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CRITICAL READING AND WRITING

T e x t b o o k

This textbook is intended for second-year students of the
60230100 – Philology and teaching languages
undergraduate program

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“Critical reading and writing” is a course book designed for second year undergraduate students studying Philology at the bachelor’s level, specifically in the “60230100 – Philology and teaching languages” program. It aims to develop language skills: reading, and writing in a critical way.

Each unit of the course book provides a comprehensive approach to skill-building, with lessons focusing on vocabulary enrichment, grammar comprehension, and thematic topics related to the writing scientifically. The book is structured to offer practical exercises, interactive activities, and revision lessons to strengthen students’ language proficiency.

It is particularly suitable for learners aiming to improve their scientific research skills in professional way, preparing them for various scientific works as writing articles, thesis, dissertation thesis, and do scientific researches.

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INTRODUCTION

This book is designed to help students to develop their critical reading skills and through reading to learn how to make research and reflect their research on their works, writings. This interactive book will hold all the readers in a mystery showing them reading and writing from the different spot. Additionally, it includes interactive exercises quizzes and vocabulary exercises to solidify understanding and usage of the language.

Structure of the Book

The “Critical reading and writing” Student’s Book is structured into 15 units, each containing 2 lessons. This results in a total of 30 lessons that are thoughtfully crafted to cover a wide range of topics and language skills. Moreover, this book gives extra works as independent work topics for mastering the subject independently and assessments also. Here’s what you can expect from each unit:

Writing strategies: Clear explanations writing ways and practical exercises are provided to help understand and apply the knowledge effectively.

Reading development: Each unit introduces and reinforces vocabulary and reading strategies through thematic exercises and activities, helping to expand word bank and use new terms confidently.

Interactive tasks and variety of activities: Engaging exercises and activities designed to reinforce grammar and vocabulary, ensuring a well-rounded review.

Learning Approach

Our approach is interactive and student-centered. Each lesson is designed to be engaging and relevant to real-life situations, ensuring that you can apply language skills outside the classroom. You will find a variety of exercises and activities that cater to different learning styles and preferences, making the learning process both effective and enjoyable.

Your Journey

As you work through the “**Critical reading and writing**” Student’s Book, you’ll find that each lesson builds on the last, creating a cohesive and cumulative learning experience. The structured progression and revision ensure that you retain and effectively use what you learn.

We hope you find this book both challenging and rewarding. Embrace each unit with curiosity and enthusiasm, and watch your language skills flourish. Happy learning!

FOREWORD

“Critical reading and writing” is designed to meet the needs of second-year undergraduate students mastering their writing skills that will be helpful in their scientific journey. This book can be lead as a foundation to their beginning in the scientific world.

The aim of this book is to help students develop their ability to read and analyze professional materials, acquire fundamental writing skills, and apply their language skills in real-world.

This book consists of 15 main topics, each accompanied by maintaining exercices. Every new topic introduces new features or analysis of scientific writing, where students can feal themselves as a real researcher. In some cases, English definitions and explanations are also provided to help students understand and use the terms accurately.

The texts are presented in an accessible and engaging manner, followed by various exercises that allow students to test their comprehension and actively apply new vocabulary. Modern teaching methods such as role-plays, case studies, simulations, and interactive tasks are included to make learning dynamic and practical. These activities encourage students to develop problem-solving skills and critical thinking while practicing language. Additionally, self-study exercises are introduced to help students deepen their knowledge of specific topics that interest them.

We hope that this book will serve as a valuable tool in students’ professional preparation. It is designed to help them master English for specific purposes and effectively use it in their future scientific way.

The Authors

LESSON 1. INTRODUCTION TO CRITICAL READING AND WRITING

What is Critical Reading?

Critical reading is the process of analyzing, interpreting, and evaluating a text rather than just understanding its surface meaning. It involves questioning the author's purpose, identifying biases, distinguishing facts from opinions, and assessing the credibility of arguments. Critical reading helps students develop deeper comprehension skills and enhances their ability to think independently.



<https://youtu.be/2tYQWEvEdLU?si=ZCMzIjGLC-wxkUnX>

Discussion & Brainstorming

- What do you think critical reading means?
- Why is it important to question what we read?

After brainstorming it is advised to make a mini – lecture about the topic what is the critical reading and why do we need to be critical forward to the text.

Example:

○ **Main Idea:** Climate change is a major global threat that requires immediate action.

○ **Supporting Details:** Rising global temperatures, increasing natural disasters, and scientific studies showing human impact.

Tip: Ask yourself, *What is the author trying to say?*

Another most important thing what is the fact and what is the opinion in the text. As an example there can be stated the following example.

Fact: Registan square is situated in the Samarkhand.

Opinion: Registan square is one the beautiful and historical place in the Uzbekistan.

One more way of critical reading is finding out the Bias and Perspectives of the text. Bias is the attitude of the author that represents information in a way that author favors one side over another one. It will be obvious from the context, word choice, tone of the fact.

Example of Bias:

• Modern techniques as smartphones make young generation lazy, dump and introvert. (strong negative opinion charged with emotional words)

- Modern techniques as smartphones give user easy access of varied information and function that includes not only contacting to another person but also playing or searching information or playing games.

Tip: there should be given question is the language emotional or one – sided? Does the author ignore the viewpoints?

Evaluating Sources for Reliability

Reliable sources provide accurate, well-researched, and unbiased information. Consider:

- Who wrote it? (Is the author an expert?)
- Where was it published? (Is it from a reputable news source or a random blog?)
- Are there sources or evidence? (Does the article cite studies or just opinions?)
- Example of Reliable vs. Unreliable Source:
 - Reliable: A peer-reviewed scientific journal article on climate change.
 - Unreliable: A personal blog post claiming climate change is a hoax without evidence.

Tip: Ask *Can I verify this information? Are multiple trusted sources reporting the same thing?*

Living with artificial intelligence

Powerful artificial intelligence (AI) needs to be reliably aligned with human values, but does this mean AI will eventually have to police those values?

This has been the decade of AI, with one astonishing feat after another. A chess-playing AI that can defeat not only all human chess players, but also all previous human-programmed chess machines, after learning the game in just four hours? That's yesterday's news, what's next? True, these prodigious accomplishments are all in so-called narrow AI, where machines perform highly specialised tasks. But many experts believe this restriction is very temporary. By mid-century, we may have artificial general intelligence (AGI) – machines that can achieve human-level performance on the full range of tasks that we ourselves can tackle.

If so, there's little reason to think it will stop there. Machines will be free of many of the physical constraints on human intelligence. Our brains run at slow biochemical processing speeds on the power of a light bulb, and their size is restricted by the dimensions of the human birth canal. It is remarkable what they accomplish, given these handicaps. But they may be as far from the physical limits of thought as our eyes are from the incredibly powerful Webb Space Telescope.

Once machines are better than us at designing even smarter machines, progress towards these limits could accelerate. What would this mean for us? Could we ensure a safe and worthwhile coexistence with such machines? On the plus side, AI is already useful and profitable for many things, and super AI might be expected to be super useful, and super profitable. But the more powerful AI becomes, the more important it will be to specify its goals with great care. Folklore is full of tales of people who ask for the wrong thing, with disastrous consequences – King Midas, for example, might have wished that everything he touched turned to gold, but didn't really intend this to apply to his breakfast.

So we need to create powerful AI machines that are 'human-friendly' – that have goals reliably aligned with our own values. One thing that makes this task difficult is that we are far from reliably human-friendly ourselves. We do many terrible things to each other and to many other creatures with whom we share the planet. If superintelligent machines don't do a lot better than us, we'll be in deep trouble. We'll have powerful new intelligence amplifying the dark sides of our own fallible natures.

For safety's sake, then, we want the machines to be ethically as well as cognitively superhuman. We want them to aim for the moral high ground, not for the troughs in which many of us spend some of our time. Luckily they'll be smart enough for the job. If there are routes to the moral high ground, they'll be better than us at finding them, and steering us in the right direction.

However, there are two big problems with this utopian vision. One is how we get the machines started on the journey, the other is what it would mean to reach this destination. The 'getting started' problem is that we need to tell the machines what they're looking for with sufficient clarity that we can be confident they will find it – whatever 'it' actually turns out to be. This won't be easy, given that we are tribal creatures and conflicted about the ideals ourselves. We often ignore the suffering of strangers, and even contribute to it, at least indirectly. How then, do we point machines in the direction of something better?

As for the 'destination' problem, we might, by putting ourselves in the hands of these moral guides and gatekeepers, be sacrificing our own autonomy – an important part of what makes us human. Machines who are better than us at sticking to the moral high ground may be expected to discourage some of the lapses we presently take for granted. We might lose our freedom to discriminate in favour of our own communities, for example.

Loss of freedom to behave badly isn't always a bad thing, of course: denying ourselves the freedom to put children to work in factories, or to smoke in restaurants are signs of progress. But are we ready for ethical silicon police limiting our options? They might be so good at doing it that we won't notice them; but few of us are likely to welcome such a future.

These issues might seem far-fetched, but they are to some extent already here. AI already has some input into how resources are used in our National Health Service (NHS) here in the UK, for example. If it was given a greater role, it might do so much more efficiently than humans can manage, and act in the interests of taxpayers and those who use the health system. However, we'd be depriving some humans (e.g. senior doctors) of the control they presently enjoy. Since we'd want to ensure that people are treated equally and that policies are fair, the goals of AI would need to be specified correctly.

We have a new powerful technology to deal with – itself, literally, a new way of thinking. For our own safety, we need to point these new thinkers in the right direction, and get them to act well for us. It is not yet clear whether this is possible, but if it is, it will require a cooperative spirit, and a willingness to set aside self-interest.

Both general intelligence and moral reasoning are often thought to be uniquely human capacities. But safety seems to require that we think of them as a package: if we are to give general intelligence to machines, we'll need to give them moral authority, too. And where exactly would that leave human beings? All the more reason to think about the destination now, and to be careful about what we wish for.

LESSON 2 INTRODUCTION TO CRITICAL READING AND WRITING

What is critical writing?

Critical writing involves analyzing and assessing information, often gathered from various sources, to construct a well-supported argument. A common error made by novice writers is accepting everything they read as unquestionably true, especially if it comes from an academic text or journal. However, being part of the academic community requires a critical approach—questioning the validity of what you read. This means examining reasons to either accept or reject the information, such as comparing it with perspectives from other authors or evaluating the research methods to determine their effectiveness and potential for improvement.

Descriptive text	Critical text
The Eiffel Tower is one of the most famous landmarks in the world. Located in Paris, France, it stands 330 meters tall and was designed by Gustave Eiffel. Constructed in 1889, it was initially criticized by artists and intellectuals but later became a global symbol of France. Millions of tourists visit the Eiffel Tower each year to admire its iron lattice structure and enjoy panoramic views of the city. At night, the tower is illuminated with thousands of sparkling lights, creating a breathtaking sight.	The Eiffel Tower is often regarded as an iconic symbol of France, but its cultural significance is not without debate. While millions of tourists admire its architectural beauty and panoramic views, some argue that it has become an over-commercialized attraction rather than a representation of French heritage. Initially criticized by intellectuals for its unconventional design, the tower's acceptance over time raises questions about how public perception of art and architecture evolves. Furthermore, while its nightly illuminations create a stunning visual display, they also contribute to light pollution, which has environmental consequences. Thus, while the Eiffel Tower remains a remarkable feat of

	engineering, its role in modern tourism and urban sustainability warrants deeper reflection.
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Critical writing is a form of academic or analytical writing that involves evaluating, analyzing, and interpreting information rather than simply describing or summarizing it. It requires the writer to engage deeply with the material, question assumptions, and present a well-reasoned argument or perspective. Here are some key features of critical writing: https://youtu.be/qPvywsu2Ln4?Si=_ygy4McTFcNgeuoM



- **Analysis:** Breaking down information, ideas, or arguments into their component parts to understand their structure, meaning, and implications.

- **Evaluation:** Assessing the strengths and weaknesses of an argument, theory, or piece of evidence. This involves judging the validity, reliability, and relevance of the information.

- **Interpretation:** Explaining the significance or meaning of the information, often in the context of broader themes, theories, or debates.

- **Argumentation:** Presenting a clear, logical, and well-supported argument. This includes providing evidence, examples, and reasoning to back up claims.

- **Reflection:** Considering different perspectives and acknowledging potential biases or limitations in the analysis.

- **Synthesis:** Combining ideas from different sources to create a new understanding or perspective.

Critical writing is commonly used in academic essays, research papers, literature reviews, and other scholarly works. It requires a high level of critical thinking and the ability to engage with complex ideas in a thoughtful and rigorous way.

In many countries it is now illegal to advertise alcohol. do you agree or disagree?
--

In many countries, advertising alcoholic beverages has been made illegal. While some argue that this restriction is necessary for public health and social well-being, others believe it infringes on business rights and individual freedoms. In my opinion, banning alcohol advertisements is a justified measure due to its potential to reduce alcohol-related harm.
--

One of the main reasons for banning alcohol advertisements is their influence on public health. Studies show that exposure to alcohol advertising increases consumption, especially among young people. When
--

alcohol is portrayed as glamorous or associated with success, individuals may underestimate its risks, leading to excessive drinking and addiction. For instance, in countries where strict advertising regulations exist, alcohol-related illnesses and accidents have declined. Thus, restricting such advertisements can help protect public health.

Another concern is that alcohol advertisements often target young audiences. Even if they are not explicitly designed for minors, they still create a positive image of alcohol consumption. This can lead to early experimentation and, in some cases, long-term dependency. According to research, teenagers who frequently see alcohol advertisements are more likely to start drinking at an earlier age. Therefore, a ban on these advertisements can prevent youth exposure and reduce underage drinking. Opponents argue that banning alcohol advertisements limits businesses' ability to market their products and restricts consumer choice. They claim that responsible drinking should be encouraged instead of completely prohibiting advertising. While this argument has some merit, the negative impact of alcohol advertising on society outweighs the economic benefits. Similar to tobacco, alcohol is a product with serious health risks, and regulations are necessary to protect vulnerable populations.

In conclusion, banning alcohol advertisements is a necessary step to safeguard public health, particularly for young audiences. Although businesses may face challenges, the overall benefits of reducing alcohol-related harm justify this restriction. Governments should continue to implement policies that promote responsible drinking and protect society from the negative consequences of alcohol consumption.

Use this checklist to review your partner's critical response:

Did they summarize the author's argument clearly?

Yes / No

Did they analyze the argument (e.g., identify evidence)?

Yes / No

Did they evaluate the strengths and weaknesses of the argument?

Yes / No

Did they use hedging language (e.g., It could be argued that...)?

Yes / No

Did they give their opinion and explain why?

Yes / No

Did they use clear and logical structure?

Yes / No

Introduction to Critical Thinking

Activity 1: Questioning a Text

- What is the author's main argument?
- What evidence does the author use?
- Do you agree or disagree? Why?
- Are there any weaknesses or biases in the argument?

Analyzing a Text

Activity 2: Group Analysis

Group work will be accomplished by dividing student into two or three group and answering to the following tasks by organizing T-chart graphic.

1. Identify the author's main argument.
2. List the evidence provided.
3. Discuss the strengths and weaknesses of the argument.

Language for Critical Writing (15 minutes)

Activity 3: Sentence Starters and Hedging Language

- Useful phrases for critical writing:

Analyzing:	Evaluating:	Hedging:
The author claims that..., One example is... This suggests that..., The analysis shows that... The findings suggest that.. his is contradicted by... This is problematic because... This is debatable due to... Unlike [Author A], [Author B] argues that...	A strength of this argument is..., A weakness is..., This is convincing because... A strength of this argument is... This is convincing because...	It could be argued that..., This seems to suggest that..., It appears that... This could / might / may indicate that... It seems likely that... There is a possibility that...

LESSON 3. UNDERSTANDING THE MAIN IDEA

Understanding main idea is one of the most important part of the reading that helps students to understand what is the message of the text, paragraph or the article. Main idea gives student big picture about the text rather than detailed information in it. In order to find out main idea students can use some strategies: https://youtu.be/LbO3lRXT0ww?si=nG28B5fjKp_Qjxx



- Looking to the title and heading – this task gives students to catch information what is the text going to be about and what info is going to be given.
- Identifying key sentences – this technique helps students not to waste time and work with the vocabulary. Mostly key sentences are placed in the first or last sentence of the paragraph.
- Ignoring extra details – helps students to concentrate on the main idea and not to lose them. It includes supporting details like examples, statistics and explanations.
- Summarizing in one sentence – by summarizing one sentence students will be able to catch the meaning by giving themselves questions as what is the text mostly about? , What does the author want to highlight?
...

Warm-Up – Brainstorming & Discussion

- **Activity: Headlines and Summaries**
 1. Experts Warn About a Growing Global Problem (? **Very Vague** – Doesn't tell us what the problem is or why it matters.)
 2. Big Changes Coming to Schools Next Year (? **Vague** – Doesn't specify what changes or how they will affect schools.)
 3. New Study Shows How Daily Exercise Boosts Brain Health (**Clear** – Directly states the topic and main idea.)

What do you think these articles might be about?

Which headline gives the clearest idea of the article's topic? Why?

2. Identifying the Main Idea – Group Work

• **Activity:** Find the Main Idea

Instructions: Read each passage carefully and underline the main idea. Then, summarize the main idea in one sentence

Passage 1:	Main Idea:
The demand for electric vehicles has increased significantly over the	

<p>past five years. Many countries are encouraging their use by offering incentives, while car manufacturers are improving battery technology to make them more efficient and affordable. As a result, electric cars are becoming a popular alternative to traditional gasoline-powered vehicles.</p>	
<p>Passage 2:</p>	<p>Main Idea:</p>
<p>Bees play a crucial role in pollination, which helps plants grow and produce food. Without bees, many crops would struggle to survive, leading to food shortages worldwide. However, due to climate change and pesticide use, the bee population is rapidly declining. Protecting bees is essential to maintaining global food production.</p>	

LESSON 4. UNDERSTANDING MAIN IDEA

Mastering the Main Idea – A Fun & Interactive Approach

Warm-Up Activity – Main Idea Scavenger Hunt

Excerpt 1: Climate Change and Its Effects

The Earth's climate is changing at an unprecedented rate. Glaciers are melting, sea levels are rising, and extreme weather events are becoming more common. Scientists warn that human activities, such as burning fossil fuels and deforestation, contribute significantly to this crisis. Without immediate action, future generations will face severe environmental consequences.

Hidden Main Idea: Scientists warn that human activities significantly contribute to climate change.

Excerpt 2: The Importance of Sleep

Many people underestimate the power of a good night's sleep. Studies show that adequate rest improves memory, enhances mood, and boosts productivity. On the other hand, chronic sleep deprivation can lead to health problems such as heart disease and weakened immunity. Despite its benefits, millions of individuals fail to prioritize sleep in their daily routines.

Hidden Main Idea: Getting enough sleep is essential for both physical and mental health.

Excerpt 3: The Rise of Electric Vehicles

In recent years, electric vehicles (EVs) have become increasingly popular. Companies like Tesla and Nissan have developed affordable models, making EVs accessible to more consumers. Governments worldwide are encouraging EV adoption by offering tax incentives and investing in charging infrastructure. With concerns about climate change growing, more people are choosing EVs over traditional gas-powered cars.

Hidden Main Idea: Electric vehicles are becoming more popular due to environmental concerns and government support.

Excerpt 4: Social Media's Impact on Communication

Social media platforms have transformed the way people interact. They allow instant messaging, video calls, and global networking. However, some experts argue that excessive social media use reduces face-to-face interactions and affects real-world relationships. While social media

offers many benefits, it also raises concerns about privacy, mental health, and the quality of human connections.
Hidden Main Idea: Social media has changed communication, but it also has negative effects.
Excerpt 5: The Benefits of Learning a Second Language Learning a second language opens up new opportunities. It enhances cognitive abilities, improves problem-solving skills, and even delays brain aging. People who speak multiple languages often have better career prospects and travel experiences. Though learning a new language takes effort, the benefits make it worthwhile.
Hidden Main Idea: Learning a second language has cognitive, professional, and personal benefits.

2. Identifying and Summarizing Main Ideas – Main Idea Puzzle . cut-up sentences from a paragraph.

Paragraph: Regular physical exercise is essential for maintaining good health. It helps strengthen the heart, improve circulation, and boost the immune system. In addition, regular workouts can enhance mental well-being by reducing stress and anxiety. People who engage in physical activity consistently are more likely to have higher energy levels and better overall mood. For these reasons, doctors recommend incorporating exercise into daily routines.
Cut-Up Sentences:
It helps strengthen the heart, improve circulation, and boost the immune system.
People who engage in physical activity consistently are more likely to have higher energy levels and better overall mood.
For these reasons, doctors recommend incorporating exercise into daily routines.
In addition, regular workouts can enhance mental well-being by reducing stress and anxiety.
Regular physical exercise is essential for maintaining good health.

Creative Application – Speed Summarizing Relay

The Effects of Plastic Pollution

Plastic pollution is a major environmental issue affecting oceans, wildlife, and human health. Every year, millions of tons of plastic waste end up in the ocean, harming marine animals and ecosystems. Many sea creatures mistake plastic for food, which can lead to injury or death. Additionally, microplastics have entered the food chain, potentially causing health problems for humans. Reducing plastic use, recycling, and using eco-friendly alternatives can help address this growing problem.

The Importance of Sleep

Getting enough sleep is essential for good health. Sleep helps the brain process information, improves memory, and supports the immune system. Lack of sleep can lead to stress, reduced concentration, and even serious health problems. Experts recommend at least 7–9 hours of sleep per night for adults.

Why Reading Books is Important

Reading books helps improve vocabulary, critical thinking, and creativity. People who read regularly tend to have stronger focus and better communication skills. Books also allow us to explore different perspectives and ideas, making us more open-minded.

4. Interactive Challenge – Create & Swap

• Activity:

- Each student writes a short paragraph including extra details.
- They highlight the main idea but hide it from their peers.
- Students swap paragraphs and try to identify the main idea.

• Discussion: Why was it easy or difficult? What strategies helped?

• Objective: To reinforce students' ability to distinguish main ideas from supporting details.

LESSON 5. VOCABULARY IN CONTEXT. READING FOR A PARTICULAR PIECE OF WORK

Context clues are hints or pieces of information within a sentence or paragraph that help readers understand the meaning of an unfamiliar word. Instead of looking up the word in a dictionary, readers can use these clues to **guess the meaning** based on how the word is used in the text.

Types of Context Clues:

1. **Definition or Explanation Clue** – The meaning is directly explained.

○ *Example: An **arid** region, which means dry and lacking water, makes farming difficult.*

○ **Clue:** *which means dry and lacking water* defines **arid**.

2. **Synonym Clue** – A word with a similar meaning is used.

○ *Example: The movie was **hilarious**. It was so **funny** that we couldn't stop laughing.*

○ **Clue:** *funny* is a synonym for **hilarious**.

3. **Antonym (Opposite) Clue** – A contrasting word gives a hint.

○ *Example: Unlike his **gloomy** brother, Mark was always cheerful and full of life.*

○ **Clue:** *cheerful* is the opposite of **gloomy**.

4. **Example Clue** – Examples help explain the word.

○ *Example: There are many **mammals**, such as lions, elephants, and dolphins.*

○ **Clue:** The examples *lions, elephants, and dolphins* suggest **mammals** are animals.

5. **General Sense of the Sentence** – The whole sentence helps you understand the word.

○ *Example: The **commotion** in the hallway made it hard to focus on my test. Students were shouting and running everywhere.*

○ **Clue:** The description *shouting and running everywhere* suggests **commotion** means **noise and chaos**.

Instructions: Read each sentence and use context clues to determine the meaning of the bolded word. Then, write your definition.

Sentence 1:	Meaning of exquisite :
The museum's exquisite collection of rare paintings attracted visitors from all over the world. The fine details and exceptional	

craftsmanship made each piece truly unique.	
Sentence 2:	Meaning of prudent :
During the storm, the captain made a <i>prudent</i> decision to steer the ship away from the rocky coastline, preventing a disaster.	

Instructions: Read the article below, identify the main idea, and find three new words. Use context clues to define each word.

Article:				
Plastic pollution is becoming a major environmental issue worldwide. Every year, millions of tons of plastic waste end up in the ocean, harming marine life and polluting water sources. Scientists and environmental groups are working together to find solutions, such as developing biodegradable plastics and promoting recycling initiatives. While progress has been made, individuals must also take responsibility by reducing their plastic use and properly disposing of waste.				
Main	Idea	of	the	Article:
_____	_____	_____	_____	_____
New	Word	1	&	Meaning:
_____	_____	_____	_____	_____
New	Word	2	&	Meaning:
_____	_____	_____	_____	_____
New	Word	3	&	Meaning:
_____	_____	_____	_____	_____

Discussion & Reflection

Instructions: Discuss with a partner or write your answers.

1. How do context clues help you understand new words?

2. Why is it important to identify the main idea of a text?

3. Share one strategy you use to find the main idea in a reading passage.

LESSON 6. VOCABULARY IN CONTEXT. READING FOR A PARTICULAR PIECE OF WORK

Types of Context Clues: A Linguistic Perspective

Context clues are essential linguistic tools that help readers infer the meaning of unfamiliar words within a text. These clues play a significant role in language learning, reading comprehension, and lexical development. From a linguodidactic standpoint, context clues facilitate both incidental vocabulary acquisition and conscious language processing. Below is an in-depth analysis of five major types of context clues, with fresh examples.

1.. **Definition or Explanation Clue** Linguistic Function:

This type of clue provides an explicit explanation of the unknown word within the sentence, often through **appositive structures**, **relative clauses**, or **linking phrases** such as *which means*, *is known as*, *refers to*, or *that is*.

Example:

A philanthropist, which means a person who donates time or money for the benefit of others, established the new community center.

Analysis:

- The phrase *which means a person who donates time or money for the benefit of others* directly defines *philanthropist*.
- The relative pronoun *which* introduces an explanatory clause.
- This type of context clue is particularly beneficial for second-language learners, as it provides an explicit definition without requiring external resources.

2. **Synonym Clue** Linguistic Function:

Synonym clues use words with similar meanings to help readers deduce an unfamiliar term. This technique relies on **lexical cohesion**, where synonymous words or phrases reinforce understanding.

Example:

The scientist was elated after receiving the award. She was so joyful that she could hardly contain her excitement.

Analysis:

- The term *joyful* serves as a synonym for *elated*, reinforcing its meaning through repetition of a related concept.
- Synonym clues often appear in sentences containing **parallel structures**, **explanatory phrases**, or **conjunctions** such as *and* or *or*.

- This method aids in vocabulary acquisition by reinforcing connections between words within the same semantic field.

3. **Antonym (Opposite) Clue** Linguistic Function:

Antonym clues establish meaning by presenting a contrasting word or idea. These clues frequently involve **contrastive discourse markers**, such as *but, however, unlike, on the contrary, and whereas*.

Example:

The terrain was rugged and difficult to traverse, but the valley below was smooth and easy to walk through.

Analysis:

- The contrastive conjunction *but* signals an opposition between *rugged* and *smooth*.

- By identifying *smooth* as the opposite, readers can infer that *rugged* means rough or uneven.

- This type of context clue strengthens lexical processing by enhancing recognition of antonymic relationships.

4. **Example Clue** Linguistic Function:

Example clues use concrete instances to illustrate the meaning of an unknown word. These clues often include **exemplification markers** such as *for example, such as, including, and like*.

Example:

Many nocturnal creatures, such as owls, bats, and fireflies, are most active at night.

Analysis:

- The phrase *such as* introduces specific examples of *nocturnal creatures*.

- Readers deduce that *nocturnal* refers to animals that are active at night based on the characteristics of the listed examples.

- This type of clue fosters **categorical reasoning**, where learners generalize meaning from individual instances.

5. **General Sense of the Sentence** Linguistic Function:

This type of context clue requires readers to analyze **pragmatic cues, background knowledge, and semantic relationships** within the entire sentence or passage. It relies on **inferential reasoning** rather than direct lexical substitution.

Example:

Despite the politician's attempt to placate the angry crowd, the protesters continued to demand justice and refused to leave.

Analysis:

- The verb *placate* is not directly defined, nor is a synonym or antonym provided.
- However, the overall sentence suggests that the politician was trying to calm or soothe the crowd, implying that *placate* means to pacify or appease.
- This type of context clue engages **top-down processing**, where comprehension depends on integrating different textual elements and world knowledge.

Importance of Context Clues

Context clues play a crucial role in reading comprehension and vocabulary acquisition. Each type offers a unique linguistic mechanism that enhances meaning-making processes. By systematically identifying and applying these clues, readers—particularly second-language learners—can develop stronger lexical skills, improve their ability to infer meaning, and navigate complex texts with greater ease.

Activity 1: Identifying Context Clue Types in a Passage

The Mysterious Journey Through the Desert

The **arid** landscape stretched endlessly before the travelers. The ground was cracked and dry, and not a single drop of water had fallen in months. The air itself felt heavy, making each breath difficult. The land was completely **barren**, meaning it lacked vegetation or any signs of life. Unlike the fertile valleys where rivers nourished the soil, this place offered no comfort—only dust and scorching heat.

As the sun reached its peak, the temperature became **scorching**, so intense that even the camels struggled to move forward. The sand, heated by the relentless sun, burned beneath their feet. The travelers wrapped their faces in cloth to shield themselves from the burning wind, which carried sharp grains of sand that stung their skin. Unlike the cool, shaded forests they had left behind, the desert showed no mercy to those who dared to cross it.

Despite the hardships, one man, Marco, remained **intrepid**—fearless and determined. While others hesitated, afraid of the vast and unforgiving land, Marco pressed forward without fear. He had always been a daring explorer, seeking adventure in the most dangerous places. Unlike his cautious brother, who preferred the safety of the city, Marco longed for the thrill of the unknown.

After several exhausting days, the group encountered a small settlement. There, they met the **indigenous** people, the native inhabitants of the desert who had lived in this harsh environment for generations. These people had deep knowledge of the land, knowing where to find hidden wells and which plants could be used as medicine. They welcomed the travelers with warm hospitality, offering them water and shelter from the blistering sun.

That evening, as the travelers sat around a fire, an elder from the settlement spoke. His **eloquence**, or ability to speak fluently and persuasively, captivated the group. He told stories of the desert's secrets, of lost cities buried beneath the sand, and of the many explorers who had ventured too far and never returned. His words painted vivid pictures in their minds, making them feel as though they were witnessing history unfold.

However, not all stories were comforting. The elder warned of a cursed ruin deep within the desert. It was said to be a **desolate** place—abandoned, lifeless, and shrouded in an eerie silence. Unlike the lively villages where laughter and music filled the air, this ruin was a **melancholy** sight, filling those who saw it with an unshakable sadness. Some claimed that spirits **lurked** there, hiding in the darkness, waiting for unsuspecting visitors to wander too close.

As the wind howled through the night, the travelers couldn't help but feel a chill. The once-welcoming desert now seemed mysterious and dangerous, as though unseen eyes were watching them from the shadows. Yet, despite the fear, Marco knew one thing for certain—this journey was far from over.

Comprehension Questions:

What does **arid** mean? What type of context clue helps define it?

How does the passage explain the meaning of **barren**?

What clue helps you determine the meaning of **scorching**?

What does **intrepid** mean, and how is it contrasted with Marco's brother?

How does the passage explain **indigenous**?

How is **eloquence** demonstrated in the story?

What is the meaning of **desolate**, and how is it different from the villages?

How does the passage suggest the meaning of **melancholy**?

What does **lurked** mean, and how does the story create a sense of mystery around it?

Answers to Comprehension Questions

What does arid mean? What type of context clue helps define it?

Answer: Arid means **dry and lacking water**. The context clue used is a **Definition or Explanation Clue**, as the passage states, The ground was cracked and dry, and not a single drop of water had fallen in months.

How does the passage explain the meaning of barren?

Answer: The passage explains barren by stating that the land **lacked vegetation or any signs of life**. This is a **Definition or Explanation Clue** because the sentence directly explains what barren means.

What clue helps you determine the meaning of scorching?

Answer: Scorching means **extremely hot**. The passage provides a **General Sense Clue** by describing how the temperature became scorching, so intense that even the camels struggled to move forward and the sand, heated by the relentless sun, burned beneath their feet. These details show how severe the heat was.

What does intrepid mean, and how is it contrasted with Marco's brother?

Answer: Intrepid means **fearless and determined**. The contrast with Marco's brother is shown using an **Antonym (Opposite) Clue**—Marco is described as fearless and determined, while his brother is described as **cautious** and preferring the safety of the city.

How does the passage explain indigenous?

Answer: Indigenous refers to **the native inhabitants of the desert who had lived in this harsh environment for generations**. This is an **Explanation Clue** because it directly defines who the indigenous people are and their deep knowledge of the land.

How is eloquence demonstrated in the story?

Answer: Eloquence is demonstrated through the elder's storytelling. The passage states that his eloquence, or ability to speak fluently and persuasively, captivated the group. This is a **Definition or Explanation Clue** because it directly defines the word eloquence.

What is the meaning of desolate, and how is it different from the villages?

Answer: Desolate means **abandoned, lifeless, and empty**. The passage contrasts it with lively villages where **laughter and music filled the air**,

making this an **Antonym Clue** since it highlights the difference between the ruin and the villages.

How does the passage suggest the meaning of melancholy?

Answer: Melancholy means a **deep feeling of sadness**. The passage suggests this meaning by describing the desolate ruin as a melancholy sight, filling those who saw it with an unshakable sadness. This is a **General Sense Clue** because the description of the ruin evokes an emotional response.

What does lurked mean, and how does the story create a sense of mystery around it?

Answer: Lurked means **to hide or wait in secret, usually with a sense of danger**. The passage creates a sense of mystery and fear by stating, **Some claimed that spirits lurked there, hiding in the darkness, waiting for unsuspecting visitors to wander too close**. This is a **General Sense Clue** because the description suggests something hidden and possibly threatening.

Activity 2: Context Clue Matching with a Story

As the storm raged outside, the small town braced for the worst. The sky was covered in **ominous** clouds, dark and heavy, signaling that something dangerous was approaching. The streets, usually filled with life, were eerily silent. Suddenly, the winds became **torrential**, pounding against the buildings with incredible force, much like the raging ocean waves during a storm. People hurried inside, knowing that venturing out into the tempest would be **perilous**, extremely dangerous. Some residents had **fortified** their homes, reinforcing their windows and doors to withstand the oncoming destruction.

Bolded Word	Meaning
Ominous	a) Reinforced or strengthened
Torrential	b) Suggesting something bad will happen
Perilous	c) Extremely strong and forceful
Fortified	d) Very dangerous

Ominous → (b) Suggesting something bad will happen

Torrential → (c) Extremely strong and forceful

Perilous → (d) Very dangerous

Fortified → (a) Reinforced or strengthened

LEESON 7. WRITING SIMPLE PARAGRAPHS

A simple paragraph is a basic unit of writing that consists of a group of related sentences focusing on a single main idea or topic. It is typically made up of three main parts: a topic sentence, which introduces the main idea; supporting sentences, which explain, describe, or give examples to develop the idea; and an optional concluding sentence, which summarizes the main point or provides a final thought.

The structure of a simple paragraph is logical and easy to follow, making it an essential foundation in both academic and everyday writing. It uses clear language, correct grammar, and cohesive devices (like connectors and transitions) to link ideas smoothly. A simple paragraph does not contain multiple unrelated ideas or overly complex sentence structures, which helps readers understand the message easily.

This type of paragraph is often used in early stages of writing development, especially for learners of a new language, as well as in formal writing where clarity and focus are important.

By the end of the lesson, students will be able to:

- Understand the structure of a simple paragraph (topic sentence, supporting details, concluding sentence).
- Write clear and organized paragraphs on familiar topics.
- Use linking words to improve coherence.

My Favorite Hobby	My Favorite Hobby
My favorite hobby is painting because it allows me to express my creativity. First, I enjoy mixing different colors to create unique artworks. Next, painting helps me relax and forget about stress. Additionally, I love sharing my artwork with friends and family. In conclusion, painting is my favorite hobby because it brings me happiness and allows me to be creative.	I like painting. It is fun. I mix colors. My family sees my paintings. It makes me happy. Painting is nice.

Explanation of Paragraph Structure

- **Topic Sentence:** Introduces the main idea and **topic sentence** is the first sentence of a paragraph that introduces the main idea. It tells the reader what the paragraph is about. A strong topic sentence is clear, specific, and gives direction to the rest of the paragraph.

• **Supporting Details:** Give explanations, examples, or facts. Supporting details are the sentences in a paragraph that explain, clarify, or provide evidence for the main idea stated in the topic sentence. They help develop the paragraph by adding facts, examples, or explanations.

• **Concluding Sentence:** Summarizes the main idea or provides a final thought.

Identify the Parts

Read the paragraph below and underline:

- The **topic sentence** in blue.
- The **supporting details** in green.
- The **concluding sentence** in red.

Reading Books Reading books is an enjoyable and educational activity. First, books help people learn new words and ideas. Next, reading improves focus and concentration. Also, books allow readers to travel to different places through stories. In conclusion, reading is a great habit because it entertains and educates at the same time.

Guided Practice

Scrambled Paragraph:

1. Another benefit of reading is that it improves concentration and focus, which are essential skills for learning.

2. Reading books is an important habit that helps people gain knowledge and develop their imagination.

3. Additionally, books expose readers to different cultures, perspectives, and ideas, broadening their understanding of the world.

4. Finally, reading is a great way to relax and reduce stress after a long day.

5. First, reading expands vocabulary and improves language skills, making communication more effective.

Task: Rearrange the sentences into a logical and well-structured paragraph. Make sure the paragraph includes a clear topic sentence, supporting details, and a concluding sentence.

Writing Activity: Write Your Own Paragraph

Write a short paragraph on one of these topics:

- A hobby you enjoy
- Your favorite place
- The best day of your life

Remember to include: A topic sentence Supporting details
 A concluding sentence

LESSON 8. WRITING SIMPLE PARAGRAPHS

Aim of the lesson – Structuring and Developing a Strong Paragraph

Objectives:

- Reinforce students’ understanding of topic sentences, supporting details, and concluding sentences.
- Encourage logical organization and coherence in writing.
- Engage students in interactive writing activities that foster creativity and critical thinking.

Warm-up Activity– The Misplaced Sentence Challenge

Objective: Recall paragraph structure and coherence.

Identify the two sentences that do not fit in each paragraph and explain why.

The Benefits of Reading Books

Reading books is one of the most valuable habits a person can develop. It helps improve vocabulary, enhances imagination, and increases knowledge. People who read regularly tend to have better concentration and critical thinking skills. Moreover, reading can be a great way to relax and reduce stress. Fiction books allow readers to explore different worlds, while non-fiction books provide useful information on various topics. Libraries and bookstores offer a wide variety of books for all ages. Some people, however, think reading is boring and prefer watching movies instead. Many students struggle with mathematics and find it difficult to understand algebra. In today’s digital age, many prefer reading

The Importance of a Healthy Diet

Eating a balanced diet is essential for maintaining good health. A healthy diet includes fruits, vegetables, proteins, and whole grains, which provide essential nutrients for the body. People who eat nutritious food feel more energetic and are less likely to suffer from diseases. In contrast, consuming too much fast food can lead to obesity and other health problems. Drinking enough water is also important to stay hydrated. Many experts recommend avoiding sugary drinks and processed food. Exercising regularly also plays a big role in staying fit and maintaining a healthy lifestyle. However, some believe that fast food is more convenient and tasty than home-cooked meals. Some people enjoy painting as a way to express their creativity. Many schools are now offering healthier meal options for students. Traveling to new

<p>online articles, but physical books still have a unique charm. Some books are turned into movies, which allows more people to enjoy the stories. Scientists are working on discovering new planets in space. Overall, reading is a rewarding activity that benefits the mind and soul.</p>	<p>countries can be an exciting and educational experience. In the end, making healthy choices is crucial for a long and happy life.</p>
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The first passage, The Benefits of Reading Books, is poorly organized because it includes unrelated ideas that disrupt the flow of information. For example:

- The discussion about students struggling with mathematics and understanding algebra is unrelated to reading.
- The mention of scientists discovering new planets in space is completely off-topic.
- The structure jumps between ideas without a clear progression.

On the other hand, the second passage, The Importance of a Healthy Diet, is better organized because it maintains a clear focus on healthy eating. However, there are still a few unrelated sentences:

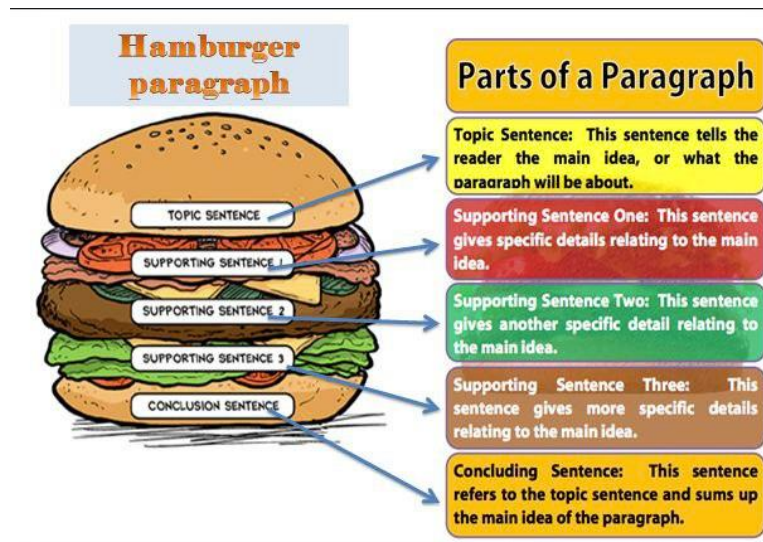
- Some people enjoy painting as a way to express their creativity. (Unrelated to diet)
- Traveling to new countries can be an exciting and educational experience. (Not relevant to healthy eating)

Review & Discussion Beyond the Hamburger

Objective: Deepen understanding of paragraph structure beyond the basic format.

Quick review of paragraph structure:

- **Topic Sentence** – Clearly states the main idea.
- **Supporting Details** – Provide explanations, examples, or evidence.
- **Concluding Sentence** – Summarizes or transitions to the next idea.
- **Discussion:** How do B2-level paragraphs differ from beginner ones?
 - Use complex sentences and linking words (e.g., moreover, however, consequently).
 - Provide specific examples and avoid repetition.



B1-Level Topic: The Advantages of Learning a Second Language
 Learning a second language has many benefits. First, it helps people communicate with others from different cultures. This is useful for traveling because knowing the local language makes it easier to ask for directions or order food. Also, learning a new language can improve memory and problem-solving skills. Many schools now encourage students to learn a second language to help them in the future. It can also increase job opportunities because many employers prefer bilingual workers. However, some people think learning a new language is too difficult and takes too much time. With regular practice and patience, anyone can improve their language skills.

C1-Level Topic: The Cognitive and Social Benefits of Bilingualism
 Bilingualism offers significant cognitive and social advantages. Studies suggest that individuals who speak two or more languages develop enhanced cognitive flexibility, as their brains constantly switch between linguistic structures. This ability strengthens problem-solving skills, improves multitasking, and even delays the onset of cognitive decline. Additionally, bilingual individuals often exhibit greater cultural awareness and adaptability, fostering stronger interpersonal relationships in multicultural environments. From a professional perspective, multilingualism is highly valued in today's globalized job market, as it demonstrates strong communication and analytical skills. Critics argue that

bilingualism may cause initial language interference, leading to temporary confusion. However, research indicates that over time, bilinguals develop superior executive control, allowing them to manage multiple linguistic systems effectively. Ultimately, mastering multiple languages enhances both intellectual capacity and social integration.

Discussion Questions:

1. How does sentence structure differ between the B1 and C1 paragraphs?
2. What makes the C1 paragraph more advanced?
3. What vocabulary or phrases in the C1 paragraph make it more formal or academic?
4. How does the level of explanation change between the two?

This activity helps students compare language complexity, vocabulary richness, and argument development at different proficiency levels!

No	Feature	B1 Level	C1 Level
1	Sentence Complexity	Uses mostly simple and compound sentences.	Uses complex and compound-complex sentences.
2	Vocabulary	Uses common words (e.g., helps, useful, difficult).	Uses advanced vocabulary (e.g., cognitive flexibility, linguistic structures).
3	Ideas & Depth	Provides general benefits without deep explanation.	Explores cognitive, social, and professional benefits with research-based support.

4	Transitions & Cohesion	Uses basic linking words (e.g., First, Also, However).	Uses sophisticated transitions (e.g., Studies suggest that, Additionally, Ultimately).
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Interactive Writing – Topic Expansion Relay

Objective: Strengthen logical development of ideas.

- **Step 1:** Divide students into groups of three.
- **Step 2:** Each student writes one sentence of a paragraph:
 - Student 1: Writes a topic sentence.
 - Student 2: Adds supporting details.
 - Student 3: Writes a concluding sentence.
- **Step 3:** Rotate the papers and have another group evaluate the coherence and structure of the paragraph.
 - **Debrief:** What made some paragraphs stronger than others? How can we improve clarity and cohesion?

Independent Writing Practice – Paragraph Expansion Challenge

Objective: Develop students’ ability to expand ideas logically.

- Provide students with three topic sentences:
 - **Example 1:** Technology has significantly changed education.
 - **Example 2:** Traveling abroad is the best way to learn about new cultures.
 - **Example 3:** A healthy diet is essential for a long and happy life.
- Each student chooses one and writes a full paragraph, ensuring logical progression and coherence.
- **Peer Review:** Students swap paragraphs and check for clarity, linking words, and logical structure.

Exit Ticket – One-Word Summary

Objective: Reflect on key takeaways.

- Students write one word that summarizes what they learned today (e.g., structure, clarity, coherence, transition).
- Each student shares their word and briefly explains why they chose it.

LESSON 9. READING FOR INTERFERENCE AND IMPLICATION.

Finding the Hidden Message



What do you think happened to this girl?
Why is she upset? What clues do you see?
What do you think the man is waiting for?
Why is he hiding behind the door?
How do you think he feels?
What in the picture makes

you think that?

What do you think will happen next?
Do you think he's nervous, excited, or scared?
Why?



What do you think the child is hiding behind their back?
Why is the other child looking suspicious?
What kind of relationship do you think these two kids have?
What do you think just happened before this moment?
What do you think will happen in the next few seconds?

Student-Friendly Definitions

Inference:

Inference is when you figure out something that the author doesn't say directly. You use clues from the text and your own thinking to understand the hidden meaning.

Example:

Anna closed her book, sighed, and stared at the window for a long time.

What can you infer?

► Maybe she's bored, tired, or thinking about something serious. The text doesn't say it – you figured it out from the clues.

Implication:

Implication is what the author wants you to understand without saying it directly. It's the hidden message in the writing.

Example:

James looked at his phone, rolled his eyes, and put it face down on the table.

What is implied?

► He might be annoyed by the message or the person who texted. The author doesn't say James is annoyed – it's implied.

 **Academic Definitions**

 **Inference:**





An inference is a logical conclusion drawn by the reader based on textual evidence and background knowledge.

– (Grabe & Stoller, 2011)

 **Implication:**

An implication is a meaning or idea that is suggested by the text or speaker, but not directly expressed.

– (Oxford Dictionary of English)

	Implication 	Inference 
Who does it?	The writer / speaker	The reader / listener
What is it?	A hint or suggestion	A conclusion or guess
Direction	From the speaker 	From the text  your brain

Definitions:

• **Implication:** What the writer or speaker *suggests* without saying it directly.

• **Inference:** What the reader *understands* or *concludes* based on clues in the text.

Example:

• Text: James looked at his phone, rolled his eyes, and put it face down.

- ◇ The writer **implies** James is annoyed.
- ◇ The reader **infers** this emotion from James's actions.

Quick Tip:

Author **implies** → Reader **infers**

The Locked Drawer

Clara adjusted the frame on her desk for the third time in ten minutes. Her fingers hovered briefly over the drawer handle before she pulled them back and returned to her keyboard. The office buzzed around her—phones ringing, muffled chatter—but she seemed to hear none of it.

Across the room, Marcus glanced up from his monitor. He caught her eye, then quickly looked away. A tension, almost imperceptible, passed between them like static in the air.

At lunch, Clara sat alone by the window, stirring her coffee long after it had gone cold. The drawer remained locked, its tiny silver key tucked inside the lining of her wallet.

No one knew about the letter. At least, that's what she kept telling herself.

The day wore on. The printer jammed. The intern spilled tea. Someone in HR laughed a little too loudly. Normalcy marched on, and yet Clara's focus remained miles away. Every sound was a reminder. Every silence, an accusation.

By five o'clock, she stood, her chair squeaking softly as it pushed back. Her hand lingered on the drawer once more. This time, she opened it.

Inference-Based Questions:

What do you think is inside the drawer? Why?

Why is Clara hesitant to open it?

What can you infer about Clara's relationship with Marcus?

What is suggested by the sentence: Every silence, an accusation ?

What do Clara's repeated actions (e.g., adjusting the frame, hesitating at the drawer) tell you about her state of mind?

How does the contrast between Clara's emotional state and the busy office setting enhance the implied meaning of the story?

Instructions: Read each situation and write a short paragraph that *implies* what's happening without saying it directly. Use actions, descriptions, or dialogue.

Situation: A student forgot to study for a test.

Your paragraph:

Situation: A person is angry but doesn't want to show it.

Your paragraph:

Situation: Two friends are not speaking after an argument.
Your paragraph:

Sentence	Answer	Explanation
She looked at the clock and ran out.	Implied	It suggests she's late.
The baby cried loudly.	Said	It's directly stated.
He hid his phone when she walked in.	Implied	Suggests he's hiding something.
Tom was angry.	Said	It's explicitly stated.
Tom slammed the door and didn't say a word.	Implied	Implies he's angry without saying it.
Maria didn't eat dinner. She said she wasn't hungry.	Said	Both parts are clearly stated.
Maria stared at her plate and pushed the food around.	Implied	Implies she's upset or distracted.
The teacher smiled and gave her a thumbs-up.	Implied	Suggests praise or approval.
It was raining outside.	Said	Direct information.
He kept glancing at the door during the meeting.	Implied	Suggests he's nervous or expecting someone.

LESSON 10. READING FOR INTERFERENCE AND IMPLICATION

Finding the Hidden Message

1. Deepen your understanding and expand your knowledge of inference and implication by exploring these interactive Kahoots: [Kahoot 1](#) and [Kahoot 2](#). Engage with the questions, reflect on the clues, and uncover the hidden meanings embedded in everyday language and text.

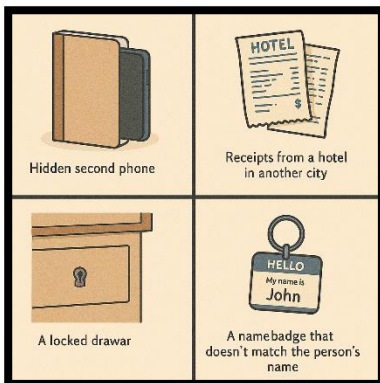
2. The Hidden Story – Creative Inference Writing Task

Each group will be given a unique set of five visual clue cards, each representing an object, action, or situation. These clues may seem disconnected at first, but your challenge is to infer a meaningful connection between them and construct a short narrative based on what they might suggest. Your story should be 7-8 sentences long and must be written in a way that shows rather than tells – focus on implied meanings, subtle hints, and emotional undertones. Avoid stating facts directly. Instead, use descriptive actions, expressions, and atmosphere to suggest what’s really going on beneath the surface.

Once your group has written the story, one person will read it aloud to the class. The rest of the class will listen carefully and try to infer what the hidden situation is based on the story and the clues.

This activity will help you practice the art of reading between the lines, developing critical thinking, creativity, and narrative skills – all essential tools for strong readers and writers.





Visual Literacy: Inferring from Images

Activity Type: Image-Based Interpretation

- Silent storyboards or photographic sequences presented without text
- Students infer events, relationships, and emotions
- Group reflection on how visual implication mirrors linguistic implication

Optional Variation: Students create their own silent panel to express a hidden message

Reflection & Transfer

Activity Type: Individual Writing + Class Debrief

• Short reflective writing: *How do inferential skills help us outside of school?*

• Discussion of inference in social situations, media, and interpersonal communication

• Emphasis on the **transversal value** of this skill (cross-subject and real-world relevance)

LESSON 11. INTRODUCTION TO ARGUMENT AND OPINION WRITING

Critical reading

Warm-Up – Agree or Disagree?

Purpose: To activate prior knowledge and personal opinions.

There are several statements for discussion by stating Agree, Disagree, or Unsure and In pairs, students should explain their position

Social Issues & Ethics	Environment & Sustainability	Education & Technology	Politics & Society
Social media does more harm than good. Cancel culture is a necessary form of accountability. Artificial intelligence is a threat to human employment. Online privacy no longer exists.	Climate change is the biggest threat to humanity. Everyone should adopt a plant-based diet to save the planet. Fast fashion should be banned. Developed countries should pay more for climate damage.	Grades do more harm than good. Universities are no longer necessary in the age of online learning. ChatGPT and other AI tools should be allowed in schools. Children under 12 should not have smartphones.	Voting should be mandatory. Freedom of speech should have limits online. The rich should pay significantly higher taxes. Immigration strengthens a country's economy and culture.

Argument writing is a type of writing where the writer expresses a strong opinion about a topic and then supports that opinion with clear reasons and strong evidence. The goal is to convince the reader that your point of view is logical, reasonable, and worth considering.



https://youtu.be/VZKUeEBryOk?si=sVWfujRKvf_qrfEf

Key Characteristics of Argument Writing:

1. Takes a clear stance
 - You choose one side of an issue and clearly state your position.
 - Example: *"Everyone should learn a second language."* ← This is a clear opinion or claim.

2. Uses logic and structure

- Argument writing is organized and follows a logical flow from the claim to the conclusion.
- You don't just say what you believe—you explain *why* you believe it.

3. Supports ideas with reasons and evidence

- Every opinion you express must be backed up with reasons (why you believe it) and evidence (facts, examples, statistics, expert quotes).
- This makes your argument stronger and more believable.

4. Considers the other side (counterargument)

- Strong argument writing also shows you have thought about the opposite opinion.
- You include a counterargument (what someone who disagrees might say) and respond to it to show why your opinion still makes sense.

5. Ends with a conclusion

- You restate your opinion and summarize your main points.
- A good conclusion leaves the reader with a strong final impression.

Why is Argument Writing Important?

- It helps you think critically.
- It teaches you to defend your ideas clearly and respectfully.
- It's used in academic writing, debates, articles, blogs, opinion pieces, and even in real-life discussions and decisions.

Color-Coded Model Paragraph (for display + explanation)

Claim (● Red): *School uniforms should be mandatory in all schools.*

Reason (● Yellow): *Uniforms promote equality among students.*

Evidence (● Green): *According to a 2022 study by the National Education Association, schools with uniforms report 30% fewer incidents of bullying related to clothing.*

Counterargument (● Blue): *Some people argue that uniforms limit students' self-expression.*

Rebuttal + Conclusion (● Purple): *However, students can still express themselves in other ways, such as through art or extracurricular activities. Overall, uniforms help create a more focused and respectful learning environment.*

- ● The *claim* is the writer's clear opinion. Everything else in the paragraph supports it.

- ● The *reason* gives a general justification for the claim.
- ● The *evidence* is specific and convincing—it shows *why* the reason is valid.
- ● The *counterargument* makes the writing stronger by showing the writer has considered other views.
- ● The *rebuttal and conclusion* answer the counterargument and wrap up the paragraph effectively.

<p>Argumentative Essay: Should Teenagers Limit Their Use of Social Media?</p>

Teenagers should limit their use of social media to protect their mental health and overall well-being. While platforms like Instagram, TikTok, and Snapchat offer entertainment and social connection, excessive use can cause serious harm. In today’s world, teenagers are spending several hours daily online, and this is having a clear impact on their mental and emotional state.

One major reason to limit social media is that it often leads to negative self-comparison. Many teens compare themselves to idealized images of others, which can lower self-esteem and increase feelings of anxiety. A 2023 World Health Organization study reported that teens who use social media for more than three hours a day are 35% more likely to suffer from symptoms of depression. These platforms are designed to be addictive, encouraging users to scroll endlessly, which reduces time for healthier activities like reading, exercising, or face-to-face communication.

Some people argue that social media allows teenagers to express themselves, stay in touch with friends, and even learn about global issues. This is true to an extent, but the risks of overuse are far greater. Real social interactions, such as spending time with family or participating in group activities, help develop stronger communication skills and emotional resilience.

In conclusion, while social media has its benefits, teenagers need to be aware of the mental health risks involved in excessive use. By limiting screen time and focusing more on real-life relationships and activities, young people can maintain a healthier balance in their lives. Parents and schools should also play a role in educating teens about mindful use of digital platforms.

▣ Claim (Thesis)

Teenagers should limit their use of social media to protect their mental health and overall well-being.

While platforms like Instagram, TikTok, and Snapchat offer entertainment and social connection, excessive use can cause serious harm. In today's world, teenagers are spending several hours daily online, and this is having a clear impact on their mental and emotional state.

▣ Reason + ▣ Evidence

▣ One major reason to limit social media is that it often leads to negative self-comparison.

Many teens compare themselves to idealized images of others, which can lower self-esteem and increase feelings of anxiety.

▣ A 2023 World Health Organization study reported that teens who use social media for more than three hours a day are 35% more likely to suffer from symptoms of depression.

These platforms are designed to be addictive, encouraging users to scroll endlessly, which reduces time for healthier activities like reading, exercising, or face-to-face communication.

⊙ Counterargument

Some people argue that social media allows teenagers to express themselves, stay in touch with friends, and even learn about global issues.

⊙ Rebuttal

This is true to an extent, but the risks of overuse are far greater.

Real social interactions, such as spending time with family or participating in group activities, help develop stronger communication skills and emotional resilience.

⊙ Conclusion

In conclusion, while social media has its benefits, teenagers need to be aware of the mental health risks involved in excessive use.

By limiting screen time and focusing more on real-life relationships and activities, young people can maintain a healthier balance in their lives. Parents and schools should also play a role in educating teens about mindful use of digital platforms.

Planning an Argument – Critical Writing Practice

Topic Example: “*Smartphones should be banned in classrooms.*”

(You can choose a more relevant or class-specific topic.)

Activity: Students complete a Graphic Organizer:

- Claim:
- Reason 1 + example:
- Reason 2 + example:
- Anticipated counterargument & brief response:
- Conclusion idea:

Encourage critical thinking: “What would someone who disagrees say? How can you respond to them logically?”

Argument Writing Worksheet – B2 Level

Topic: _____

PART 1: Planning Your Argument

1. What is your main claim (thesis)?

What are you arguing for or against?

2. Reason 1:

Why do you believe this?

Example / Evidence:

3. Reason 2:

Another reason that supports your claim:

Example / Evidence:

4. Counterargument:

What might someone who disagrees say?

Your response:

How can you respond to this counterpoint?

5. Conclusion Idea:

How will you summarize your opinion and leave an impact?

PART 2: Useful Linking Words

To give reasons: because, since, as, due to, due to the fact that, owing to, the reason is that, this is because, one reason is that, considering that, in view of

To add ideas: moreover, furthermore, in addition, also, as well, not only that, besides, what's more, additionally, equally important

To contrast ideas: however, although, even though, whereas, while, on the other hand, in contrast, nevertheless, nonetheless, despite, in spite of, yet, still, conversely

To give examples: for example, for instance, such as, like, namely, particularly, especially, to illustrate, to give an example, a good example of this is

To emphasize: in fact, indeed, clearly, obviously, surely, it is important to note that, without a doubt, significantly, above all, most importantly

To introduce a counterargument: some people argue that, it is often claimed that, a common opinion is that, opponents may say that, critics believe that, one might say that, others think that

To refute a counterargument: however this is not necessarily true, this may be the case, but..., even so, nonetheless, on the contrary, despite this, in reality, in fact, that may be true, but...

To conclude or summarize: in conclusion, to conclude, to sum up, overall, all in all, in summary, in short, taking everything into account, on the whole, ultimately, finally

PART 3: Peer Review Checklist

Exchange your paragraph with a partner. Read their work and check:

- Is the claim (thesis) clear and strong?
- Are there at least two good reasons?
- Is there evidence or examples?
- Is a counterargument included and addressed?
- Are ideas logically connected with linking words?
- Is the paragraph clear and easy to understand?

Give one compliment:

Give one suggestion for improvement:

Writing Time – Constructing an Argument Paragraph

Task: Using their completed organizers, students write a 180–200-word argumentative paragraph.

Support Tools:

- List of useful linking words (e.g., moreover, however, for example, in contrast, therefore)
- Model sentence starters (e.g., *One reason is...*, *A common counterargument is...*)

Homework Reminder: Rewrite your paragraph using peer feedback. Aim for clarity, coherence, and a strong argument!

LESSON 12. INTRODUCTION TO ARGUMENT AND OPINION WRITING

Critical reading

Opinion writing is a type of writing in which the author clearly expresses a personal belief, judgment, or point of view on a specific topic or issue and provides logical reasons and evidence to support that stance. It is commonly used to persuade the audience, encouraging them to understand, accept, or even adopt the writer's perspective. This form of writing is not just about stating what one thinks but about justifying that opinion in a structured and coherent way.

Key Features of Opinion Writing (Integrated into Definition):

1. **Clear Statement of Opinion:** The writer presents a well-defined opinion, typically early in the text, often as a thesis statement in the introduction.

2. **Logical Organization and Structure:** The writing is organized into a clear introduction, body paragraphs, and a conclusion. Each body paragraph presents a separate reason that supports the opinion.

3. **Supporting Reasons and Evidence:** Each reason is developed and supported with specific details such as facts, examples, personal experiences, or expert opinions. This helps strengthen the argument and make it more convincing.

4. **Use of Persuasive Language and Tone:** The writer uses persuasive techniques such as emotional appeal, rhetorical questions, repetition, and strong word choices to influence the reader's opinion.

5. **Linking Words and Transitions:** To create coherence and guide the reader through the argument, the writer uses connectors like *firstly*, *in addition*, *for example*, *therefore*, *as a result*, etc.

6. **Conclusion that Reinforces the Opinion:** The conclusion restates the main opinion and summarizes the key supporting points, often ending with a strong final statement to leave a lasting impression.

7. **Audience Awareness:** Good opinion writing considers the interests, knowledge level, and possible objections of the audience, and addresses them thoughtfully.

Key Points:

• Opinion Writing = stating a clear position + supporting it with reasons and evidence.

- Critical Writing = going beyond description to analyze, compare, evaluate.
- Critical ≠ Negative! It means thoughtful, reflective, analytical.
- Introduce terms: claim, argument, evidence, counterargument.

Feature	Opinion Writing	Critical Writing
Purpose	Persuade	Analyze and evaluate
Tone	Subjective	Balanced and objective
Structure	Thesis + supporting ideas	Argument + evaluation

Warm-Up Activity: “What Would You Choose?”

Title: *What Would You Choose?*

Instructions:

1. Presented **three "forced choice" dilemmas** on the board or screen.

For example:

- If you could only **read books or watch movies** for the rest of your life, which would you choose and why?

- Would you rather have **free time or more money**?

- Should school uniforms be **mandatory or optional**?

2. Students **choose one option** and write a **1–2 sentence justification** for their choice.

3. In pairs or small groups, they **share their choices and reasoning**.

4. 1–2 groups to share their thoughts with the class. Write down a few key opinion phrases they use, like:

- *I believe that...*
- *In my opinion...*
- *One reason is...*

Talking Pet Dilemma

Would you rather...

A Have a pet that talks but gossips about you?

B Have a pet that reads your mind and blurts it out in public?

Eternal Lunch Dilemma

Would you rather...

A Eat your favorite meal daily but never taste it?

B Eat a random surprise meal daily (could be delicious or awful)?

Hygiene Superpower Dilemma

Would you rather...

A Never shower again but always smell like onions?

B Be instantly clean but must loudly announce every meal?

Interactive Practice

Activity: *Fact or Opinion Sorting Game*

Students will be given some slips of paper with various statements and in pairs, they sort them into "Fact" or "Opinion." Then discuss: *How can we support an opinion with evidence?* Moreover students can be asked to rewrite one opinion statement into a strong topic sentence for a paragraph.

	Statement	Your Answer (Fact / Opinion)	Explanation (Why?)
1	Climate change is the most serious threat facing humanity today.		
2	Shakespeare's plays are the most important works in English literature.		
3	The human brain contains approximately 86 billion neurons.		
4	Dark chocolate is healthier than milk chocolate.		
5	Global poverty has decreased significantly over the past 50 years.		
6	Online education is more effective than traditional classroom learning.		
7	The Great Wall of China is over 13,000 miles long.		
8	Artificial intelligence will eventually replace most human jobs.		
9	Dogs are more loyal than cats.		
10	The capital of Canada is Ottawa.		
11	Everyone should become a vegetarian to save the planet.		
12	Ice melts at 0 degrees Celsius.		

Model Paragraph Analysis

Task: Read a sample opinion paragraph, find which one well organized and which one poorly organized, underline:

- Thesis statement
- Supporting reasons
- Linking words
- Counterargument (if included)

Follow-Up Questions:

- Is the writer's position clear?
- Are the reasons convincing?
- Is it balanced?

Should Students Be Allowed to Use Smartphones in the Classroom?

I think phones in school are okay because everyone uses them and it's normal now. Sometimes people say it's bad or not good, but I don't think so. People always have phones and they need to use them sometimes, even in class. Like, when you don't know something, you can just look it up on your phone. That helps you learn, right? Also, there are apps and games that are used in class. Some students play on their phones, but that's not always a bad thing. Phones are part of life and people will always be on them anyway. Teachers can just tell students not to use them too much or whatever. I saw students doing quizzes on their phones once and they liked it. It made class more fun and less boring. Phones are just normal now, and it's not weird to see students on them all the time. Like, you can do homework, watch videos, or just Google stuff. I know some teachers don't like it, but students will still use phones, so why not just let them? It's better to use them for something helpful. Phones help people, and sometimes they are distracting, but so what? Everything is distracting sometimes. Students can learn and use phones at the same time. If we stop students from using phones, it might make them want to use them more. So yeah, I believe phones in class are fine and banning them just doesn't make sense.

Some people argue that using smartphones in school is a distraction, but I believe that allowing students to use smartphones during class can actually enhance their learning experience. To begin with, smartphones provide quick access to information. Instead of waiting to ask the teacher or search through a textbook, students can instantly look up definitions, translations, or current data. Secondly, many educational apps and tools available on smartphones encourage student engagement and improve understanding. For instance, apps like Kahoot and Quizlet make learning more interactive and fun. Furthermore, smartphones help students develop digital literacy, which is an essential skill in today's technology-driven world. By using smartphones responsibly in class, students prepare themselves for future academic and professional environments. Of course, there are concerns about distraction and misuse. However, these problems can be managed through clear rules and teacher supervision. If teachers set boundaries – like only using phones during designated times – students can stay focused while still benefiting from their devices. In conclusion, when used wisely, smartphones are not a source of distraction but a valuable learning tool. They open the door to a wealth of knowledge and interactive resources that can make

classroom experiences richer, more modern, and more relevant. Educators should focus on teaching students how to use technology appropriately rather than banning it altogether. With the right approach, smartphones can transform the way we learn and help students become more independent and motivated learners.

Collaborative Writing

Activity: *Group Paragraph Writing*

- In small groups, students choose an opinion topic (you can provide options).
- Together, they write one paragraph with:
 - Clear opinion
 - Two supporting arguments
 - One counterargument + rebuttal
- Use linking words (e.g., *Firstly, In contrast, However, Therefore*)

Peer Review Carousel

- Groups exchange paragraphs.
 - Use a checklist:
 - Is the opinion clear?
 - Are reasons logical?
 - Is there a counterargument?
 - Are linking devices used?
- Give feedback using *Two Stars and a Wish* (2 positives, 1 suggestion).

Exit Ticket Questions:

- One thing I learned today is...
- One thing I still want to work on is...
- Rate your confidence in writing an opinion paragraph (1–5)

LESSON 13. ANALYZING SHORT TEXTS.

The main stages of writing critically

Before beginning the lesson in order to make the class more engaged it is advised to do Provocative Poll + Quote Battle. For provocative poll there made an anonymous poll in google forms where students can answer on the topic “Freedom of speech”. Here is the link for a poll:

☑ Task 1: Quick Anonymous Poll (Agree / Disagree) <https://docs.google.com/forms/d/e/1FAIpQLSe1xVFGkwwg5BQQ3JcHZO6-wnD3P3nR0d0rgIBnlwSFITRRA6Q/viewform?usp=dialog>

Freedom of speech

"Freedom of speech should include the right to offend."

Agree

Disagree

Should there be legal limits on what people can say in public?

Yes, some speech should be restricted.

No, speech should be completely free.

Not sure / It depends.

Which is more dangerous in society?

Censorship of speech

Offensive or harmful speech

Both equally

Not sure

Is being offended a reason to limit someone's speech?

Yes, if it hurts others.

No, offense is subjective.

Maybe—it depends on the context.

Can offensive speech ever be useful or necessary? (Short Answer)

Мой ответ _____

Can offensive speech ever be useful or necessary? (Short Answer)

Always

Only if it promotes violence or hate

Never

Not sure

If someone offends your values or beliefs, what's the best response?

Report or ban them

Ignore them

Respond with counter-arguments

Try to understand their point

Other: _____ (optional)

Очистить форму

🗣️ Task 2: Quote Battle

Below stated 3 powerful, real-world quotes on freedom of speech.

1. “If liberty means anything at all, it means the right to tell people what they do not want to hear.”– George Orwell

2. “Freedom of speech is not freedom from consequences.” – Unknown

3. “You can’t say that freedom of speech exists if people are afraid to speak their mind.” – Salman Rushdie

In small groups, students rank the quotes from most to least persuasive. Justify their ranking—why one quote is stronger or more convincing than another.


Skills Developed:

Argument evaluation – Students judge the strength and logic of different viewpoints.

Rhetorical analysis – They analyze how word choice, tone, and message impact persuasiveness.

Collaboration – They work together to reason and defend choices.

Critical engagement – They connect personal beliefs with public discourse.

 **Dual Text Challenge** is a powerful way to sharpen students’ critical reading, comparative analysis, and rhetorical skills. Here’s a complete breakdown with examples to guide activity. Students should identify the Following in Each Text:

Main Claims & Supporting Evidence

What are the key arguments?

What facts, stats, examples, or expert quotes are used?

Tone & Rhetorical Strategies

Is the tone emotional, sarcastic, logical, urgent, etc.?

Look for:

Repetition

Rhetorical questions

Anecdotes

Humor or irony


Bias or Manipulation

Is the text one-sided?

Are facts twisted, or language emotionally loaded?

Topic: AI in Education

Debate: Is artificial intelligence helpful or harmful in classrooms?

 Text A: “AI is Transforming Education for the Better”

Artificial Intelligence is not a threat—it's an opportunity. AI-powered tools like intelligent tutoring systems and automated feedback are making learning more personalized than ever before. Instead of a one-

size-fits-all model, students can now receive support tailored to their pace and style.

For teachers, AI reduces burnout by handling time-consuming tasks such as grading and data analysis. This allows educators to focus on what truly matters: human interaction and creativity. As technology advances, we should embrace AI as a partner, not fear it as a replacement.

Critics often claim AI will "replace" teachers, but this is a misunderstanding. AI is a tool—not a teacher. With proper training and implementation, AI can enhance, not undermine, the classroom experience.

As the world grows increasingly digital, refusing to integrate AI into education is like banning calculators in math class. It's time to move forward.

✉ Text B: “AI Is a Dangerous Distraction in Schools”

The classroom should be a space for human connection, curiosity, and meaningful dialogue. Introducing Artificial Intelligence threatens all of that. AI doesn't think, it calculates. It doesn't understand, it processes.

Already, we've seen students using AI tools like ChatGPT to avoid thinking for themselves. If we continue down this path, we risk raising a generation that relies more on machines than on their minds.

Proponents say AI "saves time" for teachers, but at what cost? Reducing a teacher's role to a supervisor of machines devalues education itself. No algorithm can replace the insight, empathy, and mentorship that a real teacher provides.

AI in education is not a tool—it's a distraction. It shifts attention from critical thinking to shortcuts, from conversation to code. What happens when the tech fails? Who do students turn to then?

This obsession with automation reflects a deeper issue: we are prioritizing convenience over connection. And that's a cost no student should pay.

Dual Text Challenge: Group Analysis Chart

Category	Text A: “AI is Transforming Education”	Text B: “AI is a Dangerous Distraction”
1. Author's Stance		
2. Main Claims		

Category	Text A: “AI is Transforming Education”	Text B: “AI is a Dangerous Distraction”
3. Supporting Evidence		
4. Tone		
5. Rhetorical Strategies		
6. Bias or Manipulation		
7. Assigned Rhetorical Device		
→ <i>Quote / example from text</i>		
→ <i>Effect on reader?</i>		
8. Which is more persuasive? Why?		

After completing analysis chart there should be organized debate between groups.

 Setup Instructions:

1. Each group chooses a side (either for or against the use of AI in education).
2. They prepare a 1-minute “micro-argument”, based on earlier text analysis.
3. The classroom is arranged so pairs of groups face each other.
4. In each round: Group A presents their argument (1 minute). Group B responds with a rebuttal (1 minute). Then they switch roles.
5. After each round, groups rotate to face a new opponent (like a carousel)

LESSON 14. ANALYZING SHORT TEXTS. THE MAIN STAGES OF WRITING CRITICALLY

Writing Critically – From Debate to Argument Paragraphs


Applying critical reading and argumentation to structured academic writing is essential on writing. Understanding its structure and accomplishment the tasks make writing valuable. During the lesson students will master to identify the main stages of writing critically, to transform oral argument into a written critical response, to integrate opposing views and rhetorical strategies into writing, and to practice effective introductions, thesis statements, and evidence integration.

In both academic and real-life situations, simply **having an opinion is not enough**. To be truly persuasive and respected in discussions, you must be able to **clearly explain** *why* you believe what you believe. This means organizing your ideas logically, backing them up with **reasons, examples, and evidence**, and addressing other perspectives thoughtfully. Whether you're writing an essay, participating in a discussion, or preparing for university and professional life, the ability to **construct well-developed argument paragraphs** is essential. It allows you to:

- Communicate your ideas clearly and confidently
- Support your claims with logic and facts
- Analyze and respond to complex issues
- Convince others through reasoning, not just emotion
- Engage in thoughtful, respectful academic debate

Learning to write critically helps you become a more **independent thinker**—someone who can question information, consider different sides of an issue, and form conclusions based on thoughtful reflection. This skill is not only key to success in school, but it's also vital in the workplace, in media literacy, and in everyday decision-making.

Warm up activity: take an anonymous questionnaire to burst up the topic.
[https:// docs.google.com / forms / d / e / 1FAIpQLSfT-27gSVVKQml6RowsKCEtcksxdy IUaC6pIjFa7YWsRmViw / viewform?usp=header](https://docs.google.com/forms/d/e/1FAIpQLSfT-27gSVVKQml6RowsKCEtcksxdyIUaC6pIjFa7YWsRmViw/viewform?usp=header)



The Impact of Social Media on Young People's Mental Health

B I U ↻ 🔍

Описание

Social media has a mostly negative effect on young people's mental health.

Strongly Agree

Agree

Disagree

Strongly Disagree

Seeing others' lives on social media often makes young people feel worse about themselves.

Strongly Agree

Agree

Disagree

Strongly Disagree

Likes and comments on posts can strongly influence how young people feel about their self-worth.

Strongly Agree

Agree

Disagree

Strongly Disagree

Social media creates unrealistic standards for beauty, success, and lifestyle.

Strongly Agree

Agree

Disagree

Strongly Disagree

Taking a break from social media can improve a young person's mental well-being.

Strongly Agree

Agree

Disagree

Strongly Disagree

Social media helps young people feel more connected and supported.

Strongly Agree

Agree

Disagree

Strongly Disagree

Cyberbullying on social media is a serious threat to mental health.

Strongly Agree

Agree

Disagree

Strongly Disagree

...

The way young people use social media matters more than how often they use it.

Strongly Agree

Agree

Disagree

Strongly Disagree

Young people often compare themselves to others on social media, which affects their self-esteem.

Strongly Agree

Agree

Disagree

Strongly Disagree

...

Social media platforms should take more responsibility for protecting users' mental health.

Strongly Agree

Agree

Disagree

Strongly Disagree

What Is a Rhetorical Device?

A rhetorical device is a technique used in speaking or writing to persuade, emphasize a point, or make language more powerful and memorable. These devices help writers and speakers engage the audience, create emotional impact, and make arguments more convincing.

Why Use Rhetorical Devices?

- To **persuade** or influence the audience
- To make your **argument stronger**
- To create **emotional appeal**
- To make your message **more memorable and effective**

Common Examples of Rhetorical Devices:

1. **Rhetorical Question** – Asking a question not to get an answer, but to make a point.
2. *“Do we really want a world ruled by algorithms?”*
3. **Repetition** – Repeating words or phrases for emphasis.
4. *“We must act now. We must act together. We must act boldly.”*
5. **Parallelism** – Using the same structure in a series of phrases or sentences.
6. *“She came, she saw, she conquered.”*
7. **Hyperbole** – Exaggeration for dramatic effect.
8. *“This app is destroying an entire generation!”*
9. **Metaphor** – Comparing two unlike things without using "like" or "as".
10. *“Social media is a double-edged sword.”*
11. **Allusion** – A brief reference to a well-known person, event, or text.
12. *“This situation reminds me of Orwell’s 1984.”*

📖 Mini Text Analysis

<p>✉ Text A: Social Media Can Be a Force for Good</p> <p>Social media has the power to positively influence young people’s mental health when used thoughtfully. It allows individuals to express themselves creatively, build supportive communities, and access mental health resources. Platforms like Instagram, TikTok, and YouTube are filled with stories from people who openly discuss their struggles with anxiety, depression, or self-esteem, helping to reduce stigma and encourage</p>	<p>✉ Text B: The Mental Health Toll of Social Media is Real</p> <p>For many young people, social media has become a source of stress, anxiety, and low self-worth. The constant stream of carefully edited images and highlight reels creates unrealistic standards for beauty, success, and happiness. As teens scroll through their feeds, they often compare themselves to others, which can lead to feelings of inadequacy and self-doubt. Research consistently shows that high levels of social media use are</p>
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others to seek help. Many teens report feeling less alone after seeing others share similar experiences online. Of course, overuse and negative content exist, but when young users learn to set boundaries and curate their feeds, social media can become a space of connection, validation, and even healing.	linked to increased rates of anxiety, depression, and sleep disruption. In addition, cyberbullying and online pressure to perform or gain likes add to the mental strain. While social media offers some benefits, the psychological cost for today's youth is too high to overlook.
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 **New Tasks (in pairs or small groups):**

1. Persuasion Scorecard

Rate each text (1–5) on the following categories. Then explain your ratings briefly.

Criteria	Text A Score (1–5)	Text B Score (1–5)	Which text is stronger here? Why?
Clarity of Argument			
Emotional Impact			
Use of Evidence			
Tone and Word Choice			
Overall Persuasiveness			

2. Match the Audience

Discuss:

Who would each text appeal to more? (e.g., teenagers, parents, teachers, mental health professionals, general public).

- Text A would most likely appeal to: _____
- Text B would most likely appeal to: _____

Why? Give 1–2 reasons for each.

3. Headline Rewriters

Create a new, catchy headline for each text that captures its argument and tone.

- New headline for Text A: _____
- New headline for Text B: _____

Main Task: Write a Persuasive Argument Paragraph

Students write one strong **critical paragraph** responding to this question:

"Do you believe social media is more beneficial or more harmful for young people's mental health?"

<p>Requirements:</p> <p>Clear thesis statement</p> <p>At least two supporting arguments</p> <p>One piece of evidence (can be from readings, personal experience, or invented)</p> <p>Use one rhetorical strategy (e.g. rhetorical question, repetition, emotional appeal, etc.)</p> <p>Approx. 120–150 words</p>	<p>Optional Sentence Starters:</p> <p><i>One of the main reasons...</i></p> <p><i>Critics often argue that...</i></p> <p><i>However, it is clear that...</i></p> <p><i>This is supported by...</i></p>
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LESSON 15. WRITING A CLEAR THESIS STATEMENT

What is a Thesis Statement? (Expanded Definition)

A thesis statement is a central, guiding sentence in an essay, usually placed at the end of the introduction paragraph, that clearly states the writer’s main argument or position on a particular topic. It is the foundation of your entire piece of writing and informs the reader what to expect, both in terms of your viewpoint and the structure of your ideas.

The thesis acts like a compass—helping the writer stay focused and organized, and helping the reader understand the purpose and direction of the text. Everything you write in the body of your essay should relate back to and support the thesis statement.

What Makes a Strong Thesis Statement?

A strong thesis statement is:

- **Clear and Specific** – Avoid vague language or generalizations. Be direct about what you are arguing.

- **Focused** – It should cover only what you will discuss in your paper, not everything related to the topic.

- **Arguable** – It should present a claim that someone could reasonably disagree with (not just a fact).

- **Relevant** – It should directly address the writing prompt or task.

- **Logical and Coherent** – It gives the reader a clear sense of how you will support your argument.

Example of a Strong Thesis Statement:

“While social media has the potential to foster community and support, its overuse contributes significantly to anxiety and low self-esteem in teenagers, making it a threat to their mental well-being.”

Example of a Weak Thesis Statement:

“Social media is popular among teenagers.”

(Too general and not arguable)

Thesis Hunt: Identifying the Strongest

Paragraph A

Social media is used by many teenagers every day. It’s a big part of their lives and helps them stay connected with friends and trends. There are both good and bad sides to social media.

 Paragraph B

Social media has become a powerful part of modern teenage life. While it allows teens to stay connected and entertained, it also exposes them to unrealistic standards and constant comparison. Social media is more harmful than helpful to teenagers' mental health because it contributes to anxiety, low self-esteem, and pressure to fit in.

 Paragraph C

Today, most young people have social media accounts and use them daily. Some people think it's helpful, while others say it's harmful. This essay will talk about the different effects of social media on teens.

 Paragraph D

Teenagers today spend hours scrolling, liking, and posting online. Although social media can support self-expression and connection, it often has damaging effects on mental health. This essay argues that the negative mental health consequences of social media—such as anxiety, sleep loss, and addiction—outweigh its benefits.

Instructions:

Read the four introduction paragraphs below.

Underline the thesis statement in each one.

Rank them from weakest (1) to strongest (4) based on clarity, focus, and strength of argument.

Discuss your rankings with a partner, then share with the class.

 Follow-Up Pair / Group Questions:

Which thesis did you rank as the strongest? Why?

Which one was weakest? What is it missing?

What do the stronger thesis statements have in common?

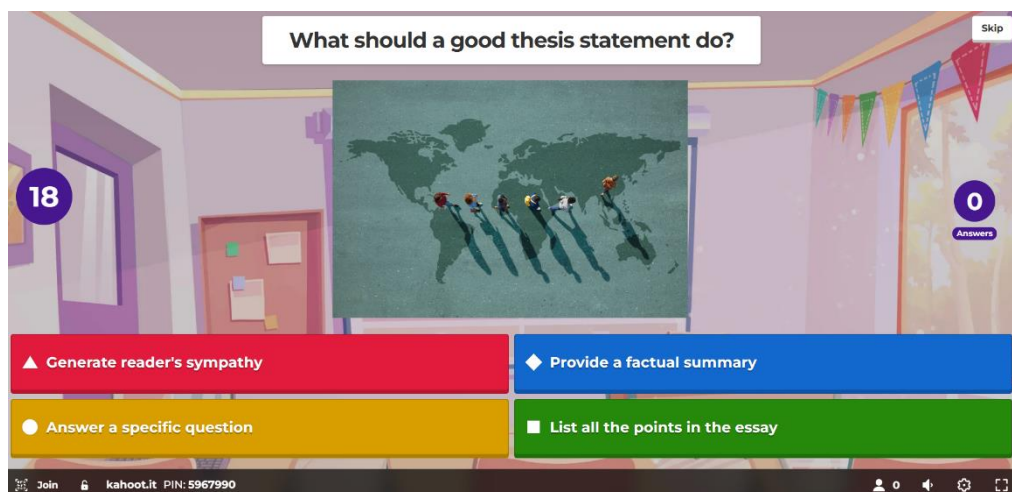
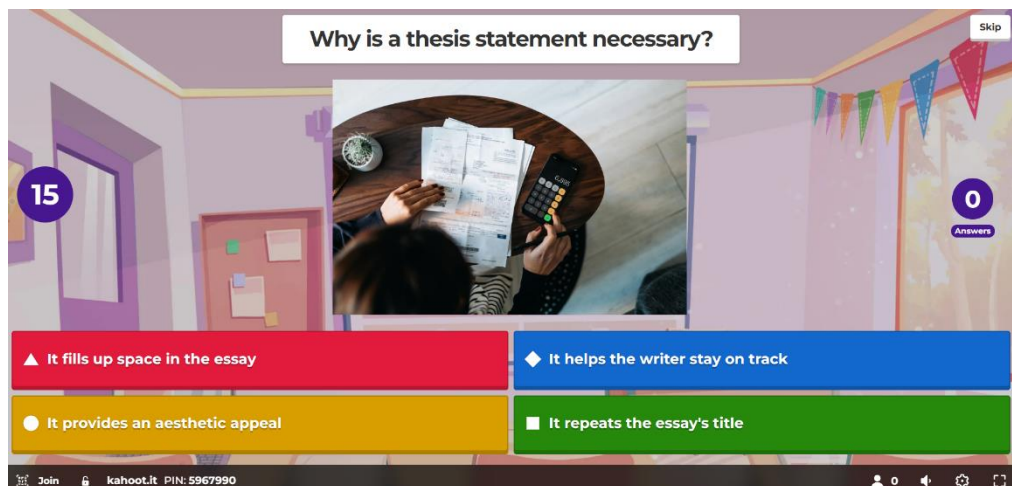
How could you improve the weakest one?

LESSON 16. WRITING A CLEAR THESIS STATEMENT

Writing Your Own Clear Thesis Statements. In order to deepen students' understanding of how to identify, evaluate, and construct effective thesis statements, a Kahoot quiz activity will be conducted. This interactive exercise will engage learners in distinguishing between strong and weak thesis statements, recognizing key components of a well-developed argument, and applying critical thinking skills in a game-based format. The goal is to reinforce prior knowledge through immediate feedback and collaborative discussion, while making the learning process active, memorable, and enjoyable.

[Developing a Thesis Statement - Details - Kahoot!](#)

[Game pin: 1630703 - Waiting for players - Kahoot!](#)



Rewrite Challenge – Strengthen the Thesis!

Task:

Below are three weak thesis statements. Your job is to **rewrite each one** to make it **clearer, stronger, and more focused**. Use the checklist to help guide your revision.

◇ Thesis Statement #1 (Weak):

People like social media.

 Your Revised Version:

◇ Thesis Statement #2 (Weak):

There are many kinds of education.

 Your Revised Version:

◇ Thesis Statement #3 (Weak):

This essay is about climate change.

 Your Revised Version:

Thesis Checklist – Does your thesis...

- Clearly state your main idea or argument?
- Include a specific focus or topic?
- Show your opinion or position?
- Make a claim someone could disagree with?
- Avoid vague or general language?

 Exit Ticket / Reflection

Each student writes down:

- One thing a strong thesis **must** include
- One thesis statement **they improved** today

LESSON 17. USING EVIDENCE IN WRITING

Using evidence in writing refers to the incorporation of externally or internally sourced linguistic material—such as data, quotations, empirical facts, or contextual examples—into a written discourse to support, justify, or reinforce a particular claim, argument, or thesis. This involves both the **insertion of evidential markers** (lexical or grammatical elements that indicate source or certainty) and the **semantic integration** of the information into the logical flow of the text.

Discourse Function

In writing, especially academic or argumentative writing, evidence serves a **discourse-pragmatic function**—it increases the **epistemic strength** of the writer’s claims. That is, it shows that what you’re saying isn’t just your personal opinion but is grounded in something verifiable.

Evidentiality in Language

In linguistics, **evidentiality** refers to how a speaker or writer shows the **source of their knowledge**. This can be:

- **Direct evidence** → “I saw her leave.”
- **Indirect / inferred evidence** → “She must have left already.”
- **Reported speech or citation** → “According to Smith (2020), recycling reduces waste by 40%.”

In writing, especially formal writing, we rely heavily on this third type: **reported or cited evidence**.

Syntactic and Lexical Features

Using evidence in writing often includes certain syntactic or lexical choices, such as:

- **Attribution clauses:**
 - “*Research shows...*” / “*Smith argues that...*”
- **Reporting verbs:**
 - *argue, claim, suggest, demonstrate, indicate*
- **Citation styles:**
 - APA, MLA, Chicago – all designed to **grammatically and structurally frame evidence**.

Integration into Text Structure

From a **text-linguistic** perspective, evidence contributes to **cohesion and coherence**. It helps move the argument forward logically, and connects ideas in a way that’s meaningful to the reader.

For example:

- **Claim:** Language learning is easier in childhood.

- **Evidence:** "*Studies in neurolinguistics (Johnson & Newport, 1989) show that the brain's plasticity declines after puberty.*"

- **Integration:** The writer uses linguistic tools (citation, reporting verb) to fold this info smoothly into their argument.

Using evidence in writing is not merely a stylistic choice but a **functional linguistic act** that contributes to the **persuasive, referential, and epistemic dimensions** of a text. It operates across **lexical, syntactic, and discourse levels**, enhancing both **credibility** and **cohesion**.

Part A: Identify if the quote sounds like opinion or supported by evidence.

Why is evidence important in writing?

Type	Example
1. Direct evidence	A. "According to WHO (2023), the rate of vaccination increased globally."
2. Inferred evidence	B. "She must have studied—her score was the highest."
3. Reported / cited evidence	C. "I saw him submit the assignment before the deadline."

Part B: Spot the Evidence

Numerous studies show that early and sustained exposure to multiple languages during childhood is linked to greater cognitive flexibility, particularly in tasks that require switching between rules or focusing attention. According to Johnson (2015), bilingual children consistently outperformed their monolingual peers in a series of complex problem-solving tasks that demanded planning and adaptability. Similarly, Martinez et al. (2020) reported that multilingual preschoolers showed faster reaction times and greater accuracy on attention-control tests. Researchers suggest that these advantages stem from enhanced executive function, including improved working memory and inhibitory control, which are regularly exercised when children navigate between different linguistic systems. Some scholars also emphasize that bilingualism fosters metalinguistic awareness, enabling children to think more critically about language itself.

Questions:

1. How many pieces of evidence can you find?
2. What verbs indicate evidence is being reported?
3. Is the evidence well-integrated or just "added on"?

Part C: Write It Yourself

Choose one claim and write a short paragraph using **at least one piece of evidence**. Use reporting verbs and citation format.

Claims to choose from:

- Social media impacts self-esteem.
- Bilingualism benefits brain development.
- Exercise improves mental health.

Sentence Starters:

- “According to...”
- “Recent research shows...”
- “Studies conducted by... suggest that...”

LESSON 18. USING EVIDENCE IN WRITING

In order to help you fully grasp and confidently apply the skill of using evidence in your explanations, we have thoughtfully designed a variety of engaging and purposeful activities. These tasks are intended to build upon the foundation laid in our previous lesson, guiding you step by step toward a deeper and more meaningful understanding. As you work through each activity, you will have the opportunity to practice selecting relevant details, supporting your ideas with clear examples, and presenting your thoughts in a logical and persuasive manner. Through consistent practice and reflection, you will not only strengthen your ability to explain effectively but also develop the critical thinking skills essential for powerful communication. Let this be a journey of discovery, growth, and mastery.

The Bingo card game provided below is specifically designed to facilitate the mastery of vocabulary related to evidence and to enhance understanding of the various types of evidence used in explanatory writing. This interactive activity serves as an engaging method for reinforcing key terminology while promoting critical thinking about the function and application of different forms of evidence. Through participation in the game, the ability to identify, categorize, and utilize evidence effectively will be strengthened—contributing to the development of clear, structured, and persuasive communication.

Bingo Card 1

Argue	State	Suggest	Indicate	FREE SPACE
Emphasize	Admit	Note	Point out	Propose
Reveal	Claim	Assert	Say	Recommend
Mention	Announce	Report	Estimate	Highlight
Observe	Acknowledge	Confirm	Predict	Outline

Bingo Card 2

Claim	Emphasize	Highlight	Suggest	FREE SPACE
Report	Assert	Say	Recommend	Argue
Reveal	Mention	State	Point out	Note
Confirm	Predict	Estimate	Propose	Indicate
Acknowledge	Announce	Observe	Outline	Admit

Bingo Card 3

Note	Suggest	Argue	Say	FREE SPACE
Report	State	Confirm	Propose	Outline
Emphasize	Reveal	Assert	Estimate	Point out
Recommend	Claim	Indicate	Highlight	Mention
Observe	Acknowledge	Admit	Predict	Announce

Bingo Card 4

Highlight	Propose	Reveal	Argue	FREE SPACE
Assert	Estimate	Mention	Emphasize	Recommend
Report	Confirm	Say	Outline	Point out
Suggest	Claim	Note	State	Indicate
Acknowledge	Predict	Observe	Admit	Announce

Sentences for Students to Fill In the Verb:

1. Smith _____ that online learning increases student engagement.
2. Researchers _____ that early bilingualism boosts cognitive flexibility.
3. Johnson _____ the importance of active recall in long-term memory.
4. The report _____ a strong link between stress and academic performance.
5. In her article, Lee _____ that standardized testing narrows the curriculum.
6. Scientists _____ that climate change is accelerating faster than expected.
7. The author _____ that children learn best through play-based methods.
8. Davis _____ that sleep deprivation affects concentration.
9. One study _____ that digital devices can enhance reading comprehension.
10. Experts _____ the benefits of reducing class size.
11. The speaker _____ that social media can harm mental health.
12. The ministry _____ the new policy on school safety today.
13. Brown _____ that not all data was properly analyzed.

14. Recent research _____ that nutrition impacts cognitive development.

15. Wilson _____ the flaws in the current grading system.

16. The journalist _____ the government's decision as "premature."

17. Dr. Green _____ the need for early diagnosis in dyslexia.

18. The professor _____ that students struggle with self-directed learning.

19. Analysts _____ a rise in unemployment by early next year.

20. The principal _____ the school's new anti-bullying campaign.

21. Thompson _____ that teachers often feel underappreciated.

22. Taylor _____ how peer feedback improves writing skills.

23. A number of researchers _____ similar results in their trials.

24. The manual _____ a step-by-step approach to essay planning.

25. Harrison _____ the challenges of remote instruction.

26. The author _____ that language and thought are deeply connected.

27. Some scientists _____ that artificial intelligence lacks true understanding.

28. The lecturer _____ the main themes of the novel.

29. A recent study _____ that exercise improves brain health.

30. Johnson _____ that digital distractions are hard to avoid.

Review: Reporting Verbs & Integration Structures

1. Reporting Verbs Recap. **Common verbs for academic writing include:**

- **Claim** – to state something as true, often without proof
- **Suggest** – to propose a possibility or idea
- **Indicate** – to show or point out something clearly
- **Emphasize** – to highlight or stress the importance of something

Example:

Johnson (2021) claims that increased screen time negatively affects children's attention spans.

Martinez (2019) emphasizes the need for early digital literacy in primary education.

3. Citation Integration Examples (APA Style)

Citation Style	Example
A. Narrative (Author as subject)	<i>Smith (2022) argues that collaborative learning fosters critical thinking.</i>
B. Parenthetical (Author / date at the end)	<i>Collaborative learning fosters critical thinking (Smith, 2022).</i>
C. Mixed Citation	<i>According to a study conducted by Smith (2022), students benefit from group discussion techniques.</i>

3. Contrastive Citation (Comparing Authors' Views)

Used to present opposing or differing viewpoints in academic writing. Example:

While *Smith (2022) argues* that online learning improves student independence,

Johnson (2023) claims that it leads to increased isolation and reduced collaboration

Contrastive Citation Practice Card

Instructions:

Use the sentence template below to practice **contrastive citation** using **reporting verbs**.

- Choose **two authors** (real or imaginary).
- Use **two contrasting reporting verbs** (e.g., *claims* vs. *questions*).
- Discuss **two opposing viewpoints** on a topic such as technology, education, health, or the environment.

 Sentence Template:

While [Author A] [reporting verb] that [point A], [Author B] [reporting verb] that [point B].

Example:

While Carter (2020) suggests that social media helps teenagers stay connected, Liu (2021) emphasizes that excessive use may impact their mental health.

 Now You Try!

Use the space below to write your own sentence:




 Group Work: Build an Argument – Activity Card

 Task: Write a Paragraph Using Multiple Sources

Instructions

Each group will receive **three short texts or data blurbs** related to the **same topic** (e.g., *the benefits of online learning*).

Goal: Synthesize information from at least **two different sources** to write a single paragraph presenting a clear argument.

 Text 1: Flexibility and Accessibility	Lee (2021) argues that one of the most significant advantages of online learning is the flexibility it offers to students, particularly those in rural or underserved communities. By removing the need for physical attendance, online education allows learners to study at their own pace and manage their time more effectively. In a survey of 1,000 university students, 73% reported that having control over their study schedule reduced stress and improved their academic performance. Lee emphasizes that such flexibility can support a better balance between studies, work, and family responsibilities.
 Text 2: Engagement and Interaction Challenges	According to a study conducted by Martinez (2022), despite the practical advantages of digital learning, student engagement often suffers in a fully virtual environment. Many learners struggle to stay focused and motivated without the social interaction typically found in physical classrooms. The research showed that 65% of students felt less connected to both instructors and classmates during online courses. Martinez suggests that incorporating regular live sessions, interactive discussions, and collaborative projects could help mitigate the sense of isolation and enhance the learning experience.
 Text 3: Skill Development	In contrast to concerns about reduced engagement, Turner (2023) highlights the opportunity online learning provides for developing essential 21st-

and Independence	century skills. Turner points out that virtual education fosters greater self-discipline, responsibility, and adaptability in students. Those who participated in remote learning for over a year demonstrated stronger self-management and digital literacy compared to their peers in traditional classroom settings. Turner concludes that although online learning has its challenges, it also plays a key role in preparing students for the demands of modern workplaces.
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 **Your Paragraph Should Include:**

- A clear main idea or argument.
- At least two citations from the sources provided.
- A logical structure: introduction, support, and conclusion.
- Use of reporting verbs to connect ideas (e.g., *argues*, *suggests*, *supports*, *counters*, *questions*).
- Optionally, use a contrastive structure (e.g., *While Smith (2021) argues that...*, *Lee (2022) emphasizes that...*).

 **Tips for Success**

- Compare or combine ideas from different texts.
- Be sure to cite authors clearly (APA style is recommended).
- Use connectors like *in addition*, *however*, *similarly*, or *on the other hand*.
- Keep your writing focused and concise (6–8 sentences).

Example Opening:

While Johnson (2021) highlights that online learning improves flexibility for students, Turner (2022) emphasizes that it may also lead to reduced engagement and feelings of isolation.

LESSON 19. READING DIFFERENT TEXT TYPES

Warm up activity: "Text Detective" Game

Instructions:

Write a selection of titles or first sentences from different types of texts on the board.

Each sentence should represent a clear example of a narrative, descriptive, informative, or argumentative text.

Students will be invited to read each example carefully and identify the text type based on the language, structure, and purpose indicated by the wording.

Title / First Sentence	Expected Text Type
<i>"Once upon a time, in a small village by the sea..."</i>	Narrative
<i>"The Amazon Rainforest is home to more than 3 million species."</i>	Informative
<i>"The castle stood high on the rocky hill, surrounded by mist."</i>	Descriptive
<i>"Students should have less homework because it causes stress."</i>	Argumentative
<i>"The waves crashed loudly against the rocks, spraying salty mist into the air."</i>	Descriptive
<i>"Recent studies show that exercise improves memory function."</i>	Informative
<i>"It is clear that electric cars are the future of transportation."</i>	Argumentative
<i>"Jack ran as fast as he could, clutching the magic stone tightly in his hand."</i>	Narrative
<i>"The delicious aroma of freshly baked bread filled the kitchen."</i>	Descriptive
<i>"Global warming is a major threat to life on Earth."</i>	Informative (or Argumentative, depending on full context)

Detailed Explanation of the Four Text Types

1. Narrative Text

Purpose:

- To tell a story about events, experiences, or imaginary situations.

Key Features:

- Has a beginning, middle, and end (clear sequence of events).
- Includes characters (people or animals), a setting (place and time), a problem, and a solution.
- Often written in the **past tense**.
- Uses lots of action words and linking words (first, next, then, finally).

Example:

A boy finds a mysterious map, goes on an adventure to find treasure, faces challenges, and finally succeeds.

Important to Remember:

Narrative texts focus on **what happened** and **who it happened to**.

2. Descriptive Text

Purpose:

- To give a clear, detailed picture of a person, place, thing, or feeling.

Key Features:

- Focuses on **how something looks, smells, feels, tastes, or sounds** (uses the five senses).
- Full of **adjectives** (beautiful, shiny, rough) and **adverbs** (softly, brightly).
- Often describes one moment, object, or scene rather than telling a story.

Example:

A description of a beautiful beach: the golden sand, the salty smell of the ocean, the sound of waves crashing.

Important to Remember:

Descriptive texts help the reader **imagine** something **very clearly**, almost like a picture made with words.

3. Informative (Expository) Text

Purpose:

- To **inform, explain, or teach** the reader about facts, ideas, or processes.

Key Features:

- Focuses on facts, data, and real information.
- Does **not** include personal opinions or emotions.
- Often organized into sections with headings, lists, charts, or diagrams.
- Uses clear, logical explanations and neutral language.

Example:

An article explaining how plants use sunlight to make their own food through photosynthesis.

Important to Remember:

Informative texts aim to **give knowledge, not to entertain or argue.**

4. Argumentative (Persuasive) Text

Purpose:

• To **convince** the reader to believe something, agree with an opinion, or take action.

Key Features:

- Presents an **opinion** clearly.
- Supports the opinion with **reasons, facts, and examples.**
- May also show the **opposing side** and explain why it is weaker.
- Uses strong words (must, should, best, important) and linking words (however, therefore, on the other hand).

Example:

A text arguing that online education is better than traditional schooling because it is flexible, cheaper, and accessible to more students.

Important to Remember:

Argumentative texts are meant to **persuade** – to make the reader agree or at least think differently.

 Quick Summary Chart

Text Type	Purpose	Focus
Narrative	Tell a story	Events, characters, setting
Descriptive	Describe in detail	Appearance, senses
Informative	Give information or explain	Facts, knowledge
Argumentative	Convince with opinion and evidence	Opinion + reasons

 **Group Activity: Matching Game – Example Card Set**

The sun slowly dipped below the edge of the hills, casting long shadows across the open field. The sky above turned into a canvas of deep orange and violet, blending like watercolor. The warm breeze carried the soft scent of blooming jasmine, and the leaves in the trees rustled gently, like whispers in the quiet evening air. The scene was peaceful, almost magical, as if time had paused to admire the beauty of nature. Every color, sound, and smell painted a vivid picture, creating a moment that seemed too perfect to last.

Physical exercise is an essential part of maintaining a healthy lifestyle, according to multiple health organizations worldwide. Regular movement, such as walking, swimming, or cycling, helps strengthen the heart, improve circulation, and increase lung capacity. Studies published by the World Health Organization show that individuals who engage in at least 150 minutes of moderate physical activity per week are significantly less likely to suffer from cardiovascular diseases, obesity, and depression. In addition to physical benefits, exercise also improves mental health by releasing endorphins—natural mood boosters. For both adults and children, a balanced combination of aerobic activity and strength training is recommended for long-term wellness.

In today's rapidly changing world, cities must prioritize the use of bicycles over cars as the primary mode of transportation. Bicycles not only reduce traffic congestion and pollution, but also promote a healthier population and save money on fuel and maintenance. Studies in urban planning show that bike-friendly cities have cleaner air, quieter streets, and more physically active residents. Opponents argue that cycling is not practical during extreme weather or for long distances, but with proper infrastructure, such as covered bike lanes and city-wide rental programs, these problems can be minimized. Encouraging people to ride bicycles is not just an environmental choice—it is a public health and economic necessity.

Lena had always been curious about the locked attic in her grandmother's house. On the last day of summer break, she finally found the key, hidden behind a loose brick in the fireplace. As she turned the old brass handle and stepped inside, she was greeted by a cloud of dust and the smell of forgotten time. Among the cobweb-covered boxes, she discovered a wooden chest filled with letters, maps, and faded photographs. Each item told a story about her grandfather's mysterious past as a world traveler. That evening, Lena sat cross-legged in the attic, reading the stories aloud. It felt as if the room itself was listening, waiting to share more secrets. From that moment, she knew this discovery would change her life forever.

Narrative	Descriptive
Informative	Argumentative

Presentation Instruction for Groups

"Now that each group has explored, discussed, and matched their set of texts with the correct type and description, it is time to share your learning with the class.

Please select **one text** from your group set—the one you feel best represents its type—and prepare to **present it to the class**. In your short presentation:

- **Read the text aloud** with clear expression and confidence.
- Clearly state the **text type** you have identified.
- Explain **which features** in the text helped your group recognize the type (e.g., structure, tone, vocabulary, purpose).
- If possible, connect your example to **real-life situations** where this type of text is commonly used.

Remember, the goal is not just to share your answer, but to help others **see and understand your reasoning**—to teach as well as to present.

Speak clearly, listen to each other, and let's celebrate the many ways language can be shaped and shared."

LESSON 20. READING DIFFERENT TEXT TYPES

Speed Sorting Table: Informative vs Argumentative. Optional Sorting Tip for Students:

• **Informative sentences** usually explain or describe facts, often using neutral language.

• **Argumentative sentences** try to convince or persuade, often using strong or opinionated language.

#	Sentence	Type
1	The Amazon rainforest is home to over three million species of plants and animals.	?
2	School uniforms should be mandatory because they promote equality and reduce distractions.	?
3	Water boils at 100 degrees Celsius under normal atmospheric pressure.	?
4	Banning plastic bags will drastically reduce ocean pollution.	?
5	The Great Wall of China stretches over 13,000 miles.	?
6	Junk food should be taxed to discourage unhealthy eating habits.	?
7	Photosynthesis is the process through which plants convert sunlight into energy.	?
8	Raising the minimum wage helps workers afford basic living expenses.	?
9	The heart pumps blood throughout the body, supplying oxygen and nutrients.	?
10	Social media does more harm than good to teenage mental health.	?
11	The Moon has no atmosphere, which is why its surface temperatures vary so drastically.	?
12	Homework should be limited to avoid overwhelming students after school hours.	?
13	Sharks have been around for over 400 million years, long before dinosaurs.	?
14	Fast fashion is harmful to the environment and exploits low-wage workers.	?
15	The human brain contains about 86 billion neurons.	?
16	Zoos are essential for wildlife conservation and education.	?

17	The Eiffel Tower was completed in 1889 and was initially criticized by many artists.	?
18	We must invest in renewable energy to combat climate change.	?
19	Mount Everest is the highest mountain above sea level, standing at 8,848 meters.	?
20	Video games improve cognitive function and problem-solving skills in children.	?

🎓 Mini-Lecture: Text Structure & Purpose

Introduction

Today, we're going to learn how to tell the difference between **informative** and **argumentative** texts. Both are used in writing, but they serve very different purposes and have different styles.

Let's break it down clearly so you can recognize them easily in any passage!

Informative Texts

Purpose:

To give **facts**, **explain something**, or **teach** the reader about a topic.

Tone:

- **Neutral** and **objective**
- No strong feelings or personal opinions
- Just the facts!

Features:

- **Statistics, dates, definitions**
- **Explanations** of how something works or happened
- **No opinions** or personal beliefs
- Clear structure (intro, main points, conclusion)

Example:

"The water cycle includes evaporation, condensation, and precipitation. Water from lakes and oceans evaporates, forms clouds, and then falls as rain."

Notice: No one is trying to **convince** you of anything. It's just explaining how something works.

Argumentative Texts

Purpose:

To **convince** the reader to **agree** with a specific opinion or point of view.

Tone:

- **Persuasive and opinionated**

- Sometimes emotional or passionate
- Uses language to **influence** the reader

Features:

- **Opinion** clearly stated (called a **claim** or **thesis**)
- **Evidence** to support the opinion (facts, examples, expert quotes)
- May include a **counterargument** (what the other side thinks) and then **refute** it
- Strong words to influence the reader (“should,” “must,” “it’s clear that...”)

Example:

"All schools should start later in the morning. Research shows students get more sleep and perform better academically. Critics say it would disrupt family schedules, but the health benefits outweigh that concern."

Here, the writer is trying to **convince** you of something. There’s an **opinion, evidence**, and even a response to the **other side**.

Summary Chart

Feature	Informative	Argumentative
Purpose	Explain, teach, inform	Persuade, convince
Tone	Neutral, objective	Persuasive, passionate
Includes Opinion?	<input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes
Uses Evidence?	<input checked="" type="checkbox"/> Yes (facts, stats)	<input checked="" type="checkbox"/> Yes (to support opinion)
Counterarguments?	<input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Often included and refuted

So, whenever you read something, ask yourself:

- Is this trying to teach me something or convince me of something?
- Is it giving just the facts, or is there an opinion involved?

Debate or Explain: Flip the Text!

Activity: Transform one text into the opposite type. Instructions: group gets either the argumentative or informative version. Their mission: rewrite a paragraph into the other style. The class will be divided into two groups: Group A and Group B. Each group will receive a set of paragraphs. Group A will work with argumentative paragraphs, while

Group B will work with informative paragraphs. The task is to transform each paragraph into the opposite writing style—argumentative to informative, or informative to argumentative. Once all paragraphs have been rewritten, both groups will come together. Each pair will present both the original and the rewritten versions, without revealing which is which. The opposing group will then analyze the two versions and guess which one was original and which was rewritten, providing reasons based on writing features such as tone, structure, and purpose. This activity encourages critical thinking, collaboration, and a deeper understanding of different text types.

■ Paragraph A

School uniforms are essential for maintaining discipline and equality in schools. When every student wears the same outfit, it reduces peer pressure and bullying related to fashion or economic status. Uniforms create a sense of unity and help students focus more on their studies rather than their appearance. Therefore, schools should require uniforms to promote a more focused and respectful learning environment.

■ Paragraph B

School uniforms are standardized clothing worn by students primarily in educational institutions. They typically consist of items like blazers, shirts, trousers, or skirts, depending on the school's dress code. Uniforms are used in many countries to establish a cohesive identity among students. While some schools mandate uniforms, others allow casual dress, often sparking debate among educators and parents.

■ Paragraph C

Teenagers should limit their use of social media because it negatively affects their mental health. Studies show that excessive screen time leads to increased anxiety, depression, and poor sleep. Social platforms are designed to be addictive and often promote unrealistic standards that harm self-esteem. Parents and schools must take action to reduce teen exposure and encourage healthier, real-world interactions.

■ Paragraph D

Social media refers to online platforms that allow users to create and share content or interact with others. Popular among teenagers, platforms like Instagram, TikTok, and Snapchat enable users to post images, videos, and messages. Teenagers often use social media to connect with friends, follow trends, and express themselves.

Researchers continue to study the effects of social media on adolescent development.

▣ Paragraph E

Online learning is not as effective as traditional classroom education. Virtual lessons lack the face-to-face interaction and immediate feedback that in-person teaching provides. Many students struggle with motivation and focus when learning from home, and technical issues can further disrupt the experience. To ensure better educational outcomes, schools should prioritize in-person instruction whenever possible.

▣ Paragraph F

Online learning is a method of education where students access lessons and coursework through the internet. It can take many forms, including live video classes, recorded lectures, and interactive platforms. Online education has become more popular due to advancements in technology and the flexibility it offers. It is used in schools, universities, and for professional development around the world.

▣ Paragraph G

Homework is unnecessary and does more harm than good. It creates stress for students, takes away from family time, and often doesn't improve learning outcomes. Many students feel overwhelmed and burnt out, especially when assignments pile up. Schools should reconsider how much homework they assign and focus more on meaningful in-class learning experiences.

▣ Paragraph H

Homework refers to tasks assigned by teachers for students to complete outside of class. It often includes reading, writing, problem-solving, or reviewing class material. Homework is commonly used to reinforce learning, develop responsibility, and prepare students for upcoming lessons. The amount and type of homework can vary widely by school and grade level.

LESSON 21. WRITING A SIMPLE ESSAY. PRACTICE WRITING BASIC, STRUCTURED ESSAYS

How to Write and Organize a Good Essay

1. Understand the Prompt

Carefully read the question and identify:

- The **main issue** (e.g., education, technology, environment)
- The **task** (e.g., discuss both views, give your opinion, agree / disagree, problem-solution)

2. Structure of a Standard Essay

Introduction (1 paragraph)

- **Hook:** A general sentence to introduce the topic.
- **Paraphrase the question:** Rewrite the prompt in your own words.
- **Thesis statement:** Clearly state your main argument or position.
- **Outline sentence** (optional): Briefly mention what your main points will be.

Body Paragraphs (2–3 paragraphs)

Each paragraph should:

- Start with a **topic sentence** (main idea of the paragraph)
- Include **supporting points or evidence**
- Provide **examples or explanations**
- Use **linking words** (e.g., however, for example, in addition)

Conclusion (1 paragraph)

- **Restate the thesis** in different words
- **Summarize** main points
- Give a **final opinion or thought**

Common Types of IELTS Essays (Task 2)

Essay Type	What You're Asked To Do	Tips
Opinion (Agree / Disagree)	Do you agree or disagree with a statement?	Take a clear stance. You can partially agree.
Discussion + Opinion	Discuss both views and give your opinion.	Explain both sides equally, then state your view.
Advantages and Disadvantages	What are the pros and cons of a situation?	Discuss both, but you can give a final opinion.

Essay Type	What You're Asked To Do	Tips
Problem and Solution	Identify a problem and suggest solutions.	Be specific about the cause and solution.
Two-Part Question	Answer two related questions.	Address both parts fully and clearly.

Example Outline: Opinion Essay

Topic: *Some believe online education is the future of learning. Do you agree or disagree?*

Introduction:

- Hook: The rise of technology has revolutionized many aspects of our lives, including education.
- Paraphrase: Some people think that online learning will replace traditional education.
- Thesis: I agree that online education is becoming more important, but it cannot fully replace face-to-face learning.

Body 1 – Online Learning is Convenient:


- Students can learn from anywhere
- Flexible schedules
- Example: Busy professionals taking online degrees

Body 2 – Classroom Learning Has Unique Benefits:

- Real-time interaction and discussion
- Better for collaboration and motivation
- Example: Group projects in university classes

Conclusion:

- Restate thesis: Online learning is useful but not a complete replacement.
- Final thought: A hybrid model might be the best future option.

 Jumbled Essay Activity – Topic: Should students have homework every day?

Instructions for Students:

You are given the following jumbled parts of an essay. Your task is to **rearrange them in the correct order** to form a well-structured opinion essay with:

- An **Introduction**
- Two **Body Paragraphs**

• **A Conclusion**

 **Jumbled Paragraphs (Labeled A–D):**

(A) Another important point is that daily homework helps students develop good study habits and discipline. When children regularly complete assignments at home, they learn time management and responsibility. These habits can benefit them later in life, not only in academics but also in their careers. For instance, a student who gets used to meeting homework deadlines may find it easier to meet work-related deadlines in the future.

(B) In conclusion, although some argue that daily homework puts too much pressure on students, the benefits are undeniable. It improves understanding of the subject and helps build important life skills. Therefore, I believe students should be given homework regularly to support their academic and personal development.

(C) Some people argue that giving students homework every day is unnecessary and stressful. However, I believe daily homework is important because it reinforces what students learn in class and helps them become more responsible.

(D) Firstly, doing homework daily helps students practice and remember what they learned in school. Just like athletes need to train every day to improve, students also need regular practice. Without homework, many students may forget new information quickly or fail to fully understand the topic. Homework can also prepare them for exams by giving them extra practice.

Answer Key – Correct Order:

1. (C) – **Introduction**
2. (D) – **Body Paragraph 1: Reinforces Learning**
3. (A) – **Body Paragraph 2: Builds Responsibility**
4. (B) – **Conclusion**

 **Jumbled Paragraphs (Labeled A–D):**

(A) One clear benefit of modern technology is the speed and convenience of communication. With smartphones, messaging apps, and

social media platforms, people can instantly connect across the globe. For example, families separated by distance can make video calls and stay in touch every day. This would have been impossible just a few decades ago, and it shows how communication has become more immediate and accessible.

(B) In conclusion, although some people worry that technology harms communication, the advantages are much more significant. It has made staying in touch quicker and easier and provided new ways to connect with others. Therefore, I strongly believe that technology has had a positive impact on how we communicate in today’s world.


(C) While some argue that technology has made people more isolated, I believe that it has actually improved communication in many ways. Technological tools have made it easier to stay in touch, share ideas, and build relationships across long distances. In this essay, I will explain how technology has enhanced modern communication.

(D) In addition to speed, technology has expanded the ways people can communicate. In the past, people relied mainly on letters or face-to-face conversations. Now, there are emails, voice notes, live chats, and even emojis that help express emotion. These tools allow people to communicate more clearly and creatively, even when they are far apart.

Answer Key – Correct Order:

1. **(C) – Introduction**
2. **(A) – Body Paragraph 1: Speed and Convenience**
3. **(D) – Body Paragraph 2: Variety of Communication Tools**
4. **(B) – Conclusion**

 Step-by-Step: Guided Essay Planning

 Essay Topic: “The best way to spend a weekend.”

 Class Brainstorm (on the board):

- What are common things people do on weekends?
- What do *you* think is the best way to spend a weekend?
- Why is it better than other options?

Sample brainstormed ideas:

- Relaxing at home: movies, sleep, reading
- Spending time with family or friends

- Doing outdoor activities: hiking, sports
- Finishing personal tasks or studying
- Volunteering or working on a hobby

 Planning Worksheet (Template)

You can give this as a handout or fill it in together on the board:

Essay Section	Planning Notes
Introduction	Hook: Thesis:
Body Paragraph 1	Main idea: Examples: Explanation:
Body Paragraph 2	Main idea: Examples:
Conclusion	Restate Final thought:

 Sample Completed Plan

Introduction

• Hook: Weekends are a time when people can finally escape the busy schedule of the workweek.

• Thesis: In my opinion, the best way to spend a weekend is relaxing at home because it helps reduce stress and allows for meaningful personal time.

Body Paragraph 1

• Main idea: Relaxing at home helps recover from mental and physical exhaustion.

• Supporting points: You can sleep longer, watch your favorite series, or read in peace.

• Example: After five days of school or work, many people feel tired and need quiet time to recharge.

Body Paragraph 2

• Main idea: Staying at home is affordable and comforting.

• Supporting points: No need to spend money on travel, restaurants, or tickets.

- Example: Making tea, sitting in your own room, and enjoying your hobbies feels peaceful.

Conclusion

- Restate thesis: Overall, relaxing at home is the most beneficial way to spend a weekend.

- Final thought: A restful weekend prepares you to start the new week with energy and focus.

🗨️ Optional Wrap-Up Questions:

1. What's **your** favorite way to spend a weekend? Can you write about that?

2. How would your essay change if the question were about **productive weekends**?

3. Can you turn this plan into a full essay in 20 minutes?

LESSON 22. WRITING A SIMPLE ESSAY. PRACTICE

WRITING BASIC, STRUCTURED ESSAYS


In order to clearly connect ideas in their writing, students should develop a strong understanding of linking words. These words and phrases—such as however, for example, in addition, and as a result—act as bridges that guide the reader smoothly from one point to another. Without them, even well-developed ideas can feel disjointed or confusing. By learning to use a variety of cohesive devices, students not only improve the flow and clarity of their writing but also enhance their ability to express relationships between ideas, such as contrast, cause and effect, or sequence. This skill is especially important in academic or exam writing, where coherence plays a key role in achieving high scores.

To begin the lesson in an engaging way, students will participate in a "Sentence Race" focused on linking words. The class is divided into two teams, and the board displays the title Linking Words Challenge!. Each team takes turns coming to the board to write a complete sentence using a specific connector, such as first, however, because, or for example. This fast-paced game encourages quick thinking and reinforces students' understanding of how transition words function in context. After the game, the teacher briefly reviews the meaning and usage of the most common linking words, setting the foundation for more focused writing practice in the rest of the lesson.

Mini Lesson – Making Writing Interesting Step 1: Explanation of the 3 Techniques

Technique	What It Means	Example (Before)	Example (After / Upgraded)
1. Vary Sentence Types	Use a mix of simple, compound, and complex sentences to create rhythm and clarity.	I love weekends.	I love weekends because they help me relax, and I often spend them doing fun activities.
2. Use Stronger Vocabulary	Replace basic or vague words with more precise, descriptive, or vivid vocabulary.	The weekend was good.	The weekend was refreshing and peaceful , with sunny skies and quiet mornings.

3. Add Examples and Details	Support ideas with specific examples and descriptive details to make writing richer.	I like sports.	I enjoy playing basketball every Saturday because it keeps me fit and clears my mind.
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 Step 2: “Upgrade the Sentence” Activity

 **Dull Sentences to Be Upgraded**

1. **I had a nice day.**
2. Encourage students to describe what made the day special – the weather, events, emotions, or people involved.
3. **The food was good.**
4. Ask them to replace “good” with vivid words that describe taste, smell, or appearance, and to name the dish.
5. **I like school.**
6. Students should explain why they enjoy school – is it the subjects, friends, teachers, or activities?
7. **The movie was boring.**
8. They can describe what specifically made the movie dull – slow plot, bad acting, or lack of action.
9. **I went to the park.**
10. Challenge them to add what they saw, did, heard, or felt – painting a picture for the reader.
11. **My teacher is nice.**
12. Encourage the use of stronger adjectives and specific examples that show what makes the teacher kind or helpful.
13. **I was tired.**
14. Ask them to show, not tell – describe how they felt, what they did, or what caused the tiredness.
15. **It was hot outside.**
16. Students can add sensory details – sweat, the bright sun, people looking for shade or drinking cold drinks.
17. **I had fun on the weekend.**
18. They should expand with who they were with, what they did, and why it was enjoyable.
19. **I like music.**
20. Prompt them to say what kind of music they enjoy, when they listen to it, and how it makes them feel.

Rewrite the Essay

Interactive Vocabulary Builder – Essay Toolbox (10 mins)

How It Works:

1. **Divide the board into 3 columns** (or use chart paper, digital board, etc.):

- **Useful Verbs**
- **Descriptive Adjectives**
- **Linking Words / Phrases**

2. **Label it: "Our Essay Toolbox"**

Essay Toolbox Table

Useful Verbs	Descriptive Adjectives	Linking Words / Phrases
describe	exciting	for example
improve	peaceful	in addition
enjoy	challenging	as a result
create	delicious	however
explain	helpful	on the other hand
achieve	crowded	first of all
support	interesting	because / because of this
express	relaxing	in conclusion
develop	boring	overall

5. Writing Time – Improved Draft

Objective:

Students will either choose a new topic or take a previously written essay and **revise it** using what they've learned about:

- **Clarity** (clear ideas and structure)
- **Vocabulary** (stronger, more descriptive words)
- **Fluency** (natural flow, linking ideas smoothly)

Instructions for Students:

1. **Choose one of the following options:**

○ Pick a topic of your choice (e.g., *My Ideal Weekend*, *Should Homework Be Banned?*, *My Favorite Place*, etc.)

○ OR open your previous draft and start improving it.

2. **Use your "Essay Toolbox"** from earlier to:

- Replace boring or repeated words with better vocabulary.
- Add linking words to connect your ideas clearly.

- Combine or rewrite short or awkward sentences.

3. Check your structure:

- Introduction: Did you include a hook and a clear thesis?
- Body Paragraphs: Do you have at least two, each with one main idea and examples?
- Conclusion: Did you restate your opinion and summarize your main points?

Helpful Prompts to Display:

- Can I **combine two short sentences** into one longer, clearer one?
- Have I used **strong verbs and adjectives** instead of basic ones?
- Did I use **linking words** to guide my reader?
- Does each paragraph focus on **one clear idea**?

Extension / Fast Finisher Task:

If students finish early, ask them to:

- Swap papers with a partner for peer feedback.
- Highlight the linking words and upgraded vocabulary in their own essay.
- Add one more paragraph (e.g., a personal story or counter-argument).

LESSON 23. BASIC RHETORICAL DEVICES

TO BE OR NOT TO BE



**ONE LIFE
ONE BODY
ONE CHANCE**

EVERY EXPERIENCE IS A SUCCESS

“What makes this powerful? Funny? Easy to remember?”

Students brainstorm what makes language catchy or emotional.

Analysis of Simile, Metaphor, and Alliteration

✿ 1. Simile: A Bridge Between Ideas

Definition

A **simile** explicitly compares two **unrelated** things using the words "like" or "as" to highlight a **shared characteristic**.

Purpose

- **Clarifies complex emotions** or images.
- **Creates vivid imagery** easily understood by the reader.
- **Softens comparisons**, making them seem more approachable or gentle.

Deeper Examples

- "Her smile was **as bright as the sun**."
- → Suggests warmth, radiance, and positivity – but not literally the sun.
- "He fought **like a lion**."
- → Implies bravery and strength without saying he is a lion.

Advanced Insight

Similes can **either elevate** (positive comparison) or **degrade** (negative comparison) subjects, depending on the context.

For example:

- **Elevating:** "She danced **like a feather** floating in the wind."
- **Degrading:** "He stumbled **like a drunk elephant**."

They **keep some distance** between the two things – you are saying A is *like* B, not A *is* B.

2. Metaphor: Direct Fusion of Concepts

Definition

A **metaphor** declares that **one thing is another**, forging a **direct link** between seemingly unrelated subjects.

Purpose

- **Condenses complex ideas** into a powerful, compact image.
- **Evokes strong emotions** by forcing the reader to rethink familiar objects.
- **Creates layered meaning** – a metaphor often invites multiple interpretations.

Deeper Examples

- "The world **is a stage**."
- → Life is likened to a performance; we are all "actors."
- "Time **is a thief**."
- → Time stealthily "steals" moments from us.

Advanced Insight

Metaphors **transform understanding**:

- Unlike similes, metaphors don't just suggest similarities – they **redefine** the subject.
- Good metaphors **reveal hidden connections** and **provoke new thinking**.
- Metaphors can be **sustained** (extended metaphors) to build an entire scene or concept.

For example, Shakespeare's "**All the world's a stage**" isn't just a one-line metaphor – the idea continues, with "players" who "exit" and "enter," representing life's stages.

3. Alliteration: The Music of Language

Definition

Alliteration is the **repetition of initial consonant sounds** in a series of words placed close together.

Purpose

- **Creates rhythm and musicality** in language.
- **Draws attention** to specific sections of text.
- **Evokes mood** – smooth sounds can be calming, harsh sounds can be jarring.

Deeper Examples

• "Whispering winds whipped wildly." → The repeated "w" sound mimics the sound of the wind.

• "Dark and dreary days." → The "d" sound gives a heavy, somber feeling.

Advanced Insight

Alliteration is **subtle but powerful**:

• It can create a sense of **speed, urgency, calm, or chaos** based on the consonants used.

• **Hard consonants** (like "b," "d," "p") create **harsh, punchy effects**.

• **Soft consonants** (like "s," "m," "l") create **soothing, flowing effects**.

Poets, advertisers, and speechwriters use alliteration to **make lines memorable** – think of slogans like:

• "Make America Great Again" (MAGA – political slogan).

• "Dunkin' Donuts" (business brand).

These three devices – **simile, metaphor, and alliteration** – are **tools of precision and persuasion**.

They transform **plain communication** into **artful expression**, making readers **feel, imagine, and remember** ideas more deeply. When combined skillfully, they **engage both the logical and emotional mind**, making language unforgettable.

You're on the phone with your girlfriend, she's upset
She's going off about something that you said
'Cause she doesn't get your humor like I do
I'm in the room, it's a typical Tuesday night
I'm listening to the kind of music she doesn't like
And she'll never know your story like I do



[Pre-Chorus]

'Cause she wears short skirts, I wear T-shirts
She's Cheer Captain and I'm on the bleachers
Dreaming 'bout the day when you wake up and find
That what you're looking for has been here the whole time

[Chorus]

If you could see that I'm the one who understands you
Been here all along, so why can't you see?

You belong with me, you belong with me

[Verse 2]

Walk in the streets with you and your worn-out jeans

I can't help thinking this is how it ought to be

Laughing on a park bench, thinking to myself

Hey, isn't this easy?

And you've got a smile that can light up this whole town

I haven't seen it in a while since she brought you down

You say you're fine, I know you better than that

Hey, whatcha doing with a girl like that?

[Pre-Chorus]

She wears high heels, I wear sneakers

She's Cheer Captain and I'm on the bleachers

Dreaming 'bout the day when you wake up and find

That what you're looking for has been here the whole time

[Chorus]

If you could see that I'm the one who understands you

Been here all along, so why can't you see?

You belong with me

Standing by and waiting at your back door

All this time, how could you not know, baby?

You belong with me, you belong with me

[Bridge]

Oh, I remember you driving to my house

In the middle of the night

I'm the one who makes you laugh

When you know you're 'bout to cry

I know your favorite songs

And you tell me 'bout your dreams

Think I know where you belong

Think I know it's with me

[Chorus]

Can't you see that I'm the one who understands you

Been here all along, so why can't you see?

You belong with me
Standing by and waiting at your back door
All this time, how could you not know, baby?
You belong with me, you belong with me

[Outro]

You belong with me
Have you ever thought just maybe
You belong with me?
You belong with me

<https://youtu.be/vwp8Ur6tO-8>

"Rhetoric Hunt"

As dawn broke over the city, golden light spilled across the skyline like a river of fire. Streets, once silent, began to throb with life – cars crawled like beetles, vendors filled the air with colorful cries, and the scent of fresh bread floated like a warm memory. In the heart of the city, the new civic center towered proudly, a shining symbol of resilience and renewal. Politicians paraded promises, painting pictures of prosperity, peace, and progress. "We are forging a future as fierce as flame and as steady as stone," proclaimed the governor. Meanwhile, families, frazzled yet fearless, marched forward – battling obstacles with the stubborn spirit that stitched this city together.

By midday, the sidewalks shimmered under the heat, and laughter lingered in the air like a sweet song. Children chased dreams across the playgrounds, their footsteps tapping out hope on concrete stages. Shopkeepers shouted specials with singsong slogans, spinning tales as vibrant as a carnival ride. Above it all, banners flapped like proud flags, each one whispering of festivals, fortunes, and futures yet to come.

As evening crept in, the city's heartbeat quickened. Lights blinked alive like a thousand tiny suns, turning the dark into a canvas of colors. The river, once dull and dusty, now glowed – a silver serpent weaving its way through the neon jungle. In crowded cafés and

corner parks, stories were shared like treasures passed from hand to hand. The city didn't sleep; it simmered, it soared, it sang. Tomorrow would bring new trials, as relentless as the rising tide. But tonight, beneath a sky stitched with stars, the people danced – defiant, determined, dazzling. In every brick and beam, every sigh and song, the city's spirit surged, bold as brass and soft as silk. This was not just a city; it was a living poem, written by the hearts of all who dared to dream.

Student Instructions

Highlight:

Similes (comparisons using "like" or "as")

Metaphors (direct comparisons)

Alliterations (repeated starting consonant sounds)

Bonus Sticky Note Activity:

Yellow = Simile

Blue = Metaphor

Green = Alliteration

Group Creation Challenge

In this collaborative activity, small groups are formed, each consisting of approximately three to five participants. Each group selects a product to promote, such as a shoe, drink, smartphone, backpack, snack, or app. The groups are tasked with creating a short slogan or advertisement for their chosen product, incorporating at least two rhetorical devices, including metaphor, alliteration, hyperbole, rhyme, repetition, or parallelism. Once the slogans are prepared, each group presents its advertisement in a brief, creative pitch lasting around 10 to 20 seconds. After all presentations are completed, participants vote to select the "Most Persuasive Ad" using methods such as a show of hands, paper ballots, or online polls in a virtual setting. The activity concludes with the announcement and celebration of the winning team's creativity.

LESSON 24. BASIC RHETORICAL DEVICES

1. Repetition

Repetition means using the same word or phrase multiple times to make an idea clearer, more memorable, and more persuasive. It sticks in the audience's mind.

Example in Speeches:

• Winston Churchill:

"We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets..."

(Here, "we shall fight" is repeated to show determination and strength.)

Example in Advertising:

• Nike Slogan:

"Just do it. Just do it. Just do it."

(In some ads, they repeat this to motivate action and build brand identity.)

2. Rhetorical Questions

A rhetorical question is a question asked just for effect – the speaker doesn't expect an actual answer. It's meant to make people think or agree automatically.

Example in Speeches:

• Barack Obama:

"Do we want to leave our children a world that's better than the one we have?"

(He isn't asking for an answer – he assumes everyone agrees.)

Example in Advertising:

• Crest Toothpaste Ad:

"Want whiter teeth?"

(Of course you do – and they're suggesting you use Crest.)

3. Rule of Three

The Rule of Three suggests that ideas presented in threes are more satisfying, effective, and memorable. It creates a sense of rhythm and completeness.

Example in Speeches:

• Declaration of Independence (U.S.):

"Life, Liberty, and the pursuit of Happiness."

(Three key rights that sound powerful together.)

Example in Advertising:

• McDonald's Slogan:

"I'm lovin' it."

- Or ads often say: "Tasty, affordable, fast."
- (Three qualities that quickly sell the product.)

Summary

Technique	Purpose	Example in Speech	Example in Advertising
Repetition	Emphasize a point	"We shall fight..."	"Just do it. Just do it..."
Rhetorical Question	Make audience think / agree	"Do we want to leave our children...?"	"Want whiter teeth?"
Rule of Three	Make ideas memorable and catchy	"Life, Liberty, and Happiness"	"Tasty, affordable, fast"

Speech Detective

Watch the Speech

You can watch the full speech here:

 [Greta Thunberg's UN Speech – "How Dare You"](#)



Activity Instructions

1. Watch the Speech Together

2. Play the video for the class, ensuring everyone pays close attention to the language used.

3. Pair Up for Analysis

4. Divide students into pairs and provide them with a worksheet or prompt to identify rhetorical devices.

5. Identify Rhetorical Devices

6. Ask each pair to find examples of:

- **Repetition:** Look for phrases or words that are repeated for emphasis.

- **Rhetorical Questions:** Identify questions posed to make a point rather than elicit an answer.

- **Rule of Three:** Find instances where ideas or phrases are grouped in threes to create a memorable impact.

7. Share Findings

8. Each pair presents one example they found, explaining the effect of the rhetorical device on the speech's message.

Example Analysis

- **Repetition:** “How dare you!” is repeated multiple times to express outrage and hold leaders accountable.

- **Rhetorical Questions:** “How dare you pretend that this can be solved with just business-as-usual and some technical solutions?” challenges the audience to reflect on their actions

- **Rule of Three:** “People are suffering. People are dying. Entire ecosystems are collapsing.” This triad emphasizes the severity of the climate crisis.

This activity not only enhances students' understanding of rhetorical devices but also engages them with current global issues.

Step-by-Step Instructions

1. Preparation

- **Create Topics:**

- Write down several simple, fun, or debatable topics on slips of paper and put them in a hat, box, or bag.

- **Example Topics:**

- Why we should have no homework
- Why pizza is the best food
- Why summer is better than winter
- Why everyone should have a pet
- Why video games are good for you

- **Speech Template Handout:**

- Give students a simple structure to follow for their speech:

Speech Template:

- **Opening:** Grab attention (use a rhetorical question, shocking fact, or bold statement).

- **Main Points:** Use repetition and the rule of three to emphasize your ideas.

- **Closing:** End with a strong call to action or memorable phrase.

2. Drawing Topics and Preparing

- **Each Student Draws a Topic:**

- They randomly pick one from the hat.

- **Use the Template:**

- Students quickly plan a **1-minute** persuasive speech.

- They must use **three rhetorical devices:**

- Repetition
- Rhetorical Question
- Rule of Three

3. Open Mic Presentations (10 min)

- **Present to Class:**

- Students come up one at a time and deliver their speeches.
- Keep the atmosphere fun, supportive, and energetic – like a real open mic night!

Example Speech

Topic: Why we should have no homework

"Isn't it obvious that kids need time to relax after school? Homework eats up our evenings, homework steals our fun, and homework increases our stress! We deserve time for family, friends, and freedom. No more homework, no more worries, no more tears. Let's make our time our own again!"

Devices Used:

- **Rhetorical Question:** "Isn't it obvious...?"
- **Repetition:** "homework" repeated to emphasize the burden.
- **Rule of Three:** "family, friends, and freedom."

Tips for Success

- Encourage creativity and humor!
- Remind students they don't have to be perfect – the goal is to practice speaking confidently.
- Optional: Clap or cheer after each speech to boost confidence.

LESSON. 25. PEER REVIEW AND SELF-EDITING



Peer Review Carousel Setup Guide

1. Arrange the Room

- **Goal:** Create an open, accessible flow for students to move easily from one station to the next.

- **Options:**

- **Circle Formation:** Push desks into a large circle. This helps maintain a continuous loop and encourages equal participation.

- **Long Tables:** Line desks end-to-end in one or two long rows. Make sure there's enough space for students to move comfortably.

2. Prepare the Stations

- **At each desk / station:**

- Place **one writing piece** (this could be a printed essay, project, or writing sample).

- Add a **Peer Review Checklist** (print enough copies for each student rotating through).

- **Optional:** Have **pens or sticky notes** at each station for additional comments.

3. Instructions for Students

- Students rotate **clockwise** (or in a directed flow) after spending a set amount of time at each station.

- At each stop, they use the checklist to provide structured, helpful feedback.

4. Time Management

- Allocate about **5 minutes per review station**.

- Signal students when it's time to move.

Essay 1: The Importance of Renewable Energy

Climate change has become one of the most pressing challenges of our time. The planet is warming at an alarming rate, leading to rising sea

levels, extreme weather events, and devastating impacts on ecosystems. To combat this crisis, societies around the world must shift from relying on fossil fuels to embracing renewable energy sources. Renewable energy, including solar, wind, hydroelectric, and geothermal power, offers a sustainable alternative that produces little to no greenhouse gas emissions.

The benefits of renewable energy extend beyond environmental preservation. Investing in renewable energy can stimulate economic growth by creating new industries and job opportunities. Solar panel installation, wind turbine maintenance, and green technology innovation are fields that have shown tremendous potential for employment. Furthermore, unlike finite fossil fuels, renewable resources are naturally replenished, making them a reliable long-term solution.

However, the transition to renewable energy is not without challenges. Infrastructure upgrades, government incentives, and public support are critical for a successful shift. Policymakers must enact legislation that encourages investment in green technologies while phasing out subsidies for fossil fuels. Meanwhile, individuals can contribute by adopting energy-efficient practices and supporting clean energy initiatives in their communities.

Ultimately, the future of our planet depends on our ability to make sustainable choices today. Renewable energy provides a pathway toward a cleaner, healthier, and more equitable world. By embracing these alternatives now, we can ensure that future generations inherit a livable planet rich with opportunity.

Essay 2: Social Media's Impact on Teen Mental Health

Social media has revolutionized how teenagers connect, communicate, and perceive the world. Platforms like Instagram, TikTok, and Snapchat allow young people to share experiences instantly and maintain relationships across distances. Yet, while social media offers convenience and entertainment, it also carries serious risks for mental health, particularly among teens who are still developing their sense of self.

Studies have shown a strong correlation between heavy social media use and increased rates of anxiety, depression, and low self-esteem among adolescents. The constant exposure to curated images of idealized lives fosters unrealistic comparisons and feelings of inadequacy. Teens often

measure their worth by the number of likes, followers, or views they receive, leading to a fragile self-image tied to external validation.

Moreover, cyberbullying has become a pervasive threat in the digital age. Unlike traditional bullying, online harassment can occur anonymously and follow victims into the safety of their homes. The 24 / 7 nature of social media makes it difficult for teenagers to disconnect and recover from negative interactions. Sleep disruption, academic decline, and social withdrawal are common consequences.

To mitigate these effects, parents, educators, and technology companies must work together. Open conversations about healthy online habits, education on media literacy, and time limits on usage are critical steps. If approached thoughtfully, social media can be a tool for empowerment rather than harm, helping teenagers build positive identities and supportive communities.

Essay 3: Why Art Education Matters

Art education has long been undervalued in academic institutions, often seen as secondary to subjects like math and science. However, research shows that engagement with the arts fosters critical skills that are essential for success in the modern world. Creativity, problem-solving, collaboration, and emotional intelligence are just a few of the competencies enhanced by artistic study.

Through participation in visual arts, music, drama, and dance, students learn to express complex ideas and emotions. Art encourages divergent thinking—the ability to explore multiple solutions to a problem—an essential skill in innovation-driven industries. Moreover, art education enhances cognitive abilities such as spatial reasoning and memory, which directly contribute to improved academic performance in traditionally "non-artistic" subjects.

Beyond cognitive benefits, art serves as a crucial outlet for emotional health. Students who engage in creative activities often develop stronger coping mechanisms and greater self-awareness. Artistic expression provides a safe space to process feelings and experiences, fostering resilience in the face of adversity.

In a rapidly changing world, we need imaginative thinkers and empathetic leaders. Funding for art programs should not be seen as optional but as a vital investment in the future. Nurturing creativity in

young people prepares them not only for a diverse range of careers but also for a life rich in meaning and purpose.

 Essay 4: The Future of Space Exploration

Since the dawn of civilization, humanity has gazed at the stars with curiosity and wonder. Space exploration has evolved from early telescopic observations to groundbreaking achievements like the Apollo moon landings and the deployment of the Hubble and James Webb Space Telescopes. Today, the future of space exploration looks brighter than ever, promising new discoveries and unimaginable possibilities.

One exciting frontier is the potential colonization of Mars. Organizations like NASA and SpaceX are working toward missions that will establish human settlements on the Red Planet within the next few decades. These endeavors not only push the boundaries of human capability but also offer solutions to Earth's pressing problems, such as overpopulation and resource depletion.

In addition to manned missions, space exploration is driving technological innovation on Earth. Satellite technology has improved global communication, weather forecasting, and disaster response. Research into life support systems for astronauts leads to advancements in medical science, food production, and sustainable energy systems here at home.

Moreover, space exploration inspires global collaboration. Projects like the International Space Station unite countries in the pursuit of knowledge, fostering peaceful cooperation across national borders. As we look toward the future—toward mining asteroids, exploring Europa’s oceans, or even venturing beyond our solar system—space exploration reminds us of what humanity can achieve when we dare to dream and work together.

Peer Review Questions	Your Comments	Your Comments
1. Is the introduction engaging?		
2. Is there a clear thesis statement?		
3. Is the organization easy to follow?		
4. Are the arguments supported with good evidence?		

Peer Review Questions	Your Comments	Your Comments
5. Is the tone / style appropriate for the audience?		
6. Are grammar, spelling, and punctuation correct?		
7. What is one thing the writer did really well?		
8. What is one suggestion for improvement?		

← Peer Review Rounds

1. Setup

- **Each student** sits at a **different writing piece** (absolutely NOT their own work).
- Each station should already have:
 - One printed **essay**.
 - One **Peer Review Checklist** (the blanket table you have).
 - Pens and sticky notes if you want extra notes.

2. Review Time Students spend 5 minutes reading the essay at their station.

- As they read, they **complete the Peer Review Checklist**:
 - Leave **positive comments** (things the writer did well).
 - Leave **one suggestion for improvement** (constructive, not negative).
- Remind students: they should write in a **clear and supportive tone**.


3. Rotation

- After 5 minutes, **signal** the students (bell, clap, or simple announcement).
- Students **rotate** to the **next station** – moving clockwise or according to your setup.
- At the new station, they **repeat the review process** for a different classmate's writing.

4. Number of Rounds

- Students should review about **3–4 different classmates' work**.
- In 25 minutes, you can fit about **5 rounds** (5 minutes each):
 - **Round 1:** 5 minutes

- **Round 2:** 5 minutes
- **Round 3:** 5 minutes
- **Round 4:** 5 minutes
- **Transition times** between rounds (brief)

 Tip: If time is tight, you can skip the final round to have 3 full reviews instead of

Final Step (after rounds)

- Students return to their **own original writing**.
- They **read the feedback** they received from multiple classmates.
- Optionally, they can **fill out a "Reflection Sheet"** about what feedback they plan to use in revisions!

LESSON. 26. PEER REVIEW AND SELF-EDITING

"Self-Editing Olympics"

1. Introduction: Short Talk

"Even famous writers need to edit their work. No one writes a perfect first draft – not even bestselling authors!"

Editing helps us spot mistakes, make our ideas clearer, and make sure our writing says exactly what we mean.

Sometimes, small mistakes can cause really big – and funny – changes in meaning!"

Funny Editing Mistakes to Share

Here are some **real (or realistic)** examples you can read out loud to make students smile:


Example 1

Without Editing:

"I love cooking my family and my pets."

After Editing (with commas):

"I love cooking, my family, and my pets."

 **Point:** Missing commas can turn a sweet sentence into something horrifying!


Example 2

Without Editing:

"Let's eat kids!"

After Editing (with a comma):

"Let's eat, kids!"

 **Point:** Commas can literally save lives!  


Example 3

Without Editing:

"She finds inspiration in cooking her family and her dog."

After Editing:

"She finds inspiration in cooking, her family, and her dog."

 **Point:** Without correct punctuation, it sounds like she's cooking her family!

Example 4

Without Editing:

"We're going to learn how to cut and paste kids."

After Editing:

"We're going to learn how to cut and paste, kids."

☞ **Point:** You don't want to accidentally sound like you're cutting kids!

Quick Discussion Question

After sharing these examples,:

"What other silly mistakes can happen if we don't edit carefully?"

(Let students share ideas for a minute or two – it will warm them up for peer reviewing.)

Self-Editing Olympics: Rules and Examples

Goal:

Students will **complete editing challenges** to earn **points**.

Each challenge focuses on a key writing skill: **grammar, clarity, punctuation, word choice, or structure**.

Rules:

- Each challenge earns **points** (e.g., 5 points per correct edit).
- Students work **individually** first, but you can also run a **team version** if you want.
- Use a checklist or a scoreboard to **track points**.
- **Winners** get a fun prize (stickers, extra credit, a certificate, etc.).
- Focus is on **fun + improvement** – not perfection!

Example Challenges (with Samples):

1. Grammar Challenge

Task: Correct subject-verb agreement mistakes.

Original Sentence:

"The cats runs across the yard."

Fixed Sentence:

"The cats run across the yard."

Point: Make sure verbs match the subject!

2. Clarity Challenge

Task: Make a confusing sentence clear.

Original Sentence:

"He saw the man with the telescope."

Better Version:

"Using the telescope, he saw the man."

Point: Be clear about **who** is doing **what**!

3. Punctuation Challenge

Task: Add missing punctuation.

Original Sentence:

"Lets eat grandma."

Fixed Sentence:

"Let's eat, Grandma."

Point: Punctuation changes meaning – sometimes in hilarious ways!

4. Word Choice Challenge

Task: Replace a weak or wrong word with a stronger word.

Original Sentence:

"The movie was good."

Better Version:

"The movie was thrilling and unforgettable."

Point: Use **specific, vivid words** to make writing stronger!

5. Structure Challenge

Task: Fix run-on sentences or awkward paragraph organization.

Original Sentence:

"I went to the store I bought apples oranges and bread then I walked home."

Fixed Version:

"I went to the store and bought apples, oranges, and bread. Then, I walked home."

Point: Break up long messy sentences into clear, readable ones.

Bonus Tip

You can name the challenges like real Olympic events, e.g.:

- **Comma Sprint**
- **Clarity High Jump**
- **Grammar Relay Race**
- **Word Choice Marathon**

(This makes it even more fun and memorable!)

Grammar Challenges:

The dogs barks loudly every morning.

She go to the library every Saturdays.

They was excited to visit the museum.
We goes to the beach every summer.
The team play very hard in the tournament.

Clarity Challenges:

After eating the pizza, the movie started.
John told his friend he won the contest proudly.
While riding my bike, a cat ran in front of me.
Walking through the forest, the birds chirped loudly.
He promised to fix the car yesterday to his sister.

Punctuation Challenges:

Its raining outside we should stay indoors.
My hobbies include painting reading writing and baking.
Lets find out what happens next
Do you know where my backpack is
We visited Paris France London England and Rome Italy on our trip.

Word Choice Challenges:

The party was nice.
He did the project good.
The book was bad.
She talks very nice.
He ate a big meal and felt very bad afterwards.

Structure Challenges:

I love my dog he loves me we go on walks everyday and we have fun.
In the morning I wake up brush my teeth get dressed and eat breakfast then I go to school.
The sun is shining I am going outside to play with my friends.
She woke up late ran to the bus stop missed the bus and went back home.
I like chocolate I like vanilla I like strawberry ice cream too.

 Bonus Challenge Sentences (for Advanced Students!)

I seen the movie last night it was amazing. (grammar and structure)
After taking the medicine the headache went away quickly. (clarity)
The cake smelled delicious tasted sweet looked beautiful.
(punctuation and structure)
He did a thing that made everybody happy. (word choice)
When she opened the door the dog ran outside she screamed.
(punctuation and structure)

3. Self-Editing Challenge (25 min)

- Students work through the following "events":

Event	Task	Points
Grammar Dash	Fix all verb tense mistakes	10
Clarity Jump	Rewrite 3 confusing sentences	10
Punctuation Relay	Correct all missing / extra punctuation	10
Vocabulary Vault	Replace 5 boring words with stronger ones	10
Title Toss	Create a catchy title for your piece	10

LESSON 27. AVOIDING PLAGIARISM

What is Plagiarism?

Plagiarism is when someone **uses another person's words, ideas, or work without giving proper credit, and presents it as their own.** It's considered **intellectual theft** because it takes someone else's creative or academic efforts without permission or acknowledgment.

In simple terms:

Plagiarism = Copying + No Credit

Why is Plagiarism Wrong? (Linguistic and Ethical Perspective)

• **Ethical issue:** In society, original ideas and expressions are respected. Taking someone's words or thoughts without acknowledgment breaks the trust and fairness that communication relies on.

• **Linguistic issue:** Language is not just words – it's how meaning is created and owned. When you use someone else's specific way of wording ideas, you must recognize that those words carry **authorship**. Not giving credit removes the link between meaning and its true creator.

Types of Plagiarism

Here are **common forms** of plagiarism that students face during working on their papers, dissertations or articles. Not knowing the main issue of copying out they make simple errors that lead some ways of plagiarism.

Type	Description
Direct Plagiarism	Copying text word-for-word without quotation marks or citation.
Paraphrasing Plagiarism	Rewriting someone's ideas in your own words but still not citing the source.
Self-Plagiarism	Reusing your own previous work (like a paper or article) without saying you've used it before.
Mosaic Plagiarism	Mixing copied phrases from multiple sources without quotation or proper credit.
Accidental Plagiarism	Forgetting to cite, misquoting, or unintentionally copying. Even if accidental, it's still plagiarism.

How to Avoid Plagiarism

• **Always cite your sources:** Give full credit whenever you use someone's idea, data, or words.

• **Use quotation marks:** If you copy exact words, **put them in quotes** and **cite** where they come from.

• **Paraphrase carefully:** Change the structure and vocabulary of the original text **AND** cite the source.

• **Keep track of your research:** Always note where your ideas and information came from during the research phase.

• **Use plagiarism checkers:** Tools like Turnitin, Grammarly, or others can help find unintentional plagiarism before submission.

An Easy Classroom Example

Original text:

"Plagiarism is a serious offense in academic writing."

Bad (Plagiarism):

Plagiarism is a serious offense in academic writing.

Good (with Citation):

According to the article, *"Plagiarism is a serious offense in academic writing"* (Author, Year).

Or **paraphrased properly:**

Many scholars argue that copying someone else's work without giving credit is a major violation in academic communities (Author, Year).

Summary

Plagiarism **disrespects the ownership of language and ideas**. It's **unethical, harmful to learning**, and **can have serious consequences** like failing a course, damaging your reputation, or facing legal action. As a student, writer, or professional, it's **essential to be honest and careful** with how you use other people's words and ideas.

Activity: Plagiarism Detective

Instructions:

- I will show you short writing samples.
- You must decide:
- **Thumbs up** 👍 = Proper
- **Thumbs down** 👎 = Plagiarized
- After each, we'll **discuss** why it's OK or plagiarism.

Plagiarism happens when someone uses another person's words or ideas without giving proper credit. For example, if you copy a sentence like *"The internet is the best thing that ever happened to humanity"* and do not put quotation marks or say where it came from, that's plagiarism.

Even if you change the words a little, like writing *"The internet changed everything about human life"*, you still must cite the source because the idea is not originally yours. However, if you write something from your own thinking, like *"I believe the internet makes life easier for everyone"*, no citation is needed because it's your opinion. A correct way to use someone else's exact words would be: *According to Smith (2020), "the internet has revolutionized human communication."* Always remember: using exact words needs quotation marks and a citation, and using someone's ideas in your own words still needs a citation. Sharing your own original thoughts does not.

Writing Samples

Sample:

"The internet is the best thing that ever happened to humanity."

(no quotation marks, no citation)

/ **Vote!**

(Thumbs Down )

Discussion:

Plagiarized.

- This is someone's exact wording.
- No quotation marks.
- No credit given.
- **Rule:** If you take exact words, you must quote and cite!

"Be a Plagiarism Detective" Game

Setup Instructions

- **Divide** students into teams (2–4 students each).
- **Distribute** one case file at a time.
- Teams **read, discuss, and decide:**
 - Is this plagiarism?
 - What type of plagiarism is it?
 - How would you fix it?
- **Debrief:** Teams present their analysis. Award **points** for:
 - Correct identification
 - Correct explanation
 - Creative and accurate fixes

Case File 1: *The Mysterious "Copy-Paste"*

Original Source (from a textbook on climate change): *"Scientists warn that the increase in greenhouse gases is causing global*

temperatures to rise, leading to more frequent and severe weather events across the planet. The effects of climate change are already visible: glaciers are melting, sea levels are rising, and droughts are becoming more common. Without significant action to reduce emissions, experts predict that these extreme weather events will intensify, resulting in devastating impacts on agriculture, infrastructure, and human health worldwide."

Student Paper Excerpt: *"The increase in greenhouse gases is causing global temperatures to rise, which is leading to more frequent and severe weather events across the planet. We can already see the effects of climate change today: glaciers are melting, sea levels are rising, and droughts are happening more often. Without major steps to lower emissions, scientists believe these extreme weather events will get worse, causing serious damage to farming, buildings, and people's health across the world."*

 **Case File 2: The "Disguised Borrower" (Extended Version)**

Original Source (from a research article on nutrition): *"A diet rich in leafy greens provides essential nutrients like iron, calcium, and fiber, which are crucial for maintaining overall health and preventing chronic diseases such as heart disease and diabetes. Spinach, kale, collard greens, and arugula are among the most nutrient-dense options available. In addition to promoting digestive health, these vegetables also support bone strength, enhance the immune system, and contribute to a healthy weight. Health professionals recommend incorporating at least two servings of leafy greens into daily meals to maximize these benefits."*

Student Paper Excerpt: *"Eating a diet full of leafy green vegetables gives the body important nutrients like iron, calcium, and fiber. These nutrients are really important for staying healthy and keeping diseases like diabetes and heart disease away. Spinach, kale, collard greens, and arugula are some of the healthiest choices. Besides helping with digestion, leafy greens help strengthen bones, boost the immune system, and help maintain a healthy weight. Experts say that people should try to eat at least two servings of leafy greens every day to get the most benefits."*

☑ How to Guide Teams for Their Analysis:

Question	Focus
Is it plagiarism?	Did the student copy without properly quoting, citing, or paraphrasing?
What type of plagiarism is it?	Direct plagiarism, mosaic plagiarism, accidental plagiarism, etc.
How would you fix it?	Suggest quoting directly, paraphrasing better, and citing properly.

📁 Bonus Case File 3: *The "Sneaky Citation"*

Original Source (from a book on psychology): "*Stress management techniques, such as mindfulness meditation, deep breathing exercises, and time management strategies, have been scientifically proven to reduce symptoms of anxiety and depression, and improve overall emotional well-being. Studies show that individuals who practice mindfulness regularly experience greater resilience in the face of daily challenges.*"

Student Paper Excerpt: "*Stress management techniques like mindfulness meditation and deep breathing help lower anxiety and depression (Smith, 2019). People who use mindfulness every day also deal better with stress and hard situations (Smith, 2019).*"

Hints for the Teacher:

- The student **paraphrased** but still kept the **structure and phrasing too close** to the original.
- The citation ("Smith, 2019") might exist, but the **student failed to fully paraphrase and relied too much on patchwriting**.
- The citation alone **does not excuse poor paraphrasing**.

📁 Bonus Case File 4: *The "Citation Slip-up"*

Original Source (from a public health report): "*Vaccination programs have been instrumental in reducing the spread of infectious diseases globally. Diseases such as smallpox, polio, and measles have been either eradicated or significantly controlled through widespread immunization efforts. Despite these successes, vaccine hesitancy remains a barrier to achieving complete coverage, often fueled by misinformation and mistrust.*"

Student Paper Excerpt: *"Thanks to vaccination programs, many dangerous diseases like polio and smallpox have been wiped out (World Health Organization). However, vaccine hesitancy continues to stop complete success because some people believe misinformation and don't trust vaccines."*

Hints for the Teacher:

- The **source is cited**, but **no year is included** ("World Health Organization" alone is not enough in APA / MLA).
- The second sentence is **uncited** – leaving the false impression it's the student's own idea.
- **Partial citation** = still plagiarism.

How to Guide Teams for These Advanced Cases:

Question	Focus
Is it plagiarism?	Even with citations, was the paraphrasing and citation done correctly?
What type?	Patchwriting, incomplete citation, or misleading citation?
How would you fix it?	Better paraphrasing + complete and correctly placed citations.

LESSON 28. AVOIDING PLAGIARISM

In order to enhance understanding and promote deeper learning, it would be beneficial to design a comprehensive test. This test should focus specifically on expanding my original writing, refining it into a more formal and literary style. I request that only the phrase I initially composed be taken and thoughtfully extended, enriching the language and structure while preserving the original intent. Through this process, I aim to revise more effectively and engage with the material on a deeper intellectual level.

Plagiarism - Details - Kahoot!



Techniques to Avoid Plagiarism

Technique	How it Helps
Paraphrasing	You rewrite the original idea completely in your own words and sentence structure.
Quoting	You use the exact words from the source with quotation marks and a citation.
Citing	Whether you paraphrase or quote, you always give credit to the original source.

To understand plagiarism better, let's walk through a simple example. Suppose the original text says: *"The invention of the printing press by Johannes Gutenberg in the 15th century revolutionized the spread of information in Europe."* If a student writes, *"The invention of the printing press by Gutenberg in the 15th century changed how information spread across Europe,"* this would be considered a **bad paraphrase**. Even though a few words were changed, the sentence structure and most words remain too close to the original, making it plagiarism. A **good paraphrase**, on the other hand, might look like this: *"Johannes Gutenberg's creation of the printing press during the 1400s dramatically improved the distribution of knowledge throughout Europe (Smith, 2020)."* Notice how both the wording and structure are different, and the source is correctly cited. Alternatively, if you want to **quote** the source, you must use the original words exactly and enclose them in quotation marks, like this: *"The invention of the printing press by Johannes*

Gutenberg in the 15th century revolutionized the spread of information in Europe" (Smith, 2020, p. 45). In both cases, giving credit to the original author is essential.

Quick Summary

Good Practice	Example
Paraphrase properly	Change words AND structure, then cite.
Quote correctly	Use exact words with quotation marks and cite.
Always cite	Even if you paraphrase, you must cite the source.

Paraphrasing: Bad vs. Good



Original Text:

"The invention of the printing press by Johannes Gutenberg in the 15th century revolutionized the spread of information in Europe."

<input checked="" type="checkbox"/> Bad Paraphrase	<input checked="" type="checkbox"/> Good Paraphrase
"The invention of the printing press by Gutenberg in the 15th century changed how information spread across Europe."	"Johannes Gutenberg's development of the printing press during the 1400s greatly expanded access to knowledge and helped ideas travel more quickly across Europe (Smith, 2020)."

🔍 Key Problems in Bad Paraphrase:

- Only slight word changes.
- Same sentence structure.
- **No deep rewording.**

🌟 Why Good Paraphrase Works:

- Fully rephrased in own words.
- Different structure.
- **Correct citation added.**

Interactive Activity: Paraphrase Challenge

Instructions for Students:

1. Pick a short passage from a provided mini-article.
2. Complete **four tasks**:
 - Write a **bad paraphrase** (too close to the original).
 - Write a **good paraphrase** (own words, different structure).
 - Write a **direct quote** (with quotation marks).
 - Add a **proper citation**.

1. "Photosynthesis is the process by which green plants use sunlight to produce food from carbon dioxide and water."
2. "The Great Wall of China was built over several centuries to protect Chinese states from invasions."
3. "Water boils at 100 degrees Celsius under standard atmospheric pressure."
4. "Reading regularly helps improve vocabulary, concentration, and writing skills."
5. "The Amazon rainforest is home to more species of plants and animals than any other terrestrial ecosystem on Earth."
6. "Global warming is causing glaciers to melt at an unprecedented rate."
7. "Thomas Edison is credited with inventing the first practical electric light bulb."
8. "Recycling reduces the amount of waste sent to landfills and conserves natural resources."
9. "The human heart pumps about 2,000 gallons of blood every day."
10. "Social media has changed the way people communicate and share information."
11. "The Internet was originally developed as a project funded by the U.S. Department of Defense."
12. "Exercise releases endorphins that can improve mood and decrease feelings of depression."
13. "Shakespeare's plays are still performed around the world more than 400 years after his death."
14. "A healthy diet includes a balance of fruits, vegetables, proteins, and whole grains."
15. "Mount Everest is the tallest mountain above sea level in the world."

LESSON 29. FINAL WRITING AND READING PROJECTS



State features of a perfect city.

Environment, Lifestyle, Architecture, Transportation.

What makes a city great?

How to Describe a City

When we describe a city, we want to **paint a vivid picture** so that the listener or reader can imagine it clearly. To do that, we use **specific adjectives, phrases, and structures**. Let's go step-by-step!

1. Useful Adjectives

Adjectives help give **color and feeling** to your description. Here are some useful ones:

Positive	Negative
bustling (full of life)	polluted (dirty air or environment)
vibrant (energetic, lively)	overcrowded (too many people)
eco-friendly (good for the environment)	rundown (old and badly maintained)
picturesque (very beautiful, like a painting)	noisy (too loud)
cosmopolitan (people from many cultures)	chaotic (disorganized, messy)
historic (with a long history)	expensive (costs too much)

2. Useful Phrases

Phrases help you describe the city **in more detail**:

- **"Bustling with life"** – full of energy and people.

- **"Eco-friendly transport"** – buses, trains, bikes that protect the environment.
- **"State-of-the-art facilities"** – very modern and new buildings or equipment.
- **"A melting pot of cultures"** – many different cultures living together.
- **"Tree-lined streets"** – streets with lots of trees on both sides.
- **"Breathtaking skyline"** – an amazing view of the city's tall buildings.

3. Useful Structures

Use these structures to make your sentences more **organized and interesting**:

- **There is / There are** → *There are many cozy cafes along the river.*
- **It is known for...** → *It is known for its beautiful parks and friendly people.*
- **You can find...** → *You can find delicious street food on almost every corner.*
- **The city offers...** → *The city offers a perfect mix of history and modern life.*

Example Description: Read Together

"Barcelona is a vibrant city bustling with life. It is known for its beautiful architecture by Antoni Gaudí and its sunny beaches. The city offers eco-friendly transport like electric buses and a wide network of bike lanes. Its picturesque streets are lined with colorful buildings, and you can find cozy cafes on every corner. Whether you want to explore historic neighborhoods or relax by the Mediterranean Sea, Barcelona has something for everyone."

Tips for Success

- **Mix adjectives and phrases:** Don't just list words – combine them naturally.
- **Use your senses:** Think about what you see, hear, smell, and feel.
- **Organize:** Start from general (overall feel) and move to details (specific places, transport, food, people).

Build Your Dream City: Group Task

You and your group (3–4 students) will **invent a brand new city!** Be creative and work together. Here's what you need to do:

1. Create the City

Discuss with your group and decide:

What to Create	Examples
City Name	Skyville, Oceanica, GreenPeak
Location	On an island, near mountains, in the desert
Main Attractions	Giant parks, museums, amusement parks, famous stadiums
Lifestyle	Relaxed and eco-friendly, fast-paced and high-tech, artistic
Transportation	Bikes, electric buses, flying taxis, walking-only streets

Think:

- What makes your city special?
- Why would people want to live or visit there?

2. Make a Visual

Create a **map** or **poster** of your city. You can draw:

- Important buildings
- Roads and transport
- Natural places like rivers, forests, or beaches
- Tourist attractions

Make it colorful and easy to understand!

3. Write a 150-Word Description

Write a short text together describing your city. **Include:**

- Where it is located
- What it looks like
- What you can do there
- How people live and travel

◇ **Tip:** Use the adjectives and phrases we learned earlier, like *bustling with life*, *eco-friendly transport*, *picturesque streets*, *state-of-the-art technology*!

Example (about 150 words)

Oceanica is a stunning city located on a tropical island. The city is famous for its crystal-clear beaches and colorful underwater parks. It is a vibrant place, bustling with life and full of cozy cafes along the waterfront. People travel around the city using eco-friendly electric boats and bicycles. Oceanica is a melting pot of cultures, offering food from all over the world. The streets are tree-lined and filled with art installations. For adventure lovers, there are underwater museums and zip-line tours

across the island's jungles. The city is known for its relaxed and happy lifestyle. Residents enjoy outdoor yoga classes at sunrise and community festivals every weekend. Oceanica offers the perfect mix of nature and modern life, making it a dream destination for travelers and a peaceful home for its citizens.

LESSON 30. FINAL WRITING AND READING PROJECTS

Guess the Story This is a fun and quick way to **wake up students' imagination** and get them thinking creatively!

1. How it Works

- The teacher reads out **a very short mystery plot** – but **stops** before revealing the ending.
- Students listen carefully and then **guess what happens next**.
- After a few ideas are shared, the teacher tells the real ending (or lets students invent the ending).

2. Example Short Mystery Plots

Here are **three quick examples** you can use:

Story 1: "The Vanishing Ring"

"A famous actress is getting ready for a big event. She puts her diamond ring on the table while she does her makeup. When she looks back, the ring is gone. No one has entered the room. The door and windows are locked from the inside..."

◇ **Question to Students:** *What happened to the ring?*

Story 2: "The Empty Boat"

"Early one morning, a fisherman sees a small boat floating in the middle of the lake. There's no one in it. He rows closer and sees a half-eaten sandwich and a fishing rod..."

◇ **Question to Students:** *Where is the person? What happened?*

Story 3: "The Broken Vase"

"A man comes home and finds the beautiful vase he just bought lying in pieces on the floor. His dog is sitting quietly in the corner, looking innocent. No one else is home..."

◇ **Question to Students:** *How did the vase break?*

3. How to Run It

- Read **one story** aloud slowly and dramatically.
- Let **2–3 students** quickly share their guesses.
- You can:
 - Tell them the real ending (if you have one).
 - OR choose the most creative idea as the "best ending."

Tip: Encourage wild and funny ideas – the goal is to get them warmed up and talking!

Pre-Reading– Detective Vocabulary

Before we dive into our mystery story, let's **learn some important detective words!**

1. Teach the Key Words

Here are the important words and simple definitions:

Word	Simple Definition
Clue	A small piece of information that helps solve a mystery
Suspect	A person who might have committed the crime
Motive	The reason why someone might commit a crime
Alibi	Proof that someone was somewhere else when the crime happened
Evidence	Facts, objects, or information that help solve the crime
Mystery	Something that is hard to explain or understand
Plot twist	A surprising change in the story

◇ **Tip:** Say each word clearly, and give a quick, easy example after explaining it.

(*Example: "If someone's wallet is stolen, the **clue** might be a fingerprint on the wallet."*)

2. Mini-Game: Match the Word with Its Definition

How to Play:

- Write the words on one side of the board (or give handouts / cards).
- Write the definitions on the other side (in a different order).
- Students work **individually, in pairs, or small groups** to **match** the word to the correct definition.

Quick Tip: You can make it more fun by:

- Timing them ("*You have 2 minutes!*")
- Turning it into a race ("*First group to match correctly wins!*")

3. Quick Check

After the matching game, quickly review:

- Call out a definition and ask students to shout the word.
- Or call out a word and ask for a definition.

Goal: Make sure everyone feels comfortable with the vocabulary before reading the story!

Main Reading Activity – Solve the Mystery

Today, students become **detectives!** They will work in teams to read a mystery story step-by-step, predict what happens next, and spot hidden clues.

1. How It Works

- Students form **detective teams** of **3–4 students**.
- Each group receives **Part 1** of the mystery story.
- After reading Part 1:
 - They **discuss together** and **predict** what they think will happen next.
 - They **write down** or **explain** their ideas.
 - Then, they receive **Part 2**, read it, and:
 - **Check** if their predictions were correct.
 - **Adjust** their guesses based on the new information.
 - Continue this process until the **entire story** is completed.

2. Detective Challenge: Find the Hidden Clues

In each part of the story:

- There are **small, hidden clues!**
- Teams must **search carefully** for these clues.
- **Write down** or **underline** anything they think might be important.

Goal: Use the clues to figure out **who did it, why, and how** – just like real detectives!

3. Tips for Success

- **Encourage teamwork:** Remind students that detectives **work together** – everyone's ideas are important!
- **Highlight critical thinking:** Clues may be **small** or **hidden** – they must **pay attention** to every detail.
- **Celebrate creativity:** Even if a team's guess is wrong, **creative thinking** should be praised!

✦ Extra Idea: Mini "Detective Notebooks"

You can quickly give each team a sheet to act as their "**Detective Notebook**" where they:

- Write predictions
- Collect clues
- Summarize what they think happened

(This makes the activity feel even more like real detective work!)

Topics for independent study work 🧠 🗣️.

1. "Fact or Fiction?" Detective Task

- Students find one real article and one fake news article.
 - **Task:** Write a mini-report: *"How I proved which article was fake"* – include 5 signs of unreliable writing.
-

2. "Interview the Author" Role-Play

- Pick any reading (article, essay, story).
 - **Task:** Pretend you are interviewing the author. Write **5 challenging questions** you would ask about their arguments, bias, evidence.
-

👉 Critical Writing and Analysis

3. "Rewrite the Ending" Challenge

- Take a persuasive article and **rewrite the final paragraph** offering the opposite opinion.
 - **Goal:** Practice understanding arguments *and* counterarguments.
-

4. "Mini Blog Battle"

- Write **two short blog posts**:
 - a) One **passionate and biased**
 - b) One **balanced and academic**
 - Same topic, different style! (e.g., *"Technology ruins our lives!"* vs. *"Technology and Lifestyle Changes: A Critical View."*)
-

🔍 Inference and Hidden Meanings

5. "Postcard from a Hidden Story"

- Look at a mysterious painting or photo.
 - **Task:** Write a short **postcard** describing what happened *before* the photo was taken – without saying it directly!
-

6. "Silent Movie Review"

- Watch a **silent short film** (no words!).
 - **Task:** Write a review only based on **inference**: How did you guess feelings, events, and messages?
-

🗣️ Argument and Thesis Mastery

7. "Debate Yourself!"

- Pick a controversial topic.

- **Task:** Write two opposing mini-essays – one "FOR" and one "AGAINST" – pretending you are debating yourself.
-

8. "Build-a-Thesis" Game

- Start with a random sentence (e.g., "*Dogs are popular pets.*").
 - **Task:** Transform it into a perfect academic thesis in 5 steps:
 1. Basic opinion
 2. Add specificity
 3. Make it arguable
 4. Add a 'because' reason
 5. Refine into one academic sentence.
-

Using Evidence with Power

9. "Evidence Scavenger Hunt"

- Find three sources: a statistic, an expert quote, and a real-life example about the same topic.
 - **Task:** Write a mini-argument using all three as evidence.
-

10. "Fake Evidence Generator" (Fun!)

- Students invent **fake statistics** that sound convincing.
 - **Task:** Classmates have to **catch** the fake ones and explain why **real evidence** matters!
-

Text Type Mastery

11. "Transform the Genre"

- Take an informative article.
 - **Task:** Rewrite it as a short story or comic strip – but keep the same information!
-

12. "Guess My Genre" Game

- Write one paragraph without telling anyone if it's informative, descriptive, narrative, or argumentative.
 - **Classmates must guess** after reading!
-

Creativity with Language and Rhetoric

13. "Design a Protest Poster"

- **Task:** Create a protest poster on an issue (education, environment, society) using:

- One metaphor
 - One alliteration
 - One strong slogan
-

14. "Speech Makeover"

- Take a boring speech excerpt.
 - **Task:** Rewrite it using **3 rhetorical devices** (simile, rhetorical question, repetition) to make it powerful.
-

Academic Integrity / Plagiarism Training

15. "Plagiarism Escape Room"

- Create a "plagiarism trap" document full of hidden plagiarism errors.
 - **Task:** Students must **find and fix** all the traps in 15 minutes.
-

16. "Citation Rap Battle"

- **Task:** Write a short rap that explains how to correctly cite sources and why plagiarism is serious.
 - Optional: Perform it for bonus points!
-

FINAL PROJECT IDEAS (BIG & CREATIVE)

17. "The Ideal Critical Reader" Portrait

- Design a *profile* of "the perfect critical reader":
 - Traits, habits, favorite activities.
 - Create a poster / illustration + short description.
-

18. "Critical Reading Journal"

- Keep a 7-day journal where every day students:
 - Read one article.
 - Write the main idea, two pieces of evidence, and one inferred meaning.

MID - TERM ASSESSMENT WORKSHEET

Subject: Critical Reading and Writing

Group _____

Name: _____ Date: _____

PART 1: Reading and Understanding an Opinion (30 points)

Read the paragraph and answer the questions.

“Many people believe smartphones help students learn better. They can look up information, use apps, and even take part in quizzes during class. However, others think phones are distracting. Students may use them to play games or check social media. In my opinion, smartphones can be helpful if schools teach students how to use them responsibly.”

1. What is the writer’s opinion?

2. Give one argument for using smartphones in class.

3. Give one argument against using smartphones in class.

4. What is the meaning of “distracting” in the paragraph?

5. Do you agree with the writer? Why or why not? Write 3–4 sentences.

PART 2: Vocabulary in Context – Context Clue Challenge (25 points)

Guess the meaning of each bold word. Write the meaning and explain the clue.

1. The student gave a very concise answer, using only a few words to explain a big idea.

➤ Meaning: _____

➤ Clue: _____

2. Her excuse for being late was clearly fabricated, and the teacher didn't believe it.

▶ Meaning: _____

▶ Clue: _____

3. Although he was reluctant to join the group, he finally agreed after some encouragement.

▶ Meaning: _____

▶ Clue: _____

4. The inevitable result of ignoring the problem was a complete failure.

▶ Meaning: _____

▶ Clue: _____

5. She was known for her generosity – always helping others without expecting anything in return.

▶ Meaning: _____

▶ Clue: _____

PART 3: Critical Paragraph Analysis (25 points)

Read both paragraphs and answer the questions.

Paragraph A

School uniforms should be required. They help reduce bullying and make students feel equal. Also, they save time in the morning because students don't have to decide what to wear. Some students say uniforms are boring, but looking the same can help focus on learning instead of clothes.

Paragraph B

Uniforms are boring. People don't want to wear the same thing. It's not fun. I think school should be fun and people should be able to wear whatever. Uniforms are not good.

1. Which paragraph is stronger? Why? Give at least 2 reasons.

2. What is the main claim in Paragraph A?

3. Identify one argument and one counterargument in Paragraph A.

▶ Argument:

▶ Counterargument:

4. What linking words or transitions are used in Paragraph A?

5. How would you improve Paragraph B?

PART 4: Inference – What’s Not Said (20 points)

Read the paragraph and answer the questions.

When Max walked into the room, everyone stopped talking. He looked around, confused, and then sat down quietly. No one made eye contact with him. He slowly took out his books, but his hands were shaking a little.

1. What can you guess (infer) about how Max feels?

2. Why do you think the other students stopped talking?

3. What sentence shows that Max might be nervous?

4. What is the hidden message of the story?

FINAL TERM ASSESSMENT WORKSHEET

Section 1: Critical Reading (20 points)

Task 1: Read the short article carefully. Then answer the questions.

Article:

Many people believe that reading books is becoming less popular because of technology. However, recent studies show that young people are still reading – but in different ways. E-books, audiobooks, and online articles are all popular formats. In fact, more teenagers are accessing reading materials today than ever before, but fewer are reading printed books.

Questions:

1. What is the **main idea** of the article?
 2. (Write 1–2 sentences.)
-

2. Find **one fact** and **one opinion** from the article.

• Fact: _____

• Opinion: _____

3. What type of text is this? (Informative, Narrative, Argumentative)

4. Answer: _____

Section 2: Inference and Implication (15 points)

Task 2: Read the paragraph and answer.

Paragraph:

When Sarah entered the classroom, everyone stopped talking and looked at her. She felt her face get hot, but she smiled and walked to her seat. On her desk was a single red envelope.

Questions:

1. What can you infer about how Sarah feels?

2. What is probably inside the red envelope?

3. Give **one sentence** from the text that helped you make your guess.

Section 3: Vocabulary in Context (10 points)

Task 3: Find the meaning of these words from the context in the reading above.

1. *Accessing* = _____

2. *Format* = _____

Task 4:

Write **one new sentence** using the word *format*:

Section 4: Writing: Paragraph Construction (30 points)

Task 5: Choose ONE topic and write a paragraph (100–120 words).

Topics:

- Why critical thinking is important for students.
- The impact of technology on young people’s reading habits.
- The best way to spend a weekend.

Your paragraph **MUST** include:

- One clear topic sentence
- At least 2 supporting points
- One concluding sentence
- Use at least one linking word (for example, however, therefore)

Section 5: Argument Writing (Thesis + Evidence) (25 points)

Task 6: Respond to this question:

Question: *Should smartphones be banned in schools?*

Instructions:

1. Write a **thesis statement** for your answer.

2. Give **two reasons** to support your answer.

• Reason 1: _____

• Reason 2: _____

3. Give **one counterargument** someone might say, and refute it.

• Counterargument: _____

• Your response: _____

4. **Use evidence:**

5. Invent a small statistic or expert quote to make your argument stronger.

6. (E.g., *According to research, 70% of students say smartphones distract them during lessons.*)

Section 6: Academic Honesty (Plagiarism Awareness) (10 points)

Task 7: Answer:

1. What is plagiarism? Explain it in your own words.

2. Why is it important to always cite your sources?

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CRITICAL READING AND WRITING

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Tashkent – 2026



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