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**5500112**

**EXPERIENTIAL ENGLISH II**

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Supplementary Materials, 2023



**Chulalongkorn University Language Institute (CULI)**



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## **PART I: READING COMPREHENSION**

# UNIT 1

## Small Things Matter

### PRE-READING TASKS

#### A. The Ordination Hall

1. (Whole class) Look at the picture below. What do you know about an ordination hall? How would you explain it to a foreigner?



2. (Whole class) What do you know about a threshold (ธรณีประตู) of an ordination hall or a house? In Thai culture, what should we do when passing the threshold of a room?
3. (Pair work) Look at the picture above again and talk to your partner. What are some dos and don'ts when you are in an ordination hall?



B. Eating Cultures around the World (Pair work)



(Photo credits: [shorturl.at/rsHVW](https://shorturl.at/rsHVW))

1. Read the following statements about eating cultures around the world. Fill in the blanks using the given countries/regions.

*Italy Portugal China Hungary  
The Middle East Japan Peru*

- a. In \_\_\_\_\_, do not ask for salt and pepper at a restaurant.
  - b. If you eat in \_\_\_\_\_, never flip over a whole fish after you have eaten one side.
  - c. Slurping noodles and soup is acceptable in \_\_\_\_\_.
  - d. When at a party in \_\_\_\_\_, do not clink your glass.
  - e. Do not pair fish with cheese at a restaurant in \_\_\_\_\_.
  - f. Eating with hands is acceptable in \_\_\_\_\_, but never eat with the left hand.
2. Google the reason behind one eating culture above that you are interested in and share it with the whole class.
  3. Reflect on the Thai eating culture. What are some dos and don'ts when eating in Thailand?

✔ Dos ✔	✘ Don'ts ✘
1.	1.
2.	2.
3.	3.

## WHILE-READING TASKS

**Instructions:** Read the article on Paris syndrome below and choose the best answer for each question that follows.

### *Paris Syndrome among Japanese Tourists*



*(Photo credits: [shorturl.at/fPQ09](https://shorturl.at/fPQ09))*

Paris, the capital of France, is rich in history. It is home to the Eiffel Tower, Arc de Triomphe, Notre-Dame Cathedral and the Louvre, the world's most-visited museum. Yet, despite the city's wealth of cultural hotspots, architectural delights and superb restaurants, a small percentage of those who venture to

- 5** The City of Light experience Paris syndrome. But what exactly is Paris syndrome? Who tends to be affected by it, and why?

Paris syndrome is recognized by many experts as a real, though rare, phenomenon. It is considered an extreme form of culture shock. The symptoms are similar to **those** experienced by someone who is feeling anxious. When

**10** someone is experiencing anxiety, signals will be sent to the stomach that are related to the fight or flight response. As a result, the signals change the way that the stomach and gut process and digest food, causing nausea. In particularly extreme cases of culture shock, this nausea can lead to vomiting and disorientation.

- 15** While everybody experiences culture shock in one form or another when visiting somewhere with a culture that is unexpected or nuanced, some people feel it in

more **pronounced** and deeper ways. According to Mathieu Deflem, a professor of sociology at the University of South Carolina, Paris syndrome is "most common among Japanese" tourists. But the question is why are Japanese  
**20** people **so susceptible**?

Japanese culture has a completely different belief system from places in Europe. These cultural differences, as well as likely unmet romantic expectations, may explain why Japanese visitors are at an elevated risk for Paris syndrome. Japan, for example, has a very orderly and polite culture while  
**25** Parisian everyday life is less so "despite its image." Parisians may sometimes look down on people, which is seldom seen in Japanese culture. The confrontation is sharp.

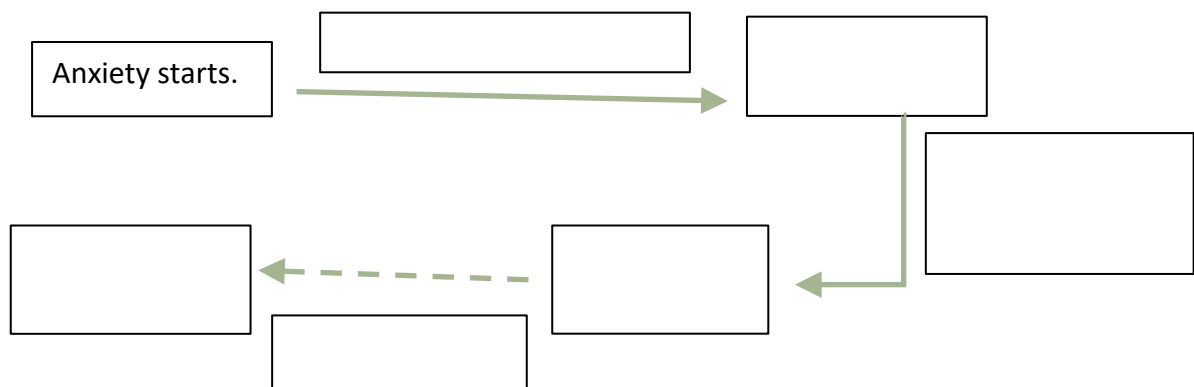
Deflem added that, generally speaking, Japanese culture has a somewhat romanticized view of the West, "especially Europe." This is largely due to how  
**30** Paris is represented in films — such as "Amélie" (2001) and "Before Sunset" (2004) — and books — "A Night at the Majestic" (2006) and "A Moveable Feast" (1964) — which tend to focus on art, coffee culture, quaint restaurants and sincere, intelligent conversation. He suggested that these expectations are "not realistic, especially in Paris, which is not known for being hospitable." In popular  
**35** culture, "Paris is presented in ways that do not reflect the realities of the city, especially not in recent times, when much of Paris is no longer the France of old," Deflem said.

Paris syndrome may not be specific to the French capital. It is a very complex psychic phenomenon that has to do with disappointment, even despair, about  
**40** the ways reality does not match our romantic expectations. The syndrome is likely a generational phenomenon because younger generations tend to be more globetrotting. Therefore, they are likely to be more prepared for what they will experience at a destination, she added.

Adapted from: "What is Paris syndrome?", by Joe Phelan (2022).  
<https://www.livescience.com/what-is-paris-syndrome>

## READING QUESTIONS

- What is the main idea of the text?
  - Paris syndrome is an extreme case of culture shock similar to an anxiety attack.
  - Despite its wealth of cultural hotspots, Paris is no longer a dream tourist destination.
  - Paris has experienced a declining number of Japanese tourists due to Paris syndrome.
  - Paris syndrome is a form of culture shock resulting from cultural differences and the disappointment of unmet expectations.
- What does "**those**" (line 9) refer to?
  - Tourists
  - Experts
  - Symptoms
  - Culture shocks
- Fill in the diagram below that shows the process of anxiety development, using the given words/ phrases.



1. <i>nausea</i>	2. <i>the way stomach processes food changes</i>
3. <i>signal response to fight or flight</i>	4. <i>vomiting and disorientation</i>
5. <i>in extreme cases</i>	6. <i>stomach</i>

- What is the closest meaning of "**pronounced**" (line 17)?
  - Clear
  - Long
  - Verbal
  - Talkative

5. What does “***so susceptible***” (line 20) mean?
- A. Open to cultural differences
  - B. Quick to overcome Paris syndrome
  - C. Prone to developing Paris syndrome
  - D. Emotionally unstable when traveling overseas
6. Japanese tourists are more likely to be affected by Paris syndrome due largely to \_\_\_\_\_.
- A. unrealistic expectations and resistance to change
  - B. cultural contrasts and unfulfilled romantic expectations
  - C. tourist age and the unrealistic representation of Paris in pop culture
  - D. over-exposure to western culture and the completely different belief system
7. Which adjective is **NOT** used to describe Japanese culture in the text?
- A. Romantic
  - B. Neat
  - C. Respectful
  - D. Polite
8. What can be INFERRED from Paragraph 5 (lines 29–38) about old Paris?
- A. It attracted fewer Japanese tourists.
  - B. It was one of the friendliest cities in France.
  - C. Books and films often portray negative images of old Paris.
  - D. It was closer to what the Japanese tourists would expect of than Paris today.
9. According to Deflem, what is a characteristic of Parisians?
- A. They love art.
  - B. They may not be friendly.
  - C. They like confrontation.
  - D. They are sincere and intelligent.
10. What is **TRUE** about Paris syndrome?
- A. Only tourists in Paris have it.
  - B. Only Japanese people have it.
  - C. It is less likely that younger tourists have it.
  - D. It is a complex phenomenon that occurs to romantic people.

## POST-READING TASKS

- A. (Individual work) Let's imagine that Paris has been your dream destination, and you have planned a trip to Paris this summer. After having read this passage, what do you think will happen this summer? Choose a word/phrase that corresponds to your feeling about Paris to fill in the blanks below. It is noteworthy that this task also allows you to revisit the grammatical structures learned in Unit 8.

After having read this passage, *I still like Paris / I think I may not like Paris.*

I'm *likely / unlikely* to enjoy the Paris trip this summer since the city is *certain to / sure not to* meet my expectations. Also, the cultural differences *could be / may not be* a problem for me because Parisians *might be / might not be* friendly, making it possible that the so-called Paris syndrome *will likely / will not likely* be an issue. As such, I believe I *will be having/will not be having* a great time there.

- B. (Pair work) Have you ever experienced culture shock (or Paris syndrome) when visiting a place? Please share it with your partner. If not, where do you think you may have culture shock (or Paris syndrome) when visiting that place? Why?

## UNIT 2

### Things Happen

#### PRE-READING TASKS

In pairs discuss the following questions.

1. Think about a time when something didn't go well even though you tried very hard. How did you deal with it?
2. What do you do when you get really frustrated or mad at yourself?
3. When things seem to be going wrong, what can you do to make yourself feel better?

#### WHILE-READING TASKS

##### Reading A

**Instructions:** Read the article on Dealing with Disappointment in College Life below and choose the best answer for each question that follows.

#### *How to Deal with Disappointment at University*

*by Liam Parker*



Getting a bad grade, breaking up with a friend, or falling behind in lectures, there are many chances where you may face disappointment at university. Disappointment is a part of life, and knowing how to deal with it can help when it does come about. There are several things that you can do to help you deal with disappointment.

**5**

During a time like this, it's so important to take a step back and look at the bigger picture. Is this the only assignment you've not done well on so far?

Are there plenty of assignments to come where you can do better? Will this assignment really matter by the time you've graduated? These are all things  
**10** to ask yourself when trying to see a broader picture of a situation. Often, when you pause to look at the whole story, you realize that the disappointment you're going through right now is just temporary.

One important source of disappointment is expectation. If your expectations are too high, you'll be just setting yourself up for disappointment. Many times  
**15** people are disappointed when comparing themselves to others. "Every one of us wants different things out of life and should work towards that only. Don't fall into societal standards of how much you should have to be happy and satisfied", explains Manasvi Jain, the author of *5 ways to lower your expectations and limit your disappointment*.

**20** A lot of the time, your feelings build up and feel worse than they actually are. This is mainly due to not letting them out. Speaking with those you are close to can be the best way to do this. If you're experiencing disappointment in any way at university, speaking to one of your friends there can ***do wonders***. They might tell you that they've been feeling the same way and you can discuss  
**25** ways to solve this. Equally, they might not feel similarly to you, which may make you realize that you need to make some changes.

University should be a mostly enjoyable experience and a time for discovering a new passion, despite ***it*** being academically challenging. However, like any time in life, there may be occasions when you have to deal with  
**30** disappointment, and it's always good to know how to deal with it.

Adapted from: "*How to deal with disappointment at university*", by Liam Parker (2021). <https://www.hotcoursesabroad.com/study-abroad-info/once-you-arrive/how-to-deal-with-disappointment-at-university/>



## READING QUESTIONS

1. What does the first paragraph mainly discuss?
  - A. Disappointment is a part of life.
  - B. It is beneficial to know how to deal with disappointment.
  - C. There are many chances to face disappointment at university.
  - D. Study and relationships are two main sources of a student's disappointment.
2. Looking at the big picture helps you deal with disappointment because it \_\_\_\_\_.
  - A. lessens the degree of your disappointment
  - B. helps you plan for future assignments better
  - C. provides you a chance to compare success and disappointment
  - D. makes you realize that your disappointment doesn't last forever
3. According to paragraph three, which of the following is **NOT** the cause of disappointment?

A. High expectations	B. Social comparison
C. Financial status	D. Societal standards
4. Which of the following has the closest meaning to "**do wonders**" (line 23)?

A. Impair	B. Support
C. Doubt	D. Surprise
5. What does the pronoun "**it**" (line 28) refer to?

A. University	B. New passion
C. Enjoyable experience	D. Time of discovering

## Reading B

**Instructions:** Read the article below and match each tip to its topic. Then, choose the best answer for each question that follows.

- A. Ask for help
- B. Take care of yourself
- C. Trust yourself, and be honest with your struggles
- D. Review and reaffirm your goals
- E. Fix your study habits and environment
- F. Tap into school resources

### *I'm Struggling in College... Now What?*

by Carrie Mesrobian



Struggling in college isn't uncommon, and the sinking feeling that comes with poor grades can discourage even the most determined student. Whether your difficulties stem from a lack of preparation, competing demands from work and family, or just a stretch of poor effort, the important thing is that you refocus yourself and do what you can to correct the issue.

**5** 1. ....

Struggling with various classes, time management and navigating new relationships are challenges that colleges expect students to encounter. You should get in touch with peer students who '**know the ropes**' of courses and college life. They know what you are experiencing because they've experienced it too. They can give you tips and strategies that can save you

time and effort. Also, most schools offer some form of tutoring or academic support services. Take advantage of any tutoring support you can to help you work more efficiently. The goal is to work smarter, not harder.

15 2. ....

Needing help is not an indication that something is wrong with a student. On the contrary—the opposite is true. The students who reach out are generally the most successful. Most instructors will appreciate the fact you’re willing to admit you need help and will do what they can to clarify a subject.

20 3. ....

Reminding yourself exactly what you’re trying to accomplish is a simple but excellent way to keep yourself focused. One way to do this is to talk to other students you trust or others in your class who seem to **have it all together**. You may get thoughtful advice and remind yourself about your goals. It is also

25 wise to find mentors. Your advisors, professors, administrators, and tutors are mentor possibilities.

4. ....

Students often lack self-trust and confidence that they are capable of doing any better. No one wants to share when they’re struggling, which gives the

30 perception that everyone always understands the professor and that everyone else can stick to their perfect study schedule all the time. It’s an illusion. Many make the mistake of assuming your ability to learn is based solely on your “natural” intelligence—but in reality, much of **it** is tied to your work ethic. You have what it takes to succeed academically, even if it doesn’t always come as

35 easily as you’d like. Stay positive and be confident.

5. ....

There’s no one-size-fits-all answer to the question of what is the ideal study environment, but there are some factors everyone should consider. Are there too many distractions where I study? Is it too quiet or too loud there? Am I

40 studying at a less-than-ideal time of day? **However, addressing your study**

**environment is just part of the equation.** If you're struggling academically, it's certainly worth your time to reflect on the way you're approaching your coursework—are you taking good notes? Do you plan ahead or set aside time to do your work? Set yourself up for success by controlling what you can.

**45 6.** .....

Failing to take care of yourself or being overstressed can quietly damage your ability to learn and retain information. Stress-reducing activities like working out and having a healthy diet can help give you the energy you need to maintain focus during intense lectures and lengthy study sessions.

**50** These tips should help you realize that struggling in college is a common challenge you can overcome. Remember, a rough patch academically isn't the end of your college career. Work hard and follow the advice above, and you'll be on the road to recovery before you know it.

Adapted from: "I'm Struggling in College... Now What?", by Carrie Mesrobian (2021). <https://www.rasmussen.edu/student-experience/college-life/struggling-in-college/>

## READING QUESTIONS

- According to paragraph two, students should use academic support services at university because \_\_\_\_\_.
  - the services guarantee better grades
  - working hard is a key quality of good students
  - students can learn how to work more effectively
  - meeting peer students can improve their interpersonal skills
- From paragraph two (line 8), people who "**know the ropes**" are \_\_\_\_\_.
 

A. skillful	B. diligent
C. important	D. attentive

3. What can be INFERRED from paragraph three (lines 14-18)?
- A. Needing help is a sign of students' lack of self-confidence.
  - B. Academic success often requires reaching out for help.
  - C. Teachers should know and help with their students' problems.
  - D. The more help the students need, the more successful they become.
4. Which of the following adjectives has the closest meaning to the idiom "**have it all together**" (line 22)?
- A. Related
  - B. Understanding
  - C. Knowledgeable
  - D. Well-prepared
5. The pronoun "**it**" (line 32) refers to \_\_\_\_\_.
- A. mistake
  - B. assuming
  - C. ability to learn
  - D. natural intelligence
6. What can be INFERRED from the statement, "**However, addressing your study environment is just part of the equation.**" (line 39)?
- A. Success in study partly depends on where you live.
  - B. Success in study needs more than a good study environment.
  - C. If you address your study environment well, your problem will be half-solved.
  - D. It is difficult, if not impossible, to maintain a good study environment.

## POST-READING TASK

**Do you agree with the following statements? Why or why not?**

- Disappointment is not an "if," but a "when".
- You're disappointed, but you are not a disappointment.
- A problem shared is a problem halved.



## UNIT 3

### Really?

#### PRE-READING TASK

Consider these questions and discuss them with your partner.

1. Do you have a Facebook page? Do you have an Instagram account? Why do people use Facebook or Instagram? Should they worry about putting so much personal information on the Internet?
2. Do you use Twitter? Do you like it? Why do you think Twitter is popular?
3. Do you check your email often? What are the positive and negative consequences of always being available for contact through email?
4. How do you think social media has affected your life? How do you think social media has affected society?
5. What are the benefits of social media? Do you see any dangers in social media?



#### WHILE-READING TASKS

##### Warm-Up

##### Reading Strategy

###### Predicting Content from Title

Predicting or thinking about what you will get from reading a text before you start reading it can help increase your reading speed and comprehension. When you look at the title of a text, you can predict or guess the most important message that the author wants to convey to his or her readers. The title of a text can also guide you through the reading as it offers you a hint where you should focus on.

Look at the title of the reading. What do you expect to learn from this article?  
Write your answers on the lines.

Now read the text and decide if your predictions were correct.

## *Fake News: Lies Spread Faster on Social Media than Truth Does*

*by Meggie Fox*



*If it seems like fake news is everywhere, that may be because it is.*

Falsehoods spread like wildfire on social media, getting quicker and longer-lasting pickup than the truth, researchers reported on Thursday.

A deep dive into Twitter shows that false news was re-tweeted more often  
**5** than true news was, and carried further. “Falsehood diffused significantly farther, faster, deeper, and more broadly than the truth in all categories of information, and the effects were more pronounced for false political news than for false news about terrorism, natural disasters, science, urban legends, or financial information,” the team, led by Sinan Aral of the Massachusetts  
**10** Institute of Technology, wrote in the journal *Science*.

“It took the truth about six times as long as falsehood to reach 1,500 people.”

And it wasn’t bots spreading most of the falsehoods, they found. It was real people doing most of it. Usually ordinary people, too, they found: so-called

‘verified’ users and those with many followers were not usually the source of  
**15** some of the most popular untrue viral posts. It might be because false statements sound more surprising, they said.

“We found that false news was more novel than true news, which suggests that people were more likely to share novel information,” they wrote.

It should come as no surprise that the Internet has spawned a resurgence of  
**20** fake news. Congress and the FBI are investigating evidence that Russian and other foreign users deliberately flooded social media with untrue reports and posts intended to mislead people about political candidates.

And the term “fake news” has taken on its own life, referring not only to untrue reports but being increasingly used to dismiss reports that the user does not  
**25** wish to agree with.

Thus, Aral’s team decided to use the term “false news” instead. They also used a broad definition of “news.” “We refer to any asserted claim made on Twitter as news,” they said.

The study started with PhD research by MIT’s Soroush Vosoughi, who was  
**30** struck by the false reports that spread rapidly after the 2013 Boston Marathon bombings, in which three people were killed and 264 injured. “Twitter became our main source of news,” Vosoughi said in a statement. “I realized that ... a good chunk of what I was reading on social media was rumors,” he added.

To objectively separate truth from lies or mistakes, Vosoughi and colleagues  
**35** used sites devoted to fact-checking: factcheck.org, hoax-slayer.com, politifact.com, snopes.org, truthorfiction.com, and urbanlegends.about.com. The six sites agreed on which reports were true about 95 percent of the time, they said.



40 For the report, they examined 126,000 stories tweeted by about 3 million people more than 4.5 million times. They found that false news stories were 70 percent more likely to be retweeted than true stories were.

Untrue stories also had more staying power, carrying onto more “cascades,” or unbroken re-tweet chains, they found.

45 When they looked at who was spreading the wrong stuff, they found it was ordinary users of social media. “We conclude that human behavior contributes more to the differential spread of falsity and truth than automated robots do,” they wrote.

Why retweet that post before you know whether it’s actually true?

50 Status, Aral said. “People who share novel information are seen as being in the know,” he said.

But don’t forget about the bots, argue Filippo Menczer of Indiana University and colleagues. They estimate that 60 million “bots” post automatic updates on Facebook and up to 48 million are on Twitter. “The spreaders of fake news are using increasingly sophisticated methods,” Menczer said in a statement.

55 Why do people fall for it, whether it’s from a bot or a real friend?

“False news is more novel, and people are more likely to share novel information,” Aral said. Plus, people like to repeat information that seems to affirm their beliefs.

60 “People prefer information that confirms their preexisting attitudes, view information consistent with their preexisting beliefs as more persuasive than dissonant information (confirmation bias), and are inclined to accept information that pleases them,” David Lazer of Northeastern University and colleagues wrote in an editorial.

And fact-checking can backfire, they noted. “Fact-checking might even be **65** counterproductive under certain circumstances,” they wrote. “There is thus a risk that repeating false information, even in a fact-checking context, may increase an individual’s likelihood of accepting it as true.”

Adapted from: “*Fake News: Lies spread faster on social media than truth does*”, by Maggie Fox (2018). <https://www.nbcnews.com/health/health-news/fake-news-lies-spread-faster-social-media-truth-does-n854896>

## READING QUESTIONS

### Main Ideas

Read each statement. Decide if it is **True** or **False** according to the reading. If it is false, correct the statement to make it true.

- \_\_\_\_\_ 1. People are more likely to spread false financial news than any other kinds of news.
- \_\_\_\_\_ 2. It took the truth about six times longer than fake news to reach about a thousand people.
- \_\_\_\_\_ 3. Bots are mostly responsible for the spread of fake news.
- \_\_\_\_\_ 4. The Internet is the largest source of fake news.
- \_\_\_\_\_ 5. Fact-checking always yields favorable results and should be done all the times.

## Close Reading

**Read the quotes from the reading. Circle the statement that best explains each quote.**

1. “We found that false news was more novel than true news, which suggests that people were more likely to share novel information.”
  - a. The author is suggesting that people are more interested in sharing something new or unique, rather than being driven by an intent to mislead.
  - b. The author is suggesting that people want to be perceived as different from others and as being the first to share on social media.
  
2. “And the term “fake news” has taken on its own life, referring not only to untrue reports but being increasingly used to dismiss reports that the user does not wish to agree with.”
  - a. When people do not like certain news stories, they do not hesitate to show their disagreement even though they accept that it is the truth.
  - b. When people do not like certain news stories, they may call them fake news even though they know that it is not the case.
  
3. “Untrue stories also had more staying power, carrying onto more “cascades,” or unbroken re-tweet chains, they found.”
  - a. People will engage with untrue stories for longer than true stories.
  - b. Untrue stories will be gone from the internet as soon as people realize they are not true.
  
4. “Plus, people like to repeat information that seems to affirm their beliefs.”
  - a. People are more likely to share whatever they believe is true.
  - b. People are more likely to share whatever they can personally relate to.
  
5. “Fact-checking might even be counterproductive under certain circumstances.”
  - a. Fact-checking is always recommended when dealing with fake news.
  - b. Fact-checking can sometimes yield unfavorable results.

## VOCABULARY

### Guessing Meaning from Context

Read each statement. Try to guess the meaning of the words in bold from the context. Choose the word that is closest in meaning.

- Facebook and Twitter are platforms that effectively help **diffuse** news, knowledge, and ideas, among many other things.  
A. Twist  
B. Spread  
C. Display  
D. Imitate
- Social media seems to have **spawned** a new generation of people with a constant need for exposure.  
A. Composed  
B. Introduced  
C. Generated  
D. Established
- When having different options, people **are inclined** to choose the one that best suits their personal preferences.  
A. Persuade  
B. Tend  
C. Ascend  
D. Decide
- In news reporting, journalists should report facts **objectively** without conveying their own biases or prejudices in their stories.  
A. Factually  
B. Independently  
C. Sparingly  
D. Sensationally
- New smartphones are **sophisticated** devices allowing users to use them to perform multiple computing tasks.  
A. Interrelated  
B. Cultivated  
C. Unrefined  
D. Advanced

## Word Forms

Fill in the chart with the correct word forms. Some categories can have more than one form. Use a dictionary if necessary. An X indicates there is no form in that category.

	Noun	Verb	Adjective	Adverb
1.				deliberately
2.	resurgence		X	X
3.			persuasive	
4.		incline	X	X
5.		assert		

Complete the sentences with the correct form of the words from the chart.

1. A tweet on Twitter is considered a story if it \_\_\_\_\_ a claim, meaning that it doesn't have to be linked to any particular story from a news organization.
2. Some people \_\_\_\_\_ share certain news items not because they think it's true, but because it's something their network would want to hear.
3. Despite the belief that armies of bots are spreading disinformation, it is people, rather than automated accounts, that is the cause of the \_\_\_\_\_ of incorrect information.
4. Kids who get news from social media sites are trying to be careful and are \_\_\_\_\_ to pay more attention to the source the link on social media takes them to.
5. Psychologists have investigated the \_\_\_\_\_ power of fake news to try to determine why more and more people have become its victims.



## POST-READING TASKS

**Discuss the questions in a small group. Be prepared to share your answers with the class.**

1. Do you think that fake news has become a serious problem in our present-day society? Why or why not?
2. Here are a few basic questions that you may need to ask yourself when you come across a piece of news on social media. Consider which ones can help you protect yourself from fake news. Is there any other question that you might want to ask yourself when deciding if what you are reading on social media is fake news or the truth?
  - a. Who made this?
  - b. Who is the target audience?
  - c. Who paid for this? Or, who gets paid if I click on this?
  - d. Who might benefit or be harmed by this message?
  - e. Is there any information that is missing?
  - f. Is this credible? Why or why not?

### Writing Activity

**Write a paragraph on the type of social media that is the most interesting or worrisome to you. Use at least five words you learned from the reading text.**

- Introduction: Explain what social media site you are going to discuss.
- Body: Give reasons for your opinion (for or against) this form of social media.
- Conclusion: Explain how life would be like if other people adopt the opinion you have expressed.

## UNIT 4

### Got What it Takes?

#### PRE-READING TASKS

Work in groups of 3-4. Discuss the following questions and share them with the class.

1. What is the definition of success?
2. What are the important characteristics of successful people?



## WHILE-READING TASKS

**Instructions:** Read the following passage about the secret of success and answer the questions that follow.

### **Secret to Success: Practice, not Talent**

*Top performers in all walks of life succeed not through natural ability  
but through perseverance and the growth mindset*

When we were young, we could spend many hours learning how to do new things. We learned how to crawl, talk, walk, run and even more. Surprisingly, when we become adults, our thoughts seem to limit the capabilities to learn and prevent us from developing ourselves, learning from failures, or taking  
**5** opportunities.

In businesses, it is believed that financial incentives are the primary driver of motivation, but this is not supported by the evidence. Monetary inducements can, indeed, make a significant difference, but mindset is more important.

**10** **This insight** was first demonstrated by Carol Dweck, a professor of psychology at Stanford University in a now famous experiment in 1978. She took 150 students and gave them a questionnaire to identify their beliefs about talent. She divided those with a fixed mindset from those with a growth mindset. The students were then given a series of 12 problems: the first eight were relatively easy while the remaining four were considerably more difficult. As the students  
**15** struggled to solve the problems, two different patterns emerged.

Dweck described the students in the fixed mindset group when they came up against the tough puzzles: "Maybe the most striking thing about this group was how quickly they began to **denigrate** their abilities and blame their intelligence for the failures, saying things like 'I guess I am not very smart', 'I never did have  
**20** a good memory' and 'I'm no good at things like this'. "Two-thirds of them showed a clear deterioration in their strategies, and more than half lapsed into completely ineffective strategies. In short, the majority of students in this group abandoned, or became incapable of deploying the effective strategies they



actually had in their repertoire." On the other hand, "The students in the growth  
25 mindset group did not blame anything when they hit failure. They did not focus  
on reasons for the failures. In fact, they did not even consider themselves to be  
failing."

"In line with their optimism, more than 80% maintained or improved the quality  
of their strategies during the difficult problems. A full quarter of the group  
30 improved. They taught themselves new and more sophisticated strategies for  
addressing the new and more difficult problems. A few of them even solved the  
problems that were supposedly beyond them." This is not merely surprising; it  
is extraordinary. Just to reiterate: this difference in performance had nothing to  
do with intelligence and nothing to do with incentives. Indeed, Dweck made sure  
35 all the students were equally incentivized by offering gifts they had personally  
selected.

Why such a striking difference? Both groups understood that the test was  
measuring their intelligence or talent, but those in the fixed mindset had a  
further belief: that their intelligence is set in stone and there is little room for  
40 personal development. That is the defining feature of the fixed mindset. Is it any  
wonder, therefore, that they interpreted failure as calamitous; that it **saps**  
creativity and undermines performance; that they will do anything to avoid  
challenges, even when they might be useful?

These results are not limited to youngsters; they have been **replicated** with  
45 university students, athletes, business leaders, and even systems engineers at  
NASA. The growth mindset not only predicts motivation and performance  
highlights but other key indicators, too. Managers with a fixed mindset, for  
example, are less able to recognize changes in employee performance and are  
disinclined to coach employees on how to improve their performance. A growth  
50 mindset positively predicts managers' perceived fairness in dealing with  
employees, which is critical in enticing employees to identify with their work and  
commit themselves to it.

Thus, how to create a growth mindset within an organization? Interventions which have presented participants with powerful evidence of how excellence is derived from perseverance – which explains the possibility of personal transformation – have had a dramatic impact on motivation and performance. When this is allied with clearly identifiable pathways from shop floor to top floor, so that employees can see the route ahead, these results are strengthened further.

Businesses that focus on recruiting external "talent" with "the right stuff", on the other hand, and who neglect the cultivation of existing personnel, foster a fixed mindset. A rank-and-yank appraisal system is also damaging because it suggests that the abilities of those ranked the lowest cannot be developed. Many would argue that these outdated techniques provide the underlying cultural explanation for the collapse of Enron in 2001.

In short, a philosophy constructed upon the potential for personal transformation is the underlying psychological principle driving high performance. It is an insight that is not only deeply relevant to business, but to any organization interested in unlocking human potential.

*"Perhaps the key task of any institution is to encourage the adoption of a growth mindset. When that kind of philosophy becomes embedded in the culture, the consequences can be dramatic."*



Adapted from "Why a growth mindset is essential for learning. Learn to code in 30 days", by Sarah Peck (2021). <https://learn.onemonth.com/why-a-growth-mindset-is-essential-for-learning/>

"Secret to success: Practice not talent", by Matthew Syed (2011). The Guardian. <https://www.theguardian.com/money/2011/jun/04/secret-to-success-is-practice>

## READING QUESTIONS

### A. Choose the best answer for each question.

1. What is the main idea of the text?
  - A. There are two types of beliefs: growth mindset and fixed mindset.
  - B. Talent and financial incentives are key to driving people's success.
  - C. Dedication and the growth mindset are the recipe for success in business.
  - D. Dweck's study found differences in how people with different types of mindset handle difficulties.
  
2. The phrase "***This insight***" (line 9) refers to the fact that \_\_\_\_\_.
  - A. financial incentives are the primary driver of motivation
  - B. financial incentives are adopted extensively in businesses
  - C. mindset is more important than financial incentives in driving motivation
  - D. there is no evidence supporting financial incentives as an effective driver of motivation
  
3. According to Dweck's study, while the fixed mindset group considered failure as disastrous, the students in the growth mindset group \_\_\_\_\_.
  - A. shared the same view
  - B. took failure as a step to success
  - C. blamed themselves for the failure
  - D. tried to get to the bottom of the failure
  
4. What is the closest meaning of the word "***denigrate***" (line 18)?

A. Criticize	B. Deny
C. Migrate	D. Overestimate
  
5. Based on Dweck's findings in paragraph six (lines 37-43), which is a defining feature of the fixed mindset?

A. Risk-taking	B. Afraid of failure
C. Open to change	D. Eager to develop oneself

6. What is the closest meaning of the word "**sap**" (line 41)?
- A. Assure  
B. Balance  
C. Regenerate  
D. Weaken
- B. Strengthen  
D. Weaken
7. What is the closest meaning of the word "**replicate**" (line 44)?
- A. Refrain  
B. Minimize  
C. Regenerate  
D. Duplicate
8. It could be concluded from paragraph eight (lines 53-58) that businesses focusing more on external talents than cultivating employees from within are \_\_\_\_\_.
- A. likely to lag behind or fail  
B. promoting a growth mindset  
C. expected to grow sustainably  
D. attempting to foster a new corporate culture
9. What is the most likely reason the writer mentions the collapse of Enron in 2001?
- A. As a call for a new psychological principle  
B. As an example of a large company that failed in times of crisis  
C. As support for a need to drive personal transformation in a company  
D. As a comparison between fixed mindset and growth mindset companies
10. The tone of the statements "*Perhaps the key task of any institution is to encourage the adoption of a growth mindset. When that kind of philosophy becomes embedded in the culture, the consequences can be dramatic.*" can be best described as \_\_\_\_\_.
- A. neutral  
B. hopeful  
C. skeptical  
D. disapproving

**B. Categorize the following characteristics in the table using information from the text.**

A. They keep trying despite facing difficulties.	B. They criticize their learning ability.	C. Talent is an indicator of success.	D. Failure is an opportunity to grow.
E. They teach themselves and prepare for more challenges.	F. They try to avoid challenges.	G. Their abilities are limited to what they already know.	H. They could deal with even more difficult obstacles.

***The characteristics of people with a...***

fixed mindset	growth mindset

## POST-READING TASK

Work in groups of 3-4 people and prepare the 2-minute presentation about a successful person. The presentation should include:

1. The person's name and their occupation
2. Briefly explain the person's success
3. What are the key characteristics of the person that lead to success? Why?  
(Name at least three characteristics)

## **PART II: PARAGRAPH WRITING**

## Problem-Solution Paragraphs

### What is a problem-solution paragraph?

A problem-solution paragraph is a piece of writing that presents a problem, or problems, and proposes a solution, or solutions. In this course, the problem-solution paragraph contains one problem and two plausible solutions.

### An example paragraph

#### ***Roommate Problems***

One problem with living in a dormitory for many university students is issues with roommates. As a result of different backgrounds and lifestyles, conflicts between roommates are unavoidable; these may include privacy, cleanliness in shared spaces, lights-out time, or noise issues. Some problems might be understandable or bearable initially, but they may lead to discontent if the situation persists throughout the semester. The solutions lie in having an in-person conversation and signing a roommate agreement. First, talking in person about the problems facilitates understanding between roommates due to the conversation itself, and also the body language and facial expressions. Texting or venting on social media, on the other hand, often causes miscommunication, which aggravates conflicts. In addition, posting on social media platforms may invite other people to interfere in personal issues. Another solution to roommate problems is developing a roommate agreement. A formal agreement, which contains the rules that roommates arrive at at a compromise, might be necessary to hold every party accountable. To illustrate, it can be referred to as a starting point for future conversations once repeated issues occur. In conclusion, roommate problems can be resolved by talking in person and having a roommate agreement.

(197 words)



## Components of a Problem-Solution Paragraph

A problem-solution paragraph comprises three main parts: the topic sentence, the body sentences, and the concluding sentence, as shown in the following table.

1. Topic sentence
<ul style="list-style-type: none"> <li>• A topic sentence stating the problem</li> </ul>
2. Body sentences
<ul style="list-style-type: none"> <li>• Sentences providing the description of the problem</li> <li>• Sentences describing two solutions</li> </ul>
3. Concluding sentence
<ul style="list-style-type: none"> <li>• A restatement of the topic sentence and the solutions</li> </ul>

### 1. Topic Sentence

The topic sentence of a problem-solution paragraph is the first sentence which states the problem to be explored.

- *The biggest problem with involvement in too many extracurricular activities simultaneously for students is that it can lead to stress.*
- *One major problem with cultural differences is that they may bring about miscommunication.*

Each topic sentence presents the problem with some background information.

#### **Useful expressions:**

- One problem with / The biggest problem with [+Noun / Noun phrase / Gerund phrase] is [+Noun / Noun phrase / Gerund phrase].
  - *One problem with living in a dormitory for many university students is issues with roommates.*
- One problem with / The biggest problem with [+Noun / Noun phrase / Gerund phrase] is that [+Subject Verb].
  - *The biggest problem with involvement in too many extracurricular activities simultaneously for students is that it can lead to stress.*



## 2. Body Sentences

The body of a problem-solution paragraph consists of two parts: the description of the problem, and the two solutions.

### 2.1 Description of the problem

The first part of the body of a problem-solution paragraph provides more detailed background information about the problem in a few sentences. This may include the explanation or evidence of the issue, which can be described by using reasons or causes, results or effects, examples, statistics, or conditionals.

1. Reasons or causes
  - This is because [+Subject Verb].
  - Because / Since / As [+Subject Verb], [+Subject Verb].
2. Results or effects
  - As a result, / Consequently, / The result is that [+Subject Verb].
  - As a result of [+Noun], [+Subject Verb].
3. Examples
  - For example, / For instance, / To illustrate, [+Subject Verb].
4. Statistics
  - According to [+research / data / studies], [+Subject Verb].
5. Conditionals
  - If [+Subject Verb], [+Subject Verb].

### 2.2 Solutions

The second part of the body sentences introduces the two solutions to address the problem. It should start with a sentence that signals the introduction of the solutions.

#### ***Useful expressions:***

1. The solutions (to this problem) lie in [+Noun / Noun phrase / Gerund phrase].
  - *The solutions lie in having an in-person conversation and signing a roommate agreement.*

2. There are two / a few / some (possible) solutions to [+this problem].
  - *There are two possible solutions to the problem of stress in these groups of students.*
3. Two (possible) ways to deal with this (problem) are [+Noun / Noun phrase / Gerund phrase].
  - *Two possible ways to deal with this problem are an in-person conversation and a roommate agreement.*
4. The situation could be improved by [+Noun / Noun phrase / Gerund phrase].
  - *The situation could be improved by time management and prioritization.*
5. The first / The second / The next / The other / Another solution is [+Noun / Noun phrase / Infinitive phrase / Gerund phrase / that clause].
  - *The second solution is to have self-compassion.*
6. First, / Firstly, / Second, / Secondly, / Next, [+Subject Verb].
  - *Firstly, learning from mistakes and not giving up can help people overcome obstacles.*

**Exercise A**

**Instructions:** Read the problem-solution paragraph and answer the questions that follow.

***Extracurricular Activity Overload***

The biggest problem with involvement in too many extracurricular activities simultaneously for students is that it can lead to stress. This is because, although these out-of-class activities may provide enjoyment and excellent opportunities for students to expand their knowledge and explore curiosities, they need to allot a fair amount of time for them. Therefore, this may affect study time, free time, and sleep, which could accumulate and cause tension. There are two possible solutions to the problem of stress in these groups of students. To begin with, time management is crucial in handling all the tasks. For example, students may plan a schedule with designated time slots for extracurricular activities and follow it strictly to ensure sufficient time for main academic work and rest. The second solution is to have self-compassion. Understanding oneself when being in a stressful situation is a form of kindness. That is, doing extracurricular activities may be comparable to doing side projects, which means they should be completed at one's own pace and time. Therefore, when extracurricular activities appear to be more of a burden than a benefit, students may need to learn to abandon some and keep only those they genuinely enjoy to maintain a study-life balance.

*(220 words)*



1. What is the problem stated in the paragraph?

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2. Underline the sentences which contain the detailed description of the problem.
  3. What are the two solutions proposed in the paragraph?
- 

### Exercise B

**Instructions:** Read the following incomplete problem-solution paragraph and write phrases or sentences to complete the paragraph.

#### ***A Problem with Cultural Differences***

One major problem with cultural differences is that they may bring about miscommunication. For example, while Asians tend to communicate indirectly as part of collectivism, Westerners appear to be more direct, assertive, and individualistic. Consequently, (1) \_\_\_\_\_

\_\_\_\_\_. The situation could be improved by (2) \_\_\_\_\_.

(3) \_\_\_\_\_.

Reading between the lines or observing body language, for instance, could be necessary for communicating with Asians. On the contrary, people from western cultures saying their minds in a professional context should not be mistaken as impolite. (4) \_\_\_\_\_

If there are misunderstandings or conflicts between interlocutors, they should be addressed as soon as they occur. A safe and open environment without bias and judgment should be promoted for everyone to discuss the issues to arrive at mutual understanding and harmony. (189 words)



### 3. Concluding Sentence

The last sentence of a problem-solution paragraph is the concluding sentence. It restates the main problem from the topic sentence and summarizes the two suggested solutions as short noun phrases.

***Useful expressions:***

In conclusion, / To conclude, / In summary, /To summarize, / To sum up, / In short, / In brief, [+Subject Verb].

- *In conclusion, roommate problems can be resolved by talking in person and having a roommate agreement.*

#### Exercise C

**Instructions:** Write concluding sentences for the paragraphs in Exercises A and B.

Paragraph in Exercise	Concluding sentence
A	
B	

### Exercise D: Writing Exercise

**Instructions:** Write a well-organized 180-to-220-word problem-solution paragraph to address **ONE** of the following topics. Make sure to include all the necessary components and details.

1. How can university students avoid procrastination?
2. How can gestures be used appropriately in communication with people from different cultures?

## Cause-Effect Paragraphs

### What is a cause-effect paragraph?

A cause-effect paragraph is a piece of writing which shows **either** the reasons (**causes**) **or** the results (**effects**) of a particular subject. It should be stated at the beginning of the paragraph whether you are talking about **causes** or **effects**:

- A paragraph giving **causes** answers the question,  
*“Why does/did this happen?”*
- A paragraph giving **effects** answers the question,  
*“What are/were the results of this?”*

There is generally more than one cause for an event or situation. Likewise, there is often more than one result. Moreover, sufficient details and examples must be provided in order to make a good cause-effect paragraph.



## An example paragraph

### ***The Dangers of Fake News***

Fake news can be one of the leading sources of danger to your life. There are various negative consequences from fake news. First of all, fake news is created to change people's beliefs, attitudes, or perceptions, so they will ultimately change their behavior. If you believe fake news, then someone else drives your beliefs and decisions. As a result, this can create confusion and misunderstanding about important social or political issues. Second, misinformation and disinformation can also pose cyber security concerns. Fake news articles can be entry points for hackers attempting to steal your information. Therefore, it is too dangerous to share personal information online which may lead to your banking accounts and financial security. Lastly, fake news can be harmful to your health. There are many fake and misleading news stories related to medical treatments and major diseases like cancer or diabetes. Thus, trusting these false stories could lead you to make decisions that may be harmful to your health. In conclusion, fake news will tend to spread faster in the future. Understanding the risk of fake news and learning to recognize it is a way to protect yourself and mitigate harmful effects.

(194 words)

**Adapted from:** <https://www.peoplesbanknet.com/the-dangers-of-fake-news/>

### **Exercise A**

**Instructions:** Read the sample paragraph. Then answer the questions.

1. Underline the topic sentence. Does the paragraph focus on causes (why something happened) or effects (what happened as a result)?  
\_\_\_\_\_
2. Underline the **THREE** main points of the paragraph.
3. In the paragraph, is the phrase as a result introducing a cause or an effect?  
\_\_\_\_\_



## Components of a Cause-Effect Paragraph

A cause-effect paragraph consists of three main parts: the topic sentence, the body, and the concluding sentence. These components are listed in the table below.

<b>1. Topic sentence</b>
<ul style="list-style-type: none"><li>• A topic sentence containing a topic and a controlling idea</li></ul>
<b>2. Body sentences</b>
<ul style="list-style-type: none"><li>• Main point 1 (cause/effect) with supporting details</li><li>• Main point 2 (cause/effect) with supporting details</li><li>• Main point 3 (cause/effect) with supporting details</li></ul>
<b>3. Concluding sentence(s)</b>
<ul style="list-style-type: none"><li>• A restatement of the topic sentence <u>and/or</u></li><li>• A summary <u>and/or</u></li><li>• A future plan <u>or</u> prediction</li></ul>



## 1. Topic Sentence

The topic sentence of a cause-effect paragraph states the topic and the controlling idea about the topic.

The controlling idea should let readers know whether the focus of the paragraph is about why something happened – the causes, or what happened as a result – the effects.

### Causes:

- *There are many reasons why people believe in social media advertising.*
- *There are three important causes of the success of Apple.*

### Effects:

- *There are many effects of using plastic bags.*
- *Over exercising has many negative effects on our health.*

### Useful Expressions:

1. There are [+number] **causes of/ reasons for/ effects of** [+Noun / Noun phrase / Gerund phrase].
  - *There are several **causes of** climate change in the 21st Century.*
2. There are [+number] **causes for / reasons/ why** [+Subject Verb].
  - *There are three **reasons why** people like to buy stuff online.*
3. [+Noun] **has/have** [+number] **causes/effects on/ impacts on** [+Noun / Noun phrase / Gerund phrase].
  - *Drinking too much alcohol **has** many **negative effects on** our health.*

## Exercise B

**Instructions:** Choose the better topic sentence.

1.

- |  |
|--|
| A. A lack of sleep is a problem for many people.<br>B. Sleep deprivation has three negative impacts on our health. |
|--|

2.

- |   |
|---|
| A. There are several reasons why people should not believe online news.<br>B. Online news is often written without evidence, so people should not believe it. |
|---|

3.

- |   |
|---|
| A. It is dangerous to post your personal information on the internet.<br>B. Posting personal information on the Internet has many negative effects. |
|---|

4.

- |  |
|--|
| A. There are many reasons for taking an orchestral audition.<br>B. Taking an orchestral audition is one of my dream opportunities. |
|--|

## 2. Body Sentences

There are two main components in the body of a cause-effect paragraph:

### 2.1 Main point

Main points identify the main causes or effects related to the topic. More than one cause or effect is explained in the paragraph.

- *Fake news is created to change people's beliefs, attitudes, or perceptions.*
- *Misinformation and disinformation can also pose cyber security concerns.*
- *Fake news can be harmful to your health.*

### **Useful Expressions:**

1. First, / Firstly, / First of all, / Second, / Secondly, / Last, / Lastly, [+Subject Verb].
  - *First of all, fake news is created to change people's beliefs, attitudes, or perceptions.*

2. The first / second/ last (cause or effect) is that [+Subject Verb].
  - *The second effect is that misinformation and disinformation can also pose cyber security concerns.*
3. The first / second/ last (cause or effect) is [+Noun / Noun phrase / Gerund phrase].
  - *The last effect is health care.*

## 2.2 Supporting details

After identifying main causes or effects related to your topic, the supporting details and examples should be arranged in a logical way. Each main point should have supporting sentences with facts or examples to make your point stronger, by helping the reader understand why they should agree with you.

### *People's perceptions:*

- *If you believe fake news, **then** someone else drives your beliefs and decisions.*
- ***As a result**, this can create confusion and misunderstanding about important social or political issues.*

### *Cyber security:*

- *Fake news articles can be entry points for hackers attempting to steal your information.*
- ***Therefore**, it is too dangerous to share personal information online which may lead to your banking accounts and financial security.*

### *Healthcare:*

- *There are many fake and misleading news stories related to medical treatments and major diseases like cancer or diabetes. **Thus**, trusting these false stories could lead you to make decisions that may be harmful to your health.*

**Exercise C**

**Instructions:** Read the paragraph and make a detailed outline below. Use full sentences for main points and phrases for the supporting details.

***The Power of McDonald's***

McDonald's has affected society in several ways. To begin with, McDonald's changed diets around the world. Because of McDonald's, fast food became and continues to become increasingly common. Although hamburgers and fries existed long before McDonald's, the popularity of quickly prepared foods is in large part due to the effects of the fast-food giant. In addition to changing people's food choices, McDonald's also affected their choice of restaurants. From the 1950s on, as McDonald's gained in popularity, customers started to expect restaurants to serve food that was tasty and inexpensive. They also expected restaurants to be as simple, clean, and attractive as a McDonald's. As fast-food restaurants spread, many smaller family-owned businesses lost customers and had to close. As a result, the choice of places to dine became limited. Finally, McDonald's had a big influence on the world of advertising. The company created a very recognizable symbol, or brand, with its Golden Arches. McDonald's used it effectively in print and on television to attract customers. Over the years, other corporations have followed the McDonald's model in the creation of their own distinctive logos or brands. (187 words)

***The Power of McDonald's: Outline***

Topic Sentence: \_\_\_\_\_

A. Main Point: \_\_\_\_\_

1. Supporting Detail: \_\_\_\_\_

2. Supporting Detail: \_\_\_\_\_

B. Main Point: \_\_\_\_\_

1. Supporting Detail: \_\_\_\_\_

2. Supporting Detail: \_\_\_\_\_

C. Main Point: \_\_\_\_\_

1. Supporting Detail: \_\_\_\_\_

2. Supporting Detail: \_\_\_\_\_

### 3. Concluding Sentence

The concluding sentence of a cause-effect paragraph can be **ONE or more** of the following:

#### 1) A restatement of the topic sentence

- *In short, fake news has more disadvantages than you would expect. People should seek out news from reliable sources and think carefully before sharing.*

#### 2) A summary of the main causes or effects

- *All in all, people should not believe fake news because it is harmful to people's perception, personal information and health care.*

#### 3) A future plan or prediction

- *In conclusion, fake news will tend to spread faster in the future. Learning to differentiate it from truth is a way to protect yourself and mitigate harmful effects.*

## Exercise D

**Instructions:** Reread “The Power of McDonald’s”. Then write an appropriate concluding sentence.

### *The Power of McDonald's*

McDonald's has affected society in several ways. To begin with, McDonald's changed diets around the world. Because of McDonald's, fast food became and continues to become increasingly common. Although hamburgers and fries existed long before McDonald's, the popularity of quickly prepared foods is in large part due to the effects of the fast-food giant. In addition to changing people's food choices, McDonald's also affected their choice of restaurants. From the 1950s on, as McDonald's gained in popularity, customers started to expect restaurants to serve food that was tasty and inexpensive. They also expected restaurants to be as simple, clean, and attractive as a McDonald's. As fast-food restaurants spread, many smaller family-owned businesses lost customers and had to close. For this reason, the choice of places to dine became limited. Finally, McDonald's had a big influence on the world of advertising. The company created a very recognizable symbol, or brand, with its Golden Arches. McDonald's used it effectively in print and on television to attract customers. Over the years, other corporations have followed the McDonald's model in the creation of their own distinctive logos or brands. \_\_\_\_\_

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## Useful Phrases for Writing Cause-Effect Paragraphs

Transition and connection words used in cause-effect paragraphs are signals that help establish a relationship between the main points and organize the order of events to create coherent paragraphs.

## CAUSE & EFFECT

\_\_\_\_\_ [Cause] \_\_\_\_\_ is a cause of / reason for \_\_\_\_\_ [Effect] \_\_\_\_\_ .

- Obesity **is a cause of** premature death.

\_\_\_\_\_ [Effect] \_\_\_\_\_ is a result of \_\_\_\_\_ [Cause] \_\_\_\_\_ .

- McDonald's success **is a result of** their planning and marketing.

\_\_\_\_\_ [Cause] \_\_\_\_\_ **causes/ produces/ results in/ leads to** \_\_\_\_\_ [Effect] \_\_\_\_\_ .

- Fake news **causes** confusion and misunderstanding about the issues.

\_\_\_\_\_ [Cause] \_\_\_\_\_ **affects/ influences** \_\_\_\_\_ [Effect] \_\_\_\_\_ .

- Social advertising **affects** customers' decision making.

**Due to/ Because of** \_\_\_\_\_ [Cause] \_\_\_\_\_, \_\_\_\_\_ [Effect] \_\_\_\_\_ .

- **Because of** McDonald's, fast food became and continues to become increasingly common.

**Since/ Because/ As** \_\_\_\_\_ [Cause] \_\_\_\_\_, \_\_\_\_\_ [Effect] \_\_\_\_\_ .  
 \_\_\_\_\_ [Effect] \_\_\_\_\_ **since/ because/ as** \_\_\_\_\_ [Cause] \_\_\_\_\_ .

- **Since** people believe in fake news, they will ultimately change their behavior.
- People will ultimately change their behavior **because** they believe in fake news.

## EFFECT

**As a result / As a consequence / Consequently /**  
**For this reason,** \_\_\_\_\_ [Effect] \_\_\_\_\_ .

- **As a result,** McDonald's became one of the most popular restaurants.

**Therefore, / Hence, / Thus, / So** \_\_\_\_\_ [Effect] \_\_\_\_\_ .

- **Therefore,** it is too dangerous to share personal information online.



### Exercise E

**Instructions:** Reread the sample paragraphs above and list the transition signals (e.g. therefore / thus / although) used in cause-effect paragraphs.

The Dangers of Fake News	The Power of McDonald's

### Exercise F: Writing Exercise

**Instructions:** Write a well-organized 180-to-220-word paragraph explaining **causes** OR **effects** to address **ONE** of the following topics. Make sure to include all the necessary components and details.

#### CAUSES:

1. Why do some countries prohibit publishing and sharing fake news?
2. Why has Elon Musk become one of the most successful people in the world?

#### EFFECTS:

3. What are the effects of cyberbullying?
4. What are some of the main impacts of being overstressed?

<b>WRITING RUBRIC (15 Points)</b>			
Score	Descriptors		
	Task Completion / Content (5)	Organization (5)	Language (5)
5	<ul style="list-style-type: none"> <li>Presents a clear main idea</li> <li>Presents a <b>fully developed</b> response to the prompt with relevant, fully extended and well supported ideas</li> <li>Contains <b>all</b> the necessary paragraph components</li> </ul>	<ul style="list-style-type: none"> <li>Arranges ideas <b>logically</b></li> <li>The paragraph reads smoothly throughout with the <b>appropriate use</b> of transition devices as needed</li> </ul>	<ul style="list-style-type: none"> <li>Uses a <b>wide</b> range of vocabulary and structures with full flexibility and accuracy</li> <li><b>Rare</b> minor errors occur only as 'slips'</li> </ul>
4	<ul style="list-style-type: none"> <li>Presents a clear main idea</li> <li>Presents a <b>well-developed</b> response to the prompt with relevant, extended and supported ideas</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>Contains <b>almost all</b> the necessary paragraph components</li> </ul>	<ul style="list-style-type: none"> <li><b>Generally</b> arranges ideas in a logical manner</li> <li>Uses transition devices effectively, but cohesion within and/or between sentences <b>may be faulty or mechanical</b></li> </ul>	<ul style="list-style-type: none"> <li>Uses an <b>adequate</b> range of vocabulary and variety of structures</li> <li><b>Most</b> sentences are error-free</li> </ul>
3	<ul style="list-style-type: none"> <li>Does not present a clear main idea</li> <li>Presents limited and/or insufficiently developed ideas</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>Misses <b>some</b> of the necessary paragraph components</li> </ul>	<ul style="list-style-type: none"> <li>Arranges ideas in a <b>somewhat</b> logical manner, but may lack coherence in some parts</li> <li>The paragraph doesn't read smoothly and/or there is <b>inaccurate or repetitive</b> use of transition devices</li> </ul>	<ul style="list-style-type: none"> <li><b>Attempts</b> to use a <b>suitable</b> range of vocabulary and variety of structures</li> <li><b>Occasional</b> errors with vocabulary and structures</li> </ul>
2	<ul style="list-style-type: none"> <li>Does not present a main idea</li> <li>Presents some irrelevant ideas</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>Misses <b>most</b> of the necessary paragraph components</li> </ul>	<ul style="list-style-type: none"> <li>Arranges ideas with <b>little logical</b> connection</li> <li>Uses a <b>limited</b> range of, or <b>inaccurate</b>, transition devices</li> </ul>	<ul style="list-style-type: none"> <li>Uses a <b>limited</b> range of vocabulary and structures</li> <li><b>Frequent</b> errors with vocabulary and structures</li> </ul>
1	<ul style="list-style-type: none"> <li>Does not present a main idea</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>Shows <b>nearly no</b> evidence of the necessary paragraph components</li> </ul>	<ul style="list-style-type: none"> <li>Shows <b>very little control</b> of paragraph organization</li> </ul>	<ul style="list-style-type: none"> <li>Uses a <b>very limited</b> range of vocabulary and structures</li> <li>Errors <b>impede</b> communication</li> </ul>
0	<ul style="list-style-type: none"> <li>Writes an <b>incomprehensible/ completely unrelated</b> response</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>Does not attempt this task</li> </ul>	<ul style="list-style-type: none"> <li>Shows <b>no control</b> of paragraph organization</li> </ul>	<ul style="list-style-type: none"> <li>Shows <b>no identifiable</b> command of English structure and vocabulary</li> </ul>

**Note:** Between-bands scoring (.5 and .25) is NOT allowed.

## Remarks

1. *Major errors in 'Language':*

tense, voice, subject-verb agreement, fragments, run-on sentences, word choice, word form; Vocabulary errors: word choice and collocations

2. *Minor errors in 'Language':*

articles, capitalization, punctuation, spelling, prepositions (not causing communication breakdown)

## **PART III: SPEAKING**

## Speaking Assessment

### Problems and Solutions



Photo credit: Getty Images

### Problems and Solutions

At some time or another we are certain to encounter problems. It is a fact of life. Some problems might be big, and others small. No matter the size, unless we face them and try to solve them, they will not go away. Therefore, the best thing that can be done when we are faced with problems, rather than complaining, is to acknowledge them and find the best way to solve them. Sometimes, however, when we are in the middle of a problem, we may not be able to see the issues clearly or we may not be able to find the best solution on our own. That's when asking for advice might be useful. By seeking help, our friends, family members or experts could give us different suggestions on how to tackle our problems. This could put things into clearer perspective and hopefully guide us to the best solution.

#### Warm-up

**Directions:** In a small group of 3, help each other make a list of some common problems people might face in their daily lives. Take 5 minutes to list them in the box below.

As you may notice from your list above, some problems come from other people, and some might stem from ourselves. With your classmate, take 3 minutes to study your list and determine which problems are caused by others and which stem from ourselves.

Many people are facing one or more of these problems every day: peer pressure, health problems, financial problems, relationship issues, workplace issues, unfair treatment, feeling of failure, mental health issues, loneliness, boredom and so on. With the support of family, friends or even professionals, we should all be able to overcome these challenges, or we may even be the ones to help others who are facing these challenges.

## Asking for and Giving Advice

Are there some steps when asking for and giving advice? Let's find out by working on the exercise below.

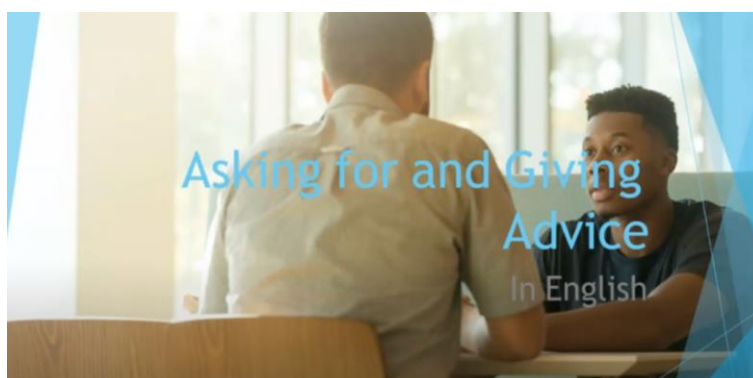


Photo credit: [http://eslgold.com/speaking-4/asking\\_giving\\_advice/](http://eslgold.com/speaking-4/asking_giving_advice/)

## Exercise 1: Analyzing and Identifying Expressions

Here are some general steps for asking for and giving advice:

### General Steps for Asking for and Giving Advice:

Ask for advice

Describe the problem

Establish a connection

Give/listen to advice

Respond appropriately

Wait for a response

**Instructions:** 1) In the table below, match the 6 steps of asking for and giving advice to the example expressions in the right-hand column. 2) Then watch the following video clip from minute 00:00-05:44 to check your answers: Asking for and Giving Advice in English (ESL Gold) (9:14 minutes):

<https://www.youtube.com/watch?v=iy5TmF709oI>

### Asking for and Giving Advice: Six Steps and Useful Expressions

Steps	Example Expressions
1.	<ul style="list-style-type: none"> <li>● Can I talk to you for a minute?</li> <li>● Can I ask you something?</li> <li>● Do you have a minute?</li> </ul>
2.	<ul style="list-style-type: none"> <li>● What can I do for you?</li> <li>● Sure. What's on your mind?</li> <li>● What's up?</li> <li>● Sorry, I'm kind of busy right now. How about getting together after work? (Postponing)</li> </ul>
3.	<ul style="list-style-type: none"> <li>● Well, it's about...</li> <li>● I'm having trouble with...</li> <li>● I need help + v.ing...</li> </ul>
4.	<ul style="list-style-type: none"> <li>● What do you think I should do?</li> <li>● What do you suggest/recommend?</li> <li>● What would you do in this situation?</li> <li>● Do you have any advice?</li> <li>● What's your advice/opinion?</li> <li>● What would you do if you were in my shoes?</li> <li>● Do you have any ideas on this?</li> <li>● Do you think that I should...+ possible solution...?</li> </ul>
5.	<ul style="list-style-type: none"> <li>● You had better.... You should...</li> <li>● Maybe you should...</li> <li>● I think you should...</li> <li>● I suggest + v.ing...</li> <li>● If I were in your position/shoes, I would(n't)...</li> <li>● If I were you, I'd.../I wouldn't...</li> </ul>

Steps	Example Expressions
	<ul style="list-style-type: none"> <li>● Perhaps you could try + v. ing</li> <li>● It would be a good idea to...</li> <li>● Have you thought about +v.ing...?</li> <li>● Have you tried + v.ing...?</li> <li>● How about + v.ing...?</li> <li>● What about + v.ing...?</li> <li>● I would...</li> </ul>
6.	<p><b>Accepting advice:</b></p> <ul style="list-style-type: none"> <li>● Sounds good. or Sounds like a good idea.</li> <li>● That's a great idea.</li> <li>● I think that will work.</li> </ul> <p><b>Rejecting advice:</b></p> <ul style="list-style-type: none"> <li>● I'm not sure that's a good idea. + Reason</li> <li>● I'm not too sure about that. + Reason</li> </ul> <p><b>Closing the exchange</b></p> <ul style="list-style-type: none"> <li>● I'll try it out.</li> </ul> <p><b>Thanking for advice</b></p> <ul style="list-style-type: none"> <li>● Thanks a lot.</li> <li>● Thanks for your help.</li> <li>● Thanks for your suggestions.</li> <li>● I really appreciate it.</li> </ul>



## Exercise 2: Listening



Photo credit: [http://eslgold.com/speaking-4/asking\\_giving\\_advice](http://eslgold.com/speaking-4/asking_giving_advice)

**Instructions:** For a sample conversation, continue to watch the video clip from minute 05:45-6:27. Observe what each speaker says for each of the six steps. You may also read aloud and act out the dialogue with a classmate. Take turns being the one asking for and giving advice.

## Giving Advice: Providing Options

When giving advice you could also provide alternative solutions or options to your friends, so that they have several choices. They can decide which option is best for them.

To provide options, you can say (from Evolve 5 Page 84):

- One/Another thing you could do is...  
*Another thing you could do is double check that all electrical appliances are turned off before you leave the house.*
- It never hurts to...  
*It never hurts to double check or even triple check!*
- ...is always worth considering.  
*Paying on installment with 0% interest is always worth considering.*
- ...is a good way to approach it.  
*Being observant and sensitive is a good way to approach people from different cultural backgrounds.*

## Giving Advice: Envisioning the Consequences

As the person giving advice, you can also predict the consequences of that solution to the advisee. This will be very useful to the advice-seeker, so that they can imagine what the result will be.

You can say (from Evolve 5 Page 84):

- If you do this, you are bound to/sure to...  
*If you start lending money, you are bound to be asked again and again.*
- You're going to ... *You're going to get better and better at speaking.*
- You might ... *You might be able to speak very well in public one day.*
- You'll be + adjective... *You'll be happy with the results if you try this method.*

## Exercise 3: Listening

**Instructions:** Watch two students, Matthew and Kristina, giving and receiving advice.

Fill in the blanks with the words you hear (2-4 words per blank).

Taken from: Dialogue 18 Asking for and Giving Advice

<https://www.youtube.com/watch?v=jfsHcydjqeU>



Photo credit: <https://www.youtube.com/watch?v=jfsHcydjqeU>

Matthew: What's 1) \_\_\_\_\_, Kristina? You look worried.

Kristina: I just got my grade report back and my GPA is pretty low.

Matthew: I'm sorry 2) \_\_\_\_\_ about that but it's only the first semester. You still have time to do something about it.

Kristina: What 3) \_\_\_\_\_ think I should do about my low GPA?

Matthew: Well, why do you think your GPA is low?

Kristina: I guess I didn't go to class enough. I skipped a lot of classes because of my health and personal issues and I didn't get to hear about what was taught in class.

Matthew: Then I 4) \_\_\_\_\_ going to class regularly  
5) \_\_\_\_\_ miss lectures and a chance to ask questions and listen to the Q&A of other students, and you also won't look bad in the eyes of your professor. And 6) \_\_\_\_\_ better care of your health, so you won't get sick often. Eat healthy food. Take vitamins to boost your immune system.

Kristina: I guess I should exercise more, too. I haven't been working out much lately.

Matthew: Absolutely. It's a good idea. 7) \_\_\_\_\_ work out three to four times a week, but don't overdo it. You might injure yourself.

Kristina: Got it. Thanks for the advice.

Matthew: And I 8) \_\_\_\_\_ do a study review once a week. Reviewing your notes weekly will help you gradually memorize things.

Kristina: That's a very good idea. So next semester I will put more effort into my work, review my notes, and stay healthy.

Matthew: If you do that, 9) \_\_\_\_\_ raise your GPA next semester.

Kristina: 10) \_\_\_\_\_ for all your advice.

Matthew: Don't mention it. We're friends; I'm here for you.

## Exercise 4: Listening

**Instructions:** Watch the following video clip and answer the questions that follow.

There is also a follow-up part. Notice what Noelia says to Bob to show her appreciation.

What to say: Giving Advice (British Council | Learn English):

[https://www.youtube.com/watch?v=5U\\_6wdUxFQk&t=13s](https://www.youtube.com/watch?v=5U_6wdUxFQk&t=13s)



Photo credit: <https://www.youtube.com/@BritishCouncilEnglish>

1. What was Noelia's problem?

---

2. Circle all the expressions you heard:

*Do you have any advice?*

*If I were in your shoes, I would...*

*If I were you, I'd...*

*Perhaps you could try...*

*Why don't you try...?*

*What's your advice?*

*What do you think I should do?*

3. What did Noelia say to reject Paul's suggestion? Why?

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4. What was Bob's suggestion?

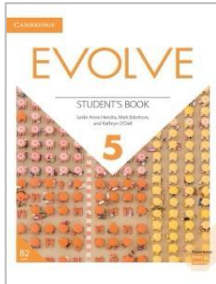
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5. What happened in the end?

---

## Exercise 5: Speaking

**Instructions:** With a partner, practice asking for and giving advice following the six steps above. You can use the scenarios suggested in the video clip (minutes 06:55 – 07:45) or the scenarios in your course book – Evolve 5 Page 77, some of which are also listed below. **Take turns describing your problem using the following**



**scenarios, then ask for and give advice. Offer 2 solutions to each problem. Don't forget to follow the 6 steps and use a variety of expressions to ask for and give advice.**

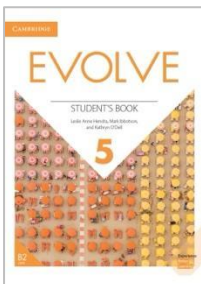
One of your roommates or friends often upsets you by:

- A. Not cleaning up after him/herself
- B. Not putting things away where they belong
- C. Not wiping their feet when coming out of the bathroom

- You:
- D. Keep losing the keys to your apartment
  - E. Can't remember your classmates' names
  - F. Keep falling asleep in English class

## Exercise 6: Analyzing, Identifying and Speaking (Optional Self-study)

**Instructions:** Turn to page 141 in your course book. Complete the exercises (1.1 A, B and 1.2 A, B). Then circle the items that you think might be everyday problems. Distinguish whether they could be problems caused by others or problems stemming from the speaker themselves? Check your answers using the Answer Key on the next page. Then with a friend, take turns asking for and giving advice using those scenarios.



## Speaking Assessment Task

### Problem-Solution Roleplay (10%)



Photo credit: <https://www.freepik.com>

**Task:** In pairs, take turns asking for and giving advice.

**Length:** Each dialogue should last 3 - 4 minutes. (~8 minutes per pair)

**Evolve:** Unit 8: Small Things Matter  
Unit 9 Things Happen

**Objectives:** To show your ability to ask for and give advice about everyday problems.

#### Task preparation:

1. With a partner work on the exercises above for practice. Students can choose their own partner for this assessment task.
2. Study the **Evaluation Criteria** below to understand your goals for the task.
3. Study the 'Possible Problem Scenarios' in the list below. Think of 1) how you would describe each problem clearly without using the exact wording from the list. 2) two suggestions you would give your friend for each of the scenarios. Make sure it is useful and safe advice. Take notes.
4. With a partner, practice asking for and giving advice using the '**Possible Problem Scenarios**' that you and your instructor have selected. Follow the '**Six Steps of Asking for and Giving Advice**'.
5. With your partner, sign-up for the task using the **Problem-Solution Roleplay Schedule** your instructor has prepared for you.

**Assessment Task Guidelines:**

- With a chosen partner, students take turns asking for and giving advice on the assigned scenarios from the list. The instructor will randomly select **two scenarios** from the list for each pair.
- Students must follow the 'Six Steps of Asking for and Giving Advice' and try to apply vocabulary from Units 8 and 9.

**Advice-seekers must:**

- Describe the problem WITHOUT using exact wording from the list.

**Advice-givers must:**

- Offer TWO solutions and use a variety of expressions
- Students may make an audio recording of their dialogues for future reference. (Optional)

**Ground Rules:**

1. On the assessment day, students must arrive before their time slot. Students must be responsible for showing up. Instructors will NOT wait for late-comers or call no-shows.
2. If students are late, the next pair will take their place.
3. If students do NOT show up, they must contact their instructor within 1 week with a medical certificate, otherwise they will NOT receive a chance to make-up this assessment and will NOT receive a score for this part.
4. Each dialogue should last no more than 4 minutes. Instructors and students keep time. Dialogues will be cut-off at the end of minute 4.

## Possible Problem Scenarios

### 1. Health

- I want to quit smoking.
- I have problems sleeping at night.
- I want to stop eating junk food.
- I want to go on a diet but I like eating.

### 2. Money

- I can't seem to save money.
- I'd like to get a new phone/tablet/etc., but I don't have enough money.

### 3. Time management

- I'm always late for class.
- I never finish my homework on time.
- I want to exercise, but I don't have enough time.

### 4. Relationships

- I don't have many friends.
- I forgot my best friend's birthday.

### 5. Education

- I'm in the wrong major.
- I want to improve my English skills.
- I don't feel confident in speaking English

### 6. Habits

- I spend too much time playing on my phone.
- I'm addicted to computer games. I play all day and I can't stop.
- I'm addicted to Netflix series and binge-watching.



## Evaluation Criteria Checklist and Score Form

### Problem-Solution Task

Pair No. \_\_\_\_\_

Name: \_\_\_\_\_ Total Score \_\_\_\_\_/10

#### I. Advice seeker:

- |   |                |
|---|----------------|
| 1) Establishes connection (accomplished; accurate expression) | 0.5 or 1 _____ |
| 2) Describes the problem (original; clear and concise)        | 0.5 or 1 _____ |
| 3) Asks for advice  | 0.5 or 1 _____ |
| 4) Accepts/rejects/thanks for advice                          | 0.5 or 1 _____ |

#### II. Advice giver:

- |  |                |
|--|----------------|
| 1) Agrees to listen  | 0.5 or 1 _____ |
| 2) Gives advice (2 solutions given; accurate)                | 1 – 2 _____    |
| 3) Overall fluency, naturalness, and engagement with partner | 1 – 3 _____    |

Comments: \_\_\_\_\_  
 \_\_\_\_\_

#### **Score meaning**

##### ▪ 0.5 or 1 point

1 = selects appropriate expression and uses it accurately

0.5 = uses expression but with errors

##### ▪ 1 – 2 points (.5 scoring is allowed.)

2 = rational and practical solutions

1 = irrational, or impractical solutions

##### ▪ 1 – 3 points (.5 scoring is allowed.)

3 = fluent, natural, intelligible, very much engaged and interactive

2 = fluent, sounds slightly scripted, may be a bit hard to understand at times; somewhat engaged and interactive

1 = hesitant with pauses, scripted, must strain to understand, may have difficulty understanding partner – needs to be more engaged and interactive

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