

ACADEMIC READING & WRITING

PATCHARAPHAN SUSAMAWATHANAKUN
SUAN SUNANDHA RAJABHAT UNIVERSITY





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PREFACE

This textbook is intended for students seeking to develop their skills in Academic Reading & Writing. It provides a structured approach to mastering paragraph construction, emphasizing clarity, coherence, and organization.

The content is divided into eight units:

- Unit 1: World Cultures
- Unit 2: World Exotic Foods
- Unit 3: Superstitions Across the World
- Unit 4: The World's Environmental Challenges
- Unit 5: Animal World
- Unit 6: Extraterrestrial World
- Unit 7: World-Changing Technology
- Unit 8: Plant World

Each unit includes key vocabulary, previewing activities, essential grammar, and unit summaries with questions. This textbook aims to provide students with the necessary tools for effective reading and written communication.

I extend my gratitude to the English Department, the Faculty of Humanities and Social Sciences, and the university administration for their invaluable support.

Patcharaphan Susamawathanakun

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Unit 1

World Cultures

1. Topics

1.1 Reading 1

- 1.1.1 Vocabulary review
- 1.1.2 Grammar: Parts of speech (vocabulary words)
- 1.1.3 Reading: Before-reading strategies
- 1.1.4 Writing: Writing basic sentences


1.2 Reading 2

- 1.2.1 Vocabulary review
- 1.2.2 Grammar: Parts of speech (grammatical words)
- 1.2.3 Reading: Scanning
- 1.2.4 Writing: Prewriting techniques

2. Learning outcomes

At the end of this unit, you should:

- 2.1 Be able to apply before-reading strategies to improve your overall comprehension of texts.
- 2.2 Be able to efficiently scan texts to quickly and accurately locate specific information.
- 2.3 Be able to write complete and clear basic sentences.
- 2.4 Be able to use prewriting techniques to organize and develop ideas before writing.

1.1 Discussion 

Instructions: Discuss the following questions.

1. What does “culture” mean to you?

2. Are there any unique cultural practices in your country? If so, what are they?

3. What is the most unusual cultural practice you have experienced? Where was it?

Reading 1

1.2 Vocabulary



Before reading, you will review vocabulary related to the Yanomami Tribe's unique culture. This will provide important context and help you understand specific terms, enhancing your ability to engage with the text.

Exercise 1

Instructions: Match the words in **bold** from the text "*Yanomami Tribe Buries Their Dead by Eating Their Flesh*" (pages 12-13) to the definitions provided.

1. _____	(v.) to demand and obtain something, sometimes using threats or force
2. _____	(n.) a set of actions or ceremonies performed in a specific way
3. _____	(adj.) lasting forever; without end
4. _____	(n.) the process of changing from one state or condition to another
5. _____	(n.) the act of eating the flesh of one's own species
6. _____	(n.) a disagreement or argument about something important
7. _____	(n.) a group of people who share a common culture, language, and ancestry
8. _____	(n.) a rare or special food, often considered luxurious
9. _____	(n.) a person who is responsible for a crime or wrongdoing
10. _____	(n.) the act of putting a dead body into the ground, or the ceremony connected with this

1.3 Grammar



In this section, you will explore the fundamental grammar of parts of speech—nouns, verbs, adjectives, and adverbs. Understanding their definitions and functions will improve your ability to form and comprehend sentences effectively.

Parts of Speech

Parts of speech are the heart of learning a language, serving as the fundamental building blocks that enable effective communication. Understanding these categories helps you grasp how words interact within sentences. This knowledge not only enriches vocabulary but also enhances clarity and expression.

There are eight different kinds of words in English. They are called “**word classes**” or “parts of speech.” Nouns, verbs, adjectives, and adverbs are “**vocabulary words**.” Pronouns, prepositions, and conjunctions belong to much smaller classes and are sometimes called “**grammatical words**” (Eastwood, 2002: 2-3). Note, however, that interjections, which express emotions or reactions, are also part of this classification but are typically treated as a distinct category due to their unique function in language. In Reading 1, you will first explore the vocabulary words listed below.

1. Noun

A noun is a word that identifies a person, place, thing, or idea. Nouns serve as the building blocks of sentences as well as provide essential information about the subjects and objects within them.

1.1 Types of Nouns

Nouns can also be classified into various types. Here are three common types of nouns (Oxford University, n.d.):

1.1.1 *Common Noun*

A common noun is a general term that names any ordinary person, place, thing, or idea. Here are some examples of common nouns from the text.

people body banana soup power enemy villager

1.1.2 *Proper Noun*

A proper noun is a specific name that identifies a particular person, place, organization, or thing. Unlike common nouns, which refer to general categories, proper nouns denote unique entities and always begin with a capital letter. Here are some examples of proper nouns from the text.

Yanomami Yanam Senema Venezuela Brazil

1.1.3 *Collective Noun*

A collective noun is a word that refers to a group of individuals or things as a single entity. Here are some examples of collective nouns from the text.

tribe family

There are also other types of nouns as follows (ibid.):

1.1.4 *Abstract Noun*

An abstract noun refers to a concept, idea, quality, or state that cannot be perceived through the five senses. In other words, you cannot see, touch, hear, taste, or smell these nouns. Here are some examples of abstract nouns from the text.

interest peace death revenge

1.1.5 Concrete Noun

A concrete noun is a noun that you can see or touch, like tree, hat or nose. It is the opposite of an abstract noun. Here are some examples of concrete nouns from the text.

body ash power delicacy flesh

1.1.6 Countable Noun

A countable noun is a noun that can be counted. Here are some examples of countable nouns from the text.

person relative culprit enemy villager

1.1.7 Uncountable Noun

A mass or non-countable noun is a noun that cannot be counted. Here are some examples of uncountable nouns from the text.

peace revenge interest practice

1.1.8 Verbal Noun (Gerund)

A verbal noun, or gerund, is a verb ending in *-ing* that is used as a noun, for example:

Completing this burial ritual is the only way the soul can attain eternal peace.

1.2 Functions of Nouns

There are many functions of nouns. Here are some of their common functions (Venn, 2023):

1.2.1 Subject: Nouns can act as the subject of a sentence, indicating who or what performs the action, for example:

This tribe has a very weird burial ritual.

1.2.2 Object: Nouns can serve as the object of a verb, receiving the action, for example:

Only the women eat the ashes.

1.2.3 Complement: Nouns can function as subject complements, providing more information about the subject, for example:

“Endocannibalism” is the practice of eating the flesh of a dead person from the same community, tribe, or society.

1.2.4 Object of a preposition: Nouns can follow a preposition in a sentence, for example:

“Endocannibalism” is the practice *of* eating the flesh *of* a dead person *from* the same community, tribe, or society.

2. Verb

A verb is a word that expresses action, existence, or possession.

2.1 Types and Functions of Verbs

There are several types of verbs, and they perform different functions. Here is the categorization by Oxford University (n.d.):

2.1.1 *Doing Verb*

There are four different types of doing verbs: action verbs, saying verbs, sensing verbs and relating: Here are some examples of each type from the text.

- **Action verbs** involve an action (something that is done): eat, burn, protect, practice, mix, gather, kill, etc.
- **Saying verbs** involve speech (something that is said): scream

- **Sensing verbs** involve thought and feelings (something that is sensed or felt): believe, understand, know, etc.
- **Relating verbs** involves linking or relating (how pieces of information are linked): is, are, etc.

2.1.2 *Auxiliary Verb*

An auxiliary verb, also known as a helping verb, is a verb that accompanies a main verb to form a complete verb phrase. The main auxiliary verbs are *to be*, *to have*, and *to do*. Here are some examples of auxiliary verbs from the text.

- To be: The Yanomami **are** a native tribe...
- To do: There are so many cultures in the world that people **do not** find easy to understand...
- To have: ... they **have** practiced their culture since generations ago.

2.1.3 *Modal Verb*

Modal verbs provide information about the degree of possibility or certainty in a statement. They typically function as auxiliary verbs, helping to convey nuances in meaning related to ability, permission, obligation, or likelihood, through words such as "*can*," "*may*," "*must*," "*should*," and "*might*," for example:

Completing this burial ritual is the only way the soul **can** attain eternal peace, they believe.

3. Adjective

An adjective is a word that describes or modifies a noun or pronoun, adding detail and depth to the sentence. Adjectives provide information about various attributes, such as size, color, shape, quantity, quality, location or proximity, possession, and more, helping to create a clearer picture in

the reader's or listener's mind. Some adjectives in the text are, for example, easy, interesting, weird, dead, this, their, etc.

3.1 Positions of Adjectives¹

- Before nouns: This tribe has a very **weird** burial ritual akin to cannibalism.
- After linking verbs, such as *be, seem, become, feel, smell, taste, etc.*: Surprisingly, they are [still] **interesting** enough to capture the interest of other people in controversy.

4. Adverb

An adverb is a word that adds more information about a verb, an adjective, or another adverb. Many adverbs often end in "ly," such as "properly," "surprisingly," and "easily."

4.1 Types of Adverbs²

Adverbs can be categorized based on the type of information they convey or what they describe.

In the following types, the adverbs are highlighted.

4.1.1 Adverb of Manner: These adverbs describe how an action is performed, for example:

...they believe that the soul can only rest **properly** and make its transition only when the body has been burned and the body eaten by the living relatives.

4.1.2 Adverb of Time: These adverbs indicate when an action takes place, for example:

...they have practiced their culture since generations **ago**.

¹ Adapted from English Grammar on Cambridge Dictionary. *Adjective phrases: position*.

<https://dictionary.cambridge.org/grammar/british-grammar/adjective-phrases-position>

² Adapted from English Grammar on Cambridge Dictionary. *Adverbs: types*. <https://dictionary.cambridge.org/grammar/british-grammar/adverbs-types>

4.1.3 Adverb of place: These adverbs show the location where the action in the sentence occurs, for example:

Here, they believe that the soul can only rest properly and make its transition only when the body has been burned and the

4.1.4 Adverb of frequency: These adverbs express how frequently an action or event occurs, for example:

There are so many cultures in the world that people do not find easy to understand, often making them scream, "Yuck!" or "Wow!"

4.1.5 Adverb of degree: These adverbs are used to show the intensity of an action or quality, for example:

This tribe has a very weird burial ritual akin to cannibalism...

Exercise 2

Instructions: Identify the part of speech of each underlined word. Please refer to the example for guidance.

Example

0. The tribe believes that their strong traditions deeply connect them to their ancestors.

n. v. adj. n. adv. V. n.

1. The Yanomami perform their unique rituals carefully.

2. Endocannibalism may seem strange, but the tribe believes it is important strongly.

3. The tribe eats the dead person's body in a traditional way secretly.

4. They mix the burned bones with bananas to make delicious soup slowly.

5. The women take revenge quickly when a family member is killed.

1.4 Reading



In this section, you will learn about "Before Reading Strategies." These strategies are essential tools that help you prepare for reading and enhance your overall comprehension. By using these techniques, you can activate prior knowledge, set goals for your reading, and predict what the text might be about.

Before Reading Strategies

One of the first steps before reading is to preview the material by scanning the titles, subtitles, pictures, graphs, and bold words (Trexler and Hastings, n.d.). These textual features help you identify the topic of the reading. Knowing the topic allows you to assess if you have any prior knowledge or experience with it, which can make the material easier to understand. If you lack background knowledge, the reading may be more challenging, so it is important to read more slowly and ensure you grasp the message (ibid.). Here are four strategies before reading.

1. Preview

Read titles, subtitles, summaries, pictures, graphs, tables, captions, or bold/italicized content.

2. Activate your Background Knowledge

Ask: What do I know about this topic? Do I have knowledge or is it completely new?

3. Pose Questions or Make Predictions

Use the information from previewing to form an expectation about the reading. Pose questions like: Is it a/an _____? Who is _____? What does X have to do with Y?

4. Set a Purpose

Ask: "Why am I reading this? What do I hope to discover and learn?"

Now, preview the text on "*Yanomami Tribe Buries Their Dead by Eating Their Flesh*," and proceed with the exercise that follows.

Yanomami Tribe Buries Their Dead by Eating Their Flesh³

From Guardian Life by Urenna Ukiwe

There are so many cultures in the world that people do not find easy to understand, often making them scream, "Yuck!" or "Wow!" Surprisingly, they are still interesting enough to capture the interest of other people in **controversy**.

The Yanomami **tribe** in South America, also known as Yanam or Senema, is found in Venezuela and parts of Brazil. This tribe is not easily influenced by modernization and westernization; rather, they have practiced their culture since generations ago.

This tribe has a very weird **burial** ritual akin to **cannibalism** called "endocannibalism," which is the practice of eating the flesh of a dead person from the same community, tribe, or society.

³ Adapted from Life. "*Yanomami Tribe Bury Their Dead by Eating Their Flesh*". By Urenna Ukiwe. August 8, 2018. <https://guardian.ng/life/yanomami-tribe-bury-their-dead-by-eating-their-flesh/>. The illustration is sourced from the same publication.



Yanomami burial ritual. Photo: Sarah Max research

The Yanomami are a native tribe that believes that the soul needs to be protected after the body dies. Here, they believe that the soul can only rest properly and make its **transition** only when the body has been burned and the body eaten by the living relatives.

In the second phase of the burial, they gather the bones that remain from burning the bodies, turn them into powder, and mix it with the ashes from the burned bodies. They mix this into bananas which are used to make banana soup, a local **delicacy** common to this tribe, and give it to everybody to eat.

Completing this burial **ritual** is the only way the soul can attain **eternal** peace, they believe. But in a case where an enemy kills the relative or village member, only the women eat the ashes, and afterwards a form of revenge is **extracted** on the **culprits**; however, the ceremony is done on the same night the villagers plan to revenge the death of their loved ones, perhaps through a raid on the enemy territory.

Exercise 3

Instructions: Preview the text “*Yanomami Tribe Buries Their Dead by Eating Their Flesh*” by scanning it. Look for text features that give you clues about the topic. Do not read the passage as you are scanning. Then, think about what the passage might be about and if you know anything about the topic. Write down a few questions you have based on what you noticed.

The reference from where the text came: _____

The bolded title: _____

Illustration depicting: _____

Illustration caption: _____

Your posed questions: (1) _____

(2) _____

(3) _____

1.5 Writing

In this section, you will learn about the key components of a sentence, which will help you construct your own complete and clear sentences. By understanding the different parts of a sentence, you will be able to express your ideas more effectively.

Basic Sentence Structure

Each word in a sentence has a specific role in its structure. While sentence structure can be complex due to grammatical rules, this explanation focuses on the basic components of a sentence for simplicity. The two most basic grammatical parts of a sentence are the subject and predicate (Hodges & Whitten, 1984: 2).

The **subject** of a sentence is the person, place, or thing doing the action. It tells us what or who the sentence is about, for example:

“The Yanomami tribe...” is the subject.

The **predicate** shows the action or state of being in the sentence. The simple predicate includes the verb and may also have words, phrases, or clauses that add more detail, for example:

“... is found in Venezuela and parts of Brazil” is the predicate.

Altogether, the subject and predicate create a complete thought. They work together to form the full sentence: The Yanomami tribe is found in Venezuela and parts of Brazil.

The subject and predicate are the two main parts of any complete sentence. Additionally, there are other elements within the subject or predicate that provide more meaning or detail. These elements include the direct object and indirect object.

Hodges and Whitten (1984: 8) summarized three patterns of word order in a sentence as follows:

1. SUBJECT + VERB: The **ceremony is done**.
2. SUBJECT + VERB + OBJECT: **They gather the bones**.
3. SUBJECT + VERB + INDIRECT OBJECT + DIRECT OBJECT: **They give everyone banana soup**.

Exercise 4

Instructions: Write your own sentences based on the three patterns provided below.

1. SUBJECT + VERB: _____

2. SUBJECT + VERB + OBJECT: _____

3. SUBJECT + VERB + OBJECT: _____

4. SUBJECT + VERB + INDIRECT OBJECT + DIRECT OBJECT: _____

5. SUBJECT + VERB + INDIRECT OBJECT + DIRECT OBJECT: _____

Reading 2

1.6 Vocabulary

Before reading, you will explore 10 vocabulary terms related to greeting customs from different parts of the world. This will provide you with background knowledge and help you understand the context and definitions of key terms more clearly as you read.

Exercise 5

Instructions: Complete the following sentences with the correct form of the words in **bold** from the second text "*The Art of Air Kissing: A Global Guide to Cheeky Greetings*" (pages 21-22).

1. The _____ way to greet someone in many cultures is to share an air kiss.
2. In some cultures, one kiss is enough, _____ in others, two or three might be standard.
3. In this greeting tradition, participants are _____ expected to touch cheeks.
4. Many people enjoy the custom of greeting friends and family with air kisses; they often _____ any actual contact.
5. The _____ of greeting customs can vary greatly from one culture to another.
6. You can give an air kiss without any _____ in order to keep the greeting light and friendly.
7. It's advisable to consider _____ from kissing on the lips to avoid any discomfort.
8. Some people find the sound of a kiss to be overly _____, preferring a softer approach instead.
9. While some customs are quite complex, others are more _____ and easy to follow.
10. When greeting, one might need to _____ a kiss without direct contact.

1.7 Grammar

In this section, you will continue to learn about the remaining parts of speech in English, including pronouns, prepositions, conjunctions, and interjections. This will help you improve your understanding of sentence structure and enhance your ability to communicate more effectively.

Parts of Speech (Cont.)

In Reading 1, you explored the first four parts of speech, which Eastwood (2002) refers to as “vocabulary words.” In Reading 2, you will progress to grammatical words (pronouns, prepositions, and conjunctions) and interjections.

1. Pronoun

A pronoun is a word that replaces a noun in order to avoid repetition and make sentences more concise. Pronouns can refer to people, places, things, or ideas, and they come in various forms. Common types of pronouns are summarized in the table below, along with examples from the text.

Pronoun	List			Example Sentence
	1 st	2 nd	3 rd	
Subject Pronoun	I, we	you	they, he, she, it	A kiss, by name, has its charming differences— it is <i>el beso</i> in Spain...
Object Pronoun	me, us	you	them, him, her, it	You start them by leaning in and placing right cheek to right cheek, before moving to the left side...
Possessive Pronoun	mine, ours	yours	theirs, his, hers, its	In many social situations, the choice of greeting can depend on the relationship and cultural background of

Pronoun	List			Example Sentence
	1 st	2 nd	3 rd	
				<u>yours</u> and the person you're greeting.
Reflexive Pronoun	myself, ourselves	yourself, yourselves	themselves, himself, herself, itself	While some cultures do apply lips to cheek, it is better to refrain to avoid embarrassing <u>yourself</u> .

2. Preposition

A preposition is a word that indicates the relationship between a noun or pronoun and other elements in a sentence, often conveying information about location, direction, time, or manner. There are four important types of prepositions as follows (Helix, 2024):

- **Preposition of Time:** During holiday celebrations, for example, the number of air kisses often increases, reflecting the festive spirit.
- **Preposition of Place:** In Argentina, Chile, Peru, Mexico, São Paulo (Brazil) and Colombia, one air kiss is standard...
- **Preposition of Movement:** You start them by leaning in and placing right cheek to right cheek, before moving to the left side...
- **Preposition of Manner:** ...friends and family will often greet each other with three air kisses.

3. Conjunction

A conjunction is a word that connects phrases, clauses, or words. Conjunctions play a crucial role in creating coherence and cohesion within a text. There are two main types of conjunctions: coordinating conjunctions and subordinating conjunctions.

3. Some cultures apply lips to cheek, but it is better to refrain with avoiding embarrassing
 1 2 3
 yourself.
4. People in Spain greet with two kisses on the cheek, although people in Italy greet with three,
 1 2
but it is less common in other countries.
 3 4
5. Air kisses in Brazil are common in festivals, and they typically greet with one kiss on each
 1 2 3 4
 cheek.

1.8 Reading



In this section, you will learn about the reading strategy of scanning. Mastering this technique will help you efficiently locate relevant details, improve your reading speed, and better understand how to extract important information from different types of texts.

Scanning

Scanning is an effective technique for accelerating your reading pace. It focuses on locating a particular piece of information without reading everything. You use scanning when searching for specific information such as dates, names, or keywords, without having to read every word in detail. This method is especially helpful when you need to find specific facts or details in a short amount of time.

When searching for specific details, there are several effective ways to scan a reading passage. Here are some techniques you can use (IDP IELTS Thailand, 2024):

- Following your finger or a pen/pencil along the text, which can help you focus and improve your scanning efficiency.

- Circling or underlining key words in the passage, which makes it easier to spot important information quickly.
- Highlighting all the key words in the paragraph to draw attention to the most relevant details.

Example⁴

Not only is it worthwhile to know where you might have to turn a cheek, but it is helpful to know just how many kisses to expect. In France alone, the count varies dramatically by region, according to a 2014 web survey of more than 100,000 citizens: Parisians consider two kisses the norm, while three is standard in Provence, and four throughout the Loire Valley.

Now, scan the text on "*The Art of Air Kissing: A Global Guide to Cheeky Greetings*," and proceed with the exercise that follows.

The Art of Air Kissing: A Global Guide to Cheeky Greetings⁵

A kiss, by name, has its charming differences—it is *el beso* in Spain, *beijnhos* in Portugal, *beijos* in Brazil, and *beso-beso* in the Philippines—but the **logistics** are fairly **straightforward**. You start them by leaning in and placing right cheek to right cheek, before moving to the left side—and back and forth

⁴ Condé Nast Traveller. "A Guide to Kissing Etiquette Around the World." By Tyler Moss. October 18, 2017. <https://www.cntraveler.com/story/a-guide-to-kissing-etiquette-around-the-world>

⁵ Adapted from Afar. "Here's How People Greet Each Other Around the World." By Chris Ciolli. May 18, 2023. <https://www.afar.com/magazine/beyond-the-handshake-how-people-greet-each-other-around-the-world> and from Condé Nast Traveller. "A Guide to Kissing Etiquette Around the World." By Tyler Moss. October 18, 2017. <https://www.cntraveler.com/story/a-guide-to-kissing-etiquette-around-the-world>



Photograph By John Keegan

thereafter if additional pecks are required. The **primary** exception is Italy, which starts *il bacio* on the left.

While some cultures do apply lips to cheek, it is better to refrain to avoid embarrassing yourself. Instead, touch cheeks and **administer** an air kiss, also known as blown kiss or thrown kiss—a soft smacking sound, as opposed to the more

bombastic mwah!—**forgoing** any actual exchange of **saliva**. In many social situations, the choice of greeting can depend on the relationship and cultural background of yours and the person you are greeting. During holiday celebrations, for example, the number of air kisses often increases, reflecting the festive spirit.

In Argentina, Chile, Peru, Mexico, São Paulo (Brazil) and Colombia, one air kiss is standard (either hovering over the right cheek or the left), **whereas** in Spain, Portugal, Paraguay, Italy, and cities like Paris and Québec, it is two. In Russia and Ukraine, three is the norm, and in some parts of France like the Loire Valley, it is up to four air kisses on alternating cheeks.

To add a little more confusion to the mix, there are some tricky gender and relationship rules, too. In all of the countries mentioned, women air kiss women, and in most of them, men air kiss women, but only in Argentina do men **routinely** brush cheeks with other men who are not relatives or romantic partners. In Belgium, a brief handshake is acceptable for people who do not know each other well, but friends and family will often greet each other with three air kisses.

Exercise 7

Instructions: Choose the most accurate answer for each question.

1. In which country is it common to start the kiss on the left cheek?

- a) Brazil b) Italy c) Argentina d) France

2. How many air kisses are standard in Argentina, Chile, Peru, Mexico, São Paulo (Brazil), and Colombia?

- a) One b) Two c) Three d) Four

3. In which country do men routinely brush cheeks with other men who are not relatives or romantic partners?

- a) Italy b) Spain c) Argentina d) Belgium

4. According to the passage, how many air kisses are considered the norm in Russia and Ukraine?

- a) One b) Two c) Three d) Four

5. In which region of France is it common to give four air kisses on alternating cheeks?

- a) Paris b) Provence c) Bordeaux d) Loire Valley

1.9 Writing



In this section, you will explore an essential prewriting technique designed to help you organize your thoughts before beginning the writing process. By engaging in brainstorming, you can generate a wide range of ideas and identify key concepts to include in your work. This method not only stimulates creativity but also enables you to focus your thoughts, making the writing process more efficient and structured.

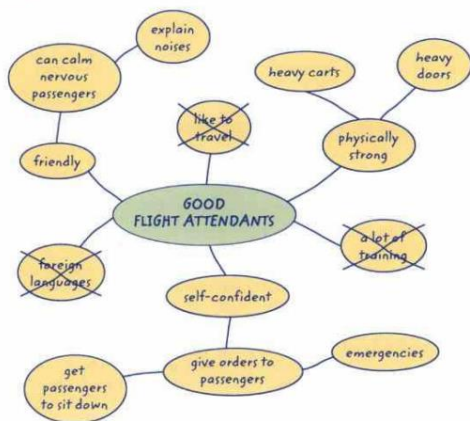
Prewriting

There are many prewriting techniques to help generate ideas for your writing. This unit focuses on one method called “clustering.” Clustering is a prewriting technique that helps you brainstorm and develop ideas using a diagram called a cluster (Hogue, 2014: 36). To begin, write your topic in the center of your paper and draw a circle around it. Next, think of related ideas and write words or short phrases in circles around the topic, connecting them with lines. Write down every idea that comes to mind without worrying about whether it is good or not. This process allows you to freely explore and expand on your thoughts (ibid.). Please see the example below (Hogue, 2014: 36).



Next, focus on each word or phrase in the circles and add related ideas. Draw new circles around these ideas and connect them with lines. As you do this, you will start to see which ideas are most useful and which ones can be discarded. Keep the clusters with the most ideas, and cross out the ones that do not lead to further connections (Hogue, 2014: 37).

CLUSTER 2



Exercise 8

Instructions: Use clustering to brainstorm on the topic "Unique Thai Cultures."

Unit Summary



This unit explored the diverse reading cultures found around the world. Through this theme, you developed four key skills: vocabulary, grammar, reading, and writing, using two readings.

The first reading introduces 10 vocabulary words through matching exercises. Grammar focuses on four key parts of speech:

1. **Noun:** Identifies a person, place, thing, or idea, and is essential in forming the subject or object in a sentence.
2. **Verb:** Expresses action, existence, or possession, and serves as the core of a sentence.
3. **Adjective:** Modifies a noun or pronoun, providing more detail and description.
4. **Adverb:** Modifies a verb, adjective, or another adverb, offering more information about how, when, where, or to what extent an action occurs.

You also learned Before Reading strategies to help identify the topic of a reading and the basic parts of a sentence in writing.

The second reading includes 10 vocabulary words in cloze sentence exercises, and grammar focused on four more parts of speech:

5. **Pronoun:** Replaces a noun to avoid repetition, helping sentences remain concise.
6. **Preposition:** Shows the relationship between a noun or pronoun and other elements in a sentence, often indicating location, direction, time, or manner.
7. **Conjunction:** Connects words, phrases, or clauses, ensuring smooth flow and logical coherence in writing.
8. **Interjection:** Expresses strong emotion or surprise, often standing alone and punctuated with an exclamation mark.

For reading, you practiced scanning strategies to find specific information quickly. In writing, you learned a prewriting technique to help brainstorm and organize ideas.

Questions



1. How do vocabulary words and grammatical words differ?
2. How many functions of nouns can you identify in the sentence: "The Yanomami tribe believes that the practice of endocannibalism is a sacred ritual for honoring their ancestors"?
3. From the sentence, "The Yanomami tribe honors their ancestors through rituals, and the significance of those rituals is a source of pride for the tribe, making them a part of theirs," how do "their" and "theirs" differ in function?
4. How many adverbs can you identify in the sentence: "People often greet each other with very friendly air kisses and lightly touch cheeks with happy smiles"? What words do these adverbs modify?
5. Identify all the parts of speech in the sentence: "During holiday celebrations, people in different countries greet one another with varying numbers of air kisses and share laughter and joy."

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Unit 2

World Exotic Foods

1. Topics

1.1 Reading 1

- 1.1.1 Vocabulary review
- 1.1.2 Grammar: Prefixes
- 1.1.3 Reading: Context clues
- 1.1.4 Writing: Writing a title


1.2 Reading 2

- 1.2.1 Vocabulary review
- 1.2.2 Grammar: Suffixes
- 1.2.3 Reading: Title identification
- 1.2.4 Writing: Outlining

2. Learning outcomes

At the end of this unit, you should:

- 2.1 Be able to make educated guesses about the meanings of unfamiliar words.
- 2.2 Be able to effectively identify the title of a text.
- 2.3 Be able to write good titles for both non-fiction and fiction texts.
- 2.4 Be able to create an informal outline to organize your thoughts and ideas in a clear and logical manner before writing a paragraph.

2.1 Discussion 


Instructions: Discuss the following questions.

1. What features lead you to describe food as “exotic”?

2. Can you give some examples of exotic food in your country?

3. What is the most exotic food you have ever tried, and where did you try it?

Reading 1

2.2 Vocabulary 

Before you begin reading, you will review 10 vocabulary words related to the first reading, “*Palate Challenges: Exotic Foods in Asia*.” This will help provide important context and enable you to understand specific terms, enhancing your ability to engage with the text.

Exercise 1

Instructions: Review the definitions below and select the correct words that match each definition.

1. Pertaining to the art and practice of cooking, particularly with a focus on flavor and presentation

a) intriguing	b) culinary	c) reinvented
---------------	-------------	---------------
2. Made fertile or productive

a) intriguing	b) fertilized	c) indulgence
---------------	---------------	---------------
3. Related to enjoying good food

a) culinary	b) reinvented	c) gastronomic
-------------	---------------	----------------
4. Enjoying food and drink, often a bit too much

a) culinary	b) indulgence	c) gastronomic
-------------	---------------	----------------
5. Complicated or detailed; not simple

a) intricate	b) reinvented	c) preconceived
--------------	---------------	-----------------
6. Made into a new version

a) preconceived	b) fertilized	c) reinvented
-----------------	---------------	---------------
7. In a truthful or sincere way

a) indulgence	b) genuinely	c) significance
---------------	--------------	-----------------
8. The importance or meaning of something

a) indulgence	b) genuinely	c) significance
---------------	--------------	-----------------

9. Interesting and capturing attention

a) indulgence

b) intriguing


c) fertilized

10. Formed before based on ideas or beliefs

a) preconceived

b) reinvented

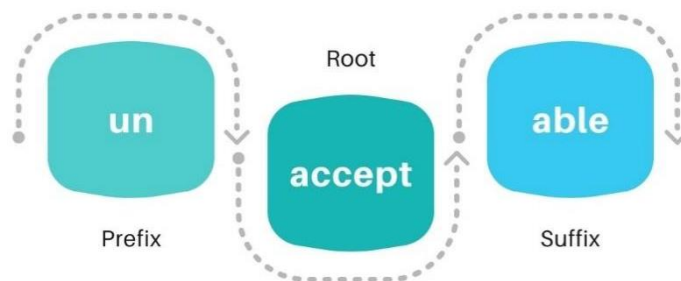
c) fertilized

2.3 Grammar 

In this section, you will explore how prefixes and suffixes are used to create new words. Understanding these word parts will not only allow you to form a variety of words but also help you deduce the meanings of unfamiliar terms. By recognizing common prefixes and suffixes, you will be able to analyze words more effectively, making it easier to expand your vocabulary.

Word Formation

Word formation is important because it helps you expand your vocabulary. You can create new words by using different parts of existing ones, like **prefixes**, **suffixes**, and **root words**, as visually shown below.



From the example "unacceptable," we can break it down into its components: the prefix "*un-*," which means "not," the root "*accept*," which refers to the act of receiving or agreeing to something, and the suffix "*-able*," meaning "capable of" or "worthy of." Together, these elements create the meaning of "unacceptable," which indicates something that is not capable of being accepted or is deemed

inappropriate or unsuitable. This breakdown illustrates how prefixes, roots, and suffixes work together to convey specific meanings in English.

In English, there are four main kinds of word formation: prefixes, suffixes, conversion, and compounds (Cambridge Dictionary, 2024). In this unit, we will explore prefixes and suffixes. In Reading 1, you will focus on prefixes.

Prefix¹

Prefixes are added to the beginning of a word's root to modify its meaning. By attaching a prefix, we can create a new word that conveys a different idea or concept. Here are some words from the text that contain prefixes.

Prefix	Mainly added to	Usual meaning	Examples
dis-	adjectives, verbs, nouns	not, opposite or reversing action	discomfort
en-	adjectives, nouns	put in, make	encourage
extra-	adjectives	exceptionally, outside	extraordinary
inter-	adjectives, verbs	between, among	international
over-	adjectives, verbs	too much	overcooked
pre-	adjectives, nouns	before	preconceived
re-	verbs, nouns	again, back	reinvented, reconsider
super-	adjectives, nouns	more than, special	super-exciting
trans-	adjectives, verbs	across	transform[ation]

¹ Adapted from Swan's (2005) *Practical English Usage*

Prefix	Mainly added to	Usual meaning	Examples
un-	adjectives, participles, verbs	not, opposite, or reversing action	unsettling, uncooked, unusual, unlock, unexpected, unforgettable

Exercise 2

Instructions: Match the prefix on the left with the root on the right to form a new word.

Prefix	Root
a. dis-	1. _____ large
b. extra-	2. _____ assure
c. pre-	3. _____ tasteful
d. re-	4. _____ seasoned
e. un-	5. _____ heat

2.4 Reading

In this section, you will explore the concept of context clues in reading. Understanding how to use context clues will enable you to infer the meanings of unfamiliar words or phrases by looking at the surrounding text. This skill not only improves your vocabulary but also enhances your ability to comprehend the text.

Context Clues²

A context clue is a hint or piece of information within a sentence, paragraph, or passage that helps a reader determine the meaning of an unfamiliar word. By analyzing the surrounding words or phrases,

²Adapted from Wongwiwattana & Watanapokakul (2021)

readers can make educated guesses about the word's definition, even if they have never encountered it before.

There are several types of context clues that can help readers figure out the meaning of unfamiliar words. Below are some common examples (the unfamiliar words are in italics and bold, and the underlined part provides clues).

Clue Type	Explanation	How to observe	Example
Definition	The unfamiliar word is directly defined or explained in the sentence.	The meaning of the word is often followed by a phrase that directly explains it.	To make mayonnaise, you must <i>emulsify</i> the oil and egg yolk, <u>which means blending them together until they form a smooth mixture.</u>
Punctuation	Punctuation marks, such as commas, dashes, or parentheses, indicate that the meaning of the unfamiliar word is explained.	Pay attention to punctuation marks like commas (,), dashes (—), or parentheses (()) that set off an explanation or clarification of the unfamiliar word.	The dish featured <i>confit</i> —meat, <u>often duck, slow-cooked in its own fat until it is tender and flavorful.</u>
Example	The unfamiliar word is clarified by providing specific examples.	Look for examples that follow the unfamiliar word to help define it.	The dish had an <i>herbaceous</i> flavor, <u>like basil, rosemary, and thyme.</u>
Synonym	A word with a similar meaning is used near the unfamiliar word to help explain it.	Look for words with a similar meaning close to the unfamiliar word to help explain it.	The salad dressing was <i>zesty</i> , <u>tangy and full of bright, bold flavors.</u>

Clue Type	Explanation	How to observe	Example
Antonym	The meaning of the unfamiliar word is explained by providing the opposite or a contrast.	The unfamiliar word will be contrasted with a word that shows the opposite meaning.	To prepare the vegetables, first you blanch them in boiling water, <u>unlike steaming, which uses just hot steam to cook them.</u>

Exercise 3

Instructions: Identify the type of context clue used for each of the following words and provide the surrounding sentence(s) that helped you determine the meaning. Then, write the meaning of the following words from the text “*Palate Challenges: Exotic Foods in Asia*” (pages 39-41) in your own language.

Word	Clue Type	Sentence	Meaning
exotic			
foster			
hue			
intrepid			
palate			

Palate Challenges: Exotic Foods in Asia³

It is important to understand that the term “exotic” is relative. It usually refers to something that is not part of the everyday culture of the person using it. It is also important to note that, at one time, most non-Western dishes were viewed as “exotic” by Western palates. Here are five unique foods from Asia that challenge traditional culinary norms:

Uncooked 100-Year-Old Eggs - Hong Kong



The culinary experience of uncooked 100-year-old eggs tests your adventurous palate, like the ability to enjoy strong or unusual flavors such as those found in durian or blue cheese. Despite their name, these eggs are not **genuinely** a century old; they undergo **intricate** preservation with lime and clay,

resulting in an unsettling hue—a greenish color that can be off-putting. This transformation challenges even the most open-minded eaters. If you are prepared to confront this unusual delicacy, it may become a memorable highlight of your **gastronomic** journey.

Basashi, Raw Horse Meat – Japan

For the adventurous, Basashi offers a unique opportunity to expand your culinary horizons. This dish features raw horse meat, served sashimi-style with soy sauce and ginger. While it may provoke discomfort for horse lovers, Basashi is a common **indulgence** in Japan. For intrepid eaters,

³ Adapted from Maiura Fiorini. “14 Most Cultural and Exotic Food Around the World to Try While Traveling!.” Published August 16, 2020. <https://www.memphistours.com/blog/cultural-and-exotic-food-around-the-world>

experiencing this dish unlocks an unforgettable appreciation for Japan's diverse food culture and rich traditions.

Fried Tarantulas – Thailand

If you have a fear of spiders, this might be your worst



nightmare or perhaps an unexpected chance for culinary adventure. The deep-fried tarantula is an intriguing, exotic appetizer commonly found as a street food snack in Thailand. Perfectly seasoned and deep-fried, it offers a surprisingly delicious experience for the intrepid eater. So, if you are feeling adventurous and hungry, this unique dish

could be a memorable and super-exciting treat!

Balut, Duck Fetus – the Philippines

Unlike those who are faint-hearted, intrepid travelers embrace overcooked balut as an extraordinary culinary challenge. This fertilized duck egg, regarded as a traditional delicacy in the Philippines, encourages adventurous eaters to confront their fears. While consuming a developing fetus may unsettle many, those who bravely embrace this experience often find it rewarding. Sampling balut can serve as an eye-opening exploration of Filipino culture.



Grilled Dog - Vietnam



In certain regions of Asia, **reinvented** grilled dog dishes provoke reflection on cultural norms surrounding food. While shocking to many, this meal is considered a common delicacy in Vietnam. Prepared in various styles, including grilled and fried, these dishes challenge diners to reconsider their **preconceived** notions about food and its cultural **significance**. Embracing such practices broadens your understanding of international cuisine and fosters, or promotes, appreciation for cultural diversity.

2.5 Writing

In this section, you will discover the key techniques for crafting an effective title. By understanding how to create a compelling and informative title, you will be able to capture the reader's attention and provide a clear preview of the content. This skill will help you enhance your writing by making your work more engaging and accessible to your audience.

Writing a Title

There are two main approaches to crafting titles: one for non-fiction works and one for fiction (Scoggins, 2024). The table below summarizes these approaches and key considerations for writing titles for both non-fiction and fiction (ibid.).

Aspect	Non-fiction	Fiction
Brainstorming	Identify themes, arguments, and main points. For example: <i>Exploring</i>	Write down keywords about the topic, characters, and phrases. Combine them to form potential

Aspect	Non-fiction	Fiction
	<i>the World of Exotic Foods: A Culinary Adventure</i>	titles. For example: <i>The Spice Merchant's Secret</i> (referring to the exotic food trade and the mystery surrounding it)
Audience Consideration	Tailor title to the audience. Use formal language for academic audiences; casual language for general/public. For example: <i>The Taste of Tradition: Discovering the Secrets of Exotic Cuisines</i> (for food enthusiasts or travelers)	Understand your genre and audience; create a title that fits the genre (e.g., fantasy, romance). For example: <i>Tasting Forbidden Fruits</i> (for a young adult audience curious about the world's unique foods)
Title Structure	Use a combination of a quote and theme, or a theme and audience. Colons often separate elements. For example: <i>From Insects to Delicacies: The Global Appeal of Exotic Foods</i> (quote and theme)	Choose words or phrases that reflect the essence of the story and make it intriguing. For example: <i>The Dragon Fruit Feast: A Journey Into Ancient Cuisines</i> (reflects theme and exotic food exploration)
Function of Title	Title should predict content, reflect tone, and include keywords. Avoid misleading readers. For example: <i>Bizarre Bites: A Guide to the World's</i>	The title should evoke excitement, intrigue, or curiosity about the story. For example: <i>A Bite of the</i>

Aspect	Non-fiction	Fiction
	<i>Most Unusual Dishes</i> (predicts content and engages curiosity)	<i>Unknown</i> (evokes excitement and mystery)
Title Type	Decide between declarative, descriptive, or interrogative titles based on the information you want to convey. For example: <i>What Makes a Food Exotic?</i> (interrogative title)	Make it exciting, memorable, and reflective of the story's core theme or character. For example: <i>Can the Feast of Wonders Be Found?</i> (interrogative title)
Length	Keep it concise, ideally 10 words or fewer. For example: <i>Exotic Foods Around the World</i> (concise and informative)	Ensure it is easy to remember, catchy, and rolls off the tongue. Avoid overly long titles. For example: <i>Forbidden Flavors</i> (short and evocative)
Inspiration	Use phrases or quotes from the essay's body, references, or sources. For example: <i>A Journey Through the Flavors of the World</i> (inspired by the journey of discovering exotic foods)	Seek inspiration from literary works, memorable phrases, or lines from the story itself. For example: <i>The Taste of Adventure</i> (inspired by the thrill of discovering exotic food)
Revisions	Revise the title after completing the essay to ensure it reflects the final content. For example: <i>The Hidden</i>	Test your title with others and revise to make sure it aligns with the story's theme or

Aspect	Non-fiction	Fiction
	<i>Gems of World Cuisine</i> (revised after focusing more on uncovering lesser-known dishes)	message. For example: <i>Savory Secrets: The Hidden Dishes of the East</i> (after initial drafts focusing on unique dishes)
Keywords and Clarity	Make sure the title is clear, includes relevant keywords, and is easy to understand. For example: <i>Uncommon Flavors: A World of Exotic Delicacies</i> (keywords like 'uncommon' and 'exotic' provide clarity)	Use vivid language, strong verbs, and descriptive words to make the title stand out. For example: <i>Eternal Spice</i> (captures the lasting impact of exotic food and its cultural significance)

Exercise 4

Instructions: Write three titles for non-fiction pieces and two titles for fiction stories based on the themes given.

Type of Writing	Theme	Title
Non-fiction	Risks of exotic food(s)	
	Must-try food(s) in your country	
	History of exotic food in your country	

Type of Writing	Theme	Title
Fiction	A secret recipe	
	A popular exotic dish in your country	

Reading 2

2.6 Vocabulary

Before you start reading the second text, you will go over 10 vocabulary words to build your background knowledge and understanding of the topic. Familiarizing yourself with these terms will provide important context and enhance your ability to grasp the meaning of the text more easily.

Exercise 5

Instructions: Write the parts of speech and definitions for the words from the second text on pages 49-51 in the table below.

No.	Words	Parts of Speech	Definitions
1	authentic		
2	cure		
3	fermentation		
4	gourmet		
5	infest		
6	pungent		
7	rutabaga		
8	singe		
9	tangy		
10	tantalizing		

2.7 Grammar

In Reading 1, you were introduced to prefixes and how they can change the meaning of a word. In this section, you will expand your understanding by focusing on suffixes. Learning about suffixes will enable you to recognize how words are formed and help you better understand their usage in different contexts.

Suffix

A suffix is a letter or a group of letters added to the end of a word, transforming it into a new word with a different meaning or function. This process often results in a change of word class; for example, a noun may become an adjective, or a verb may become a noun. Note, however, that the suffix causes a spelling change to the original word. Suffixes play a crucial role in enriching vocabulary and enhancing language by allowing us to create variations of words that convey more specific meanings.

The tables below present examples of words from the text that incorporate various suffixes, illustrating how these modifications contribute to the overall understanding of the content.

4.1 Suffixes that form nouns

Suffix	Mainly added to	Usual meaning	Examples
-acy	adjectives	quality of	delicacy
-ation	verbs	process/state of, product of	preparation, fermentation
-(e)ry	bravery	state/condition of	bravery
-ity	adjectives	quality of	creativity
-ment	verbs	process/result of	excitement
-ness	adjectives	quality of	boldness

4.2 Suffixes that form adjectives

Suffix	Mainly added to	Usual meaning	Examples
-al	nouns	related to	historical, cultural, global, traditional, additional
-ful	nouns	full of, providing	delightful, flavorful, powerful
-(i)an	nouns	supporter of, related to	European, Norwegian
-ish	nouns	inhabitant of, language of	Swedish
-ous	nouns	having	adventurous
-y	nouns	like, characterized by	creamy, fishy

4.3 Suffixes that form adverbs

Suffix	Mainly added to	Usual meaning	Examples
-ly	adjectives	in an (adjective) way	specifically, intentionally, usually, truly, particularly

4.4 Suffixes that form verbs

Suffix	Mainly added to	Usual meaning	Examples
-ize	adjectives, nouns	make	characterize, energize

Exercise 6

Instructions: Below are root words. Identify the part of speech of each root word. Then, add the correct possible suffix to form a new word. Write the new word in the space provided and specify its part of speech.

1. exotic (Part of speech: _____) + _____ = _____ (Part of speech: _____)
2. preserve (Part of speech: _____) + _____ = _____ (Part of speech: _____)
3. spoon (Part of speech: _____) + _____ = _____ (Part of speech: _____)

4. sweet (Part of speech: _____) + _____ = _____ (Part of speech: _____)

5. taste (Part of speech: _____) + _____ = _____ (Part of speech: _____)

2.8 Reading



In this section, you will learn how to identify titles while reading. This will help you better understand the main themes and focus of a text, improving your overall comprehension and analytical skills.

Reading for the Title Identification

Title refers to the name given to a text, article, book, or passage. It is usually a short phrase or sentence that provides an idea of the subject matter or the central theme of the content. The title is typically what you see at the beginning of the text.

The goal of reading for a title is to choose one that reflects the overall aim of the passage. The most common questions asked are “What is the best title for this reading passage?” and “What is the most suitable title for the passage?” Here are some approaches to tackle this question (Liz, 2024):

1. Understand the entire passage before selecting the title; tackle this question last.
2. Review the possible titles and compare their similarities and differences.
3. Focus on specific words that stand out.
4. Consider how each paragraph contributes to the passage as a whole.
5. Pay attention to the introduction and conclusion sentences of paragraphs for key ideas or changes in focus.

Now, read the second text on pages 49-51 and proceed with the exercise that follows.

Title: _____

⁴Europe is a culinary paradise with a rich variety of flavors and traditions. Each country has unique gastronomic delights that offer a glimpse into its historical and cultural heritage through food. While many European dishes have become global favorites, some exotic meals are lesser-known yet just as **tantalizing**. To enjoy these delicacies, one must have an adventurous palate and a sense of excitement.

Hákarl, Iceland - Hákarl is one of the most adventurous dishes you can try in Europe. This traditional



Icelandic delicacy consists of fermented shark, specifically the Greenland shark, which is toxic when fresh but safe to eat after a long **curing** process.

The preparation involves burying the shark meat underground for several months to ferment, then

hanging it to dry for additional months. The result is a **pungent** delicacy with a strong ammonia smell and a fishy taste. Hákarl is often served in small cubes and accompanied by a shot of *Brennivín*, a local schnapps, to help with the overall boldness of the experience.

Casu Marzu, Italy - Casu Marzu, meaning "rotten cheese," is a traditional Sardinian delicacy that takes cheese-making to an extreme. This sheep's milk cheese is intentionally **infested** with live insect larvae, which help with **fermentation** and create a soft, creamy texture. The larvae can jump if disturbed, so the cheese is eaten with caution. Casu Marzu has a strong, **tangy** flavor and a texture that can be creamy or almost liquid. Although it is banned by the European Union due to health concerns, it

⁴Adapted from the article on exotic food in Sussex Living Magazine, published June 24, 2024. The illustrations are also sourced from the same publication, Britannica, Mashed, and Selkie.

remains a sought-after treat for adventurous food lovers visiting Sardinia, offering a truly delightful experience for those willing to try it.



Surströmming, Sweden -

Surströmming is a traditional



Swedish dish known for pushing the limits of the senses. This fermented Baltic herring is famous for its extremely strong smell,

often described as one of the most pungent foods in the world. The herring is caught in spring, salted, and left to ferment for several months. It is usually eaten outdoors because of its powerful odor. Surströmming is typically served with flatbread, potatoes, onions, and sour cream, making it a true test of culinary bravery for those willing to try it.

Frog Legs, France - Frog legs, or "cuisses de grenouille," are a classic French delicacy that might surprise many with their delicate flavor and tender texture. Often compared to chicken or fish, frog legs are usually sautéed in butter and garlic, sometimes served in a creamy sauce. They are particularly popular in the Burgundy region, where they are often paired with local wines. Frog legs show how French culinary creativity can transform simple ingredients into **gourmet** dishes.



Smalahove, Norway - Smalahove is a traditional Norwegian dish that consists of a sheep's head, usually boiled or steamed for several hours. The preparation includes **singeing** the head to remove fur, then splitting it and taking out the brain. The remaining parts, including the eyes and tongue, are considered delicacies. Smalahove is often served with potatoes and **rutabaga**, and it characterizes the culinary traditions of the western regions of Norway during the Christmas season. The meat is

tender and flavorful, providing an **authentic** taste that truly energizes your experience of traditional Norwegian cuisine.

Exercise 7

Instructions: Choose the correct answer.



What is the most suitable title for the passage?

- a) Unforgettable Culinary Experiences: A Journey Through European Exotic Foods
- b) Diverse Flavors: An Exploration of Europe's Hidden Culinary Gems
- c) From Tradition to Innovation: The Evolution of European Cuisine
- d) The Cultural Significance of Everyday Foods in Europe

1.9 Writing

In this section, you will explore the concept of outlining, a crucial step in the writing process. By learning how to effectively create an outline, you will be able to organize your thoughts and ideas in a clear and logical manner. This structured approach will not only help you stay focused as you write but also enable you to present your arguments and ideas more cohesively.

Outlining

Outlining is the process of organizing ideas and information in a structured format to guide the writing process. It involves arranging main points and supporting details in a logical order to ensure clarity and coherence in the final piece. An outline acts as a framework or plan for the writing, helping to develop a clear argument or narrative.

Horkof (2021) summarizes the relationship between order and purpose, illustrating how they are interconnected. This connection is further highlighted in the table below.

Order	Purpose
Chronological Order	<ul style="list-style-type: none"> ● To explain the history of an event or a topic ● To tell a story or relate an experience ● To explain how to do or make something ● To explain the steps in a process
Spatial Order	<ul style="list-style-type: none"> ● To help readers visualize something as you want them to see it ● To create a main impression using the senses (sight, touch, taste, smell, and sound)
Order of Importance	<ul style="list-style-type: none"> ● To persuade or convince ● To rank items by their importance, benefit, or significance

In writing, an outline serves as a framework for constructing the paragraph, ensuring logical progression and completeness of ideas. The informal outline below helps you organize your ideas for writing a paragraph.

Title: _____

Introduction: _____

Body: Detail (1) _____

Detail (2) _____

Detail (3) _____

Conclusion: _____

Now, study the example below.

Title: Tasting Exotic Foods

Introduction: Trying new flavors and exploring cultures

Body: (1) Hákarl: Icelandic shark

(2) Casu Marzu: Sardinian cheese with larvae

(3) Surströmming: Swedish fermented fish

Conclusion: New experiences and learning cultural traditions

Exercise 8

Instructions: Choose a title and create an outline for writing a paragraph based on your selected title.

Title: _____

Introduction: _____

Body: Detail (1) _____

Detail (2) _____

Detail (3) _____

Conclusion: _____

Unit Summary

This unit focuses on reading texts about exotic foods from around the world, where you develop skills in vocabulary, grammar, reading, and writing. In the first reading, you first practiced vocabulary by selecting words based on their definitions, then studied grammar, focusing on prefixes—word parts added to the beginning of a root word to modify its meaning. You also learned how to use context clues to understand unfamiliar terms in reading. In writing, you were tasked with creating appropriate titles for both non-fiction and fiction.

The second reading began with tasks involving completing parts of speech and defining the given terms. The grammar section focused on word formation, specifically suffixes, which change the meaning of words when added to the end of a root. Additionally, you learned reading strategies for identifying titles. The unit concluded with paragraph outlining practice, helping you organize your thoughts effectively for writing.

Questions



1. What is word formation?
2. What is the difference between a prefix and a suffix, and can you give examples of each in sentences?
3. What is a context clue?
4. How do the functions of titles differ in non-fiction and fiction?
5. How important is outlining in writing?

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Unit 3

Superstitions Across the World

1. Topics

1.1 Reading 1

- 1.1.1 Vocabulary review
- 1.1.2 Grammar: Phrasal verbs
- 1.1.3 Reading: Topic identification
- 1.1.4 Writing: Writing topic sentences

1.2 Reading 2

- 1.2.1 Vocabulary review
- 1.2.2 Grammar: Collocations
- 1.2.3 Reading: Reading for supporting details
- 1.2.4 Writing: Writing supporting details

2. Learning outcomes

At the end of this unit, you should:

- 2.1 Be able to identify the topics of texts.
- 2.2 Be able to effectively identify supporting details within texts.
- 2.3 Be able to write clear and effective topic sentences.
- 2.4 Be able to write relevant supporting details that develop and clarify the topic sentence.

3.1 Discussion

Instructions: Discuss the following questions.

1. What is your opinion on the definition of superstition?

2. Are there any superstitious beliefs in your country? If so, what are they?

3. Some people think superstition is nonsense. Do you agree or disagree with them? Why?

Reading 1¹

3.2 Vocabulary

At the outset, you will learn about vocabulary related to superstitions in the text. This will help you gain background information before reading, enabling you to better understand the context and

¹ Adapted from the online article about superstitions from *Babbel* by Katrin Sperling, published October 20, 2022. The illustrations are taken from <https://depositphotos.com/vectors/superstitions.html>.

meanings of specific terms. Familiarizing yourself with these words will allow you to engage more fully with the text and grasp the cultural and psychological aspects of superstitions.

Exercise 1

Instructions: Review the definitions of the words/phrases from the text “*Check Out the Weirdest Superstitions Worldwide!*” (pages 66-69), as provided in the table below. Then, complete the sentences by filling in the blanks with the correct form of each word/phrase.

1	chore	(n.) a routine task or job, often related to household duties
2	consequence	(n.) a result or effect of an action or decision
3	constitute	(v.) to make up or form something; to be a part of
4	follow suit	(idm.) to do the same thing
5	funeral	(n.) a ceremony held to honor and bury someone who has died
6	intact	(adj.) unbroken or undamaged; in its original condition
7	set forth	(phrv.) to present or explain something clearly
8	steer clear of	(phrv.) to avoid or stay away from something
9	taboo	(n.) a prohibition or restriction on a particular practice or topic; considered socially unacceptable
10	unattended	(adj.) not being watched or cared for; left alone

1. Many families put off _____ during important celebrations to keep good fortune.
2. Leaving your belongings _____ in public could lead to problems.
3. If you forget something important, be careful not to return home and risk everything staying _____.
4. People often avoid actions that might have a negative _____ on their lives.

5. When sharing beliefs about superstitions, it is important to _____ your thoughts clearly to avoid confusion.
6. In some cultures, discussing certain subjects is considered a _____ and should be avoided.
7. Superstitions about the number 13 often _____ different beliefs in various countries.
8. A _____ is a ceremony that honors someone who has passed away.
9. It is best to _____ any activities believed to bring bad luck, especially when traveling.
10. When people in the village began avoiding the old tree, others started to _____ out of fear of bad luck.

3.3 Grammar

In this section, you will explore the grammar of phrasal verbs, which have significant meanings that cannot be interpreted literally. Understanding phrasal verbs is crucial because their meanings often differ from the individual words they are made up of. By learning how to use and interpret phrasal verbs correctly, you can enhance your comprehension of texts, especially in more informal or conversational language.

Phrasal Verb

Multi-word verbs are verbs that combine a main verb with one or two particles or prepositions, such as "*up*," "*over*," "*in*," or "*down*." These constructions can change the meaning of the original verb in significant ways. There are three main categories of multi-word verbs (Cambridge Dictionary, 2024):

- Phrasal verbs: These consist of a verb and a particle (e.g., "give up" or "look after").
- Prepositional verbs: In these, the verb is followed by a preposition that is essential to the meaning (e.g., "rely on" or "consist of").
- Phrasal-prepositional verbs: This type combines both a particle and a preposition following the verb (e.g., "look forward to" or "get away with").:

It is worth noting that the term "phrasal verb" is sometimes used more broadly to encompass all three types, reflecting the fluid nature of language and how these combinations can convey nuanced meanings (ibid.). Understanding these structures can greatly enhance both comprehension and expression in English.

Now, study the structure of the different types of phrasal verbs derived from the reading text.

1. Verb + Adverb

These phrasal verbs can be transitive (direct object) and intransitive (no direct object).

Look at these examples of transitive and intransitive (adapted from EnglishClub, n.d.).

Type	Example	Meaning	Example Sentence	
			Subject + Verb	Direct Object
Transitive	set forth	to state, express, or utter	Different cultures <u>set forth</u>	unique beliefs and practices...
	put down	to place something on a surface or the ground	...you should <u>put down</u>	these items...
	sweep away	to remove, dispel, or abolish something in a swift and sudden way	Sweeping or cleaning [on such an important day] could <u>sweep away</u>	any good fortune for your family.
Intransitive	slip out	to leave quietly or quickly so that no one will notice	...money can easily <u>slip out</u> .	-

When this kind of phrasal verb has a direct object, we typically have the option to separate the two components. For instance, "put down" is a **separable verb**. We can say, "put down these items " or "put these items down." However, when the direct object is a pronoun, we do not have a choice. We must separate the two components of the verb and place the pronoun in between. Consider these examples with the verb "put down." Note that the last example is not possible:

- ✓ You should **put down** these items.
- ✓ You should **put** these items **down**.
- ✓ You should **put** them **down**.
- ✗ You should ~~put down~~ them.

2. Verb + Preposition

This type of phrasal verb is also called a "prepositional verb". The structure of a prepositional verb is verb + pronoun, for example:

Prepositional Verb	Meaning	Example Sentence	
		(Subject) + Verb	Direct Object
look into	to examine the facts about a problem or situation	... be sure to <u>look into</u>	the beliefs of the area.
believe in	to have faith in the truth or existence of something	Many people <u>believe in</u>	these superstitions to stay out of trouble and keep things peaceful.

Prepositional verbs cannot be divided; they are called **inseparable verbs**. This means we cannot insert the direct object between the two components. Consider these examples with the verb "look into." Note that the second example is not possible:

- ✓ Be sure to **look into** the beliefs of the area.
- ✗ Be sure to ~~look~~ the beliefs of the area ~~into~~.

3. Verb + Adverb + Preposition

This type of phrasal verb is also known as a "phrasal-prepositional verb." Its structure is as follows:

verb + adverb + preposition, for example:

Phrasal-Prepositional Verb	Meaning	Example Sentence	
		Subject + Verb	Direct Object
hold off on	to not do something immediately	...it is best to <u>hold off on</u>	doing any chores [during the Lunar New Year].
stay away from	to not go near or become involved with someone; to avoid something that will have a bad effect on you	... it is wise to <u>stay away from</u>	these practices
watch out for	to be vigilant or alert	...it is actually Tuesday the 13th that you should <u>watch out for</u> .	(Tuesday the 13 th)

Because phrasal-prepositional verbs end with a preposition, they always include a direct object.


Similar to prepositional verbs, phrasal-prepositional verbs cannot be separated. Consider the following examples:

- ✓ It is best to **hold off on** doing any chores during the Lunar New Year.
- ✓ It is best to **hold off on** it during the Lunar New Year.
- ✗ It is best to ~~hold~~ doing any chores ~~off on~~ during the Lunar New Year.
- ✗ It is best to ~~hold off~~ doing any chores ~~on~~ during the Lunar New Year.

Exercise 2

Instructions: Fill in the blanks with the correct phrasal verb from the options provided. Choose the answer that best fits the context

1. In some cultures, people wear charms or amulets to _____ bad luck and evil spirits.
 a) make up for b) ward off c) hold off on
2. Before traveling to a new country, it's important to _____ the local superstitions to avoid accidentally offending someone.
 a) watch out for b) hold off on c) look into
3. You should _____ any big decisions on Friday the 13th, as it is considered an unlucky day in many cultures.
 a) look into b) hold off on c) make up for
4. Some people believe that donating money can _____ the bad luck they've experienced.
 a) watch out for b) ward off c) make up for
5. In certain places, you should _____ black cats because they are considered omens of bad luck.
 a) make up for b) watch out for c) hold off on

3.4 Reading 
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Reading for Topics

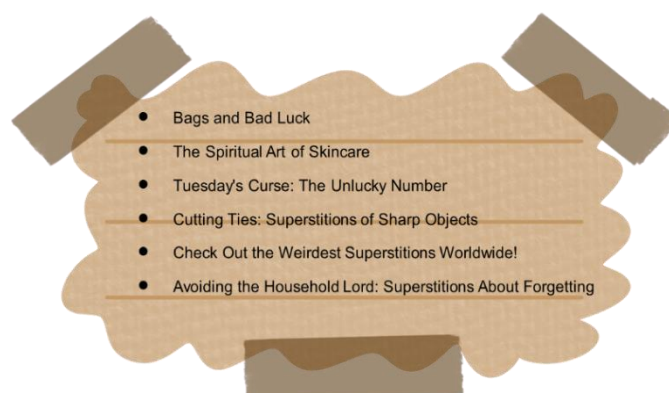
In this section, you will explore reading for topics of texts, which helps you identify the main ideas and themes that drive the content. By focusing on these central topics, you can better understand the author's purpose and the message they are conveying. This skill allows you to differentiate between primary concepts and supporting details, making it easier to analyze, summarize, and interpret the text.

Topic refers to the subject or main focus of the content. It is what the text is about and can be broader or more specific than the title. The topic is the general area of discussion or the issue being explored in the text.

Reading for topics involves identifying key themes and repeated words or phrases in a text to help determine appropriate topics. When certain words or concepts appear frequently, they often indicate the main ideas or topics of each section (British Council, n.d.).

Exercise 3

Instructions: Read the text “*Check Out the Weirdest Superstitions Worldwide!*” (pages 66-69) and choose an appropriate topic for each section from the box.



Check Out the Weirdest Superstitions Worldwide!

When it comes to superstitions, each country has its own ideas about what **constitutes** bad luck. Different cultures **set forth** unique beliefs and practices to ward off misfortune, often rooted in history and tradition. Just make sure you never cross paths with these taboo actions, as they could invite unwanted **consequences**. To keep your fortune **intact**, it is wise to stay away from these practices and always keep in mind local customs. What may seem harmless to you could stir up bad vibes for those

who take these superstitions seriously, so be sure to look into the beliefs of the area and avoid running **afoul** of these cultural **taboos**!

1. _____

When it comes to superstitions, each country has its own ideas about what **constitutes** bad luck. Different cultures **set forth** unique beliefs and practices to ward off misfortune, often rooted in history and tradition. Just make sure you never cross paths with these taboo actions, as they could invite unwanted **consequences**. To keep your fortune **intact**, it is wise to stay away from these practices and always keep in mind local customs. What may seem harmless to you could stir up bad vibes for those who take these superstitions seriously, so be sure to look into the beliefs of the area and avoid running **afoul** of these cultural **taboos**!

2. _____

Skincare is almost spiritual in Vietnam. You should stay away from sleeping with makeup on your face, or demons might think you are one of them. Also, it is best to hold off on doing any **chores** during the Lunar New Year. Sweeping or cleaning on such an important day could sweep away any good fortune for your family. Not the worst superstition if it means no chores, right?

3. _____

In Turkey, giving a knife or a pair of scissors directly to someone can set you up for a fight or even make you enemies. Instead, you should put down these items on a table or the floor so that they can be picked up without being handed over. If someone still gives you a knife or scissors directly (thereby making you their enemy), you can get back at them by planting a fig tree in front of their house. Having a fig tree out front is bad luck, but so is cutting them down! There's even a saying: Ocağ ima incir ağacı diktin — "You planted a fig tree in my home." Many people believe in these superstitions to stay out of trouble and keep things peaceful.

4. _____

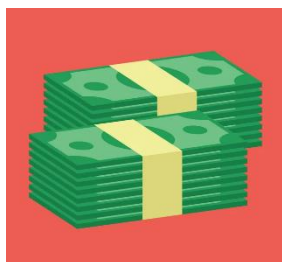
In Russia, you should **steer clear of** going back to your house if you forgot something. (“But I left my suitcase behind, and I’m on my way to the airport!”) How did you manage to forget an entire suitcase? If you really have to go back, just make sure not to whistle inside, or you’ll tick off the *Domovoi* (the household lord) and lose all your money. To avoid further upsetting your *Domovoi*, you must sit on your suitcase to trick the demon into thinking you will not be traveling for a while, and always check yourself out in the mirror before you head back out.

5. _____

In Poland, there are many superstitious beliefs. Bags have no business being on the ground because it is believed that if you leave your bag **unattended**, money can easily slip out. The Polish also have an interesting history of superstitions surrounding death and **funerals**. Some believe that if there is a death, you should bury the body before the next Sunday, or else another death in your circle will soon follow suit.

6. _____

While Friday the 13th is considered unlucky in many countries, in Spain, it is actually Tuesday the 13th that you should watch out for. This is why you should never, ever get married or travel on a Tuesday that lands on the 13th in order to maintain good fortune. An interesting fact, however, is that the film Friday the 13th was still translated as Viernes 13 and was not renamed Martes 13 when shown in Spain.



3.5 Writing

In this section, you will learn about how to write a topic sentence, which is the central idea or main point of a paragraph. A topic sentence sets the tone for the rest of the paragraph by introducing the subject and guiding the reader through the supporting details. It acts as a roadmap, giving clarity and focus to the information that follows. Crafting an effective topic sentence is key to ensuring that your writing is organized and coherent, helping your audience easily understand the message you wish to convey.

How to write a good topic sentence

Each topic sentence will include a topic and a controlling idea. The controlling idea indicates the specific focus or direction that the paragraph will follow. Therefore, a strong topic sentence should be limited and specific, concentrating on just one main idea, for example.

[Topic] Skincare is [Controlling idea] almost spiritual in Vietnam.

In the sentence "*Skincare is almost spiritual in Vietnam*," the topic is "Skincare," as it is the subject being discussed. The controlling idea is "almost spiritual in Vietnam," which provides a specific

perspective on skincare, highlighting its cultural significance in Vietnam. The controlling idea narrows the focus to how skincare is viewed and practiced in a spiritual or deeply meaningful way in that particular context, guiding the direction of the paragraph.

Note also that a topic sentence should not contain two controlling ideas, as this can make the paragraph confusing and unfocused, for example.

While Friday the 13th is considered unlucky in many countries, in Spain, it is actually Tuesday the 13th that you should watch out for.

The sentence "*While Friday the 13th is considered unlucky in many countries, in Spain, it is actually Tuesday the 13th that you should watch out for*" contains more than one controlling idea. The first part of the sentence introduces the idea that "Friday the 13th is considered unlucky in many countries," while the second part shifts to a completely different controlling idea: "in Spain, Tuesday the 13th is the unlucky day." By including two separate ideas—one about Friday the 13th in many countries and another about Tuesday the 13th in Spain—the sentence introduces conflicting ideas without clearly prioritizing one. This could lead to confusion if it were used as a topic sentence because it tries to address two different superstitions, making it harder for the reader to follow a focused argument. Therefore, the sentence can be revised as:

In Spain, Tuesday the 13th is considered unlucky.

Exercise 4

Instructions: Decide whether the following topic sentences are effective. If they are not, rewrite them to make them clearer and more focused.

1. Black cats are considered unlucky in some cultures, but others view them as good omens.

Effective Ineffective and can be revised as _____

2. In Russia, breaking a mirror is believed to bring seven years of bad luck.

Effective Ineffective and can be revised as _____

3. Superstitions exist in many countries, and people believe in them.

Effective Ineffective and can be revised as _____

4. In Italy, like when it comes to spilling salt, it is considered bad luck, but throwing it over your left shoulder can undo it.

Effective Ineffective and can be revised as _____

5. There are five popular superstitions in America.

Effective Ineffective and can be revised as _____

Reading 2

3.6 Vocabulary

Before reading, you will explore vocabulary related to superstitions in the text. This will provide you with background knowledge, helping you understand the context and definitions of key terms more clearly as you read.

Exercise 5

Instructions: First, fill in the bold words from the text “*5 Curious Superstitions You’ll Find in Asia*” (pages 75-77) by matching them with the definitions provided in the table.

No.	Word	Definition
1		(n.) a system of beliefs or ideas, especially one that forms the basis for political or social policies

No.	Word	Definition
2		(adv.) approximately or in a general sense
3		(n.) a person who engages in criminal activities or acts in a violent, unruly way
4		(n.) traditional stories, customs, and beliefs passed down through generations
5		(v.) to express a polite praise or admiration about someone or something
6		(n.) a dirty mark or streak made by rubbing something, or to smear something
7		(adj.) wicked or criminal
8		(n.) the state of being inactive or doing nothing
9		(adj.) important or meaningful
10		(n.) a traditional story, often involving gods or heroes, that explains natural phenomena or cultural practices

3.7 Grammar



In this section, you will learn about collocations to make your writing more accurate and natural.

Understanding common word pairings will help you express ideas clearly and improve the overall flow of your sentences, ensuring that your writing sounds more fluent and professional.

Collocation

Collocation refers to the common pairing of two or more words that often go together. This means certain words are frequently found next to each other in language. Collocation is a type of relationship

between these words, and it typically involves two main types: grammatical collocation and lexical collocation (Aarts et al., 2014: 72).

1. Grammatical Collocation

Grammatical collocation is a type of construction where a verb, adjective, etc. must be followed by a particular preposition, or a noun must be followed by a particular form of the verb, for example:

Asian superstitions take what the West might **view as** fun folklore or casual myths into culture-shaping ideologies.

In the example, “view + as” is a grammatical collocation because the verb “view” is commonly followed by the preposition “as” to indicate the way something is perceived or understood. The phrase “view as” is used to describe how something is regarded or interpreted.

To prevent this, parents sometimes apply a kohl smudge to make the baby seem less adorable and **protect them from** harm.

In the example, “protect + (someone) + from” is a grammatical collocation where the verb “protect” is typically followed by the preposition “from” to indicate the source of potential danger or harm. The phrase “protect from” expresses the idea of shielding someone or something from a specific threat or negative outcome.

2. Lexical Collocation

Lexical collocation is a type of construction in which particular nouns, adjectives, verbs, adverbs, etc. form predictable connections with other words, for example:

Many countries in Asia **hold the belief** in this superstition, and Japan is one of them.

In this example, “hold” is the verb that is typically used with “belief” to convey that someone holds (or has) a belief about something. The connection between these two words is predictable and natural for English speakers, and the meaning is understood as “to believe in” or “to maintain a certain belief.” In this context, other verbs like “grasp” or “clasp” cannot be used. This phenomenon is known as **collocational restriction**.

Perhaps that explains why we're always so broke at the end of a busy night, like when we **hit the nightclub dance floors**.

In this example, “hit” in this context is commonly used with places to mean “to go to” or “to visit” in an energetic or active manner. The verb “hit” often collocates with locations like “nightclubs,” “bars,” or “restaurants” to describe the action of going to those places, especially when it is done with enthusiasm or as part of a social activity.

Exercise 6

Instructions: Use a dictionary to find common collocations for the following words.

No.	Word	Collocation
1	interpret	Adverb: _____ Verb: _____ Preposition: _____
2	relationship	Adjective: _____ Verb: _____ Preposition: _____
3	behavior	Adjective: _____ Verb: _____ Preposition: _____

No.	Word	Collocation
4	communicate	Adverb: _____ Preposition: _____
5	curious	Adverb: _____ Preposition: _____

3.8 Reading

In Reading 1, you studied how to read for topics. In this section, you will learn how to identify supporting details that expand on the topic. This will help you understand the main idea more deeply.

Reading for Supporting Details

Supporting details in reading are specific pieces of information that enhance or clarify the main idea of a text. These can include examples, facts, statistics, quotes, descriptions, and anecdotes. Together, they provide evidence and context that reinforce the central message, helping readers gain a deeper understanding of the subject matter.

5 Curious Superstitions You'll Find in Asia²

In East and Southeast Asia, superstitions get taken to the next level. Asian superstitions take what the West might view as fun **folklore** or casual **myths** into culture-shaping **ideologies**.

²Adapted from SecretRetreats Blog by Bree, published February 12, 2023. The photos are sourced from the same publication.

No Whistling at Night!



Many countries in Asia hold the belief in this superstition, and Japan is one of them. “If you whistle at night, snakes will come out!” is the first and one of the most curious superstitions on our list. There are two reasons for this nightly whistle ban – the first one is of supernatural nature and lies in the fear that a monster might be drawn out by the whistling. The second reason is based in reality where ‘snakes’ is interpreted as people of the shadier sort. It is said that in old Japan, human traffickers, thieves, and other criminals used whistling to communicate when getting up to their **nefarious** activities under cover of the night. A careless whistle in the dark might get you an unwanted visit by either a monster or a **hoodlum**, so be warned.

Giving shoes as a gift will make your partner run away

In South Korea, giving a gift of shoes to your **significant** other is a big no-no, unless you are looking to end the relationship of course. Aside from the fact that it’s not easy to guess their shoe size, many folks believe that presenting your loved one with a pair of shoes will make him or her run away, and probably while wearing that same pair of shoes too.

You lose your wealth if you shake your legs.

In India behavior such as shaking legs is not just a sign of nervousness. It also drives away your wealth. It is believed that if you shake your legs, prosperity will flow away from you. This superstition could have come from the old belief that shaking your leg suggests **idleness**. Perhaps that explains why we’re always so broke at the end of a busy night, like when we hit the nightclub dance floors.

Do Not Sweep at Night

One of the most well-known Indonesian superstitions is that sweeping at night sweeps away luck and good fortune. Historically, Indonesian homes had bare, compacted earth floors, and sweeping with noisy palm leaf brooms would disturb the household and neighbors, leading to this belief.



That Baby Is, Erm, Not Lovely?!

In parts of Vietnam and Thailand, **complimenting** a baby's cuteness is avoided due to the superstition that it might attract evil spirits. To prevent this, parents sometimes apply a kohl **smudge** to make the baby seem less adorable and protect them from harm. expression which **roughly** translates as 'your baby is ugly-cute' which it is perfectly polite to utter.

Exercise 7

Instructions: Read the text below and complete the table that follows based on the information from Reading 2: *5 Curious Superstitions You'll Find in Asia*.

No.	Country	Things people do/don't do	Consequences
1			It could attract monsters or hoodlums.
2	South Korea		
3			Wealth and prosperity will flow away.
4		Don't sweep at night.	
5	Thailand		

3.9 Writing



In this section, you will learn how to write supporting sentences that reinforce and expand on your topic sentence. This will help you develop your ideas clearly and provide evidence to strengthen your statement.

Writing Supporting Sentences

To support the topic sentence, you should include supporting sentences that offer detailed examples, explanations, and evidence related to the main idea. These supporting sentences help to develop and clarify the topic sentence. Supporting sentences can be divided into major and minor types.

- **Major supporting sentences** are the key sentences that provide the main points or primary evidence to back up the topic sentence. They are crucial for developing the central idea of the paragraph and often include significant details or important examples.
- **Minor supporting sentences** add additional information, examples, or details that support the major sentences. They help to elaborate on or clarify the major points, offering more depth and context to the paragraph.

Together, major and minor supporting sentences work to build a complete and well-rounded explanation of the topic sentence, making the paragraph more informative and engaging. Now study the example below.

[Topic sentence] The Japanese do not whistle at night for two reasons. [Major] The first one is of supernatural nature and lies in the fear that a monster might be drawn out by the whistling. [Major] The second reason is based in reality where ‘snakes’ is interpreted as people of the shadier sort. [Minor] It is said that in old Japan, human traffickers, thieves, and other criminals used whistling to communicate when getting up to their nefarious activities under cover of the night.

From the example, the topic sentence, "*The Japanese do not whistle at night for two reasons,*" introduces the main idea and sets up the expectation that two explanations will follow. The first major supporting sentence elaborates on the supernatural reason, stating that whistling is believed to summon a monster. The second major supporting sentence shifts to a practical explanation and explains that the term "snakes" metaphorically refers to shady individuals, like criminals. The final minor supporting sentence further explains this by providing historical context, noting that criminals in old Japan used whistling to signal their activities under the cover of darkness. Together, these supporting sentences clarify and expand upon the initial claim in the topic sentence.

Exercise 8

Instructions: Write three major supporting sentences for the following topic sentence.

1. Thai people have many deeply-rooted superstitious beliefs.

a. _____

b. _____

c. _____

2. We should not insult other people's beliefs.

a. _____

b. _____

c. _____

3. Some people find superstitions nonsense.

a. _____

b. _____

c. _____

Unit Summary

This unit explores superstitions from around the world. Through this theme, you developed four key skills: vocabulary, grammar, reading, and writing, through two readings.

The first reading focuses on 10 vocabulary words in context, using cloze sentences. The grammar section highlights phrasal verbs, which come in three types: 1) Phrasal verbs (verb + adverb), 2) Prepositional verbs (verb + preposition), and 3) Phrasal-prepositional verbs (verb + adverb + preposition). For writing, you learned how to write a strong topic sentence, which includes a topic and a controlling idea that focuses the paragraph on a specific direction.

The second reading involves 10 vocabulary items based on definitions, with grammar focused on collocations. Collocations are categorized into two types: 1) grammatical collocations, where specific prepositions follow verbs, adjectives, or nouns, and 2) lexical collocations, which involve words that naturally pair together. For writing, you practiced writing supporting details, distinguishing between major and minor supporting ideas.

Questions

1. What should you look for in the text to identify topics or headings?
2. What are the two things you need to identify first before finding the main idea?
3. In what cases are you unable to separate phrasal verbs?
4. Could you identify other phrasal verbs from the first text, aside from the examples mentioned?
5. How do grammatical and lexical collocations differ from each other?

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Unit 4

World's Environmental Challenges

1. Topics

1.1 Reading 1

- 1.1.1 Vocabulary review
- 1.1.2 Grammar: Passive voice
- 1.1.3 Reading: Reading for purpose identification
- 1.1.4 Writing: Writing passive voice sentences

1.2 Reading 2

- 1.2.1 Vocabulary review
- 1.2.2 Grammar: Punctuation marks
- 1.2.3 Reading: Reading for tone identification
- 1.2.4 Writing: Writing a conclusion

2. Learning outcomes

At the end of this unit, you should:

- 2.1 Be able to effectively identify the purpose of a text.
- 2.2 Be able to effectively identify the author's tone.
- 2.3 Be able to use passive voice construction for academic writing.
- 2.4 Be able to effectively write a concluding sentence for summarizing your points and providing closure.

4.1 Discussion

Instruction: Discuss the following questions.

1. In your opinion, which environmental issue is the most serious today, and why?

2. In your opinion, what steps can we take to address the world's environmental challenges?

3. Why is it important to protect nature and the environment?

Reading 1

4.2 Vocabulary

Before reading, you will be introduced to 10 vocabulary words related to global environmental issues from the text in Reading 1. This will provide you with essential background knowledge, allowing you to better understand the context and significance of specific terms as you read. By becoming familiar with these words in advance, you will be better equipped to engage with the text, enhancing your comprehension and allowing you to grasp the key concepts and ideas more effectively.

Exercise 1

Instructions: Match the words in the box from the text "*Five Environmental Issues We Must Address*" (pages 91-93) to the pictures below.

absorption	acidification	biodiversity	drought	emission
erosion	glacier	landfill	particle	skeleton



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____

4.3 Grammar

In this section, you will learn about the passive voice, a construction commonly used in academic writing. We will focus on two tenses: the present simple tense and the past simple tense.

Passive Voice

The passive voice is a grammatical construction in which the subject of a sentence receives the action rather than performing it. In contrast to the active voice, where the subject does the action, the passive voice emphasizes the action itself or the object of the action.

The construction of the passive voice changes depending on the tense being used. Here are two examples of the present simple and past simple passive voice.

1. Present Simple

In the present simple tense, the passive voice is formed with the verb "to be" in the present (am, is, are) followed by the past participle (V3) of the main verb. In this structure, the object of the active voice sentence becomes the subject of the passive voice sentence, for example:

Active voice: We need urgent action.

Passive voice: Urgent action is needed (by us).

Note: In the passive voice, the subject performing the action (in this case, "us") is often omitted if it is not necessary or relevant to the meaning. However, if the doer of the action is important, it can be included in the form of "by [us]," for example:

Active voice: Ocean warming and the melting of glaciers and ice sheets primarily cause sea level rise.

Passive voice: Sea level rise is primarily caused **by** ocean warming and the melting of glaciers and ice sheets.

2. Past Simple

In the past simple tense, the passive voice is formed with the verb "to be" in the past (was, were) followed by the past participle of the main verb. In this structure, the object of the active voice sentence becomes the subject of the passive voice sentence, for example:

Active voice: In the past, scientists made many predictions about the effects of climate change.

Passive voice: In the past, many predictions were made by scientists about the effects of climate change.

Exercise 2

Instructions: Choose the correct form of the voice (active or passive).

1. Active voice: "Scientists study the effects of climate change every day."

- A) The effects of climate change were studied by scientists every day.
- B) The effects of climate change are studied by scientists every day.
- C) The effects of climate change was studied by scientists every day.
- D) The effects of climate change is studied by scientists every day.

2. Active voice: "The United Nations launched a new climate action initiative."

- A) A new climate action initiative is launched by the United Nations.
- B) A new climate action initiative was launch by the United Nations.
- C) A new climate action initiative are launched by the United Nations.
- D) A new climate action initiative was launched by the United Nations.

3. Active voice: "Experts are studying the impact of plastic waste on marine life."

- A) The impact of plastic waste on marine life are studied by experts.
- B) The impact of plastic waste on marine life is studied by experts.
- C) The impact of plastic waste on marine life studied by experts.
- D) The impact of plastic waste on marine life was studied by experts.

4. Passive voice: "The environmental laws were passed by the government last year."

- A) The government passes the environmental laws last year.
- B) The government has passed the environmental laws last year.
- C) The government passed the environmental laws last year.
- D) The government was passing the environmental laws last year.

5. Passive voice: "The forests are protected by environmental organizations."

- A) Environmental organizations protect the forests.
- B) Environmental organizations protected the forests.
- C) Environmental organizations are protected the forests.
- D) Environmental organizations were protected the forests.

4.4 Reading



In this section, you will learn how to read for purpose in texts. Understanding the purpose of a text will help you better understand its meaning.

Reading for Purpose¹

Reading for purpose is a key skill that improves our understanding of texts. When we know why an author is writing, we can more easily identify the main points and focus of the text. This helps us engage with the content more effectively and understand its message.

1. Purpose

Reading for purpose involves understanding the author's intent, which can generally be categorized into three main aims: to inform, to persuade, and to entertain. The table below summarizes the three purposes of reading.

Purpose	Explanation	Examples of Texts
To inform	The author wants to share facts and information to help the reader learn about a topic. This means giving clear and accurate details so that readers understand what is happening or how something works.	News articles, textbooks, scientific journals, manuals, encyclopedias, infographics

¹Adapted from Pukcharoen's (2014) book "Mastering 500 Reading Test Items"

Purpose	Explanation	Examples of Texts
To persuade	The author tries to convince the reader to believe in something or take action. This involves using strong reasons, examples, and emotional language to sway the reader's thoughts or feelings.	Opinion pieces, advertisements, political speeches, persuasive essays, campaign brochures, product reviews
To entertain	The author aims to entertain or amuse the reader through interesting stories, humor, or creative writing. This purpose focuses on engaging the reader's imagination and emotions, making them enjoy the reading experience.	Novels, poems, short stories, plays, comic books, personal anecdotes

Pukcharoen (2014: 38) provides some examples of verbs associated with each purpose as follows:

Purpose	Verb
To inform	<i>analyze, classify, discuss, establish, explain, etc.</i>
To persuade	<i>argue against, convince, criticize, inspire, prove, etc.</i>
To entertain	<i>amuse, captivate, delight, frighten, interest, etc.</i>

Now, read the text on "*Five Environmental Issues We Must Address*," (pages 91-93) and proceed with the exercise that follows.

Five Environmental Issues We Must Address²

The sands of time have rendered fear

Blue skies on high no longer clear

Stars were bright whence they came

Now dimmed, obscured, pollution's haze³

The poem by Sylvia Stults vividly shows how our environment is changing, turning once-clear skies into a gloomy scene. It reminds us that when the environment is not healthy, all living things suffer. So, urgent action is needed, and while the Sustainable Development Goals include priorities like climate action, much of the world is not moving fast enough. While many people are aware of climate change, they are less familiar with the specific causes and impacts. In the past, many predictions were made by scientists about the effects of climate change, but action was not taken quickly enough. Here is a simple breakdown of five environmental issues that are linked to climate change and other challenges.

#1 Rising Global Temperatures

According to NASA, the Earth's average global **temperature** has risen by at least 1.9°F since 1880. In 2022, we experienced the fifth warmest year on record, with the last nine years being the hottest since record-keeping began. While a few degrees may seem minor, increasing average global temperatures differ from local **fluctuations**. It takes a huge amount of heat to raise the entire planet's temperature by just one degree. A warmer Earth leads to more severe storms, heat waves, **droughts**,

² Adapted from <https://www.humanrightscareers.com/issues/environmental-issues-we-must-address/>

³ The poem by Sylvia Stults, published in October 2015 [<https://www.familyfriendpoems.com/poems/nature/environment/>]

and floods, making wet areas wetter and dry areas drier. This results in more disasters, environmental damage, and loss of life.

#2 Biodiversity Loss

The World Economic Forum's Global Risks Report 2022 ranked **biodiversity** loss as the third most serious threat in the coming decade. A study using a supercomputer warned that we could lose 6% of all plants and animals by 2050. Diverse ecosystems, like forests and oceans, are important because they handle threats like **pests** and climate changes better. Biodiversity also supports food security, reduces soil **erosion**, and improves carbon **absorption** from the **atmosphere**.

#3 Air Pollution

Air pollution happens when harmful chemicals or **particles** enter the air, often from car and plane **emissions**, cigarette smoke, and wildfires. It has serious effects on animals, plants, and people, contributing to 11.6% of global deaths in 2019. Research shows that low- to middle-income countries have the highest death rates from air pollution, making it clear that urgent action is needed. We must prioritize efforts to tackle this issue to protect lives and improve public health. Acting now is crucial for creating a cleaner, safer future for everyone.

#4 Sea Level Rise

The sea has been rising over the last 100 years, and in recent years, the rate has increased to about **1/8**-inch per year. A rising sea level matters because storms can push further inland and cause worse flooding. This puts human and wildlife life at risk, as well as coastal **infrastructure** like roads, bridges, water supplies, **landfills**, and more. Sea level rise is primarily caused by ocean warming and the melting of **glaciers** and ice sheets.

#5 Ocean Acidification

The ocean has a delicate pH balance, but rising CO₂ levels in the atmosphere mean more CO₂ is absorbed by the ocean—about 30% of it. This leads to a chemical reaction that reduces carbonate ions and makes seawater more acidic. Organisms like oysters, clams, and corals, which need carbonate ions to build their shells and **skeletons**, are affected. This disrupts the entire ocean ecosystem. Although ocean **acidification** may seem gradual, it is happening too quickly for many living things to adapt.

Exercise 3

Instructions: In the space provided, indicate whether the main purpose of each item, which is taken from the text, is to inform, to persuade, or to entertain.

1. _____

The sands of time have rendered fear
 Blue skies on high no longer clear
 Stars were bright whence they came
 Now dimmed, obscured, pollution's haze

2. _____ It reminds us that when the environment is not healthy, all living things suffer. So, urgent action is needed.

3. _____ According to NASA, the Earth's average global temperature has risen by at least 1.9°F since 1880. In 2022, we experienced the fifth warmest year on record, with the last nine years being the hottest since record-keeping began.

4. _____ Research shows that low- to middle-income countries have the highest death rates from air pollution, making it clear that urgent action is needed. We must prioritize efforts to tackle this issue to protect lives and improve public health. Acting now is crucial for creating a cleaner, safer future for everyone.

5. _____ The sea has been rising over the last 100 years, and in recent years, the rate has increased to about $\frac{1}{8}$ -inch per year.

4.5 Writing



In this section, you will build on the grammar skills learned in Section 4.3. Specifically, you will focus on crafting your own passive voice sentences for academic writing. By practicing the passive voice, you will enhance your ability to present information in a more formal and objective manner, which is often preferred in academic contexts. This exercise will help you understand how to shift focus from the subject performing the action to the action or the object being affected, making your writing more precise and aligned with academic conventions.

Passive Voice Structure

As mentioned in Section 4.3, our focus will be on two commonly used tenses: the present simple and past simple. Below, you will find their structures for the passive voice, including affirmative, negative, and interrogative forms.

1. Present Simple

Sentence types	Affirmative	Negative	Interrogative
Structures	Subject + am/is/are + V3 + (by agent)	Subject + am/is/are + not + V3 + (by agent)	Am/Is/Are + subject + V3 + (by agent)?
Examples	Global warming is caused by human activities.	Global warming is not caused by human activities.	Is global warming caused by human activities?

2. Past Simple

Sentence types	Affirmative	Negative	Interrogative
Structures	Subject + was/were + V3 + (by agent)	Subject + was/were + not + V3 + (by agent)	Was/Were + subject + V3 + (by agent)?
Examples	Toxic gases were emitted by factories.	Toxic gases were not emitted by factories.	Were toxic gases emitted by factories?

Exercise 4

Instructions: Use the words/phrases given to write passive voice sentences.

1. environmental organizations, protect, biodiversity

2. storm, erode, coastline, last night

3. wind, carry, air particles

4. scientists, study, glacier, the Arctic

5. drought, damage, crops, last year

Reading 2

4.6 Vocabulary



Before reading, you will be familiarized with 10 vocabulary words connected to global environmental issues from the text in Reading 2. This will give you important background information, helping you to better comprehend the context and meaning of key terms as you go through the text.

Exercise 5

Instructions: Match the **bolded** words from the text “*Young Voices, Big Impact: Youth for a Sustainable Future*” (pages 102-103) with the definitions provided.

1. _____	(n.) single person or thing
2. _____	(v.) to make something less severe or serious
3. _____	(v.) to discourage someone from doing something
4. _____	(v.) to think about something carefully and for a long time
5. _____	(n.) a new plan or action to solve a problem or improve a situation
6. _____	(v.) to put a plan or idea into action
7. _____	(adj.) easily harmed or affected, especially by difficult situations
8. _____	(adj.) feeling very strongly or excited about something
9. _____	(n.) a danger or something that could cause harm
10. _____	(adj.) something that is useful, effective, and suitable for real-life situations

4.7 Grammar



In this section, you will learn about punctuation marks in English and how to use them correctly. Using punctuation properly helps make your writing clear, easy to understand, and more organized.

Punctuation Marks

Punctuation marks are essential in writing because they help clarify meaning and improve understanding. Just like traffic signs guide drivers, punctuation guides readers through sentences. They indicate pauses, show the end of thoughts, and help organize ideas. Without punctuation, writing can become confusing, making it hard for readers to grasp the intended message. By using punctuation correctly, we make our writing clearer and more effective, allowing our ideas to shine through.

There are many punctuation marks in English, and here are some of them.

1. Colon

The colon (:) is used to introduce important information and highlight what comes next. It acts as a sign that helps separate ideas, especially in lists, titles, or when referencing time and scripture (Hodges and Whitten, 1984: 158).

You might see a colon before an explanation or a summary to draw attention to it. It is also commonly used to introduce a list of items or a quote. Look at the example below.

Let's start with putting rubbish in the bin, implementing the 3Rs: Reduce, Reuse, Recycle.

From the example, the colon is used to introduce a list that explains what the "3Rs" are. The colon here signals to the reader that specific examples will follow, clarifying the concept of the 3Rs. It effectively separates the introduction of the idea from the detailed explanation, making it easier to understand. In this case, it emphasizes the importance of each action—Reduce, Reuse, and Recycle—showing that they are key steps in waste management.

2. Comma

The comma (,) serves several important purposes in writing. One key function is to separate items in a list of similar words or phrases (Cambridge Dictionary, 2024), for example:

Let's start with putting rubbish in the bin, implementing the 3Rs: Reduce, Reuse, Recycle.

We use commas to separate words or phrases that mark where the voice would pause slightly (*ibid.*), for example:

Children and young people are the generations who will have to face the future impacts of climate change, whether they like it or not.

It's important to note that we typically do not use a comma before "*and*" at the end of a list of single words. However, in American English, a comma is commonly used before "*and*" in such lists.

3. Dash

The dash (—) is a useful punctuation mark that serves several purposes. First, it marks a break in thought, allowing the writer to pause or change direction in a sentence (Hodges and Whitten, 1984: 160), for example:

From green groups to next-door neighbors, people are taking it upon themselves to build practical solutions that could save the planet—or at least, mitigate its impacts.

Second, dashes can set off extra information that adds detail or clarification (*ibid.*: 161). This makes that information stand out, helping the reader notice it more easily, for example:

"Ladies and Gentlemen, speeches and talks won't solve the problem but walk the talk is more effective." —Timoci Naulusala

Finally, dashes can introduce a list of items or ideas. In this way, they prepare the reader for what comes next. Overall, using dashes can make writing clearer and more engaging.

4. Exclamation Mark

The exclamation mark (!) is used to indicate strong emotions or emphasis. It typically follows emphatic interjections and other expressions (Hodges and Whitten, 1984: 157), for example:

Unfortunately, they have the most to lose; however, this reality is not deterring a group of passionate children aged 9 to 17 from making their voices heard loud and clear around the world!

5. Hyphen

The hyphen (-) has several important functions in writing. For instance, it is used to separate a prefix or suffix from the main part of a word, helping to clarify its meaning (Merriam-Webster, 2024), for example:

Let's re-plant.

Hyphens are also used to link elements in compound words, combining two or more words to create a new meaning (ibid.), for example:

Timoci Naulusala is a 12-year-old Fijian student.

This makes it easier for readers to understand the relationship between the words. Overall, hyphens help improve clarity and ensure that words are read correctly.

6. Period

The period, also known as a full stop, (.) is used to signal the end of a sentence. It indicates that a complete thought has been expressed (Hodges and Whitten, 1984: 155), for example:

Let's re-plant. Let's not be more economy-oriented but environment-oriented.

Additionally, periods are used in some abbreviations (ibid.).

7. Question Mark

The question mark (?) is used after direct (but not indirect) questions (Hodges and Whitten, 1984: 156), for example:

As students or leaders, what can you do?

8. Semi-colon

We use semi-colons (;) instead of full stops to separate two main clauses. In such cases, the clauses are related in meaning but are separated grammatically (Cambridge Dictionary, 2024), for example:

Their actions have created a significant impact; they make headlines in media outlets.

Exercise 6

Instructions: Read each sentence carefully and choose the correct punctuation mark from the list provided to fill in the blanks. The options are: Colon (:), Comma (,), Dash (—), Exclamation Mark (!), Hyphen (-), Period (.), Question Mark (?), or Semi-colon (;).

1. The future of our planet is in our hands_____ we must act now to save it.
 - a) Semi-colon b) Period c) Exclamation mark d) Comma

2. We can't ignore the effects of climate change anymore_____ It is having a direct impact on our daily lives!
 - a) Colon b) Dash c) Exclamation mark d) Question Mark

3. In the fight against climate change, children are speaking out _____ making their voices heard loudly and clearly across the world!
 - a) Colon b) Dash c) Exclamation mark d) Question Mark

4. Timoci Naulusala _____ a 12-year-old Fijian student _____ is passionate about fighting climate change.

- a) Colon b) Comma c) Exclamation mark d) Question Mark

5. Why is it important to protect endangered species _____

- a) Colon b) Comma c) Exclamation mark d) Question Mark

4.8 Reading

In this section, you will learn about tone in reading, which refers to the author's attitude toward the subject. Recognizing the tone helps you understand how the author feels, and this understanding deepens your interpretation, allowing for a more meaningful engagement with the material.

Reading for Tones⁴

Reading for the author's tone involves identifying the attitude or feelings expressed in a text. There are three main types of tone: positive, neutral, and negative, as summarized in the table below.

Tone	Explanation	Examples
Positive	This reflects optimism or enthusiasm. The author may use uplifting words and expressions to create a sense of hope or joy.	<i>amused, cheerful, encouraging, enthusiastic, excited, hopeful, light-hearted, optimistic, sympathetic, thoughtful, etc.</i>
Neutral	This tone is balanced and objective, presenting information without strong emotions. The author focuses on facts and does not show personal feelings about the topic.	<i>assertive, authoritative, curious, indifferent, informative, judgmental, matter-of-fact, nostalgic, objective, subjective, tolerant, etc.</i>

⁴Adapted from Pukcharoen's (2014) book "Mastering 500 Reading Test Items"

Tone	Explanation	Examples
Negative	This conveys dissatisfaction or criticism. The author may use harsh or disapproving language to express their concerns or frustrations about a subject.	<i>arrogant, ashamed, critical, cynical, depressed, disappointed, hostile, indignant, ironic, mocking, pessimistic, regretful, sarcastic, tragic, etc.</i>

Now, read the text on " *Young Voices, Big Impact: Youth for a Sustainable Future*," (pages 102-103) and proceed with the exercise that follows.

Young Voices, Big Impact: Youth for a Sustainable Future⁵

The world is waking up to realize that climate change is a **threat** that cannot be ignored. From green groups to next-door neighbors, people are taking it upon themselves to build **practical** solutions that could save the planet—or at least, **mitigate** its impacts.

Even more impressive is that children are already taking part in this debate, and with good reason. According to the CIA World Factbook, children and young people represent 30 percent of the world's population. Not only do they represent the largest group of people currently affected by climate change, but they are also more **vulnerable** than adults to its harmful effects.

Children and young people are the generations who will have to face the future impacts of climate change, whether they like it or not. Unfortunately, they have the most to lose; however, this reality is not **detering** a group of **passionate** children aged 9 to 17 from making their voices heard loud and clear around the world! Their actions have created a significant impact; they make headlines in media outlets. So, let's meet one of these inspiring youths who is already making a difference in the world.

⁵ Adapted from the articles published online on UN CC: Learn and Indian Express. The illustration is sourced from the former publication.

“Ladies and Gentlemen, speeches and talks won’t solve the problem but walk the talk is more effective.” —Timoci Naulusala



Timoci Naulusala is a 12-year-old Fijian student. His powerful speech is a strong reminder of the damage done to the environment by us and how we need to “walk the talk”. He held the attention of more than 1,000

people at the opening of the high-level segment of COP23 in Germany’s Bonn, back in 2017.

“Are you ready to face life without earth? Have you **contemplated** what will happen if you ignore this reality? The question is what to do, how to do and who to do it? But it is not about what, how or who. It is what you can do as an **individual**. As parents or teachers, what can you do? As students or leaders, what can you do? It deserves to be a huge priority,” said the then 12-year-old who won the Fiji National Climate Change Speech Competition.

From taking small steps to stepping into bigger **initiatives**, Naulusala said that everyone needs to change their mindset. “We need to act now. Let’s start with putting rubbish in the bin, **implementing** the 3Rs: Reduce, Reuse, Recycle. Let’s re-plant. Let’s not be more economy-oriented but environment-oriented. Speech and talks will not solve the problem. But walk the talk is more effective,” he said.

Exercise 7

Instructions: Read the following statements and select the tone that best describes each one.

1. The world is waking up to realize that climate change is a threat that cannot be ignored. From green groups to next-door neighbors, people are taking it upon themselves to build practical solutions that could save the planet—or at least, mitigate its impacts.

a) optimistic b) informative c) judgmental d) regretful

2. According to the CIA World Factbook, children and young people represent 30 percent of the world's population. Not only do they represent the largest group of people currently affected by climate change, but they are also more vulnerable than adults to its harmful effects.

a) optimistic b) informative c) judgmental d) regretful

3. Children and young people are the generations who will have to face the future impacts of climate change, whether they like it or not. Unfortunately, they have the most to lose; however, this reality is not deterring a group of passionate children aged 9 to 17 from making their voices heard loud and clear around the world!

a) optimistic b) informative c) judgmental d) regretful

4. Ladies and Gentlemen, speeches and talks won't solve the problem but walk the talk is more effective.

a) light-hearted b) cynical c) assertive d) ironic

5. Are you ready to face life without earth? Have you contemplated what will happen if you ignore this reality? The question is what to do, how to do and who to do it? But it is not about what, how or who. It is what you can do as an individual. As parents or teachers, what can you do? As students or leaders, what can you do? It deserves to be a huge priority.

a) sarcastic b) arrogant c) subjective d) encouraging

4.9 Writing

In Unit 3, you learned to write a topic sentence and supporting details. This unit will teach you how to write a concluding sentence, which will help you effectively summarize your points and provide closure.

Writing a Conclusion

Conclusions are crucial in writing as they summarize the main topic with clarity and insight. Mastering the art of writing an effective conclusion can significantly enhance the overall impact of your writing piece.

There are several ways to write concluding sentences, with two common methods being restating the main idea and summarizing the key points.

1. Restatement

Restatement in a conclusion involves summarizing the main points of your argument or essay using different wording. Instead of repeating the same sentences, you express the core ideas in a fresh way, reinforcing the overall message, for example:

Climate change has many negative effects. First, rising temperatures contribute to more frequent and severe weather events, such as hurricanes and droughts. Second, it causes ice caps to melt, leading to rising sea levels and the displacement of coastal communities. Lastly, climate change threatens biodiversity, as many species struggle to adapt to changing environments. **In conclusion, climate change causes harmful consequences that require immediate action.**

2. Key point summarization

A key point summarization conclusion restates the main topic and briefly summarizes the key points. It highlights the most important aspects discussed, reinforcing the message and leaving the reader with a clear takeaway, for example:

Climate change has many negative effects. First, rising temperatures contribute to more frequent and severe weather events, such as hurricanes and droughts. Second, it causes ice caps to melt, leading to rising sea levels and the displacement of coastal communities. Lastly, climate change threatens biodiversity, as many species struggle to adapt to changing environments. In conclusion, rising temperatures, melting ice caps, and biodiversity loss are all harmful results of climate change that demand urgent attention.

Exercise 8

Instructions: Write a concluding sentence for the following paragraphs. You may use restatement or summarization as you see fit.

1. Overfishing has severely impacted marine life. Unsustainable fishing practices have led to the depletion of fish populations, disrupting marine ecosystems. Additionally, overfishing affects the livelihoods of communities that depend on fishing for income and sustenance, while threatening biodiversity in the oceans. In conclusion, _____

2. Plastic pollution is a growing environmental concern. The overuse of plastic has led to vast amounts of waste filling our oceans and landfills. Wildlife, especially marine creatures, often mistake plastic for food, leading to harmful ingestion. In addition, plastic takes hundreds of years to decompose, further exacerbating the pollution problem. In conclusion, _____

3. Air pollution has a detrimental effect on both human health and the environment. Industrial emissions, vehicle exhaust, and other pollutants contribute to the degradation of air quality. These pollutants can cause respiratory issues in humans and animals, and they also contribute to the formation of smog and acid rain. In conclusion, _____

4. Global warming is caused by three main factors. First, the burning of fossil fuels releases large amounts of carbon dioxide and other greenhouse gases into the atmosphere. Second,

deforestation reduces the planet's ability to absorb CO₂, worsening the greenhouse effect. Lastly, industrial processes and agriculture also contribute significantly to the release of greenhouse gases. In conclusion, _____

5. There are 3Rs to deal with waste. Firstly, reducing waste means using fewer resources and producing less trash. Secondly, reusing items helps extend their life, cutting down on the need for new products. Finally, recycling ensures materials are processed and used again, conserving natural resources. In conclusion, _____
-

Unit Summary

This unit includes a reading text on the theme of global environmental issues. As you progressed, you enhanced your skills in vocabulary, grammar, reading, and writing. In the first reading, you started by matching words to their corresponding pictures to practice vocabulary, then focused on grammar, specifically passive voice construction, which is commonly used in academic writing. You also learned to identify the purpose of a text, whether to inform, entertain, or persuade. In writing, you practiced creating sentences using the passive voice.

The second reading began with tasks that required completing words based on given definitions. The grammar section covered punctuation marks, including the colon, comma, dash, exclamation mark, hyphen, period, question mark, and semicolon. In the reading section, you learned to identify the author's tone, whether it is positive, neutral, or negative. The unit concluded with an exercise on writing a concluding sentence to summarize your points and provide closure.

Questions

1. What distinguishes the three purposes of reading?
2. What could the purpose of the text of Reading 2 be?
3. When and in what situations is the passive voice typically used?
4. What is the difference between using a comma in “The 3Rs stand for Reduce, Reuse and Recycle” and “The 3Rs stand for Reduce, Reuse, and Recycle”?
5. What are the two common ways to write a conclusion, and how are they different from each other?

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Unit 5

Animal World

1. Topics

1.1 Reading 1

- 1.1.1 Vocabulary review
- 1.1.2 Grammar: Sentence analysis
- 1.1.3 Reading: Skimming
- 1.1.4 Writing: Writing compound and complex sentences

1.2 Reading 2

- 1.2.1 Vocabulary review
- 1.2.2 Grammar: Reduced clauses
- 1.2.3 Reading: True/false reading comprehension
- 1.2.4 Writing: Writing reduced relative clauses

2. Learning outcomes

At the end of this unit, you should:

- 2.1 Be able to effectively skim a text to identify the main idea.
- 2.2 Be able to accurately identify true or false statements.
- 2.3 Be able to write sentences in various structures.
- 2.4 Be able to write clauses in their reduced forms for clarity and conciseness.

5.1 Discussion



Instructions: Discuss the following questions.

1. What is your most favorite animal, and why?

2. Can you name some animals that have become internet celebrities in the past few years?

3. Do you think animal pairs stay together forever, or do they separate after the breeding season?

Reading 1¹

5.2 Vocabulary



Before you begin reading, you will be introduced to 10 vocabulary words that are connected to baby animals, which are featured in Reading 1. This introduction will give you important background information, helping you understand the context and meaning of these specific terms as you read.

¹ The activities are adapted from Lewis and O'Neill's (2018) *Prism reading level 1 student's book with online workbook*.

Exercise 1

Instructions: Read through the **bolded** words in the text “*Why We're Hardwired to Love Baby Animals*” (pages 122-123). Then, write each bolded word next to its definition in the space provided.

1. Watching videos of baby animals can **trigger** feelings of joy and affection in viewers.
2. Scientists believe that our love for cute creatures has an **evolutionary** purpose that promotes bonding and care.
3. A well-known **ethologist** dedicated much of his research to understanding why we find certain animals irresistible.
4. The **prominent** characteristics of baby animals, like their tiny noses and chubby cheeks, are universally appealing.
5. Many young animals have **wobbly** movements that make them seem more vulnerable and endearing.
6. The ability to find cuteness appealing is thought to be an important **adaptation** in human evolution.
7. Baby animals display a specific **schema** of features that elicits protective instincts in adults.
8. These appealing **traits** can lead people to adopt pets and engage in conservation efforts.
9. Features like big eyes and soft fur can **enhance** our emotional connection to baby animals.
10. Our **perception** of baby animals as cute makes us want to take care of them and help them survive.

- a) _____ (v.) to improve or increase the quality, value, or extent of something
- b) _____ (n.) distinguishing qualities or characteristics, typically associated with an individual or species
- c) _____ (adj.) unsteady or unbalanced; characterized by a shaky or uncertain movement
- d) _____ (n.) a change or adjustment in structure or behavior that allows an organism to better survive in its environment
- e) _____ (v.) to cause something to happen or initiate a response
- f) _____ (adj.) relating to the gradual development of something, especially from a simple to a more complex form; often pertains to biological evolution
- g) _____ (n.) a conceptual framework or mental model that helps organize and interpret information; often used in psychology to describe patterns of thought
- h) _____ (adj.) important, well-known, or easily noticeable; standing out
- i) _____ (n.) a scientist who studies animal behavior, particularly in natural environments
- j) _____ (n.) the way we interpret or understand something

5.3 Grammar

To read a text better and understand it clearly, it is important to know about different sentence structures. Each type of sentence can express ideas in different ways. Now, you are going to look closely at sentences from the text. By analyzing them, you will learn how the author shares information, which will help you understand the material more effectively.

Sentence Analysis

Sentence analysis is the process of examining a sentence to identify its main components, which helps us understand how the sentence conveys meaning. This analysis typically focuses on two key elements: the subject and the verb (predicate). By breaking down a sentence into its subject and verb, we can gain insight into its overall structure and meaning. This foundational understanding is crucial for effective reading and writing, as it helps us recognize how different components work together to convey ideas clearly (Rangsiyakul, 2017: 33).

Verspoor and Sauter in their "*English Sentence Analysis*" divide sentences into four types: **simple**, **compound**, **complex**, and **compound-complex**.

1. Simple Sentence

A simple sentence contains just one **main clause**, which means it expresses a complete thought on its own. However, this does not necessarily mean that the sentence has to be brief. Simple sentences can vary in length and still maintain their structure, for example.

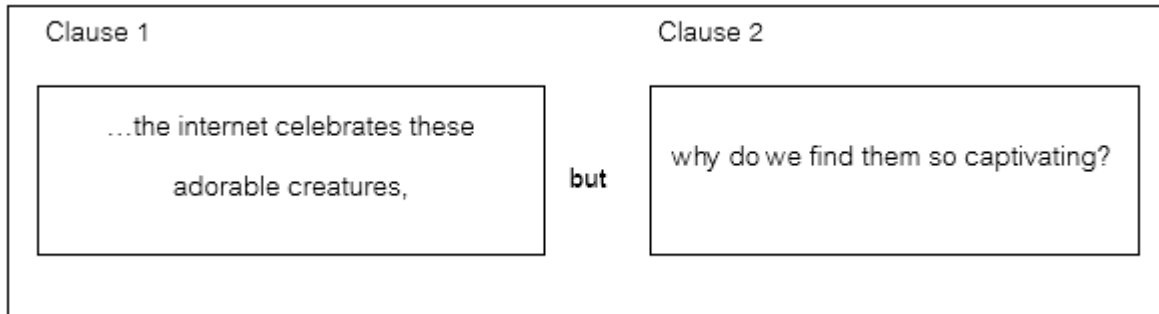
The phenomenon goes beyond triggering caregiving instincts.

In the sentence above, the subject is "the phenomenon," the verb is "goes," and the complement "beyond triggering caregiving instincts" adds further detail. This sentence is a simple sentence because it consists of a single main clause that conveys a complete idea.

2. Compound Sentence

A compound sentence is made up of two or more independent clauses, which are complete thoughts that can stand alone as sentences. Each clause is usually connected by coordinating conjunctions like "*and*," "*but*," or "*or*," for example:

Sentence



The sentence above is a compound sentence because it consists of two independent clauses connected by the coordinating conjunction "but." The first clause, "The internet celebrates these adorable creatures," expresses a complete thought that can stand alone. The second clause, "Why do we find them so captivating?" also presents a complete thought and poses a question. The use of "but" highlights a contrast between the fact that the internet responds positively to cute animals and the curiosity about why we feel such fascination for them.

Note, however, that there are also several variations of the coordinating conjunctions, which include a coordinating conjunction paired with another word or phrase known as correlative conjunctions, as shown in the table below.

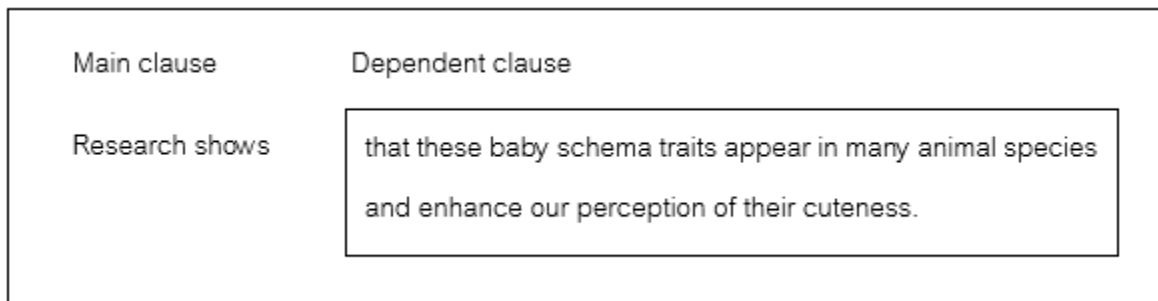
Coordinating conjunctions		Correlative conjunctions
for	or	both ... and
and	yet	not only ... but also
nor	so	either ... or
but		neither ... nor

The use of a correlative conjunction can be seen in the sentence "Cute features in babies and animals are **not only** amusing, **but** they **also** trigger powerful evolutionary responses."

3. Complex Sentence

A complex sentence consists of at least one **independent clause** and one **dependent clause**, which includes its own subject and predicate. A dependent clause begins with a subordinator—words such as *because*, *although*, *if*, *which*, *who*, *where*, *when*, and *that*, for example:

Sentence



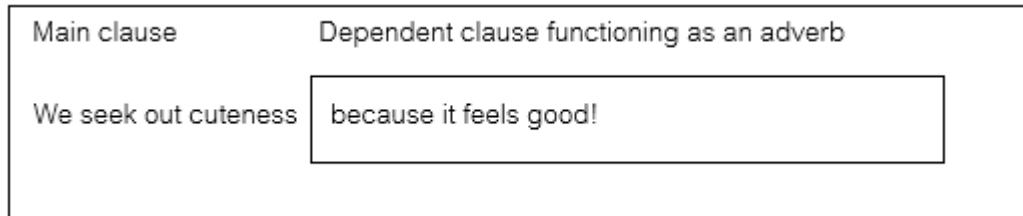
The sentence above is a complex sentence containing one independent clause and one dependent clause. The independent clause "Research shows" expresses a complete thought and can stand alone. In contrast, the dependent clause "that these baby schema traits appear in many animal species and enhance our perception of their cuteness" provides additional information about what the research reveals but cannot stand alone as a complete sentence. This structure allows the author to convey detailed information about the relationship between baby schema traits and their effect on our perception of cuteness.

Verspoor and Sauter (2000: 37-40) further divide a dependent clause into three types: (1) adverbial clause, (2) relative or adjective clause, and (3) noun clause.

3.1 Adverbial Clause

An adverbial clause is a group of words that functions as an adverb in a sentence and provides information about when, where, why, how, or to what extent something happens. It typically begins with a subordinating conjunction, such as "*because*," "*although*," "*when*," "*if*," "*since*," or "*while*," for example:

Sentence

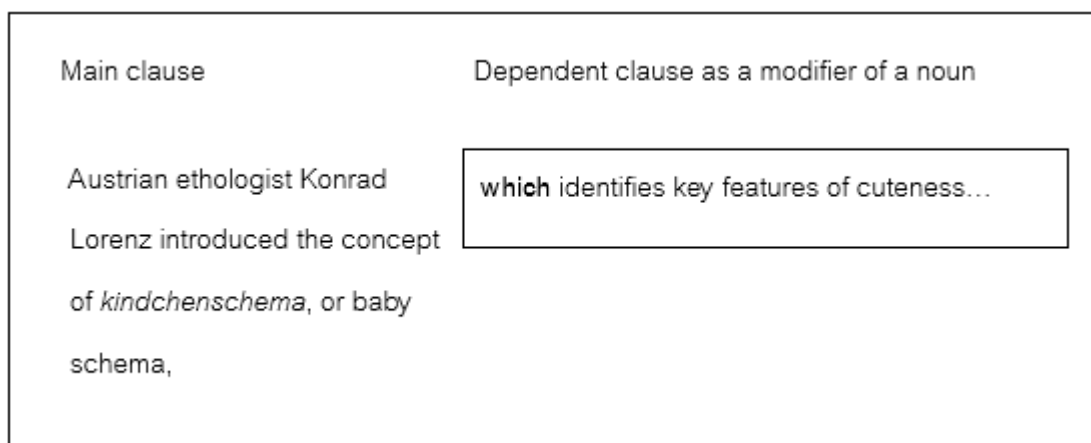


In this sentence, the phrase "because it feels good" functions as an adverbial clause, as it provides the reason for the action stated in the main clause, "We seek out cuteness." The word "because" is a subordinating conjunction that introduces the clause, indicating that the feeling of pleasure is the motivation behind our attraction to cute things.

3.2 Relative Clause

A relative clause, also known as an adjective clause, is a group of words that provides more information about a noun in a sentence. It usually begins with a relative pronoun such as "who," "whom," "whose," "that," or "which," for example:

Sentence



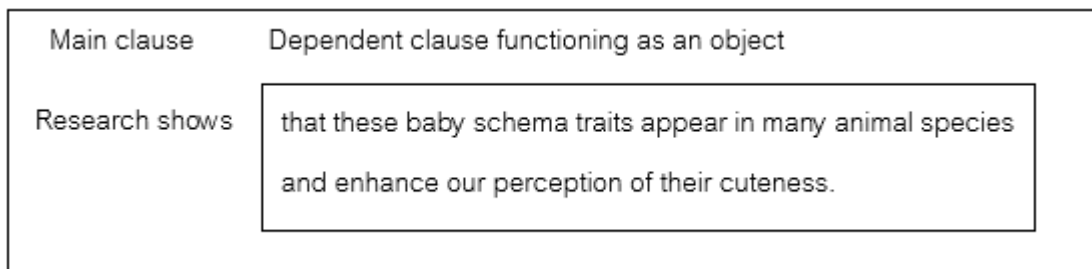
From the example, the phrase "which identifies key features of cuteness" serves as a relative clause. This clause provides additional information about the noun "concept," clarifying what kind of concept Lorenz introduced. As a dependent clause, it cannot stand

alone and relies on the main clause—"Austrian ethologist Konrad Lorenz introduced the concept of *kindchenschema*"—for context. The relative pronoun "which" connects the clause to the noun it modifies, enhancing the reader's understanding of the significance of Lorenz's work and its relation to the features that define cuteness.

3.3 Noun Clause

A noun clause is a group of words that acts as a noun in a sentence. It can function as a subject, object, or complement. Noun clauses often begin with words like "that," "whether," "if," "who," "what," or "how," for example:

Sentence



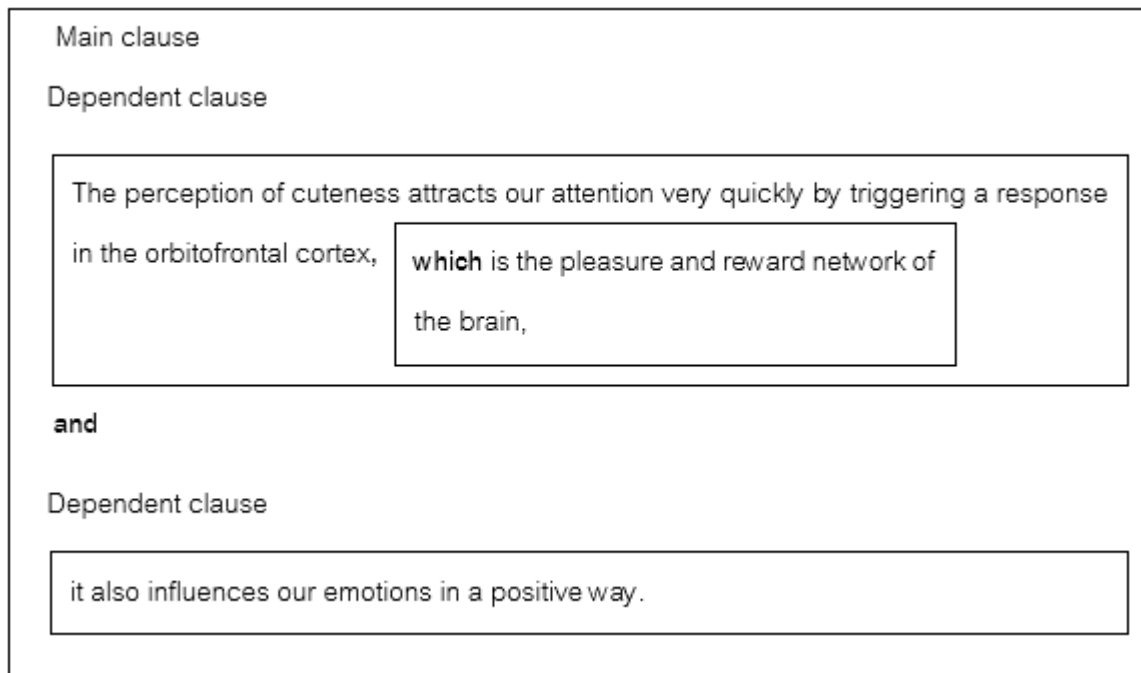
In the sentence above, the noun clause "that these baby schema traits appear in many animal species and enhance our perception of their cuteness" functions as the object of the verb "shows." This means that the clause provides specific information about what the research reveals, detailing the findings regarding baby schema traits and their impact on our perception of cuteness. By serving as the object, the noun clause enriches the sentence with important details about the research's conclusions and allows for a more complex and informative expression of its significance.

4. Compound-Complex Sentence

You can also create a compound sentence that contains complex parts, or a complex sentence that includes compound elements. We refer to both types as compound-complex

sentences. In the following example, a compound-complex sentence features two complete main clauses linked by the coordinating conjunction 'and,' with one of the main clauses containing a dependent clause.

Compound Sentence with a Complex Part



The sentence above is a compound-complex sentence because it includes two main clauses and one dependent clause. The main clauses are "The perception of cuteness attracts our attention very quickly by triggering a response in the orbitofrontal cortex" and "it also influences our emotions in a positive way," which are connected by the coordinating conjunction "and." The dependent clause "which is the pleasure and reward network of the brain" modifies "orbitofrontal cortex," providing additional context.

Exercise 2

Instructions: Identify whether the following sentences are simple, compound, complex, or compound-complex. Write your answer in the space provided.

1. _____ Researchers have found that we respond to cuteness quickly, and this reaction helps us feel more connected to others.
2. _____ People love cute animals, and they often share pictures of them online.
3. _____ When we see baby animals, our brains release pleasure-inducing chemicals.
4. _____ Cute animals make us feel happy.
5. _____ Cute animals capture our attention, so we often feel compelled to take care of them.

5.4 Reading



In this section, you will learn how to effectively skim a text to quickly identify the main ideas and key points. This skill will help you understand the overall message of a text without reading every single detail. By mastering skimming, you will be able to save time while still grasping the essential concepts, making it easier to engage with and retain information from various types of reading materials.

Skimming

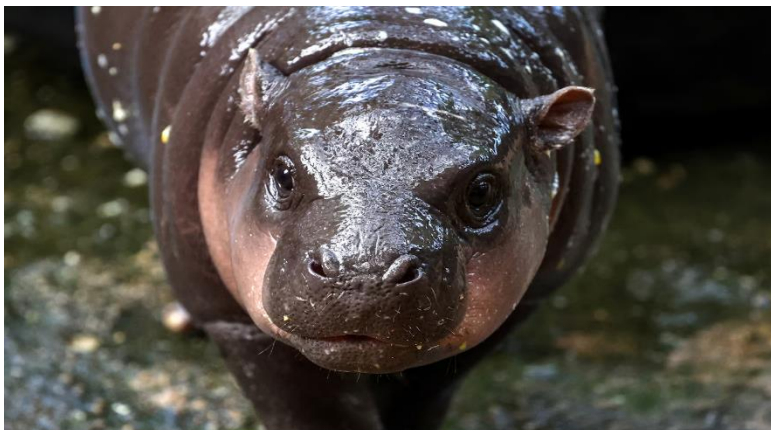
Skimming is a reading technique where you quickly glance through a text to get the main idea of its content, rather than reading it word-for-word. The main idea is often presented in the form of sentences, typically found in the first and last sentences of paragraphs, unlike the title or topic, which only offers a broad overview of the subject. Here's how to skim a text effectively (BBC, 2024):

- Read the first and last paragraphs in full for an overview.
- Focus on the first and last sentences of the paragraphs in between.

- Look for headings, sub-headings, and bullet points to identify key sections.
- Pay attention to words in bold, italics, or underlined as they often highlight important concepts.
- Scan for key phrases or keywords that stand out and help you grasp the main ideas.
- Skip detailed examples, descriptions, and lengthy explanations unless they are crucial to understanding the overall point.

Now, read the text on "*Why We're Hardwired to Love Baby Animals*," (pages 122-123) and proceed with the exercise that follows.

Why We're Hardwired to Love Baby Animals²



Photograph By Athit Perawongmetha/Reuters/Redux

¹Cute features in babies and animals are not only amusing, but they also trigger powerful evolutionary responses. From Moo Deng the pygmy hippo to Biscuits the seal, the internet celebrates these adorable creatures, but why do we find them so captivating?

²“We seek out cuteness because it feels good!” explains Joshua Paul Dale, a professor at Chuo University in Tokyo. The perception of cuteness attracts our attention very quickly—within 1/7 of a second—by triggering a response in the orbitofrontal cortex, which is the pleasure and reward network of the brain, and it also influences our emotions in a positive way.

² Adapted from National Geographic. "*Why We're Hardwired to Love Baby Animals*." By Olivia Campbell. October 18, 2024. <https://www.nationalgeographic.com/animals/article/baby-animal-cute-evolution-brain>

³Austrian ethologist Konrad Lorenz introduced the concept of *kindchenschema*, or baby schema, which identifies key features of cuteness: large heads relative to body size, **prominent** foreheads, large low-set eyes, small noses and mouths, round cheeks, and **wobbly** movements. Lorenz suggested that our attraction to cuteness is an evolutionary **adaptation**, which activates caregiving behaviors essential for species survival.

⁴Research shows that these baby **schema traits** appear in many animal species and **enhance** our **perception** of their cuteness. However, according to Kamilla Knutsen Steinnes, a PhD candidate in behavioral analysis, the phenomenon goes beyond triggering caregiving instincts. Encountering something cute evokes a range of positive emotions and activates brain areas associated with reward, motivation, and pleasure, encouraging prosocial behavior and social engagement.

Exercise 3

Instructions: Choose the correct answer.

1. What is the main idea of the passage in general?
 - A) Humans are drawn to cute animals because of their playful behavior.
 - B) The attraction to baby animals is due to evolutionary responses that trigger caregiving behaviors and positive emotions.
 - C) Baby animals are cute because of their small size and wobbly movements.
 - D) Cuteness is primarily about physical appearance and does not affect human emotions.
2. What is the main idea of the first paragraph?
 - A) People find baby animals cute because of their small size.
 - B) The internet celebrates baby animals because they are cute.
 - C) Humans have always loved baby animals for emotional reasons.
 - D) Cuteness in animals triggers powerful evolutionary responses and captures our attention quickly.

3. What is the main idea of the second paragraph?
 - A) The perception of cuteness activates the brain's pleasure network and influences our emotions positively.
 - B) Baby animals are cute because of their small size and wobbly movements.
 - C) Cuteness is not important for emotional responses.
 - D) The brain responds negatively to cuteness.
4. What is the main idea of the third paragraph?
 - A) Baby schema explains features of cuteness that help animals survive.
 - B) Baby animals are cute because they have small heads and large eyes.
 - C) Humans feel protective because of cuteness.
 - D) Cuteness is not related to survival.
5. What is the main idea of the fourth paragraph?
 - A) Baby schema traits make animals appear cute, triggering emotions and encouraging social behavior.
 - B) Encountering something cute activates the brain's reward system and encourages prosocial actions.
 - C) Cuteness not only evokes caregiving instincts but also positive emotions and social engagement.
 - D) The brain responds to cuteness by triggering positive emotions and enhancing social connections.

5.5 Writing



In Section 5.3, you learned about different sentence structures. In this section, you will advance your writing by using compound and complex sentences. This will help improve the clarity and depth of your writing, making it more engaging and sophisticated.

Writing Compound and Complex Sentences

1. Compound Sentences

As mentioned earlier, compound sentences consist of two independent clauses, each expressing a complete thought, and are connected by a coordinating conjunction (for, and, nor, but, or, yet, so — FANBOYS). For explains a reason (e.g., I stayed home, for it was late). And adds similar ideas (e.g., She likes cake, and he likes cookies). Nor presents a negative alternative (e.g., I don't like apples, nor do I like oranges). But shows contrast (e.g., I wanted to go, but I was tired). Or offers a choice (e.g., You can come with me, or you can stay here with her.). Yet contrasts, similar to "but" (e.g., She studied hard, yet failed the test). So indicates a result (e.g., It was cold, so I wore a jacket). The table below provides a summary of the structure of a compound sentence, along with an example.

Compound sentence				
Independent clause	+	Coordinating conjunction (FANBOYS)	+	Independent clause
The dog barked	+	and	+	the cat ran away.
<i>The dog barked, and cat ran away.</i>				

Note: A comma is typically placed before a coordinating conjunction when it connects two independent clauses.

2. Complex Sentences

As mentioned earlier, complex sentences consist of one independent clause and at least one dependent clause, which cannot stand alone as a complete thought. These clauses are connected by a subordinating conjunction (such as because, although, since, if, when, while). The dependent clause provides additional information or context to the main idea. The table below provides a summary of the structure of a complex sentence, along with an example.

Complex sentence		
Independent clause	+	Dependent clause (initiated by a subordinating conjunction e.g., because, although, since, if, when, or while)
The dog barked	+	because it saw a cat.
<i>The dog barked because it saw a cat.</i>		

Note: In a complex sentence, the positions of the independent and dependent clauses can be switched without changing the meaning of the sentence. However, when the dependent clause comes first, a comma is typically added to separate it from the independent clause, for example:
Because it saw a cat, the dog barked.

Exercise 4

Instructions: Use the words given to write compound and complex sentences.

1. but

2. so

3. yet

4. although

5. because

Reading 2

5.6 Vocabulary



In this section, you will review 10 vocabulary words related to monogamy in animals. This will help you better understand how animals form lasting pair bonds and the role monogamy plays in their behavior.

Exercise 5

Instructions: Read the definitions of the words from the text “*Monogamy in the Animal Kingdom*” (page 133-134). Then, complete the sentences with the correct form of the words.

cohabitation	(n.) living together and sharing a home, usually without being married
contribute	(v.) to give something, like help or resources, to support a goal or need
cooperative	(adj.) involving working together with others to achieve a common goal
density	(n.) the number of individuals in a specific area, often used to describe populations
exclusivity	(n.) the state of being limited to a specific group or individual; not shared with others
exemplify	(v.) to be a clear example of something
exhibit	(v.) to display or show something
facultative	(adj.) flexible; able to adapt to different situations.
habitat	(n.) the natural environment where an animal or plant lives
hallmark	(n.) a distinctive feature or quality that identifies something

1. In ecological studies, the _____ of a species is crucial for understanding their behavior and interactions.
2. The concept of _____ can lead to various living arrangements, often influencing social dynamics.

3. Effective teamwork relies on _____ efforts, where each member plays a vital role.
4. The unique markings on a butterfly can serve as a _____ of its species.
5. Individuals who actively _____ to group projects often foster a more productive environment.
6. Some species display _____ behaviors that allow them to thrive in varying conditions.
7. The _____ of a luxury brand is evident in its selective customer base and high-quality offerings.
8. Many successful leaders _____ the traits they wish to inspire in their followers.
9. A suitable _____ can greatly influence the survival and reproduction of a species.
10. Animals in different environments may _____ distinct adaptations to survive.

5.7 Grammar

In Reading 1, you learned about three types of dependent clauses. Now, in this section, you will look at their reduced forms. This will help you understand who or what the subject is in these shorter clauses and what it does in the sentence.

Reduced Clauses

A reduced clause is a shorter version of a dependent clause that removes the subject and a form of the verb, resulting in a more concise sentence. It retains key information and functions similarly to the original clause. Reduced clauses typically use present or past participles to convey the same meaning more succinctly.

It should be noted that, unlike noun clauses, which must stay complete because they express full ideas, adjective and adverb clauses can often be shortened to participial phrases. Relative or adjective clauses usually use present or past participles for this reduction, and adverb clauses can be simplified in a similar way.

1.1 *Reduced Relative Clauses*

Reduced relative clauses can be expressed in both active and passive forms.

In the **active voice**, a reduced relative clause typically uses the present participle. There are three steps to reduce active relative clauses as follows:

- 1) Remove the relative pronoun (who, which, that, etc.).
- 2) Remove the auxiliary verb “be”, if any.
- 3) Change the verb into the “-ing” form (present participle).

Example 1

These native rodents live in family groups that consist of a male, a female, and their offspring.

These native rodents live in family groups that consisting of a male, a female, and their offspring.

Example 2

...males and females stay with the same partner mainly because there are few other choices available, often due to the species that have low population densities.

...males and females stay with the same partner mainly because there are few other choices available, often due to the species that having low population densities.

In the **passive voice**, a reduced relative clause often employs the past participle. There are three steps to reduce active relative clauses as follows:

- 1) Remove the relative pronoun (who, which, that, etc.).
- 2) Remove the auxiliary verb “be”.

3) Keep the past participle verb.

Example 1

...the strong pair bonds that are formed by Eurasian beavers contribute to their cooperative parenting...

...the strong pair bonds ~~that are formed~~ by Eurasian beavers contribute to their cooperative parenting...

Example 2

Dik-diks are believed to exhibit a mating strategy which is known as facultative monogamy.

Dik-diks are believed to exhibit a mating strategy ~~which is known~~ as facultative monogamy.

1.2 *Reduced Adverbial Clauses*

A reduced adverbial clause simplifies a longer clause by omitting the subordinating conjunction and sometimes the subject, often using participles instead. This makes sentences more concise while maintaining their meaning.

Example 1

Because infants are primarily carried by their fathers, *infants* receive great care.

Primarily carried by their fathers, *infants* receive great care.

From the example, to reduce the sentence "Because infants are primarily carried by their fathers, infants receive great care" to "Primarily carried by their fathers, infants receive great care," start by

identifying the “**common subject**”, which is "infants." Next, remove the subordinating conjunction "Because" to simplify the structure. Then, instead of repeating "infants," use a participial phrase beginning with "primarily carried" to describe the infants, similar to how "Carried by their fathers" could replace the clause. Now, study another example below.

Example 2

When we speak of monogamy in the animal kingdom, we tend to think of birds such as penguins, swans, and albatrosses.

Speaking of monogamy in the animal kingdom, we tend to think of birds such as penguins, swans, and albatrosses.

Exercise 6

Instructions: Choose the correct full form of the underlined clauses in the sentences below.

1. The Eurasian beaver, living in family groups, is a notably faithful mate.
 - a) The Eurasian beaver, which lives in family groups, is a notably faithful mate.
 - b) The Eurasian beaver, which lived in family groups, is a notably faithful mate.
 - c) The Eurasian beaver, that lives in family groups, is a notably faithful mate.
 - d) The Eurasian beaver, that lived in family groups, is a notably faithful mate.

2. Dik-diks, believed to exhibit facultative monogamy, stay with the same partner.
 - a) Dik-diks, that believed to exhibit facultative monogamy, stay with the same partner.
 - b) Dik-diks, who were believed to exhibit facultative monogamy, stay with the same partner.
 - c) Dik-diks, which are believed to exhibit facultative monogamy, stay with the same partner.
 - d) Dik-diks, which believed to exhibit facultative monogamy, stay with the same partner.

3. South American monkeys show high levels of male care displaying strong social monogamy.
- a) South American monkeys show high levels of male care that displays strong social monogamy.
 - b) South American monkeys show high levels of male care that display strong social monogamy.
 - c) South American monkeys show high levels of male care which is displayed strong social monogamy.
 - d) South American monkeys show high levels of male care which are displayed strong social monogamy.
4. Rarely divorcing, coyotes often form lifelong bonds.
- a) When coyotes rarely divorce, they often form lifelong bonds.
 - b) Although coyotes rarely divorce, they often form lifelong bonds.
 - c) Because coyotes rarely divorce, they often form lifelong bonds.
 - d) If coyotes rarely divorce, they often form lifelong bonds.
5. Finding a mate, albatrosses remain with them for the rest of their lives.
- a) When albatrosses find a mate, they remain with them for the rest of their lives.
 - b) Because albatrosses find a mate, they remain with them for the rest of their lives.
 - c) Although albatrosses find a mate, they remain with them for the rest of their lives.
 - d) While albatrosses find a mate, they remain with them for the rest of their lives.

5.8 Reading



In this section, you will learn helpful strategies for approaching true/false reading comprehension questions. By understanding these techniques, you will be able to analyze the text more effectively and determine the accuracy of the statements.

True/False Reading Comprehension

True or false reading comprehension is a type of exercise where you read a passage and then decide whether statements based on the text are true or false. It tests your ability to understand the content, identify key details, and evaluate the accuracy of information presented in the passage.

Here are the tips for tackling true/false reading comprehension (Liz, 2024):

1. Take time to carefully analyze the statement in the question before searching for the answer.
2. Be aware that many words may be paraphrased (e.g., wildlife = animal, dangerous = harmful).
3. Avoid focusing solely on keywords, as your goal is to match the meaning. Even if certain keywords appear in the passage, it does not necessarily mean the answer is true or yes.
4. "False" or "no" indicates that the statement contradicts the information or claims in the passage. This means the statement conveys one meaning, but the passage offers a different interpretation, making the statement false.
5. "Not Given" means that the complete meaning of the statement is not present in the passage. While some keywords may appear, the full meaning of the statement is absent.
6. The answers are presented in the same order as the information in the passage for these types of questions. Other reading comprehension questions may not follow the same order.

Now, read the text on "*Monogamy in the Animal Kingdom*," (pages 133-134) and proceed with the exercise that follows.

Monogamy in the Animal Kingdom³

Although the idea of lifelong pairings is appealing, with sweet pairs of animals mating for life and raising families together, monogamy is actually very rare in the natural world as a mating strategy.

³ The text is adapted from and the illustrations are from Leoma Williams. "*What Animals Mate for Life? Meet the Most Devoted Couples in the Animal Kingdom*." Published November 12, 2023. The illustrations are also from Leoma Williams. www.discoverwildlife.com/animal-facts/animals-that-mate-for-life.

Speaking of monogamy in the animal kingdom, we tend to think of birds such as penguins, swans, and albatrosses. However, birds are not the only ones. Here are some mammals that practice monogamy.



1. The Eurasian beaver, native to Europe and Asia, is a notably faithful mate. These native rodents live in family groups consisting of a male, a female, and their offspring. Unlike many other species, the strong pair bonds formed by Eurasian beavers contribute to their cooperative parenting, which makes certain that their young survive and thrive in their aquatic habitats.

2. South American monkeys serve as a notable example of monogamous behavior in mammals.

These monkeys not only display the hallmarks of strong social monogamy—such as long-term pair bonds, cohabitation outside of mating seasons, and cooperative parenting—but they also show high levels of male care and sexual exclusivity. Primarily carried by their fathers, infants receive great care. Genetic studies confirm that the father is indeed their biological parent, with no evidence of mating outside the pair bond.



3. Coyotes are an animal that truly exemplifies the lifelong mating. Studies indicate that these canids rarely, if ever, “divorce,” and they typically seek a new mate only if their partner dies.



4. Dik-diks, these tiny antelopes, are believed to exhibit a mating strategy known as facultative monogamy. In this case, males and females stay with the same partner mainly because there are few other choices available, often due to the species having low population densities.

Exercise 7

Instructions: Decide whether the following statements are true or false. Write "T" for True and "F" for False.

1. _____ Monogamy is a common mating strategy in the animal kingdom.
2. _____ The Eurasian beaver, found in Europe and Asia, is a loyal mate that forms strong bonds with its partner, helping with parenting.
3. _____ South American monkeys display strong social monogamy, with long-term pair bonds, cohabitation outside of mating seasons, and high levels of male care.
4. _____ Coyotes rarely divorce and seek a new mate only if their partner dies.
5. _____ Dik-diks exhibit monogamy due to high population densities, which give them more partner choices.

5.9 Writing

In Section 5.7, you were introduced to the grammar of reduced relative clauses. In this section, you will build on that knowledge by practicing how to create your own reduced relative clauses, helping to enhance your writing skills and make your sentences more concise and effective.

Writing Reduced Relative Clauses**Exercise 8**

Instructions: Refer back to Section 5.7 (pages 128-131) to review how to reduce relative clauses in both active and passive forms. Then, rewrite the full relative clauses in the following sentences using reduced forms.

1. Scientists, who study animal behavior, have found that monogamy is quite rare in the animal kingdom, especially among mammals.

Reduced form: _____

2. Dik-diks, which are found in areas with low population densities, practice facultative monogamy due to limited mate options.

Reduced form: _____

3. The Eurasian beaver, which lives in Europe and Asia, forms strong pair bonds that help in cooperative parenting.

Reduced form: _____

4. Coyotes, which are seldom seen divorcing, usually find a new mate only after the death of their current partner.

Reduced form: _____

5. The penguins that are found in the Southern Hemisphere often mate for life and share parenting duties.

Reduced form: _____

Unit Summary



This unit explores the theme of the animal kingdom and provides various activities to help improve your language skills. As you worked through the content, you expanded your vocabulary, strengthened your grammar, and honed both your reading and writing abilities. In the first reading, you began by matching words with their definitions, then focused on grammar, particularly the four sentence structures: simple, compound, complex, and compound-complex. You also practiced skimming texts to identify main ideas. In terms of writing, you applied the grammar concepts you learned by writing both complex and compound sentences.

The second reading included tasks where you completed words based on definitions. The grammar section introduced reduced clauses, including relative and adverbial clauses. In the reading comprehension portion, you learned strategies for approaching true or false questions. The unit concluded with an exercise on rewriting relative clauses using reduced forms.

Questions



1. What is the importance of understanding sentence types for effective reading and writing?
2. How does a complex sentence differ from a compound-complex sentence in terms of structure?
3. How do adverbial clauses function within a sentence, and what information do they typically provide?
4. How does skimming differ from scanning in reading?
5. Can we focus solely on keywords in true or false reading comprehension? Why or why not?

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Unit 6

Extraterrestrial World

1. Topics

1.1 Reading 1

- 1.1.1 Vocabulary review
- 1.1.2 Grammar: Cohesion
- 1.1.3 Reading: Reading for references
- 1.1.4 Writing: Cohesion in writing

1.2 Reading 2

- 1.2.1 Vocabulary review
- 1.2.2 Grammar: Coherence
- 1.2.3 Reading: Making connections
- 1.2.4 Writing: Coherence in writing

2. Learning outcomes

At the end of this unit, you should:

- 2.1 Be able to effectively identify references in texts.
- 2.2 Be able to make connections between sentences in texts.
- 2.3 Be able to use cohesion effectively in writing.
- 2.4 Be able to use transitions to achieve coherent writing.

6.1 Discussion

Instructions: Discuss the following questions.

1. Would you like to travel to space? Please share your reason(s).

2. How much do you think a ticket for space travel costs? Please share your reason(s).

3. Do you think humans can truly live on Mars? Please share your reason(s).

Reading 1

6.2 Vocabulary

Before you start reading, you will be introduced to 10 vocabulary words related to space travel, which appear in Reading 1. This introduction will provide key background information to help you grasp the context and meaning of these terms as you read.

Exercise 1

Instructions: Review the definitions below and choose the words from the text “*Chinese company Deep Blue Aerospace plans to start launching space tourists in 2027*” (pages 149-150) that best match each definition.

1. To experience or be subjected to something

- a. accommodate b. undergo c. witness

2. To see or experience something firsthand

- a. accommodate b. undergo c. witness

3. To provide space for someone or something

- a. accommodate b. undergo c. witness

4. Impressively beautiful or extravagant

- a. suborbital b. magnificent c. apiece

5. Referring to a flight that reaches space but does not complete an orbit around Earth

- a. suborbital b. magnificent c. apiece

6. For each one; individually

- a. suborbital b. magnificent c. apiece

7. The moment when a spacecraft or aircraft lands

- a. spinoff b. touchdown c. weightlessness

8. A product or business that is developed from an existing one

- a. spinoff b. touchdown c. weightlessness

9. An illustration or image that depicts a design or concept

- a. spinoff b. render c. touchdown

10. A condition where the effects of gravity seem to be absent

- a. weightlessness b. apiece c. touchdown

6.3 Grammar

To read a text more effectively and understand it clearly, it is important to recognize cohesion, which refers to the grammatical and lexical linking within a text or sentence that ties the text together and gives it meaning. Understanding this will help you follow the flow of ideas, make connections between concepts, and gain a deeper understanding of the overall meaning of the text.

Cohesion

Cohesion is the set of relationships within a text that links sentences through grammar or vocabulary (Aarts, 2014: 69). There are five devices of cohesion (cohesive devices): reference, substitution, ellipsis, conjunction, and lexical cohesion (Halliday and Hasan, 1976, as cited in Gillett, n.d.).

1. Reference

Reference is when we use words like pronouns (such as “*he*,” “*she*,” “*it*,” or “*they*”) to point back to something already mentioned in a text. This helps avoid repeating the same nouns and keeps the writing smooth and clear, for example:

Deep Blue, based in the eastern province of Jiangsu, announced on Wednesday (Oct. 23) that it plans to start launching paying customers to suborbital space in 2027.

In the example sentence, the word “it” refers back to “Deep Blue.” Note also that “which” in the phrase “which is based in the eastern province of Jiangsu” gives extra information about “Deep Blue.” It helps explain what the company is like. This use of “which” connects the details to the main idea, making the sentence clearer without repeating the name of the company.

...Deep Blue Aerospace...said it plans to sell its first two tickets during a live event today.

In the example sentence, the word “its” is a possessive pronoun. It refers back to “Deep Blue Aerospace,” indicating that the tickets belong to the company.

2. Substitution

Substitution means replacing one item with another. You can use words like “do,” “one,” “there,” “that,” “so,” “neither,” and “not.” There are different types of substitution (Ahmed, 2021):

2.1 Nominal Substitution

Nominal substitution is the replacement of a noun with words such as “one,” “ones,” or “same” (ibid.), for example:

Blue Origin is one of two companies that has launched paying customers to suborbital space. The other is Virgin Galactic, which operates a space plane that deploys from a carrier aircraft in midair and comes back down to Earth for a runway landing.

From the example, “the other” is used to refer back to “one of two companies,” substituting the full phrase with a simpler term.

This will be an all-round, multi-sensory space journey that will be an unforgettable one.

In the example, “the word ‘one’ refers to the all-round, multi-sensory space journey. It emphasizes that this journey will be a unique and memorable experience for each individual involved.

2.2 Verbal Substitution

Verbal substitution is the replacement of a verb with the word “do” (ibid.), for example:

New Shepard can accommodate six passengers. These folks experience a few minutes of weightlessness and get to see Earth against the blackness of space during a flight that lasts 10 to 12 minutes from liftoff to capsule touchdown. Deep Blue Aerospace’s suborbital missions will likely do similarly.

In the example sentence, the word “do” acts as a verbal substitution for the phrase “accommodate six passengers” and “provide a few minutes of weightlessness.”

2.3 Clausal Substitution

Clausal substitution is the replacement of a clause with another clause, often using words like “*that*,” “*whether*,” or “*if*,” for example:

In the past, space travel was a dream reserved for astronauts and scientists. Some people believe that it will happen soon, but others do not believe so.

In the example sentence, clausal substitution occurs with the phrase “so,” which substitutes the noun clause “that it will happen soon.”

3. Ellipsis

Ellipsis is when you leave out words that are understood from the context. This makes sentences shorter and simpler without losing meaning. It happens when the missing parts are clear based on what has already been said (*ibid.*), for example:

Deep Blue, which is based in the eastern province of Jiangsu, announced on Wednesday (Oct. 23) that it plans to start launching paying customers to suborbital space in 2027.

The example above uses ellipsis by omitting the phrase “which is” from “Deep Blue, which is based in the eastern province of Jiangsu.”

4. Conjunction

Conjunctions show the connections between clauses, helping to clarify how the information that follows relates to what came before (Gillett, n.d.), for example:

The purchasers will have to be patient, however; the company, which was founded in 2017, will spend several more years developing and testing its suborbital spaceflight system.

The word “however” in the example sentence serves as a conjunction that introduces a contrast to the previous idea. It indicates that, despite the excitement or anticipation surrounding the company’s

plans, the purchasers must remain patient as the company works through its development and testing phases. This emphasizes the need for understanding that progress may take time, even when there is enthusiasm for future space travel.

5. Lexical Cohesion

Lexical cohesion is a way to make writing flow smoothly by using specific words. It involves linking ideas by using the same word or different words that refer to the same concept (ibid.), for example:

New Shepard can accommodate six passengers. These folks experience a few minutes of weightlessness and get to see Earth against the blackness of space during a flight that lasts 10 to 12 minutes from liftoff to capsule touchdown.

From the example sentence, lexical cohesion is shown through the connection between the terms "six passengers" and "these folks." Here, "six passengers" refers specifically to the people who will be on the flight, while "these folks" is a more informal way to refer to the same group.

Exercise 2

Instructions: Pay attention to the underlined part and identify the type of cohesion in the following sentences.

1. The astronaut gazed out the window at the Earth below. The planet looked small from such a great distance.
 - a. reference
 - b. substitution
 - c. ellipsis
 - d. lexical cohesion

2. The rocket was ready for launch, so the engineers conducted final tests to ensure everything was functioning properly.
 - a. reference
 - b. clausal substitution
 - c. conjunction
 - d. lexical cohesion

3. In the past, colonizing Mars seemed impossible. Some experts think it will happen soon, but others do not think so.
- a. reference b. clausal substitution c. conjunction d. lexical cohesion
4. NASA has been studying the effects of long-term space travel on the human body, and they are analyzing it to develop strategies for future deep space missions.
- a. reference b. clausal substitution c. conjunction d. lexical cohesion
5. Astronauts trained for various space missions, but the upcoming one will require the most preparation.
- a. nominal substitution b. clausal substitution c. verbal substitution d. ellipsis

6.4 Reading



In this section, you will discover how to recognize references within a text. This skill is crucial for understanding how various parts of a text are linked. By spotting references, you can better understand the connections between ideas and improve your overall reading comprehension.

Reading for References

Reading for references is the process of recognizing words or expressions in a text that point back to, replace, or clarify other elements within the same text. These references can take various forms, such as pronouns, synonyms, or even ellipsis, where something is left unsaid but understood from the context.

In section 6.3, you explored the concept of cohesion, which involves the grammatical and lexical connections that bind a text or sentence and provide it with meaning. Now, go back to that section

and read the text "*Chinese company Deep Blue Aerospace plans to start launching space tourists in 2027*" (pages 149-150). Then, complete the exercise that follows.

Chinese company Deep Blue Aerospace plans to start launching space tourists in 2027¹



¹In the past, space travel was a dream reserved for astronauts and scientists. Some people believe that it will happen soon, but others do not believe so. Now, space travel is set to become a reality, as the Chinese company Deep Blue Aerospace is entering the space tourism business.

²Deep Blue, based in the eastern province of Jiangsu, announced on Wednesday (Oct. 23) that it plans to start launching paying customers to **suborbital** space in 2027.

³Tickets will cost 1.5 million RMB **apiece** — about \$210,000 U.S. at current exchange rates. For that price, customers will get “much more than a brief **weightlessness** experience,” Deep Blue wrote in a statement on Wednesday. “They will experience the vastness and mystery of the universe and **witness** the **magnificent** landscape beyond the Earth. This will be an all-round, multi-sensory space journey that will be an unforgettable one.”

⁴That statement also features **renders** of Deep Blue’s suborbital spaceflight system — a reusable rocket-capsule combo akin to Blue Origin’s New Shepard, which has conducted eight suborbital crewed flights to date, most recently on Aug. 29.

¹ Adapted from <https://www.space.com/china-deep-blue-aerospace-space-tourism-flights-2027>. The illustrations are sourced from the same publication.

⁵New Shepard can **accommodate** six passengers. These folks experience a few minutes of weightlessness and get to see Earth against the blackness of space during a flight that lasts 10 to 12 minutes from liftoff to capsule **touchdown**. Deep Blue Aerospace's suborbital missions will likely do similarly.

⁶Blue Origin is one of two companies that has launched paying customers to suborbital space. The other is Virgin Galactic, which operates a space plane that deploys from a carrier aircraft in midair and comes back down to Earth for a runway landing. Virgin Galactic currently charges \$450,000 per seat; Blue Origin has not revealed its ticket prices.

⁷In Wednesday's statement, Deep Blue Aerospace — which is also developing a reusable orbital rocket called Nebula-1 — said it plans to sell its first two tickets during a live event today (Oct. 24).



⁸The purchasers will have to be patient, however; the company, which was founded in 2017, will spend several more years developing and testing its suborbital spaceflight system.

⁹The “spacecraft-rocket combination will also **undergo** dozens of tests in 2026 to ensure the safety and reliability of suborbital manned travel, and officially start suborbital travel commercialization in 2027,” Deep Blue representatives said in Wednesday's statement.

¹⁰Deep Blue Aerospace is not the only Chinese company with designs on the space tourism market. CAS Space, a **spinoff** from the Chinese Academy of Sciences, is working on a crewed suborbital vehicle of its own and could be up and running in a few years as well, if all goes according to plan.

Exercise 3

Instructions: Choose the correct answer.

1. What does the word “others” in line 3, paragraph 1, refer to?
a. space travel b. astronauts c. scientists d. people
2. What does the word “they” in line 12, paragraph 3, refer to?
a. tickets b. exchange rates c. customers d. Deep Blue
3. What does the word “which” in line 16, paragraph 4, refer to?
a. statement
b. Blue Origin’s New Shepard
c. Deep Blue’s suborbital spaceflight system
d. reusable rocket-capsule combo
4. What does the phrase “the other” in line 23, paragraph 6, refer to?
a. Blue Origin b. company c. customers d. suborbital space
5. What does the phrase “the company” in line 31, paragraph 8, refer to?
a. Deep Blue Aerospace
b. reusable orbital rocket
c. Nebula-1
d. live event

6.5 Writing

In this section, you will enhance your writing skills by incorporating cohesion. This will help you create clearer, more connected ideas, allowing your writing to flow smoothly and making it easier for readers to follow your statement.

Cohesion in Writing

Cohesion in writing refers to the way different parts of a text are linked together to create a smooth, logical flow of ideas. It involves using various techniques, such as pronouns, conjunctions, and transitional phrases, to connect sentences and paragraphs, ensuring that each part relates to the next. Effective cohesion helps readers easily follow the writer's argument or narrative, making the text more comprehensible and engaging. Without proper cohesion, writing can feel disjointed and confusing. Therefore, mastering cohesion is essential for creating clear, coherent, and well-organized writing that effectively communicates the intended message.

In section 6.3, you learned about the concept of cohesion. Now, revisit that section to review the material and complete the exercise provided below.

Exercise 4

Instructions: Rewrite the following sentences using the cohesion device given in the space provided.

1. The astronaut gazed out the window and marveled at the vastness of space. The astronaut had never experienced such a breathtaking sight before.

Reference: _____

2. The mission to Mars was considered one of the most ambitious space projects ever undertaken. The mission included new technologies and strategies to ensure the success of the journey.

Lexical cohesion: _____

3. The engineers worked day and night to prepare the spacecraft for launch and ensured that every system was checked and rechecked. The launch was delayed by a few days to make sure everything was in perfect working order.

Conjunction: _____


4. The technology for reusable spacecraft is advancing quickly. The company believes that they will soon be able to launch commercial passengers. Some critics do not think that they will soon be able to launch commercial passengers.

Clausal substitution: _____

5. The telescope will be used to study distant galaxies. The telescope currently in use is focusing on nearby stars.

Nominal substitution: _____

Reading 2

6.6 Vocabulary 

In this section, you will review 10 key vocabulary terms associated with life on Mars. Understanding these words will assist you in better grasping the concepts related to Mars exploration and human habitation on the planet.

Exercise 5

Instructions: Use a dictionary to find the meanings of the words listed below from the text “*Can Humans Live on Mars?*” (pages 161-164). Write their definitions along with the parts of speech in the table below.

No.	Words	Parts of Speech	Definitions
1	aquaculture		
2	artificial		
3	enormity		
4	ponder		
5	propose		
6	radiation		
7	rover		
8	shortage		
9	specification		
10	withstand		

6.7 Grammar

In this section, you will learn about coherence, an essential element of the logical flow of ideas in a text. Understanding this can help you organize your ideas more effectively, ensuring that they are clearly connected and easily followed by your readers.

Coherence

Unlike cohesion, coherence is the set of relationships within a text that links sentences by meaning (Aarts et al., 2014: 69). Achieving coherence in your writing involves creating “unity” throughout the text, ensuring that all the ideas connect logically and flow smoothly. You can achieve coherence in your writing by incorporating various cohesive devices. These devices act as the “glue” that connects ideas throughout the text, linking one sentence to another and guiding the reader smoothly from one point to the next. They help clarify the logical connections between sentences and paragraphs, making the text easier to follow. Some common types of cohesive devices include pronouns, repetition (either of the exact word or a synonym), transitions, and parallelism (using similar grammatical structures and sentence forms) (The University of Auckland, 2010).

This section, however, emphasizes transitions, which are words or phrases that help guide the reader from one idea to the next. Mastering transitions can improve the flow of your writing, making it easier for readers to follow your arguments and better understand the connections between your ideas. Here are commonly used transitions.

Types	Examples	Example Sentences
Addition	again, also, and, another, as a result, as well as, besides, both, consequently, equally important, finally, first-second-etc., for example, for instance, further, furthermore, however, in addition to, in	There are four primary necessities for human survival. These are water, shelter, food, and oxygen.

Types	Examples	Example Sentences
	fact, in the same way, in the second place, last, likewise, moreover, next, not only-but also, otherwise, similarly, than, therefore, thus, too	<u>And</u> these are what we must address as we ponder – can people live on Mars?
Concession	although, at any rate, at least, even though, granted that, in spite of, of course, still, though, while it may be true	Many scientists believe Mars could support human life, <u>although</u> there are still significant challenges to overcome.
Consequence or Result	accordingly, as a result, because, consequently, due to, for this reason, hence, in other words, since, so, so that, then, therefore, thus, with the result that	Water on Mars is found within rocks, and there is a lack of surface water. <u>Consequently</u> , this would be a challenge for humans wanting to settle on Mars.
Contrast	at the same time, but, contrarily, conversely, however, in contrast, in spite of, nevertheless, nor, notwithstanding, on one hand- on the other hand, on the contrary, or, rather, while this may be true, yet	Water on Earth is abundant and easily accessible. <u>However</u> , on Mars, the water is locked in ice.
Details	especially, including, in detail, in particular, namely, specifically, to enumerate, to explain, to list	There are four primary necessities for human survival: water, shelter, food, and oxygen. <u>Specifically</u> , water is the most critical, as it

Types	Examples	Example Sentences
		supports many bodily functions essential for life.
Emphasis	above all, again, also, besides, certainly, furthermore, in addition, indeed, in fact, in truth, of course, really, surely, truly	There are four primary necessities for human survival: water, shelter, food, and oxygen. Indeed , water is the most essential, as it sustains life in numerous ways.
Examples	as an illustration, for example, for instance, in other words, in particular, thus, to illustrate	Growing food on Mars will differ from Earth's farms. For example , crops could be grown in nutrient-rich water using artificial lights.
Illustration	for example, for instance, in other words, in particular, namely, specifically, such as, thus, to illustrate	Building shelter on Mars involves challenges. To illustrate , scientists suggest using Martian rocks to build homes
Similarity or Comparison	analogous to, in a like fashion, in a like manner, likewise, similarly	Building shelter on Mars presents challenges, likewise constructing homes in extreme climates on Earth requires innovative solutions.

Types	Examples	Example Sentences
Space	above, across, adjacent, along the edge, around, at the bottom, at the front, at the left, at the rear, at the right, at the top, behind, below, beneath, beside, beyond, in front of, in the background, in the center, in the distance, in the forefront, nearby, nearer, next to, on the side, on top, opposite, out of sight, over, straight ahead, surrounding, under, within sight	The Martian rover detected signs of water <u>beneath</u> the surface, while signs of ice were found <u>above</u> in the poles.
Suggestion	for this purpose, therefore, to this end, with this in mind, with this purpose in mind	<u>For this purpose</u> , scientists are developing new technologies to extract water from beneath the Martian surface, enabling future colonization efforts.
Summary	accordingly, as a result, consequently, finally, in brief, in conclusion, in short, therefore, thus	<u>In conclusion</u> , while living on Mars presents numerous challenges, ongoing research and technological advancements may one day make it a reality for humanity.
Time	after, afterward, another, at first, at last, at length, at the same time, before, concurrently, during the morning-day-week-etc., eventually, finally, first-second-etc., for a minute-hour-day-etc., formerly,	<u>Once</u> the critical infrastructure is in place, the first human settlers may arrive on Mars.

Types	Examples	Example Sentences
	generally, immediately, in order to, in the meantime, last, later, meanwhile, most important, next, once, ordinarily, previously, rarely, simultaneously, soon, subsequently, then, to begin with, usually	

Exercise 6

Instructions: Choose the appropriate transitions from the box to fill in the blanks in the passage.

As a result

In summary

For example

Similarly

However

There has always been speculation about life on Mars. 1) _____, scientists have found signs of water, such as ice and ancient riverbeds, suggesting that Mars may have once supported life. 2) _____, many experts believe life could have existed there. 3) _____, some scientists argue that Mars' harsh conditions make it unlikely that life ever thrived. 4) _____, while we have some evidence, we are still uncertain about the existence of Martians. 5) _____, the search for life on other planets continues.

6.8 Reading

In this section, you will learn about making connections in reading comprehension through transitions. This helps you understand relationships between ideas, improving your ability to follow, predict, and summarize the text effectively.

Making Connections

Making connections in reading is very crucial for comprehension. There are different types of connections, such as cause and effect, compare and contrast, or sequence of events. Understanding this helps you recognize how events or actions lead to specific outcomes, improving your ability to follow the logic and structure of a text. Here are some examples.

1. Cause and effect

Cause and effect connections can be observed through transitions like "because," "due to," "as a result," or "therefore." These transitions show how one event leads to another or how an action produces an outcome, for example:

- **Because** there is little surface water on Mars, humans would need to rely on extracting water from underground sources.
- **As a result**, scientists are studying Mars' ice deposits to determine if they can be used for water supply.

2. Compare and contrast

Compare and contrast connections can be observed through transitions like "however," "on the other hand," "in contrast," "likewise," or "although." These transitions highlight similarities and differences between two ideas, events, or conditions, for example:

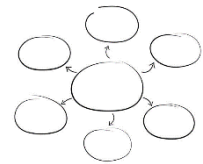
- Living on Mars presents challenges that are **in contrast to** life on Earth, such as the lack of breathable air.
- **However**, both Mars and Earth have gravity, which is crucial for human survival.

3. Sequence of events

Sequence of events connections can be observed through transitions like "first," "then," "next," "afterward," "finally," or "subsequently." These transitions help to show the order in which things happen or are done, for example:

- **First**, scientists will need to identify sustainable sources of water on Mars. **Next**, they will focus on building habitats that can protect humans from radiation.
- **Finally**, they will develop systems for growing food and producing oxygen for long-term survival on the planet.

You can also draft relationships using arrows and bubbles to visually represent connections between ideas, events, or concepts. This method, often referred to as a "mind map" or "concept map," allows you to organize information clearly and see how different parts of a text or topic are linked together.



Now, read the text "*Can Humans Live on Mars?*" (pages 161-164) and proceed with the exercise that follows.

Can Humans Live on Mars?²

¹Have you ever thought "Why can't we live on Mars"? The answer seems to be "it's possible". Many scientists consider Mars and Earth twins because of the similarities between the planets. But they are not entirely alike.

² Adapted from <https://www.engineeringforkids.com/about/news/2024/april/can-humans-live-on-mars-what-would-it-look-like-efk/>. The illustrations are sourced from the same publication.

²Also, you may think of “What challenges might humans face to live on Mars?” Some challenges would need to be overcome before humans could start calling Mars home.

³There are four primary necessities for human survival. These are water, shelter, food, and oxygen. And these are what we must address as we ponder – can people live on Mars?

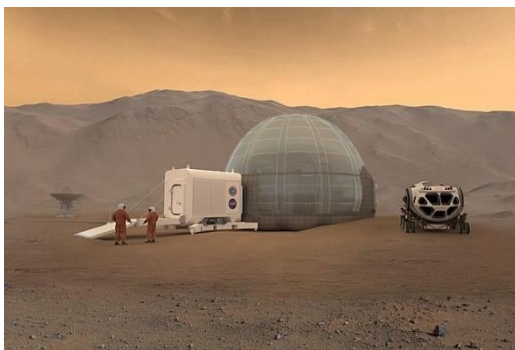


Water on Mars

⁴First, water is important for the human body and is needed on Mars. Scientists have found water on Mars, but not in the same form it is found on Earth. There is some water on the surface and below, but because of the extreme cold on Mars, it is all ice. And not the ice as we experience on Earth. On Earth, ice is just water, but on Mars, with high levels of CO₂, ice contains water ice mixed with CO₂ ice.

⁵There is water on Mars, but it is found within rocks and there is a lack of surface water. This would be a challenge for humans wanting to settle on Mars. Scientists continue to learn more about Mars, which will help them find out where we can obtain water from.

Shelter on Mars

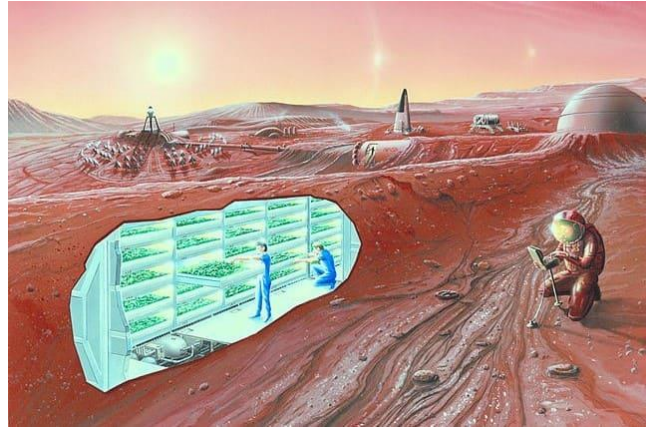


⁶Second, humans need shelter to survive, but building places to live on Mars poses a challenge. Transporting construction materials to Mars could end up being way too expensive. So, scientists propose the possibility of using materials from Mars to construct homes.

⁷Homes on Mars would need to withstand radiation levels, temperature fluctuations, lack of oxygen, and other conditions on Mars. And new environments call for alternative structures. A few possibilities are that humans could live in ice igloos or below the ground surface. Also, many designers have created above-the-surface habitats that fit the necessary specifications.

Food on Mars

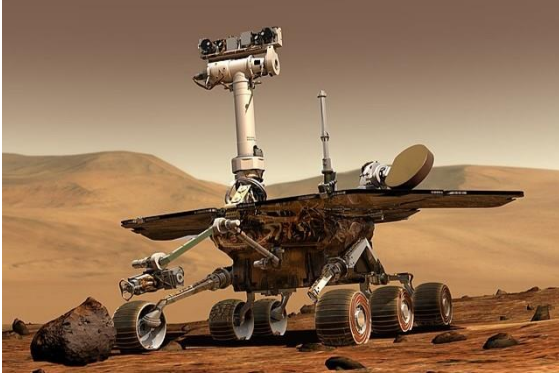
⁸Third, food is essential for humans. However, growing food on Mars will not look like the farms that we have on Earth. Instead, crops would need to be grown without soil, such as tank farming or aquaculture. This is where the food would be planted in nutrient-rich water and fed with artificial lights.



⁹Some scientists have discussed creating a more suitable atmosphere for growing food on Mars. That would involve adding some greenhouse gases into the Martian atmosphere to make it thicker. However, due to the enormity of that project, it is more realistic to think that humans living on Mars would rely on aquaculture.

Air on Mars

¹⁰Finally, Humans need oxygen to survive. And the Earth provides plenty in our atmosphere. So, one of the biggest challenges of putting people on the planet is the shortage of oxygen. The air on Mars is thinner than that on Earth.



¹¹On Earth, 21 percent of the air is oxygen, which is what makes it the ideal place for human life. But on Mars, oxygen makes up 0.13 percent of the air. The majority is carbon dioxide, which is harmful to humans. NASA has been experimenting with MOXIE, an instrument that would convert CO₂ to oxygen on

Mars. So far, this instrument on the Mars Perseverance rover has managed to successfully create oxygen from CO₂. This leads the way for bigger experiments and possibilities for air on Mars.

Exercise 7

Instructions: Find transitions in the text “*Can Humans Live on Mars?*” (pages 161-164) and make the connections in the table provided.

Category	Relationship Type	Details/Examples
Cause and Effect	Cause and effect of water on Mars	Cause: Mars has water as ice, not in usable form. Effect: 1) _____ _____
2) _____ _____	Mars vs. Earth (Water)	Mars: Water is ice mixed with CO ₂ Earth: 3) _____ _____
	Mars vs. Earth (Shelter)	Mars: 4) _____ _____ Earth: Shelters are built with available materials.
3) _____ _____	Water, Shelter, Food, Oxygen	Water: Water exists as ice mixed with CO ₂ . Shelter: Building shelters is difficult.

Category	Relationship Type	Details/Examples
		Food: Growing food requires aquaculture or tank farming. Air: Mars has little oxygen, but MOXIE can convert CO ₂ into oxygen.

6.9 Writing

In this section, you will learn how to make your writing coherent and achieve unity through the use of transitions. This will help you connect your ideas more effectively, guiding your reader through your argument or narrative smoothly and logically. By mastering coherence, you can ensure that your writing is not only clear but also impactful, with each part supporting the whole.

Coherence in Writing

Coherence in writing is important because it helps your ideas connect clearly and logically. This makes it easier for readers to understand your message and follow along. When your writing flows smoothly, it feels unified and easy to read.

Now, go back to Section 6.7 (pages 155-159) and proceed with the exercise that follows.

Unit Summary

This unit delves into the theme of the extraterrestrial world, focusing on space travel and life on Mars. As you progressed through the material, you broadened your vocabulary, improved your grammar, and refined your reading and writing skills. In the first reading, you began by matching words with their definitions, then concentrated on grammar, particularly cohesion, which involves reference substitution, ellipsis, conjunctions, and lexical cohesion. You also practiced identifying references in texts. In writing, you applied these grammar concepts by linking sentences with cohesive devices.

The second reading included tasks that involved using a dictionary to determine the parts of speech and definitions of the given words. The grammar section introduced coherence, specifically focusing on different types of transitions. In the reading comprehension portion, you practiced making connections—such as cause-effect, compare-contrast, and sequence of events—by analyzing transitions. The unit concluded with an exercise in writing a paragraph using transitions to create coherent writing.

Questions ★

1. What is cohesion in writing, and can you give some examples?
2. How many types of substitution are there, and what are they?
3. In what cases can we use ellipsis?
4. What are the benefits of cohesion and coherence in writing?
5. What is coherence in writing?

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Unit 7

World-Changing Technology

1. Topics

1.1 Reading 1

- 1.1.1 Vocabulary review
- 1.1.2 Grammar: Modals
- 1.1.3 Reading: Reading for summarizing
- 1.1.4 Writing: Discourse markers: sounding less direct

1.2 Reading 2

- 1.2.1 Vocabulary review
- 1.2.2 Grammar: Conditional sentences
- 1.2.3 Reading: Making inferences through reading
- 1.2.4 Writing: Paraphrasing

2. Learning outcomes

At the end of this unit, you should:

- 2.1 Be able to summarize key points in reading texts effectively.
- 2.2 Be able to make inferences from texts accurately.
- 2.3 Be able to write effective thesis statements.
- 2.4 Be able to paraphrase texts correctly and effectively.

7.1 Discussion



Instructions: Discuss the following questions.

1. Do you believe technology can truly change our world? Please provide your reasons.

2. In your opinion, what is the most recent technology that has the potential to change the world?
Please provide your reasons.

3. Are you afraid of technology? Please share your reasons(s).

Reading 1

7.2 Vocabulary



Before you begin reading, you will be introduced to 10 vocabulary words connected to groundbreaking future technologies. This introduction will offer important background information to help you understand the context and make it easier to comprehend the text.

Exercise 1

Instructions: These are the words from the text “*Future Technology: 3 Amazing Ideas That Could Change Our World*” (pages 180-182). First, you will review these words in context, and then match them with their correct definitions.

1. Many new technologies that could change the world seem **complicated**, but they often have simple ideas behind them.
2. Some horror films can feel **creepy**, but they also make us think about our fears and what scares us.
3. The latest **gadget** can help you organize your tasks and save time.
4. The robot has a special **gripper** that can pick up and hold things well.
5. The machine uses **hydraulics** to easily lift heavy things.
6. The chef decided to **infuse** the oil with herbs to add more flavor to the dish.
7. They will **pile** the boxes together in the corner of the room.
8. This new technology could **revolutionize** how we use energy.
9. Many **surgeries** help people feel better and improve their health.
10. Doctors often **transplant** organs to help patients recover and improve their health.

- a) _____ (n.) a part that holds or grabs onto something
- b) _____ (v.) to stack or put things on top of each other
- c) _____ (n.) a small, useful device or tool
- d) _____ (v.) to move organs or tissues from one body to another
- e) _____ (adj.) hard to understand or difficult to do

- f) _____ (n.) a system that uses liquid pressure to move things.
- g) _____ (n.) medical operations to fix or treat health issues
- h) _____ (v.) to mix something into another substance to add flavor or quality
- i) _____ (adj.) scary or unsettling; makes you feel uneasy
- j) _____ (v.) to completely change something in a big way

7.3 Grammar



In this section, you will learn about modals, which are important verbs in English. Mastering modals can help you express ability, possibility, necessity, and permission more clearly.

Modals

Modal verbs express ideas like necessity and possibility. We use them to give permission, tell people what to do, or indicate how certain or uncertain we are about something (Eastwood, 2002: 113).

The structure for using modals in a sentence is simple. You start with the subject, followed by the modal, and then the base verb (the main action without any endings). Here are three ways to use modals: in affirmative, negative, and interrogative sentences.

- Affirmative: Subject + modal + base verb (V1)

Technology can change the world.

- Negative: Subject + modal + not + base verb

Technology cannot change the world.

- Interrogative: Modal + Subject + base verb?

Can technology change the world?

Cambridge (2025) categorizes modals into three groups below:

- Core modal verbs: *can, could, may, might, will, shall, would, should, must*
- Semi-modals: *dare, need, ought to, used to*
- Other verbs with modal meanings: *have (got) to, be going to and be able to*

Note, however, that this section will focus only on core modal verbs.

1. *Can* is used in various ways: to ask for or give permission, to express ability in the present or future, to state general truths, and to indicate possibility or question possibilities. It is also used to make requests and in reproaches, where it expresses disapproval or frustration about someone's actions (Cambridge, 2025). The example below shows how *can* is used to express possibility.

*Sometimes new future technologies **can** offer amazing development.*

2. *Could* is used to express possibility, make suggestions, and ask for permission. It suggests uncertainty about something happening, offers alternatives, and is more polite than *can* when requesting permission (Cambridge, 2025). The example below shows how *could* is used to express possibility.

*In the near future, we **could** see xenotransplants happening on a regular basis.*

3. *May* is used to ask for, give, or refuse permission in a formal way. It also expresses weak possibility and is used in formal writing to talk about general truths. Additionally, *may* can acknowledge a different opinion politely (Cambridge, 2025). The example below shows how *may* is used to express possibility.

*Technology **may** have a big impact on our lives.*

4. *Might* is used to show weak possibility, ask for formal permission, make polite suggestions, and express criticism. It also acts as the past form of *may* in reported speech and is not used to express ability (Cambridge, 2025). The example below shows how *might* is used to express possibility.

*Xenotransplantation **might** help solve the problem of organ shortages in the future.*

5. *Must* is used to express strong deductions or conclusions based on facts, as well as obligation and necessity. It indicates what is required or expected in a given situation. When referring to past obligations, *must* is replaced by *had to*, and for future obligations, *will have to* is more common. *Must not* is used to indicate prohibitions or rules. Additionally, *must* can be negated with *can't* or *cannot* to deny something or make negative deductions (Cambridge, 2025). The example below shows how *must* is used to express necessity or obligation.

*The heart **must** undergo some gene-editing first.*

6. *Should* is used to give advice, express what is ideal or expected, and talk about likely outcomes. It can also show regret for past actions with "*should have*." In formal conditional sentences, it expresses possibility. Additionally, *should* can indicate surprise or regret in certain situations (Cambridge, 2025). The example below shows how *should* is used to express advice or recommendation.

*Here are some of the most exciting future technologies that you **should not** miss.*

7. *Will* is used to express certainty about the future, make predictions, show immediate intentions or decisions, offer help, make promises, issue requests or commands, describe habitual actions, and indicate willingness. It is often used in conditional sentences, and can also convey disapproval or general truths. In negative form, "*won't*" can describe what inanimate objects or people are unwilling to do (Cambridge, 2025). The example below shows how *will* is used to express a prediction or certainty.

*New innovations **will** continue to appear almost daily.*

8. *Would* is used for various purposes in English, such as making polite requests, expressing hypothetical situations, discussing habitual actions in the past, and talking about future events from a past perspective. It also serves to make statements less direct or more polite, as in requests or suggestions, and is the past form of "will" in reported speech. Additionally, "would" can indicate willingness in the past or be used in conditional sentences to discuss imagined scenarios (Cambridge, 2025). The example below shows how *would* is used to express a hypothetical result or possibility.

*The process of injecting air into the spider **would** allow it to perform simple tasks despite being lifeless.*

Exercise 2

Instructions: Choose the best answer.

- In order to protect user data, companies _____ implement strong cybersecurity measures.
a) can b) could c) must d) will
- In the future, we _____ see self-driving cars on the roads, as many companies are already testing this technology.
a) could b) may c) must d) should
- With the new technology, people _____ communicate with others across the globe instantly through video calls and messages.
a) can b) may c) would d) should
- Scientists are not sure that the new technology _____ undoubtedly revolutionize the way we interact with machines in the future.
a) can b) must c) will d) would

5. In the future, robots _____ definitely perform many tasks that humans do today.

a) can

b) might

c) should

d) will

7.4 Reading

In this section, you will explore the concept of reading for summarizing. Summarizing involves identifying the key points or ideas of a text and understanding how they are connected. This skill will help you improve your ability to understand and retain information, as well as express the essential aspects of a text in a concise and clear manner.

Reading for Summarizing

Summarizing involves identifying the main ideas of a text and understanding how they are connected. To summarize, readers need to arrange the information in sequence, retell it using the same vocabulary, rephrase it in their own words, and highlight the most crucial points to capture the author's message. This helps them grasp the text more concisely (R.I.C. Publications, 2020).

Summarizing also includes picking out key words, finding the topic sentence (usually at the start or end of a paragraph), restating the main idea of the sentence, and repeating this process until the entire text is covered. As readers become more skilled, they also learn to filter out unnecessary details (ibid.).

Tips for summarizing¹

- Read multiple times: Read the text thoroughly to understand the author's message.
- Take notes: Identify the main idea and arguments.

¹Adapted from R.I.C. Publications, 2020

- Use the 5 W's: Ask yourself who, what, when, where, and why to identify the main character, important details, and main idea.
- Paraphrase: Capture the idea of the text without using the same words.
- Omit unnecessary information: Remove words or passages that repeat information or are not important to your understanding.
- Combine ideas: Combine ideas or events that are related.
- Check your summary: Compare your summary to the original text.

Example

Technology has greatly changed human life, making tasks faster and more efficient. Communication is easier through smartphones and computers, while advancements in medicine have improved treatments and extended lifespans. Robots and automation are transforming industries, and online learning is expanding educational access. However, challenges such as privacy concerns and job impacts remain. As technology evolves, it will continue to shape the future, offering both opportunities and challenges.

Step-by-Step Summary Process

1. **Read multiple times: Read the text thoroughly to understand the message.**

Technology has had a huge impact on human life in many positive and negative ways.

2. **Take notes**

- Positive impacts: improved communication, travel, and medicine.
- Negative impacts: job replacement, privacy concerns.
- Ongoing evolution of technology with both risks and opportunities.

3. **Use the 5 W's**

- Who: Humans, society

- What: Technology and its impact on life
- When: Ongoing
- Where: Global
- Why: Technology shapes our lives and provides solutions, but also creates problems like job loss and privacy issues.

4. Paraphrase

Technology has brought significant improvements in many areas of life, like communication, healthcare, and education, but also has led to job losses and increased concerns over privacy.

5. Omit unnecessary information

Remove excessive details about specific examples (e.g., distance learning, new treatments) that don't alter the main message.

6. Combine ideas

Combine positive and negative impacts to highlight the balance of technology's effects on society.

7. Check your summary

Compare the summary to the original text to ensure it captures the essence without losing key points.

Final Summary

Technology has greatly improved communication, healthcare, and education but also brought challenges such as job losses and privacy concerns. It continues to shape the future, offering both benefits and risks.

Now, read the text " *Future Technology: 3 Amazing Ideas That Could Change Our World* " (pages 180-182) and complete the exercise that follows.

Future Technology: 3 Amazing Ideas That Could Change Our World²

¹Technology is advancing quickly these days, and new innovations will continue to appear almost daily. While it can be challenging to keep up with all the announcements about futuristic upgrades and **gadgets**, it is important to remember the incredible progress we are making. Here are some of the most exciting future technologies that you should not miss.

Necrobotics



²Sometimes new future technologies can offer amazing development, with the possibility of changing the future, while also being incredibly **creepy**.

³This is one way to describe the idea of necrobotics which, as the name suggests, involves turning dead things into robots. While this sounds like a plot to a **creepy** horror film, this is a technology being explored at Rice University. A team of researchers turned a dead spider into a robot-like **gripper**, given the ability to pick up other objects. To achieve this, they take a spider and inject it with air. This works because spiders use **hydraulics** to force their version of blood (haemolymph) into their limbs, making them extend. This would allow the spider to perform simple tasks despite being lifeless.

² Adapted from <https://www.sciencefocus.com/future-technology/future-technology-22-ideas-about-to-change-our-world>. The illustrations are sourced from the same publication.

Sand Batteries

⁴Not every technology bettering our future has to be **complicated**. Some are simple, yet extremely effective, but they may have a big impact on our lives. One of these kinds of technologies has come from some Finnish engineers who have found a way to turn sand into a giant battery.



⁵These engineers **piled** 100 tons of sand into a 4 x 7 metre steel container. All of this sand was then heated up using wind and solar energy. This heat can then be distributed by a local energy company to provide warmth to buildings in nearby areas. Energy can be stored this way for long periods of time. This must be a simple and effective way to store energy!

Xenotransplantation

⁶Inserting the heart of a pig into a human feels like a bad idea, and yet, this is one of the latest medical procedures that is seeing rapid progress. This might help solve the problem of organ shortages in the future.



⁷Xenotransplantation - the procedure of **transplanting**, implementing or **infusing** a human with cells, tissues or organs from an animal source - has the potential to **revolutionise** surgery. One of the most common procedures performed so far is the insertion of a pig's heart into a human. This has now successfully happened twice. However, one of the patients was only alive for a few months, and the second is still being observed.

⁸In these **surgeries**, the heart cannot be placed in a human right away; it must undergo some gene-editing first. This involves removing certain genes from the heart and adding human genes. The goal is to help the body accept the heart and prevent it from growing too much. Right now, these surgeries are risky and there is no certainty around success. However, in the near future, we could see xenotransplants happening on a regular basis, providing hearts or tissues from animals to humans in need of it.

Exercise 3

Instructions: Choose the correct answer.

1. Which of the following best summarizes paragraph 1?
 - a) Technology is advancing rapidly, and it's important to recognize progress.
 - b) Keeping up with technology is no longer necessary.
 - c) Technological advancements have stopped.
 - d) New technologies are unimportant.

2. Which of the following best summarizes paragraph 3?
 - a) Necrobotics uses hydraulic systems to reanimate dead creatures for robot-like functions.
 - b) Necrobotics turns lifeless animals into robots capable of performing physical tasks.
 - c) Necrobotics is a process where dead spiders are transformed into robotic grippers using air injection.
 - d) Necrobotics is a technology that involves turning dead creatures into functional robots for simple tasks.

3. Which of the following best summarizes paragraph 4?
 - a) Engineers use sand to make batteries.
 - b) Engineers turn sand into energy storage.

- c) Finnish engineers developed a sand battery.
- d) Sand batteries are created by Finnish engineers.
4. Which of the following best summarizes paragraph 7?
- a) Xenotransplantation involves animal organs in humans.
- b) Pig hearts are used in xenotransplantation with some success.
- c) Xenotransplantation has revolutionized surgery with pig hearts.
- d) Only two patients have undergone xenotransplantation.
5. Which of the following best summarizes paragraph 8?
- a) Xenotransplants require gene editing for success.
- b) Gene editing is done to help hearts grow in humans.
- c) Xenotransplants are not risky and are highly successful.
- d) Xenotransplants might become common with successful gene editing.

7.5 Writing

In academic writing, a claim is a statement that presents an argument or position on an issue. It is a key part of your thesis statement, asserting a viewpoint that can be supported with evidence. A strong claim should be clear, specific, and debatable, inviting further discussion. However, it should not be too strong or definitive. In this section, we will explore discourse markers that help soften statements, making them less direct. This technique allows you to present ideas more cautiously, express uncertainty, and encourage open discussion, making your writing more nuanced and persuasive.

Discourse Markers: Sounding Less Direct

The two main types of claims in writing are thesis statements and topic sentences. A thesis statement presents the central argument, while topic sentences introduce the main idea of each paragraph, supporting the thesis. For example, 'Technology will significantly impact various industries' is a thesis

statement (Peterson, 2021). However, it is important to note that a thesis statement should not be an overly strong claim. To sound less direct, you can use either modals or discourse markers.

Discourse markers are terms or expressions such as "anyway," "right," "okay," and "to begin with." They help to link, structure, and manage our speech or writing, while also conveying our attitudes (Cambridge, 2025). Here are some discourse markers that can help you sound less direct.

<i>apparently</i>	<i>kind of</i>	<i>perhaps</i>	<i>roughly</i>	
<i>arguably</i>	<i>like</i>	<i>presumably</i>	<i>sort of/ kind of</i>	
<i>I think</i>	<i>maybe</i>	<i>probably</i>	<i>surely</i>	<i>just</i>

Examples

- Technology will probably revolutionize the way we work.
- Arguably, artificial intelligence will play a central role in reshaping industries and driving economic growth.
- Maybe the rapid advancement of technology will lead to new ethical dilemmas that society will need to address.

Exercise 4

Instructions: Read the paragraph below. Then, rewrite the numbered sentences by making the claims less direct, using modals or discourse markers in the space provided.

(1) AI will revolutionize every aspect of human life. (2) It will replace human workers in almost every industry and make people redundant. (3) In the next few years, AI will completely take over decision-making processes, resulting in the elimination of the need for human involvement. (4) There is no doubt that AI will become smarter than humans and surpass our capabilities in every area. (5)

Furthermore, AI will solve all the major problems facing humanity, such as disease, poverty, and climate change.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

Reading 2

7.6 Vocabulary

In this section, you will go over 10 important vocabulary terms related to technophobia. Familiarizing yourself with these terms will help you gain a deeper understanding of the condition.

Exercise 5

Instructions: Complete the passage below by filling in the blanks with the words/phrases in bold from the text '*There's More to Technophobia Than the Fear of Technology*' (pages 189-191).

Today, many express fears about 1) _____ and the rise of 2) _____ practices in the digital world. Throughout history, people have always been 3) _____ of changes in their surroundings, according to a 4) _____. This natural caution often works 5) _____ with a need to feel 6) _____ to what they know. Also, fears of 7) _____ events are increasing, and, 8) _____, the technology we use to connect can sometimes make us more anxious, as we receive 9) _____ information. These worries have gained 10) _____ in discussions about technology's impact.

7.7 Grammar

In this section, you will learn about conditional sentences (if clauses), which express possible situations and outcomes. Understanding them will improve your ability to communicate hypothetical scenarios and cause-and-effect relationships.

Conditional Sentences

Conditional sentences are used to express possible situations and their results. They consist of two parts: the "if" clause (which presents the condition) and the main clause (which shows the result), for example:

[if clause: condition] If you fear technology, [main clause: result] you will find it hard to use new tools.

While many textbooks categorize them in different ways, the most common classification includes four types: zero, first, second, and third. In this section, we will focus on the first and second types.

First conditional

The first conditional is used to talk about real and possible situations in the present or future. It is used when there is a real possibility that something will happen, or could happen, if a certain condition is met. Here is the structure of the first conditional.

If clause	Main clause	Examples
Affirmative/Negative		
If + S + V1 (Present simple)	S + will/modal + (not) + V1	<ul style="list-style-type: none"> - If you learn how to use technology, you will be able to improve your skills. - If he updates his software, it may work faster. - If you use AI tools, you will not have to spend hours on research.
Interrogative		
If + S + V1 (Present simple)	(Wh-word) + will/modal + S + V1?	<ul style="list-style-type: none"> - If you use social media, what will you share with your followers? - If you use a smartphone, will you stay connected with friends?

Second conditional

The second conditional is used to talk about hypothetical or unlikely situations in the present or future.

Here is the structure of the second conditional.

If clause	Main clause	Examples
Affirmative/Negative		
If + S + V2 (Past simple)	S + would/modal + (not) + V1	<ul style="list-style-type: none"> - If you feared technology, you would learn to overcome it. - If people were scared of technology, they would not try it.
Interrogative		
If + S + V2 (Past simple)	(Wh-word) + would/modal + S + V1?	<ul style="list-style-type: none"> - If you understood AI better, how would it improve your daily life? - If everyone used AI, would it change the way we work?

Exercise 6

Instructions: Match the if clauses with the correct results.

- | | |
|--|--|
| 1. _____ If you were less afraid of AI, | a. you might miss out on important opportunities. |
| 2. _____ If you don't learn how to use new tech, | b. you would avoid many negative consequences |
| 3. _____ If you used social media responsibly, | c. they will improve their quality of life. |
| 4. _____ If technology were more accessible to everyone, | d. you would understand how it can help in your job. |
| 5. _____ If people use technology wisely, | e. would it help reduce inequality in society? |

7.8 Reading

In this section, you will focus on making inferences while reading. Developing this skill will help you better understand implied meanings, draw conclusions from the text, and enhance your overall comprehension.

Making Inferences through Reading

Making inferences means figuring out the meanings and main ideas that are not directly stated in a text. Readers need to look for clues in the writing to understand what the author really wants to say. This involves piecing together information and thinking about different reasons to draw conclusions about the text (Rangsiyakul, 2017: 166).

The questions that require making inferences are often (Pukcharoen, 2014: 46):

- The author implies/suggests that _____.
- It is implied/suggested that _____.
- It can be inferred/concluded from the passage that _____.
- Which of the following can be concluded from the passage?

Example

Technophobia is the fear or anxiety people feel when faced with new or unfamiliar technology. This fear can range from reluctance to adopt new gadgets to a deeper, more pervasive fear of being controlled by machines. As technology continues to evolve at a rapid pace, individuals with technophobia may struggle to keep up, often feeling overwhelmed or left behind.

Based on the paragraph, we can infer that technophobia might be more common among older generations who may not be as familiar with rapidly changing technologies.

Now, read the text “*There’s More to Technophobia Than the Fear of Technology*” (pages 189-191) and proceed with the exercise that follows.

There’s More to Technophobia Than the Fear of Technology³



¹Throughout the ages, people have feared everything from forks to the printing press. “We’re hardwired to fear the unusual rather than the normal,” says Ed Day, a **sociologist** at Chapman University in Orange, California. “That’s kind of an evolutionary thing.” In other words, it’s generally normal to be **wary** of things we aren’t familiar with.

And Day says that the fear of change tends to work **in tandem with** another underlying cause — the desire to be in control of whatever situation we’re in. If we were more comfortable with uncertainty, we would likely feel less anxious about changes and new technologies.

²So, if a new technology comes in and threatens to challenge the norms you’re **accustomed** to, it might trigger a fear that you’ll no longer be in control of your situation.

³ Adapted from <https://www.discovermagazine.com/technology/theres-more-to-technophobia-than-the-fear-of-technology>. The illustrations are sourced from <https://www.istockphoto.com/>

³For the past six years, Day has helped conduct the Chapman University Survey on American Fears, which collects data on what people across the U.S. are most afraid of — from clowns to climate change. In 2015, three of the top five fears reported by participants were cyber **terrorism**, government data-tracking and **corporate** data-tracking. Overall, the survey found that technology-related fears were the second most prominent category in a random sample of 1,541 adults.

⁴What people are scared of today, Day says, isn't often new gadgets or devices. "Technology itself isn't what people fear — and maybe we shouldn't be thinking of that as much as a fear, [but rather] what its effects are," Day says. The perceived negative effects that technology will have on society is more what keeps us up at night.

⁵Of course, the types of fears people have do vary based on factors such as age. The 2019 Chapman survey showed that as people got older, they were generally more likely to state that they were afraid or very afraid of technology they didn't understand. Separate studies have also reported on the **prominence** of technophobia in elderly adults, highlighting a problem that impacts older generations rather than younger ones.



⁶Younger people, Day says, have been shown to be more afraid of specific events, such as robots replacing them in the workplace. And fear of large-scale, **catastrophic** events has been rising in prominence over the years.

⁷"It's not that people are less afraid of technology, it's that they got more afraid of everything else," Day says.

⁸**Ironically**, technology itself may be contributing to a rise in fear as well, Day says. Cell phones and computers allow us constant access to an increasingly digital world, and **seemingly** infinite amounts of information right at our fingertips. The threats we sense from the information we take in — whether real or perceived — can have an effect on our mental health.

⁹“If we focus on things that we're afraid of, even if they're very unlikely, it will affect our lives more than the things that we actually have to deal with today,” Day says.

Exercise 7

Instructions: Choose the correct answer.

1. What can be inferred from the statement “Throughout the ages, people have feared everything from forks to the printing press”?
 - a) People have never feared new inventions in history.
 - b) Fear is often directed towards new and unfamiliar things.
 - c) Forks and printing presses are still feared by people today.
 - d) People have always feared the same things throughout history.
2. What can be inferred from the statement “For the past six years, Day has helped conduct the Chapman University Survey on American Fears, which collects data on what people across the U.S. are most afraid of — from clowns to climate change”?
 - a) The survey covers a wide range of fears.
 - b) The survey only addresses fears related to clowns.
 - c) The survey focuses only on people’s fears related to climate change.
 - d) The survey is conducted by people from various countries, not just the U.S.
3. What can be inferred from paragraph 4?
 - a) People are afraid of the newest tech gadgets and devices.
 - b) Technology causes anxiety because of its physical presence.

- c) Technology's impact on society is largely positive, according to Day.
 - d) People fear the outcomes of technology more than the technology itself.
4. What can be inferred from paragraphs 5 and 6?
- a) Older generations are less open to new technologies.
 - b) Fear of technology is equally prominent among all age groups.
 - c) Younger people fear more immediate consequences, compared to older people.
 - d) Younger people are less likely to fear technological advancements compared to older adults.
5. What can be inferred from paragraph 8?
- a) People's mental health is affected by the digital information they receive from technology.
 - b) The more technology connects us, the more it may cause us to feel anxious or fearful.
 - c) People are becoming more physically active because of technology.
 - d) People feel less fear when they use technology for accessing information.

7.9 Writing



In this section, you will explore paraphrasing, a valuable skill for rewording information while retaining its original meaning. Mastering this technique will help you express ideas clearly and avoid plagiarism by presenting information in your own words.

Paraphrasing

Paraphrase is a sentence or longer piece of text that expresses the same meaning as another sentence or piece of text using a different wording (Aarts et al, 2014: 287-288).

Paraphrasing offers several benefits, including making complex ideas easier to understand by simplifying language and highlighting key points. It helps us summarize important information, reinforcing comprehension and retention. Additionally, paraphrasing encourages original thinking, as

it requires deeper engagement with the material. It also plays a crucial role in avoiding plagiarism, allowing people to use others' ideas ethically by expressing them in their own words. Overall, paraphrasing is a valuable skill that enhances communication and learning.

It should be noted that paraphrasing is not just about replacing some words with synonyms while keeping the original structure and meaning of the text (Gahan and Caulfield, 2023), for example:

Source Text

Separate studies have also reported on the prominence of technophobia in elderly adults, highlighting a problem that impacts older generations rather than younger ones.

Incorrect Paraphrasing

Different studies have also shown the importance of technophobia in older adults, emphasizing an issue that affects older generations instead of younger ones.

This paraphrasing is incorrect because it keeps the same sentence structure and meaning as the original. While some words have been changed—like "different" for "separate" and "importance" for "prominence"—the overall flow and ideas remain very similar. Effective paraphrasing should involve more significant changes to both wording and structure, which would create a distinctly new version of the original text. This approach shows that the writer has understood the material and can express it in their own way, rather than just swapping out a few terms, resulting in a shorter and clearer version of the original text.

Look at one more example below.

Source Text

Throughout the ages, people have feared everything from forks to the printing press. “We're hardwired to fear the unusual rather than the normal,” says Ed Day, a sociologist at Chapman University in Orange, California.

Incorrect Paraphrasing

Over time, individuals have been afraid of various things, from utensils to the printing machine. ‘We are naturally programmed to be scared of the strange instead of the usual,’ explains Ed Day, a social scientist at Chapman University in Orange, California.

This paraphrasing has four problems:

1. **Poor Synonym Choice:** Words like “utensils” and “printing machine” don't mean the same thing as “forks” and “printing press.” Using the wrong words can change the meaning.
2. **Less Academic Tone:** The phrase “social scientist” sounds less formal than “sociologist,” and using “scared” instead of “fear” makes it sound less serious.
3. **Needlessly Long-Winded:** Phrases like “over time” and “programmed to be scared of” make the sentence longer without making it clearer. It should be more straightforward.
4. **Inaccurate Meaning:** The word “strange” is not exactly the same as “unusual.” This changes the meaning slightly and may not convey the same idea.

Now, look at a more effective way of paraphrasing the same text.

Correct Paraphrasing

Over time, individuals have been afraid of various things, ranging from utensils like forks to inventions such as the printing press. According to Ed Day, a sociologist from Chapman University in Orange, California, “We are naturally inclined to be afraid of things that are different rather than what is typical.

This paraphrasing is effective because:

1. **Relevance:** It captures the main ideas while leaving out less important details, making the paraphrase more concise.
2. **Signal Phrase:** The phrase “According to Ed Day...” clearly attributes the information to the source, which helps in understanding context.
3. **Key Terms Retained:** Important phrases like “afraid of various things” and “printing press” are preserved to ensure the original meaning is maintained.
4. **Different Structure:** The sentence order and structure have been changed, presenting the information in a fresh way rather than just swapping words.

Exercise 8

Instructions: Paraphrase the following excerpts taken from the text “*There’s More to Technophobia Than the Fear of Technology*” (pages 189-191).

1. So, if a new technology comes in and threatens to challenge the norms you’re accustomed to, it might trigger a fear that you’ll no longer be in control of your situation.

2. Overall, the survey found that technology-related fears were the second most prominent category in a random sample of 1,541 adults.

3. The perceived negative effects that technology will have on society is more what keeps us up at night.

4. Ironically, technology itself may be contributing to a rise in fear as well, Day says.

5. "If we focus on things that we're afraid of, even if they're very unlikely, it will affect our lives more than the things that we actually have to deal with today," Day says.

Unit Summary

This unit focuses on the topic of technology, as well as the psychological condition known as technophobia. Throughout the course of this unit, you have expanded your vocabulary, enhanced your grammar skills, and honed your abilities in both reading and writing. In the first reading activity, you worked on associating words with their definitions within specific contexts. Then, you delved into grammar, with a particular emphasis on modals and their varied uses. Additionally, you practiced reading comprehension and summarization techniques to help you capture the main points of texts. In writing exercises, you applied your understanding of modals and discourse markers to craft thesis statements and claims, making them more nuanced and less direct. This process has allowed you to refine your overall writing approach.

The second reading focused on tasks such as cloze passages, where you filled in the blanks with appropriate words to complete the text. In the grammar section, you were introduced to conditional sentences, specifically the first and second types of if-clauses. In the reading comprehension segment, you practiced making inferences, helping you understand deeper meanings in texts. The unit concluded with an exercise on paraphrasing, where you refined your ability to express ideas in different words while maintaining the original meaning.

Questions

1. What is a modal verb?
2. What is a discourse marker?
3. How do the first and second conditional in structure and usage?
4. How do summarization and inference differ in reading comprehension?
5. Compare the source text and its paraphrase to identify the problems in the paraphrased text.

Source Text	Paraphrased Text
<p>Sometimes new future technologies can offer amazing development, with the possibility of changing the future, while also being incredibly creepy.</p>	<p>At times, new upcoming technologies can provide incredible advancements, with the potential to alter the future, while also being quite unsettling.</p>

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Unit 8

Plant World

1. Topics

1.1 Reading 1

- 1.1.1 Vocabulary review
- 1.1.2 Grammar: Latinate verbs
- 1.1.3 Reading: Understanding idiomatic expressions
- 1.1.4 Writing: Writing concisely


1.2 Reading 2

- 1.2.1 Vocabulary review
- 1.2.2 Grammar: Extreme adjectives
- 1.2.3 Reading: Understanding figurative language
- 1.2.4 Writing: Avoiding redundancy

2. Learning outcomes

At the end of this unit, you should:

- 2.1 Be able to understand idiomatic expressions beyond their literal meanings based on context.
- 2.2 Be able to understand figurative language beyond its literal meanings.
- 2.3 Be able to write concisely and pertinently.
- 2.4 Be able to write without redundancy.

8.1 Discussion 

Instructions: Discuss the following questions.

1. Do you think carnivorous plants could eat humans? Please share your reasons.

2. What do you think the world would look like without any trees? Please provide your reason(s).

3. What do you think are some consequences of a world without trees?

Reading 1

8.2 Vocabulary 

Before you start reading, you will be introduced to 10 vocabulary words and phrases related to carnivorous plants. This introduction will provide essential background information to help you grasp the context and better understand the text.

Exercise 1¹

Instructions: Match the words in the box from the text "*Could a Carnivorous Plant Ever Eat a Person?*" (pages 207-208) to the pictures below.

botanist	decay	digest	expenditure	feces
flytrap	nectar	nutrient	pitcher plant	pitfall



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

¹All the pictures are sourced from <https://www.istockphoto.com>.



10. _____

8.3 Grammar



In this section, you will learn about Latinate verbs, which are verbs derived from Latin. These verbs are commonly used in English and often have more formal or academic connotations. Mastering them will help you expand your vocabulary, improve your understanding of more complex texts, and communicate more precisely in both written and spoken English.

Latinate Verbs

In Unit 3, you learned about phrasal verbs. While phrasal verbs may sound natural and familiar to native English speakers, they are often avoided in business writing or formal correspondence. This is because they can appear too casual and tend to use more words than necessary, which can increase your word count without adding clarity (Grammar-Monster, n.d.).

In formal writing, particularly in business communication, it is often preferable to use Latinate verbs or single verbs rather than phrasal verbs. Phrasal verbs, which consist of a verb combined with one or more prepositions or adverbs, can sound informal and add unnecessary words to a sentence. Latinate verbs, which are derived from Latin, tend to be more precise, formal, and concise, making them better suited for professional contexts. By replacing phrasal verbs with their Latinate counterparts, writers can communicate more effectively, maintain a formal tone, and avoid awkward constructions, such as ending sentences with prepositions.

Now, study the table below, which highlights why phrasal verbs should be avoided in formal writing and provides suggested Latinate verb alternatives.

Reason	Phrasal Verb Example	Suggested Latinate Verb
1. Too informal	The plants must get together in the garden.	The plants must congregate in the garden.
	The gardening session is put off until next week.	The gardening session is postponed until next week.
	Can you sort out the plants?	Can you organize the plants?
2. Unnecessary prepositions	I cannot face up to the challenges in maintaining this plant.	I cannot face the challenges in maintaining this plant.
	Try this new plant out .	Try this new plant.
	The gardener will not stand for unhealthy plants.	The gardener will not tolerate unhealthy plants.
3. Ending a sentence with a preposition	It is a situation I will not put up with .	It is a situation I will not tolerate .
	We need to attempt to put the weeds out .	We need to attempt to eradicate the weeds.

Exercise 2

Instructions: Write possible Latinate verb(s) or single verbs to replace the following phrasal verbs in bold.

No.	Sentences with phrasal verbs	Latinate verbs/Single verbs
1	The Venus flytrap catches up with its prey by snapping shut when triggered.	
2	Many carnivorous plants take in nutrients from insects and small animals.	

No.	Sentences with phrasal verbs	Latinate verbs/Single verbs
3	The plant puts off digestion until after the prey has been captured.	
4	The idea of a giant flytrap picks up a lot of attention in popular media.	
5	Scientists figure out how carnivorous plants can survive without large energy reserves.	

8.4 Reading

In this section, you will learn about idioms, which are phrases with meanings different from the literal interpretation of the words. Recognizing these expressions helps you grasp the deeper meanings and nuances in a story or article. By understanding idioms, you can better appreciate the author's message and connect with the cultural context of the text. This skill enhances overall comprehension and makes reading more enjoyable and meaningful.

Understanding Idiomatic Expressions²

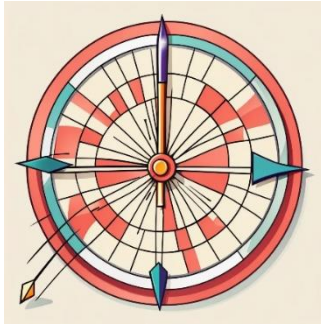
Idiom is a string of (more or less) fixed words having a meaning that is not deducible from the meanings of the individual words (Aarts et al, 2014: 204). Understanding idioms is important for reading and interpreting texts. Idioms are phrases that have a special meaning not clear from the individual words, which can make reading challenging for some people.

Since idioms cannot be understood by interpreting their words literally, it is important to focus on the context in which they are used. This means you should avoid attempting to translate the individual words directly. Instead, think about the overall situation or message the speaker or writer is trying to

² All the illustrations are AI-generated [<https://pixlr.com/image-generator>].

convey. By considering the surrounding circumstances and how the idiom is applied, you can better understand its intended message.

Example



Miss the mark

"Miss the mark" means to fail to achieve the intended goal or result. In the context of the text, it refers to how popular portrayals of man-eating plants, like in *Mario Brothers* and *Little Shop of Horrors*, often do not accurately represent the reality of how carnivorous plants actually

function. If we take this phrase literally, it might sound confusing because it suggests hitting a target, but in this case, it highlights how these fictional representations do not meet the true expectations of how these plants behave in nature.

Now, read the text "*Could a Carnivorous Plant Ever Eat a Person?*" (pages 207-208) and proceed with the exercise that follows.

Could a Carnivorous Plant Ever Eat a Person?³

Carnivorous plants, particularly **pitcher plants**, present a fascinating glimpse into the complexities of nature's adaptations. These unique plants attract insects—and occasionally small mammals—using sweet **nectar**. Once the prey gets too close, they slip on the slick inner walls of the pitcher and fall into a pool of digestive enzymes. These enzymes break down the prey's tissues, allowing the plant to absorb vital **nutrients**. Although some larger species can trap small mammals, most pitcher plants primarily feed on insects. Interestingly, the few species capable of capturing mammals tend to target their **feces** instead. By consuming the nutrient-rich waste left after a mammal drinks the plant's nectar,

³ Adapted from <https://www.snexplores.org/article/could-a-plant-ever-eat-a-person>

these plants can gain essential nutrients with significantly less energy **expenditure** than if they were to **digest** the animals themselves.

The idea of man-eating plants has long captivated popular culture, with images in media such as *Mario Brothers* and *Little Shop of Horrors*. However, these representations often miss the mark when it comes to realism. Kadeem Gilbert, a **botanist** at Michigan State University, argues that real carnivorous plants do not have the energy reserves to support rapid movement. For example, the Venus **flytrap** uses a jaw-like mechanism that snaps shut when triggered by sensitive hairs. This process generates electrical signals that consume energy, and the plant must also produce enzymes for digestion, which increases its energy demands. The notion of a giant flytrap that could capture a human is therefore highly implausible, given the enormous energy requirements involved.

Barry Rice, an expert in carnivorous plants at the University of California, Davis, adds another layer of complexity. He notes that the strong cell walls of all plants provide structural support but limit movement. Smaller carnivorous plants can function effectively within these limits, but a larger plant capable of catching humans would likely resemble a **pitfall** trap, similar to the Sarlacc from *Star Wars*. However, the challenges of digesting larger prey pose additional risks. If such a plant were to capture a human, the undigested matter could open a can of worms, promoting bacterial growth that could lead to **decay** and endanger the plant's health. In a nutshell, while the concept of man-eating plants is intriguing and raises eyebrows, the biological realities of plant life reveal that such scenarios don't hold water. Ultimately, these fanciful ideas illustrate how nature's true complexities often fly in the face of our wildest fantasies.

Exercise 3

Instructions: Choose the correct meaning of the idioms.

1. What does "open a can of worms" mean?
 - a) To cause unexpected problems or complications
 - b) To make a decision without thinking
 - c) To create a simple solution
 - d) To solve a difficult issue



2. What does "in a nutshell" mean?
 - a) To add extra details
 - b) To provide an in-depth explanation
 - c) To make something complicated
 - d) To summarize something briefly and clearly



3. What does "raise eyebrows" mean?
 - a) To make someone laugh
 - b) To ignore someone's reaction
 - c) To cause surprise or concern
 - d) To physically lift your eyebrows



4. What does "hold water" mean?
 - a) To be ignored
 - b) To be highly controversial
 - c) To be supported and valid
 - d) To be unrealistic or unbelievable



5. What does "fly in the face of" mean?

- a) To agree with
- b) To challenge or go against
- c) To explain carefully
- d) To support



8.5 Writing

In this section, you will learn how to write more concisely. This will help improve the clarity and effectiveness of your writing by eliminating unnecessary words and making your message more direct.

Writing Concisely

Writing concisely is an essential skill that improves the clarity and impact of your communication. Whether you are writing academic essays, business letters, or emails, eliminating wordiness can make your message more direct and engaging (The University of North Carolina at Chapel Hill, 2025). By focusing on the core of your ideas and avoiding unnecessary repetition or filler, you can convey information efficiently. While there may be times when repetition or redundancy serves a purpose, such as for emphasis or rhythm, it is important to make intentional choices about when and how to use these techniques (ibid.). Ultimately, concise writing helps you get to the point faster, making your work more accessible and effective for readers.

Here are strategies for writing concisely (ibid.).

1. Eliminate redundant pairs

Example: *For each and every insect that approaches the Venus flytrap, the plant snaps shut.*

Revision: *For every insect that approaches the Venus flytrap, the plant snaps shut.*

2. Delete unnecessary qualifiers

Example: *The Venus flytrap is actually a very fascinating plant.*

Revision: *The Venus flytrap is a fascinating plant.*

3. Identify and reduce prepositional phrases

Example: *The reason for the failure of the Venus flytrap in capturing prey in certain conditions is that, at that moment, the trap did not close properly.*

Revision: The Venus flytrap failed to capture prey because the trap did not close properly.

4. Locate and delete unnecessary modifiers

Example: *Do not try to anticipate in advance those events that will completely revolutionize our understanding of carnivorous plants.*

Revision: *Do not try to anticipate revolutionary events that will change our understanding of carnivorous plants.*

Note: In this example, “anticipate” already implies that something is in advance, and “revolutionize” already implies that something will be completely changed.

5. Replace a phrase with a word

Example: *In the event that the pitcher plant fails to catch its prey, it will still be able to gather nutrients.*

Revision: *If the pitcher plant fails to catch its prey, it will still gather nutrients.*

6. Identify negatives and change them to affirmatives

Example: *If you do not have a thorough understanding of carnivorous plants, do not attempt to study their digestion processes.*

Revision: *Only those with a thorough understanding of carnivorous plants should study their digestion processes.*

Exercise 4

Instructions: Rewrite the following sentences in a more concise manner.

1. The Venus flytrap is a very unique and interesting plant that has the ability to catch insects using its specialized trap.

Revision: _____

2. The pitcher plant is able to attract and trap prey with its sweet-smelling nectar that draws insects toward its digestive enzymes.

Revision: _____

3. Some species of carnivorous plants are actually able to digest small mammals, though most feed primarily on insects.

Revision: _____

4. When the Venus flytrap closes its trap, it snaps shut rapidly, which is triggered by small hairs inside the trap that detect movement.

Revision: _____

-
-
5. In many cases, carnivorous plants have developed specialized adaptations in order to survive in nutrient-poor environments where other plants would struggle to grow.

Revision: _____

Reading 2

8.6 Vocabulary



In this section, you will review 10 key vocabulary words related to a world without trees. Becoming familiar with these terms will enhance your understanding of the situation.

Exercise 5

Instructions: Take a look at the following **bolded** words from the text “*What Would a World Without Trees Look Like?*” (pages 219-220) below. Write down the part of speech for each word. Then, match the words (1-10) with their corresponding definitions (a-j).

Words	Parts of speech	Definitons
1. ____ anchor		a. no longer fresh; musty or lifeless
2. ____ crucial		b. a strong object that holds something in place
3. ____ deforestation		c. uncontrolled and spreading quickly
4. ____ devastating		d. in a way that is very noticeable or impressive
5. ____ dramatically		e. serious and bleak; without hope
6. ____ grim		f. in a sudden and intense manner.
7. ____ rampant		g. in a way that cannot be foreseen or anticipated

Words	Parts of speech	Definitons
8. ____ sharply		h. very important or necessary.
9. ____ stale		i. causing severe damage or destruction
10. ____ unpredictably		j. the cutting down of trees in a large area

8.7 Grammar



In this section, you will learn about extreme adjectives, which are words used to describe something in a very strong or intense way in English. Mastering these adjectives will help you express ideas more vividly and convey stronger emotions or emphasis in your writing and speaking.

Extreme Adjectives

Extreme adjectives are adjectives that cannot be modified by words like "quite" or "very" because they already express an extreme degree of the quality they describe (British Council, n.d.). For instance, the word "awful" in the context of a world without trees conveys a sense of something being intensely bad or devastating. You would not say "very awful" because "awful" already implies an extreme level of negativity. Instead, you could use adverbs like "completely," "totally," or "absolutely" to emphasize the severity of the situation. For example, you could say, "The world without trees would be absolutely awful," to intensify the impact.

Here is a list of some common extreme adjectives and some modifiers that we can use with them (ibid.).

Modifiers	<i>absolutely/really</i>
Extreme Adjectives	<i>amazing, ancient, awful, boiling, delicious, enormous, excellent, exhausted, fascinating, freezing, gorgeous, terrible, terrifying, tiny, etc.</i>

Exercise 6

Instructions: Choose the correct extreme adjectives to complete the following sentences.

1. A world without trees would have _____ consequences for the environment and all living things on Earth.
a. devastating b. lifeless c. stale d. peaceful
2. Trees are _____ to the balance of nature, and without them, we would face serious ecological problems.
a. dull b. crucial c. irreplaceable d. rampant
3. The loss of trees would create _____ challenges for biodiversity, leading to a sharp decline in the number of species.
a. manageable b. tiny c. unnecessary d. significant
4. Without trees, the absence of their calming presence would make the world feel _____, dull, and lifeless.
a. rampant b. tiny c. awful d. enormous
5. The absence of trees would result in an _____ loss of oxygen production, severely affecting air quality.
a. insignificant b. irreplaceable c. exhausted d. ancient

8.8 Reading

In this section, you will explore figurative language, which involves expressions that go beyond their literal meaning. Mastering this skill will help you better interpret texts, uncover deeper meanings, and enhance your overall reading comprehension.

Understanding Figurative Language

Figurative language refers to words and expressions that convey meanings beyond their literal interpretations. It includes various figures of speech, such as metaphors, similes, and hyperbole, which enhance writing by creating vivid imagery, evoking emotions, and providing deeper insights (Mezo, 1999: ii-iv).

The importance of figurative language in writing lies in its ability to engage readers, encouraging them to think critically about the text. By blending literal and figurative meanings, writers can convey complex ideas more effectively, making their work resonate on multiple levels. This added depth transforms ordinary writing into something more impactful, helping to convey themes and emotions in a way that straightforward language often cannot. Overall, figurative language enriches both the reading experience and the effectiveness of communication (ibid.).

There are seven common figures of speech, which can be classified into three groups as follows (ibid.: 1-2):

Figurative Comparison	Figurative Substitution	Figurative Exaggeration
<ul style="list-style-type: none"> ● simile ● metaphor ● personification 	<ul style="list-style-type: none"> ● metonymy ● synecdoche 	<ul style="list-style-type: none"> ● hyperbole ● litotes

Here are some examples of figurative language from the text.

1. Simile

A simile is a figure of speech that compares two different things using the words "*like*" or "*as*" (ibid.: 3), for example:

You never really know how much you need trees until they are gone, like realizing the value of a good friend only when they move away” compares the appreciation of trees to the realization of a friend's value after they are gone.

The statement above is a simile because it uses the word "like" to compare two different things; it compares trees to a friend.

2. Metaphor

A metaphor is a figure of speech that makes a comparison between two different things by stating that one thing is another (ibid.). Unlike a simile, which uses "*like*" or "*as*" to highlight similarities, a metaphor implies that the two things are the same, often to create a more vivid or powerful image in the reader's mind, for example:

Tree roots are nature's anchors.

The statement "Tree roots are nature's anchors" is a metaphor because it directly compares tree roots to anchors without using "*like*" or "*as*."

Note, however, that using certain words like "*as*" can still create a metaphor. This is because such phrases suggest a similar function without literally stating that one thing is the same as another. For example, in the phrase "Trees act as the planet's carbon sinks," the comparison emphasizes how trees absorb carbon dioxide from the atmosphere. While it uses "*as*," it does not mean that trees are actually carbon sinks; rather, it highlights their crucial role in helping to regulate carbon levels.

3. Personification

Personification is when we give human qualities or characteristics to something that is not human (ibid.), for example:

You never really know how much you need trees until they are gone.

This statement is an example of personification because it suggests that we have feelings about trees, as if they can be "missed" or "needed" like a person. It implies that we might not appreciate trees until they are not there anymore, which gives trees a human-like quality of being important to our lives.

4. Hyperbole

Hyperbole is a figure of speech that involves extreme exaggeration to emphasize a point or convey strong emotions (ibid.: 4), for example:

A world without trees would lead to serious problems for the environment and all living things on Earth.

The statement above is a hyperbole because it exaggerates the consequences of losing trees. While it is true that trees are very important for our planet, saying it would cause "serious problems" for "all living things" makes it sound like a complete disaster.

In conclusion, using figurative language like simile, metaphor, personification, and hyperbole can make writing more engaging and vivid. For example, a simile compares two things to create clear images in the reader's mind. Metaphors provide deeper meanings by equating one thing with another. Personification gives human qualities to non-human things, making descriptions more relatable. Hyperbole uses exaggeration for emphasis, capturing attention and evoking emotion. Overall, incorporating these elements enhances writing, making it more imaginative and impactful for readers.

Now, read the text "*What Would a World Without Trees Look Like?*" (pages 219-220) and proceed with the exercise that follows.

What Would a World Without Trees Look Like?⁴



You never really know how much you need trees until they are gone, like realizing the value of a truly irreplaceable friend only when they move away. This piece shows how **crucial** it is to connect with trees and protect our green spaces, especially as **deforestation** grows **rampant** around the world,

much like the crisis in the Amazon.

A world without trees would lead to serious problems for the environment and all living things on Earth.

Loss of Oxygen Production: Trees act like the lungs of our planet. Without them, the air would feel heavy and **stale** and thus impact the health of both humans and wildlife.

Increased Carbon Dioxide Levels: Trees function as nature's filters. If trees disappeared, carbon dioxide levels would rise **dramatically**, like a balloon ready to pop, contributing to global warming.

Loss of Biodiversity: Trees are homes to countless creatures. When trees are removed, biodiversity declines **sharply**.

Soil Erosion: Tree roots are nature's **anchors**. Without trees, the ground would wash away like sandcastles in the tide, increasing the risk of flooding.

Disruption of Water Cycles: Trees absorb and release water, much like sponges. Without trees, rainfall patterns would change **unpredictably**.

⁴ Adapted from <https://www.wordforest.org/2024/03/16/what-would-a-world-without-trees-look-like/>. The illustration is sourced from the same publication.

Loss of Medicinal Resources: Losing trees would close the door on a treasure chest of potential medicines. This would affect traditional healing practices.

Negative Impact on Climate: Trees act as the planet's carbon sinks. Without them, our ability to combat climate change would suffer.

Weather Pattern Disruption: Forests help shape local weather, and removing them would disrupt these patterns, like a symphony without its conductor.

Diminished Aesthetic Value: Without trees, we would lose calming green spaces, which leaves our surroundings awful, dull, and lifeless.

Economic Consequences: Many industries rely on trees as renewable resources. A loss of trees would create significant economic challenges that throw a wrench in the works for many communities that depend on forests for their livelihoods.

In summary, trees are essential for a balanced environment. A world without them would lead to **devastating** effects on ecosystems. It is a **grim** reality that we must work together to prevent.

Exercise 7

Instructions: Identify the type of figurative language used in the following statement.

No.	Sentence	Type of figurative language
1	Losing trees would close the door on a treasure chest of potential medicines.	
2	Trees act like the lungs of our planet.	
3	A world without trees would lead to devastating effects on ecosystems.	
4	Trees are homes to countless creatures.	

No.	Sentence	Type of figurative language
5	If trees disappeared, carbon dioxide levels would rise dramatically, like a balloon ready to pop, contributing to global warming.	

8.9 Writing

In this section, you will learn how to eliminate redundancy in your writing. This will help make your writing more concise, clear, and engaging, allowing you to communicate your ideas more effectively.

Avoiding Redundancy

Redundancy refers to the unnecessary repetition of a linguistic element, such as a word or structure, because it is already implied or predictable within the context (Aarts et al., 2014: 353). Pukcharoen (2011: 31) divides redundancy into two types, redundant pairs and redundant categories, as follows:

- **Redundant pairs:** past memories, various differences, each individual, basic fundamentals, true facts, important essentials, future plans, end result, final outcome, free gift, past history, unexpected surprise, sudden crisis, period of time, last and final, etc.
- **Redundant categories:** large in size, often times, of a bright color, heavy in weight, period in time, round in shape, at an early time, honest in character, of an uncertain condition, in a confused state, unusual in nature, extreme in degree, of a strange type, etc.

For example, instead of writing "The sudden and unexpected crisis of deforestation," you can simply say "The crisis of deforestation," since both "sudden" and "unexpected" imply urgency. By eliminating these redundancies, your writing will become clearer and more concise.

Exercise 8

Instructions: Rewrite the following sentences to avoid redundancy and make them more concise.

1. The past history of deforestation is a long and lengthy one, with various efforts to address it repeatedly failing.

Revision: _____

2. If trees were destroyed, there would be a sudden and unexpected rise in carbon dioxide levels, leading to a drastic and significant increase in global warming.

Revision: _____

3. The true facts about the destruction of forests and its effects on the environment are well-known and widely recognized, yet still largely ignored.

Revision: _____

4. The important and crucial role of trees in stabilizing soil is often overlooked, leading to significant and serious erosion.

Revision: _____

5. A world without trees would create a final and ultimate loss of biodiversity, with numerous species of plants and animals going extinct.

Revision: _____

Unit Summary

This unit explores the fascinating world of plants, with a particular focus on carnivorous plants and the potential impact of a world without trees. As you progressed through the unit, you have not only enriched your vocabulary but also strengthened your grammar skills and developed your reading and writing abilities.

In the first reading activity, you engaged with matching vocabulary words to their corresponding pictures. This was followed by a deeper dive into grammar, where you focused on Latinate verbs, which are frequently used in formal writing. You also practiced interpreting idiomatic expressions in reading, helping you understand their meanings beyond their literal interpretations. In the writing section, you learned techniques for writing more concisely, improving your ability to express ideas clearly and effectively.

The second reading activity allowed you to complete words with the correct parts of speech and definitions, further expanding your language knowledge. In the grammar section, you were introduced to extreme adjectives, which are essential for expressing strong emotions or characteristics. The reading comprehension exercises helped you develop a better understanding of figurative language, enabling you to uncover deeper meanings in texts. Finally, the unit concluded with an exercise on eliminating redundancy in writing, teaching you how to write more efficiently and avoid unnecessary repetition.

Questions

1. What is a Latinate verb, and how is it different from a phrasal verb?
2. What is an idiom, and how is it used in language?
3. What is an extreme adjective, and what types of words are typically used with it?
4. What is figurative language, and why is it important in understanding texts?
5. How do a simile and a metaphor differ in conveying meaning?

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