?”

SAMPLE 2

One of the ways that immigration helps Chile economically is through fiscal contribution. The concept “fiscal contribution” or “tax contribution” is defined as “the act carried out by the government or the state, with the aim of raising capital to be able to invest and to use in different activities, such as education, health, public administration, among others” (Definición ABC, 2011). 1) A study by Fundación Avina (2020) illustrates **that** in Chile during the years 2014 and 2017, the migrant population has increased the fiscal capacity of the state by generating incomes of 0.5% annually. On the other hand, Hanger-Zanker (2020) argues **that** through taxes and social security contributions, immigrants can fill important labour gaps, contribute to public service delivery, and increase government revenues to the host countries where they reside. Therefore, as the foreign population can generate growth to the fiscal income area, it might give many possibilities to the Chilean state to improve and fulfill their social, political, economic obligations that are essential to the development of the country

A. Why did the author use a direct quotation when writing the definition of “fiscal contribution”?

.....

B. How many reporting verbs can you identify in this paragraph?

.....

C. Look at the highlighted words. Are they relative pronouns? Why? Why not?

.....

D. What is the main idea of this paragraph?

.....

E. Does the paragraph follow the structure studied in class? Give reasons

.....

A **noun clause** is a subordinate clause that is used as a noun. A noun clause may be used as a subject, a direct object, and a subject complement.

EXAMPLE

Independent Clause

A study by Fundación Avina (2020) illustrates *[that* in Chile during the years 2014 and 2017, the

migrant population has increased the fiscal capacity of the state by generating incomes of 0.5% annually].

Independent Clause

On the other hand, Hanger-Zanker (2020) argues [that through taxes and social security

contributions, immigrants can fill important labour gaps, contribute to public service delivery, and increase government revenues to the host countries where they reside].

Dependent Clause

DO= direct object

Dependent Clause

DO= direct object

Words commonly used to introduce noun clauses are ***how, that, what, whatever, when, where, whether, which, whichever, who, whoever, whom, whomever, whose, and why.***

ADAPTED BY PATRICIO CANALES VOLPONE

5. Read the following sentences and do the following: 1. highlight the independent clause and 2. use square brackets [...] to identify the noun clause.

- A. The groups of immigrants chose where they would relocate.
- B. That Maria decided to migrate surprised me.
- C. Fernando taught whoever was interested in the Chilean culture.
- D. Although I do not agree with your opinion about immigrants, I can see how you would think that.
- E. Acceptance, inclusion, and diversity are what I want for the country.

BY PATRICIO CANALES VOLPONE AND CATALINA SANDOVAL MUÑOZ



WRITING |

TASKS

Use the sources given to write the second body paragraph of the argumentative essay.

ESSAY QUESTION | *Does the current immigration benefit Chile? How?*

WORD COUNT

120-140

EXTRA PRACTICE

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



IMMIGRATION CRISIS

Learning Objectives

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

CONTENTS

| | |
|-----------------|----------------------------------|
| VIDEO | ▶ Immigrants in Crisis |
| SAMPLE ANALYSIS | ▶ ING forms: present participles |
| GRAMMAR | ▶ Conclusions |
| WRITING | ▶ Write the conclusion |



READING

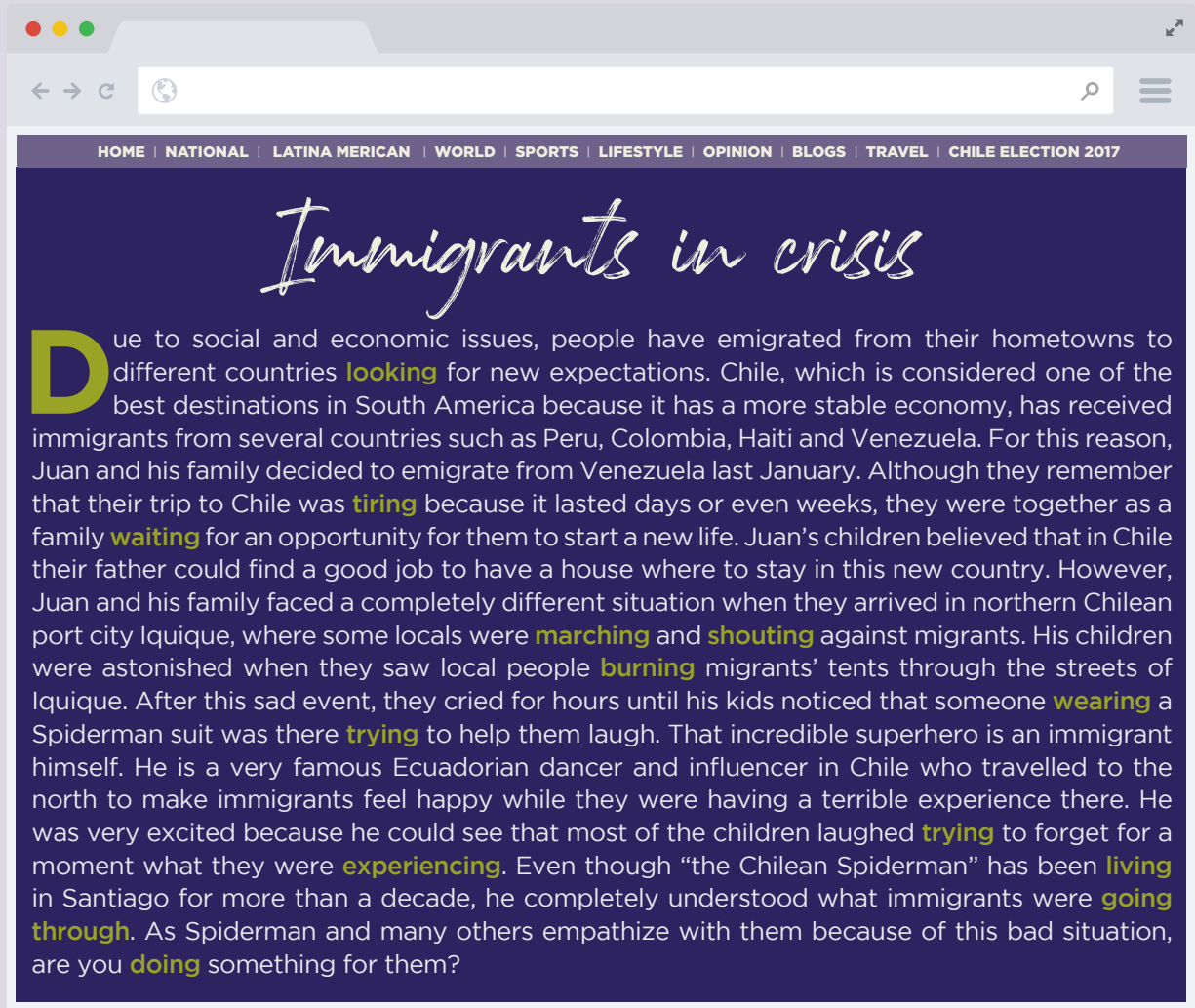


1. In pairs, look at the picture and discuss.

A. Do you agree with the situation that some immigrants have lived in northern Chile? Why? Why not?

B. What would the government have to do to stop this crisis?

C. How would you help immigrants familiarize with our culture? Give examples

2. Read the text called “Immigrants in Crisis” and answer the questions.

The screenshot shows a web browser window with a navigation bar at the top containing links: HOME | NATIONAL | LATINA MERICAN | WORLD | SPORTS | LIFESTYLE | OPINION | BLOGS | TRAVEL | CHILE ELECTION 2017. The article title "Immigrants in crisis" is displayed in a large, white, cursive font on a dark blue background. The main text of the article is in white, with several words highlighted in yellow: looking, tiring, waiting, marching, shouting, burning, wearing, trying, experiencing, living, going through, and doing. The text describes the challenges immigrants face in Chile and mentions a local superhero character who helps them.

HOME | NATIONAL | LATINA MERICAN | WORLD | SPORTS | LIFESTYLE | OPINION | BLOGS | TRAVEL | CHILE ELECTION 2017

Immigrants in crisis

Due to social and economic issues, people have emigrated from their hometowns to different countries **looking** for new expectations. Chile, which is considered one of the best destinations in South America because it has a more stable economy, has received immigrants from several countries such as Peru, Colombia, Haiti and Venezuela. For this reason, Juan and his family decided to emigrate from Venezuela last January. Although they remember that their trip to Chile was **tiring** because it lasted days or even weeks, they were together as a family **waiting** for an opportunity for them to start a new life. Juan's children believed that in Chile their father could find a good job to have a house where to stay in this new country. However, Juan and his family faced a completely different situation when they arrived in northern Chilean port city Iquique, where some locals were **marching** and **shouting** against migrants. His children were astonished when they saw local people **burning** migrants' tents through the streets of Iquique. After this sad event, they cried for hours until his kids noticed that someone **wearing** a Spiderman suit was there **trying** to help them laugh. That incredible superhero is an immigrant himself. He is a very famous Ecuadorian dancer and influencer in Chile who travelled to the north to make immigrants feel happy while they were having a terrible experience there. He was very excited because he could see that most of the children laughed **trying** to forget for a moment what they were **experiencing**. Even though "the Chilean Spiderman" has been **living** in Santiago for more than a decade, he completely understood what immigrants were **going through**. As Spiderman and many others empathize with them because of this bad situation, are you **doing** something for them?

ADAPTE BY PATRICIO CANALES VOLPONE

A. According to the text, why do immigrants come to Chile?

.....

B. What happened when Juan and his family arrived in Chile?

.....

C. Who helped immigrants have a good time due to the bad situation?

.....

D. How many complex sentences can you find in the text?

.....

E. What do the highlighted words represent?

.....

GRAMMAR | ING FORMS

A verb ending in **-ing** is either a present participle or a gerund. Although these two forms look identical, they have their functions in a sentence.

PRESENT PARTICIPLES FIVE USES

A present participle is most commonly used as part of the continuous form of a verb, after verbs of perception, movement, or as an adjective. Moreover, it can be found in reduced clauses.

AS PART OF THE CONTINUOUS FORM OF A VERB PHRASE

EXAMPLE

- ▶ ... they were together as a family ***waiting** for an opportunity for them to make a new life.
 - The phrase "together as a family" is in the middle of the verb phrase "were waiting".
- ▶ However, Manuel and his family found a situation completely different ... Iquique, where some locals were **marching** and **shouting** against the migrants.
- ▶ Even though he has been **living** in Santiago for more than a decade, he completely understood what immigrants were **living**.
- ▶ As Spiderman and many others empathize with them because of this bad situation, are you **doing** something for them?

AFTER VERBS OF PERCEPTION IN THE PATTERN VERB + OBJECT + PRESENT PARTICIPLE TO INDICATE THE ACTION BEING PERCEIVED.

- ▶ His children were astonished when they saw local people **burning** migrants' tents through the streets of Iquique.

AFTER VERBS OF MOVEMENT, ACTION, OR POSITION, TO INDICATE PARALLEL ACTIVITY.

- ▶ Due to social and economic issues, people have emigrated from their hometowns to different countries **looking** for new expectations.
- ▶ He was very excited because he could see that most of the children laughed **trying** to forget for a moment ...

AS A REDUCED PARTICIPLE CLAUSE (SEEN IN LESSON 1)

- ▶ After this sad situation, they cried for an hour until his kids noticed that someone **wearing** a Spiderman to help them laugh.

AFTER CONJUNCTIONS

- ▶ ... who travelled to northern Chile to make immigrants feel happy while **having** a terrible experience there.

NOTE

Pay attention to the example. Is this a present participle?

- ▶ Although they remember that their trip to Chile was tiring because it lasted days or even weeks, ...

The answer is **NO** because the word **tiring** is an **ing-** adjective. **DO NOT GET CONFUSED!**

ADAPTED BY PATRICIO CANALES VOLPONE

3. In pairs, complete the sentences with the correct present participle form of the verbs in the box. Then indicate the use of the present participle.

watch | sing | attend | light | try

- A. Although it was completely foggy that night, children could see the whole city_____ up.
 B. The documentary about immigrants was interesting even though the public_____the cinema was too sad to talk about it.
 C. When immigrants crossed the river, the _____a typical song from their country.
 D. Children were completely happy while they_____the Chilean Spiderman in the streets of Iquique.
 E. People have emigrated from their home countries_____to find a better quality of life.

BY PATRICIO CANALES VOLPONE

USES

- A.
 B.
 C.
 D.
 E.

SAMPLE ANALYSIS CONCLUSION

4. In pairs, read the two samples of conclusions and match them with the corresponding feedback in the box. The essay question was "Is immigration positive for our economy?"

- ☐ Your conclusion needs improvement. Check the structure of the conclusion studied in class.
☐ Your conclusion presents a complete structure of the conclusion, but it has a case of informal register.

- ☐ In terms of grammar, there is one minor error in line 4. Be careful!
 There are some minor mistakes that make
☐ the sentences difficult to understand, and there is an example of an informal register.

SAMPLE 1

In conclusion, immigration has a positive impact on every country's economy. For the reason that immigrant people have eminent skills who are different from native skills, so they could help with the local economy and with the way the economy is developing. For this reason, we do not have to disparage them because they are looking for the same opportunities as us.

SAMPLE 2

To summarize, immigration has brought more than a couple of benefits to the Chilean economy. First, we talk about a long-term positive factor in terms of labour production when it comes to the arrival of young immigrants to the country. Furthermore, immigrants are key workers in unwanted jobs such as those in rural areas, or require forceful activities. Finally, the issue of unemployment involves a great deal of debate among locals, but it has been shown that these are nothing more than false beliefs. Due to the significant contribution of foreign residents, it would be gratifying if both their working and social conditions could be improved by the government.



WRITING

TASKS

Write the conclusion of the argumentative essay.

ESSAY QUESTION | *Does the current immigration benefit Chile? How?*

WORD COUNT

90-100

EXTRA PRACTICE

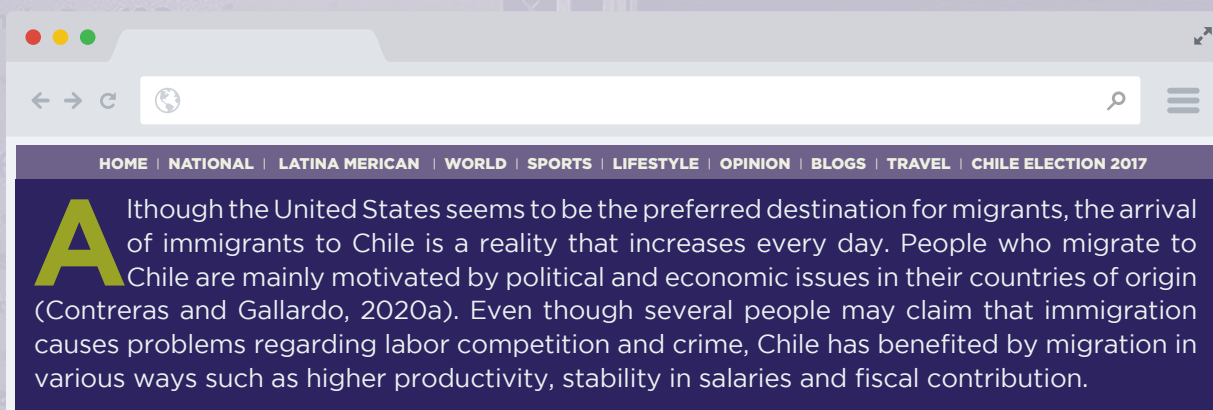
For extra practice visit [this folder](#):



Learning Objectives

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

1. Read this excerpt of a student's essay and answer the following questions:



HOME | NATIONAL | LATINA MERICAN | WORLD | SPORTS | LIFESTYLE | OPINION | BLOGS | TRAVEL | CHILE ELECTION 2017

Although the United States seems to be the preferred destination for migrants, the arrival of immigrants to Chile is a reality that increases every day. People who migrate to Chile are mainly motivated by political and economic issues in their countries of origin (Contreras and Gallardo, 2020a). Even though several people may claim that immigration causes problems regarding labor competition and crime, Chile has benefited by migration in various ways such as higher productivity, stability in salaries and fiscal contribution.

A. Is the topic sentence effective? Why?

B. Is it correct to use a direct quotation in academic writing? Why?

C. What strategies can you use to avoid the use of direct quotations?

D. Is the in-text citation correct? Why? Why not?

E. Does the paragraph follow the structure studied in class? Give reasons

2. Reduced Participle Clauses: Read each sentence and using the relative clause as a guide, write a new sentence with a reduced participle clause. Keep the original meaning.

A. Other drawbacks are highlighted by Strobl (2014), who states that there are reasons why some students prefer not to write collaboratively, such as some group members who do not contribute to the work, who have various ways of writing and group work methods.

B. Even worse is the fact that there are several students that "free-ride," which means that they would just sit back and try to benefit effortlessly while their classmates work on their assignment.

C. Among the affective benefits is the use of communicative abilities while they work with their classmates, which boosts their confidence, as well as their motivation to learn (SriRahayu, 2016).

D. As pointed out by Yeh (2014), Google Docs is one of the most useful technological tools for collaborative writing, which allows the writers to share the document with their classmates in real-time while all of them can edit, read, or revise the written documents.

3. Dangling Modifiers: In pairs, read the sentences below. Highlight dangling modifiers and correct them with the techniques seen in class.

A. While crossing the frontier, the migrants were hopeful about their new life.

B. In checking the records, the problem became clear.

C. Listening to their talk, I noticed they had a different Spanish accent.

D. There are several factors that can influence the effectiveness of collaborative writing, including participation, task distribution, and the different dynamics that the group can create, meaning that when working in a group it can be difficult to adapt to the way others work, thus encouraging progress in collaborative writing.

E. On the other hand, the disadvantages are related to the lack of discipline and motivation of some group members to successfully complete the task affecting the performance of the group, and making others prefer to work individually.

4. Present participle forms. Read the passage below. Then read the list of present participle forms below and say what function they have: continuous form of a verb, after verbs of perception/movement, an adjective, or reduced clause.

June 18, 2019

THREE WAYS TO HELP SOLVE THE IMMIGRATION CRISIS

BY HEATHER STEPHENSON

Displaced by war, famine, and other hardships, migrants make perilous journeys across borders and even oceans in search of safety and economic opportunity. Yet in many cases, today's more than 255 million migrants have faced unfortunate conditions in the host country. Are there better ways to respond to those **seeking** refuge around the globe? These professors say yes—and offer advice to reduce tensions between migrants and residents of host countries.

1. BOOST LEGAL MIGRATION: **Visiting** professor of international law John Cerone states, "The only way to effectively reduce irregular migration is to give people some hope of regular migration. Give them the opportunity to migrate **complying** with law, through regular legal pathways. For example, more work permits can be created for people to work in areas of the labor market with shortages. Thus, more people will be **entering** through regular migration than through irregular migration.

2. RECOGNIZE MIGRANTS' VULNERABILITY: When a caravan of migrants was **making** its way through Central America to the United States to seek asylum last fall, President Donald Trump said that Middle Eastern terrorists were probably hiding within the group's ranks. He later acknowledged that there was no evidence to support his claim, yet he had already painted the group as a threat. The real reason that migrants travel in groups, though, is because they are vulnerable, said Karen Jacobsen, expert in Global Migration. "The Central Americans in the caravan, like hundreds of thousands of people who flee the region each year, are **escaping** extreme violence, lack of economic opportunity, and **growing** environmental problems, **including** drought and floods, back home. She added, "Large groups increase migrants' chance of safe passage, and they provide some sense of community and solidarity on the journey, as migrants themselves report".

ADAPTED BY CATALINA SANDOVAL MUÑOZ SOURCE: <https://now.tufts.edu/articles/three-ways-help-solve-immigration-crisis>

| PRESENT PARTICIPLE FORMS | FUNCTION |
|--------------------------|----------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

5. Noun clauses. Read the sentences and do the following: 1. highlight the independent clause and 2. use square brackets [...] to identify the noun clause.

| | |
|----------|--|
| A | Visiting professor of international law John Cerone states that the only way to effectively reduce irregular migration is to give people some hope of regular migration. |
| B | When a caravan of migrants was making its way through Central America to the United States to seek asylum last fall, President Donald Trump said that Middle Eastern terrorists were probably hiding within the group's ranks. |
| C | He later acknowledged that there was no evidence to support his claim, yet he had already painted the group as a threat. |
| D | The real reason that migrants travel in groups, though, is because they are vulnerable, said Karen Jacobsen, expert in Global Migration. |

6. Writing. In pairs, write a summary of the passage below. Apply 5 present participle uses. Finally, exchange your work with another pair, check it, and give each other feedback. What was correct, what was not, and why?

June 18, 2019

THREE WAYS TO HELP SOLVE THE IMMIGRATION CRISIS

BY HEATHER STEPHENSON

Displaced by war, famine, and other hardships, migrants make perilous journeys across borders and even oceans in search of safety and economic opportunity. Yet in many cases, today's more than 255 million migrants have faced unfortunate conditions in the host country. Are there better ways to respond to those seeking refuge around the globe? These professors say yes—and offer advice to reduce tensions between migrants and residents of host countries.

- 3. BOOST LEGAL MIGRATION:** Visiting professor of international law John Cerone states, "The only way to effectively reduce irregular migration is to give people some hope of regular migration. Give them the opportunity to migrate complying with law, through regular legal pathways. For example, more work permits can be created for people to work in areas of the labor market with shortages. Thus, more people will be entering through regular migration than through irregular migration."
- 4. RECOGNIZE MIGRANTS' VULNERABILITY:** When a caravan of migrants was making its way through Central America to the United States to seek asylum last fall, President Donald Trump said that Middle Eastern terrorists were probably hiding within the group's ranks. He later acknowledged that there was no evidence to support his claim, yet he had already painted the group as a threat. The real reason that migrants travel in groups, though, is because they are vulnerable, said Karen Jacobsen, expert in Global Migration. "The Central Americans in the caravan, like hundreds of thousands of people who flee the region each year, are escaping extreme violence, lack of economic opportunity, and growing environmental problems, including drought and floods, back home. She added, "Large groups increase migrants' chance of safe passage, and they provide some sense of community and solidarity on the journey, as migrants themselves report."

ADAPTED BY CATALINA SANDOVAL MUÑOZ SOURCE: <https://now.tufts.edu/articles/three-ways-help-solve-immigration-crisis>

SELF-EVALUATION

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

| LESSON 1 | 1 | 2 | 3 |
|---|--|--|--|
| <ul style="list-style-type: none"> ▶ I can summarize a short article. ▶ I can understand and use immigration vocabulary in my writing. ▶ I can identify reduced participles and distinguish them from adjective clauses. ▶ I can evaluate the quality of an argumentative essay's introduction samples. ▶ I can collect and organize relevant information for the introduction of an opinion essay. ▶ I can plan and write an argumentative essay's introduction. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

| LESSON 2 | 1 | 2 | 3 |
|--|--|--|--|
| <ul style="list-style-type: none"> ▶ I can extract general and specific information from an article. ▶ I can identify and repair dangling modifiers in my writing and that of others. ▶ I can evaluate the quality of an argumentative essay's body paragraph samples. ▶ I can plan and write an argumentative essay's body paragraph. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

| LESSON 3 | 1 | 2 | 3 |
|---|--|--|--|
| <ul style="list-style-type: none"> ▶ I can extract general and specific information from a video. ▶ I can evaluate the quality of an argumentative essay's body paragraph samples. ▶ I can identify and analyze noun clauses as a subject, direct object, and subject complement. ▶ I can plan and write an argumentative essay's body paragraph. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

| LESSON 4 | 1 | 2 | 3 |
|---|--|--|--|
| <ul style="list-style-type: none"> ▶ I can extract specific information from a news article. ▶ I can identify and differentiate among 5 uses of present participles. ▶ I can apply present participles in writing, identify and explain their uses. ▶ I can evaluate the quality of an argumentative essay's conclusion samples. ▶ I can plan and write an argumentative essay's conclusion. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Remember: If you need help, ask your teacher!

(N)EVER (S)TOP
LEARNING

THE GENDER GAP

“A gender-equal society would be one where the word ‘gender’ does not exist, where everyone can be themselves.”

Gloria Steinem

(AMERICAN FEMINIST JOURNALIST AND SOCIAL POLITICAL ACTIVIST)

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

- ▶ Understand main and secondary ideas in short reports and articles
- ▶ Identify the structure of a short report
- ▶ Review verb tenses in context: present and past simple; present perfect and future with “will”
- ▶ Identify and write adverb clauses with subordinating conjunctions (unless, as...as, whereas, etc.)
- ▶ Identify and classify compound words
- ▶ Learn vocabulary about work and the gender gap
- ▶ Summarize, describe, and compare information
- ▶ Write a short report about the state of the gender gap in Chile

UNDERSTANDING GENDER INEQUALITY WORLDWIDE

Learning Objectives

At the end of this lesson, you will be able to know the structure of a report and summarize it.

CONTENTS

| | |
|----------------|--|
| READING | ▶ Global Gender Gap Report 2021 by World Economic Forum |
| GENRE ANALYSIS | ▶ A report structure and language |
| GRAMMAR | ▶ Reduced participle clauses |
| VOCABULARY | ▶ Finding information for the introduction |
| WRITING | ▶ Summarize sources and write the introduction for the essay |



READING |



1. In pairs, discuss these questions and answer in your own words:

- What does "gender gap" mean?
- What examples of the gender gap do you know?
- What does the expression "mind the gap" mean and how does it relate to "gender gap"?

DEFINITION OF "GENDER GAP"

GENDER GAP: a difference between the way men and women are treated in society, or between what men and women do and achieve.

EXAMPLES

- ▶ In all countries tested, girls outperform boys in reading, but the **gender gap** is much narrower in maths and science.
- ▶ The World Economic Forum produces a ranking of 116 countries in terms of **gender gaps**, comparing opportunities for women across the world.

SOURCE: <https://dictionary.cambridge.org/es/diccionario/ingles/gender-gap>

2. In groups, read the opening page of the Global Gender Gap Report 2021 (World Economic Forum, 2021) on the next page and say if the statements are True or False:

| | T | F |
|--|--------------------------|--------------------------|
| A. According to the report's preface, gender gaps did not exist until the pandemic. | <input type="checkbox"/> | <input type="checkbox"/> |
| B. The report's main objective is to show evidence of gender gaps worldwide in 4 key areas. | <input type="checkbox"/> | <input type="checkbox"/> |
| C. The report found that the area with the largest gap is Economic Participation and Opportunity, while the smallest are Educational Attainment and Health and Survival. | <input type="checkbox"/> | <input type="checkbox"/> |
| D. The report suggests that the most serious gaps are observed in the work environment. | <input type="checkbox"/> | <input type="checkbox"/> |
| E. The report ends with three recommendations for a more gender-equal future of work. | <input type="checkbox"/> | <input type="checkbox"/> |

March 2021 | Global Gender Gap Report

PREFACE AND KEY FINDINGS

- The COVID-19 pandemic has made it more difficult to build inclusive and prosperous economies and societies. Pre-existing gender gaps have amplified the crisis between men and women, even as women have been at the frontlines of managing the crisis. The hardest hit sectors by **lockdowns** and rapid digitalization are those where women are more frequently employed. Combined with the additional pressures of providing care in the home, the crisis has halted progress toward gender parity in several economies and industries. Thus, gender-sensitive recovery strategies will be critical in recovering to prevent problems in the labor market.
- This year's report aims to measure, track gender gaps, and point out trends in the labor market. To do this, The Global Gender Gap Index for 156 countries measures **gender-based** gaps among four key dimensions: Economic Participation and Opportunity, Educational Attainment, Health and Survival, and Political Empowerment. Preliminary evidence suggests that the **health emergency** and the related economic crisis have impacted women more severely than men, partially re-opening gaps that had already been closed.
- The 2021 report's findings are listed below:

SAADIA ZAHIDI

Managing Director and Head of the Centre for the New Economy and Society

GLOBAL TRENDS AND OUTCOMES

- 4 ▶ Globally, **the gender gap has increased slightly** compared to previous years.
- ▶ **Economic Participation and Opportunity:** The **gender gap** in this area remains the second-largest of the four gaps. According to this year's results, 58% of this gap has been closed so far, with little improvement since 2020. This is the result of two opposing trends. While the proportion of skilled women professionals and their wages keep increasing, wage differences still exist. Besides, there is a persistent lack of women in leadership positions, with women representing just 27% of all manager positions.
 - ▶ **Educational Attainment and Health and Survival:** These gaps are nearly closed. In Educational Attainment, 95% of this gender gap has been closed globally, with 37 countries already at parity. However, the 'last mile' of progress is proceeding slowly. In Health and Survival, 96% of this gender gap has been closed.
 - ▶ **Political Empowerment:** This one remains the largest of the four gaps, with only 22% closed to date. Across the 156 countries considered, women represent only 26.1% of some 35,500 parliament seats and just 22.6% of over 3,400 ministers worldwide. In fact, in 81 countries, there has never been a woman head of state, although there have been exceptions such as Togo, Belgium, and Honduras during 2019 and 2021.

CHALLENGES TO GENDER GAPS AND RECOMMENDATIONS

One of the greatest challenges for gender gaps is in the **labor market**. This is due to the accelerated automation and the growing number of jobs requiring double shifts, among others. In addition, due to the effects of the pandemic, women might earn lower incomes.

- 5 For those reasons, **gender-positive** policies and practices can tackle those potential challenges. First, the report recommends more investments in the care sector. Second, policies and practices need to focus on ending occupational segregation by gender. Third, unbiased hiring and promotion practices for women will pave the way for a more **gender-equal** future of work.
- 6 We hope that this report serves as a call to action to leaders to include **gender parity** as a central goal of their countries' policies and practices to manage the post-pandemic recovery, to the benefit of our economies and our societies.

ADAPTED BY CATALINA SANDOVAL MUÑOZ

GENRE ANALYSIS | A REPORT

3. Match the number of each part of the report with its purpose and most prominent verb tenses (present simple, past simple, present perfect, future with “will”).

| PART OF THE REPORT | PURPOSE | MOST PROMINENT VERB TENSES |
|--------------------|---|-----------------------------------|
| 1 | Finishes the report with a call to action to authorities, stakeholders, and/or society. | future with “will” |
| 2 | Includes subheadings that precede findings, and then findings are summarized with key figures to support ideas. Each finding is concise and presented through bullet points and key concepts in bold to guide the reader. | present simple (passive voice) |
| 3 | Presents the reports purposes, methodology, and a general finding. | present perfect present simple |
| 4 | Provides recommendations to address the problem studied. | |
| 5 | This sentence announces the start of the findings section | hope that + present simple |
| 6 | Gives context information to introduce and understand the problem. | present perfect present simple |

*stakeholder: a person such as an employee, customer, or citizen who is involved with an organization, society, etc. and therefore has responsibilities towards it and an interest in its success. (Source: Cambridge Dictionary, n.d.)

GRAMMAR | REVIEW OF VERB TENSES IN CONTEXT

4. In groups, read each sentence, follow context clues and complete with the most suitable tense of the verb in parenthesis. Whichever tense you choose, be prepared to explain your choice.

- So far, the COVID-19 pandemic _____ (make) it more difficult to build inclusive and prosperous economies and societies.
- Pre-existing gender gaps until now _____ (amplify) the crisis between men and women.
- Combined with the additional pressures of providing care in the home, the crisis that started in 2020 and that continues until today _____ (halt) progress toward gender parity in several economies and industries.
- This year’s report _____ (aim) to measure, track gender gaps, and point out trends in the labor market.
- The gender gap in this area _____ (remain) the second-largest of the four gaps.
- The report found that there _____ (be) a persistent lack of women in leadership positions, with women representing just 27% of all manager positions.
- Third, unbiased hiring and promotion practices for women _____ (pave) the way for a more gender-equal future of work.
- We hope that this report _____ (serve) as a call to action to leaders to include gender parity as a central goal of their countries’ policies and practices.

REMEMBER

- **Present simple** is used to state habits, general truths or permanent situations
- **Present perfect** is used to refer to events that started in the past and continue in the present (key context words are “so far”, “until now”)
- **Future with “will”** is used to make predictions

VOCABULARY | COMPOUND WORDS

A compound is a word or word group that consists of two or more parts that work together as a unit to express a specific concept. There can be *compound nouns*, *compound verbs*, or *compound adjectives*. Compounds are written in one of three ways: **solid** (teapot), **hyphenated** (player-manager), or **open** (phrases such as “little by little” or “washing machine”). Some combinations have become standard, but sometimes you may find variations depending on the writer’s preference or style guide.

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SOURCE: <https://www.merriam-webster.com/words-at-play/spelling-using-compound-words-guide/the-compound>

- 5. Classify the compounds below into the correct categories (noun, verb, adjective / solid, hyphenated, open). To decide the word type, check the context where the words appear in the report. Compounds have been highlighted for you.**

| | |
|----------------------|-------------------------|
| GENDER-BASED: _____ | LABOR MARKET: _____ |
| RE-OPENING: _____ | GENDER-POSITIVE: _____ |
| GENDER-EQUAL: _____ | LOCKDOWNS: _____ |
| GENDER PARITY: _____ | HEALTH EMERGENCY: _____ |

- 6. Use the words in exercise 5 to fill in each sentence below. The article can be used as a guide.**

- The hardest hit sectors by _____ and rapid digitalization are those where women are more frequently employed.
- The Global Gender Gap Index for 156 countries measures _____ gaps among four key dimensions.
- Preliminary evidence suggests that the health emergency and the related economic crisis have impacted women more severely than men, partially _____ gaps that had already been closed.
- One of the greatest challenges for gender gaps is in the _____.
- For those reasons, _____ policies and practices can tackle those potential challenges.
- Third, unbiased hiring and promotion practices for women will pave the way for a more _____ future of work.
- We hope that this report serves as a call to action to leaders to include _____ as a central goal of their countries’ policies and practices.



| WRITING

TASKS

Summarize the report shown in this lesson using your own words as much as possible and keeping technical jargon intact.

WORDS

250

EXTRA PRACTICE

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



THE GENDER PAY GAP

Learning Objectives

At the end of this lesson, you will be able to describe a graph about the gender pay gap in Chile.

CONTENTS

| | |
|------------|--|
| READING | ► The Gender Pay Gap in Chile |
| VOCABULARY | ► Vocabulary about work (collocations) |
| WRITING | ► Describing a graph (review) |



READING

1. In groups, use the dictionary to find the definition for each of these words:

| WORD | DEFINITION |
|-----------------------|------------|
| 1. gender pay gap | |
| 2. earn (v) | |
| 3. labor force (n) | |
| 4. low-income (adj) | |
| 5. full-time (adj) | |
| 6. mean (mathematics) | |
| 7. wage (n) | |
| 8. pay (n) | |
| 9. demand (v) | |
| 10. aim (v) | |

2. In groups, read a report introduction and answer the questions:

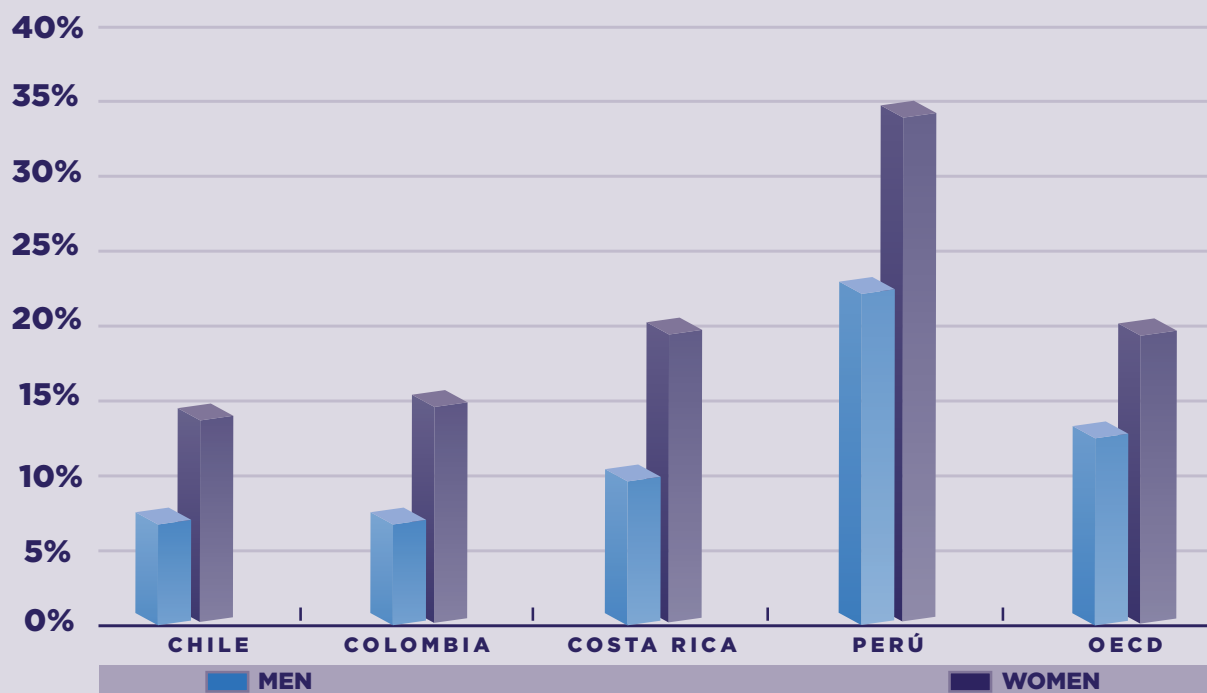
HOME | NATIONAL | LATINA AMERICAN | WORLD | SPORTS | LIFESTYLE | OPINION | BLOGS | TRAVEL | CHILE ELECTION 2017

The Gender Pay Gap in Chile

One key indicator of inequality between men and women is the **gender pay gap**, which detects how much less money the average female worker earns compared to their male counterparts. Numerous studies have found that in Chile the percentage of female participation in the labor force is one of the lowest in Latin America. Moreover, a recent OECD report states that there are more female low-income workers than male ones. As Figure 1 shows, more than one in seven full-time female workers earn less than 0.6% of the mean wage. In fact, in comparison with Latin American and even OECD countries, the gender pay gap in Chile is the highest. The median wage of male full-time employees is 12% higher than that of their female counterparts. What the research illustrates is that the gender pay gap in Chile is large; thus, women seem to have enough reasons to demand equal pay. The following report presents 3 Chilean initiatives that aim to bridge the pay gap between women and men.

FIGURE 1. IN CHILE, WOMEN ARE MORE LIKELY TO BE LOW-PAID

SHARE OF FULL-TIME WORKERS EARNING LESS THAN TWO-THIRDS OF THE MEDIAN WAGE, 2017 OR THE MOST RECENTLY AVAILABLE



- A. What is the female share of the labor market in Chile in comparison with the rest of Latin America?
- B. Which gender has more low-paid jobs?
- C. What does “ones” refer to?
- D. What example does the writer give to support the idea that Chile has the highest gender pay gap compared to other countries?
- E. In your own words, what does “bridge the gap” mean?
- F. Find and underline all the noun clauses
- G. Find an example of a superlative adjective
- H. Find an example of a comparative adjective

VOCABULARY | WORK

3. In groups, use the words in the box to complete each sentence.

labor force | low-income | wage | demand | aim | earn

- A. I _____ \$100,000 a month, so I need to find a better-paid job.
- B. The country needs to increase the minimum _____ so that people can afford their basic needs.
- C. Many struggle to make ends meet, particularly those from _____ families.
- D. The union _____ a higher pay and more benefits.
- E. Half of Chile's _____ works more than the maximum 48 hours a week.
- F. Some people _____ to retire by the time they turn 40 although it seems impossible.

4. In groups, use the COCA corpus website to find 4 collocations for the words below. Use the words in bold to guide your search:

- A. **earn** + **noun**: _____, _____, _____, _____
- B. **adjective** + **income**: _____, _____, _____, _____
- C. **adjective** + **wage**: _____, _____, _____, _____
- D. **verb** + **full-time**: _____, _____, _____, _____



WRITING | DESCRIBING A GRAPH (REVIEW)

REMEMBER

- ▶ **Topic sentence:** What does the graph show? (look at title and the axes)
- ▶ **Supporting sentences:**
 - Is there an easily-noticed trend? (superlative)
 - What comparison can be made between the elements (countries/genders)?
 - What percentages support those comparisons?
- ▶ **Concluding sentence:** What can be concluded from the data? (general idea)

**DO NOT INCLUDE YOUR OPINION OR INFORMATION
THAT IS NOT SEEN IN THE GRAPH.**

TASKS

Use the graph in the reading section to write a descriptive paragraph with a complete paragraph structure and the vocabulary of this lesson.

WORDS

120-150

EXTRA PRACTICE

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



DO WOMEN AND MEN HAVE THE SAME RIGHTS IN EDUCATION?

Learning Objectives

At the end of this lesson, you will be able to write a paragraph that compares the gender gap in education between Chile and another country.

CONTENTS

READING

► Access to Higher Education: Study programs “for women” and the lack of female presence in STEM

GRAMMAR

► Adverb clauses
► Subordinating conjunctions

WRITING

► Write a comparison paragraph



READING |



1. In pairs, look at the picture and answer the questions.

What does this picture represent? What are they doing?

2. Read the text and answer the questions.**ACCESS TO HIGHER EDUCATION:
STUDY PROGRAMS “FOR WOMEN”
AND THE LACK OF FEMALE PRESENCE IN STEM**

In Chile, women have better grades than men **when** they are in high school. In fact, NEM scores for women and men are 547 and 522, respectively. However, men outperform women on the University Admission Test, showing significant gender gaps. In general terms, men obtain better scores on both the Mathematics and Language and Communication tests **because** there is a predominance of men studying in the top 5 traditional Universities **where** they can find programs related to STEM*. In this sense, there are certain areas of knowledge that concentrate individuals from a specific gender, **giving** rise to the eventual segmentation of the labour market.

In 2014, male students chose a degree in the areas of Technology, **which includes** engineering programs (41%), Business Administration and Commerce (14%) and Health (11%). On the other hand, women chose degrees in the areas of Health (28%), Education (16%), Social Sciences (14%) and Business Administration and Commerce (13%). These percentages show **is** a predominance of men in Technology-related programs (76%) and women in Health (73%), Education (66%) and Social Sciences (64%) programs.

Although women represent a small proportion within the Higher Education System, women participation in master's programs has clearly risen. In 1990, they represented 42% of total enrolled students and, as of today, there is no gap between women and men. In the case of Doctoral programs, figures have remained unchanged **since** women participation has risen from 39% to 44%.

*STEM= Science – Technology – Engineering – Mathematics

ADAPTED BY PATRICIO CANALES VOLPONE from Executive Summary - GET report, 2016.

A. In your opinion, why do women have better scores in high school?

B. What does “outperform” mean? Give synonyms

C. In line 7, what does “**giving**” represent?

D. What is the function of the words in **bold**?

3. Work in pairs. According to this excerpt, why is there a gender gap in higher education?

“In general terms, men obtain better scores on both the Mathematics and Language and Communication tests **because** there is a predominance of men studying in the top 5 traditional Universities **where** they can find programs related to STEM*”

Do you agree? Why? Why not? What can you do to change this situation?

GRAMMAR | ADVERB CLAUSES

The Adverb Clause

An adverb clause is a subordinate clause that modifies a verb, an adjective, or an adverb. An adverb clause tells **how, when, where, why, to what extent, or under what condition something occurs.**

EXAMPLE

In Chile, women have better grades [when they are in high school]

S₁ VP₁
Sub. S₂ VP₂

In general terms, men obtain better scores on both the Mathematics and Language and Communication tests

S₁ V₁

[because there is a predominance of men studying in the top 5 traditional Universities] where they can find related to STEM.

Sub. S₂ VP₂
where

Sub. = subordinator - S= subject - V= verb

Subordinators that are commonly used to introduce adverb clauses are the following:

| SUBORDINATOR | TYPE OF ADVERB |
|---------------------------------------|------------------|
| WHEN / AFTER / SINCE / BEFORE / WHILE | TIME |
| WHERE | PLACE |
| AS IF / AS THOUGH | MANNER |
| AS / BECAUSE / SINCE | REASON |
| IF / UNLESS | CONDITION |
| ALTHOUGH / EVEN THOUGH | PARTIAL CONTRAST |
| WHILE / WHEREAS | CONTRAST |
| SO THAT / IN ORDER THAT (VERY FORMAL) | PURPOSE |

ADAPTED BY PATRICIO CANALES VOLPONE

4. Read the following sentences and choose the correct subordinator.

A. The policy in favour of gender gap was late _____ the government did not pay attention to what people said in the streets.

☐ because

☐ although

☐ unless

B. Women should have the same rights as men _____ some politicians do not consider them important.

☐ because

☐ although

☐ while

C. _____ women receive the same salaries as men, we will not stop the strike, the president said.

☐ when

☐ if

☐ unless

D. _____ the candidate was speaking in front of the audience, someone shouted against him.

☐ while

☐ if

☐ unless

5. Read the following sentences and do the following: 1. highlight the independent clause and 2. use square brackets [...] to identify the adverb clause.

A. Before the year finishes, Chilean people could have a new president in favour of women's rights.

B. The elected president gave a speech on TV as if it were the last one of his government.

C. The elected president is in favour of women's rights, whereas his opponent is against them.

D. Women will negotiate their salaries so that they can have the same rights, which are not considered equal today.

E. As women do not have the chance to negotiate their salaries, the new government has a policy that forces companies to let them do it.

BY PATRICIO CANALES VOLPONE



| WRITING

TASKS

Write a paragraph that compares gender gap in education between Chile and another country. Include at least five adverb clauses and highlight them.

WORDS

150 -180

EXTRA PRACTICE

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



POLITICAL EMPOWERMENT OF WOMEN

Learning Objectives

At the end of this lesson, you will be able to an opinion paragraph about the role of women in Chilean politics.

CONTENTS

| | |
|----------------|---|
| VIDEO | ▶ Chile: Indigenous woman to oversee new constitution |
| READING | ▶ “A Game-Changing Moment”: Chile Constitution Could Set New Gender Equality Standard |
| GRAMMAR | ▶ Phrasal verbs |
| WRITING | ▶ Write an opinion paragraph |

READING |



1. Before class, watch the video and answer the questions.

A. Why is Chile drafting a new constitution?

B. How significant is it that Elisa Loncon, a Mapuche woman, leads the process of drafting a new constitution?

C. Is Chile a divided country? Why? Why not?

2. Read the news article and decide if the statements are T (true) or F (false).

The screenshot shows a web browser with the URL <https://www.theguardian.com/international>. The page features a dark blue header with the Guardian logo and navigation links: NEWS, OPINION, SPORT, CULTURE, LIFESTYLE, and MORE. Below the header, a large blue banner contains the headline "A Game-Changing Moment" in a white script font, followed by the sub-headline "CHILE CONSTITUTION COULD SET NEW GENDER EQUALITY STANDARD" in a smaller, white, all-caps font. The main text of the article is in white on a dark blue background. It begins with a large 'W' and discusses how Chile's new constitution will speed up progress for women. It mentions that the current constitution was drawn up in 1980 and has been criticized for failing to adequately guarantee healthcare, education, and pensions. It also notes that the new constitution guarantees equality or non-discrimination based on sex, but does not ensure women's rights to equality in marriage and stipulates the protection of "life to be born" - a clause that has prevented access to legal, safe abortion in the country. Some years later, fortunately, Chile has abortion access only permitted in limited cases. The article then quotes Aleta Sprague, a legal analyst at the World Policy Analysis Centre, who said the new constitution will be the first drafted in the wake of the global #MeToo movements and a wave of feminist activism across Latin America. She also mentions that the new constitution has head up protests against femicide and in favour of legal abortion across the region. On the other hand, US-based attorney and co-author of 2018 report A Women's Guide to Constitution Making, Nanako Tamaru, said Chile's constitutional process is significantly distancing itself from traditional constitutional-making scenarios, when "the leading parties write a constitution that keeps up the most power for themselves". Finally, she quotes Parity as a big deal, citing examples of women's participation in the recent drafting of Tunisia and Zimbabwe constitutions, in 2014 and 2013 respectively. [It is in these constitutions] when we have seen more women and more diverse representation." The article concludes by stating that in Chile, feminist constitutional candidates point out that in the new constitution, parity does not only benefit women, but any minority group that has been excluded from political spaces, including the country's indigenous communities, LGBT groups and gender non-conforming people. At the bottom of the article, it says "ADAPTED BY PATRICIO CANALES VOLPONE".

| | T | F |
|---|--------------------------|--------------------------|
| A. Chileans want a new constitution because they do not have fair access to education, health and pensions. | <input type="checkbox"/> | <input type="checkbox"/> |
| B. The constitution written in 1980 took into consideration people's rights instead of a market-driven economy. | <input type="checkbox"/> | <input type="checkbox"/> |
| C. The Constitution of 1980 ensures equal rights for men and women. | <input type="checkbox"/> | <input type="checkbox"/> |
| D. Through the years, Chile has permitted abortion access in some cases. | <input type="checkbox"/> | <input type="checkbox"/> |

3. In pairs, what does the excerpt mean? Do you agree? Why? Why not?

"... it does not ensure women's rights to equality in marriage and stipulates the protection of life to be born ..."

GRAMMAR | PHRASAL VERBS

According to Cambridge Dictionary, a *phrasal verb* can be defined as a verb together with an adverb or preposition that has a meaning that is different from the meaning of its separate parts. For example, "look up" (find meaning) and "carry on" (continue) are phrasal verbs.

EXAMPLES

- ▶ ... that the country's new constitution will **speed up** progress for women ...
- ▶ ... A new constitution for Chile came out ... when people **call for** equality...
- ▶ ... The current constitution, which was **drawn up** in 1980 during the Pinochet dictatorship ...
- ▶ ... feminist activism across Latin America, which has **head up** protests against femicide ...
- ▶ ... constitution that **keeps up** the most power for themselves ...
- ▶ ... In Chile, feminist constitutional candidates **point out** that parity ...

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4. In pairs, read the text again and match the following phrasal verbs with their meanings. Use a dictionary.

- A. speed up
- B. come out
- C. call for
- D. draw up
- E. head up
- F. keep up
- G. point up

- ☐ write
- ☐ preserve
- ☐ demand
- ☐ stress, emphasize
- ☐ catalyse, initiate
- ☐ emerge
- ☐ led to

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PARAPHRASING: TECHNIQUES (1-4) REVIEW

The following is a list of the top ten phrasal verbs used in academic writing, extracted from the COCA corpus.

| PHRASAL VERB | MEANING | EXAMPLE |
|--------------|---------|--|
| point out | | The authors pointed out that there is evidence of gender gap in Chile. |
| carry out | | All procedures were carried out according to regulations in the last election. |
| go on | | A number of initiatives have been going on to tackle the gender gap in our country. |
| make up | | Female work force made up 54% of the GDP. |
| set up | | A strategy was set up to train people who do not know anything about women's rights. |
| take on | | The legislation will take on an important role in shaping policies in favour of women's rights. |
| turn out | | This turned out to be due to errors in the distribution data related to gender gap. |
| bring about | | There were successful attempts to bring about societal change. |
| give up | | Countries pledged to give up old policies against women's rights. |
| find out | | A review was done to find out factors affecting women's rights. |

5. In pairs, use a dictionary to complete the table.

6. In pairs, use a dictionary to find a synonym for the phrasal verbs. Do not use another phrasal verb.

| PHRASAL VERB | SYNONYM |
|--------------|---------|
| point out | |
| carry out | |
| go on | |
| make up | |
| set up | |
| take on | |
| turn out | |
| bring about | |
| give up | |
| find out | |

WRITING |



TASK

Write an opinion paragraph about the following

What is the role of women in politics in Chile?

- ▶ Use phrasal verbs studied in this lesson
- ▶ Give examples of important women in politics

WORDS

150 -180

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 an article's excerpt and answer the questions:



HOME | NATIONAL | LATINA AMERICAN | WORLD | SPORTS | LIFESTYLE | OPINION | BLOGS | TRAVEL | CHILE ELECTION 2017

Explaining the Gender Gap in Math Test Scores: THE ROLE OF COMPETITION

Muriel Niederle and Lise Vesterlund

Over the past 60 years, there have been substantial improvements in the college preparation of female students and the college gender gap has changed dramatically. Goldin, Katz, and Kuziemko (2006) show that female high school students now outperform male students in most subjects and in particular on verbal test scores. The ratio of male to female college graduates has not only decreased, but **reversed itself**, and the majority of college graduates are now female. The gender gap in mathematics has also changed. The number of math and science courses taken by female high school students has increased and now the mean in performance on math test scores are only slightly larger for males than for females. This gender gap has been documented for a series of math tests.

So why do girls and boys differ in the likelihood that they excel in math? One argument is that boys have and develop superior spatial skills and that this gives them an advantage in math. This difference could have an evolutionary foundation, **as** male tasks **such as** hunting may have required greater spatial orientation than typical female tasks (Gaulin and Hoffman, 1988). Although that is interesting data, the objective of this paper is not to discuss the evolutionary reasons. Instead, the paper argues that a large gender gap at the highest scores may be explained by how differently men and women respond to competitive test-taking environments.

ADAPTED BY CATALINA SANDOVAL MUÑOZ
SOURCE: <https://web.stanford.edu/~niederle/NV.JEP.pdf>

- A. What's the purpose of the paper? How can you draw that conclusion?
- B. What are 3 facts the authors give to illustrate that college preparation and gap for females has improved?
- C. What does "reversed itself" mean? Give a synonym
- D. Find synonyms for "as" and "such as"
- E. Find two compound nouns in the excerpt
- F. What can be inferred from this statement? *"Although that is interesting data, the objective of this paper is not to discuss the evolutionary reasons"*? What position do the authors have for the gender gap?

2. Verb tenses review: Read thee excerpts below. Indicate the verb tense used and explain why that tense was used.

- A.** Over the past 60 years, there have been substantial improvements in the college preparation of female students and the college gender gap has changed dramatically.

Verb tenses: _____
Explanation: _____

- B.** The gender gap in mathematics has also changed. The number of math and science courses taken by female high school students has increased and now the mean in performance on math test scores are only slightly larger for males than for females. This gender gap has been documented for a series of math tests.

Verb tenses: _____
Explanation: _____

- C.** One argument is that boys have and develop superior spatial skills and that this gives them an advantage in math.

Verb tenses: _____
Explanation: _____

3. Noun clauses. Read the following sentences and do the following: 1. highlight the independent clause and 2. use square brackets [...] to identify the noun clause.

- A.** Goldin, Katz, and Kuziemko (2006) show that female high school students now outperform male students in most subjects and in particular on verbal test scores.

- B.** One argument is that boys have and develop superior spatial skills and that this gives them an advantage in math.

- C.** Instead, the paper argues that a large gender gap at the highest scores may be explained by how differently men and women respond to competitive test-taking environments.

ACTIVITIES 1-3 BY CATALINA SANDOVAL MUÑOZ

4. Adverb clauses

- A.** In pairs, read the following sentences and do the following: **1. highlight the independent clause and 2. use square brackets [...]** to identify the adverb clause.

- While the elected president read his speech, everyone listened.
- Unless someone notifies the president, he should be at home by noon.
- Even though elected president had read his speech twice, he went over it a third time.
- Did you know that Temuco was the capital of the colonies while the patriots were rebelling against the Chilean government?
- Santiago is considered the birthplace of Chile since both the Declaration of Independence and the Constitution were signed there.

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B. Complete the steps below:

- Match the ideas in the two columns.
- Add one subordinating conjunction from the box to combine the 2 parts into 1.
- Write a new sentence by combining the adverb clause with the independent clause. Add a comma if necessary.
- Circle the subordinating conjunction.

as long as | as | so that | unless | although | as if

| | |
|--|--|
| 1. ___ Women will demand fair pay. | a. Gender pay gaps exist. |
| 2. ___ More men enroll in STEM majors. | b. They want to have well-paid jobs. |
| 3. ___ Women will continue to earn less than men. | c. Labor policies regulate this and make wages equal. |
| 4. ___ Currently, women have more participation in politics. | d. The gender gap in this area is still significant. |
| 5. ___ Admission modalities may have to change. | e. Women interested in STEM can perform as well in mathematics tests as men. |
| 6. ___ The women demanded a pay rise, but it was | f. Nobody listened. |

5. Phrasal verbs: Read the sentences and choose the correct phrasal verb. Then compare your answers with your partner.

A. The new Chilean constitution _____ that there will not have gender gap in education and work in Chile.

☐ points out

☐ carries out

☐ finds out

B. The election process was _____ according to the protocol against COVID-19.

☐ pointed out

☐ carried out

☐ found out

C. Experts _____ factors affecting female students' rights at UOH.

☐ have pointed out

☐ have carried out

☐ have found out

D. There were successful attempts to _____ a change in the students' behaviour.

☐ set up

☐ bring about

☐ make up

E. A new strategy was _____ to train teachers who do not know anything about synchronic classes through ZOOM.

☐ set up

☐ bring about

☐ make up

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WRITING



In pairs, summarize the article in exercise 1. Use your own words. Include reporting verbs, noun clauses, adverb clauses, and compound nouns. **Words:** 90-120. When you finish, exchange the summary with another group and give each other feedback on content, grammar, and punctuation. What is good, what needs to be improved and how?

SELF-EVALUATION

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

| LESSON 1 | 1 | 2 | 3 |
|---|--|--|--|
| <ul style="list-style-type: none"> ▶ I can understand main and secondary ideas in a short report. ▶ I can identify the structure of a short report and its corresponding verb tenses. ▶ I can identify and classify compound words. ▶ I can summarize information from a report. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| LESSON 2 | 1 | 2 | 3 |
| <ul style="list-style-type: none"> ▶ I can extract specific information from a short report excerpt. ▶ I can identify and apply vocabulary about work and the gender gap in sentences and in my writing. ▶ I can use COCA to find suitable work-related collocations. ▶ I can plan and write a descriptive paragraph of a graph. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| LESSON 3 | 1 | 2 | 3 |
| <ul style="list-style-type: none"> ▶ I can extract general and specific information from a short news article. ▶ I can identify and analyze adverb clauses in sentence. ▶ I can identify and apply a set of common subordinating conjunctions in sentences and in my writing. ▶ I can plan and write a comparative paragraph with the contents of the lesson. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| LESSON 4 | 1 | 2 | 3 |
| <ul style="list-style-type: none"> ▶ I can extract general and specific information from a short news article. ▶ I can identify, understand the meaning of, and apply a set of phrasal verbs. ▶ I can plan and write an opinion paragraph with the contents of the lesson. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Remember: If you need help, ask your teacher!

(N)EVER (S)TOP
LEARNING

IDENTITY AND DIVERSITY IN THE EFL CLASSROOM

“

I can do things you cannot, you can do things I cannot;
together we can do great things.

”

Mother Teresa

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

- ▶ Understand main and secondary ideas in short articles about diversity in the classroom
- ▶ Review and analyze adjective, adverb, and noun clauses
- ▶ Identify parallelism and repair faulty parallelism
- ▶ Identify and classify word types
- ▶ Apply causative verb structures in your writing
- ▶ Learn vocabulary about sexual orientation, cultural diversity, gender identity, and special education
- ▶ Write paragraphs on each of the topics of the unit

DOES SEXUAL ORIENTATION MATTER?

Learning Objectives

At the end of this lesson, you will be able to write a blog reply.

CONTENTS

| | |
|---------|---|
| READING | ▶ Chile Overwhelmingly Passes Marriage Equality |
| GRAMMAR | ▶ Review of clauses |
| WRITING | ▶ Write a blog reply |



READING



1. In pairs, answer the following questions.

A. Do you agree with same-sex marriage? Why? Why not?

.....

B. Do you think that same-sex couples can adopt and bring up children? Why? Why not?

.....

2. Match the words with their definitions. Then check your answers with your partner.

| | | |
|------------------------------|--------------------------|--|
| A. undo (v) | <input type="checkbox"/> | complicated, and possibly deceptive plan or action. |
| B. disallow (v) | <input type="checkbox"/> | to correct or make small changes to something that is written or spoken. |
| C. ruling (n) | <input type="checkbox"/> | to ask the government or an organization to do something by sending them a petition. |
| D. bill (n) | <input type="checkbox"/> | an official decision, especially one made by a court. |
| E. petition (v) | <input type="checkbox"/> | a written proposal for a new law, that is brought to a parliament so that it can be discussed. |
| F. political maneuvering (n) | <input type="checkbox"/> | to try to remove the effects of something. |
| G. amend (v) | <input type="checkbox"/> | to officially refuse to accept something, because a rule has been broken. |

3. Read the news and decide if the statements are T (true), F (false) or NG (not given)

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HUMAN RIGHTS WATCH

DECEMBER 7, 2021 12:17PM EST | DISPATCHES

Available English Español

Chile Overwhelmingly Passes Marriage Equality

ADDRESSES PARENTAGE, JOINT ADOPTION, ASSISTED REPRODUCTIVE TECHNOLOGY

Today is a special day for same-sex couples in Chile **because** it has become the 31st country in the world to adopt marriage equality. The new law undoes existing legal discrimination against same-sex couples in parentage, joint adoption, and assisted reproductive technology, among others. It also discards the requirement **that** married transgender people should divorce **if** they want to have their gender legally recognized.

In 2012, the Inter-American Court of Human Rights **found** Chile had violated the rights of a mother **who** lost legal custody of her children because of cohabitating with them and her same-sex partner. This is the first time the regional court disallows discrimination based on sexual orientation and gender identity. Then the ruling required Chile to maintain the mother's parental rights and the rights of children to avoid discrimination based on their parents' sexual orientation and gender identity.

In 2015, a civil union law allowed same-sex and different-sex couples to enter into civil unions, but it did not provide equal rights, such as parentage and adoption rights. However, in 2017, former President Michelle Bachelet submitted a marriage equality bill to the Chilean Congress **after** she signed a friendly settlement with activists **who** petitioned the Inter-American Commission on Human Rights demanding Chile provide marriage equality.

After four years of legislative political maneuvering, today congress approved an amended version of Bachelet's bill, **which** current President Sebastián Piñera will sign into law. In the region, Chile joins Argentina, Brazil, Colombia, Costa Rica, Ecuador, and Uruguay in providing access to marriage for same-sex couples.

With this law, Chile states **that** all rights applicable to family relationships of heterosexual couples should extend to same-sex couples.

ADAPTED BY PATRICIO CANALES VOLPONE
from <https://www.hrw.org/news/2021/12/07/chile-overwhelmingly-passes-marriage-equality>

| | T | F | NG |
|---|--------------------------|--------------------------|--------------------------|
| A. Before 2021, same-sex couples experienced discrimination because they did not have the rights as heterosexual couples. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B. With this new law, married transgender people can divorce without recognizing their gender legally. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C. In 2012, the Inter-American Court of Human Rights found that Chile had violated the rights of same-sex couples because they were a bad example for children. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D. In 2015, a civil union law provided same-sex and different-sex couples equal rights, such as parentage and adoption rights. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E. Since 2017, members of the Chilean congress have worked to write an amended version of Bachelet's equality bill. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

4. In pairs, what does the excerpt mean? Do you agree? Why? Why not?

"With this law, Chile states that all rights applicable to family relationships of heterosexual couples should extend to same-sex couples".

GRAMMAR | REVIEW OF CLAUSES

A **clause** is a word group that contains a verb and its subject, and that is used as a sentence or as part of a sentence. Clauses that express a complete thought are called **independent clauses**. On the other hand, clauses that do not express a complete thought are called **subordinate clauses**.

EXAMPLE

Independent Clause

Subordinate Clause

► In Chile, many orphan children live in places [where they are not comfortable].

*S₁

VP₁

RP

RP

S₂

VP₂

C

S₁= subject - VP₁= verb phrase - PP= prepositional phrase - RP= relative pronoun - S₂= subject - VP₂= verb phrase - C= complement

NOUN CLAUSE

A **noun clause** is a subordinate clause which is used as a noun. A noun clause can be used as a subject, a subject complement, a direct object, an indirect object, or the object of a preposition.

EXAMPLE

Independent Clause

Subordinate Clause = noun clause = direct object

► I cannot remember [what the elected president said about same-sex marriage].

*S₁

VP₁

S

S₂

VP₂

C

S₁= subject - VP₁= verb phrase - S= subordinator - S₂= subject - VP₂= verb phrase - C= complement

ADJECTIVE CLAUSE

An **adjective clause** is a subordinate clause that modifies a noun or a pronoun. There are two types of adjective clauses: **essential** (or **restrictive**) and **nonessential** (or **non-restrictive**). A restrictive relative clause contains information necessary to the sentence's meaning. On the other hand, a non-restrictive relative clause contains information that can be omitted without affecting the sentence's basic meaning. Commas are used before and after this type of relative clause.

EXAMPLE

Independent Clause

Subordinate Clause = defining relative clause

► Luis is an activist *[who has fought in favour of the gay community rights]*.

*S₁ VP₁ C RP=S₂ VP₂ PP

S₁= subject - VP₁= verb phrase - C= complement - RP= relative pronoun - S₂= subject - VP₂= verb phrase - PP= prepositional phrase

ADJECTIVE CLAUSE

An **adverb clause** is a subordinate clause which modifies a verb, an adjective, or an adverb. An adverb clause expresses time, place, reason, manner, condition, concession, contrast, among others.

EXAMPLE

Independent Clause

Subordinate Clause = adverb clause = condition

► The interview about same-sex couple rights will go well *[if the elected president signs the contract]*.

*S₁ VP₁ C S S₂ VP₂ C

S₁= subject - VP₁= verb phrase - C= complement - S= subordinator - S₂= subject - VP₂= verb phrase - C= complement

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5. In pairs, read the following sentences from the article and do the following:

- Use square brackets [...] to identify the clause
- Classify them into **NOUN - RELATIVE - ADVERB**
- Underline the **SUBORDINATING CONJUNCTION**

- A. Today is a special day for same-sex couples in Chile because it has become the 31st country in the world to adopt marriage equality.
- B. In 2012, the Inter-American Court of Human Rights found Chile had violated the rights of a mother who lost legal custody of her children because of cohabitating with them and her same-sex partner.
- C. However, in 2017, former President Michelle Bachelet submitted a marriage equality bill to the Chilean Congress after she signed a friendly settlement with activists who petitioned the Inter-American Commission on Human Rights demanding Chile provide marriage equality.
- D. After four years of legislative political maneuvering, today congress approved an amended version of Bachelet's bill, which current President Sebastián Piñera will sign into law.
- E. With this law, Chile states that all rights applicable to family relationships of heterosexual couples should extend to same-sex couples.

BY PATRICIO CANALES VOLPONE



WRITING

TASK

Martin wrote a testimony in a blog for LGBTQ+ students. Read his testimony and write a reply about his sexual orientation. Use the guiding questions and noun, relative, and adverb clauses.

MARTIN
14 YEARS OLD
STUDENT
SINGLE
CONCEPCIÓN

I am Martin from Concepción. I am going to tell you about my life here in the south of Chile. When I was a child, I was very happy because I used to play with my brothers and sisters at home. After some time, I noticed that people treated me badly because my family was poor. My father worked a lot, but his salary was not enough to give us all we needed at that time. For this reason, one of my brothers had to work when he was studying in seventh grade. Our life was hard, but we were very happy. Fortunately, our mother was there with us most of the time. I must confess that I did not understand why people acted like that with us. I considered them stupid and ignorant. Years later, I do not understand why people still look down on me. I think it is because I feel different from my peers. I do not like football and things that the rest of boys like. I feel attracted to men. I am suffering from discrimination again. I am gay and poor. I do not know what to do. Help me! Could I change my life?

GUIDING QUESTIONS

- What would you do if you were Martin?
- What would you do if you had the chance to help Martin?
- Think about the possible solutions to his problem.

EXTRA PRACTICE

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



CULTURAL DIVERSITY BEYOND AND WITHIN THE CLASSROOM

Learning Objectives

At the end of this lesson, you will be able to write a paragraph on interculturality in schools.

CONTENTS

| | |
|---------|---|
| READING | ▶ Different expressions of cultural diversity |
| GRAMMAR | ▶ Identify parallelism ▶ Repair faulty parallelism |
| WRITING | ▶ A paragraph on interculturality in schools |



READING |

1. In groups, read the excerpts related to cultural diversity in Chile and create a suitable title for each one.

TITLE:

Held every year since 2002 on 21 May, *The World Day for Cultural Diversity for Dialogue and Development* celebrates not only the richness of the world's cultures, but also the essential role of intercultural dialogue for achieving peace and sustainable development. This day is an occasion to promote culture and highlight the significance of its diversity as an agent of inclusion and positive change. Countries should acknowledge the importance of preserving and developing cultural heritage and encourage the positive value of cultural and linguistic diversity through education (UNESCO, n.d.).

ADAPTED BY CATALINA SANDOVAL MUÑOZ

TITLE:

Jaana Juvonen and colleagues at the UCLA studied 4,302 students across Southern California, one of the nation's most diverse regions. The group of students was 41% Latino, 26% white, 18% Asian, and 15% African American, and other ethnicities. Unlike previous studies, however, the researchers did not only look into schoolwide diversity, but also into diversity at the classroom level. They did surveys to assess students' feelings of safety at school, bullying and social exclusion, and loneliness. They found that as classrooms became more diverse, students felt safer, less bullied, and less lonely (Adam Smith, 2017).

ADAPTED BY CATALINA SANDOVAL MUÑOZ

TITLE:

There are 10 recognized aboriginal peoples in Chile, which are full of wisdom and long-standing traditions: Aymara, Quechua, Atacameño, Colla, Chango, Diaguita, Mapuche, Yagán, Kaweskar, and Rapa Nui. In the north, festivities include Carnaval Andino or La Tirana in the Atacama Desert; in the center, there are several Grape Harvest Festivals; in the south, the Mapuche people are famous for their traditional dishes and medicinal orchards (Marca Chile, n.d.).

ADAPTED BY CATALINA SANDOVAL MUÑOZ

TITLE:

As part of the Programa de Educación Intercultural Bilingüe (PEIB) born in 1996, the subject Sector de Lengua Indígena (SLI) establishes the mandatory teaching of Quechua, Aymara, Rapa Nui or Mapudungun in schools with at least 20% of aboriginal students. These students have 2 to 4 hours of class a week, and they are taught by an Educador Tradicional Indígena (ET), who is known by their communities as able to teach the cultural and linguistic knowledge of a particular aboriginal language. On the other hand, to increase acceptance of the aboriginal language teaching, some schools have decided to teach English from 1° to 4° elementary grades. The latter is done not only to highlight how indispensable that language is for the students' future, but also to value the opportunity to learn an aboriginal language in an intercultural school (Larraguibel, 2017).

ADAPTED BY CATALINA SANDOVAL MUÑOZ

TITLE:

Centro Universitario Ignaciano (CUI) has implemented different initiatives to foster the integration of Haitian immigrants into the Chilean culture. Since 2015, the Zanmi Program has been offering free literacy workshops for adults, adolescents, and children wanting to learn Spanish. The same center has published a [free downloadable Kreyol-español Booklet](#), which teaches every day phrases and aims to facilitate the understanding between Spanish-speakers and Haitians. Finally, it has organized an art exhibit at GAM with a mural created by Haitian children during art workshops (Fernandez, 2017).

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GRAMMAR | PARALLELISM (also called "parallel structure" or "parallel construction")

Parallel structure means using the same pattern of words to show that two or more ideas have the same level of importance. This can happen at the word, phrase, or clause level. The usual way to join parallel structures is with the use of commas in a list, coordinating conjunctions such as "and" or "or," prepositions, or correlative conjunctions "not only/but also", "both/and," "either/or."

SOURCE: https://owl.purdue.edu/owl/general_writing/mechanics/parallel_structure.html

EXAMPLES OF PARALLELISM FROM THE READINGS

A. WORDS, PHRASES, OR CLAUSES SEPARATED BY COMMAS IN A LIST:

- ▶ The group of students was 41% Latino, 26% white, 18% Asian, and 15% African American, and other ethnicities.

EXPLANATION: All the elements in the list are similar

- ▶ They found that as classrooms became more diverse, students felt safer, less bullied, and less lonely.

EXPLANATION: All the elements in the list are comparatives

► Countries should acknowledge the importance of preserving **and** developing cultural **and** heritage and encourage the positive value of cultural linguistic diversity through education.

NOT ONLY + NOUN PHRASE / BUT ALSO + NOUN PHRASE

The World Day for Cultural Diversity for Dialogue and Development celebrates **not only** the richness of the world's cultures, but also the essential role of intercultural dialogue for achieving peace and sustainable development.

| SENTENCE | PARALLELISM CASE |
|---|---|
| 1. ____ As part of the Programa de Educación Intercultural Bilingüe (PEIB) born in 1996, the subject Sector de Lengua Indígena (SLI) establishes the mandatory teaching of Quechua, Aymara, Rapa Nui or Mapudungun in schools with at least 20% of aboriginal students. | A. Words, phrases, or clauses separated by commas |
| 2. ____The latter is done not only to highlight how indispensable that language is for the students' future, but also to value the opportunity to learn an aboriginal language in an intercultural school. | B. Words, phrases, or clauses separated by coordinating conjunctions such as "and" or "or," prepositions, |
| 3. ____The same center has published a free downloadable Kreyol-Español Booklet, which teaches every day phrases and aims to facilitate the understanding between Spanish-speakers and Haitians. | C. Words, phrases, or clauses separated by correlative conjunctions "not only/but also", "both/and," "either/or." |

1. The student was excited about inviting his new classmates over, eating a good meal, and _____.

- A.** a game of cards
- B.** to play cards
- C.** playing a game of cards

2. They enjoyed learning in the multicultural lesson more than _____.
- A. they learned in a single-culture lesson
 - B. learning in a single-culture lesson
 - C. to learn in a single-culture lesson
3. Teaching aboriginal languages, organizing cultural events, and _____ are different initiatives to promote interculturality in classrooms
- A. inviting famous aboriginal leaders
 - B. to invite famous aboriginal leaders
 - C. invite famous aboriginal leaders
4. The teacher told the Chilean students that they should welcome foreign students, that they should not bully them too much, and _____.
- A. to ask them about their traditions
 - B. that they should ask them about their traditions
 - C. asking them about their traditions

4. In pairs, underline the section that causes faulty parallelism. Then correct it.

FAULTY PARALLELISM EXAMPLE

The teachers were excited about the new students and what they would learn from them.

CORRECTED SENTENCE

FAULTY PARALLELISM EXAMPLE

The students were encouraged to value respect, enthusiasm, and organizing multicultural events.

CORRECTED SENTENCE

FAULTY PARALLELISM EXAMPLE

The teacher was asked to write a report on new students quickly, accurately, and in a detailed manner.

CORRECTED SENTENCE

FAULTY PARALLELISM EXAMPLE

The teacher warned me to revise my essay, and that I should pay close attention to parallel structures.

CORRECTED SENTENCE

STRATEGIES TO CHECK FOR PARALLELISM

- ▶ Read your sentences, pausing at a list with commas, coordinating conjunctions or correlative conjunctions.
- ▶ Check on each side of these words (you may use boxes) to see whether the items joined are parallel. If not, make them parallel.



WRITING |

TASKS

Use the excerpts given in the Reading Section to write a paragraph of 180 to 200 words that answers this question:

“How can cultural diversity benefit students, and how have Chilean schools dealt with interculturality?”

After you write, find 3 or more examples of parallelism. If they are incorrect, correct them.

EXTRA PRACTICE

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



WHAT DOES GENDER IDENTITY MEAN?

Learning Objectives

At the end of this lesson, you will be able to write a paragraph about LGBTQ+ inclusion in the classroom.

CONTENTS

| | |
|------------|---|
| READING | ▶ A Spotlight on LGBTQ+ People |
| VOCABULARY | ▶ Word families |
| WRITING | ▶ Write a paragraph about LGBTQ+ inclusion in the classroom |



READING

1. In pairs, read the definition of gender identity and discuss.

Gender identity is defined as a personal conception of oneself as male, female both or neither. Gender identity, in nearly all instances, is self-identified, as a result of a combination of inherent and extrinsic or environmental factors. For example, if a person considers himself a male and is most comfortable referring to his personal gender in masculine terms, then his gender identity is male.

ADAPTED FROM: <https://emedicine.medscape.com/article/917990-overview>

2. Read the news article and decide if the statements are T (true), F (false) or NG (not given)

Chile is one of the 15 OECD countries that include a question on self-identification as heterosexual, homosexual, or bisexual, and one of only three OECD countries that collect information on gender identity in at least one of their nationally representative surveys. According to the CASEN survey, the **share** of LGTBQ+ people in Chile in 2017 is **sizeable** (2%) and on the rise. Increasing disclosure of an LGTBQ+ identity is likely to continue in the future since it is led by younger cohorts.

Attitudes toward LGBTQ+ people are **improving** worldwide and have **consistently** been more positive in OECD countries than elsewhere. Chile is no exception: Chilean citizens are only halfway to full social **acceptance** of homosexuality, scoring nearly five on a 1-to-10 acceptance scale. Moreover, only a minority of Chilean respondents (43%) would accept that a child dresses and expresses herself/himself as a child of the other gender. This low acceptance of LGBTQ+ people puts them at risk of discrimination.

Experimental *data confirm that this penalty at least partly reflects labour market discrimination: with the same curriculum vitae, homosexual applicants are 1.5 times less likely to be invited to a job interview than heterosexual applicants when their sexual orientation is conveyed through their volunteer engagement or work experience in a gay and lesbian organisation.

A range of policies can help improve LGBTQ+ inclusivity. Making LGBTQ+ individuals and the penalties they face visible in national statistics is a prerequisite for their inclusion, suggesting that Chile could collect information on sexual orientation and gender identity in a broader range of surveys, including the Chilean Census.

Legally prohibiting anti-LGBTQ+ discrimination and ensuring equal rights for LGBTQ+ individuals is also essential to **improve** their situation. While Chile is among the 32 OECD countries that prohibit **discrimination** in employment based on sexual orientation, same-sex marriage is still not legal in Chile. In the United States, for instance, same-sex marriage policies caused a reduction of nearly 15% of suicide attempts among adolescents who self-identify as gay, lesbian or bisexual. Finally, educating people in countering their unconscious bias is a key component of any policy package aiming to **better** LGBTQ+ inclusion. Evidence shows that these interventions can be highly effective, even when they are short.

SINGULAR OR PLURAL VERB?

- ▶ In everyday English, data is usually followed by a singular verb: **The data** is collected by trained interviewers.
- ▶ In academic or very formal English, a plural verb is used: **These data** are summarized in Table 5.
- ▶ When talking about one fact or piece of information, you say a piece of data: This is a useful **piece of data**.
- ▶ Don't say: datas

<https://www.ldoceonline.com/es-LA/dictionary/data>

ADAPTED BY PATRICIO CANALES VOLPONE FROM: <https://www.oecd.org/chile/sag2019-chile-en.pdf>

| | T | F | NG |
|---|--------------------------|--------------------------|--------------------------|
| A. In Chile, people can find information about the gay community from national surveys. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B. LGBTQ+ people feel more comfortable in each country because people respect them. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C. Chileans would accept transgender people if they behave properly in the streets. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D. LGBTQ+ people in Chile are discriminated when looking for a job. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E. Chile is among the 32 OECD countries that does not prohibit same-sex marriage. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. In pairs, what does the excerpt mean? Do you agree? Why? Why not?

"Legally prohibiting anti-LGBTQ+ discrimination and ensuring equal rights for anti-LGBTQ+ individuals is also essential to improve their situation".

.....

.....

.....

GRAMMAR | WORD FAMILIES

When you learn a new word in English, it is a good idea to learn its word family: a noun, a verb, an adjective or an adverb derived from that word. To make nouns, verbs, adjectives and adverbs, add 'affixes' to the beginning or the end of a word. A prefix is a letter, or group of letters, that can be added to the beginning of a word to form a new word type. On the other hand, a suffix is a letter, or group of letters, that can be added to the end of a word to form a new word type.

EXAMPLE: "COMMUNICATE"

It is hard to understand when a gay man tries to **communicate** his or her feelings.

Communication when you are gay is always difficult.

It is difficult to be **communicative** if you are gay.

Look at the table:

| VERB | NOUN | ADJECTIVE |
|--|--|---|
| COMMUNICATE The suffix ' ate ' is added to make some verbs. Here are some examples: <u>translate</u> , <u>create</u> , <u>celebrate</u> , <u>participate</u> .  | COMMUNICATION We add the suffix ' tion ' to make some nouns. Some examples are: <u>translation</u> , <u>creation</u> , <u>celebration</u> and <u>participation</u> .  | COMMUNICATIVE The suffix ' ive ' is given to make some adjectives. Some examples of them are: <u>informative</u> , <u>creative</u> , <u>attentive</u> .  |

ADAPTED BY PATRICIO CANALES VOLPONE

4. Read the words in bold and use a dictionary to complete the following table. Then compare your answers with your partner. Sometimes not all the word types exist.

| NOUN | VERB | ADJECTIVE | ADVERB |
|----------------|---------|-----------|--------------|
| share | | | |
| | | sizeable | |
| | improve | | |
| acceptance | | | |
| | face | | |
| discrimination | | | |
| | | | consistently |

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5. In pairs, read the text again and choose 5 words. Then complete the table.

| NOUN | VERB | ADJECTIVE | ADVERB |
|------|------|-----------|--------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

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6. Complete the following sentences with a noun, an adjective, a verb or an adverb from the word given. Then check your answers with your classmates.

- A. There is a _____ of pictures about the gay community in the state museum in Santiago.
- B. Madonna used to sing songs about the _____ of women and gay rights in the 1990s.
- C. Last December, same-sex couple can marry in Chile, representing an _____ for the entire life.
- D. The gay community representatives _____ the same-sex marriage in Chile.
- E. In some countries, _____ laws discriminate against same-sex rights to get married and adopt children.
- F. Gay teenagers are sometimes _____ reluctant to play traditional male games at school.

BY PATRICIO CANALES VOLPONE

collect

express

engage

suggest

prohibit

understand



WRITING

TASK

As a teacher of English, what activities can you create to promote LGBTQ+ inclusion in your classroom?

WORDS

180 -200

WHEN YOU FINISH, CHOOSE 5 WORDS TO COMPLETE THE TABLE.

| NOUN | VERB | ADJECTIVE | ADVERB |
|------|------|-----------|--------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

BY PATRICIO CANALES VOLPONE

EXTRA PRACTICE

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



TEACHING ENGLISH TO LEARNERS WITH SPECIAL EDUCATIONAL NEEDS (SENs)

Learning Objectives

At the end of this lesson, you will be able to write a paragraph about how to meet the needs of SEN students in your classroom.

CONTENTS

READING AND VOCABULARY

► Building an Inclusive English Classroom for Special Educational Needs (SENs) Students

GRAMMAR

► Causatives

WRITING

► Write a paragraph about how to meet the needs of SEN students in your classroom

READING |



1. In groups, discuss these statements. Be prepared to explain your answer to the class.

- A. You have to be a specialist psychologist or specially trained teacher to know how to teach SENs' students
- B. Other learners in the class make less progress when they are taught with learners with SENs
- C. Learners with SENs cannot learn languages
- D. It takes a lot of extra time and planning if you have learners with SENs
- E. A teacher cannot 'fix' the learner's problem, so there is nothing the teacher can do

SOURCE: <https://www.teachingenglish.org.uk/article/teaching-english-learners-special-educational-needs-sens-%E2%80%93-myths-realities>

2. Now read the article and match the list of disorders to their definitions:

BUILDING AN INCLUSIVE ENGLISH CLASSROOM FOR SPECIAL EDUCATIONAL NEEDS (SENS) STUDENTS

A **Special Educational Needs (SENs)** student is understood as a student who has any limitation which is shown in the academic performance within the school environment. These limitations can be physical, environmental, cultural, communicative or social. Some common disorders found in inclusive classrooms are the following:

| | |
|--|---|
| 1. Attention-Deficit Hyperactivity Disorder (ADHD) | ___ This is a disability characterized by significant limitations in both intellectual functioning (intelligence) and in adaptive behavior, which covers a collection of conceptual, social, and practical skills that are learned and performed by people in their everyday lives (AAIDD, n.d.). |
| 2. Autism spectrum disorder (ASD) | ___ These disorders can exist together or by themselves. Examples of these problems include the following: speech disorders, such as difficulty with forming specific words or sounds correctly, stuttering or stammering (CDC, n.d.). |
| 3. Dyslexia (or Reading Disorder) | ___ Complete or partial lack of hearing |
| 4. Speech impairment | ___ Complete or partial lack of vision |
| 5. Intellectual Disability | ___ This is one of the most common neurodevelopmental disorders of childhood. Children may be overly active, easily distracted. They may also have trouble paying attention, sitting for long, controlling impulsive behaviors, following instructions or conversations (CDC, n.d.). |
| 6. Blindness or vision impairment | ___ This is a developmental disability that can cause significant social, communication and behavioral challenges. The learning, thinking, and problem-solving abilities of these students can range from gifted to severely challenged (CDC, n.d.). |
| 7. Deafness or hearing impairment | ___ This is a learning disorder that involves difficulty reading due to problems identifying speech sounds and learning how they relate to letters and words (decoding). Students' intelligence and vision are normal (Mayo Clinic, n.d.). |

Many countries across the world are now following policies of social and **educational inclusion** for learners with those SENs and others. This means that more and more learners with SENs are in **mainstream classrooms**. However, many teachers do not feel that their **teacher training** has prepared them for including learners with SENs in their classrooms. If you had learners with SENs in your English class, would you know how to support them?

3. Do the definitions above change your perception of the statements in exercise 1? Why?

4. In groups, imagine you have a student with one of the disorders or disabilities in the list. How can that influence their learning of English? How can you address this? What kind of activities and/or adaptations would you need to make? Is there any feature(s) in the student that can be exploited to facilitate their learning process?

BY CATALINA SANDOVAL MUÑOZ

GRAMMAR | CAUSATIVES

A causative is a verb that indicates that some person or thing helps to make something happen. It is followed by another verb. There are 3 possible verb patterns, which are shown in the table below:

PATTERN 1 VERB + OBJECT + INFINITIVE (OBJECT COMPLEMENT WITH TO AND WITHOUT TO)

| | | | | | |
|---------|---|-----------|------------|---|------|
| WITH TO | ◀ | allow | WITHOUT TO | ◀ | have |
| | | cause | | | help |
| | | enable | | | let |
| | | encourage | | | make |
| | | help | | | |
| | | require | | | |

EXAMPLE

- ▶ Research suggests that short activities can **encourage children with ADHD to learn**.
- ▶ Using touchscreens may **cause children with attention deficit disorder to learn** vocabulary in the English classroom.
- ▶ The teacher **had the class read** the story aloud for the blind student so that he enjoyed it.

PATTERN 2 VERB + OBJECT + FROM + GERUND

| | | | | | |
|---------|---|------------|------------|---|----------|
| WITH TO | ◀ | discourage | WITHOUT TO | ◀ | prohibit |
| | | forbid | | | stop |
| | | prevent | | | |

EXAMPLE

- ▶ A single teaching strategy can **discourage children with ADHD from enjoying** your lesson.
- ▶ Some parents decide not to enroll their children with SENs in mainstream schools to **prevent them from being** teased by classmates.

PATTERN 3 PASSIVE FORMS

any other verb above, except "have" or "let"

EXAMPLE

- ▶ Classmates of SENs' students **may be encouraged to be** inclusive and empathic.

ADAPTED BY CATALINA SANDOVAL MUÑOZ from Wisniewska, I. (2013). Vocabulary and Grammar for the TOEFL test. HarperCollins UK.

5. In groups, read and complete the list of suggestions for inclusive classrooms with a suitable ending in the box.

- ▶ Allow learners to present and practice language in different senses.
- ▶ Train teachers so that they can to work with SENs' learners.
- ▶ Make your SENs' learners feel bullying-free.
- ▶ Require students to find things students have in common.
- ▶ Encouraged to see the learner and not the label, as learners with SENs are people with their own personality.

A. A specialist could help to _____

B. Teachers with SEN students should be _____

C. Using activities which develop empathy in the classroom can _____

D. Exploit activities that _____

E. Teachers should _____

BY CATALINA SANDOVAL MUÑOZ

6. In pairs, read each sentence and translate it into English. Compare your answers with another group.

A. Los profesores deben hacer que los estudiantes desarrollen un sistema de mentoría de pares, en el que los estudiantes se ayudan el uno al otro.

.....

B. Instrucciones confusas o largas pueden hacer que algunos estudiantes se sientan perdidos, así que se recomienda que los/las profesoras prefieran instrucciones claras y concisas.

.....

C. Sistemas de evaluación diferentes permiten que estudiantes con necesidades especiales demuestren su aprendizaje de manera justa.

.....

D. Material visual puede ayudar a los/las niñas a reforzar reglas y rutinas.

.....

E. Los/las docentes pueden requerir a los estudiantes con problemas de audición que sienten cerca de ellos.

.....

BY CATALINA SANDOVAL MUÑOZ

F. A los estudiantes con ADHD se les puede pedir que se sienten lejos de distracciones tales como ventanas.

.....

.....

WRITING |



TASK

As a teacher of English, what activities can you create to meet the needs of SEN students in your classroom? Use 5 causatives in your paragraph.

WORDS

150 -180

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. In pairs, read the blog entry and answer the questions:



The screenshot shows a web browser displaying a blog post. The browser's address bar is empty, and the page has a dark blue header with a navigation menu. The blog post title is 'A day in the life at an English school for learners' in a cursive font, with a subtitle 'WITH SPECIAL EDUCATIONAL NEEDS' in a green box. Below the title is a photo of a teacher standing in a classroom with several students. The text of the blog post begins with 'Recently we had the privilege to spend a day with the brilliant teachers and wonderful pupils at the St Christopher Academy Trust specialist school in the UK which works with children at both primary and secondary level on the autism spectrum with a variety of communication and interaction needs.' It continues to describe the school's focus on developing life skills and the challenges faced by learners with autism. The post concludes with a paragraph about understanding the causes of such behavior and the importance of a visual approach to presenting information.

HOME | NATIONAL | LATINA AMERICAN | WORLD | SPORTS | LIFESTYLE | OPINION | BLOGS | TRAVEL | CHILE ELECTION 2017

A day in the life at an English school for learners

WITH SPECIAL EDUCATIONAL NEEDS



Recently we had the privilege to spend a day with the brilliant teachers and wonderful pupils at the St Christopher Academy Trust specialist school in the UK which works with children at both primary and secondary level on the autism spectrum with a variety of communication and interaction needs.

Though this school is not a mainstream 'regular' school, it very much follows the UK national curriculum. A number of the children go onto further education, and the focus is on developing life skills for all, using a variety of child-centred learning approaches.

All learning difficulties and special educational needs are on a spectrum and learners with autism may function quite effectively in a learning context or may have what is understood as 'classical autism,' which means that they are unable to function independently due to little or no language/ communication skills, so they need to be looked after all their lives. It is not clear why a child may be autistic, but what is clear is that there is no 'template' on how to work with learners on the autistic spectrum. As all learners, they are all individuals and require individual approaches in developing their skills.

It would be helpful for us to begin to understand what the causes of such behaviour are, and then how we can effectively manage such behavior. Learners with ASD are likely to have difficulties with the following: Processing and retaining verbal information, following instructions, and working co-operatively, among others. These learners can have real challenges with both verbal and written language – usually essential as part of any communication – a visual approach to presenting information is often essential.

ADAPTED BY CATALINA SANDOVAL MUÑOZ

from: <https://www.teachingenglish.org.uk/article/a-day-life-english-school-learners-special-educational-needs>

In our day at St Christopher's, we saw great examples of really good teaching and classroom. These included 1) planning lessons where subjects such as numeracy and literacy would be earlier in the day and more creative subjects such as arts in the afternoon; 2) integrating 'whole brain' activities through using drawing, music, songs and games into all lessons; 3) demonstrating practical application of subjects with hands-on experience so that learners can discover for themselves.

We thank the teachers and pupils for letting us into their life briefly to understand their needs so much better. We have learnt so much from them.

ADAPTED BY CATALINA SANDOVAL MUÑOZ from: <https://www.teachingenglish.org.uk/article/a-day-life-english-school-learners-special-educational-needs>

- Who is the intended audience of this entry?
- What type of SEN learner did the writers see in the school?
- As a summary, what kind of information does the entry give?
- Is the entry's register formal or informal? Find examples to support your answer.
- Find 2 examples of parallelism in the article.
- Find examples of British spelling. What are they?

2. Review of dependent clauses: adjective, adverb and noun clauses. In pairs, complete the quiz.

QUIZ

1. The complex sentence: "Recently I had the privilege to spend a day with the brilliant teachers and wonderful pupils at the St Christopher Academy Trust specialist school in the UK which works with children at both primary and secondary level on the autism spectrum" contains

- an adjective clause
- an adverb clause
- a noun clause

4. How many noun clauses does the following sentence contain? "It is not clear why a child may be autistic, but what is clear is that there is no 'template' on how to work with learners on the autistic spectrum."

- 2
- 3
- 4

2. The complex sentence: "Though this school is not a mainstream 'regular' school, it very much follows the UK national curriculum" contains

- an adjective clause
- an adverb clause
- a noun clause

5. The complex sentence: "These included planning lessons where subjects such as numeracy and literacy would be earlier in the day" contains

- an adjective clause
- an adverb clause
- a noun clause

QUIZ

3. How many noun clauses does the following sentence contain? "It would be helpful for us to begin to understand what the causes of such behaviour are, and then how we can effectively manage such behavior."

- A. 2
- B. 1
- C. 0

6. The complex sentence: "Students in this school may have what is understood as 'classical autism,' which means that they are unable to function independently due to little or no language/ communication skills" contains

- A. 1 adjective clause
- B. 1 adjective clause + 1 noun clause
- C. 1 noun clause + 1 adjective clause + 1 noun clause

3. In pairs, analyze these sentences and decide if they contain parallel structures (P) or not (NP). Correct the sentences that are not parallel.

- A. The parents spent a long time searching for the best school and make the right decision.
- B. Unlike previous studies, however, the researchers did not only look into schoolwide diversity, but also into diversity at the classroom level.
- C. SEN specialists are useful in terms of educating parents of SEN learners as well as they can train teachers.
- D. In Chile, same-sex couples can now not only get married, but also adopt children.
- E. Legally prohibiting anti-LGBTQ+ discrimination and ensuring equal rights for LGBTQ+ individuals is also essential to improve their situation.

4. In pairs, read the beginning of sentences that provide advice for a more inclusive society. Complete the sentences with your own ideas and the most suitable verb from the box. Exchange your sentence with another group.

- | | | | | |
|----------|-------------|--------|--------------|------------|
| ▶ allow | ▶ encourage | ▶ have | ▶ make | ▶ prevent |
| ▶ cause | ▶ help | ▶ help | ▶ discourage | ▶ prohibit |
| ▶ enable | ▶ require | ▶ let | ▶ forbid | ▶ stop |

- A. The bill that Bachelet submitted _____ same-sex couples to _____
- B. A simple activity to promote different cultures in the classroom is to _____
- C. Teachers can _____ ADHD students to _____ by creating activities involving movement.
- D. A gender identity law _____ LGBTQ+ people to _____
- E. _____ is one way to meet the needs of SEN learners.



WRITING |

Individually, think about your experience in school to write a paragraph that connects with and illustrates any of the topics in the unit. **Words:** 180 - 200.

When you finish, exchange the paragraph with another group and give each other feedback on content, grammar, and punctuation. What is good, what needs to be improved and how?

Reflecting on the Past 10 Days

Reviewing my confidence scales, am I becoming more confident or less confident? Why?

Each day I force myself to go outside my comfort zone, I become more confident.

What's one thing I can do to give myself more time?



Spend less time worrying about failure and use that time to think of new ideas!

What are the most important things I learned over the past 10 days?

1. Don't be AFRAID to ask for help

2. Simple solutions are ALWAYS best

3. Take 20 min each day to CLEAN UP

NEW PRODUCT IDEA!

Concept: A portable whiteboard



Folds up for on the go meetings!

SELF-EVALUATION

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

| LESSON 1 | 1 | 2 | 3 |
|---|--|--|--|
| <ul style="list-style-type: none"> ▶ I can extract general and specific information from an article. ▶ I can identify and analyze adjective adverb and noun clauses. ▶ I can plan and write a blog entry. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| LESSON 2 | 1 | 2 | 3 |
| <ul style="list-style-type: none"> ▶ I can extract the main idea of a set of excerpts on cultural diversity. ▶ I can identify and analyze parallel structures. ▶ I can identify and repair faulty parallelism. ▶ I can plan and write a paragraph using a set of sources. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| LESSON 3 | 1 | 2 | 3 |
| <ul style="list-style-type: none"> ▶ I can extract general and specific information from a news article. ▶ I can identify and classify word types. ▶ I can plan and write a paragraph on LGBTQ+ inclusion ideas for the classroom. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| LESSON 4 | 1 | 2 | 3 |
| <ul style="list-style-type: none"> ▶ I can extract general and specific information from an article on SEN learners. ▶ I can identify and write sentences with 3 causative verb patterns. ▶ I can plan and write a paragraph on meeting the needs of SEN learners in your classroom. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Remember: If you need help, ask your teacher!

(N)EVER (S)TOP
LEARNING



1 2 3 4

ANSWER KEY

UNIT 1

Lesson 1

- Text 1 is more academically acceptable than text 2 because ideas are supported by cited sources. Text 2 has no citations to check the validity or authorship of the student's ideas.

Common academic writing terms when citing

- Introductory phrase with reporting verb: as....points out,

Direct quotation: it indicates use of author's original words

In-text citation: Lu (2002), Riley (2004)

Paraphrase / Summary: ideas from source in your own words

Reference list: after the text, provides full information for all of the in-text citations

Page number: it shows the exact location of a direct quotation

Reference entry: each piece of information in the reference list about an in-text citation.

1. D.; 2.2. B.; 2.3. C. ; 2.4. A.
- A. 1 +3; B. 6; C. 2; D. 4 and 8; E. and G. Source given after the paragraph; F. part of 7; H. part of 4
- A. P; B. P; C. OK; D. P
- Answers may vary.

Lesson 2

- A. The expanding circle is made up of countries in which English is learned and treated as a foreign language. In these countries, English is considered a tool which is needed to communicate in a global environment. Examples include Japan, South Korea, Chile and Brazil.
B. The term lingua franca refers to the teaching, learning, and use of any language as a common means of communication (or contact language) for speakers of different native languages.
C. Answers may vary

- A. T B. F C. T D. F E. T

- mobile - increased - 10 years - increase - more than - around the world - worry - damage - brain cancer percentage - grown - the understanding - growth

- Answers may vary.

- Answers may vary.

Lesson 3

- A. T B. F C. F D. T E. T

- A. She states that to learn English, there is no better strategy than speaking and practicing in English.

- B. The plan states that teachers of English who teach 5th and 6th grade students can improve their language skills, update their pedagogical knowledge and establish collaborative work networks with their peers.

- C. English in English includes extracurricular workshops, English camps and interactive virtual classes, in which oral skills in the foreign language will be promoted.

- D. He explains that this plan will help Chile to become a bilingual country, which is a vital step for our development.

- Answers may vary.

- A. B. C. D.

- Answers may vary.

Lesson 4

- Answers may vary.

- There are 2 positive effects of computers in higher education: "Because of computer technology, higher education today has two major conveniences: lecture variety and easy research."

- A. S ; B. P

- Paraphrasing is used with a specific excerpt to complement your own writing; summarizing

takes just the gist of an excerpt or even a much longer work (e.g. a research article), which is then put in your own words.

5. Key points:

- ▶ Not everything that is found online is true: fake news.
- ▶ There are several ways that fake news can affect students and their academic performance
- ▶ **1.** a worrying percentage of undergraduate students cannot distinguish between real and fake news.
- ▶ **2.** sources may be unreliable and therefore, students will get a lower grade in their papers
- ▶ **3.** many fake news stories of medical treatments and diseases trusting these stories could lead to decisions that may be harmful to your health.
- ▶ the CRAAPP Test evaluates the quality of information on websites.

6., 7., 8.: Answers may vary

REVIEW

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

2. A. claim, B. reports, C. show/demonstrate, D. shows/demonstrates, E. shows/demonstrates, F. report, G. suggests, shows, demonstrates

3. A. yes; B. no, use other techniques to complement it; C. yes; D. yes; E. no; F. synonyms, change order of ideas, make grammar changes, change word types; they should not include any personal opinion or interpretation; G. they would be incorrect because the original meaning needs to be kept; H. you must read and make sure you understand the passage really well, underline main points and relevant details; I. all of them matter because they ensure a clear message.

4., 5.: Answers may vary

UNIT 2

Lesson 1

1. A. and B. answers may vary 1 C.

- ▶ **internal migration:** moving within a state, country, or continent
- ▶ **external migration:** moving to a different state, country, or continent
- ▶ **emigration:** leaving one country to move to another

▶ **immigration:** moving into a new country

▶ **return migration:** moving back to where you came from

▶ **seasonal migration:** moving with each season or in response to labor or climate conditions

▶ An emigrant is a person who is leaving one country to live in another.

▶ An immigrant is a person who is entering a country from another to make a new home.

▶ A refugee is a person who has moved to a new country because of a problem in their former home.

2. Answers may vary, but they may be like this:

▶ There are almost 300 million international migrants worldwide and is more than it has been predicted for 2050, as international migrants are 3 times as much.

It is hard to guess how many people will migrate and how fast for several reasons.

▶ Compared to other years, the international migrant population figures have remained the same, but there have been some effects of the latest world events on migration.

▶ Millions have migrated to escape conflict and violence in their home countries.

Some of the main reasons for migration are the effects of climate change, but others are family, employment and education.

3. Sample 1: 4 ; Sample 2: 1 ; Sample 3: 3; Sample 4: 2 - A few answers may vary depending on students' discussion.

4. Mostly improve their hooks by adding figures that support the statements given. Some need to add more background information or clarify their thesis so that it answers the essay question directly and specifically.

5. A. at the end of the introductions, 5B. 1,2,3 respond to the essay question directly; however, 1 has grammar errors, and 2 has an extra, unrelated clause. 3 answers directly, despite the grammar error and little informal tone ("a lot of"). 4 does not answer the essay question; it deviates from it.

6. 6C. and 6D. who live, 6E. who die

7. Answers in INE (2018)

Lesson 2

1. Most migrants come from India, the primary destination is the United States, the country

with the greatest migration growth is Equatorial Guinea, tracking started in 2013, 30,900, The Mediterranean Sea.

2. Answers may vary
3. living, living, dying, claiming. There are 3.
4. A. apparently, but it is not answered directly as it should be done B. The reasons are not very clear and sufficient C. Bravo (2017) indicates that the increase of the income per capita in Chile has permitted that...- solutions may vary, D. not a precise sentence due to wrong word choices, E. "The influx of people arriving from places like Peru, Haiti, Colombia or Venezuela has created better work opportunities for Chileans, and also giving (given) foreigners a place where to earn money to improve their quality of life" (correction of parallelism) - Another possible correction is splitting the sentence into 2, each would need to have its own subject. F. reduced participle.
5. B. dangling modifier: ... and have a good job and their own home.
C. they may be considered reduced participles; however, it is not clear what in the sentence is responsible for those actions, and the sentence gets too long. It is best if they become new, separate sentences. Solutions may vary.

Lesson 3

1. A. *answers may vary*
B. *answers may vary*
2. A. F B. T C. F D. T E. F F. T G. T
3. A. *answers may vary*
B. it is not correct so that the students have to paraphrase or summarize someone else's ideas.
C. techniques: paraphrasing and summarizing
D. No, it is not. The correct form for this in-text citation is: (Aldunate et al., 2019, p.9).
E. *answers may vary*
F. *answers may vary*
4. A. because it is a definition.
B. 2 (illustrate & argue)
C. No, they are not. The word "that" is a conjunction, and it is used to introduce a noun clause.
D. *answers may vary*
E. *answers may vary*

5. A. The groups of immigrants chose [where they would relocate].
B. [That Maria decided to migrate] surprised me.
C. Fernando taught [whoever was interested in Chilean culture].
D. Although I do not agree with your opinion about immigrants, I can see [how you would think that].
E. Acceptance, inclusion, and diversity are [what I want for the country].

Lesson 4

1. A. *answers may vary*
B. *answers may vary*
C. *answers may vary*
D. *answers may vary*
2. A. They came to Chile because they are looking for new expectations.
B. They saw some locals marching and shouting against migrants.
C. Someone wearing a Spiderman suit was there trying to help them laugh.
D. 10
E. They represent reduced participle clauses.
3. A. lighting
B. attending
C. were singing
D. were watching
E. trying

4.

| | |
|---|---|
| 1 | 2 |
| 2 | 1 |

REVIEW

1. A. It's the introduction of an argumentative essay.
B. Yes. It has a hook, background information and clear thesis statement.
C. **It is correct:** last names, comma, and year of publication.
D. Yes. It is very clear and complete. It contains the writer's position (counterargument + refutation) plus the reasons the writer will develop in the essay.

2. A. Other drawbacks are highlighted by Strobl (2014), who states that there are reasons why some students prefer not to write collaboratively, such as some group members not contributing to the work and having various ways of writing and group work methods.
- B. Even worse is the fact that there are several students that “free-ride,” meaning that they would just sit back and try to benefit effortlessly while their classmates work on their assignment.
- C. Among the affective benefits is the use of communicative abilities while they work with their classmates, boosting their confidence, as well as their motivation to learn (SriRahayu, 2016).
- D. As pointed out by Yeh (2014), Google Docs is one of the most useful technological tools for collaborative writing, allowing the writers to share the document with their classmates in real-time while all of them can edit, read, or revise the written documents.
3. A. While crossing the frontier, the migrants were hopeful about their new life.
Correction: While migrants crossed the frontier, they were hopeful about their new life.
- B. In checking the records, the problem became clear.
Possible Correction: When the officials checked the records, the problem became clear.
- C. Listening to their talk, I noticed they had a different Spanish accent.
Correction: While I listened to their talk, I noticed they had a different Spanish accent.
- D. There are several factors that can influence the effectiveness of collaborative writing, including participation, task distribution, and the different dynamics that the group can create, meaning that when working in a group it can be difficult to adapt to the way others work, thus encouraging progress in collaborative writing.
*Besides its dangling modifiers, this sentence is long, so punctuation requires revision.
Possible Correction: There are several factors that can influence the effectiveness of collaborative writing, including participation, task distribution, and the different dynamics that the group can create. These factors mean that when students work in a group, it

can be difficult to adapt to the way others work and progress in collaborative writing.

- E. On the other hand, the disadvantages are related to the lack of discipline and motivation of some group members to successfully complete the task affecting the performance of the group, and making others prefer to work individually.

*although the highlighted parts are reduced participle clauses and may be replaced by adjective clauses, who is responsible for the actions is unclear/vague. Therefore, the student should start a new sentence with a specific subject, for example: Thus, these attitudes affect the performance of the group and make others prefer to work individually.

4.

| PRESENT PARTICIPLE FORMS | FUNCTION |
|--|---|
| those seeking refuge | reduced participle |
| Visiting professor | adjective |
| Give them the opportunity to migrate complying with law | after a verb of movement |
| more people will be entering | part of continuous form of a verb phrase (future continuous) |
| was making | part of continuous form of a verb phrase (past continuous) |
| are escaping extreme violence | part of continuous form of a verb phrase (present continuous) |
| growing environmental problems, | adjective |
| environmental problems, including drought and floods | reduced participle |

5. A. Visiting professor of international law John Cerone states [that the only way to effectively reduce irregular migration is to give people some hope of regular migration].
- B. When a caravan of migrants was making its way through Central America to the United States to seek asylum last fall, President Donald Trump said [that Middle Eastern terrorists were probably hiding within the group's ranks].
- C. He later acknowledged [that there was no evidence to support his claim], yet he had already painted the group as a threat.
- D. The real reason [that migrants travel in groups], though, is because they are vulnerable, said Karen Jacobsen, expert in Global Migration.
6. answers may vary

UNIT 3

Lesson 1

1. answers may vary
2. A. F, B. T, C. F, D. F, E. T
- 3.

| | | |
|----|--|---------------------------|
| 1. | Gives context information to introduce and understand the problem. | PP / PS |
| 2. | Presents the reports purposes, methodology, and a general finding. | PP / PS |
| 3. | This sentence announces the start of the findings section. | PS (passive) |
| 4. | Includes subheadings that precede findings, and then findings are summarized with key figures to support ideas. Each finding is concise and presented through bullet points and key concepts in bold to guide the reader. the problem studied. | PP / PS |
| 5. | Provides recommendations to address | PS future with will |
| 6. | Finishes the report with a call to action to authorities, stakeholders, and/or society. | hope that + PS |

4. A. has made; B. have amplified; C. has halted; D. aims; E. remains; F. was/is; G. will pave; H. serves
- 5.

| | |
|--|--|
| gender-based: adjective (hyp) | labor market: noun (open) |
| re-opening: present participle | gender-positive: adjective (hyp) |
| gender-equal adjective (hyp) | lockdowns: noun (solid) |
| gender parity: noun (open) | health emergency: noun (open) |

6. A. lockdowns, B. gender-based, C. re-opening, D. labor market E. gender-positive (hyphenated) F. gender-equal G. gender parity

Lesson 2

1. answers may vary
2. answers may vary
3. A. it is one of the lowest in Latin America B. female C. low-income workers D. The median wage of male of full-time employees is 12% higher than that of their female counterparts, E. make the gap smaller or eliminate it F. noun clauses: *that in Chile the percentage of female participation in the labor force is one of the lowest in Latin America. / that there are more female low-income workers*

than male ones./ What the research illustrates / that the gender pay gap in Chile is large; G. the lowest, the highest; H. higher than.

4. A. earn B. wage C. low-income D. demands E. labor force F. aimgender-equal G. gender parity
5. A. - D. answers may vary

Lesson 3

1. Answers may vary
2. A. Answers may vary
B. Answers may vary
C. reduced participle clause
D. present participle, participle with conjunction, subordinating conjunction
3. Answers may vary
4. A. because B. although C. unless D. while
5. A. [Before the year finishes], Chilean people could have a new president in favour of women's rights.
B. The elected president gave a speech on TV [as if it were the last one of his government].
C. The elected president is in favour of women's rights, [whereas his opponent is against them].
D. Women will negotiate their salaries [so that they can have the same rights, which are not considered equal today].
E. [As women do not have the chance to negotiate their salaries], the new government has a policy that forces companies to let them do it.

Lesson 4

1. A. Answers may vary
B. Answers may vary
C. Answers may vary
2. A. T B. F C. T D. T E. F
3. Answers may vary
4. A. catalyse B. emerge C. demand D. write E. led to F. preserve G. stress, emphasize
5. Answers may vary
6. Answers may vary

REVIEW

1. A. It will present evidence that a large gender gap at the highest scores may be explained by how differently men and women respond

to competitive test-taking environments. It is shown by the end of the article, which works as a thesis statement.

- B. 1. Goldin, Katz, and Kuziemko (2006) show that female high school students now outperform male students in most subjects and in particular on verbal test scores. 2. The ratio of male to female college graduates has not only decreased, but reversed itself, and the majority of college graduates are now female. 3. The gender gap in mathematics has also changed: females take more math and science courses and the mean in performance on math test scores are only slightly larger for males than for females.
- C. it now shows the opposite trend; changed in the opposite direction.
- D. **as:** since, because ; such as: as, for example, for instance.
- E. college gender gap, high school, test-taking
- F. they argue that the gender gap is not due to biological gender differences, but a different reason they will explain in their article.

2. A. present perfect in both cases (clue: over the past 60 years); B. all in present perfect (they are documenting what started in the past and continue until the present); C. present simple (a statement of fact, permanent idea)
3. Goldin, Katz, and Kuziemko (2006) show [that female high school students now outperform male students in most subjects and in particular on verbal test.]

One argument is [that boys have and develop superior spatial skills and that this gives them an advantage in math.]

Instead, the paper argues [that a large gender gap at the highest scores may be explained by how differently men and women respond to competitive test-taking environments.]

4. A. [While the elected president read his speech,] everyone listened.
- B. [Unless someone notifies the president,] he should be at home by noon.
- C. [Even though the elected president had read his speech twice,] he went over it a third time.
- D. Did you know that Temuco was the capital of the colonies while the patriots were rebelling against the Chilean government?

E. [Santiago is considered the birthplace of Chile] since both the Declaration of Independence and the Constitution were signed there.

5. 1. Women will demand fair pay as long as gender pay gaps exist.
2. More men enrol in STEM majors, as they want to have well-paid jobs.
3. Women will continue to earn less than men unless labor policies regulate this and make wages equal.
4. Currently, women have more participation in politics although the gender gap in this area is still significant.
5. Admission modalities may have to change so that women interested in STEM can perform as well in mathematics tests as men.
6. The women demanded a pay rise, but it was as if nobody listened.
6. A. points out B. carried out C. have found out D. bring about E. set up

UNIT 4

Lesson 1

1. A. *Answers may vary*
B. *Answers may vary*
2. f - g - e - c - d - b - a
3. A. T B. F) C. NG D. F E. F
4. A. Today is a special day for same-sex couples in Chile [**because** it has become the 31st country in the world to adopt marriage equality]. (adverb clause)
- B. In 2012, the Inter-American Court of Human Rights found [(**that**) Chile had violated the rights of a mother [**who** lost legal custody of her children because of cohabitating with them and her same-sex partner]]. (noun clause - defining relative clause)
- C. However, in 2017, former President Michelle Bachelet submitted a marriage equality bill to the Chilean Congress [**after** she signed a friendly settlement with activists [**who** petitioned the Inter-American Commission on Human Rights demanding Chile provide marriage equality]]. (adverb clause - defining relative clause)
- D. After four years of legislative political maneuvering, today congress approved an amended version of Bachelet's bill, [**which**

current President Sebastián Piñera will sign into law]. (non-defining relative clause)

- E. With this law, Chile states [**that** all rights applicable to family relationships of heterosexual couples should extend to same-sex couples]. (noun clause)

Lesson 2

1. Answers may vary but be like this:

- ▶ *The World Day for Cultural Diversity for Dialogue and Development*
- ▶ *Positive effects of cultural diversity on students well-being*
- ▶ *Diversity of aboriginal peoples in Chile and customs*
- ▶ *Aboriginal language and English teaching in Chile*
- ▶ *Voluntary initiatives to integrate Haitian immigrants*

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

3. a: c / b: b / c: a / d: b

4. **Faulty parallelism example:** The teachers were excited about the new students and what they would learn from them.

Corrected sentence: The teachers were excited about the new students and their learning.

Faulty parallelism example: The students were encouraged to value respect, enthusiasm, and organizing multicultural events.

Corrected sentence: The students were encouraged to value respect, enthusiasm, and the organization of multicultural events.

Faulty parallelism example: The teacher was asked to write a report on new students quickly, accurately, and in a detailed manner.

Corrected sentence: The teacher was asked to write a report on new students quickly, accurately, and fully.

Faulty parallelism example: The teacher warned me to revise my essay, and that I should pay close attention to parallel structures.

Corrected sentence: The teacher warned me to revise my essay and to pay close attention to parallel structures.

Lesson 3

1. Answers may vary

2. A. T B. F C. NG D. T E. NG

3. Answers may vary

4. share - share - shareable

size - size- sizeable

improver - improvability - improve - improvable

acceptance - acceptability - accept - acceptable

face - face -

discrimination - discriminate - discriminatory

consistence - consistency - consist - consistent - consistently

5. Answers may vary

6. A. collection B. expression C. engagement D. suggestion E. prohibition F. exception

Lesson 4

1. All the statements are myths.

2. ▶ **Attention-Deficit / Hyperactivity Disorder (ADHD):** This is one of the most common neurodevelopmental disorders of childhood...

▶ **Autism spectrum disorder (ASD):** This is a developmental disability that can cause stammering (CDC, n.d.). significant social, communication and behavioral challenges.

▶ **Dyslexia (or Reading Disorder):** This is a learning disorder that involves difficulty reading due to problems identifying speech sounds and learning how they relate to letters and words (decoding).

▶ **Speech impairment:** These disorders can exist together or by themselves.

▶ **Intellectual Disability:** This is a disability characterized by significant limitations in both intellectual functioning (intelligence) and in adaptive behavior...

▶ **Blindness or vision impairment:** Complete or partial lack of vision

▶ **Deafness or hearing impairment:** Complete or partial lack of hearing

3. and 4. Answers may vary.

5. Suggested answers:

A. A specialist could help to train teachers so that they can work with SENs' learners.

B. Teachers with SEN students should be encouraged to see the learner and not the label, as learners with SENs are people with their own personality.

- C. Using activities which develop empathy in the classroom can make your SENs' learners feel bullying-free.
- D. Exploit activities that require students to find things students have in common.
- E. Teachers should allow learners to present and practice language in different senses.
- 6. A. Teachers should have students develop a peer mentoring system, where learners help each other. A. A specialist could help to train teachers so that they can work with SENs' learners.
- B. Confusing or long instructions can make some students feel lost, so teachers should prefer clear and concise instructions.
- C. Different evaluation systems enable SEN learners to demonstrate their learning in a fair manner.
- D. Visuals can help children to reinforce rules and routines.
- E. Teachers can require hearing impaired learners to sit near them
- F. Learners with ADHD can be required to sit away from distractions such as windows.

REVIEW

- 1. A. Any teacher or teachers who will or are working with ASD students in their classroom.
- B. Students with ASD (Autistic Spectrum Disorder)
- C. The entry describes how a mainstream school works with autistic students. It lists characteristics of autistic students and gives suggestions of good practices for teachers in similar conditions.
- D. It is rather informal: it uses "we" "us", "our", so it directly "talks to" the audience; informal/general words: "great, really good, so much."
- E. As all learners, they are all individuals and require individual approaches in developing their skills / Processing and retaining verbal information, following instructions, and working cooperatively, among others-
- F. child-centred, behaviour.
- 2. 1. A.; 2. B.; 3. A.; 4. C.; 5. A.; 6. C.
- 3. A. **NP:** The parents spent a long time searching for the best school and making the right decision
- B. P
- C. **NP:** SEN specialists are useful in terms of educating parents of SEN learners as well as training teachers.

- D. P
- E. P

4. Possible answers:

- A. The bill that Bachelet submitted ALLOWED same-sex couples to GET married.
- B. A simple activity to promote different cultures in the classroom is to HAVE students MAKE a presentation about different countries.
- C. Teachers can HELP ADHD students to FEEL more comfortable by creating activities involving movement.
- D. A gender identity law LETS LGBTQ+ people to CHANGE their names in official documents.
- E. Discouraging students to bully others is one way to meet the needs of SEN learners.

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UNIT 2 SOURCES

ADAPTED BY CATALINA SANDOVAL MUÑOZ

Ajzenman, N., Domínguez, P. and Undurraga, R. (2021, May 8). Inmigración, delincuencia y las erróneas percepciones sobre el delito. CIPER.

<https://www.ciperchile.cl/2021/05/08/inmigracion-delincuencia-y-las-erroneas-percepciones-sobre-el-delito/>

En un reciente trabajo, nos centramos en evaluar el impacto de esta ola migratoria en la que resulta ser, quizás, la principal preocupación ciudadana: el crimen. En primer lugar, analizamos si el arribo de migrantes está asociado a cambios significativos en crimen. Asimismo, estudiamos el efecto de la inmigración en las percepciones de las personas en temas de seguridad. Encontramos una importante disparidad: la inmigración ha tenido un impacto importante sobre las percepciones de las personas pero un efecto nulo en la actividad delictiva. Esto se determinó por medio de datos de encuestas a hogares donde se estima la proporción de hogares que ha sido víctima de algún delito en el último año. Analizamos un conjunto de delitos, como robos, hurtos, robo en el hogar, asalto y robo de vehículos. No identificamos ningún efecto significativo en ningún tipo individual de delito. En resumen, nuestros resultados muestran que el arribo de migrantes no está asociado con un aumento en el crimen.

Dentro de los posibles mecanismos que podrían explicar la brecha entre las percepciones y el efecto en crimen, los autores identifican el rol de los medios de comunicación. Para ello, recolectamos todas las noticias en medios de prensa escritos y TV entre 2010-2015 y encontramos que el número de noticias diarias de crimen aumenta de manera desproporcionada justo después que un homicidio fue cometido por un extranjero (en relación a aquellos homicidios donde el sospechoso era chileno).

Bajo la hipótesis de que los delitos perpetrados por inmigrantes podrían tener más probabilidades de ser recogidos en los medios de comunicación, nuestros resultados se pueden explicar por cómo los medios informan de manera diferente sobre los incidentes o cómo las personas se ven expuestas a ellos de maneras diferentes.

Contreras, D., and S. Gallardo. 2020a. "Effects of Mass Migration on the Academic Performance of Native Students. Evidence from Chile." Unpublished document. Washington, DC.

Since 2015, migratory flows to Chile have been strongly determined by foreigners coming from Venezuela and Haiti. This migration was motivated by political and economic difficulties in their countries of origin. This study aims to identify the effect of recent mass migration on the academic performance of native-born Chilean students in SIMCE Reading and Mathematics tests.

Results indicate that the shock caused by the arrival of migrant students between 2016 and 2018 had a negative effect on the SIMCE Reading scores of male native-born students between 4th and 6th grade. This effects appears to be greater when the shock is due to the arrival of migrants from non-Spanish-speaking countries. In mathematics, both male and female students exposed to the shock of Venezuelan migrants performed more poorly between 4th and 6th grade compared to classes with no migrant students.

Results suggest that there are insufficient human and financial resources to address these new educational demands in the region. Unlike developed countries, Chile lacks educational programs in a foreign language. Teacher education and the resources needed to educate students in a context of diversity and complexity are far from meeting international standards. LAC (Latin America and the Caribbean) school systems are not prepared for immigration and do not possess the necessary resources to fulfill these new tasks. Serving migrant students requires additional resources for meeting their cultural, language, remedial, or integration needs.

Contreras, D., and S. Gallardo. 2020b. "Effects of Mass Migration on Natives' Wages. Evidence from Chile." Unpublished document. Washington, DC.

Regarding this intra-regional migration, Chile is among the countries that have received the largest number of foreigners. More specifically, since 2015, Chile has received a large contingent of immigrants from Venezuela and Haiti. According to the 2017 Census, considering the 2015-2017 period only, said groups grew by 254% and 273% respectively.

In this paper, we study the effects of recent migratory flows on natives' salaries in specific labor markets. This paper shows that the mass inflow of migrants into Chile led to a 2-3% reduction in the salaries of low-skilled native workers who compete with more educated immigrants. These results are consistent with a number of qualitative studies that indicate an increase in the perceived threat reported by native workers, especially less qualified ones.

Although this article documents several negative effects of mass migration processes, these results must be interpreted in context. First, it is unlikely for political-social processes such as those experienced by Venezuela or Haiti to occur systematically in the Region. Second, the negative effects observed in 2017 are also partially explained by the weaker economic growth of the Chilean economy during that year. This study does not identify any benefits associated with immigration. However, it can be hypothesized that greater competitiveness in the labor market should increase productivity in the long run. Another potentially beneficial feature of the immigration phenomenon is that Venezuelan migrants have a higher educational level than Chilean natives. Finally, it should be noted that a country like Chile needs to examine the migratory policies adopted by more developed countries to better integrate immigrants.

Urria, I. (2020). *Impacto de la población migrante en el mercado laboral y arcas fiscales entre 2010 y 2019 en Chile*. [PDF file].

Retrieved from <https://www.migracionenchile.cl/wp-content/uploads/2020/08/MigracionyEconomia.pdf>

En el marco de la discusión de la nueva Ley de Migración y Extranjería, junto con la futura Política Nacional de Migración, resulta entonces interesante preguntarse: ¿Pudo Chile recibir a la población migrante en el último tiempo sin que se hayan observado consecuencias negativas sobre el empleo, los salarios y la balanza fiscal?

En términos laborales, no hay evidencia que asocie una reducción de los salarios o el empleo con la migración. Por el contrario, la llegada de población extranjera ha estado acompañada por un constante crecimiento de los salarios reales y una tasa de desempleo estable. La especialización de la población extranjera en ciertas ocupaciones permite explicar esto último al disminuir la competencia laboral entre personas chilenas y migrantes. Contrario a lo que se podría creer, en las ocupaciones donde más se concentran trabajadores extranjeros se observa un crecimiento de los salarios reales. Esto está correlacionado con el hecho de que su participación relativa en estos sectores es todavía muy baja, no pudiendo afectar los salarios y el empleo en estas ocupaciones.

Finalmente, este proceso de especialización de las personas migrantes en ocupaciones de baja calificación da cuenta de la existencia de barreras en la inclusión laboral asociadas a la diferencia de idiomas y un proceso de asimilación económica trabada por la convalidación de títulos.

En el plano fiscal, de acuerdo con estimaciones hechas para los últimos años en nuestro país, la migración genera una contribución neta positiva al fisco del orden del 0,5% del PIB cada año (Maire, 2019). Este resultado se observa debido a las características propias del grupo migrante: personas en edad de trabajar con altos niveles de empleabilidad y capital humano, lo que les permite pagar más impuestos. A su vez, la población extranjera tiene un menor acceso a subsidios y beneficios estatales lo que también representa un “ahorro” para el Estado.

